
UNIT – 1: PHILOSOPHY AND EDUCATION

Philosophy and Education

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1.0 INTRODUCTION

This unit deals with the meaning and definition of ‘Education’ and ‘Philosophy’ as well as the intimate relationship between philosophy and education. Various branches of philosophy, the wonder of all educational problems, and its significance are also discussed in this unit. We are going to learn the meaning of educational philosophy and its influence on the various aspects of education.

1.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Define the terms Education and Philosophy

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- Explain the scope of Education and Philosophy
- Define the term Educational Philosophy
- Explain the scope of educational philosophy
- Explain the interdependence between philosophy and education

1.2 CONCEPT OF EDUCATION

The basic problem that all living creatures face after taking birth is the problem of adaptation to environment mentally, physically, emotionally, socially and professionally. Some creatures have some natural capacities which help them adapt to their environment and no systematic education is needed for this purpose. But the case of human is different. He is the most dependent being of all the living beings known. His family and the society educates him formally as well as informally to make himself dependent. The intellectual power and wisdom that man has over and above other animals help him to receive education. It is the education that helps him to adapt to the environment.

The process of education begins immediately after the child is born. His mother teaches him first how to breast feed. By using trial and error technique, the child comes to learn how to suck milk from the breast of the mother. As the child's exposure expands the number of his formal and informal teachers also increases. This process continues till last breath in some way or the other. Thus, whole life of a man is centered around his wisdom or intelligence making him superior to all other living beings in the process.

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research. Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves. Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The science and art of how best to teach is called pedagogy.

Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually formal education takes place in a school environment, with classrooms of multiple students learning together with a trained teacher. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, physical

classroom design, student-teacher interactions, methods of assessment, class size, educational activities, and more.

1.3 MEANING OF EDUCATION

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Webster defines *education* as the process of educating or teaching. *Educate* is further defined as "to develop the knowledge, skill, or character of...". In ancient Greece, Socrates argued that education was about drawing out what was already within the student. As we know that the word *education* comes from the Latin *e-ducere* meaning "to lead out". In English the term "Education" has been derived from two Latin words *Educare* (*Educere*) and *Educatum*. "Educare" means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term "Educatum" denotes the act of teaching. It throws light on the principles and practice of teaching. The term *Educare* or *Educere* mainly indicates development of the latent faculties of the child. But child does not know these possibilities. It is the educator or the teacher who can know these and take appropriate methods to develop those powers. Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

1.3.1 Education in the Narrower Sense

In its narrow sense, school instruction is called education. In this process, the elders of society strive to attain predetermined aims during a specified time by providing pre-structured knowledge to children through set methods of teaching. The purpose is to achieve mental development of children entering school.

Education, in the narrower sense, is regarded as equivalent to instruction. It consists of the "specific influences" consciously designed in a school or in a college or in an institution to bring in the development and growth of the child. The word school includes the whole machinery of education from Kindergarten to the University. The education of the child begins with his admission in the school and ends with his departure from the University. The amount of education received by the child is measured in terms of degrees and diplomas awarded to him. The school represents formal education as it imparts education directly and systematically. There is deliberate effort on the part of the educator to inculcate certain habits, skills, attitudes or influences in the learner, which are considered to be essential and useful to him. According to John Dewey: "The school exists to provide a special environment for the formative period of human life. School is a consciously designed institution, the sole concern of which is to

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educate the child. This special environment is essential to explain our complex society and civilization”.

1.3.2 Education in the Broader Sense

In its wider sense, education is the total development of the personality. In this sense Education consists of all those experiences, which affect the individual from birth till death. It begins with the birth of a child and ends with his death. It is a continuous process. Continuity is the law of life. Education is not limited to the classroom only; it is also not limited to a particular period of life. Throughout life one goes on learning to adjust oneself to the changing patterns of life.

An individual learns through his experiences, which are acquired throughout his life. Education is not merely collection of some information. It is acquisition of experiences through life in the social and natural environment. It includes all the knowledge and experiences, acquired during infancy, childhood, boyhood, adolescence, youth, manhood or old age through any agency of education- the press, the travels, the club, the nature- formally and informally. Thus, education becomes the sum-total of all experiences that the child receives either in the school or outside. In this wider sense, life is education and education is life. In other words, education is the process whereby a human being gradually adopts himself in various ways to his physical, social, and spiritual environments. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Education, in the broader sense, is transmission of life by the living, to the living, through living and for living”. Education is a means for the development of balanced all- round harmonious development of personality. Personality includes not only body and mind but also spirit.

1.3.3 Analytical Meaning of Education

In the above discussion, we have thrown light on the etymological, narrow and wider meaning of education. The following lines give clarity to the meaning of education by explaining its constituent factors in greater details-

- ***Not Limited to knowledge imparted in Schools*** - Education cannot be confined to the processes of giving knowledge to children in schools only. Its programme goes on from birth till death. In other words, every one learns something or the other throughout life by various experiences and activities. All this is education.
- ***Education as the Development of Child's Innate Power*** - While explaining the etymological meaning of education we have made it clear that education is developing the native

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endowments of a child rather than something forced into the mind from outside.

- **Education as a Dynamic Process** - Education is not static but a dynamic process, which develops the child according to changing situation and times.
- **Education as a Tripolar Process** - John Dewey, regards education a process of development. According to John Dewey education has two aspects- (1) Psychological and (2) Sociological. He asserts that the development of a child does not take place in vacuum. It takes place in and through the society in which the teacher and the child both live. Thus, it is the society, which will determine the aims, contents and methods of teaching. In this way, the process of education contains three poles, namely- the teacher, the child, and the society. These three factors actively cooperate in the efficient and successful working of the educational process.

1.4 DEFINITION OF EDUCATION

The meaning of education has differed from age to age, from person to person. Some have emphasized on one aspect of education while others have emphasized on the other. The different views are there because of complexity of human environment, different philosophies of life and different educational theories and practices. Different educationists' thoughts from both Eastern and Western side have explained the term 'education' according to the need of the hour. These definitions are explained below. The Indian thinkers want to stress on spiritualism and perennial truth, the Western philosophers differ in their meaning according to need and convenience of the circumstance.

Education is something, which makes a man self-reliant and self-less.

Rigveda

Education is that whose end product is salvation.

Upanishada

Education is the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out.

Swami Vivekananda

The highest education is that which does not merely give us information but makes our life in harmony with all existence.

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Rabindranath Tagore

Education according to Indian tradition is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.

Radhakrishnan

Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.

Plato

Education is the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.

Aristotle

Education is the child's development from within.

Rousseau

Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external.

Froebel

Education is the harmonious and progressive development of all the innate powers and faculties of man- physical, intellectual and moral.

Pestalozzi

Education is the development of good moral character.

J.F.Herbert

Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities.

John Dewey

1.5 NATURE OF EDUCATION

The natures of education are:

- (a) Education is life-long process- Education is life long process because every stage of life of an individual is important from educational point.

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(b) Education is a systematic process- It refers to transact its activities through a systematic institution and regulation.

(c) Education is development of individual and the society- It is called a force for social development, which brings improvement in every aspect in the society.

(d) Education is modification of behavior- Human behavior is modified and improved through educational process.

(e) Education is a training- Human senses, mind, behavior, activities; skills are trained in a constructive and socially desirable way.

(f) Education is instruction and direction- It directs and instructs an individual to fulfill his desires and needs for exaltation of his whole personality.

(g) Education is life- Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.

(h) Education is continuous reconstruction of our experiences- As per the definition of John Dewey education reconstructs and remodels our experiences towards socially desirable way.

(i) Education is a power and treasure in human being through which he is entitled as the supreme master on the earth.

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

1.6 SCOPE OF EDUCATION

Education is not mere acquiring knowledge with ideas and facts, whereas it reflects the total change of a person. A person's behavioral change is very important in education. Formal and informal education helps a person to get along with situations which he lives.

Today we need to reframe the span of Education in the respective places. Eminent writers and Thinkers are considered only through education the culture of a person must be changed. World powers are built their empire by educating other countries that they are the super power and without them one country will not survive. Likewise all the ideologies are fabricated by education. Centuries back we can see that Christian Missionaries are more focused on education. Their main aim is to develop a new culture in the world without losing the values in that particular area. Now people are more

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on puffing with knowledge and ideas. Failure of 'education' resulted to fundamentalism and regional extremism.

Check Your Progress –I

1. What is the meaning of the latin word e-ducere?
2. "The school exists to provide a special environment for the formative period of human life" is the statement given by whom?
3. The highest education is that which does not merely give us information but makes our life in harmony with all existence is the definition given by whom?
4. Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external is the definition given by whom?
5. In the term Philosophy 'Philo' means ----- and 'sophia' means -----

1.7 MEANING OF PHILOSOPHY

Literally speaking the word 'Philosophy' involves two Greek words – 'philo' meaning love and 'sophia' meaning knowledge. Thus literally speaking, philosophy means love of wisdom. The literal meaning of philosophy shows that the philosopher is constantly and everywhere engaged in the search of truth. He does not bother so much to arrive at final conclusions and continues with his search for truth throughout his life. His aim is the pursuit of truth rather than its possession. It is the intellectual search for the fundamental truth of things. It is generally agreed by all that philosophy should be all comprehensive, affirmative, synthetic and spiritual. Philosophy is the knowledge of ultimate reality. But ultimate reality, as Indian philosophy truly maintains, is not only existence but also consciousness and bliss. Hence, philosophy as the quest after ultimate truth is science of value par excellence. It should be not only criticize facts but also satisfy, religion and science.

The work of philosophy as Sri Aurobindo rightly points out, "is to arrange the data given by the various means of knowledge, excluding none, and put them into synthetic relation to the one truth, the one supreme and universal reality".

1.8 DEFINITION OF PHILOSOPHY

A beginner in philosophy is perturbed to find that different philosophers have given different definitions of philosophy. While some philosophers have laid emphasis on psychological facts, others have given more importance to values. There is much difference in Indian and western definitions of philosophy. Of these definitions some emphasize the critical aspect of philosophy while others lay emphasis

upon its synthetic aspect.

a.) Philosophy is a critical method of approaching experience.

“Philosophy is essentially a spirit or method of approaching experience rather than a body of conclusions about experience - Edger S. Brightman.

b.) Philosophy is a comprehensive synthetic science.

“Philosophy like science, consists of theories of insights arrived at as a result of systematic reflection’ - Joseph A. Leighton.

“Philosophy is concerned with everything as a universal science”

– Herbert Spencer.

1.9 SCOPE OF PHILOSOPHY

The scope philosophy can be divided into the following parts.

1. Field of Philosophical Sciences

The scope of philosophy includes different philosophical sciences such as metaphysics, epistemology, logic, semantics, philosophy of science, axiology, aesthetics, ethics, philosophy of religion, political philosophy, etc. All these sciences are important parts of the field of philosophy.

2. Field of Philosophy as comprehensive science

Philosophy is the science of sciences, the mother of all sciences. From this point of view, its scope includes the criticism and synthesis of the postulates and conclusions of the physical and social sciences.

1.7.1 Branches of Philosophy

The branches of philosophy are as follows:

1. Epistemology

Epistemology is the most fundamental branch of philosophy. It discusses philosophically truth, falsehood, validity of knowledge, limits of knowledge and nature of knowledge, knower and known etc.

2. Metaphysics

This is the study of existence, reality or essence. Its main

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branches are as follows.

- i. Cosmogony - This is a study of creations.
- ii. Cosmology – The main problems of cosmology are: Is the world one or is it many, or is it both one and many?
- iii. Ontology – Ontology is the study of ultimate reality
- iv. Philosophy of self - This is mainly concerned with the philosophical analysis of self.
- v. Eschatology – The discussion of the condition of soul after death, the nature of the other world, etc., form the subject matter of this branch of philosophy.

3. Axiology

This branch of philosophy philosophically studies value. It has been divided into the following three branches.

- i. Ethics – Ethics discusses the criteria of right and good.

By the term ‘scope’ of anything you have to mean ‘the area of work’ of that thing. When you ask “what is the scope of philosophy”, you mean the type of works that philosophy does. There are certain core areas in which philosophical investigation is active. The core areas of philosophy are as follows:

(a) Epistemology

(b) Metaphysics

(c) Ethics

(d) Aesthetics

(e) Theology

(a) Epistemology is the philosophy of knowledge. It is often called theory of knowledge also. We have the experience or concept or phenomenon of knowledge. Philosophy explains that concept. And that is called epistemology. Here you study what is knowledge, how does it originate, what is its limitation, can we know everything about a phenomenon, etc.

(b) Metaphysics is the philosophy or theory of the ‘real’. Knowledge that is studied in epistemology automatically leads us to the question of the ‘known’. So, philosophy has a distinct branch devoted to understanding ‘what is known’. It considers the nature of the real.

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(c) Ethics: After knowing what knowledge is and after grappling with the issue of the known, you have learnt quite a bit about the world and your life in it. The sense of goodness or propriety or duty is central to all human thought and behaviour. Ethics is the study of human conduct based on moral impulses and wisdom.

(d) Aesthetics and (e) theology are also important branches of philosophy. The first is concerned with the inquiry into the nature of beauty and the second investigates the nature of religious experiences. In fact aesthetics is concerned with the creation and appreciation of all arts. Theology, which constitutes a deep inquiry into religious phenomena, is more commonly called philosophy of religion.

1.10 PHILOSOPHY OF EDUCATION

Philosophy of education can refer to either the academic field of applied philosophy or to one of any educational philosophies that promote a specific type or vision of education which examine the definition, goals and meaning of education.

As an academic field, philosophy of education is "the philosophical study of education and its problems...its central subject matter is education, and its methods are those of philosophy". The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be multidisciplinary in the sense of being concerned with the concepts, aims, and methods of the discipline." As such, it is both part of the field of education and a field of applied philosophy, drawing from fields of metaphysics, epistemology, axiology and the philosophical approaches to address questions in and about pedagogy, education policy, and curriculum, as well as the process of learning, to name a few. The multiple ways of conceiving education coupled with the multiple fields and approaches of philosophy make philosophy of education not only a very diverse field but also one that is not easily defined. Although there is overlap, philosophy of education should not be conflated with educational theory, which is not defined specifically by the application of philosophy to questions in education. Philosophy of education also should not be confused with philosophy education, the practice of teaching and learning the subject of philosophy.

Philosophy of education can also be understood not as an academic discipline but as a normative educational theory that unifies pedagogy, curriculum, learning theory, and the purpose of education and is grounded in specific metaphysical, epistemological, and axiological assumptions. These theories are also called educational philosophies.

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1.11 EDUCATIONAL PHILOSOPHY

An educational philosophy is a personal statement of a teacher's guiding principles about "big picture" education-related issues, such as how student learning and potential are most effectively maximized, as well as the role of educators in the classroom, school, community, and society. Each teacher comes to the classroom with a unique set of principles and ideals that affects student performance. A statement of educational philosophy sums up these tenets for self-reflection, professional growth, and sometimes sharing with the larger school community.

The educational process depends on four fundamental aspects: the education institution, teachers, curriculums, and the students. These four aspects correlate with each other strongly. In fact, all aspects are being integrated into the educational process in any educational institutions. Each one of those aspects is working side by side to support the other aspect accurately. It is well known that an educational philosophy reflects a social philosophy. A social philosophy is considered as a plan to guide the educational process. A relation between philosophy and education is unclear; however, there is acceptance for this relations existence. Some people believe that education is a result of philosophical doctrines, and educators are, in fact, philosophers. Moreover, education is a process of keeping and transferring social heritage throughout history.

It helps to understand and to modify the educational process. It helps to identify conflicts and contradictions in any theory. It develops the human capacity to raise questions about theory. Also, it clarifies concepts and assumptions that are underlying educational theories. Vividly, it's clear that the importance of studying the educational philosophy at the present time is to understand deeply the educational process. Each fundamental aspect has a basic function in the education process.

Firstly, the education institution – the school - is a social educational institution which plays a significant role side by side with other aspects. The primary function of the school is raising the children by transferring the cultural heritage from previous generations. Additionally, within the school environment children learn the basic studies such as: knowledge of religion, history, literature, science, and linguistic. Those studies will made clear by teaching specific curriculums for each level and gradually, starting from primary education to higher education. Following this further, the school seeks during each stage of education to enhance pupils' values of cultural identity and principles of Human Rights. Undoubtedly, the significant objective of any educational institution is to qualify a person for public life and to be an effective member of society.

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Secondly, the teacher is one of the fundamental aspects of the educational process. The transition from the traditional education system to the E-learning system made some changes in the teachers' role. The teacher is a mentor, director, and educational leader in the educational process. A successful teacher is the one who is able to organize the work and classroom life. Also, he creates a desire in each student to do the work. In the concept of emotional intelligence, a person who's able to understand his emotions has the ability to understand and to control others' emotions. Pursuing this further, the teacher affects the learner both emotional and behavioral ways. He, also, contributes to achieving the objectives of education process which is a result of his effective role. Basically, the teacher conveys knowledge to students easily and visibly. Providing a great classroom climate helps to gain good learning outcomes. The climate that is dominated by warmth is more likely to achieve most teachers' objectives. It was found that there is a strong correlation between the climate during the teaching process and the learning outcomes. Obviously, it is a positive correlation; as much as the climate provided was suitable, the learning outcomes were better.

Thirdly, curriculum is not less important than other aspects. It's defined as all the educational experiences that are offered by teachers at the school. Another definition, is all educational experiences that are offered by teachers either in the classroom or outside the classroom. Besides that, there are several dimensions that must be accrued in any curriculum. Those dimensions are objectives, content, teaching methods, and assessment. Objectives mean all knowledge that is established by the educational institution and achieved by students. The content is the components of the curriculum which organizes all knowledge in a particular manner in order to achieve all objectives. Both previous dimensions will be explained by the teaching method. It means the way that is used to deliver information by the instructor to students. The assessment aims to determine if the student may have reached all educational objectives in all areas or not. All the previous aspects are working together to create a healthy and educational environment for the student, who's considered a fundamental factor to build the future.

Finally, the student role is unclear in the education process. As it is well known that the student is the center of the education. For instance, in Saudi Arabia, they treat the student as a receiver, which is unacceptable. That action made a huge gap between student and teacher; also, it changed the real role of the education process. Therefore, benefits that the student is looking forward to gaining are quite few. A field of discussion is virtually rare in some classes, as well a creative field. All those imperfections must be changed by applying new strategies and employing specialized teachers. Those teachers are

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able to discuss and explain curriculums accurately. Special needs students are a forgettable part of the education approach. Ignoring their needs and not understanding their situation were clear actions in some education institutions in Saudi Arabia. However, lately these actions were changed significantly. It started by integrating disabled students with normal students which gives a good opportunity for both of them to discover others' lives and make friendships. Furthermore, disabled students will get a better understanding to accept their situation and looking for a positive aspect of the handicap. The benefit of that action is not confined to the disabled student; it also includes the normal student. In fact, integration leads to changing the attitude of the normal student and to accept the disabled student.

Aspirations of the future are changing the teaching methods, especially in Saudi Arabia, and establishing many institutions that care about early childhood and special needs students. Moreover, applying self-learning for students will help them to discover the hidden aspects behind their personality. Providing students with a good environment will lead them to innovation and creative ideas and thoughts. Substantially, teachers and students must understand their roles in order to get a better outcome of learning. There is no benefit of curriculum development if it is not accompanied by qualification, either for teachers or school environment.

Although, there are many different branches of education, but the present time requires the presence of philosophy in the field of education, considering that the educational philosophy derives its subject from the education. Essentially, the main goal of any learning process is finding a change in the learner's behavior. Therefore, the measurement and evaluation process is an integral part of the educational process. There is no right or wrong strategy in any function, because each strategy has advantages and disadvantages. All ways support each other and each student is on a different level of learning.

1.12 RELATIONSHIP BETWEEN EDUCATION AND PHILOSOPHY

Education and philosophy, the two disciplines, are very closely related and in some areas they overlap each other. It is quite often said that, 'Philosophy and Education are two sides of the same coin'. 'Education is the dynamic side of philosophy'. The art of education cannot be completed without philosophy and philosophy cannot convert others to its aims and values without education. There is a close interaction between the two; one without the other is unserviceable.'

Education is practical in nature and philosophy is theory. It is not vague to say that theory and practical are identical. The educator,

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who has to deal with the real facts of life, is different from the arm chair theorist who is busy in speculation. Philosophy is a way of life. In a wider sense philosophy is a way of looking at life, nature and truth. It sets up the ideals for an individual to achieve them in his life time. Education on the other hand is the dynamic side of philosophy. It is the active aspect and the practical means of realizing the ideals of life. Education is a sacred necessity of life, both from the biological and sociological point of view. It is true that education works like a catalyst for a better life, a social desirable life. As a pot is made out of clay and a finished product comes out of raw material, so also from the immature child comes out the civilized man through education.

Education renews and re-builds the social structure in the pattern of philosophical ideals. Human being, who is born and grows up with inherited propensities, determines the basic trails of man, but education paves a long way for his success in life. Education according to Indian tradition is not merely a means to earn living, nor is it only a nursery of thought or a school for a citizenship. Rather, it is the initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue. The basic relationship between philosophy and education can be analyzed as follows. It is philosophy, that provides the purpose or the aim and it is education which makes it practical. Philosophy shows the way and education moves on in that direction. When we define education as the modification or behaviour, the direction in which, modification to be carried out is determined by philosophy. Thus philosophy deals with the end and education with the means. In fact, we can observe that the great philosophers of all times have been also great educators. For example, Socrates and Plato, the great philosophers, were also famous educators. A teacher is not a teacher, in true sense of the term, if he/she is not able to discover the relationship between philosophy and education. Good philosophy thus would not only conceive the type of society which is needed in the society. It is philosophy which would give to the teachers a sense of adventure.

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Check Your Progress - II

6. “Philosophy is concerned with everything as a universal science” is the definition given by whom?
7. Which branch of philosophy discusses philosophically truth, falsehood, validity of knowledge, limits of knowledge and nature of knowledge, knower and known ?
8. ----- is the study of ultimate reality.
9. The branch of philosophy which is concerned with the inquiry into the nature of beauty is ----- and the branch of philosophy which is concerned with the nature of religious experiences is known as -----.

1.13 LET US SUM UP

Philosophy and education are closely bound together. Education is the dynamic side of philosophy. Now we can conclude that philosophy, life and education are intimately linked with one another. All aspects of education viz. aims of education, curriculum design, instructional methods, concept of discipline, role of teachers in the educative process are all determined and directed by philosophy of life.

1.14 EVALUATION

1. Prepare an assignment about different types of aims of education.
2. Philosophy and Education are the two sides of the same coin – justify this statement.

1.15 ANSWERS TO CHECK YOUR PROGRESS

1. The meaning of the Latin word e-ducere is “to lead out”.
2. John Dewey.
3. Rabindranath Tagore.
4. Frobel.
5. ‘philo’ meaning love and ‘sophia’ meaning knowledge.
6. Herbert Spencer.
7. Epistemology
8. Ontology
9. Aesthetics and theology.

1.16 SUGGESTED READING

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UNIT – 2: CONTRIBUTION OF INDIAN PHILOSOPHY IN EDUCATION

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2.4 BUDDHISM

2.5 JAINISM

2.6 LET US SUM UP

2.7 UNIT END ACTIVITIES

2.8 ANSWERS TO CHECK YOUR PROGRESS

2.9 SUGGESTED READINGS

2.0 INTRODUCTION

This unit deals with the important features of “Traditional Schools of Philosophical Thought” and their educational implications. Indian philosophies are age old and deeply interlinked with religion. They have developed a synthetic outlook on human life rather than the analytical one of western philosophical schools and hence there is no separate treatment of Ontology, Epistemology or Ethics and aesthetics as distinct branches of philosophy. The broad human ends according to Indian Schools of Philosophy are Dharma, Artha, Karma and Moksha. The aim of Indian Philosophies is not seeking the ultimate limit of knowledge but to attain salvation from the cycle of birth and death.

2.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

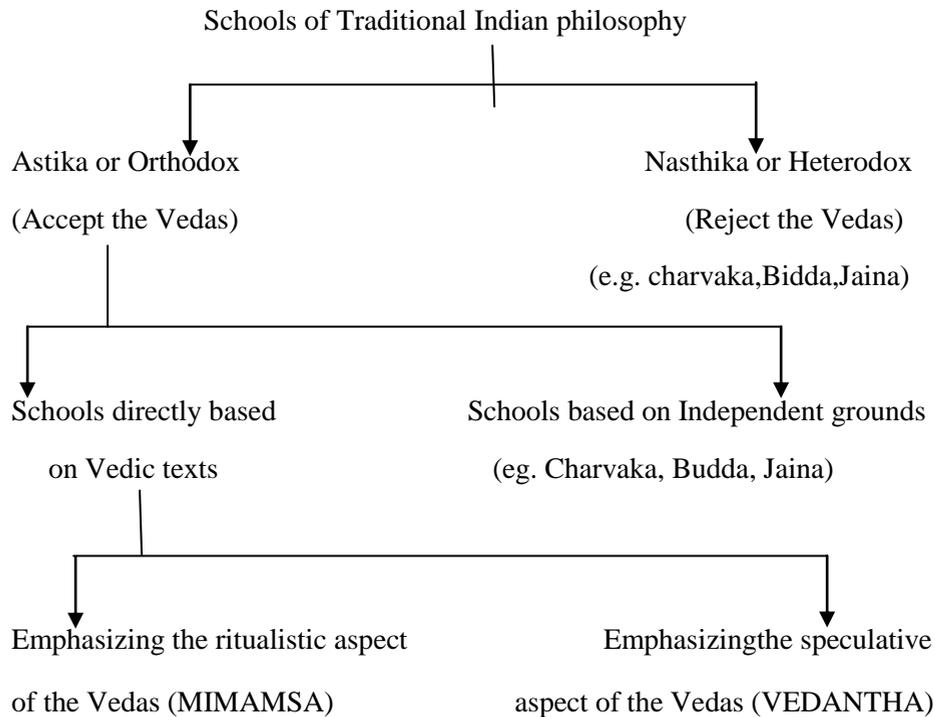
- understand the contribution of Vedas to Indian thought
- explain the contributions of Upanishads to Indian thought
- elucidate the educational implication of Gita

- bring out the educational thought of Buddhistic Philosophy
- discuss the philosophy advocated by Jainism

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2.2 MAJOR SCHOOLS OF INDIAN PHILOSOPHY

The Indian school of philosophy may be classified into two-orthodox and heterodox. The major schools of Indian philosophy are classified as follows:



Astikas

They believe on God and the other world.

Nastikas

They do not believe on God, Vedas and the other word. Two religions representing this school of thought are Buddhism and Jainism.

2.3 HINDUISM

2.3.1 The Vedanta philosophy

The word Veda means knowledge. It is revealed knowledge according to orthodox. The Vedas are the oldest texts not of Hindus alone, but the first record of mankind. Several Vedic words are found in various European and Asiatic Languages. Basic Vedas are four on number and together they contain 20,389 hymns.

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Rig Veda	: Oldest and largest of all the four Vedas; contains 10,552 hymns.
Yajur Veda	: Collection of verses dealing with Yagas, rituals, and Sacrifices.
Sama Veda	: Divine verses blended with musical notes.
Atharvana Veda	: Deals with Weaponry, medicines etc.

2.3.2 Constituents of Vedas

There are four parts in Every Veda. They are

(i) Collection of 'Mantras' or hymns

(ii) Brahmanas

(iii) Aranyakas and

(iv) Upanishads.

(i) **Mantras or hymns**

Mantras are verses of prayer (hymns) directed to Gods to get their blessings and bliss.

(ii) **Brahmanas**

Brahmanas are prose texts dealing with rituals and Yagas.

(iii) **Aranyakas**

The appendages to the Brahmanas is called Aranyakas where philosophical speculation has its beginning.

(iv) **Upanishads**

The concluding portions of the Aranyakas are called 'Upanishads'. The word "Upanishad" means secret knowledge and it has been derived from three words Upa-Ni-shad means to sit down near the teacher in a devoted manner to receive instructions about higher reality which dispels all doubts and destroys all ignorance.

The Upanishads are the Cream of Vedic philosophy. Vedic content could be classified into three 'cantos' as follows:

Karma Kanda: Pertaining to codes of conduct

Upasana Kanda: Pertaining to contemplation

Gnana Kanda: Pertaining to knowledge and wisdom

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The part of Vedas which contains logical and philosophical discussions on various subjects are called Upanishads. According to Upanishads, God is immortal, omnipotent and omnipresent. He has finite and non finite both forms. Soul is also immortal and it is an integral part of the universe. Ultimate goal of human life according to Upanishads is salvation or Moksha.

The essence of Upanishads is as follows

Brahman

It is the ultimate source from which everything is born and ends up at finally.

Atman

It is inner self of man, called soul. Brahman and Atman are complementary. The subjective side is Atman and the objective side is 'Brahman'. The Microcosm (Atman) and the Macrocosm (Brahman) are blended together and reside in human heart like darkness and light. The Brahman is the Absolute. It is called satchitananda, Pure existence, pure knowledge and pure bliss.

Moksha takes when the 'Atman' self-discovers that it is nothing but Brahman. Those who attain moksha are unaffected by joy and sorrow; freed from the cycle of births and deaths; enjoy the eternal bliss.

2.3.3 Vedantic Education

Aims of Education

The spiritual personality is the central core of the Vedanta philosophy. Education should help pupils for their self-realization.

Curriculum

Nature of education offered was left to the teacher. Depending upon the nature of each pupil, the teacher taught the appropriate things.

2.3.4 Gurukula system of Education

Children had to spend their student days, called 'Brahmacharya' at the residence of the 'Guru' called 'Ashram'. At the age of 7 after the initiation ceremony (Upanayana) children were entrusted with the sages living in Ashrams. The public is accepted by the teacher only after a 'probationary period' of a year.

All facilities like free food, clothes and stay were provided in the Ashram. Pupils were highly respectful to their teacher and helped the teachers family in collecting firewood. Cleaning the ashram premises, collecting flowers and fruits from the garden which they maintained.

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Methods of Teaching

Oral explanations, recitation, memorization and demonstration were the predominant teaching-learning techniques. Sanskrit was the medium of instruction.

Teacher

The teacher was a man of character. He was the living role model for his disciples. The teacher was eminent in knowledge highly proficient in Vedas, selfless in his actions, kind and compassionate towards the pupils.

Merits of Vedic Education

1. Education was free for all eligible learners.
2. Teaching-learning Process took place in natural settings.
3. Pupils lived a simple and pure life of 'Brahmacharya'. Humility, character, discipline, responsibility, devotion in work etc., were the virtues insisted on every pupil.
4. There was intimate relationship between the teacher and the pupil. The education was imparted as per the nature of every pupils.
5. Teachers commanded high respect and dignity from the society.
6. Irrespective of the social status all pupils were treated alike.

Demerits of vedic Education

1. Education was denied to sutras.
2. Women education was not given only importance
3. The medium of instruction was Sanskrit.

2.3.5 Bhagavad Gita

The literal meaning of 'Bhagavad Gita' is 'The Lord's songs'. It is called the 'Gospel of Humanity'. It is in the form of a dialogue between Arjuna, a noted commander of the pandavas forces and shri Krishna an earthly incarnation of God. The setting of the dialogue is highly dramatic.

Essence of Gita

The central point of Gita is the philosophy of action. The Gita is a philosophy of 'Karma' (action) based on 'Gnana' (knowledge) on supported by 'Bhakti' (devotion). To fight against the evil is the duty of man. Thus Gita represents a unique synthesis of Action, Devotion and knowledge.

Educational implications of Gita

The doctrine of "Karma Yoga" is the gift of Gita.

1. Every aspect of education is to raise the individual to a higher level of spirituality through self-realization.

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2. Education should help to stimulate physical, intellectual, social and moral development in every individual.
3. Education should turn individuals into human beings and ultimately make them discover their inner divinity.
4. The ultimate aim of education is the exaltation of human personality by achieving self-realization.

2.4 BUDDHISM

Origin of Buddhism

Buddhism was the outcome of the revolt against the animal sacrifices. It stood for 'Non-violence'. The oldest Buddhist literature consists of speeches, sayings and traditions of Buddha, poems, tales and rules of conduct. They all are compiled into three Pitakas written in Pali language.

- (a) Vinaya pitak (Basket of discipline): It is for the purpose of regulating daily life and conduct of monks and nuns.
- (b) Sattaya pitak: It is in prose and poetry both. It explains Buddhist religion and its rituals.
- (c) Abidhamma pitak (Basket of Religion): Its topics for discussion are the same as sattaya pitak but in a more scholarly manner.

Buddha never writes books but his teaching was oral. His teachings were three fold.

1. The four noble truths:
 - a. There is suffering
 - b. There is cause for suffering
 - c. There is cessation of suffering
 - d. There is a way leading to cessation of suffering called 'Nirvana'
2. The Eight fold paths that lead to 'Nirvana':
 - a. Right faith
 - b. Right Resolve
 - c. Right speech
 - d. Right action
 - e. Right living
 - f. Right efforts
 - g. Right thought
 - h. Right concentration

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3. Ignorance is bondage and 'knowledge' is liberation. Everything is conditional, dependent and relative.

Characteristics of Buddhist Education

1. Buddhist system of education was ethical and it aimed the integrated development of the personality.
2. It has a pragmatic outlook in having education to make life worth living. Character formation was given much importance.
3. The teachers were not Brahmins but Buddhist monks. The head of the institution was chosen from the monks based on their seniority and character.
4. The monks had to reside in the sangha after the institution ceremony 'Pabbajja' and had their Upasanda Ceremony before their passing the course and entering monkhood.
5. The laymen were admitted in the monasteries irrespective of their caste. So Buddhist educational system was the pioneer for universal education.

Curriculum of Buddhist Education

In Buddhist system of education there were two types of curriculum. One for the Laymen and the other for the monks.

I. Curriculum for laymen

- a. Pali and Sanskrit Languages
- b. Study of sacred literature
- c. Logic
- d. Metaphysics
- e. Medicine
- f. Astrology
- g. Astronomy
- h. Politics and Administration
- i. Jataka Tales
- j. Spiritual practices

II. For monks

- a. Pali and Sanskrit Languages
- b. The sacred texts, Tripitikas
- c. Hindu Religion
- d. Logic
- e. Philosophy
- f. Grammar

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Methods of Teaching

Buddhist believed in the integrated growth of the personality. They were the pioneers in the vocationalisation of education. Manual skills like spinning, weaving, carpentry and gardening were emphasized to earn their livelihood. Though the chief method of education was oral, the students learnt while doing also. Preaching, repetition, exposition, debates and seminars were also the other methods followed.

Role of the Teacher and Discipline

The place of teacher was of great importance in the Buddhist system of education. Pupils were expected to help their teachers, doing manual work such as cleaning utensils, carrying water etc. Very high moral standard was expected of the teachers. Discipline was needed not only for the pupils but also for the teachers.

Merits of Buddhist system of Education

1. Students were admitted for education without any discrimination of sex and caste.
2. Vedas and rituals were denied.
3. Subjects of human utility like medicine, painting, sculpture, mathematics and as astronomy were given importance.
4. People's language of 'Pali' was employed as medium of instruction.
5. Universities were established for higher education.

2.5 JAINISM

The word 'Jain' came from 'Jina' meaning to conquer. They repudiated vedic authority and god. Their pessimistic outlook on life leads them to avoid ownership of everything, even the garments. Such Jains were called 'Digambaras' and later those who were white attire were called 'Swetambares'. The 'Jains' much celebrated vardhamana Mahavira was their 24th Thirthangara. Among the many vows, the Jains observed the sweeping of the floor in front of them while walking so as not to harm any living creature and covering their mouth with cloth to prevent air pollution.

- (i) Curriculum
- (ii) Methods of Teaching
- (iii) Role of the Teacher and the Discipline
- (iv) Educational implications of Jainism.
- (v)

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Check Your Progress –I

1. The Veda deals with collection of verses Yagas, rituals, and Sacrifices is -----.
2. Pertaining to knowledge and wisdom is -----.
3. The Microcosm ----- and the Macrocosm ----- are blended together and reside in human heart like darkness and light.
4. The initiation ceremony of Gurukula system of education is -----
5. The Lord's songs' are -----.
6. Buddhist religion and its rituals are explained in -----.
7. In ----- system of Education 'Pali' was employed as medium of instruction.
8. The 'Jains' much celebrated Vardhamana Mahavira who was ----- Thirthangara.

2.7 LET US SUM UP

Philosophy and education are closely bound together. Education is the dynamic side of philosophy. Now we can conclude that philosophy, life and education are intimately linked with one another. All aspects of education viz. aims of education, curriculum design, instructional methods, concept of discipline, role of teachers in the educative process are all determined and directed by philosophy of life.

2.8 EVALUATION

1. Prepare an assignment about different types of aims of education.
2. Philosophy and Education are the two sides of the same coin – justify this statement.

2.9 ANSWERS TO CHECK YOUR PROGRESS

1. Yajur veda
2. Gnana Kanda
3. Atman and Brahman
4. Upanayana
5. Bhagavat Gita
6. Sattaya Pitak
7. Buddhist System
8. 24th

2.10 SUGGESTED READING

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UNIT – 3: CONTRIBUTION OF INDIAN THINKERS TO EDUCATION

STRUCTURES

3.0 INTRODUCTION

3.1 OBJECTIVES

3.2 EDUCATIONAL THOUGHTS OF INDIAN THINKERS

3.2.1 Life sketch of swami Vivekananda

3.2.2 Mahathma Gandhiji

3.2.3 Rabindranath Tagore

3.2.4 Sri Aurobindo

3.3 LET US SUM UP

3.4 UNIT END ACTIVITIES

3.5 ANSWERS TO CHECK YOUR PROGRESS

3.6 SUGGESTED READINGS

3.0 INTRODUCTION

This unit deals with the “Educational Thoughts of Indian Thinkers” and their educational implications. The landscape of Indian education system has witnessed fundamental structural transformation during the post Independence period both quantitatively and qualitatively. In today’s Globalization Era, knowledge is increasingly a commodity that moves between the nations and people. Nevertheless, the attainment of philosophical education contributes significantly to establish a set of values and qualities to individuals (Kumara, 2016). The aim of Indian Philosophies is not seeking the ultimate limit of knowledge but to attain salvation from the cycle of birth and death.

3.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- know the life sketch of Indian thinkers
- elucidate the educational implication
- understand the stand point of educational thought of Indian thinkers

3.2 EDUCATIONAL THOUGHTS OF INDIAN THINKERS

Contribution of Indian Thinkers to Education

3.2.1 Life sketch of Swami Vivekananda

Swami Vivekananda was born in 1863 at Kolkata. His real name was Narendra Nath Dutta. He studied History, Literature and Philosophy since very early age. Herbert Spencer and J.S.Mill were his favorite philosophers and Wordsworth was his favorite poet. One day his headmaster Mr.Heasty introduced him to Shri Rama Krishna Paramahansa. Narendra Nath remained in his contact for about six years. Here he got initiated with the Sainly order and was given the title of swami Vivekananda. When Swami Rama Krishna Paramhamsa died in 1876, Swami Vivekananda established Ram Krishna Mission to proceed the unfinished religious assignments of his Guru. He spread the message of his Guru that was actually the principle and practice of Vedanta in Asia, Europe and America.

As a philosopher he proved that the ancient philosophy of vedanta could successfully meet the challenges of today and solve the modern problems very effectively. He was actually the person who synthesized the Idealistic philosophy of the west and creative vedantic philosophy of Hindu religion. He practiced universal brotherhood and interpreted Humanism in his Idealistic manner. He traveled to all corners of India and much of Eastern Asia, Europe and the United States. It was in Chicago at the parliament of Religions in September 1893, that he first gained international attention when he addressed the audience by exclaiming “Sisters and Brothers of America”. Though he died in 1902 at a very young age of 39, he has established Ramakrishna Mission, its branches all over the world to perpetuate his memory and propagate his message.

Philosophical thoughts of Swami Vivekananda

1. Human life is a constant struggle between the strong and the weak. So, every individual should prepare himself for his struggle and face all the challenges boldly and confidently.
2. Fear and lack of confidence are the root cause of miserable conditions of Indians.
3. Boldness and courage are needed to bring about peace in the Society.
4. Service of humanity is the prime object of life.
5. Everybody can nourish the spiritualism by living in the society and serving the humanity. He believed that every living being has a soul. To indentify this soul is true religion.
6. All knowledge-worldly or spiritual are latent in the human mind.

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7. All learning is self learning. Knowledge is latent. The external teacher only guides, suggests and helps. All the rest is done by the students themselves.
8. According to him, real education is that education which prepares a man for struggle of survival. Education must develop character, intelligence and self reliance in the individuals. Vivekananda advocates simultaneous development of body mind and spirit.
9. Knowledge of Western technology and industrial education is a must for the progress of the country.
10. Concentration is needed for acquiring knowledge. For this purpose practice of Brahmacharya is necessary.
11. For self discipline purity of thought, speech and action is needed.
12. Human development is possible through service and sacrifice.
13. Religious education should be imparted through sweet impressions and fire conduct of the teacher not through books.
14. Education should be imparted according to the nature of the child.
15. Any improvement in the condition of the masses can be brought about only through education. So mass education scheme should be launched.

Aims of Education

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

1. The Aim of Reaching Perfection

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

2. Physical and Mental Development Aim

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

3. Moral and Spiritual Development

According to Swami Vivekananda, a nation's greatness is not only measured by its parliamentary institutions and activities, but also by the greatness of its citizens. But the greatness of citizens is possible

only through their moral and spiritual development which education should foster.

4. Character Development Aim

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

5. The Aim of Development Faith in One's Own self, Shraddha and a Spirit of Renunciation.

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

6. The Aim of Searching Unity in Diversity

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

7. Religious Development Aim

To Swamiji religious development is an essential aim of education. To him, each individual should be able to search out and develop the religious seed embedded in him and thus find the absolute truth or reality. Hence he advocated the training of feelings and emotions so that the whole life is purified and sublimated. Then only, the capacities of obedience, social service and submission to the teachings and preaching's of great saints and saviors will develop in the individual. Education should foster this development.

Curriculum

According to Swami Vivekanand, the prime aim of education is spiritual growth and development. But this does not mean that he did not advocate material prosperity and physical well-being. He feelingly advocated the inclusion of all those subjects and activities, in the curriculum, which foster material welfare with spiritual advancement.

For spiritual perfection Swamiji prescribed Religious, Philosophy, Puranic lore, Upanishads, Company of saints and their preaching's and for material advancement and prosperity he recommended Languages, Geography, Science, Political Science, Economics, Psychology, Art, Agriculture, Industrial and Technical subjects together with Games, sports and other Physical exercises.

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Swamiji prescribed the same ancient spiritual methods of teaching wherein the Guru and his disciples lived in close association as in a family. The essential characteristics of those religious and spiritual methods were as under:-

1. To control fleeting mental faculties by the practice of Yoga.
2. To develop the mind by concentration and deep meditation.
3. To gain knowledge through lectures, discussions, self-experience and creative activities.
4. To imitate the qualities and character of teacher intelligent and clear understanding.
5. To lead the child on the right path by means of individual guidance by the teacher.

Place of Child

Like Froebel, Vivekanand emphasized the education to be child centered. According to him the child is the store and repository of all learning material and spiritual. Like a plant a child grows by his own inner power naturally. Hence advising the child to grow naturally and spontaneously, Vivekanand asserted-"Go into your own and get the Upanishads out of your own self. You are the greatest book that ever was or will be. Until the inner teacher opens, all outside teaching is in vain."

Place of Teacher

Swamiji believed in self-education. According to him each of us is his own teacher. The external teacher only guides and inspires the inner teacher (soul) to rise up and start working to develop the child. Hence discussing the role of teacher Swami Vivekanand said- "Teacher is a philosopher, friend and guide helping the educand to go forward in this own way."

Education of Masses

In the times of Swami Vivekanand, education was not available to the common people. It was confined to the well to do persons only. The poor, the miserable and the lowly placed used to starve and die for hunger. Swamiji yearned to improve the condition of the masses and thus advocated mass education as the only way to achieve any improvement in individual as well as society.

Swamiji exhorted his countrymen to know-"I consider that the great national sin is the neglect of the masses, and that is one of the causes of our downfall. No amount of politics would be of any avail until the masses of India are once more well educated, well fed and well cared for."

3.2.2 Mahatma Gandhiji

Definition- Education

“By education I mean all-around drawing out of the best in the child and man-body, mind and spirit. Literacy according to him is neither the end of education nor even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is not education.” Education, to Gandhiji, was a means to achieve perfection of individuality on the one hand and an instrument of service to the nation on the other. Thus, individual and social both the aims of education were considered by him equally important. "By education mean an all-round drawing out of the best in child and man-body, and spirit", he said. This in other words meant development of whole child, the whole personality of the child. Harmonious development of all the aspects of human personality such as physical, intellectual and spiritual was emphasized by him as an individual aim of education.

Aims of Education

1. Bread and Butter aim

Bread and Butter aim refers to utilitarian aim which is an immediate requirement. Gandhiji focused on education that provides learning while learning. This has to be a tool with each and every learner. s/he can remove unemployment keeping in mind the poverty and unemployment of India. Gandhiji focused and suggested industrial training and development of manual skills and handicraft as subject of education which will give satisfaction to the educand of his earning and self reliance but also it will be proved as a support to his/her family and nation at large.

2. Cultural Aim

According to Gandhiji cultural aspect of education is more important than the literacy. Culture is the foundation, the primary thing which the girls ought to get from here. It should show in the smallest detail of your conduct and personal behavior, how to sit , how to walk, how to dress etc. it is the education through which students or everyone learn the glorious culture of the country-India, its incredible arts, religions and so on. Education is the device which makes them familiar with our great culture and it is to be taught that how do they adopt and what is the importance of value of our culture. Thus Gandhiji laid much emphasis on cultural aim of education and recommended that Gita and Ramayana to be taught as a means of introducing students their rich cultural and spiritual heritage.

3. Harmonious Development

Education should develop all the three levels i. e. 3RS- read, write and arithmetic. The education should help in feeling what is

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taught and what happens to him and to express, what he feels and also what he wants to do. So all the faculties of person should be developed. Writing and reading will make him literate and arithmetic will help in calculating day-to-day expenses and more importantly it will help in logical thinking and analyzing things.

4. Moral Aim

Education should make person aware of what is right & wrong. It inculcates in us values and manners and moulds our character. Gandhiji focused more on character building than on literacy. According to him development of personality was more significant than accumulation of intellectual tools and academic knowledge. And we also believed that an educand should be taught non-violence, truth, and importance of thoughts, word and deed.

5. Social and individual Aim

The aim of education of Gandhiji is both social and individual. He wanted individual perfection and a new social order based on "Truth" & "Non-violence". Education trains an individual and makes him an ideal citizen who will help his nation. An individual learns so many things from surrounding, culture, society and so on and he progresses simultaneously society progresses because the individuals' growth is nothing but the growth of the society and nation.

6. Ultimate Aim

Self-realization is the ultimate aim of life as well as of education. Through education everyone understands about themselves and get answer of the universal question who am I? It is the education which helps them to understand their existence and its purpose. It is the spiritual education which provides knowledge of God and self-realization. The individuals recognize their potentials or abilities and prove them as ideal citizens of their nation via education. It is the education which makes them familiar with spirituality and different religious and finally every individual realize what they are? This is the self-realization- the ultimate aim of education. In the words of Gandhiji- "true education should result not in material power but in spiritual force. It must strengthen man's faith in God and not awaken It." he further adds "Development of the whole-all were directed towards the realization of the ultimate reality –the merger of the finite being in to infinite."

The curriculum

According to Gandhiji curriculum of the basic education should be consisted of the craft, the mother tongue of the students, social studies, natural science and music.

He introduced the following subjects

1. The craft

Gandhiji believed in the utilization of swadeshi things so the Basic National Education aimed at providing education through the medium of craft or productive work. The basic craft which may be agriculture or spinning and weaving or card board, wood and metal work, gardening, leather work etc. His curriculum was activity centered which should transform the schools in to “place of work, experimentation.

2. Mother Tongue

Gandhiji emphasized the mother tongue to be the medium of instruction. Mother tongue would enable the children to express themselves effectively and clearly. If a student/child learns through mother tongue then he can easily learn ethical and moral values and importance of national heritage. According to him if English is to be taught as medium of instruction then it hinders the development of understanding and clarity of thoughts/ideas.

3. Subjects

General science is necessary from the point of view of knowing our health, hygiene and also to think logically the cause and effect relationship. It gives students an intelligent and appreciate outlook on nature. It forms in the students the habit of accurate observation and of testing experience by experiment. Domestic science was initially for both boys and girls but how it is limited to girls only. It is necessary to learn about how to manage house and its expense.

Drawing and music were included in the curriculum to develop creativity in boys and girls. Drawing has its importance at three levels, it develops expression skill through drawing, it touches to imaginative faculty of mind and also focuses on aesthetic sense to appreciate art at both level- artist’s and interpreter’s level.

Basic curriculum includes three things

1. Physical environment i.e. seen and felt which compresses biology, botany, zoology, geography and astrology.
2. Child’s social environment which contain his interaction with society- his work as individual and as a member of society.
3. The child’s craft work which helps in knowing craft- how to weave, learning to do something which lead to productivity.

Basic Education

1. Free and Compulsory Education

Gandhiji regarding basic education or bunyadi taleem, has given his views that education is i.e. elementary education should be free of charge and all should get educated so that they can do minute

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calculations of daily life expense, read and write. This is necessary because this will make a person live independently.

2. Mother tongue as a medium of education

Gandhiji emphasized the mother tongue to be the medium of instruction. Mother tongue would enable the children to express themselves effectively and clearly. If a student/child learns through mother tongue then he can easily learn ethical and moral values and importance of national heritage. According to him if English is to be taught as medium of instruction then it hinders the development of understanding and clarity of thoughts/ideas.

3. Craft centeredness

Learners should get exposure to learn skills and craft like knitting, weaving, agricultural activities, cooking which make them self-dependent because they will not only earn on their own but also develop three domains:-

1. Physical Domain – by doing physical work like agriculture which will give good physical exercise.
2. Psycho-motor Domain- by developing social skills- how to behave, how to work in groups; how to co-ordinate.
3. Cognitive Domain- by developing thinking skill, analyzing, estimating- what would be the expense to prepare craft and how much material will be required.

Gandhiji also suggested there should be any inferiority or superiority regarding work. We should do every work/everything with the thinking that those works are mine and they have value whether it is sweeping or working in an office.

4. Self-sufficiency

Basic education should provide such training that one can realize that immediate aim- earning- after or during basic education. Earning for one's own self and satisfying one's needs.

5. Co-related teaching

Gandhiji considered knowledge as a whole that is each and every subject interrelated. While doing craft work, it requires economical skills to buy material and to keep estimate how much it would require. It will also require mathematical skills to calculate the earnings and so on. As the subject should be taught which will lead to all-round development, students should develop love for subjects to learn them.

6. Non-violence

One of the aims of basic education is to prepare ideal and responsible citizen who will develop virtues like non-violence so that

they are not attracted by violence and other anti-social activities. If each would try to inculcate this value then there will be peace and harmony among the citizen of India. There will not disagreement and it will good understanding with each other.

7. Ideal citizen

Education makes man to think from broader and ideal perceptive therefore Gandhiji focused on preparing ideal citizens of the nation who are responsible and sensible to nation, duties and rights. Education of civics will give them civic sense- rights and duties to the nation, how government works and it exist. History will make them aware of golden days as well as of the bravery of the nation, heroes who fought for the freedom of India which will lift their nationalistic feeling.

Method of Teaching

Gandhiji said that the method of teaching should be such as it provides to the child freedom, a chance to come into closer contact with the teacher, a chance to be an active investigator, observer and experimenter. Craft-centre teaching and correlation method may be said to be the most important ingredients of the educational method Gandhiji suggested. Correlation method would mean relating the knowledge, of each subject being taught to the craft on the one hand and to the child's life on the other.

Gandhi, emphatically, demanded that craft should be made the center of all education, centre of the school life. The idea, afterwards, found an expression to the Basic Education System which was introduced in all the states of the country. His emphasis was on character formation and spiritual development of the child. He himself lived a spiritual life and stood for higher values throughout his life. The good of the society, according to him, was contingent upon the goodness of each individual.

The perfect and spiritually developed individuals alone ' could constitute an ideal society. So he emphasized that education should lead the individual to self-realization, realization of God and should develop in him attitudes of self-control, social service, ahimsa, sacrifice righteousness, brotherhood. These are all higher values like the idealistic he also emphasized that education should be used to cultivate these moral and spiritual values in the people. There are elements of naturalism and pragmatism too found in his educational philosophy. He considered the child an important element in the process of education and emphasized, like the naturalists, that education should conform to the nature of the child. The child should be allowed freedom. He should be taught in natural environment for "drawing out the best in the child". Like the naturalists, he also said that education should aim at the development of all aspects of child's personality.

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Activity, play, experimentation and own experience as the strategies of education were emphasized by Gandhiji also like, the naturalists. He also considered books as the means of imparting knowledge to young child unimportant. Thus, several ideas of naturalism are found expressed in Gandhiji's educational philosophy also. Yet, it cannot be said that he was a naturalist only. Some elements of pragmatic philosophy may also be seen in Gandhiji's educational philosophy. His emphasis on making education self-supporting and preparing individuals for vocation, craft-centered education, activity centre, teaching, learning through child's own experience and experimentation, correlated teaching clearly brings him closer to the pragmatists.

Basic Education and the Teacher

The teacher has higher responsibilities. He has to develop values among the learners. The teacher should follow morality. There should not be any dark patch on his character because he is role model for many students. Gandhiji says-“education of the heart could only be done through the living touch of the teacher.” Education becomes effective and faithful only to the extent to which there is personal touch between the teacher and the taught. It will be very difficult to achieve character building in the absence of devotion to the teacher. He should have devotion to duty, to the students and to God. He is to play the role of a mother. An ideal teacher in Gandhiji's word is the “mother teacher.” He says I used the word “mother teacher” because the teacher must really be a mother of children.

Gandhiji as an idealist

Gandhiji had very high ideals that he followed ideals like simplicity, truthfulness, non violence. He had not only these principles in mind but also plasticized them in his life.

Gandhiji as a pragmatist

Pragmatist is one who solves problem in a realistic way. Gandhiji believed that the best way to learn is by doing and it is believed that when you learn by doing you remember 90% and it leads to knowledge. Pragmatism is the hallmark of Gandhian philosophy.

Gandhiji as a naturalist

He believed that Nature is the best source of knowledge

3.2.3 Rabindranath Tagore

Tagore's theory of education is marked by naturalistic & aesthetic values. He had a belief that "The widest road leading to the solution of all our problems is education." Education can develop a new pattern of life. Culminating in the realization of Universal man. Tagore's system of education emphasizes the intellectual, physical,

social, moral economic and spiritual aspects of human life. By which a man can develop an integrated personality.

Aims of Education

The aims of education as reflected in educational institution founded by Rabindranath Tagore in Santiniketan are as follows:

(1) Self Realization

Spiritualism is the essence of humanism; this concept has been reflected in Tagore's educational philosophy. Self-realization is an important aim of education. Manifestation of personality depends upon the self-realization and spiritual knowledge of individual.

(2) Intellectual Development

Tagore also greatly emphasized the intellectual development of the child. By intellectual development he means development of imagination, creative free thinking, constant curiosity and alertness of the mind. Child should be free to adopt his own way learning which will lead to all round development.

(3) Physical Development

Tagore's educational philosophy also aims at the physical development of the child. He gave much importance to sound and healthy physique. There were different kinds of exercises. Yoga, games & sports prescribed in Santiniketan as an integral part of the education system.

(4) Love for humanity

Tagore held that the entire universe is one family. Education can teach people to realize oneness of the globe. Education for international understanding and universal brotherhood is another important aim of his educational philosophy. The feeling of oneness can be developed through the concepts like fatherhood of God and brotherhood of man all creatures are equal on this earth.

(5) Establishment of relationship between man & God

Man bears the diverse qualities and potentialities offered by God. These qualities are inborn and innate. The relationship between man and God is strong and permanent. However the dedication to spiritualism and sacredness will lead to the harmonious relationship with man, nature and God.

(6) Freedom

Freedom is considered as an integral aspect of human development. Education is a man-making process, it explores the innate power exists within the man. It is not an imposition rather a liberal process their provides utmost freedom to the individual for his all round

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development. He says, Education has leaning only when it is imparted through the path of freedom".

(7) Co-relation of Objects

Co-relation exists with God, man and nature. A peaceful world is only possible when correlation between man and nature will be established.

(8) Mother tongue as the medium of Instruction

Language is the true vehicle of self-expression. Man can freely express his thought in his mother-tongue. Tagore has emphasized mother tongue as the medium of instruction for the child's education.

(9) Moral and Spiritual Development

Tagore emphasized moral and spiritual training in his educational thought. Moral and spiritual education is more important than bookish knowledge for an integral development of human personality. There must be an adequate provision for the development of selfless activities, co-operation and love fellow feeling and sharing among the students in educational institutions.

(10) Social Development

According to Tagore, "Brahma" the supreme soul manifests himself through men and other creatures. Since He is the source of all human-beings and creatures, so all are equal. Rabindranath Tagore therefore said, "service to man is service to god". All should develop social relationship and fellow-feeling from the beginnings of one's life. Education aims at developing the individual personality as well as social characters which enables him to live as a worthy being.

3.2.4 Brief Life-sketch of Sri Aurobindo

Sri Aurobindo was born in Calcutta on 15th August, 1872. At the age of 7, he went to England and lived there for 14 years. Besides English, he mastered Latin and Greek and also learnt French, German, Italian and Spanish. He was a brilliant student and passed the open competition for I.C.S. but he did not join the civil service. He returned to India in 1893 and joined Baroda College as lecturer. He devoted himself to cultural and literary activities, learnt Sanskrit, Marathi, Gujarathi and Bengali. He began yoga and himself in 1904, had some spiritual experiences.

In 1905, at the time of anti-partition agitation, he gave up the Baroda service and joined the political movement. He started the journal "Bandemataram" to propagate revolutionary ideas. He was arrested in 1908, and remained in jail for a year. In the jail, he spent almost all his time in reading the Gita and Upanishads and in intensive meditation and practice of yoga.

In 1910, he gave up all his political activities and left to Pondicherry in search of a more complete experience harmonizing the two ends of existence, spirit and matter. At Pondicherry, more and more people began to follow his spiritual path; and so, there grew up Sri Aurobindo Ashram.

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Aurobindo's Educational Philosophy

1. According to Sri Aurobindo, Education is not something faithful merely to the past, but to the developing present of India and her future needs;
2. The foremost duty of education is to develop good citizenship in pupils.
3. According to Sri Aurobindo education is a life-long process of self-discovery of the soul, the real psychic entity within every individual". Each human being is a self-developing soul and he has to educate himself, to develop his own intellectual, moral, aesthetic and practical capacities and to grow freely as an organic being.
4. Sri Aurobindo enumerated the following three principles of teaching :
 - a) The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master, he is a helper and guide.
 - b) The second principle is that the mind has to be consulted in its growth. The idea of hammering the child into the shape desired by the parent or teacher is superstitious.
 - c) The third principle is to take the child from the known to the unknown.
5. According to Sri Aurobindo, man's nature is moulded by his soul's past, his heredity and his environment. The past (heredity) is the foundation, the present (the environment) is the material and the future is the aim and each must find its due and natural place in any national system of education.
6. First priority in acquiring knowledge is for the perfection of the medium and instrument (mind). The child should be helped to master the mother tongue which is the proper medium of education and after this only other subjects or languages can be introduced to the child.

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7. Mind, which is the instrument of knowledge, should be cultivated for concentration and reasoning. Attention is a pre-requisite for concentration. To attend to what one is doing is the element of discipline, required of the student. Sri Aurobindo suggests that attention can be easily secured if the object of attention is made interesting. This attention to a single thing is called concentration.
8. Memory and judgement can be developed in pupils, not by making them repeat the same lesson over and over again. A similar but different object should be given for observation, to note the similarities and differences. The training of logical reasoning must follow the training of the sense faculties which collect the materials on which the logical reasoning must work. Three elements are necessary to correct reasoning
 - a) Correctness of the facts,
 - b) Completeness as well as accuracy of the data;
 - c) Elimination of other possible or impossible conclusions from the same facts.

Thus teachers should provide ample opportunities to observe facts, draw inference from the facts and trace cause and effect relationship.

9. The teacher is not an instructor or task master; he is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupil's mind but shows him how to perfect his mind, which is the instrument of knowledge and encourages him in this process. He does not impart knowledge. Knowledge is within the pupil and the pupil has to himself strive to bring it out, but he needs help. Teacher must tell him where it is and how it can be 'habituated to rise to the surface'.
10. A divine life in a material world implies necessarily a union of the two ends of existence, the spiritual summit and the material base. Education should lead to spiritual liberation and material prosperity in life of the child.

Ashram School and its Special Features

The Ashram located near the seashore in Pondicherry, has a number of fine buildings spread over a vast area. Over 800 inmates of the Ashram are drawn from different parts of India and the world. The Ashram is intended to provide an environment of peace and harmony. All inmates engage themselves in one or other fruitful activity and

carry out their activities in the spirit of service and dedication to the divine.

Objectives of the Ashram School

- i To evolve a system of education for making dynamic and ideal for society.
- ii To organize an environment which may provide inspiration and facilities for the exercise and development of the five aspects of personality the physical, the vital, the mental, the psychic and the spiritual.
- iii To emphasize the unity of knowledge.
- iv To develop the sense of oneness of mankind.
- v To discover and prepare for the role India has to play in the formation of the new international harmony.

Curriculum

It includes.

- i. Psychic and spiritual studies.
- ii. Academic subjects – humanities (including languages) and science.
- iii. Physical and health education.
- iv. Cultural activities like art, music, dance, drama, etc.
- v. Vocational training.
- vi. Education for international understanding.

The media of instruction in the school are English and French. Besides these languages, each child is encouraged to learn his own mother tongue and Sanskrit and some learn one or more other languages of India or Europe.

Check Your Progress – I

1. "Teacher is a philosopher, friend and guide helping the educand to go forward in this own way" is said by -----
2. By education I mean all-around drawing out of the best in the child and man-body, mind and spirit is the statement of -----
-----.
3. Service to man is Service to god. Is said by -----.
4. The teacher is not an instructor or task master; he is a helper and guide is the statement of -----.

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3.3 LET US SUM UP

The salient features of Indian philosophy of life and thought are based on the quest for spiritual values which stresses upon the unity of existence, the divinity of man and harmony of creeds and religions.

3.4 EVALUATION

1. Prepare an assignment about the life sketch of Mahatma Gandhi.
2. Compare Swami Vivekananda and Rabindranath Tagore's aim of education.

3.5 ANSWERS TO CHECK YOUR PROGRESS

1. Swami Vivekananda
2. Mahathma Gandhiji
3. Rabindranath Tagore
4. Sri Aurobindo

3.6 SUGGESTED READING

1. Agarwal, J.C. (1999). Theory and Principles of Education. New Delhi: Vikas Publications House Pvt. Ltd.
2. Biswal, U.N. (2005). Philosophy of Education. New Delhi: Dominant Publishers and Distributors.
3. Chandra, S.S. (1996). Principles of Education. New Delhi: Atlantic Publishers.
4. Dowsett, N.C., (1977). Psychology for Future Education, Aurobindo Ashram, Pondicherry.
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UNIT – 4: CONTRIBUTION OF WESTERN PHILOSOPHY IN EDUCATION

Contribution of Western Philosophy in Education

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STRUCTURES

- 4.0 INTRODUCTION
- 4.1 OBJECTIVES
- 4.2 NATURALISM
- 4.3 IDEALISM
- 4.4 PRAGMATISM
- 4.5 REALISM
- 4.6 ELECTISM
- 4.7 LET US SUM UP
- 4.8 UNIT END ACTIVITIES
- 4.9 ANSWERS TO CHECK YOUR PROGRESS
- 4.10 SUGGESTED READINGS

4.0 INTRODUCTION

In the previous unit we have studied the important features of Indian philosophies and the contributions of Indian educational thinkers. In this unit the western philosophies and their contributions are to be discussed. We are going to learn about the major western philosophies such as Naturalism, Idealism, Pragmatism, realism, Eclectism.

4.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Define naturalism as a philosophy of education.
- Explain the aims, curriculum and the role of teachers with reference to Naturalism.
- Define Idealism as a philosophy of education
- Explain the aims, curriculum and the role of teachers with reference to Idealism.
- Define Pragmatism as a philosophy of education
- Explain the aims, curriculum and the role of teachers with reference to Pragmatism.
- Define Realism as a philosophy of education

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- Explain the aims, curriculum and the role of teachers with reference to Realism.
- Explain the aims, curriculum and the role of teachers with reference to Electism.

4.2 NATURALISM

“Naturalism is a doctrine which separates nature from God, Subordinates spirit to matter and sets up unchangeable laws as supreme”. Naturalism is a concept that firmly believes that ultimate reality lies in the nature of the matter. Matter is considered to be supreme and mind is the functioning of the brain that is made up of matter. The whole universe is governed by laws of nature and they are changeable. It’s through our sense that we are able to get the real knowledge. The senses works like real gateways of knowledge and exploration is the method that helps in studying nature.

Naturalism is also termed as materialism. According to this philosophy the basis of the world is matter. Mind is also a form of matter or an element of matter or synthesis of both. Naturalistic philosophy defined life in terms of material and chemical laws and emphasizes the relationship between power, speed and matter as of the nature of causal relationship. According to naturalism only nature is everything nothing is before and beyond it.

Definition of Naturalism

According to J.S Ross “Naturalism is a term loosely applied in educational theory to systems of training that are not dependent on schools and books but on the manipulation of the actual life of the educated”.

Growth of Naturalism

Naturalism is a very old philosophy, yet the credit of introducing it into the realm of education goes to the revolutionary changes in the eighteenth century. These revolutionary ideas took their roots from the 13th and 14th century as movements of reformation and Renaissance which often took the shape of pietism, Realism, Puritanism and other reformatory movements. The main aim of all these movements was to end absolutism in the field of religion and formalism in the social field.

Metaphysical Position

Concept of God

Naturalist God is within Nature. He is not all nature nor more than nature .He is that particular structure in nature which is sufficiently limited to be described as making possible the realization of value and as the foundation of all values.

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The Concept of Self

The self seems to be an organization of experience in each individual which is constantly developing and changing. The human self is seen by naturalism as an offshoot of Nature, and not as springing from beyond Nature. Naturalists are not much interested in the concept of soul of man. According to them, man is the child of nature; in the evolutionary processes that have been at work in the universe so far, he is on the very crest of the wave.

Epistemological Position of Naturalism

In terms of theory of knowledge, Naturalism highlights the value of scientific knowledge, through specific observation, accumulation and generalization. It also lays emphasis on the empirical and experimental knowledge. Naturalism also laid stress on sensory training as senses are the gateways to learning.

The Logic of Naturalism

Simple induction is the logic of naturalism. Simple induction involve careful observation of Nature, accurate description of what is observed, and caution in formulating generalizations

Axiological Position of Naturalism

Naturalism believes that. Nature is versatile. Instincts, drives and impulses need to be expressed rather than repressed. According to them, there is no absolute good or evil in the world. Values of life are created by the human needs.

Ethical Value-Ethics of naturalism is hedonistic, as long as this characterization is accompanied by the caution that in the conscious though at least of many naturalists the highest good is the most highly refined and abiding pleasure.

Aesthetic Value-The principles enunciated above regarding the ethical values of naturalism hold also for aesthetic values. They, too, are rooted in nature and do not depend on any source outside nature for their validation. Nature itself provides the criterion for beauty.

Religious value-The prime imperative of a naturalistic religion is that its adherents ally themselves with the value-realizing force in Nature and help to bring into existence values which are not actual in the present.

Social Value-Rousseau's naturalism rooted man in Nature rather than society. So much did he regard man as a child of Nature, as over against society, that he proposed in his Emile to keep Emile away from society until adolescences.. Individual man, he contended, is not a man unless he is free; if he is in bondage, he is less than a man.

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Naturalism and Aims of Education

1. **Self-Expression**
It is the main aim of education. It means giving the child full opportunity to express or reveal his hidden capabilities and qualities.
2. **Perfection of human Machine**
Mechanical naturalism suggests that education should aim at the efficiency and perfection of human machine.
3. **Preparation for struggle of life**
Biological Naturalists believe that life is a struggle, in which only stronger living beings are successful. Hence the aim of education should be to prepare the individual for the struggle of life.
4. **Development of Individuality**
According to T.P. Nunn every individual possesses his individuality and Special traits. The aim of education should be the development of his Individuality

Forms of Naturalism

Physical Naturalism

It explains human activities and experiences in terms of material objects and Natural laws. In other words physical Naturalism lays more stress on the external material phenomena than the conscious human being.

Mechanical Naturalism

According to this Naturalism is a lifeless huge machine which gets its form through matter and motion. In the movements of this machine no mind or mental activity is required, nor is any spiritual power needed.

Biological Mechanism

Biological Naturalism is based upon the Darwinian theory of evolution Man has evolved from lower animals by a gradual process of development. Man is supreme product of this process of evolution. The advocates of the school uphold that heredity has a powerful influence on the nature and temperaments of an individual human being.

NATURALISM IN EDUCATION

We are born weak, we need strength; helpless, we need aid; foolish, we need reason. All that we lack at birth, all that we need when we come to man's estate, is the gift of education.

Jean

Jacques Rousseau

Naturalism as a philosophy of education was developed in the 18th century. It is based on the assumption that nature represents the wholeness of reality. Nature, itself, is a total system that contains and explains all existence including human beings and human nature. Education must conform to the natural processes of growth and mental development. Education should be pleasurable for children have a good time when they are doing things which the present development of their physical and mental equipment makes them ready to do. Education should engage the spontaneous self-activity of the child. The child educates himself in great measure, most of his knowledge is base on what he discovers in his own active relations with things and people. The way to do this, Spencer advised, is to tell the learner as little as possible and induce him to discover as much as possible.

Characteristics of Naturalistic education

1. Back to nature

Out of three essential factors of education namely nature, man, and objects Naturalism gives prime importance to nature. Hence, its call is 'Back of Nature'. According to naturalists, the best teacher of the child is nature. Hence to develop the child according to his nature, education should provide natural environmental.

2. Education a natural necessity

The naturalist regards education as a natural necessity. For them, educational institutions are unwanted creation of mans superimposed upon Nature.

3. Education-development of the natural life

According to Naturalistic thought, education is a process of development of the natural life. As Monroe perceives it, "Education is the process of developed into an enjoyable, rational harmoniously balanced, useful and hence natural life"

4. Freedom of the child

It gives prominent place to the concept of freedom in the education of the child.

5. Child centered educational process

Child occupies the central and pivotal role in the Naturalism set-up. The child's nature is in the fore front which all other things such as education, the books, the curriculum, the school, are in background.

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Aims and Objectives of Education

The naturalistic hierarchy of educational objectives represents a complete reversal of traditional purposes of the school, chiefly, perfecting of man's highest powers via study of literature, philosophy, and classics. Education is for the body as well as the mind; and this should not be forgotten. Mind and body must both be cared for and the whole being of the student unfolded as a unit. A child is bad because he is weak, make him strong and he will be good."Since the naturalist denies the validity of any aims outside the natural sphere, their concern must be with immediate or proximate aims. The school's most important job as an educational agency is to see to it that the child learns how to preserve his own physical health and well-being. Preparation for citizenship and leisure time activities appear at the end of the list and are of lesser importance. "**Complete living**" is the general aim as this is not very explicit term, it may be made more understandable by a parallel attempt at generalization. This impression is borne out by the specific objectives which are now to be discussed.

1. **Self-preservation** is the first of the five objectives. In order to live completely, as man has first of all to live, he has to continue his own existence. While instinct is the chief guarantee of this objective, education may also help by acquainting the learner with the laws of health and enabling him to earn a living.

2. **Securing the necessities of life.** It is especially in the realm of developing economic efficiency that education helps in preserving life. Money is not life, but it is a necessity in maintaining life. Education should train directly for success in this important function.

3. **Raising children.** Though a bachelor, Spencer held that the most important function that most men and women have to perform is that of being parents. Therefore education should deal unashamedly both with the care of children in the nursery and the discipline of them as growing boys and girls.

4. **Maintenance of social and political relations.** Beyond the home in the far-reaching social structure, man must have some understanding and mastery of social and political processes if living is to be complete. He must be a wise citizen who is equipped for effective social and political action.

5. **Enjoyment of leisure.** Life is not all serious struggles, keeping physically strong, earning a living, being a responsible parent and an earnest citizen. Complete living also includes freedom from struggle some of the time for "gratification of the tastes and feelings.

Naturalism and methods of teaching

Discarding the old system as stagnant Naturalism prescribed

- Learning by doing
- Learning by experience
- Learning by play as the basis of teaching

To the naturalists book reading is unpsychological. The child engages himself in those activities and experiences. Which appear to him interesting and joyful. He does all learning by his own interest and effort as 'emile' of Rousseau used to do.

The principle advocated by Naturalists have brought into being the modern methods of teaching which are;

1. Observation method.

2. Experimental method.

3. Play way method

4. Heuristic method

5. Dalton method

6. Montessori method

Naturalism and Teacher

The teacher's role is to remain in background. The natural development of child should be stimulated. Since, Nature is considered to be best educator. According to naturalists the teacher is the observer and facilitator of the child's development rather than a giver of information, ideas, ideals and will power or a molder of character. For Rousseau, the teacher, first of all, is a person who is completely in tune with nature .He has a profound faith in the original goodness of human nature. He believes that human beings have their own time-table for learning. Significantly, the teacher who is aware of human nature and its stages of growth and development, does not force the children to learn but rather encourages learning, by insulating him to explore and to grow by his interactions with the environment.

Rousseau opines that teacher should not be in a hurry to make the child learn. Instead he should be patient, permissive and non-intrusive. Demonstrating great patience the teacher cannot allow himself to tell the student what the truth is but rather must stand back and encourage the learner's own self discovery. According to him the teacher is an invisible guide to learning. While ever-present, he is never a taskmaster. Naturalists are of the view that teacher should not be one who stresses books, recitations and massing information in literary form, "rather he should give emphasis on activity, exploration, and learning by doing".

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Naturalism and discipline

Nature will punish the child if he contravenes the law of nature and thus he will learn by the consequences of his own action. Thus nobody should interfere in this process of nature. The child should be allowed full freedom to indulge in the activities of his choice. The teacher should provide such experiences for free activity.

Naturalism and curriculum

1. No rigid curriculum

Naturalism does not advocate any rigid or fixed type of curriculum. Child learns best in a natural setting and nature is a grand book. Naturalistic curriculum is based upon the psychology of child and gives maximum importance to the age and stage of his development.

2. Sciences

Idealists lay emphasis on the study of humanities but naturalists believe in science subjects viz. Physics, Chemistry, Zoology and Botany. They also give due importance to Mathematics and languages.

3. Focal point

The focal point in the curriculum construction is that the “text books and teaching should be oriented towards science and scientific point of view science and scientific point of view with simplicity and objectivity as the watch words and with knowledge of relevant facts as the controlling aim”.

Naturalism and school

The organization of school is rigid, controlled and artificial and as such the growth and development of children is stunted and spoiled. Thus they assert that school environment should be completely free, flexible and without any rigidity.

Nature will do all the planning and processing for the natural development of children.

Children are given full freedom to plan their own thinking and activities according to their own interests and natural tendencies. These creative and self-creative activities go to develop the character and the personality of the individual through self discipline and freedom to experiment.

Women Education

According to Rousseau, a woman should be the centre of the family, a housewife, and a mother. She should strive to please her husband, concern herself more than he with having a good reputation, and be satisfied with a simple religion of the emotions. Because her

intellectual education is not of the essence, “her studies must all be on the practical side.”

Merits of Naturalism in the field of education

- Development of child psychology.
- Scientific study of society and sociology.
- Emphasis on experiences-centered curriculum.
- Importance contribution in the field of methods of teaching.
- Opposition to Repression in the field of discipline.

Demerits of Naturalism in the field of education:

- Children’s are given over freedom and giving most importance to exercises.
- No importance of teachers.
- More emphasis on present needs of the children’s.

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4.3 IDEALISM

The word idealism is derived from two distinct sources-the idea and the ideal. Idea means true and testified knowledge. The word ideal stands for the perfected form of an idea or ideas. An idealist does not have considerations for material values of life. A thinker who idolizes ‘Mind and Self’ is an idealist. Idealism is one of the oldest schools of philosophy. Idealism is a very old philosophical thought and it has exercised a potent influence on the mind of man throughout the ages. In education the influence of idealism has gone a long way to restrict some of the radical thinking and establish the worth of the eternal ideals and values of life. Idealism, as with every other major philosophy, has several key concepts. To the idealist, the only ultimate reality is mental and spiritual thought. The universe, as people see it, is not actual reality. Everything they see is only a concept in their minds. All things in the world exist in the mind. This world of ideas is perfect, orderly, eternal, and unchangeable. Ideas became absolute. Idealists imply that everything is connected to each other. If they can grasp the concept behind one thing, it will inevitably lead them to eventually understand everything.

Types of Idealism

(a) ABSOLUTE IDEALISM

The centralistic approach to idealism on the whole has committed this educational philosophy to the prominent importance of consciousness. Mind is ultimately spiritual, not materialistic. Human nature is to be viewed, as more than a behaving organism, responding

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to the stimuli of its environment. Man is too atomistic. Idealism stresses certain wholeness. Nothing happens in any part of the system that does not affect the rest.

On religious and moral education, the definition of the absolute is unmistakably of theistic characteristics. Since the aim of education is the increasing realization of the absolute, all education appears tinged with religious significance. This includes moral education.

(b) MODERN IDEALISM

It has given a different tune to educational philosophy. In this concept idealism more to do this idea as metal state. This idealism might be called a philosophy of idealism. The `T of idealism being interested for euphony. The knowledge one has of his environment is idea of it. The environment in itself cannot be known through intermediate idea of it. The environments in itself cannot be known directly. It can only be known through intermediate idea of human knower. From which the learner's knowledge takes, therefore, is bound to be in part the product of his human way of apprehending it. Such concepts are supplied by the mind of human learning.

IDEALISM AND AIMS OF EDUCATION

Idealism prescribes certain fundamental aims of education which are directly influenced by the aims and principles of life. In this context Ross puts forth the view, "The function of education is to help us in our exploration of the ultimate universal values so that truth of the universe may become our truth and give power to our life." Some of the important aims of education as laid down by idealists are given below

(1) SELF REALIZATION.

According to idealism man is the most beautiful creation of god-His grandest work. It lays great stress on the exaltation of human personality it is self-realization . The aim of education is to develop the self of the individuals higher till self-realization is achieved. It is in fact making actual or real the highest potentialities of the self.

(2) UNIVERSAL EDUCATION.

Education according to idealism should be universal in nature. The universe is regarded as a thought process. Education should be based on the teaching of Universal truth from the stand-point of rationality of the Universe

(3) SPIRITUAL DEVELOPMENT.

Idealists give greater importance to spiritual values in comparison with material attainments. According to Rusk, "Education

must enable Mankind through its culture to enter more and more fully into the spiritual realm, and also enter more and more fully into the spiritual realm, and also enlarge the boundaries of spiritual realm”.

(4) TRANSMISSION AND PROMOTION OF CULTURAL HERITAGE

The aim of idealistic education is the preservation ; enrichment and transmission of culture, Education must contribute to the development of culture .It should help in enlarging the boundaries of spiritual realm

(5) CULTIVATION OF MORAL VALUES

According to idealism, man is essentially a moral being. Therefore, moral, intellectual and aesthetic aspects of his personality should be promoted. According to Dr. Prem Nath “The process of education must lead to the deepest spiritual insight and to the highest moral and spiritual insight and to the highest moral and spiritual insight and to the highest moral and spiritual conduct .”

(6) PREPARATION FOR A HOLY LIFE

Idealism prepares an individual for a holy life. Froebel says.”The object of education is the realization of a faithful, pure, inviolable and hence holy life.”

(7) DEVELOPMENT OF INTELLIGENCE AND RATIONALITY

Idealism wishes that education should develop the mind fully. It makes a person rational as well. Only the highly developed mind can understand the all pervading force. The idealists believe that education must help in the full evolution of mind , the emancipation of spirit, self realization and the realization of higher values of life and to train the whole man completely and fully for manhood and not some part of m

IDEALISM AND CURRICULUM

While developing curriculum, idealists give more importance to thought, feelings, ideals and values than to the child and his activities. They firmly hold that curriculum should be concerned with the whole humanity and its experiences. It must consist of humanities.

The curriculum should give good mental experience of all types. So cognition (knowing) affecting (feeling) and conation (striving) should find due place. Sciences and art should be taught as fully integrated. Since the main aim of education according to the philosophy of idealism is to preserve and advance the culture of human race ,so subjects like Religion, Ethics, philosophy, History, Literature etc, should be provided in the curriculum. Healthy mind is found in healthy baby only. So health, hygiene, games and sports should find an important place in the curriculum.

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IDEALISM AND METHODS OF TEACHING

Idealism has not prescribed specific methods of teaching. According to idealism, class-room is a temple of spiritual learning, a meeting place of human minds- a place for self education. For this no particular method has been suggested. However, the following methods have been advocated by different idealists:

- Learning through reading
- Learning through lecturing
- Learning through discussion
- Learning through imitation
- Descartes employed the device of simple to complex

IDEALISM AND DISCIPLINE

Naturalism provides unrestricted freedom to the child whereas Idealism wants to keep the child under discipline. Idealists believe that there can be no spiritual development of the child without discipline. This leads to inner discipline. "The discipline is not to be imposed on pupils. The teacher has only to help them to develop self discipline and through that self knowledge"

Self-insight and self analysis are the main disciplinary factors. The main task of education is the cultivation of higher values of life through moral and religious education. It requires the teacher to present a good example and exercise lasting impact upon the pupil's mind. A teacher is an ideal person to be emulated by this pupil.

IDEALISM AND TEACHER

Idealism assigns a special role to the teacher. It considers teacher as a spiritual guide for the child. The teacher serves as a living model for the student. He sets the environment in which education takes place. He carries the child from darkness to light. He is to guide the student towards utmost possible perfection. Idealism regards the teacher as the priest of man's spiritual heritage. He is a co-worker with God in perfecting man. An idealist teacher is a philosopher, friend and guide. According to Gentle- A teacher is "a spiritual symbol of right conduct." He is thus, an indispensable necessity.

According to Froebel, the school is a garden, the teacher is a cautious gardener and the child is a tender plant. The plant can grow, no doubt, without help but the good gardener sees that the plant grows to the finest possible perfection. Through teacher's guidance the child can make his natural development into a process leading to perfection and beauty. Idealistic teachers tend to have a particular style of teaching. All teachers are a type of role model; however, the designated function of an idealistic teacher is to be a role model. Women were the majority of schoolteachers, especially in the elementary school. The reason for having women teach school is that the teacher was the moral example. Women were often more moral than men, particularly years

ago. Idealistic teachers have a distinct way to discipline students. These teachers do not have certain rules. They believe that a good, prepared teacher will not have any problems with classroom control.

CONTRIBUTIONS OF IDEALISM TO EDUCATION

Idealistic philosophy in education emphasizes ‘the exaltation of personality’, which is the result of self-realization, achieved by spiritual knowledge, self-discipline and dignified teacher. Idealism assigns a very important place to the teacher who is respected as a guide, and philosopher. They emphasize the importance of moral and spiritual education and points out the values of humanities, social sciences, art and literature. It emphasizes man’s perfection in various facets of life-physical, spiritual, intellectual, moral, esthetic and social.

4.4 PRAGMATISM

One of the most important schools of philosophy of education is pragmatism. Pragmatism stands between idealism and materialism a sort of compromise. The term pragmatism derives its origin from a Greek word meaning to do, to make, to accomplish. So the use of words like ‘action’ or ‘practice’ or ‘activity’. Action gets priority over thought. Experience is at the centre of the universe. Everyone is tested on the touch-stone of experience. Beliefs and ideas are true if they are workable and profitable otherwise false. Values are instrumental only. There are no final or fixed values. They are evolved and are not true for all times and for all situations. According to an undeviating standard of worth, pragmatism tends to be individualistic, selfish; has no values; has no ethics and is thus superficial.

FORMS OF PRAGMATISM

1. HUMANISTIC PRAGMATISM

This type of pragmatism is particularly found in social sciences. According to it the satisfaction of human nature is the criterion of utility. In philosophy, in religion and even in science man is the aim of all thinking and everything else is a means to achieve human satisfaction.

2. EXPERIMENTAL PRAGMATISM

Modern science is based upon experimental method. The fact that can be ascertained by experiment is true. No truth is final, truth is known only to the extent it is useful in practice. The pragmatists use this criterion of truth in every field of life. The human problems can be solved only through experiment.

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3. NOMINALISTIC PRAGMATISM

When we make any experiment we attend to the result. Our aim is examination of the material. Some hypothesis about the results invariably precedes every experiment. According to nominalistic pragmatism, the results of an experiment are always particular and concrete, never general and abstract.

4. BIOLOGICAL PRAGMATISM

Experimentalism of John Dewey is based upon this biological pragmatism according to which the ultimate aim of all knowledge is harmony of the man with the environment. Education develops social skill which facilitates one's life. The school is a miniature society which prepares the child for future life.

PRAGMATISM AND EDUCATIVE PROCESS

Activity lies at the centre of all educative process. The basis of all teaching is the activity of the child, says Foster. Every continuous-experience or activity is educative and all education, in fact, resides in having such experience. But continuous growth in experience is not the whole education. Education is something more. It is a constant reorganizing or reconstructing of experience. Pragmatism approaches the problems of education from the 'progressivists' view point "progress implies change. Change further implies novelty", so education cannot be conceived of as acquired once for all. Problem solving is at the core of all education. The educative process thus becomes empirical, experimental, and piecemeal: in a word pragmatic.

EDUCATIONAL IMPLICATIONS

1. EDUCATION AS LIFE

Pragmatists firmly believe that old and traditional education is dead and lifeless. Education is a continuous re-organizing, reconstructing and integrating the experience and activities of race. They want to conserve the worthwhile culture of the past, think out the solutions to meet the new situations and then integrate the two. Real knowledge can be gained only by activity, experiments and real life experiences.

2. EDUCATION AS GROWTH

Thus education will be useful if it brings about the growth and development of the individual as well as the society in which he lives. Education is meant for the child and child is not meant for education and child is not empty bottle to be filled up by outside knowledge. Each child is born with inherent capacities, tendencies and aptitudes which are drawn out and developed by education. One of the aims of education is to develop all the inherent capacities of the child to the fullest extent.

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3. EDUCATION AS A SOCIAL PROCESS

To pragmatism, man is a social being. He gains more and more knowledge through personal experiences than he gets from books. According to pragmatism, the education of the child should be through the medium of society so that develops in him socially desirable qualities which promote his welfare and happiness. John Dewey rightly speaks out – Education is the social continuity of life.

4. EDUCATION A CONTINUOUS RESTRUCTURING OF EXPERIENCE

Education is a process of development. Knowledge is gained by experiences and experiments, conducted by the learner himself. One exercise leads to another and so on and the area of knowledge is widened by the child. The process of reconstruction of experience goes on and leads to adjustment and development of personality. For pragmatists educational process has no end beyond itself. In addition to the individual it is continuous reorganizing restructuring and integrating the experience and activities of the race.

5. EDUCATION THE RESPONSIBILITY OF STATE

Education is the birth right of each individual and may not be within the right of the individual, so the state should shoulder the responsibility. The refusal of the state to do so may not lead the nation to suffering. It is for the state to make the child capable and confident to meet the problems and challenges of life successfully.

PRAGMATISM AND CURRICULUM

In the field of curriculum development, the following principles have been prescribed by pragmatists.

1. PRINCIPLE OF UTILITY

According to this principle, only those subjects, activities and experiences should be included in the curriculum which are useful to the present needs of the child and also meet the future expectations of adult life as well. As such Language, physical well-being, physical training, Geography, History, Science, Agriculture and Home science for girls should be included in the curriculum.

2. PRINCIPLE OF INTEREST

According to this principle, only those activities and experiences where in the child takes interest should be included in the curriculum. According to John Dewey these interests are of four varieties namely- (1) interest in conversation, (2) interest in investigation, (3) interest in construction and (4) interest in creative expression. Keeping these varieties of interests in view, at the primary stage, the curriculum should included Reading, Writing, Counting, Art, Craft-work, Natural science and other practical work of simple nature.

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3. PRINCIPLE OF EXPERIENCE

The third principle of pragmatic curriculum is the child's activity, vocation and experience. All these three should be closely integrated. The curriculum should consist of such varieties of learning experiences which promote original thinking and freedom to develop social and purposeful attitudes.

4. PRINCIPLE OF INTEGRATION

Pragmatic curriculum deals with the integration of subjects and activities. According to pragmatism knowledge is one unit. Pragmatists want to construct flexible, dynamic and integrated curriculum which aids the developing child and the changing society more and more as the needs, demands and situation require.

PRAGMATISM AND METHODS OF TEACHING

The whole emphasis of method of teaching in pragmatism is on child, not the book, or the teacher or the subject. The dominant interest of the child is "to do and to make". The method should be flexible and dynamic. It must be adaptable and Modifiable to suit the nature of the subject matter and potentiality of the students. The pragmatist's curriculum provides for creative and purposeful activities in the teaching- learning process. Pragmatists regard school is a 'miniature of society' where child gets real experiences to act and behave according to his interests, aptitudes and capacities.

Project method is a contribution of pragmatist philosophy in education. According to Kilpatrick "a project is a whole hearted purposeful activity carried out in a social environment". The child learns by doing says John Dewey. All learning must come as a product of action. Learning by doing makes a person creative, confident and co-operative. They also emphasize the discovery and enquiry methods. The method like problem solving, play-way, experimental and laboratory techniques which follow the principle of learning by doing can be used according to pragmatic view.

TEACHER

Pragmatism regards teacher as a helper, guide and philosopher. The chief function of pragmatic teacher is to suggest problems to his pupils and to stimulate them to find by themselves, the solutions, which will work. The teacher must provide opportunities for the natural development of innate qualities of children. His main task is to suggest problems to his pupils and to guide them to find out solutions.

DISCIPLINE

To utilize the interest of the pupil is the basis of discipline here. The teacher and pupils attack a problem jointly. Teacher's role is

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that of a guide and a director; it is the pupil who acts, learning this becomes a cooperative venture- a joint enterprise. Pursuit of common purposes enforces its own order. Education becomes a social process of sharing between the members of the various groups and all are equal partners in the process. That is no rewards also there are no placings for the martinet so any punishments. The discipline proceeds from the life of the school as a whole.

CONTRIBUTIONS OF PRAGMATISM TO EDUCATION

- Pragmatism provides definite aims of education. The student is prepared to live in society and learn skills and attitudes. Which are required of him to live as a useful member of society?
- The teaching methods are based on learning by doing. The project method is the contribution of pragmatism to modern education.
- Pragmatism encourages a democratic way of learning through purposeful and cooperative projects and activities.
- Utility in the educative process is the first criterion. The school is expected to provide learning and experiences that are useful.
- Education is not bound to tradition. Pragmatic philosophers advise us to test everything through our own experience.
- The teacher has to play a very challenging role in the educative process under pragmatism and he has to be very alert and watchful.

4.5 REALISM

Realists believe that reality exists independent of the human mind. The ultimate reality is the world of physical objects. The focus is on the body/objects. Truth is objective-what can be observed. Aristotle, a student of Plato who broke with his mentor's idealist philosophy, is called the father of both Realism and the scientific method. In this metaphysical view, the aim is to understand objective reality through "the diligent and unsparing scrutiny of all observable data." Aristotle believed that to understand an object, its ultimate form had to be understood, which does not change. For example, a rose exists whether or not a person is aware of it. A rose can exist in the mind without being physically present, but ultimately, the rose shares properties with all other roses and flowers (its form), although one rose may be red and another peach colored. Aristotle also was the first to teach logic as a formal discipline in order to be able to reason about physical events and aspects. The exercise of rational thought is viewed as the ultimate purpose for humankind. The Realist curriculum emphasizes the subject matter of the physical world, particularly science and mathematics. The teacher organizes and presents content systematically within a discipline, demonstrating use of criteria in making decisions. Teaching

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methods focus on mastery of facts and basic skills through demonstration and recitation. Students must also demonstrate the ability to think critically and scientifically, using observation and experimentation. Curriculum should be scientifically approached, standardized, and distinct-discipline based. Character is developed through training in the rules of conduct.

BACKGROUND AND MEANING OF REALISM

Just as Naturalism comes on the Educational scene as a protest against systems of education that have become artificial. Realism appears to be a reaction against curricula consisting of studies that have become bookish, sophisticated and a abstruse. As we have a slogan in Naturalism- ' Back to Nature ' – in Realism we have a slogan-' Things rather than words '.

The developing realism has adopted four points in education :

- i) Humanistic Realism,
- ii) Social Realism,
- iii) Sense Realism, and
- iv) Neo-Realism.

i) Humanistic Realism in education

Humanistic realism is the reaction against the emphasize on form and style of the old classical literature. It has great regard for the ancient literature but it emphasizes the study of content and ideas in the ancient classical literature to understand one's present social life and environment. The aim is not to study the form and style of old literature to have mastery over it. The study of old literature is a means to understand the practical life. History, Geography, Kautilyas Arthashastra are the subjects and books should be studied for this purpose. Erasmus (1446-1537), Rabelais (1483-1553), John Milston (1608-1674) were the supporters of this faculty.

ii) Social Realism in education

Social Realism in education is the reaction against a type of education that produces scholars and professional men to the neglect of the man of affairs i.e. practice. Education should not produce men who are unfit in social life. The purpose of education, according to social realists, is to prepare the practical man of the world. Michael de Montaigne (1533-1592) was the main supporter of this faculty.

iii) The sense Realism in education

The sense realism in education emphasizes the training of the senses. Senses are the gateways of knowledge and learning takes place

the operation of the senses. According to sense-realists nature is the treasure house of all knowledge and this knowledge can be obtained through the training of the senses.

iv) Neo-Realism in education

Neo-Realism is really a philosophical thought. It appears the methods and results of modern development in physics. They do not consider the scientific principles everlasting while they express the changeability in them. They support the education of art with the science and analytical system of education with the humanistic feelings. They consider living and un living all objective to be organs and the development of organs is the main objective and all round development of the objects is the main characteristic of education. Bertrand Russel and whitehead were the supporters of this faculty.

REALISM AND AIMS OF EDUCATION

"Realists do not believe in general and common aims of education. According to them aims are specific to each individual and his perspectives." (Seetharamu, A.S. : philosophies of Education, p.74). And each one has different perspectives. The aim of education should be to teach truth rather than beauty, to understand the present practical life.

The purpose of education, according to social realists, is to prepare the practical man of the world. The science realists expressed that the education should be conducted on universal basis. Greater stress should be laid upon the observation of nature and the education of science. Neo-realists aim at developing all round development of the objects with the development of their organs.

According to realism, things are essentially what they seem to be, and, furthermore, in our knowledge they are just the same as they were before entering our consciousness, remaining unchanged by our experiencing them. Reality, according to Aristotle was distinguishable into form and matter. Matter is the substance that all things have in common. For Aristotle these to substance were logically separable although always found together in the empirical world. The New Realists were so named because they emerged as a reaction to idealism. Where idealism give special status to mind, seeing it as basically the stuff from which all other things are created, the New Realists, particularly the American school, rejected this notion, giving mind no special status and viewing it as part of nature. For them things could pass in and out of knowledge and would in no way be altered by the process. Existence, they argued, is not dependent upon experience or perception, thus mind ceases to be the central pivot of the universe. Speculation, according to the New Realists, was not as fruitful as the use of the empirical methods of science. Not all realists felt that they

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could support the position of the New Realists. The Critical Realists felt that man could not know the world directly but only through certain vehicles or essences. Thus, objects are not presented directly to consciousness but are represented. We do not have direct knowledge of any object except as it is carried to us by our senses.

REALISM AND THE CHILD

Realism in education recognizes the importance of the child. The child is a real unit which has real existence. He has some feelings, some desires and some powers. All these cannot be overlooked. These powers of the child shall have to be given due regard at the time of planning education. Child can reach near reality through learning by reason. Child has to be given as much freedom as possible. The child is to be enabled to proceed on the basis of facts; the child can learn only when he follows the laws of learning.”

The child is to be understood a creature of the real world there is no sense in making him a God. He has to be trained to become a man only. To the realist, the student is a functioning organism which, through sensory experience, can perceive the natural order of the world. The pupil, as viewed by many realists, is not free but is subject to natural laws. It is not at all uncommon to find realists advocating a behaviorist psychology. The pupil must come to recognize and respond to the coercive order of nature in those cases where he cannot control his experiences, while learning to control his experiences where such control is possible. At its most extreme, the pupil is viewed as a machine which can be programmed in a manner similar to the programming of a computer.

REALISM AND THE TEACHER

The teacher, for the realist, is simply a guide. The real world exists, and the teacher is responsible for introducing the student to it. To do this he uses lectures, demonstrations, and sensory experiences, the teacher does not do this in a random or haphazard way; he must not only introduce the student to nature, but show him the regularities, the “rhythm” of nature so that he may come to understand natural law. Both the teacher and the student are spectators, but while the student looks at the world through innocent eyes, the teacher must explain it to him, as well as he is able, from his vantage point of increased sophistication. For this reason, the teacher’s own biases and personality should be as muted as possible. In order to give the student as much accurate information as quickly and effectively as possible, the realist may advocate the use of teaching machines to remove the teacher’s bias from factual presentation. The whole concept of teaching machines is compatible with the picture of reality as a mechanistic universe in which man is simply one of the cogs in the machine.

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A teacher should be such that he himself be educated and well versed with the customs of belief and rights and duties of people, and the trends of all ages and places. He must have full mastery of the knowledge of present life. He must guide the student towards the hard realities of life. He is neither pessimist, nor optimist. He must be able to expose children to the problems of life and the world around.

REALISM AND CURRICULAM

According to humanistic realism, classical literature should be studied but not for studying its form and style but for its content and ideas it contained.

Sense-realism- attached more importance to the study of natural sciences and contemporary social life. Study of languages is not so significant as the study of natural sciences and contemporary life.

Neo-realism- gives stress on the subject physics and on humanistic feelings, physics and psychology, sociology, economics, Ethics, Politics, history, Geography, agriculture varied arts, languages and so on, are the main subjects to be studied according to the Neo-realists.

REALISM AND METHODS OF TEACHING

The method of the realists involves teaching for the mastery of facts in order to develop an understanding of natural law. This can be done by teaching both the materials and their application. In fact, real knowledge comes only when the organism can organize the data of experience. The realist prefers to use inductive logic, going from the particular facts of sensory experience to the more general laws deducible from these data. These general laws are seen as universal natural law.

REALISM AND DISCIPLINE

Discipline is adjustment to objectivity. It is necessary in order to enable the child to adjust himself to his environment and concentrate on his work. Bringing out change in the real world is impossible. The student himself is a part of this world. He has to admit this fact and adjust himself to the world. A disciplined student is one who does not withdraw from the cruelties, tyrannies, hardships and shortcomings pervading the world.

4.6 ECLECTICISM

Philosophy of education can refer to either the academic field of applied philosophy or to any of educational philosophies that promote a specific type or vision of education, and/or which examine the definition, goals and meaning of education. Education and

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philosophy are closely inter-related. If philosophy is love of knowledge then education is acquisition of knowledge. For a long time education was regarded as a disciplinary process and learning by attempt was important for student. After that child-centered education laid an emphasis on presenting education according to the child's interest. Today these two contradictory forms come to a compromise. Interest has been admitted as the fundamental truth for attraction of the child, and once interest is created; even attempt would not be uninteresting to him. But neither is complete in itself; hence, co-ordination between two is necessary. The study of educational philosophy helps an educationalist to critically evaluate his own practices and make necessary changes in his practice. Philosophy has the potential for provoking revolutionary changes, revises and rejects some of our beliefs, develops analytical and logical skills and reasoning. Educational philosophy clarifies concept and analyses propositions, beliefs and theories of education. A philosophy vision is essential to understand the new trends in the educational systems especially the contemporary educational movements.

MEANING OF ECLECTICISM

Eclecticism has been derived from the verb root "elect". To elect means to choose and pick up. The good ideas, concept and principles from various schools of thought have been chosen, picked up and blended together to make a complete philosophy. Thus eclecticism is a philosophy of choice. Eclecticism is nothing but fusion of knowledge from all sources. It is a peculiar type of educational philosophy which combines all good ideas and principles from various philosophies. Eclecticism is a conceptual approach that does not hold rigidly to a single paradigm or set of assumptions, but instead draws upon multiple theories, styles, or ideas to gain complementary insights into a subject, or applies different theories in particular cases. It can sometimes seem inelegant or lacking in simplicity, and eclectics are sometimes criticized for lack of consistency in their thinking. It is, however, common in many fields of study.

NEED OF ECLECTIC PHILOSOPHY IN EDUCATION

We live in such an era when dogmatic adherence to a particular philosophy is foolish and is quite harmful. The world is changing very fast. Values are changing rapidly. We require a dynamic outlook and mental flexibility to have an all-round adjustment and optimal development. No philosophy contributes to all aspects of education. Idealism based on spirituality. Naturalism based on materialism. Pragmatism is between the two. While idealism is famous for its high and lofty aims of education, pragmatism is famous for its brilliant principles and curriculum, naturalism for its method of education. No philosophy is full-fledged to provide all things. But we want an integral education for complete living. If we synthesis all good ideas and

principles with the best materials of all these philosophies we have to adopt an eclectic approach by harmonizing the conflicting ideologies and blend them together. We have to find unity in diversities through eclectic approach.

ECLECTIC TENDENCY AND EDUCATION

Philosophy of life has a powerful impact on education. Because eclectic tendency is gaining wider appreciation and acceptance in the life of an individual today, therefore the influence of this tendency on this education is natural. It reflects a harmonious synthesis of all those dynamic ideals and principles. Under the influence of eclectic tendency, all the previous ideologies and tendencies are influencing the following aspects of education.

AIMS OF EDUCATION

The question has always been arising whether the aim of education is to educate the child for society or for individual progress. The aim of modern education has become individual progress and development and social service. We have seen in the philosophy of Nunn that there is no difference between individual and universal progress. Here comes the role of eclectic tendency. If we look into Prof. Horne's definition this tendency becomes quite evident. According to him, education is a high adjustment of a physically and intellectually developed conscious individual to his intellectual, emotional and volitional environment. In this definition perfect fusion of psychological, scientific and sociological tendencies.

TEACHING MATERIAL

Teaching material is no more an important matter, the earning of which should be compulsory for the students, as it is a truth or combination of truths. Modern teaching material is a brief form of civilization and a record of the standards of progress and values of civilization. The civilization of one period cannot be suitable to another period; therefore, it would have to be changed on the basis of needs and changes. Teaching material is helping student to familiarize themselves with life as teaching is the preparation for life. Therefore, the process of knowing life would also remain changing.

METHOD OF TEACHING

Method of teaching is used in order to experiment this material of civilization on the child and to bring desirable changes. This method should be used naturally by the teacher. The knowledge of children, knowledge of modern interests and problems, suppressing the rigid method of teaching and taking the broader meaning of teaching method-all these are symbolical of the teacher's ability. Therefore, a teacher should have a knowledge of every method. The burden of the modern teacher has increased because he has to apply new methods with a view to the children's knowledge for the changing age, and the

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progress of the society. Regarding the method of teaching the kernel of all philosophy is 'method' according to 'circumstances', taking in view the interest of the child. Their emphasis is on motivating instruction, which is the result of the curriculum growing out of the present experiences of children. They have assigned a place for drill and concede the supreme importance of freedom both as an end and as a means to achieve the end. Among method they have a special advocacy for problem solving, which they believe, is on consonance with life's demands. Importance of direct experience is recognized by lending their support to 'play-way' and 'learning by doing'. The above mentioned eclectic tendency is visible not only in the field of education but in every field of education. This tendency is carrying us to a good age where we would be able to establish new ideals, values and standards over narrow and corrupt feelings.

DISCIPLINE

All the philosophers wish the mature children to play their part in making decisions about the affairs of the schools. They should not be pushed around against their consent. Discipline through knowledge and knowledge through experience is the under-current of all educational philosophies. The teacher's role as a friend, guide, and philosopher, the director of the class, arranger of the experiences to the child, etc. is prominent in modern educational scene.

EMPHASIS ON THE TRAINING OF TEACHERS

Under the influence of eclectic tendency more and more teacher-training institutions are being opened to provide training to teachers for various grades and levels of education.

SECULAR FORM OF EDUCATION

In ancient and medieval times, provision of education was made by religious institutions. But, under the influence of eclectic tendency, modern education has broken off from religious bonds and has become material and worldly.

PLACE OF SCHOOL

Under the influence of sociological tendency, the function of school is to prepare dynamic citizens to participate in the social activities successfully. As such, school is now regarded as a miniature society to develop dynamic, enterprising and resourceful citizens.

Above discussion makes it crystal clear that modern education has drawn from all the tendencies namely-psychological, scientific and sociological to a very great extent and this process of synthesizing and gainfully imbibing is known as eclectic tendency.

CONCLUSION

The conception of education today is very broad and that our educational thinking in its totality has been affected not by one single philosophical thought or tendency but by the cumulative experience of past generations in the field of education. Our educational ideals and practices may consequently be traced to various sources all of which have been harmoniously blended to determine the present-day educational principles and practices.

*Contribution of Western
Philosophy in Education*

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Check Your Progress –I

1. Self expression is one of the main aims of Education as per -----
-----.
2. Every individual possesses his individuality and Special traits. The aim of education Should be the development of his Individuality is the statement given by -----.
3. Which type of Naturalism explains human activities and experiences in terms of material objects and Natural laws?
4. In which century naturalism has developed as a philosophy of education ?
5. Which educational philosophy advocates the teaching method learning by doing ?

4.7 LET US SUM UP

It could be said that naturalists were responsible for some of the revolutionary ideas in all spheres of education which are considered to be relevant in modern Indian education. As per Idealism if an individual acquires 'ideal education' he becomes humanized and learns to live and act normal human. Pragmatism regards the teacher as a guide to provide the child with suitable environments to enable him to experience the truth. Like naturalism, pragmatism does not banish the teacher altogether. By revolting against traditional and conservative aspect of life, realism has provided new light and wisdom. Realism has its own importance but it must be balanced with spiritualism. If 'Eclecticism' is not accepted in Modern Indian Education, it may lead to the creation of educational pockets of conflicts and confusion, ultimately endangering national and emotional integration.

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4.8 EVALUATION

1. Compare and contrast the major western philosophies regard to their positions on different educational practices.
2. Critically evaluate Rosseau's contribution to education.
3. What are the limitations of Kindergarten education?
4. Evaluate the role of teachers in John Dewey's progressive education.

4.9 ANSWERS TO CHECK YOUR PROGRESS

1. Naturalism
2. T.P. Nunn
3. Physical Naturalism
4. 18th century
5. Naturalism

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UNIT – 5: CONTRIBUTION OF WESTERN THINKERS TO EDUCATION

Contribution of Western Thinkers to Education

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STRUCTURES

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5.0 INTRODUCTION

In the previous unit we have studied the important contribution of Western Philosophy in Education. In this unit, we will discuss about the contributions of western educational thinkers. We are going to understand the innovative ideas and work of some of the famous Western philosophers.

5.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Know the main tenets of educational implications of Western Philosophies.
- Understand the educational thoughts of Western Thinkers.

5.2 EDUCATIONAL THOUGHTS OF WESTERN THINKERS

5.2.1 Jean Jacques Rousseau's Child – Centered Education

Life-sketch

Rousseau was born in 1712 at Geneva, in the home of a poor watch maker; lost his mother at an early age. was brought up by his father: had no experience of being a pupil in a class, received his early

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education under the care of a tutor; tried unsuccessfully in all sorts of occupations. After a number of journeys, affairs, a desultory study of Catholicism, music and a survey of all sciences, Rousseau arrived in Paris in 1741 and got the support of Voltaire. During this period only he started living a stable life, met Theres Lovis, 40 years old women with an ugly appearance and married her. Through her, he had 5 children but due to poverty, he put them in an orphanage. The great irony is that this man who could not rear his own children properly at home, later on became famous for his writing on educating children.

In 1745, he became a music critic to the Encyclopedic in 1749. He was awarded the essay prize of the Academy of Dijon. In 1750, he was shot into fame for his book 'The Progress of Arts and Science' His second book titled 'The Origin of Equality Among Men' came out in 1753. In these two books, he launched a tirade against corruption prevailing at all levels of the society and deceiving the poor. for which he attributed the reason of people's love for pomp and show in their life-style. Resulting in the greed for amassing wealth at any cost. "Emile" and "Social Contract" the very famous works of Rousseau, were completed in 1762 'Emile or Concerning Education' set in a great revolution in education in Europe. Rousseau is basically a naturalist. The message emphasized in his works is "Everything is fine in Nature; but they become corrupt in the hand; of man". 'Emile' is also the result of this belief in him He lashed out the then educational practices followed in Europe. The then French government suspected his intentions.

Important Features of Rousseau's General Philosophy

Rousseau's philosophy goes by the name of "Naturalism" It's important features are

1. Material world is the real world
2. Mind is subordinate to matter.
3. Nature alone is the source of all knowledge.
4. Values are created in terms of specific needs
5. All real values exist in nature - in living close to nature
6. There is no possibility of any 'super natural being'
7. The individual is always given prudence.
8. Man creates societies only to meet some of his needs.

Thus the keynote of his philosophy was to have "a Natural State. a Natural Man and a Natural civilization". He declared. "Everything is good as it comes from the hands of the author of nature (the creator) but everything degenerates in the hands of man" He felt that all ills and miseries in the modern world were due to a departure from the previous "State of Nature".

Rousseau's Educational Philosophy

1. He lays stress on natural physical environment
2. He emphasizes the present life of the child as the basis of education.
3. He accords an important place to the child and his uniqueness in the educative process.
4. He advocates education in accordance with the nature of the child and his interests and potentials.
5. He gives prominent place to the concept of freedom in education of the child.
6. He gives an insignificant place for knowledge from books and verbal information imparted.

Aims of Education

According to Rousseau the following are the main aims of education.

1. Self-expression - development of innate potentials.
2. Autonomous development of individuality
3. Improvement of racial gains.
4. Preparation for the struggle for existence

Curriculum

Chief characteristics of the curriculum are

1. It is based on the nature of the child, his interest in different developmental stages, etc.
2. It lays stress on subjects that are helpful in self-preservation.
3. It gives importance to basic sciences, craft, and physical education.
4. It advocates differentiated curriculum for the girls-house keeping, tailoring, embroidery, religious instruction, etc. so as make her a suitable companion for the man

Methods of Teaching

Rousseau advocates -

1. Learning through observation and self-experience
2. Learning by doing.
3. Play-way method of teaching.
4. Learning through Heuristic method.
5. individualized Instruction.

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Role of Teacher

According to Rousseau, the teacher is to play the role of an observer and the stage-setter. He says, "The high function of the teacher consists not so much in imparting knowledge as in stimulating the pupil in its love and pure To know how to suggest is the art of the teacher" The teacher should motivate the child to learn by exploiting innate tendencies of the child He must possess a profound understanding of the child's nature and be able to cool his emotional reactions. He is not to impose any rules control upon the child but to allow the child perfect freedom and guide him properly.

Discipline

Rousseau believes in total freedom of the child. It is only 'in a free atmosphere that the child will be able develop his inborn and innate capacities. He does not believe in punishing the child so as to correct his future behaviour His assumption is very simple, the child is able to link up punishment administered and the mischief done by him. Children, therefore, should be left alone to experience the consequences of the mischief done by the If a child breaks a window pane, let him sit in the cold wind that gushes in, as a result of his folly. If he climbs a tree, let him fall down and learn not to do it again Nature, according to Rousseau, is a greater teacher.

If children commit mistakes and violate the principles of nature, they naturally invite the retribution of nature this conception in the field of education is known as 'Discipline by natural consequences'.

Contributions of Rousseau to Education

1. Rousseau has focused the importance and recognition of the child in the educative process.
2. He advocates that education should be a pleasurable activity for children The child's interest in and readiness to learn a topic, have to be assigned due importance.
3. He stressed that education should emanate from the spontaneous self-activity of the child.
4. According to Rousseau, methods of instruction must be inductive to make teaching effective and interesting.
5. Advocacy of free-discipline through natural consequences.
6. Importance of craft-learning in education.
7. He advocated the need for sense - training and physical activities in the earlier developmental stages of the child.
8. Naturalism in education draws our attention to the aesthetic aspect of surroundings. This also implies that schools should be located in natural surroundings.

Rousseau's Negative Education – Meaning and Features

The negative education of Rousseau has the following characteristics

- i No time saving: According to Rousseau, in childhood no time should be saved. Let the child run, jump and play all day long. In all these activities he will have a continuous reconstruction of experiences which is nothing but education.
- ii No book learning: Rousseau does not believe in imparting education with the help of books. He holds that reading is a curse and books have no place in the education of the child. He advocates that the child should think for himself and learn with his own efforts.
- iii No habit formation: He believes that everybody is a slave to his habits and the same may be true about the child. He was against all social habits: he favors that the child should be left to have natural habits.
- iv No moral education: The child is the purest thing in nature and therefore there is no place for any moral teaching. The reason behind this assumption is that morality and reasoning do not go together. The child, therefore, should be left to learn from the lessons of nature.
- v Discipline by natural consequences: Rousseau was for full freedom and no control for children. Let the children suffer natural consequences of their own actions without the intervention of human beings to protect or punish and this way they will set themselves right.
- vi No formal lessons: Rousseau is also against any formal teaching in the class. He believes that verbal lessons are useless burden on the memory of the child and sheer waste from educational standpoint. The child is not able to interpret and assimilate on the basis of cause and effect theory, hence it is easily forgotten
- vii No social education: In Rousseau's time, society was corrupt to the core. So he wanted children to be isolated from such a society and educate them in the midst of nature till their power of reasoning and judgement is perfected, with which they are in a position to protect themselves from the evils of society

Limitations of Negative Education

- i Faulty conception of discipline His doctrine of discipline by natural consequences is not acceptable and dependable at all times. The child at his tender age without foresight, without

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reason and without developing his correct understanding cannot correct his behaviour. He requires mature and wise guidance of the parents and the teacher. If the child is left to his own judgment and wisdom, he might receive a blow, which may blow his entire personality.

- ii No habit formation: Rousseau does not believe in forming habits of any kind by the child. Habits have been called as second nature and a set of good habits is also essential for good character.
- iii No place for books. Rousseau was against any learning from books and totally condemned them. They lead to confirmation and registration of ideas in the mind of the child and hence cannot be easily ignored. Perhaps he rejected the use of books in the educative process because they were not written keeping in view the nature of the child.
- iv His ideas about women education are not applicable these days when women are marching ahead. They should be shoulder to shoulder with men, in every walk of life.

Curriculum for girls

Rousseau does not recommend the same type of education for women as for men. His conviction is that the functions of men and women are fundamentally different. 'Men are born to serve, women are born to please', says Rousseau. He further continues, 'A woman should bring up man in childhood, tend him in manhood, counsel him throughout his life and make life agreeable and pleasant'. Women are the minima of man. They are the chaste guardians of our morals, and the sweet security of our place'. Their education should be different from men. Rousseau, therefore, advocated that studies of women should be practical. Intellectual interests, he believed, destroyed her nature. He stated, "I would hundred times prefer a simple girl rudely brought up, to a girl of learning". Thus Rousseau advocated no literary education for women but recommended house-keeping, tailoring, embroidery and religious education so that she becomes a suitable companion to man".

5.2.2 Froebel

He was born in 1782 as the son of a pastor in a village in Germany. He lost his mother at an early age and his childhood was unhappy. As his father got remarried he came under the care of his uncle at the age of ten. As a young fellow, Froebel was sensitive and religious minded. He had a love for Nature. He was an apprentice to a forester, but he developed interest in geometry. By accident, he went to the University of Jena and studied mathematics. Later he studied zoology and got ideas of evolution. For some time, he studied under

Pestalozzi. He went to Yverdon to become a teacher but started a school at Frankfurt in 1816 He advocated 'learning by doing' He started his "Kindergarten" in 1837 at his native place Blankenburg.

Kindergarten means a garden for children, from which They could blossom forth, as the young ones with their differential abilities. The gardener provides the soil, water and other facilities for plant growth but he cannot make a (lower to bloom from the plant, when it is not ready; nor can he make an orange tree give a rose flower. Like each plant in nature, each child has its unique qualities. Their potentials are waiting to be manifested. Like the gardener, it is for the teacher to help the potentials of young children to blossom Froebel suggested pre-school education for children below 5 years. The emphasis is on giving happiness to the little ones by providing them the necessary environment for growth with teachers as learning facilitators. Forebel wrote many books on pre-school education of which the following are very popular.

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Froebel's Educational Philosophy

To Froebel education is growth from within education should unfold the child's inborn capacities and should kindle his spiritual nature, so that he may have a spiritual union with God. According to him, the child must be educated in accordance with the laws of child-development. Education should enable he child to realize unity in diversity. He gave importance o self-activity and social participation. Education is not stuffing the mind of the child but to develop its total personality.

Salient Features of Froebel's Kindergarten

The important elements of Kindergarten are

1. Self – activity
2. Creativeness and
3. Social participation

1. Self - Activity

When the child moves in a free atmosphere, indulging In various activities, it develops the ability to think Independently which is essential for self - realization. His slogan is "Education through self - activity Self - activity not only fills the gap between knowledge and action, but slim gives joy, freedom, contentment and peace of mind.

2. Creativeness

Children are more creative by nature. "God created man in his own image, man should also like God create and bringforth many. Mind and soul express themselves through physical activity and expression. To enhance creativeness In children, Froebel recommended games for recreation, Construction, imagination and knowledge, unity

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and character: games that enhance the skills of reading, writing, and arithmetic Froebel popularized the play way-method of learning.

3. Social Participation

Man is a social animal. When a child participates in cooperative activities, in a social environment it not only receives physical training but also intellectual, social and moral **education**.

Curriculum

Besides self-activities, manual work is also stressed by Froebel. Nature study creates a sense of wonder and the children learn to believe in God. Mathematics, languages and arts are taught Religion is a core subject in the curriculum.

Role of the Teacher

A good gardener takes care of each and every plant in his garden Similarly the teacher should take care of every child and help them grow and develop according to their natural endowments.

Discipline

There are no fixed rules and rigid regulations in Kindergarten Protection and co-operation are the components of the discipline followed In Kindergarten Self-expression, games, arts, gifts and occupations provide physical as well as mental training to children and teach them discipline naturally.

Contributions of Froebel to Educational Theory and Practice

1. Froebel founded the first Kindergarten of the world His famous slogan "Come, let us live for our children" set in the movement of nursery education.
2. According to the principle "children have' 'to do' and 'not to receive' information, he emphasized self-activities in education.
3. He wanted education to fit the individual for full life within the group, so that he may adjust himself properly to his physical and social environment For this purpose, he recommended that primary virtues like co. operation, sympathy, fellow-feeling and responsibility be developed in children in the school community.
4. Through his gifts and occupations, he imparted sensory: training in a social environment and enhanced creativity in children.
5. He was an early advocate of the inclusion of manual work in the school curriculum.

6. He was a forerunner in providing freedom to children in a social environment in pre-school education. He highlighted the fact that every child is important in education.
7. He popularized 'Learning through self-activities' and 'Play Way Method' of learning.

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5.2.3 Madam Montessori

Dr. Maria Montessori (1870-1952) was an Italian doctor. During childhood she showed interest in maths. Later on she evinced interest in engineering and biology; finally obtained the M.D in medicine from the Rome University; She studied feeble-minded children and came to the conclusion that mental deficiency is mainly an education related problem rather than a medical problem. Through stimulation and training of senses and muscular coordination, those children could acquire some knowledge and get liberated from their deficiency.

She prepared a scheme for the education of the feeble, minded children and was appointed as a director of special schools offering in-service training to Roman teachers based on her experiences there. She established in 1907 the school for children named 'Casa de Bombini' or Children's Home. Here children were free to learn at their own speed and in the way they desired to learn Didactic (or self-learning and self-correcting) apparatus were used Children could enjoy self-learning or auto-education with the help of these aids. Their senses were stimulated and they were trained in muscular coordination. By means of such education at the pre-school level, dull children became active and were busy in learning and discovering.

Her book, *Discovery of the Child* describes the several learning experiences, which children discover by themselves in the happy setting provided by the children's home. When it was found that pre-school education of the type recommended by Montessori for dull children was successful, parents of children with normal intelligence felt like sending their little ones to her school Today, Montessori schools, in several parts of the world including India, are very popular. In 1939, Madame Montessori visited India. During her stay of 12 years in India, till 1951, she conducted a number of training courses for teachers in the Montessori system of child education. It is under her influence that a large number of nursery schools for children have sprung up in our country, on Montessori lines.

Principles of Montessori System of Education

A) Individuality

Every child differs physically as well as mentally and: these differences must be recognized. She recommends individual observation of each child, providing him with the environment best

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suitable to his individual normal growth and, thus educating him individually.

B) Sense Training

The world is meaningful for a person, only when his senses are used. His senses only give life to him. A child learns its mother-tongue through hearing others talk. But if the child is deaf, it cannot learn the language naturally or normally.

Like Rousseau and Froebel, Montessori also stresses that senses play a very important part in a child's education because these are the gateways of knowledge. Since the senses are particularly active between the ages of three and seven, she devised graded apparatus for providing sensations of weight, colours, sound, touch and temperature.

C) Exercises for practical life

In children's house, pupils are given exercises for practical day to day life. They are taught how to wash their hands and clothes, how to sweep the rooms, dust the furniture, set the tables, clean their nails, brush their teeth, polish their shoes and comb their hair. Children should grow not only intellectually, but physically even with regularity and neatness. Muscular education and training is given through walking, holding objects and handwork. These exercises not only make children healthy but also give them training for practical life.

D) Exercises for sense training

The Didactic Apparatus sharpens the pupil's senses. The varied materials include blocks, cylinders, paper, cabinets, coins, tables, pencils and wools of different colours, boxes, balls, cubes, rods and water of different temperatures. These materials are meant to give perception of size, form, weight, touch, hearing and colour. The sense of touch is developed by presenting water at different temperatures to the child. Sense of hearing is developed through boxes, containing pebbles. Sense of weight is cultivated through blocks and tables of wood of varying weights. Colour sense is trained through samples of wood of different colours.

E) Self-Education

Montessori believed that self-education was the best method by which child can learn in his own way at his own speed without any interference from outside. Then the child learns through his own errors, which are corrected. She recommended the use of Didactic Apparatus which controls every error and helps the child to correct himself automatically. In fact, it is a substitute for the teacher. The process of learning through this apparatus duly conforms to the psychological steps of association, recognition and recall.

F) Liberty

For self-education, children should have an atmosphere of freedom and liberty. The child must be allowed maximum freedom to unfold himself without any check or hindrance. Thus, freedom is the most suitable medium for the development of human personality.

Place of Teacher in the Montessori Method

The teacher in the Montessori system is called the "Directress", who should be well versed in child psychology. She should give full freedom to the children and not to interfere with their activities. Her job is to provide the required learning apparatus to children and simply supervise their functioning.

Salient Features of Montessori Method

1. Dr Montessori started life as a doctor and as such formulated her method of teaching young children in the light of her experience and experimental findings. She gave a rather scientific approach to education by breaking away from old tradition.
2. Like Froebel, she also emphasized self-learning and sense-training which are based on psychological principles. These principles have made learning more important than teaching, which is universally accepted today.
3. In this system, there are no teachers because they do not teach. Directress only provide proper environment and materials at the right moment besides observing the child's behaviour. Thus in Montessori method, the child is more active than the teacher.
4. Montessori system of education centres around individual development of every child and hence, democratic in nature.
5. The essence of the Montessori method lies in integrating sensory training muscular coordination and knowledge in the development of every child.
6. Self-activity and self-control are the components or discipline, envisaged in the Montessori system of education.

Limitations of Montessori Method

1. Play activities of children which are more interesting for them are neglected in the Montessori system education.
2. The child cannot express himself fully and freely; but only through Didactic Apparatus This curtails their self expression.

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3. Social unity is lacking in her method, since individual is given importance and the child is learning through apparatus alone.
4. This method is very costly.
5. There is dearth of teachers trained in Montessori method.
6. Various subjects and teaching methods are not integrated in this system of education.

5.2.4 John Dewey

John Dewey was born in 1859 at Burlington, U.S.A. After graduating from the University of Vermont in 1879, he started his career as a school teacher. His philosophy is not simply speculative but based on the actual experiences in the school. After leaving his job as a teacher, Dewey joined John Hopkins University and obtained his degree of Ph.D. in philosophy in 1884. Thereafter he worked as a professor of philosophy at the Universities of Minnesota, Michigan and Chicago. It was at Chicago in 1896 that Dewey founded the Ideal University Laboratory School. It was here that he tested, modified and clarified his theories after practical experience of school situations. Dewey's "Democracy and Education", "Education and Today", "The School and the Society", "The School and the Child", "The School of Tomorrow". "Freedom and Culture" are some of the books which have come to be regarded as the classics of education. While Rousseau glorified the individual at the cost of society, John Dewey fused both psychological and sociological aspects of education. He passed away in 1950 after retiring from Columbia University as professor of philosophy for 30 years.

Dewey's Educational Philosophy

Education is a social necessity, according to John Dewey. Defining education he says, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities". Thus to John Dewey education is a bipolar process. It has two sides, the psychological and the sociological; neither of the two can be subordinated nor neglected. The psychological side is the study of the child, with all his inclinations, instincts, potentials and interests. It forms the very basis of education. The sociological side is the social environment in which the child is born, lives and grows for society. On a further analysis of Dewey's educational theory, we find the following four fundamentals.

1. Education as growth.
2. Education as life.
3. Education as social efficiency
4. Education as reconstruction of experience.

Aims of Education

John Dewey, being a pragmatist, believed that since physical and social environments are always changing, aims of education must also change. They cannot be fixed for all times to come. However he put forth the following as the immediate aims of education.

- to develop an ability to understand and analyse the problems;
- to develop skills for intelligent application of knowledge and insight into solving problems;
- to arouse interest through planned experiences;
- to help in the adjustment to changing needs and ideals of society.

Curriculum

Dewey's curriculum is not a mere scheme of studies, nor is it a list of subjects. It is an entire range of activities and experiences, projects leading to reconstruction and reorganisation of experiences. Thus he makes occupational activities of crafts, the core of the school curriculum. He also includes moral, aesthetic and religious education in the curriculum. But these again are to be imparted through practical experiences and not through 'chalk and talk lessons' in the class room

Method of Teaching

John Dewey considers that mind is a product of activity and develops through activity. There must be some stimulus to mind for thinking. It cannot think unless it is faced with some problem. As soon as it faces a problem, it starts thinking for its solution. This very process, Dewey applies to education. In his ideal school, the child engages himself in various types of activities which are inspired by his own urges and inclinations. During the course of these activities, he faces certain problems which arise spontaneously out of his own life situations. The child then thinks of possible solutions and then tries to put his plans into action. In the actual execution of his plans, he comes to know of the correctness or otherwise, of his ideas. This procedure is called by him as "Project Method" which is also referred to by the name "Experimental Method"

Thus the important steps involved in the project method are:

- a) Creation of a suitable situation that gives rise to real problem.
- b) Thinking of all possible solutions for that problem
- c) Collection of information about the problem from all possible sources.
- d) Execution and arriving at the possible solution.

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e) Application of the solution, arrived at.

Discipline

Dewey conceptualized 'Social Discipline' which is not based on punishment and rewards or outer control. It is self-discipline, resulting from free purposeful and creative activities. The natural way of establishing such a discipline is to redirect the natural impulses of children, through cooperative or shared activities. Discipline is to be enforced through social acceptance or rejection. (eg. An undisciplined child will not be allowed by his peers to participate in games or projects).

Role of the Teacher

The teacher is not an authority to direct the teaching-learning process: he is the provider of settings, conducive to learning. He is not an authority in dispensing ideas to be absorbed by his pupils, but a guide, stimulus and catalyst. In getting the child to make his own relations and connections, his own ideas. In doing this, the modern teacher must take into consideration a great variety of factors that the traditional teacher considered extraneous; the total physical setting, since this, rather than merely the "subject" alone makes up the environment for learning; the psychology of the individual pupils, so that differences in motivation, intelligence and orientation can be taken into account: the social psychology of the group, since general interests, needs and purposes will serve as the basis for developing the curriculum. the psychological principles of learning, memory, transfer, and motivation, so that learning can be made efficient and economical.

Contributions of John Dewey to Educational Practices

Dewey's social theory of education coupled with the logic of experimental method has been very influential in the development of modern educational practices. The chief contributions of John Dewey to education are:

1. He fused both psychological and sociological aspects of education. He tried to introduce more human touch in the process of education.
2. Advocated "Project Method" of learning.
3. Insistence on activities of diverse kinds in school-activity-centered curriculum.
4. conceptualized social discipline i.e. self – discipline through participation in group activities.
5. Considered teacher as a guide, friend and director of activities.

6. Advocated 'social efficiency' as the main aim of education.
7. Advocated training for democratic living through school activities and practices.

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Check Your Progress –I

1. The author of 'Emile' is -----.
2. The aim of education is to develop the self of the individual higher till self-realization is achieved. This is the main aim of -----.
3. Negative Education is suggested by -----.
4. The school for children named 'Casa de Bombini' or Children's Home was established by -----.
5. Learning is nothing but reconstructions and reorganization of experiences is said by -----.

5.3 LET US SUM UP

Rousseau's ideas of child-centered education and the need for giving negative education has trembled the world of teacher dominated education as a tremor. The reforms that followed in elementary education were largely shaped by Froebel and Madam Montessori. Even today play way method of Kindergarten and education by sensory training of Montessori system are followed everywhere in the world in pre-primary and primary education. Progressive education of John Dewey through project method of instruction is catching up very fast in secondary and higher education level in India too, though it has its origin in America. Thus we conclude that educational thoughts of Western Philosophers and western philosophies discussed in this unit have played a very great role in modernizing education all over the world.

5.4 EVALUATION

1. Critically evaluate Rosseau's contribution to education.
2. What are the limitations of Kindergarten education?
3. Evaluate the role of teachers in John Dewey's progressive education.

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5.5 ANSWERS TO CHECK YOUR PROGRESS

1. Rousseau
2. Idealism
3. Rousseau
4. Maria Montesorri
5. John Dewey

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UNIT – 6: SOCIOLOGY AND EDUCATION

STRUCTURES

- 6.0 INTRODUCTION
- 6.1 OBJECTIVES
- 6.2 CONCEPT OF SOCIOLOGY
- 6.3 RELATIONSHIP BETWEEN SOCIOLOGY AND EDUCATION
- 6.4 SOCIALIZATION
- 6.5 CULTURE
- 6.6 SOCIAL MOBILITY
- 6.7 SOCIAL CHANGE
- 6.8 MODERNIZATION.
- 6.9 LET US SUM UP
- 6.10 UNIT END ACTIVITIES
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6.0 INTRODUCTION

French philosopher August Comte used the word Sociology for the first time in his lectures in 1837. He recognized it as a separate subject and put it at the top of all sciences. It is because sociology can actually synthesize all sciences into a composite science that can be used for the reconstruction and reformation of the society. Because of these views Comte is known as the father of sociology. He advocated scientific study of society, its consciousness, role of its agencies etc. for the first time.

6.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Know the meaning of the term Sociology.
- Explain the relationship between sociology and education.
- Understand the meaning of socialization.
- Explain the role of culture in socialization.
- Explain social mobility and its types.
- Explain the forms of social change and factors

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responsible for social change.

- Understand the meaning of Modernization.
- Know how modernization has affected education in India.

6.2 CONCEPT OF SOCIOLOGY

Technically the word sociology means the scientific study of society. It is the man, the smallest unit of the society who does this job. He takes birth in a society as a social being, *he* remains here throughout his life, and he affects the society by his ideas and actions and is affected by the society after all. Individual philosophy gets assimilated in the society when philosophy of the society is powerful. On the other *hand*, when individual philosophy is very strong, it can change the total philosophy of the society by revolution.

Subject Matter of Sociology

We have discussed the subject matter of education in the previous chapters. Now the subject matter of sociology is given below:

- (i) Sociology studies social elements and social processes in a scientific manner. These processes and elements are the results of social interactions among humans on one side and among humans and non humans on the other.
- (ii) Change is an important characteristic of social elements and social processes because of the dynamic nature of humans. Sociology analyses these changes scientifically and predicts about the future behavior of humans on the basis of these changes.
- (iii) Sociology studies the multidimensional behavior of humans manifested in a group of individuals. Since individual behavior is always affected by the behavior of the group and vice versa, group behavior given more importance than individual behavior in sociology. In this sense sociology is more comprehensive than philosophy.
- (iv) Sociology studies all those institutions that exist in a society such as family, religion, state, social or reform organizations etc. It prepares norms and guidelines for each of them.
- (v) When man lives in a group, he comes across a number of problems there. Sociology studies those problems objectively by analyzing their possible causes and then gives tentative solutions to these problems. Once these suggestions are brought into

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practice for a long period of time sociological theories come into being.

- (vi) Sociology also studies those elements and factors which necessarily affect human being. Actually man is governed by these customs traditions, dogmas, beliefs and culture as a whole. Since these factors and elements are not universal anywhere, Sociology also studies the possible causes of differences such as geographical conditions, standard of living, levels and roots of scientific inventions and so on.
- (vii) Sociology studies social institutions with reference to their characteristics and functions which differ from place to place, generation to generation and institution to institution.
- (viii) The chief purpose of sociology is to develop certain social qualities in man which are basic for his survival as a social being such as friendship, cooperation, sympathy, sacrifice for others and mutual coexistence.
- (ix) Sociology also studies possible causes of social disintegration and cultural enmity and suggest for their removal with the help of education.
- (x) Sociology studies social norms and legal prospects in the context of these norms. It believes that everything cannot be made good by just invoking laws. Social norms can play more important roles than legal provisions in making the society better.

6.3 REALTIONSHIP BETWEEN SOCIOLOGY AND EDUCATION

It is clear from the above discussion that education and sociology both are inter-related and inter dependent on each other in many ways. Sociology without education is like a body without soul and education without sociology is like a vehicle without wheels. So, it is better to synthesize both by new name Educational Sociology or Sociology of Education.

1. **Brown:** "Educational sociology is the study of interaction of the individual and his cultural environment."
2. **Ottaway:** "Educational sociology starts with the assumption that education is an activity which goes on in the society and the society in turn determines the nature of education."
3. **Good:** "Educational sociology is the scientific study of how people live in social group especially including the study of education that is obtained by living in the social groups and

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education that is needed by the Members to live effectively in the groups."

On the basis of above definitions we can say that sociology and education are the need and requirement of each other on almost equal basis.

6.4 SOCIALIZATION

It is a process by which an individual is made social. Socially acceptable and emotionally matured enough of deal with others in a friendly manner. By this process, society develops an individual according to the needs of its ideals, beliefs, customs traditions norms and social laws. This is done when an individual interacts with other individuals of the society. Thus social exposure is necessary for socialization.

But the problem is that when process of socialization starts it is confronted with individual needs, interests, attitudes and behaviour. As a result process becomes very difficult. Due to this reason individual is motivated to adopt social values and ideals willingly so that he may shun the individuality and mix up with the society. Some compromise is also made by the society in order to make this process easy and possible. When individual acquires these qualities he is made well adjusted with the family, with neighbours, with other social institutions and with the society as a whole. He develops such a confidence and capability in him through this process that he does not remain hesitant to interacting with others.

Definitions of Socialization

- 1.J.S. ROCS, "Socialization is the development of we feeling in association and the growth in the capacity and will to act together."
- 2.Bugardus. "Socialization is the process whereby persons learn to behave dependably together on behalf of human welfare and in doing so they learn experiences, social self control, social responsibility and balanced personalities." •

Characteristics and importance of socialization

- (i) It is a conscious process. The child learns that *he* is given something and the giver also knows that he is giving something useful to the child.
- (ii) It is a slow process of habit formation and it takes too much time to complete. One single effort should not be considered sufficient.
- (iii) This process makes the child social and socially acceptable.

- (iv) It develops our feeling in children when they are grown. Thus it is very necessary for all types of social activities and for establishment of social institutions.
- (v) Socialization is necessary in order to live in the society at ease. For example, if a child abuses everybody in the society, he will not be tolerated by the other people and everyone may take action against him.
- (vi) By this process an individual becomes a real part of the society.

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Agencies of socialization

Following agencies take part in the process of socialization of a child:

1. *Family*: It is the first and the most important agency of socialization. Child spends maximum period of time here. In the family child comes in contact with his parents, brothers, sisters, uncles, aunts, cousins, grandparents etc. and he learns many habits and behaviour from them. Love, sympathy, cooperation, tolerance, consideration and so many qualities are learnt in the family first. Child also learns many ideals, customs and traditions, first of all from his family. Family is actually his first school and mother is his/her most loving teacher.
2. *Neighbourhood*: When a child grows a little older, he goes to the houses of his neighbours and plays there. He interacts there not only with young ones but also with the matured members of the house. If neighbourhood is good and cultured, socialization will be positive, otherwise child will learn many undesirable habits and behavior from his neighbours.
3. *Schools*: At the age of four, child starts attending schools also. Here he comes in contact with many children of different communities and culture. He also comes in direct touch with teachers in the class and peers in the campus. He also participates actively or as a spectator in various cultural activities and social function there. All these factors affect his personality in different ways and process of socialization goes further.
4. *Relatives*: Relatives, also visit the family of the child though occasionally but child learns many social habits and ideals from them. Since there is close intimacy between the child and his relatives. Child does not show any shyness in exposing himself. Thus, his behaviour is easily modified in a desirable manner.
5. *Playground*: Apart from his school, child also visits nearby playing fields where he plays different games with his age mates and peers. He learns many desirable qualities such as cooperation, fellow

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feeling, team spirit, tolerance, discipline, honesty, integrity, supremacy of roles and regulation and so on from these games.

6. *Scouting for boys and guiding for girls:* The purpose of these activities is to serve the people by helping them in their troubles. These are regular part of activities of the school. These activities also create feeling of sacrifice in children. Co-operation and self dependence are the basic principles of scouting and guiding. These activities also make the child courageous and risk bearing.
7. *Caste, clan and community:* Each caste, clan or community has its own customs traditions, style of walking or talking and manner of behavior. Children learn many important things from these units of the society also. These are better places of exposure for an immature child and his caste or community or clan may tolerate many undesirable behavior of the child easily.
8. *Religions:* A child goes to temples, churches or mosques with his parents or family members. He participates in various rituals and ceremonies there. He listens the sermons of the priest and interacts with other devotees. All these things contribute to his socialization.
9. *Social frictions and panics:* Child takes part in various social functions and parties with his family members. He learns many important things from these places also such as style of walking or talking, manner of taking food, methods of serving the guests etc.
10. *Peer group, friends and age mates:* No child likes to be confined at home. He visits the houses of his friends and age mates and invites them to his home also. He talks to them, plays with them and walks with them in the neighborhood and local markets. All these interactions help the child to get socialized.

Role of the Teacher in Socialization

Teacher is the most important figure after parents with whom a child identifies himself very much and gives him the most weightage in the society. His wordings are many times considered final by little kids. A teacher can augment this process in the following ways.

- (i) Teacher comes in contact with the parents of the child and collect informations about interests, attitude and special needs of the child. He then accommodates the social needs, norms and ideals with the needs, interest and capacities of the child. By doing so he reduces the resistance of the child towards socialization.
- (ii) He acquaints the child with the cultural heritage of the country along with the current culture and sub cultures. Transmitting the cultural values to the child makes the process of socialization easy.

- (iii) He treats the child so sympathetically and affectionately that child comes to accept him his well wisher and ideal. When it happens, child imitates the habits, behavior and ideals of his teachers.
- (iv) Teacher teaches social ideals and norms by organizing games, sports and other co curricular activities for the child. Child participates in these activities and learns many things through group interactions himself.
- (v) School subjects are also taught to the child in social context so that child may understand the demand of the society as well.
- (vi) He also uses reward and punishment techniques for approving the desirable behaviour and for discarding the undesirable one respectively.
- (vii) Teacher does not exhibit any prejudice against any child. He treats all the children rich or poor, fairly and does not discriminate them on the basis of their castes or creeds. In this way, every idea given by the teacher becomes acceptable to children.
- (viii) He provides maximum opportunities of interaction to children belonging to different strata of the society. This helps the children leant something from each other.
- (ix) School is a social subsystem so if a child is adjusted in the school• he is likely to *be* adjusted in the society also. Teacher makes the school environment fully adjustable for children.
- (x) Healthy competitions also lead to effective socialization. Teacher develops in children feeling of healthy competition.

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6.5 CULTURE

Meaning of Culture

The word culture has been understood by different people in different ways. Some people regards culture as a universal attitude towards life. Some people think that it is a way of living, talking and behaving, some people are of the view that sum of all customs and traditions of the society is culture, some people relate it to the progress of art, music, architecture and literature etc. and there are many other people who restrict it to the mastery of different languages. The more a person knows different languages, the more he is cultured.

Definitions of culture

1. Tyler, "Culture is the complex whole' which includes knowledge, beliefs, arts, morals, laws, customs, and other capacities and habits acquired by man as a member of the society.

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2. Machiver "Culture is the expression of our nature in our more of thinking and living in our everyday intercourses, in art, in literature, in religion, in recreation and enjoyments"

Types of Culture

- 1. Individual and communal culture:** Interests, attitudes, liking, modes of thinking or behaviour etc. differ from person to person. As a result they do not adopt the social or national culture in tom. They rather adopt it after some modification. This is called individual or person's culture. Communal culture on the other hand, is the result of religious beliefs and represents the whole community.
- 2. National or local culture :** Each nation has some distinct national traits and attributes of character including values, ideals, mode of thinking and living etc. Such national traits are known as national culture. Local culture is restricted to a particular locality, area or geographical boundary. It is influenced by geographical climate, local beliefs and traditions and standard of living of the people of that area.
- 3. Material and non material culture:** Material culture includes those man made physical objects which man has created for his physical comforts such as clothes, buildings, food items, machines and equipments, means of transport and communication etc. Non material culture includes beliefs, traditions values ideals, language etc. They are accepted and followed by at least one sizeable section of the society.
- 4. Universal and particular culture:** Universal form of culture includes those ideals, beliefs, values, languages, customs, traditions etc. which are adopted by all members of *the* society across the world such as truth, honesty, cooperation, sympathy, love for children etc. Particular form of culture is that culture which is adopted by a particular section of the society.
- 5. Optional form of culture:** It is that culture which is neither universal nor particular. It is optional in the sense that it is not adopted by many people. The person who adopts more and more optional elements of culture, is called more and more cultured. It is necessary for the progress of human civilization.

Relationship between education and culture

Meaning and concepts of culture testifies to the fact that education and culture is intimately connected. In broad sense culture is nor a pan of education but it is education itself. Cultural pattern of a society determines its educational system. Educational system simultaneously affects the culture of that society by shaping and influencing the thinking and behaviour of individuals. For example if

cultural pattern of a society is materialistic, its educational system will also be framed in the same way. Similarly, if there is cultural conflicts in the society, it can be wiped out only by education.

6.6 SOCIAL MOBILITY

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Social mobility refers to change in the social status of a person or a group in the context of others. It is commonly seen in stratified society where people are categorized into different status groups, and they try to change their status by their efforts. For example, if a poor Dalit child becomes IPS after education, his social status will definitely change. How far this change is recognized by the people of other castes is another issue but he will surely achieve high status in his own caste. Thus social mobility means the movement of an individual in a social structure. It does not refer to physical movement of a person or group from one place to another. It is only migration. Similarly, material change (becoming from poor to rich) is also not social mobility in real sense. It is only rise of standard of living but when this material change is linked with social status it becomes social mobility. For example, becoming a professor from the post of lecturer is social mobility.

According to P.A. Sorokin "Social mobility is either horizontal or vertical. Horizontal mobility is the process of making changes in the same status level while vertical mobility is the process of changing from one status to another either to a higher or lower level".

Types of Social Mobility

(A) Horizontal Mobility: In every society some groups of people enjoy higher position and some of them are given lower status. When transformation of a person takes place within the group it is called horizontal social mobility. Social status of a person does not change in horizontal mobility or this change is so insignificant that it is given no importance. It means that position of a person may change but his salary, grade, prestige, privileges, *etc.* remain unchanged. For example, there are so many types of vendors we see in the street. If a groundnut seller starts selling cloth in the same fashion it will not change his social status. It will only be horizontal mobility.

(B) Vertical Mobility: All social groups or sub groups do not enjoy the same position in the society. Some of them are considered high and some are low with respect to social prestige. If an individual or group is able to change his social status by his own efforts and he rises up in the hierarchy it is called vertical mobility. Nobody wants to go to the lower status, so he always endeavours to maintain his social status but when others supersede him in the race of life, he automatically pushed down to the lower status. For example, Zainandan enjoyed very high position in the society but rise of the new industrial groups in India

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have pushed them down. Thus vertical mobility refers to both achieving higher or lower status in the society. Example of Dhceru Bhai Ambani can be tided here. He started his career as a petrol pump worker in Yaman but achieved a very high status in India by establishing Reliance Group.

In the words of Sorokin, " By vertical mobility I mean the relations involved in a transition of an individual from one social stratum to another."

Factors Affecting Social Mobility

There are many factors that affect social mobility in positive and negative ways. Negative factors (factors resisting to social change) have already been discussed in the previous chapter. Here we will discuss only positive factors that enhance social mobility in any way. Some of them are given below:

1. Structure of the society

Societies may be of two types, closed societies and open societies. Thinking of the people in closed societies are very backward and narrow. People weigh everything on the basis of traditions and old customs. Thus chances of social mobility are very low in such societies. In open societies on the other hand, individuals have full freedom to do or adopt anything in whatever manner they like. For example, any person belonging to any caste or creed can marry to any woman of whatever caste or creed she belongs to. No one in the society cares for it. Thus open societies are very conducive to social mobility. Urban societies are somewhat open but rural societies are very closed in structure in the context of India.

2. Religious beliefs and superstitions

The thing which is associated to religion becomes rigid. If religions followed by the people are unscientific in majority of affairs, social mobility will be very difficult. For example, the status of a Mulla or Pandit is always ranked high because of beliefs. Similarly, people visit to pilgrimage and participate in many superstitious rituals. All these make social mobility difficult. On the other hand, religions interpreted scientifically increase social mobility.

3. Demographic structure

Migration of the people from villages to cities and towns increases social mobility because of the open environment and better future prospects there. Similarly, if a person is having less number of offsprings to support, it will raise his standard of living. As a result, upward social mobility will be there. Composition of population **also** affects social mobility. If there are large number of old people to check small number of

young population. social mobility will be restricted and vice versa will increase it.

4. *Economic factors*

Industrialization increases social mobility because it raises general standard of living of the people. Liberalisation and globalization also increase social mobility because people belonging to different countries of the world come in contact with each other.

If income of the people increases it will increase social mobility. This increased income will increase the investment volume of the country and general social mobility will be positively affected.

5. *Political factors*

- (i) If a person has freedom to run any business or to adopt any trade and profession social mobility will increase.
- (ii) Political stability in the *country* may also affect social mobility in the sense that development programmes will not be disturbed before their completion.
- (iii) If ruling party and opposition both are at variance with each other, no parliamentary business will go on. Thus social mobility will be at stand still.
- (iv) In a democratic country even a peddler can become a *P.M.* or a Minister if he wins the election.

6. *Education*

Education plays the most dominant role in increasing social mobility. A layman or a man of the street can become a lecturer or a D.M. only after education. Thus his status will automatically go up. Education in itself is a social status. An educated man or a scientist is generally held in high esteem by the society. Teachers who earn less than businessmen are given high status in the society only because of education.

7. *Aspiration level of the people*

If people in the society are ambitious to raise their status in the society, social mobility will be positive. This ambition or aspiration level of the people depends on the trend prevailing in the society and achievement level of certain groups. If all sections of the society are stagnant economically and socially, no social mobility will be seen.

Relationship between Education and Social Mobility

Education is contributive to social mobility in the following ways:

1. It can raise individual status in the society. An educated person receives recognition, prestige, honour, and position in the society because of his education.

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2. Education can provide good employment opportunities. It will raise the income of the people on one hand and their consumption level on the other. This will make their standard of living high and high standard of living is positively correlated to social mobility.
3. An individual can cross his caste barrier through education very easily. Education makes the people so liberal and broad minded that they do not regard caste division of the society very important.
4. Education abolishes rigidity of social structure and removes discrimination based on birth, sex or ethnicity. Once the bonds of social stratification is loosened, social mobility automatically goes up.
5. Education is a process through which ideals and values continuously change and new values and ideals are formed. As a result, criteria of social status also change.
6. Education motivates the people to change occupations to earn more and more profits. Once it happens social mobility is seen.
7. Education is also an important means of gaining power by qualifying civil services examination. Even a poor student can qualify IAS or IPS and *achieve* high status in the society. In the olden days power of politics or administration was generally inherited and it was not possible *for* general public to enter into this field. But it is not the case today. Any person can occupy any position in the society with the help of education.
8. Mass media-the specialized branch of education has increased the rapport among the people. It is the prime requisite of all social mobilities.
9. In the olden days, the status of teachers was very high. It is still very high today but only those teachers are revered by the masses who are very devoted, laborious and honest.
10. Fifth pay commission has increased the salaries of different categories of teachers very much. Especially primary and secondary teachers are drawing almost double salary drawn in the past. This has increased their horizontal social mobilities if not vertical mobilities.
11. Education has widened the scope and dimensions of life. We can adopt any profession out of millions.
12. Education from primary to university level is also stratified. An individual will gain vertical social mobility according to his level of education.

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13. Individuals are given so many options to choose any one of them as far as curriculum and subject matter is concerned. They choose their subjects of interest on the basis of their interest and thus social mobility is seen. For example, science subjects are rated high by the society today as compared to humanities and social sciences so subject stratification is also there in education.
14. Those who are engaged in research studies, inventions and discoveries, they are rated high in the society. Any person can go to this level of education according to his efforts. Higher the academic achievement greater will be the social mobility.
15. All universities are not equal in educational standard. Some of them are rated high by the people of the society and thus selection of a good university or college for higher studies increases social mobilities. This diversification in the standard of education of different universities has very well been recognized by National Assessment and Accreditation Council (NAAC) which is now grading universities and colleges of India on the basis of their performance. MIP University was rated as B + in 2014).

6.7 SOCIAL CHANGE

Meaning of Social Change

Change simply means deviations from the existing patterns. Thus social change means changes in the structure and functions of social system. Since culture cannot be separated from the society, social change refers to cultural changes also.

By social change we mean those changing activities which have changed the form and structure of the society so drastically that these changes look distinct and visible.

Important factors responsible for social change are given below

1. Human beings come across a number of newer and newer problems every day. In order to solve these problems they think and act in divergent ways and thus they happen to deviate from the existing pattern.
2. Style of living also changes due to changes in technology and increase in income. Thus, social change occurs.
3. When scientific inventions and technological researches take place, some conflicts between culture and science are seen. These conflicts motivate the people to bring about social changes.
4. Man always tries to make his life easier and comfortable. For this purpose he carries out inventions and discoveries. When he is

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successful in his efforts his outlook toward the society also changes. As a result social changes take place.

5. Time is itself an important factor of social change. Humans get bored of old values, ideals or culture with the passage of time. Hence, they bring about some modification in them. This is done by philosophers who redefine the society and its ideals in the present context.

6. When physical environment changes man also changes his style of living to adapt to new environment.

Relationship of Education and Social Change

Social changes are necessary for all types of progress and development but these changes adversely affect our universal as well as local values and ideals many times. In both the cases the role of education becomes very significant. Besides, factors resisting to social change can be controlled or modified only by education.

Social changes also widen the scope and credibility of education physically as well as ideologically. People come to know many new ideas and objects by social changes. Thus, process of human progress continues unabated.

SCHOOLS AND SOCIAL CHANGES

Society runs many institutions to bring about social change. School is one of them. It is the most important and active formal institution of education. It is social sub system or a miniature society in itself. Hence, it can play very important role regarding desirable social changes. These are as follows:

(i) **Reflection of social order:** Nature, functions and organizational set up of the school depends upon the prevailing social order. Whatever ideals, values, customs and traditions are adhered by the society, they are reflected in the functioning of the school. School tries its best to preserve them; if some changes occur in the social system, school changes its programmes accordingly. It is also expected from the school that if there is something undesirable in the new social order, it must resist to them and remove the unwanted elements from the system.

(ii) **Reflection of national policy of education:** Whatever policy is framed by the nation, it must reflect in the school system. School not only adopts those policies but it also implements them sincerely so that national objectives may be achieved and national culture may be developed. For example, if national policy is to popularize birth control measures through

education, school would include related subject matter in the curriculum.

- (iii) *Minimizing the role of resisting factors to social change:* There are six important factors that strongly resist to social changes. School minimizes their role by changing the attitude of the people. This is done not only by the modification of the curriculum but by the role and active participation of teachers. Actually school prepares the mind of the child to accept those changes willingly. Scientific attitude toward a pattern is developed for this purpose.
- (iv) *Preparation of accommodative generation :* School modifies the behaviour of the child to adjust in the society according to its changing needs. We cannot change *the* behaviour of a matured person but we can do it very easily when it is the case of young ones. They remain in the school for more than 12 years. Whatever they learn there they put them into practice in the society. That is why it is said that process of reconstruction of a society or revolution in it starts at least 20 years before its real shape.
- (v) *School increases the speed of social changes:* Whatever inventions or discoveries take place in the society, its foundation are laid in the school. School prepares the child to contribute something to material culture. For this purpose, creative and talented children are identified and selected. They are given proper educational environment there.
- (vi) *Employment oriented education :* In order to increase the productivity of the county and to raise the standard of living of the people school runs professional and technical courses. Once they *are grown* up they are easily employed in the economy. Their employment increases their earning and hence standard of living. This high standard of living is very conducive to social change.
- (vii) *Maintaining continuity of culture:* School transmits the existing culture from one generation to the next and since it is a regular function of the school, so whatever changes occur in the society anywhere, they are also transmitted to the next generation immediately. In this way continuity of culture is maintained.
- (viii) *Role of the teacher:* Teacher can initiate and promote social changes only when he knows about it and he is also well versed with the needs and aspirations of the society. He must also know the types and directions of changes. All these things are taught to him by training him especially for the

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purpose. Once the teacher knows about all these things he moulds the process of social change in such a manner that it becomes acceptable to the whole society. He also protects the society from uneven, **undesirable** and **harmful social** changes.

6.8 MODERNIZATION

Modernization is a multidimensional process. It covers the following areas especially:

1. Maximization of physical and technological power to increase productive and warfare potential
2. Economic prosperity and high standard of living.
3. Adherence to democratic values like liberty, equality and justice in the socio political spheres.
4. Effective realization of creative potentials in a free atmosphere.
5. Open and scientific thinking in dealing with social affairs and making the religion a private matter.
6. Taking social change a natural process and adapting to it naturally without any compulsion.
7. A faded picture of modern India can *be* seen in the preamble of our constitution and New Education Policy 1986.

Need for modernization of Indian Society

Modernization of Indian society is needed more than ever because of following reasons:

1. Institutionalization and internalization of constitutional goals and consequent social changes cannot take place effectively unless the masses have a desire of change in consonance with these goals. If masses do not go forward in this direction, the fate of India will not change from a traditional to a modern one.
2. Long cherished religious beliefs which are unscientific in any way must be given up in order to become secular, rational, open minded and progressive. Without these values, human values cannot be cherished.
3. Fatalism is fatal for progress. The Indians should believe that nothing is beyond the reach of human if it is supported by hard work and consistent efforts.

4. Modernization will help the people not only to restrict their loyalty to a particular caste, class, community or region but to expand it to the whole humanity even by crossing the national boundaries. Contrary to this traditionalism will shatter the nation into pieces.

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Modernization of education in India Goals of Indian Education system

1. Education system has decided to modernize social, economic and political institutions of the society in a natural manner. It is believed that education system can play a major role in bringing about necessary socio-political changes.
2. Development of science and technology necessary for material prosperity, urbanization and industrialization is possible only through the development of education on modern route.
3. Development of new technical and social skills, new values and behaviour in consonance with national, democratic and secular values is needed in younger generation of the country for the purpose of achieving a change oriented society.
4. Cultivation of indigenous resources for the development and reorientation of education.
5. Economic modernization through privatization of higher education and outsourcing.

Role of the teacher and modernization

The teachers *are* supposed to play the following roles for the modernization of education and society.

1. Teachers should study literature on modernization so that they might properly appreciate the dimensions of the problem and project the same to their students.
2. The teacher should motivate the students to think, to imagine, to reason out and to arrive at a decision that is free from subjectivity.
3. The teachers should give right sort of guidance to students to select optional subjects in view of the demands of the new age and environment.
4. Teachers can, to a great extent, help the students in resolving the conflicts of traditional and modern values of our society. They can convince them that neither all traditional values are irrelevant and harmful nor all western values can be labelled as modern values.

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5. If educators are able to drop their conservatism, they can develop a new educational technology that would raise the productivity of schools on one hand and produce better results without raising the costs. Dropping of conservatism and adherence to modernity require knowledge, understanding, competence and qualities on the part of the teacher, necessary materials and equipments on the part of the institution and better organizational structure and recruitment on the part of educational authorities.

Steps to be taken for modernization of society and education

1. **Reduction of educated unemployment:** Unemployment is the major source of tension among youths. It can be reduced by providing them education according to the modern needs. Education system should discourage excess production of trained personnel in unneeded skills and should divert its attention to the needed skills by proper planning. Only those persons should be given chance of higher education and research who are really capable for that.
2. **Raising private funds for education:** Limited public resources cannot be fully relied on for the expansion of education. Entry of private entrepreneurs into the industry of education and private bearing of cost of education is necessary for quantitative as well as qualitative expansion of education. However, care should be taken to ensure that education should not become the status symbol of the elite class but it should contribute to the development of the country in more than one way.
3. **Expansion of education in rural areas:** Rural population is still dependent on urban areas for getting education. New educational institutions and placement industries should also be opened in rural areas on a priority basis. It is necessary because traditionalism is still very powerful in villages and it can only be removed by education.
4. **Recruitment of educational decision makers:** The controllers and supervisors of the educational system at different levels play a very crucial role in facilitating or obstructing change in the educational system in the desired direction. In order that, right type of persons are recruited in the positions of educational planners, education ministers directors and inspectors of educations, Vice Chancellor, Chairman and Members of various educational boards and committees etc., The recruitment procedures must be sufficiently impersonal and objective and the basis of recruitment must be merit and

achievement of the persons that are relevant to the position involved.

Check Your Progress I

1. "Educational sociology is the study of interaction of the individual and his cultural environment" is the statement of -----.
2. When transformation of a person takes place within the group it is called
3. What is the abbreviation for NAAC ?
4. The process of changing from one status to another either to a higher or lower level" is -----.
5. ----- is a social Sub-system or Miniature of society.
6. Modernization is a ----- process.
7. The first and most important agencies of socialization is -----

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6.9 LET US SUM UP

It is clear from the above discussion that education and sociology both are inter-related and inter dependent on each other in many ways. Sociology without education is like a body without soul and education without sociology is like a vehicle without wheels. So, it is better to synthesize both by new name Educational Sociology or Sociology of Education. Educational sociology is bipolar and reciprocal process. It studies the influence of educational process on sociology on one hand and the effects of sociological process on education on the other.

In this unit we have studied the meaning of educational sociology, social change and its contributing factors, role of education in social change, concept of culture and its characteristics, salient features of Indian culture, modernization, education as an instrument of modernization etc.

6.10 EVALUATION

1. We need to integrate Sociology and Education – Justify this statement.
2. Discuss the aims and objectives of studying Sociology?
3. Narrate the role of Education in Modernization.
4. Explain the role of culture in shaping the Human personality.

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6.11 ANSWERS TO CHECK YOUR PROGRESS

1. Brown
2. Horizontal Mobility
3. National Assessment and Accreditation Council
4. Vertical Mobility
5. School
6. Multidimensional
7. Family

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UNIT – 7: AGENCIES OF EDUCATION

Agencies of Education

STRUCTURES

- 7.0 INTRODUCTION
- 7.1 OBJECTIVES
- 7.2 AGENCIES OF EDUCATION
- 7.3 EDUCATIONAL INFLUENCE OF FAMILY, COMMUNITY, RELIGION, SCHOOL AND MASS MEDIA
- 7.4 FORMAL AND NON-FORMAL SYSTEMS OF EDUCATION
- 7.5 OPEN UNIVERSITY SYSTEM
- 7.6 DISTANCE EDUCATION.
- 7.7 LET US SUM UP
- 7.8 UNIT END ACTIVITIES
- 7.9 ANSWERS TO CHECK YOUR PROGRESS
- 7.10 SUGGESTED READINGS

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7.0 INTRODUCTION

The sources from which a child receives education are technically termed as agencies of education. The role of educational institution as an agency of education is very limited, almost one fourth in the first half of the life and the destiny of man is necessarily possessed by other agencies. However, this limited role of schools and colleges is so powerful that other agencies of education are directly or indirectly controlled and guided by these educational institutions. Through all agencies of education, education is concerned with the preservation, transmission and advancement of experiences from one generation to the next for the sake of linking past, present and future. These agencies may be formal, informal and non-formal.

7.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

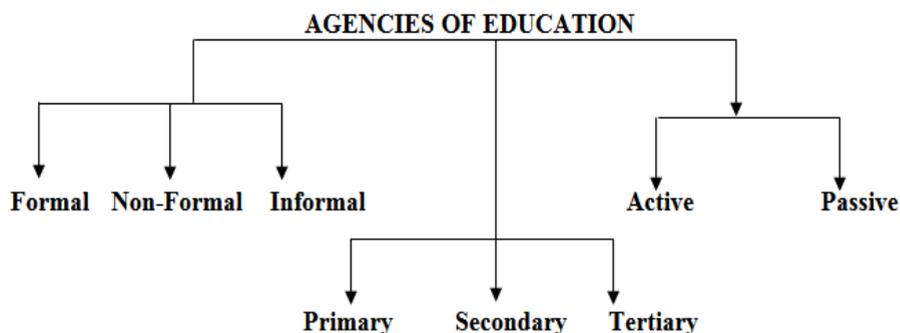
- Know the meaning of agencies of education and its types.
- Explain the influence of family, community, religion, school and mass media.

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- Know the role of parents, community and school as agencies of education.
- Understand the need for Co-ordination among family, community, religion, school and mass media.
- Know the meaning of continuing education and its need for Indian education.
- Explain the forms of social change and factors responsible for social change.
- Know the correspondence courses offered by the Indian Universities.

7.2 AGENCIES OF EDUCATION

Social agencies for education are classified into many categories, of which the following are the important ones:



1. In one classification, social agencies of education are categorized as (i) Formal (ii) Non-formal and (iii) Informal.
2. In another classification social agencies of education are categorized as (i) Primary (ii) Secondary and (iii) Tertiary.
3. In the third classification, the categories are labeled as (i) Active and (ii) Passive.

The various categories of agencies of education thus emerging from the different kinds of classification are:

Primary Agencies

This consists of family, peer group and the neighborhood. According to Maclver and Page, "Primary groups may be defined as those which are small in number and which function to help each other, to discuss a common problem or to engage in a common activity and the members of these groups have direct and face to face contact". Family is an example for the primary group.

Secondary Agencies

Secondary agencies consist of groups in which members may have both direct and indirect contacts but the intensity of relationship will be less as compared to primary groups. Educational and religious institutions are good examples for secondary agencies of education. This type of agencies strengthen relationships based upon feeling and thinking; though chances of direct contact more, indirect contacts of mind become possible through social traditions, similar cultural environment, books and publications, association etc. Secondary social groups are useful for mutual identification and exchange of ideas among the members.

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Tertiary Social Agencies of Education

In this type of agencies, the group members will have no direct contact. All their contacts are totally indirect, for which different media like the television, books, radio, film, cinema etc. are used. Cultural/ linguistic associations, State, Nation etc, are some of the best examples for tertiary groups. These groups are more or less stable.

Active Social Agencies of Education

Those agencies which provide education through mutual interaction of persons are called the active agencies of education. Such agencies include the family, school, church etc.

Passive Agencies

Those agencies in which interaction is only a one-way process are called passive agencies of education. They influence the individual, but are not influenced by him. They include the press, the radio, the television, the theatre, the museum, the public library and the cinema.

Influence of Social Organizations

Social agencies are responsible for preserving and transmitting the social traditions to the youths of the upcoming generations. They preserve the uniqueness of a social group emerging from language, religious faiths, traditions, and mores and other cultural activities. Social agencies, according to Lester Ward take the responsibility to control and direct the energy of the society.

7.3 FAMILY, COMMUNITY, RELIGION, SCHOOL AND MASS MEDIA

Home or Family

Home or family is the oldest social institution found in all countries and communities, whatever may be their level of civilization. It is the basic unit in the society from which all other social institutions developed. It is the family that through social relationships a person is turned into human nature. The group

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members in a family are very closely knit together with a high sense of mutual responsibility and team spirit.

A 'Nuclear family' consists of husband, wife and their children whereas in a 'Joint-family', along with them other close relatives like uncle, aunt, nephews and nieces too live together. The personality of the child gradually gets shaped in the family. Marriage brings in conjugal happiness to man satisfying his sex motives; begetting children and rearing them up makes him more mature and responsible in his social obligations. Thus it is the family that paves the way for the style of life one leads. Absence of pleasant family environment is the main reason for the emergence of delinquents and criminals in society.

Educational Influence of Home

1. Family is the starting point in the development-map of the child. The child inherits from its parents the physical resemblance, and certain other physical and psychological traits like intelligence. eyes of the color and hair, texture of the skin etc. As the child grows in the family, the good and bad of it get ingrained in the child too.
2. **Beginning of Education in Informal Ways:** Home is a primary group, which provides face-to-face interaction between its members. And no experience is more educative.

Religion

Meaning of Religion

Generally, religion is defined as the collective expression of human values.

Religion is also defined as “the goal which man aspires to attain through devotion and dedicates”

Religion is defined by some as “a system of values and preferences”.

According to Dr.S.Radhakrishnan, our former President and one of the world acclaimed philosophers says. “Real religion lies in human heart and not in the religious sects created by man. True religion stresses the spiritual nature of man and absoluteness of human soul.

Origin of Religion and its Importance

According to Sociologists, religion emerged when the primitive men living in forests and caves started believing the existence of a super natural power, responsible for births and deaths, happiness and misery etc. Many theories came into being to describe the nature of the supernatural power, called God. Religious rituals, priests, scriptures etc. became dominant in the society.

Benefits Derived from Religion

- i) Mass prayers promote harmony among different sections of the society. Religious faith is a powerful binding force among the people.
- ii) Religious establishments dedicate themselves in providing educational, cultural and medical service to all people, particularly to the poor and the oppressed.
- iii) Religions have played a key role in promoting literature and fine arts. Most of the ancient literary works and various forms of fine arts are religion-based.

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Social Responsibilities and Educational Functions of Religion

1. Order and discipline in society are safeguarded through the enforcement of basic/general cultural ethos of the society through religion.
2. Character of individuals are shaped by the society with the help of religion.
3. Religion regulates and directs the smooth functioning of family, cultural groups and the State.
4. It gives the seal of approval and acceptance for the age-old traditions and customs.
5. Religion paves the ways for social integration as well as individual personality development.

Schools

Home or family is the oldest social institution from which all other institutions developed. Initially they took the responsibility of socializing the child, providing it the necessary vocational skills required to function independently in the society, basic civil and moral training and guidance for following religious and cultural practices.

As the society grew larger and more complex with the growth of civilization, and human knowledge and experience became accumulated in the written form, home or family and other informal agencies of education were found inadequate for the efficient transmission of cultural heritage to the future generation. Thus the necessity of a formal schools were realized by the society.

MASS-MEDIA

Media is the plural form of medium. It is the message. In view of Oxford Advanced Learners Dictionary of Current English Mass-Media would mean that means of (especially newspapers, radio, TV)

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imparting information to, influencing ideas of enormous numbers of people. In education we mean that mass media is the means of conveying the message through the devices such as Radio, TV and newspapers.

FUNCTION OF MASS-MEDIA AS AGENCY OF EDUCATION

Mass media is the most powerful instrument of all the Media available to educate the people. Mass-medium can reach anybody else wherever he lives. No person can be free from the influence of the Mass media such as Radio and Television in this modern world. The following are the influences of Mass Media.

1. Educational Influence

Now-a-days TV, and Radio and Newspapers are widely used to impart education to all sections of the community. In a similar way, open University System, Correspondence Education are highly influenced by Mass Media- Instructions through Radio become popular. The instructions in formal school receive new way of life.

2. Political Influence

Radio and T.V. are widely used by the Government to propagate the policies and programmes of the government. The Mass media bridges the gap between the government and the public.

3. Economic Influence

The information's regarding the availability of employment are made available through Mass-media.

4. Cultural Influence

The intercultural influence is an important aspect of national integration and international understanding. The Radio; T.V. and Newspapers have significant role in taking the information from one region to the other region of the same country and from one nation to other nations.

5. Environmental Influence

Mass Media can reach nook and corner of the country. It is possible to reach the countries far away from the native country. It travels many countries in a fraction of minute. It is possible now to organize schools on high seas or snowy mountains (through Satellite Television).

6. Social and Moral Influence

The social and moral behavior of the people can be effectively changed by Mass Media. The social evils such as dowry, child marriage can be exposed to the people so that they cannot follow

practicing the immoral and anti-social activities. T.V. and Radio have inspired the young generations to a larger extent.

7. Cost effectiveness

Education through T.V. and Radio has proved more economic and reachable to all section. of people wherever they are.

In India it is estimated that in most of the states the population covered by the Radio is more than 80% (only in States like Himachal Pradesh and hilly parts of Assam it is lower).

8. Wide coverage

Radio, T.V. and Newspapers are truly mass-media -- They reach even those who do not own. Mass-media can communicate with thousands of people spread out in thousands of villages and towns. Modern generations have cable television as well as satellite telex' on to move all over the world just by sitting at any corner of the world.

7.4 FORMAL AND NON-FORMAL SYSTEMS OF EDUCATION

Formal Agencies of Education

These are social organizations deliberately set up by the society for the purpose imparting education to its younger members who are immature and inexperienced Schools, Colleges, Universities, Training institutes etc. belong to this category. These social organizations are authoritative in character and closed type in social situations. They have fixed curriculum, appointed teachers, specified premises for functioning, scheduled time of work, admission procedures, examination system certification etc.

Non-Formal Agencies of Education

Non-formal education is an arrangement wherein flexibility is the key educational policy. The system is open one with regard to admissions, curricula, place of instruction, mode of instruction, the time and duration of instruction.

Examples of such system are: Education and training given by voluntary organizations for adult populations (e.g.. adult education, carpet-making, toy-making etc.), for women (e.g. tailoring, knitting, basket weaving etc.), by Mahila Mandals, for youth organizations, etc. In a sense, Open University system can also be considered as non-formal

Informal Educational Agencies

Informal education is incidental education achieved through conversation, contact and in a non-designed situation. It is spontaneous

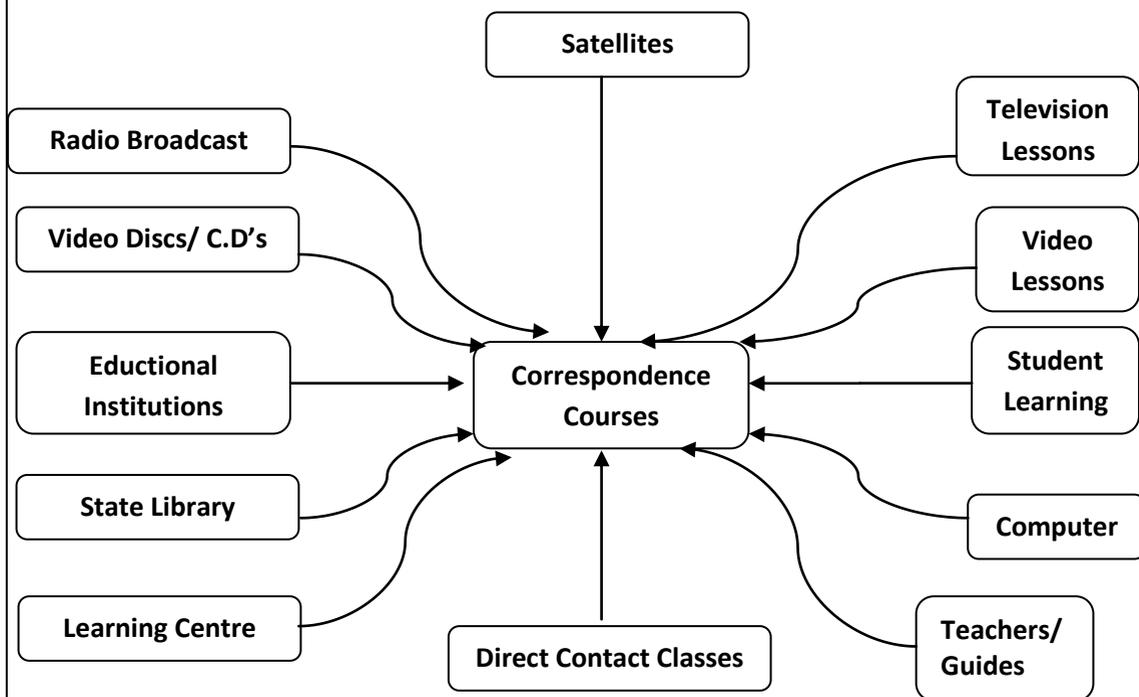
rather than deliberate. Informal agencies of education include the family, the society, the play groups, professional organizations.

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7.5 DISTANCE EDUCATION

If teaching and learning are separated either by distance or time, then such type of arrangement of teaching-learning process comes under distance education.

Prof. Helmberg (1981) defined distance education as the one in which education is provided at different levels and that too in the absence of direct and continuous supervision of teachers. Further, educational instruction need not be provided in a particular campus or classroom. However the distance education programmes are well planned and structured by a panel of experts in the field; proper instructional materials are prepared and arrangements are made for students to get frequent guidance from teachers and periodically get evaluated. In short it could be termed as 'open-education'. In this, students have full freedom to learn the subjects of their choice at their own speed and that too at the time of their choice. This is truly a 'New Information Order'.



Need for Distance Education

The need for distance education in India has increased in manifolds during the last 10 years as is evidenced by the number of students learning through distance education mode. Distance education

programmes become all the more important due to the following reasons;

- i) To manage the ever increasing student – population seeking higher education.
- ii) To regulate the huge rush in formal universities by diverting a sizeable portion to distance education programmes.
- iii) To make available formal education even for those who are outside the regular school and college system.
- iv) To provide education in various disciplines as a continuation of non-formal education programmes.

Different Formats of Distance Education

Distance education has taken different shapes in various countries. Notable among them are;

- i) In addition to the correspondence lessons and radio broadcasts arranging for some week end contact classes.
- ii) Providing support to the school system to offer additional courses or additional information and knowledge through postal lessons, television and radio broadcasts.
- iii) Arranging for usual learning for those who could not reach in the regular school system, (e.g Offering music lessons, vocational courses in different trades, science education programmes etc.,)
- iv) As a continuation of adult education programmes arranging for agricultural broadcasts. Radio and T.V. Learning Movements, Radio schools as found in some Latin American countries etc.

Salient Features of Distance Education

Distance education programmes differ from the regular university education and contain the following innovative aspects.

- i) The presence of teacher is not mandatory for teaching/ instruction.
- ii) Lessons prepared by a panel of teachers could be put into use at various centers by different teachers while providing instruction.
- iii) Individual study by learners is emphasized.
- iv) Students learn independently through different activities and media.

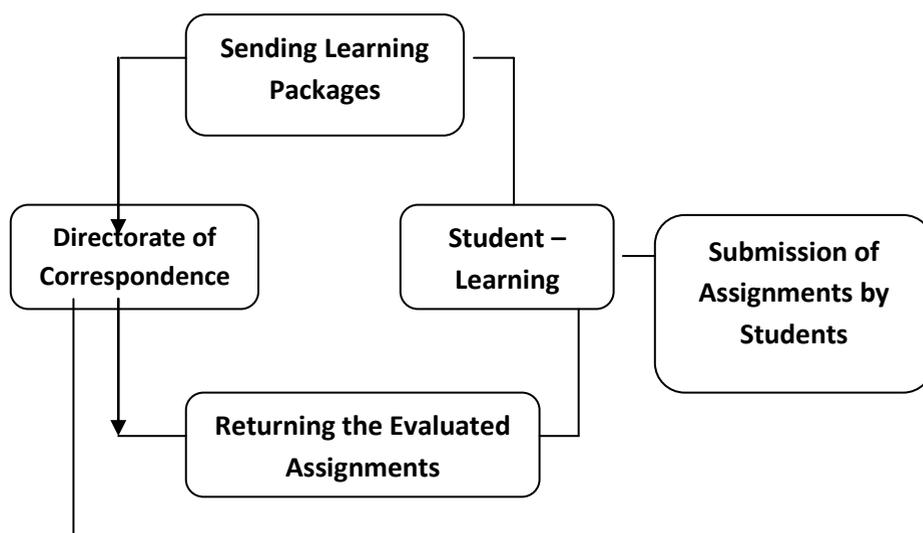
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- v) Importance is given for the instructional materials (course materials) prepared by the educational institution offering distance education.
- vi) Students can learn by remaining at home or 'learning while earning'.
- vii) Students and teachers meet in the classroom only for certain educational activities.
- viii) Education gets democratized and reaches out the doors of individual learners.
- ix) As students learn on their own self-efforts, there is no chance for standard of education getting diluted. Further cost of education is also cheap compared to formal education.
- x) Various kinds of media are employed to present the information and knowledge contained in the lessons; this serves as an alternative to teacher-student interaction.

Correspondence Courses in the Distance Education Mode

Correspondence-education is an important method of providing education under distance learning mode. It is not a private system of education. Correspondence courses depend heavily on printed materials (called learning packages) containing structured lessons along with test papers, the responses of which are periodically evaluated by the Directorate of correspondence courses. Personal contact programmes are also held, in which specialists clarify and/or elaborate ideas already conveyed to the students through the printed lessons.



Use is now also made of the radio and T.V. to enrich the learning experiences of the students enrolled in correspondence

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programmes [For example, A I.R. broadcasts such programmes for students in the southern region enrolled in the Madurai Kamaraj University]. Now such courses in science subjects like physics, chemistry, botany, zoology etc involving practical's are also offered. The effectiveness of such correspondence courses depends upon the analytical clarity and effectiveness of representation of the lessons prepared as well as on the proper motivation of the students. However, it cannot be doubted that such courses, in conjunction with open universities, are of great value in stimulating intellectual progress, particularly in developing countries like India.

Distance Education in India

For the first time, to launch distance education programmes in India, Delhi University started in 1962 the School of Correspondence and Continuing Education. Today, more than 80 Indian universities are offering distance education Programmes. Indira Gandhi National Open University (IGNOU) is a pioneer in this field at present and reaches out many an innovative course at the door steps of learners. Almost all universities in Tamilnadu (like Madras, Madurai - Kamaraj, Annamalai, Alagappa, Bharathiar, Bharathidasan, Mother Teresa Universities] offer open university programmes as well as correspondence courses.

Advantages of Distance Education

- (i) Distance education helps those who have discontinued education in the formal system but willing to continue their education. Further it is also inexpensive.
- (ii) As those in employment could further their promotional prospects in professional career by improving educational qualifications, vertical mobility takes place in the society.
- (iii) Those who fail to get admission in colleges and universities, those disinterested to learn on a full-time basis. Or have compulsion to discontinue studies and take up some job could fulfill their desire of gaining a university degree through distance educations programmes.
- (iv) As students of distance education learn with self-motivation, quality of education received remains high. Further many kinds of wastages (time, human labor, materials consumed in the instructional process in regular colleges) are also avoided.
- (v) Distance education eases considerably the pressure for admission in regular colleges and schools and thereby avoiding over crowded classrooms.

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- (vi) As students of distance education programmes could learn by remaining at home itself, the problem of increasing traffic congestion does not get accentuated.
- (vii) Expenses incurred for distance education programmes are comparatively cheaper than those of formal system of education.
- (viii) As distance education permits earning while learning, it helps to avoid wastage of human labour due to learners taking up full-time study in regular schools and colleges.

7.6 OPEN UNIVERSITY

The first open university of the world was established in England, way back in 1969. It was considered at that time a marvelous achievement as it helped to create vertical mobility in the society by helping people to acquire higher educational qualifications and reach top echelons of the occupational ladder In line with the working of the open university in England. in India Indira Gandhi National Open University (IGNOU) was established in September 1985 with head quarters at New Delhi It is a forerunner serving as a model for the functioning of other open universities in India. IGNOU started operationalising its distance education programmes from 1987. It has now about 854 courses under 73 programmes. Upto 2005. about 356 lakhs students registered their names for various programmes of IGNOU. 46 ,Zonal Centres. and 270 study Centres were established at different parts of the country to look after the students' care. Specially designed programmes were launched to take care of the needs of the physically challenged, socially backward woman and the rural poor The educational programmes of IGNOU were intially telecast through the 'Doordarshan' channel. On the republic day of 2001, a separate television channel for IGNOU named 'Gyan Darshan' was launched. In the November month of the same year. radio broadcast services were started using a new F.M wave Channel.

Open learning by its very nature involves the application of 'distance education' in which the learner and the teacher or source of instruction are apart and media, printed as well as aural and visual materials are pressed into service to bring the two together. The use of printed lessons, recorded audio and video cassettes. radio and T V programmes along with institutional facility at study centers constitute the media of learning in open universities.

Any one who has completed 20 years of age can join the graduate programme of the open university. No prior educational qualification is insisted upon for admission in open universities After admission in open university students are required to pass the foundation courses (for which education and training are provided by

the concerned open university itself) conducted by it, without which they cannot continue their education any further Open universities prove to be a boon for the people of different sections of society to learn courses according to their felt needs even while pursuing their jobs. Further higher education in open universities are highly inexpensive.

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Check Your Progress

1. True religion stresses the spiritual nature of man and absoluteness of human soul. This is the statement of -----.
2. Example for Mass media are -----, and -----
3. The first open university of the world was established in -----
4. Passive agencies of Education are -----
----- and -----
5. An example of Informal Agencies of education is -----
-----.

7.7 LET US SUM UP

In this unit the concept of agency of education, different types of social agencies of education, particularly the role and functions of home, peer group, community, school, mass-media, Distance education and open universities have been discussed.

7.8 EVALUATION

1. How do non-formal agencies of education supplement the tasks of formal agencies?
2. Mention the precautions needed in using mass-media.
3. Write a note on peer group as an agency of Education.

7.9 ANSWERS TO CHECK YOUR PROGRESS

1. Dr.S.Radhakrishnan
2. Radio, Television
3. England
4. Television and News Papers
5. Play group and Professional Organizations

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UNIT – 8: PROBLEMS IN INDIAN SOCIETY AND EDUCATION - I

NOTES

STRUCTURES

- 8.0 INTRODUCTION
- 8.1 OBJECTIVES
- 8.2 POPULATION EXPLOSION
- 8.3 UNEMPLOYMENT – UNDER EMPLOYMENT
- 8.4 ILLITERACY
- 8.5 CHILD LABOUR
- 8.6 TERRORISM
- 8.7 UNIVERSALISATION OF PRIMARY EDUCATION
- 8.8 LET US SUM UP
- 8.9 UNIT END ACTIVITIES
- 8.10 ANSWERS TO CHECK YOUR PROGRESS
- 8.11 SUGGESTED READINGS

8.0 INTRODUCTION

One of the major objectives of education at all levels is that it should enable the individual to secure employment after formal education. Education makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. The aim of employability helps him to preserve his dignity and respect as a human being. His basic physiological needs are satisfied by the emoluments from employment. Job satisfaction and recognition result when the adult secures a job or vocation for which he has the aptitude.

8.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Know the meaning and concept of population education.
- Realize the impact of population growth on social, economic and educational development.
- Know national population policy of government.
- Realize government's efforts on population education.
- Realize the impact of Illiteracy and Child labor on national development.

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- Realize the impact of Communal Violence and Terrorism on national development.
- Understand the concept of universalisation of Primary Education.

8.2 CONCEPT OF POPULATION EDUCATION

The basic factors for the increase of population in a particular area are birth rate, death rate and migration. i.e.

$$\text{Growth rate} = \text{Birth rate} - \text{Death rate} + \text{Total migration of population}$$

$$\text{i.e. Growth rate} = \text{Birth rate} - \text{Death rate} + [\text{Immigration} - \text{Emigration}]$$

Some Important Demographic Definitions

Demography is the study of population and its dynamics, searching for the trends and patterns in population.

Census is the physical enumeration of persons in a particular area at a given point of time. Census of population is taken at an interval of 10 years, treating the household as a unit.

(i) Birth Rate

It is defined as an index giving the number of births occurring within a given population during a specified year, per 1000 persons of that population at mid-year.

persons in the population at the mid-year.

$$\text{Birth Rate} = \frac{\text{No. of children born in a year}}{\text{Population at Mid-year}} \times 1000$$

(ii) Death Rate

This measures the number of deaths in a year per 1000

(iii) Migration

Migration refers to people shifting their residence from one place to another. This may occur within the country (internal) or outside the country (international). International migration is of two types:-

- i) Immigration: Number of people from other countries seeking their residence in a given country.

- ii) **Emigration:** Number of people from a given country shifting their residence to other countries.

Internal immigration refers to the phenomenon of people migrating from one state to another of a country or one region to another within the same country.

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Reasons for Rapid Population Expansion in India

i) Big gap between the birth and death rates

Due to the progress achieved in the fields of science and technology, life-saving drugs have been invented to combat dread diseases. Through improved health and medical care available now, we could wipe out epidemics caused by cholera, malaria, smallpox, brain-fever etc. As a result of this, death rate has been brought down significantly whereas the birth rate has reduced only marginally even after the implementation of family planning measures. As a consequence of the wide gap between the birth and death rates, our population has been on the rapid rise continuously.

ii) Age of Marriage

In our National Population Policy, age of marriage has been fixed as 21 for males and 18 for females. But in our rural areas people still follow the practice of getting married at a very young age, well before 15 years. This practice of early marriage increases the reproductive span of the couples which contribute substantially to the uncontrolled increase in population.

iii) Illiteracy

Mass illiteracy is another contributing factor for the phenomenon of population explosion. Though literacy rate has considerably gone up from 18.33% in 1951 to 74.04% in 2011, the size of the illiterate population also continued to increase in our country. Illiterate people particularly the rural women are not aware of family planning methods and the need for the same.

iv) Remarriages of widows and the practice of polygamy prevalent in some religious communities too contribute to rapid multiplication of population.

v) Traditional and Socio-Biological Reasons

- 1) In India, getting the children married is considered a sacred duty of the parents. People living without marriage are looked down upon.
- 2) Parents want to give away their daughters in marriage as early as possible. As the fertility rate in women in the age group 15-22 is

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very high, early marriages significantly contribute to rapid population expansion.

- 3) All couples want to have children, as they believe begetting a child is the bliss of God; People also believe that it amounts to disobeying the will of God if we refuse to get children any more. God will take care of the children, as it is the concern of the gardener to water the trees he has planted.
- 4) People believe that the only child is a lonely child and mostly will become a spoiled child; therefore in every family there should be more number of children to give company to each other.
- 5) A childless woman is always abused as 'barren' and isolated in social gatherings and religious rituals.
- 6) People still believe that using contraceptives is a sinful act, flouting the wishes of God and inviting His curse.
- 7) Undue importance attached for begetting a male child by Indian parents results in too many childbirths in the family.

8.3 PROBLEMS OF UNEMPLOYMENT AND UNDER EMPLOYMENT

After acquiring a particular educational qualification, if a person is able to secure a job and income, commensurate to his qualifications, abilities and knowledge, then that individual is said to be "**Optimally employed**"

If an individual is employed to do a job below par his educational qualifications, abilities and knowledge and paid poorly then, he is said to be 'Under employed'.

If an educated person is unable to secure any job commensurate to his qualifications, knowledge and abilities and remains idle wasting his time without doing any job, then it is termed as 'Unemployment'.

Causes for Unemployment

- i) Education at present is highly bookish and does not develop skills required for jobs.
- ii) Education alienates our youths particularly those belonging to rural areas from the present day living environment prevailing in the community.
- iii) Vocational and professional education is not adequately geared to the needs of agriculture, industry and commerce because of inadequate linkages with the employment system.

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- iv) In addition to the maladjustment between demand and supply of man power, there is the general tendency of the education and employment systems to stand apart. The result is that there is very little cooperation coming forth from industry in the practical training of technical personnel.
- v) Our education system is not helpful in developing self confidence among the educated youths to meet challenges. Even professional graduates are hesitant to take up self-employment. Govt. is also very lethargic in implementing self employment schemes for educated youths.
- vi) Our education system does not provide much opportunities for students to get real-time work experience while learning.
- vii) Universities and Colleges remain unrelated to the realities of the world of work.
- viii) Facilities for vocational guidance are very meagre in our educational system.
- ix) From the point of view of employment, elementary education has not received due attention. The largest ejection from the education system into the world of work takes place at the elementary stage and yet hardly anything is done to prepare them to fight underemployment.
- x) Our governments at the Centre and the State lack the will to prepare job generating schemes and implement them with all sincerity.

8.4 ILLITERACY

The second most important problem affecting our country, next only to the population explosion problem is the problem of mass illiteracy among the people. Generally, the literacy rate among the economically underdeveloped countries is found to be less than 30%. When the rate of illiteracy is high, there will be uncontrollable increase in population, consequent of which is the low standard in the living conditions of people. Greater the increase in population, higher is the rate of illiteracy. Thus illiteracy and population explosion form a vicious circle to produce a cascade effect.

Present Position of illiteracy among the Indian Masses

The following table presents the figures of percentages of literate people in our country, as per the Census undertaken in free India once in every 10 years.

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Literacy in percentage

	1951	1961	1971	1981	1991	2001	2011
Among Males	27.16%	40.40%	45.95%	53.45%	63.86%	75.85%	82.14%
Among Females	6.86%	15.34%	21.97%	28.46%	31.42%	54.16%	65.46%
In Total Population	18.33%	28.31%	34.45%	41.42%	52.11%	65.38%	74.04%

Problems Arising From Illiteracy

1. Like the population explosion problem, high rate of illiteracy among the Indian masses too forms a major obstacle for the progress of our country.
2. Widespread Illiteracy among the people, particularly in the rural areas, prevents their effective participation in many of the government sponsored development programmes and derive the benefits due to them. Illiterate farmers could not get a reasonable price for their produce and get cheated by the middlemen.
3. Many of the illiterate farmers and poor workers could not take advantage of many of the subsidies and financial assistance made available by the government through different welfare schemes.
4. Illiteracy is the root cause for any individual not getting the relevant knowledge and skills indispensable for one's career. He becomes unfit for any job other than those which require manual labour.
5. Illiteracy develops a sense of inferiority complex which gets reflected in all the activities and general behaviour pattern of an individual. Illiterate person is forced to seek the help of others even for undertaking a bus travel to a nearby place or purchase the required provisions from a nearby departmental store. ,
6. Illiteracy not only affects the personal life of a person; it affects his community and social life too.
7. Efforts taken to develop the right attitude towards the progress and development of the nation may not prove to be effective in the case of illiterates.
8. Illiteracy is the main cause for the spread of many a superstitious belief in the society.

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9. Illiteracy of people interferes with the process of developing positive health habits, thereby improving their life style and productive efficiency.
10. Illiteracy and superstitious beliefs are the main causes for people's inability to understand the significance of education and hence they show indifference in making use of the educational facilities made available to them.

Strategies for the Eradication of Illiteracy

To eradicate illiteracy, the following three-pronged attack should be undertaken.

1. Every effort should be undertaken to enroll in schools all children in the age group 6 to 14 and provide them elementary education of eight years. For this we have to implement the three important recommendations of Kothari Education Commission viz. (i) Universal Provision of Schools (ii) Universal Enrollment and (iii) Universal Retention and eliminate wastage and stagnation, the twin problems affecting primary education.
2. 'Open Schools' and 'Mobile Schools' are to be started to cater to the needs of the 'drop outs' and those who have not joined any school so far. Non-formal methods of education like 'Mass Literacy Movement' should be given adequate support and encouragement.
3. For educating the illiterate adults, programmes of 'Non-formal Education', 'Social Education', and 'Functional Literacy' should be planned and executed on a mass.

8.5 CHILD LABOUR

Though the governments at the Centre and the State vigorously pursue the scheme of compulsory universal primary education as per the constitutional directive conveyed through article 45, yet we could easily spot a large number of children under the age of 14 serving as menials in hotels, factories, agricultural firms, shops or workshop to earn a paltry sum as wage. Most of the very young girls are employed as domestic maid servants to do household work. These are the children whom we call 'Child-labour'. They are drop-outs from schools or never had been to school at all but are employed as unskilled workers though they have not yet completed 14 years of age. Though child labour is prohibited in India through legislation, yet this menace continues with the full consent and co-operation of the parents.

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Reasons for the System of Child-labour

1. Factors Related to Family Environment

- i) Illiteracy of parents
- ii) Parents being alcoholic addicts.
- iii) No permanent dwelling place; parents often shift their dwelling place, going in search of jobs.
- iv) Elder children have to take care of the younger siblings at home.
- v) The tendency of the unwise parents who consider children's income more important than their future.
- vi) Children are forced to work for years together to wipe out the loans taken by their parents from the employers.

2. Factors Related to Economic Conditions of the Family

- i) Most of the young children take up some odd jobs to augment the income of the poverty-ridden family.
- ii) For those parents who are not able to provide one square meal a day to the children sending them to school is a luxury.
- iii) Parents remain unemployed for most of the days continuously.
- iv) III-health and old-age of parents.

3. Factors Related to Social Environment in Family

- i) Most parents in the society think that girls need not be educated.
- ii) Many parents consider that children should pick up the family occupation or trade and perpetuate the honour and dignity of the family.
- iii) Forcing the girl children to help in the household chorus of close relatives and others.
- iv) Children who run away from their homes end up as food servers or table cleaners in town restaurants.

4. Education Related Factors

- i) Lack of aptitude of children in education.
- ii) Teachers' high-handedness and corporal punishments given in schools frighten the children.
- iii) Education remains uninteresting for children: the learning process is not made a joyful affair.

Ways and Means to overcome the Practice of Child-labour

1. Governments' Penal Actions

- i) The law banning the child-labour should be enforced seriously.
- ii) Employers should be made to display the notice reading 'Child-labour is not employed in our establishment' predominantly in the working place.
- iii) The legislation requiring the employers to print on packages of their finished goods stating "This is not manufactured by employing child-labour" should be strictly watched for its compliance, failing which heavy penalty should be imposed, including the suspension of the license for the production unit.

2. Role of Voluntary Agencies

- i) All the voluntary agencies working in a particular area, concerned with the protection of child-rights and eradication of child-labour should get united and coordinate their functions in surveying the children (below the age of 15) living in that area, meeting the parents of former child-laborers and offer suitable personal counseling, arranging for the child laborers non-formal education classes, short term training courses in cottage industries, undertaking awareness programmes among the general public on child-labour etc.
- ii) A vigilance committee for child labour, consisting of Village Administrative Officer (VAO) / Municipal Chairman of that area, representatives of Voluntary Social Service agencies, Police Inspector and School Headmaster as its members, should be formed. Such Vigilance Committees could help the former child-laborers to get non-formal education and recommend to the local bodies to give preference to the parents of former child-laborers in selecting beneficiaries for various government welfare schemes.
- iii) School teachers and social workers could make downtrodden in their area aware of the salient features of Sarva Siksha Abiyan Scheme. provision of free education, text-books, noon-meal, transport and uniform and ensure 100% school-enrolment among the children of age 5 to 14: they should also see that all children enrolled in schools do not drop out before completing Class VIII. They could also conduct cultural programmes to highlight the importance of education.

3. Make the School Climate and Educational Practices More Pleasant and Warm

The school climate should neither be intimidating nor insulting the children. Teacher-pupil ratio should be low so as to pay increased

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individual attention to students. Better educational practices like Activity Based Learning (ABL), play way method of teaching etc. should be strengthened. Schools should be clean and neat. They should have adequate infra-structural facilities providing for enough number of well-ventilated classrooms, toilet and drinking water facilities etc.

4. Encouraging Alternate Schools and Non-formal Education

In unavoidable conditions, when children are not able to attend schools, they should have opportunities to attend alternate schools which work on a fixed daily schedule, convenient to child-laborers. Industrial establishments should also be encouraged to provide part-time education to its young employees. The scheme of Sarva Siksha Abiyan should be vigorously implemented.

5. Awareness Programmes Undertaken by Govt. Department of Education and Voluntary Social Service

June 12th is observed every year as the '**Child-labour Eradication Day**'. On that day special programmes like processions, organizing human-chain, cycle-processions. cultural events etc. could be organized to increase public awareness about child-labour. On November 14th, (birthday of Pandit Jawaharlal Nehru) when **Children's Day** is observed, as part of it child-labor awareness programmes could be undertaken.

8.6 TERRORISM

Today, terrorism has become the major threat to world peace, even more deadlier than the nuclear weapons. This problem plagues all nations right from America, the world's super power to developing nations like India, Sri Lanka, Indonesia, Philippines etc. Al-Quida terrorists bombed the sky-high towers housing world trade and commerce centres to nibbles in few seconds, on 11th, September 2001. This made all world nations to take a vow to wipe out 'terrorism' in any form, in any corner of *the* world. Terrorists strike at the most unexpected moment inflicting massive destruction on human lives and properties so as to blackmail the government of different countries and make them yield to their demands. Terrorist groups indulge in social evils like 'Drug Trafficking', 'Foreign exchange rackets', 'looting at gun points' etc. so as to fund their movements, to recruit people for their 'Suicide Squads' and to create safe lens and hideouts for them This shakes the very foundation of the economy of many a country Developing countries like India, struggling to uplift the poor by adopting multi pronged strategies, have to bear significant additional financial burden to Contain the menace of terrorism.

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Meaning of the Term 'Terrorism'

During French revolution, the term 'Terrorism' was used for the first time. Terrorism is a form of brutal violence of any social organization. This could otherwise be said as unlawful violent criminal acts. Terrorists always try to eliminate those individuals, officers and representatives of the government etc whom they consider working against the interests of their political/religious movement. Terrorists' assignments are mainly based on killing and destruction.

A Glimpse of Some Ugly Faces of 'Terrorism'

In the last few years many countries of the world including India have become victims for this evil called 'terrorism'. Terrorists have struck here and there across the world, killing a large number of innocent people and created fear and horror in the minds of people. They have attempted to shake the very foundation of the civilized society and try to achieve their goals through the bullets of rifle, hand grenades and bombs. They have the least concern for human lives and virtually no respect for the laws of any country or codes of waging a war.

Continued insurgency in different parts of India like Jammu and Kashmir, Assam and Nagaland, series of bomb blasts occurred in Mumbai in 1992, train-burning in Gothra and the Gujarath riots that followed, atrocities committed by the Khalistanis in Punjab, bomb blasts in Kolkatta, the attempted onslaught on Indian Parliament and bomb attacks and killings of innocent people at Taj Hotel and other places in Mumbai are some of the ugly faces of terrorism perpetuated on the Indian soil. As a result of these carnages, thousands of people lost their Kith and Kin and their belongings and have virtually become refugees in their own motherland. To cap it all, the blasting of the twin towers of Newyork, occurred in 2001 when Al-Quida terrorists smashed their bomb-laden aeroplanes against the towers causing a heavy destruction. Due to the terrorist acts of 'Liberation Tigers', Srilankan economy had tumbled: Indian Prime Minister was killed in 1991 by Liberation Tigers in the very same soil which offered refuge for *the* Sri Lankan Tamils. Even today many terrorist outfits like the Kashmir; 'jahadis'. Bodo insurgents, Liberation Tigers of Sri Lanka, Maoist naxalites of Nepal, Palestinian liberation army, AlQuida Arab terrorists, Kalisthan commandos etc are all operating throughout the world, forming their own network.

Suggested Ways and Means to Eliminate Terrorism

1. Efforts should be made to increase the general level of education among the masses and make them learn to respect the fundamental rights of others.

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2. Through education, the basic human values like love, tolerance, justice, compassion etc. are to be developed even at a young age.
3. Through planned economic development, the vast socio-economic imbalances existing among different sections of the society are to be eliminated.
4. By increasing employment opportunities for the educated youths, we could prevent them from falling into the trap laid by terrorist organizations.
5. Stringent legislative measures should be enacted to penalize the terrorists and those who extend cooperation to their activities in any form or kind.
6. Secularism does not mean faith in no religion; it simply means showing equal respect for all religions. Therefore it is utmost necessary to arrange for the moral and religion education in schools in a most general way.
7. It should be impressed upon the young minds of our pupils that not only our aims should be nobler and pure but also the means to achieve them.
8. Students should be given proper training for democratic living.
9. Ruling executives should not have faith in suppressive measures; they should be ready to examine the demands of the dissidents and always prefer quick negotiated settlements.

8.7 UNIVERSALIZATION OF PRIMARY EDUCATION

The problem of drop outs at primary level needs to be curbed to reach universalisation of education. Today's out of schools child will be the tomorrow's uneducated adult. So micro planning is necessary to ensure retention of children at school. National Policy on Education (1986) has emphasized the need for the co-ordination of formal and non-formal education systems. In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been a salient feature of national policy since independence. This resolve has been spelt out emphatically in the National Policy of Education (NPE), IWC) and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project

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(APPEP), Bihar Education Project (BEP, Lok Jumbish (LJP) in Rajasthan, Education For All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Programme of Nutritional Support to Primary Education (MDM); District Primary Education Programme (DPEP).

Why Elementary Education

Social justice and equity are by themselves a strong argument for providing basic education for all. It is an established fact that basic education improves the level of human well - being especially with regard to life expectancy, infant mortality, nutritional status of children/etc. Studies have shown that universal basic education significantly contributes to economic growth.

Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6 -14 age group by 2010.

The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

Objectives Sarva Shiksha Abhiyan (SSA)

- All children in school, Education Guarantee Centre, Alternate School, ' to School' camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

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Check Your Progress

1. Demography is the study about -----
2. Number of people from other countries seeking their residence in a given country is -----
3. ----- refers to people shifting their residence from one place to another.
4. The percentage of women literacy in India as per the census of 2011 is -----.
5. ----- is a form of brutal violence of any social organization.
6. The abbreviation of SSA -----

8.8 LET US SUM UP

Rapid growth in population in India at an alarming rate is posing a great problem which should be solved effectively and without delay. Since half of our population consists of young men and women in their teens, population education should be imparted to them through a meaningful curriculum in an objective and scientific way. Population education should become part of the educational curriculum at all levels of education. Prop guidelines through textbooks and other materials should be made available to educational institutions. Pre-service and In-service teacher education should include training for population education as an important aspect of their curriculum.

8.9 EVALUATION

1. Explain the major classifications of employment?
2. Explain education for self employment ?
3. Explain the need and importance of population education. What are the objectives of such an education?
4. What are the problems posed against population education? Suggest solutions.

8.10 ANSWERS TO CHECK YOUR PROGRESS

1. Population and its Dynamics
2. Immigration
3. Migration
4. 65.46
5. Terrorism
6. Sarva Shiksha Abiyan

8.11 SUGGESTED READING

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UNIT – 9: PROBLEMS IN INDIAN SOCIETY AND EDUCATION - II

STRUCTURES

- 9.0 INTRODUCTION
- 9.1 OBJECTIVES
- 9.2 STAGNATION AND WASTAGE
- 9.3 SPECIAL EDUCATION FOR DIFFERENTIALLY ABLED
AND GIFTED
- 9.4 WOMEN EDUCATION
- 9.5 BRAIN DRAIN
- 9.6 LET US SUM UP
- 9.7 UNIT END ACTIVITIES
- 9.8 ANSWERS TO CHECK YOUR PROGRESS
- 9.9 SUGGESTED READINGS

9.0 INTRODUCTION

The aim of education is looked down upon by the critics among educationists but it has to be realized through education, as otherwise, the total life of the individual will be miserable. The aim of employability helps him to preserve his dignity and respect as a human being. Job satisfaction and recognition result when the adult secures a job or vocation for which he has the aptitude. Further, society regards the adult as a bread-winner for the family. He should look after himself and maintain his family which is depending on him.

9.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Know the meaning of the terms ‘wastage’ and ‘Stagnation’.
- Know the ways and means of eradicating wastage and stagnation.
- Know the meaning of special education.
- Understand the various types of special education programmes.

- Realize the progress of women's education in free India.
- Understand the views of various committees and commissions on women's education since Independence.

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9.2 PROBLEM OF WASTAGE AND STAGNATION IN EDUCATION

Meaning of the Term 'Wastage'

'Wastage' is defined by the **Hartog Committee** as the premature withdrawal of a child before he completes the primary education.

The primary aim of elementary education is to develop functional literacy among the children and make them proficient in the 3R's viz. reading, writing and arithmetic. Research findings indicate that children who have not put up at least four years of schooling do not obtain the basic skills of education or permanent literacy. If children withdraw from schools before the formation of permanent literacy in them, it constitutes 'wastage'. All facilities made available for learning, to such children go as a waste. When infrastructural and instructional facilities are arranged to educate 30 children in a class and if 10 children leave the school in the middle, then all provisions created for the education of these 10 children become a waste as they remain unused by anyone. The phenomenon of wastage is very high in primary education, particularly in rural areas, which is highlighted by the data presented in the following table.

Showing the level of wastage in Primary Education at different stages

Assessed Time period	Classes in P imary Schools							
	I	II	III	IV	V	VI	VII	VIII
1960-1961	100	56	44	34	27	20	17	13
1965-1966	100	58	47	37	29	24	19	15
1990-1991	100	90	82	75	69	59	56	54
2000-2001	100	95	88	85	76	70	68	65
2010-2011	100	99	95	92	90	80	76	74

During the sixties, wastage was very high among the first three classes; but in nineties wastage was found to be high during the transition from class V to VI.

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Meaning of the Term 'Stagnation'

According to the **Hartog Committee**, 'Stagnation' refers to the retention of a child in any class for more than a year. Stagnation in class I is as high as 30% as they fail to pass class I and get promoted to class II. Stagnation really shatters *the* children and their parents, ending up with great loss of time and money. When pupils fail repeatedly during the primary stage of education, their parents get frustrated **and** stop the education of their wards once for all. In this context, Parulekar's statement is worthwhile to ponder - "**Schools are meant for teaching and not for pushing them out by labelling them as failure**".

Reasons for 'Wastage' and 'Stagnation' in Education

According to Kothari Commission's Report, many a reason is responsible for 'wastage' and 'stagnation' to take place in primary education, of which the following are the important ones.

1. Heterogeneity in the age-composition of I standard students
2. Permitting the admission of new students right through the year
3. Irregularity of pupils' attendance
4. Inadequacy of requisite buildings and equipments
5. Over-crowded classes
6. Unsuitable curriculum
7. Not resorting to the playway method of teaching which makes learning an enjoyable experience for young children.
8. Not giving priority to develop the reading skill in children
9. Deployment of teachers who are not well trained in handling primary school children.
10. Faulty examination system, presently adopted

J.P. Naik, the famous Indian educationist has pointed out the following reasons, apart from the ones related to instruction and administration of primary education as listed above.

(i) Economic Factors

Among the reasons for wastage in primary education, 65% are related to economic conditions. Generally parents are ready to send

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their children of age 6 to 9 to school: but prefer to employ them either directly or indirectly in some job as a domestic help or menial in a commercial firm to augment the family income. Thus most of the poor parents stop the education of their children even before they complete the primary education

(ii) Social Factors

Social factors constitute the major reason for the wastage among the girls and pupils belonging to the minority communities. The tradition of conducting marriage for girls at a very young age, hesitation of parents to send their daughters to school once they attain puberty, showing the least concern for girl's education, prevailing apprehension among the parents to send girls to far off schools and that too coeducation schools in particular, lack of women teachers available in schools in a good number, practice of 'Purdha system' among the women are the most important social factors for wastage in girls' education.

Even today parents consider that females are highly useful in taking care of the daily domestic chorus of the family: they prefer not to send them to schools. which explains the high percentage of wastage found among the girls particularly in the rural areas.

(iii) Educational Factors

J.K. Naik's research findings reveal that educational factors contribute to the extent of 30% of wastage in education. Notable among them are the following:

- a. A large number of existing primary schools are not fully equipped to offer both the lower primary (Std I to V) and upper primary (Std VI to VIII) stages of elementary education.
- b. Pupils who fail in any of the class during the primary stage of education, do not want to continue their studies.
- c. Most of the primary schools are not attractive enough to retain the pupils enrolled.
- d. Non-availability of students' facilities like providing nutritious midday meals, free health check up, supply of free text books, notebooks and uniform play a significant role in the problem of wastage in primary education
- e. Students and their parents do not realise that getting educated is a means for attaining higher social status and economic prosperity in life.

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Recommendations of Kothari Commission for the Elimination of Wastage and Stagnation

I. Expansion of Primary Education

The constitutional directive of providing free and compulsory education for every child upto the age 'of 14 years, is an educational objective of the highest priority and should be fulfilled in all parts of the country through the development of the following programmes

- (i) Five years of good and effective education should be provided to all children by 1975-76
- (ii) Seven years of such education should be provided by 1985-86
- (iii) Emphasis should be laid on the reduction of wastage and stagnation. The objective should be to ensure that not less than 80% of the children who enter Class I reach Class VII in a period of seven years.
- (iv) Children who are not yet fourteen years old at the end of Class VII and who do not wish to study further should be retained in the educational system till they complete.

9.3 SPECIAL EDUCATION PROGRAMMES

Education for the Disabled Children

Though our constitution advocated universal compulsory education for all children upto the age of 14, no significant effort has been taken till 1970, to provide education for the disabled children. Therefore gradually attention has been focussed on the education of the disabled and mentally challenged (handicapped). Today in Tamilnadu there are 47 schools to provide special education for the handicapped children.

Categories of Disabilities

There are many categories of handicapped children, of which the following are the three major types.

- i) Physically Handicapped
- ii) Mentally Challenged
- iii) Emotionally Handicapped

Among the physically handicapped are included the visually handicapped (Blind), auditorially handicapped (Deaf and dumb), orthopedically handicapped (the crippled) and people with defective speech.

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Among the mentally challenged the major categories are (i) those with low Intelligence (I.Q. less than 70) and (ii) Slow learners (in between 70 and 80).

Among the emotionally handicapped are included 'delinquents', 'orphans' etc

Meaning of 'Special Education'

"Special education is that profession concerned with the arrangement of educational variables leading to the prevention, reduction or elimination of those conditions that produce significant defects in the academic, communicative, locomotor or adjustive functioning of children" (Robert M. Smith and John T. Neisworth).

Importance of Special Education

The objective of special education in the beginning was to provide an instructional setting that would serve to maximize the academic performance of children with educational problems. These special children were kept in special classes so that specific and special instructional proCedures could be followed for them depending on their needs. During the 1970s, the efficacy of keeping exceptional children in special setting became debatable. It was realised that isolation from any or all components of society is not only legally wrong but restricts the development of a person in many areas. Therefore integration of special education with the main stream was advocated.

Education for the Blind

In most of the countries of the world 5% among the school going children *are* visually handicapped. As such the special needs of these children are to be taken care of or otherwise they will become a burden for their family and the society. Further these children, as Helen Keller and other opine, except for their visual disability they may be normal or highly talented in other abilities and as such their potentials need not go as a waste. In the 18th Century only, special attention was given for the first time to the education of the visually handicapped and Valentine Henry was the first teacher for the blind.

Objectives of the Education for the Blind

1. To develop functional ability and mobility in the visually handicapped.
2. To inculcate social skills and develop self-confidence.
3. To develop appropriate vocational skills so as to make them economically independent.
4. To help to attain emotional stability, develop proper social adjustment and right attitude towards others and the society.

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5. To develop optimistic outlook in life. without getting frustrated viz neither indulging in self pity nor seeking the sympathy of others.

Instructional Methods in the Education for the Blind

Special education for the visually handicapped gives importance for learning through hearing and touching. The educational progress of a visually handicapped child is determined by the extent to which it makes use of other sensory, stimuli instead of visual stimuli to establish its contact with the environment, 'Brailbooks', materials and devices required for '**braille**' writing, scribes, audiotapes etc. are extensively used today in the education of the blind, due to which many visually handicapped students could reach the higher education stage and earn their Master's and Doctorate degrees.

Education for the Auditory Handicapped

One who loses his hearing capacity after he has acquired speech is known as '**hard of hearing**'. Those who are born with less capacity of hearing or those who lost their hearing capacity in the childhood before acquiring the ability to speak are known as 'deaf'. Generally 'deaf' will be 'dumb' also. Heredity factors are responsible for 50% cases of deafness and other 50% are due to various physiological ailments. Extent of loss of hearing could be assessed at an early age by an 'audiometer'.

Intensity of sound is measured by the unit 'decibel'. The least possible sound that could be sensed by a human is a decibel.

If a child could hear sound of 50 decibels and more only, then the child is auditorially handicapped requiring special provisions for its education. In the education of such children also, oral education forms an important component. Lot of patience is required to impart instruction to auditorially handicapped children; it consumes lot of time also. In the instruction of the auditorially handicapped, visual and tactile stimuli are increasingly used. '**Lip reading**' and 'sign language' are also taught to the auditorially handicapped children to participate in communication with others.

For children who are 'hard of hearing', hearing-aids prove to be highly useful. Just as spectacles with proper power glasses are required for the loss of visual *power*. hearing aids are need to improve the hearing capacity of the auditorially handicapped. The attitude of not to get ashamed in using hearing aids is to be developed among the auditorially impaired. '**National Institutes of Speech and Hearing**' are established by the Central Government at Hyderabad and Mysore. Further financial grants were allowed by the Central Government to start 'School of Photography' by the 'All India Institute of Auditorially Handicapped' St. Louis **Institute at Adyar**, in Chennai is providing

education for the auditorially impaired. from elementary to graduation level.

Education for the Clumsy Children

Meaning of 'Clumsy Children'

Clumsy children are those who have dysfunctional motor abilities and have difficulty in coordinating their muscles while walking, running or doing any activity. Motor disorders occur as a result of problems that exist either during the pre-natal period or during the process of birth. Cerebral palsy and epilepsy are considered as the cause for severe motor disorders.

Communication disorders like lisping, stuttering, stammering, as well as illegible handwriting **and left handedness also interfere with learning skills** and developing social adjustment in children. All such cases are included in 'clumsiness'.

Meaning of 'Exceptional Children'

Dunn (1973) defines, 'An exceptional pupil is so labelled only for that segment of his school career (a) when his deviating physical or behavioural characteristics are of such a nature as to manifest significant learning asset or liability for special education purposes and

(b) When through treatment provisions, it has been determined that he can make greater all round adjustment and scholastic progress with direct or indirect special education services than he could with only a typical regular school programme.

According to **Samul A. Kirk** "an exceptional child is one who deviates from the average or normal child in mental, physical or social characteristics to such an extent that he requires a modification of school practices or special educational services, in order to develop to his maximum capacity" Exceptional children are classified as under:

- i) Intellectually exceptional :** (a) The gifted and creative (b) The slow learner and (c) The mentally retarded.
- ii) Physically exceptional :** (a) Impaired vision (b) Impaired Hearing (c) Impaired Speech (d) Crippled and (e) Brain injured.
- iii) Emotionally and socially exceptional :** Delinquents
- iv) Multiple handicap :** The children who have more than one defect given above.

However some psychologists advocate that only children with marked learning deficiencies, emotional disorders and behavioural deviations are to be considered as 'Exceptional Children' excluding the gifted from their list.

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Children with Learning Disorders

These children may look like normal children but are markedly deficient in reading, writing and arithmetic; they find it extremely difficult to learn any school subject. These children cannot profitably gain anything from the regular classroom teaching. It is estimated that roughly 15% among the school-going children have learning disorders: they are not physically handicapped though they may exhibit some motor-disability. They may be hyperactive and in some cases extremely docile, sitting in the same place motionless hours together: they may not be able to concentrate on anything taught by the teacher. Generally such children require clinical intervention and behaviour therapy.

Emotionally Disturbed Children

Generally some children are unable to express their emotions normally; they may be found to be operating at poles with regard to expressing their emotions. Such emotionally disturbed children may generally be highly shy, timid, aloof, exhibiting withdrawal tendency and extremely silent; on the contrary in some cases they indulge in non-stop talking and actions. Emotionally disturbed children may not be able to conform to classroom discipline; neither will they attend to their lessons *in* the classroom nor allow others to attend to their lessons.

Emotionally disturbed children need not necessarily lack in intelligence but due to emotional disturbance they fail to express their true intelligence while being tested.

Though it is very difficult to define the behavioural pattern of the emotionally disturbed children, yet teachers can easily identify such children in the classroom. In the identification of emotionally disturbed children, in most of the times, the judgement of teachers prove to be correct.

Educable Mentally Retarded Children

The educable mentally retarded may constitute about 10% of the general population whose I.Q. may range between 50 to 70, which is roughly half to three fourth of the level of intelligence of normal children.

Due to mental retardation, these children lack very much in their adaptive behaviour. However these children may be able to learn their basic education of 3R's: with proper training may *be* able to carry out the activities of daily life.

Instructional Strategies

Mentally retarded children cannot learn in the same way as that of normal children. They require special instructional strategies involving special equipments or unique settings. The most important instructional strategy is to plan any educative programme in such a

way that failure to learn is prevented ensuring that each pupil gets some success in his/her learning activity.

Education of the 'Gifted'

'Meaning of the Gifted'

It is said that 3 to 5% of children have their I.Q. 130 and above and such children are labelled as 'Gifted children' There are two types among the gifted - (i) intellectually gifted and (ii) specially talented, in certain fields like music, drawing and painting etc.

Intellectually gifted children have a greater proportion of the general factor 'G' in their intelligence. According Terman they surpass the average children in a) desire to know b) originality c) determination d) perseverance e) common sense f) achievement motive g) logical thinking h) analytical ability and i) sense of humour.

Children with special talents like gifted in music, drawing etc. may have dominant 'S' factor in their intelligence but their I.Q. may not be that much as that of the intellectually gifted children

Behaviour Patterns of Gifted Children

1. They are physically sound and better than the normal children. Their faces are usually bright. They possess vitality.
2. Their intelligence is high.
3. Their interests are more varied than those of normal children.
4. They are extremely inquisitive and quick in grasping.
5. They are characterized by general superiority in academic work.
6. They are well adjusted in their behaviour.

Educational Programmes for the Intellectually Gifted

- (i) **Grade Acceleration Method** : It involves advancing the gifted child rapidly from grade to grade in school so that he enters college earlier than others i.e. achievement and not time spent should be the criterion of promotion. But acceleration of many years might put a gifted child in a group of students who are older and physically, socially and emotionally more mature than him. This exposes him to the danger or maladjustment. Further grade acceleration method is possible only if a concentric curriculum design for different grades is followed.
- (ii) **Ability Grouping** : Pupils are classified into 3 streams- gifted average and slow learners - for teaching. Each stream will have learning materials, instructional methods and assignments suited to the nature of pupils Each stream can progress at its own rate without, being pushed or pulled beyond its ability. However this kind of segregation develops superiority and inferiority complexes among the pupils of different streams. But this could be eliminated by integrating the streams for physical education and co-curricular activities.

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- (iii) **Cross-sectional Grouping** : Here a pupil takes one subject with a particular class group and another subject in which he shows superior proficiency with pupils of a higher class. Individual differences in physique have to be taken into consideration in seating, craft work and physical education activities.
- (iv) **Enrichment Method** : Here the gifted are kept along with others in the same class but given advanced assignments, special projects etc. Similarly, those gifted with extraordinary talent in specific fields could be provided with enriched programmes for the full flowering of their talents.
- (v) **Special schools for the talented** : Gifted children could be identified through 'Talent search Examination' and they could be educated in special schools with enriched curriculum, better infrastructural facilities and facilities for interaction with experts in the respective fields. '**Navodaya Schools**' have been started with this aim in mind viz Scheme for grooming the talented but socially deprived children.

Summer Schools

These schools may be planned during summer vacations. These schools are being successfully tried the USA. Academically talented students are selected from different parts of the country on the basis of psychological tests, interview and previous school record and are brought together for a special educational programme. The students are provided with the best available books which they may consult for writing their project reports and for holding discussions in the class. Usually three areas - science including mathematics, social studies and literature are covered. After the programme is over, the students return to their regular schools. Students attend summer schools so long as they do not complete their final school leaving examination. Such a scheme may also be planned in our country.

9.4 WOMEN EDUCATION

The women of Vedic age enjoyed high status during Vedic period. The Vedic women had full access to all the different branches of knowledge and they participated in religious and philosophical discussions. Unfortunately in the later periods the glories of women have very well disappeared which they had during Vedic age. Child marriage, Purdah, enforced widowhood and system are some of the evil practices which questioned the status of women. In spite of these negative moves towards the progress of women many steps were taken even during the British period. Particular mention must be made about Lord Curzon and his efforts. Calcutta University Commission (1917) had spoken the problems of women education. From that time Indian women appeared in the pages of history of education. Of course, it is in the positive direction. In this lesson let us discuss progress of

women's education in free India, Education of Girls at all levels and the role of women in university education and other professional education.

The problem of women's education has been examined since independence by a number of commissions and committees. Let us see them.

The University Education Commission (1948 - 49)

University Education commission remarked that, 'general education for interesting and intelligent living and for citizenship as large part can be the same for men and women. Women are fitted to carry the same academic work as men, with no less thoroughness and quality. The recommendations of University Commission at college and University stages:

1. The ordinary amenities and decencies of life should be provided for women in colleges originally planned for men, but to which women are being admitted in increasing numbers.
2. There should be no curtailment in education opportunities for women.
3. There should be intelligent education guidance by qualified men and women, to help women so that a clear view of their real educational interests, to the end that they shall not try to imitate men.
4. Women students in general should be helped to see their normal place in a normal society both as citizens and as women and to prepare for it, and college programmes should be so designed that it will be possible for them to achieve.
5. Through educational counseling and by example the prevailing prejudice against the study of home economics and home management should be overcome.
6. Standards of courtesy and social responsibility should be emphasized on the part of men in mixed colleges.
7. Where new colleges are established to serve both men and women students, they should be truly co-education institutions with as much thought and consideration given to the life needs of women as to those of men. Except as such college come into existence, there are no valid criteria for comparing segregated education with co-education.
8. Women teachers should be paid the same salaries as men teachers for equal work

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Secondary Education Commission (1952-53)

Every type of education open to men should also be open to women. Some of the main recommendations given by this commission were

1. Efforts should be made by the state government to open separate schools (or girls wherever there is a demand for them).
2. Definite conditions should be laid down in regard to co-education schools to satisfy the special needs of girl students and women members of the teaching staff.
3. While no distinctions need to be made between education imparted to boys and girls, special facilities for the study of Home science should be made available in all girls' schools and in coeducational schools.

National Committee on Women's Education (1958-59)

A special committee was appointed by the Government of India in 1958 under the chairmanship of Shrimati Durgabai Deshmukh, Chairman, Central Social Welfare Board, to examine the whole **question** of women's education. It submitted its report in 1959.

It advocated the following :

1. Efforts should be made to close the existing gap between the education of men and women in as short time as possible. The funds required for the purpose should be considered to be the first charge on the sums set aside for the development of education.
2. Steps should be taken to constitute as early as possible a National Council for the Education of girls and women.
3. There should be identical curriculum for boys and girls at the primary stage. At the middle stage, and more especially at the secondary stage there is a need for differentiation of curricula for boys and girls.
4. The co-operation of the public should be sought in the form of establishing private voluntary labour, encouraging married woman to teach and giving special assistance to pupils in terms of mid- day meals, books and uniforms.
5. Publicity programmes should *be* strengthened in the form of preparing and displaying documentaries and films concerning women's education.

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6. Condensed courses for adult women started by the Central Social welfare board should be strengthened.
7. Girls should be encouraged to take up courses in commerce, engineering, agriculture, medicine etc., at the University stage by offering them scholarships and other concessions.
8. Improvement programmes recommended by C.A.B.E should be started with 100 percent central assistance during the fourth plan. These include construction of teachers' quarters, rural allowance for women teachers, provision of school mothers, construction of sanitary blocks, construction of hostels, starting creches, providing school uniforms and mid-day meals.
9. Continuation class for those who have left schools and are not in a position to join full time classes due to various social and economic reasons should be started.
10. Facilities in backward, rural, hilly and isolated areas should be provided to girl students in the form of transport arrangements, free residential accommodation and special allowance to men teachers.
11. Seminars on women's education should be organised to encourage the various efforts being made in the field.

State Council for Women's Education (1962)

On the basis of recommendations of National Committee, the state government established a state council for women's education (1962) to provide educational training and employment for women. The State Council insisted the government that the education of women should be treated as a special Problem for some years to come and diversified courses should be introduced for girls to improve the skills of girls.

It also recommended that the government should appoint women officers as Deputy or Assistant Directors of Education Incharge of educational programmes for girls and to provide adequate funds for the development of girls education at all states.

Recommendation of the Bhaktavatsulam Committee (1963)

The National Council for Women's Education appointed a committee under the chairmanship of Shri.M.Bhaktavatsalam, Chief Minister of Madras in May 1963 to look into the causes for lack of Public support, particularly in rural area for girls education and to enlist public support.

It advocated,

1. To initiate action and participate in educative propaganda to break down traditional prejudices against girls' education.

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2. The state should create public opinion in favour of *girls'* education through school improvement programmes, seminars, etc.
3. During selection of trainees for training schools and colleges special preference should be given to women from rural areas seeking admission..
4. A separate women inspectorate will help to bring in more girls to school.
5. Special programmes for girls' education should be taken up as centrally sponsored schemes on the basis of hundred percent grant outside the plan ceilings.
6. It is only by providing women teachers with quarters near the schools that many educated women can be attached to the teaching profession.
7. All states should find ways and means of providing funds in order to make education free for all girls upto the secondary stage.

Kothari Education Commission (1964-66)

The Government of India have given considerable attention to fulfill the overall performance of the whole educational system. That's why it forms the new education commission was appointed on 14th July 1964 under the chairmanship of Professor D.S.Kothari. The above commission for the development of education of the girls and women made the following recommendations :

1. Education of women should be regarded as a major programme in education for some years to close the existing gap between the education of men and women in as short a time as possible.
2. Special schemes should be prepared for this purpose and the funds required should be provided on a priority basis.
3. Both at the centre and in the states there should be a special machinery to look after the education of girls and women.

New Education Policy (1986):

The New Education policy document entitled "The challenge of Education" released by the Ministry of Education in August, 1985 and the parliament approved the programme of Action in 1986 for giving the shape to the new thrusts.

The new educational policy has been designed to see that a national system of education is created and all imbalances and

disparities are removed in all sectors of education. The National Education System would

- a. Play a positive interventionist role in the employment of women.
- b. Contribute towards development of new values through redesigned curricula and text books and
- c. Women's studies will be promoted as part of various courses.

Women's studies programme has four dimensions, teaching, research, training and extension. In teaching-incorporation of issues relating to women's status and role in the foundation course to be introduced by University Grants Commission for all under - graduate students ; incorporation of the. Educated women prefer teaching, nursing and medicine to other professional courses.

9.5 CONCEPT OF BRAIN DRAIN

For most of the brilliant and dynamic youths in our country, their dream after a graduate degree in professional education likes engineering, medicine, or science and technology. is to go abroad, particularly to the Western countries for pursuing their higher education or picking up a lucrative job. These people without returning back to serve their motherland, settle down in foreign countries to further their personal interests. This phenomenon of educated youths migrating to foreign nations, with least consideration to serve one's own mother land is called 'Brain Drain'. We could make use of the innovations and discoveries made by our young scientists settled abroad in the field of science and technology, only after paying huge amounts of money, as their findings are registered under the 'Intellectual Property Right'.

Reasons Advanced for Brain-drain

1. In India educated youths and experts do not get adequate opportunities to express their talents: so many barriers are created in the name of social justice **and** real merit is not given the due recognition.

2. Lack of Opportunities

Opportunities are few and far, for our youngsters to specialise in their chosen fields. Infrastructure] facilities in higher education are inadequate and the climate for fruitful research in educational campuses is also totally absent.

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3. Lack of Recognition for Merit and Talents

Merit and talents are not given due recognition; brilliant students and outstanding researchers are not identified and nurtured in a big way. In the work places also talented youngsters are teased by their superior officers. In job and service, it is seniority and not merit that counts much.

4. Political Interferences

The present administrative system in India is alleged to **encourage mediocrity**; merit is pushed back by the policy of communal quota reservation advanced by our politicians who always eye on the popular votes rather than bestow concern on the real progress and development of the poor.

5. Attractive Pay Scales, Liberal Scholarships and Lucrative Jobs

The merit and talents that are not given proper recognition in our country, are given red-carpet welcome in foreign countries by offering attractive pay scales, liberal scholarships and lucrative jobs. Thus greener pastures of foreign lands tempt our young experts to migrate. In Western countries our talented youths get liberal scholarships and financial assistance to pursue their higher education and research and also lucrative jobs after finishing their studies.

Ways and Means for the Prevention of Brain-drain

1. Government support and Patronage

Government should recognise real merit, whether it is found in Harijan colonies or in the high-rise flats of Delhi and offer its patronage.

2. Providing Adequate Opportunities for the Talented

Government should provide adequate opportunities and enhance the existing facilities for intellectually brilliant and talented youths to express their potentials. thus avoiding the possible wastages caused by the non-availability of expert services to the country of their origin.

3. Political Non-interference

Intellectual giants and the highly talented should be recognised as public assets and it should be ensured that they do not face any political or bureaucratic ill-treatment.

4. Developing Patriotism in Children

We should inculcate 'patriotism' as a virtue in our children right from the young age and they should be made to feel their responsibilities towards the country which has given them the bread and butter all along and become ready for any kind of sacrifice called for.

5. Enhancing Research Facilities in Educational Institutions

Facilities on par with international standard are to be created in our universities and other seats of higher learning for undertaking fruitful research.

*Problems in Indian Society
and Education - II*

NOTES

Check Your Progress I

1. ----- defined wastage as the premature withdrawal of a child before he completes the primary education.
2. National Institutes of Speech and Hearing are established by the central Government in -----
3. ----- children are not physically exceptional.
4. The IQ range of educable mentally retarded is -----
5. The IQ range of gifted children is -----

9.6 LET US SUM UP

Rapid growth in population in India at an alarming rate is posing a great problem which should be solved effectively and without delay. Since half of our population consists of young men and women in their teens, population education should be imparted to them through a meaningful curriculum in an objective and scientific way. Population education should become part of the educational curriculum at all levels of education. Prop guidelines through textbooks and other materials should be made available to educational institutions. Pre-service and In-service teacher education should include training for population education as an important aspect of their curriculum.

9.7 EVALUATION

1. List out the behavior patterns of Gifted children.
2. Briefly explain the secondary Education Commission.
3. Write short note on NEP 1986.
4. Define Brain Drain. Explain the ways and means for the prevention of Brain Drain.

9.8 ANSWERS TO CHECK YOUR PROGRESS

1. Hartog Committee

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2. Hyderabad and Mysore
3. Delinquents
4. 50-70
5. above 130

9.9 SUGGESTED READING

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UNIT – 10: VALUE EDUCATION AND THE TEACHER

*Value Education and
the Teacher*

STRUCTURES

- 10.0 INTRODUCTION
- 10.1 OBJECTIVES
- 10.2 VALUE – DEFINITION
- 10.3 CLASSIFICATION OF VALUES
- 10.4 TEACHERS PERSONAL VALUES AND CODE OF ETHICS
- 10.5 PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS.
- 10.6 LET US SUM UP
- 10.7 UNIT END ACTIVITIES
- 10.8 ANSWERS TO CHECK YOUR PROGRESS
- 10.9 SUGGESTED READING

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10.0 INTRODUCTION

In this unit we will be discussing about values, meaning and concept of values and different types of values. We will also deal with how education can improve the values in individuals and societies. The hierarchy of values are also brought in and the supremacy of Indian values is also explained.

10.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Understand the meaning of value.
- Appreciate the differences between the economic, social and spiritual values.
- List the various conceptions of values.
- Analyze and find out the right type of education for Human values.

10.2 VALUE - DEFINITION

In academic as well as in traditional philosophy we come across the widely accepted concept of values as Truth, Beauty and Goodness i.e, 'Sathyam', 'Sundaram' and 'Sivam'.

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A value is well-defined as an endeavor which satisfies need system, psychological as well as physiological. Almost all human beings have the same physiological, needs but they differ in psychological needs. Hence difference in their values and styles of life.

Values not only help a man in self evaluation, but also in self drive. Values impart significance to life and meaning to death. Without values, life becomes a series of meaningless events, and death a shattering experience.

10.3 CLASSIFICATION OF VALUES

In spite of the diverse meaning, we discover a basic concept of value in almost all the systems. Value is perfection; it is a medium of self discovery and an instrument of progress. The concept of value is both absolute and relative and means instrumentation towards better living.

- (a) **Economic Values:** An object has an economic value if it commands a money price. Economic value is instrumental rather than intrinsic, although a man may yet a genuine and perhaps unique satisfaction from the mere handling of his money.
- (b) **Health of body and recreational values:** Under this heading we shall include the value of health or physical well being, play and all the satisfaction that come from the gratification of bodily needs, such as hunger, thirst, rest and sex.
- (c) **Social Values:** The satisfaction we flat from friend ship, love, family, and membership in groups ate to be included in the social values.
- (d) **Moral Values:** These are satisfactions and dissatisfactions that accrue to the individual in the course of his attempts to make right choices.
- (e) **Aesthetic Values:** Perceived objects to which the adjectives beautiful and ugly and relevant give rise in the observer to the kind of experience he gets are called aesthetic.
- (f) **Intellectual Vales:** We praise or get satisfaction from attaining truth in any of its forms. We say that an object or action has intellectual value if it some way helps or hinders the finding of truth.
- (g) **Religions Values:** If an object by virtue of its relation to the Divine can be called holy or sacred, it is said to have a religious value, and the experience of such objects as sacred or divine is

called a religious experience. Each value area has a subjective and objective aspect.

In Academic Philosophy, Values are distinguished in a number of ways

Firstly, they may distinguish as intrinsic or inherent and extrinsic or external. Under the category of extrinsic values, We may categorize or Classify physical or economic values. On the other hand there are certain values which are ends in themselves which are not convertible or exchangeable. They are things in themselves commonly called intrinsic values. Truth, goodness, beauty, love friendship etc., are categorized as values of intrinsic nature. Intrinsic values are absolute values in a way. They are far more abiding in nature when compared to all other forms of value.

Secondly, values are distinguished as subjective or personal and objective, or impersonal. Each individual has his own whims and fancies. According to these whims and *fancies* he judges the values. These are called subjective values. They *vary* from time to time and even from situation to situation, individual inclination, personal aptitude likes and dislikes. Particular beliefs and faiths play dominant role in the judgement of subjective values.

Objective values, on the other band, are independent of subjective reactions. These values are evaluated on the basis of their exclusive merit and the character of objects.

10.4 TEACHERS PERSONAL VALUES AND CODE OF ETHICS

The following are the important values which every teacher is expected to follow in his personal life:

- (i) Adhering to truth
- (ii) Exhibiting good habits which are socially acceptable.
- (iii) Simplicity and cleanliness
- (iv) Punctuality
- (v) Acting without any bias.
- (vi) Avoiding aggressive language and violent acts.
- (vii) Be duty - conscious
- (viii) Not talking ill of others, particularly in their absence
- (ix) Co-operating with other teachers
- (x) Helping the poor and needy.

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Code of Conduct for Teachers

Every profession has its own code of conduct to be followed by its practitioners. They are monitored by respective professional organizations to safeguard the dignity of the profession. In the case of lawyers, they have the Bar council; similarly Medical Council looks after the professional conduct of doctors. However there is no such professional body to monitor the code of conduct of teachers. State Education Department has prescribed conduct rules for teachers; however they are not being implemented strictly. Teachers themselves have to adhere code of conduct to safeguard the nobility of the profession. A model code of conduct for teachers is given below:

1. No teacher shall speak or act in a way which may bring discredit or disgrace to the profession.
2. No teacher shall ask or accept students' support to further his professional or personal interests.
3. No teacher shall violate the accepted behavior patterns towards the students entrusted to his care.
4. No teacher shall incite communal or linguistic passions in the students for any reason whatsoever.
5. No teacher shall take or write in public degrading his colleagues and superiors.
6. Every teacher shall strive to maintain the nobility and integrity of the profession.
7. Every teacher shall seek only legal and civilized means to get redressal of his grievance.

10.5 PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS

'Profession ethics' refers to the self-imposed codes of behavior and conduct evolved by the professionals themselves. The ethical teacher will engage in the following practices:

1. Preparation and professional growth

- a) Keep in mind the professional growth and participate periodically in in-service programme.
- b) Maintain an open mind towards educational theories and methods of teaching, etc. and try to refine and improve upon one's methods of teaching and evaluation, communication and interaction, etc.

- c) Have membership in, and co-operate with teacher's organizations.

2. Relation with pupils

- a) Deal with pupils in a spirit of kindness and democracy
- b) Refrain from imposing one's religious, political or other private beliefs upon pupils.
- c) Be fair and objective in dealing with pupils.
- d) Don't accept any favors either from pupils or parents.
- e) Avoid embarrassing pupils and parents by the careless using of confidential information concerning them
- (f) Refrain from tutoring your pupils for extra pay.
- (g) Books or guides authored by the teacher should not be thrust on their pupils.
- (h) Protect the rights of pupils against selfish interest.
- (i) Inculcate in pupils respect for law and order and tolerance for others' points of view.

3. Relations with parents and the community

- a) Make the acquaintance of parents and take desirable steps to maintain cordial relationship with them.
- b) Take part in activities for the improvement of the community, but attend to school duties first of all.
- c) Avoid participation in community factions and other activities which would harm one's teaching efficiency.

4. Relation between teachers and school officials

- a) Co-operate with administrative officials
- b) Avoid nepotism and all other practices of taking unfair advantage of one's public position.
- c) Don't pass unfavorable comments about the competency of one's colleagues in front of others particularly students and their parents.

5. Miscellaneous

- a) Show by personal conduct that education makes better citizens and neighbours.

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- b) Avoid disparaging the profession but work for its improvement.
- c) Be willing to assume *the* responsibility which goes with position.
- d) Give early notice of resignation or long leave so that alternate arrangements could be made.
- e) Don't instigate the students to settle scores with others, whatever may be the grievances

7.5 Personal Development of the Teacher

Teachers are described as 'Social Engineers' working for the progress of the society. Along with the educational service they render to the society, they should also strive for the betterment of their personal lives. The following are some of the measures suggested in this direction.

- (i) They could raise their educational qualification by joining distance education programmes conducted by reputed universities.
- (ii) Become active members in Subject-Teacher Associations and participate in its deliberations to study the text books prescribed, question paper construction, develop newer instructional methods and aids etc.
- (iii) Participate in the in-service programmes sponsored by the education department
- (iv) Teachers should always consider them self as an ardent student and get involved in learning by keeping in mind the words of Rabindranath Tagore stating that "A burning candle alone can light another one"
- (v) They should make use of the libraries to enrich their knowledge by going through the latest books that have come out in their field. Research journals and periodicals.
- (vi) They should always seek the company of great people, noted for their scholarship and good conduct.
- (vii) They could avail the railway concession available to teachers to visit other states to gain direct experiences with men and matter of different hues.
- (viii) They could participate in the proceedings of literary and fine arts clubs, which are not connected to any particular caste, creed or religion.

- (ix) If they are gifted with any specific talent like scripting stories, acting in plays, drawing and painting, exponents in delivering discourses, play-writing etc they could make the best use of their talents to *win* name and fame.

NOTES

Check Your Progress I

1. Values impart ----- and -----.
2. Value is perfection; it is a medium of ----- and -----.
3. 'Profession ethics' refers to the ----- evolved by the professionals themselves.
4. Teachers are described as working for the progress of the society.

10.6 LET US SUM UP

In this unit we have studied the important topics like the meaning and classification of values, important features of some of the social values like democracy, socialism, secularism, non-violence, role of education in promoting these social values, values to be practiced by teachers in their personal lives, code of conduct of teachers etc. Reforms are proposed in education every now and then but they always start from the teacher. As such it is imperative for teachers to have proper values in life before they start teaching them in the class.

10.7 EVALUATION

1. Define the term value.
2. Mention the important social values in education.
3. Explain the concept of national integration.
4. What could be the code of conduct for teachers?

10.8 ANSWERS TO CHECK YOUR PROGRESS

1. Significance to life, meaning to death.
2. self discovery , an instrument of progress.
3. self-imposed codes of behavior and conduct
4. 'Social Engineers'

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10.9 SUGGESTED READING

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UNIT – 11: INDIAN CONSTITUTION AND EDUCATION

*Indian Constitution
and Education*

STRUCTURES

- 11.0 INTRODUCTION
- 11.1 OBJECTIVES
- 11.2 DIRECTIVE PRINCIPLES – ARTICLE 45
- 11.3 RESPONSIBILITIES OF CENTRAL AND STATE GOVERNMENTS
- 11.4 AMENDMENTS RELATED TO EDUCATION
- 11.5 LET US SUM UP
- 11.6 UNIT END ACTIVITIES
- 11.7 ANSWERS TO CHECK YOUR PROGRESS
- 11.8 SUGGESTED READINGS

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11.0 INTRODUCTION

Education, the most important and dominating face of human life have very well been addressed by framers of our constitution under fundamental rights and directive principles of state policy. Supreme Court of India have elaborated all these articles in different ways from time to time. We will discuss the Directive Principle and all the relevant articles one by one in the context of education only.

11.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Explain Directive Principle, Article 45 and its significance in education.
- Narrate the responsibilities of the central government regarding education.
- Narrate the responsibilities of the state government regarding education

11.2 DIRECTIVE PRINCIPLES – ARTICLE 46

An important feature of the constitution is the Directive Principles of State Policy. Although the Directive Principles are asserted to be "fundamental in the governance of the country," they are

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not legally enforceable. Instead, they are guidelines for creating a social order characterized by social, economic, and political justice, liberty, equality, and fraternity as enunciated in the constitution's preamble. Directive Principles are classified under the following categories: Gandhian, economic and socialistic, political and administrative, justice and legal, environmental, protection of monuments and peace and security. Directive Principles of State Policy aim to create social and economic conditions under which the citizens can lead a good life. They also aim to establish social and economic democracy through a welfare state. They act as a check on the government, theorized as a yardstick in the hands of the people to measure the performance of the government and vote it out of power if it does not fulfill the promises made during the elections. The Directive Principles are non-justifiable rights of the people.

Directives

The directive principles ensure that the State shall strive to promote the welfare of the people by promoting a social order in which social, economic and political justice is informed in all institutions of life. Also, the State shall work towards reducing economic inequality as well as inequalities in status and opportunities, not only among individuals, but also among groups of people residing in different areas or engaged in different vocations. The State shall aim for securing right to an adequate means of livelihood for all citizens, both men and women as well as equal pay for equal work for both men and women. The State should work to prevent concentration of wealth and means of production in a few hands, and try to ensure that ownership and control of the material resources is distributed to best serve the common good. Child abuse and exploitation of workers should be prevented. Children should be allowed to develop in a healthy manner and should be protected against exploitation and against moral and material abandonment. The State shall provide free legal aid to ensure that equal opportunities for securing justice is ensured to all, and is not denied by reason of economic or other disabilities. The State shall also work for organisation of village panchayats and help enable them to function as units of self-government. The State shall endeavor to provide the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, within the limits of economic capacity, as well as provide for just and humane conditions of work and maternity relief.

The State should also ensure living wage and proper working conditions for workers, with full enjoyment of leisure and social and cultural activities. Also, the promotion of cottage industries in rural areas is one of the obligations of the State. The State shall take steps to promote their participation in management of industrial undertakings. Also, the State shall endeavor to secure a uniform civil code for all

citizens, and provide free and compulsory education to all children till they attain the age of 14 years. This directive regarding education of children was added by the 86th Amendment Act, 2002. It should and work for the economic and educational upliftment of scheduled castes, scheduled tribes and other weaker sections of the society.

11.3 RESPONSIBILITIES OF CENTRAL AND STATE GOVERNMENT

The State has made and is making many efforts to implement the Directive Principles. The Programme of Universalisation of Elementary Education and the five-year plans has been accorded the highest priority in order to provide free education to all children up to the age of 14 years. The 86th constitutional amendment of 2002 inserted a new article, Article 21-A, into the Constitution, that seeks to provide free and compulsory education to all children aged 6 to 14 years. Welfare schemes for the weaker sections are being implemented both by the Central and State governments. These include programmes such as boys' and girls' hostels for scheduled castes' or scheduled tribes' students. The year 1990-1991 was declared as the "Year of Social Justice" in the memory of B.R. Ambedkar. The government provides free textbooks to students belonging to scheduled castes or scheduled tribes pursuing medicine and engineering courses.

11.4 AMENDMENTS RELATED TO EDUCATION

The process of rewriting any part of the constitution is called amendment. Amendments to the Constitution are made by the Parliament, the procedure for which is laid out in Article 368. An amendment bill must be passed by both the Houses of the Parliament by a two-thirds majority and voting. Changes in Directive Principles require a Constitutional amendment which has to be passed by a special majority of both houses of the Parliament.

- **Article 31-C**, inserted into the Directive Principles of State Policy by the 25th Amendment Act of 1971 seeks to upgrade the Directive principles of state policies. If laws are made to give effect to the Directive Principles over Fundamental Rights, they shall not be invalid on the grounds that they take away the Fundamental Rights.
- **Article 45**, which ensures *Provision for free and compulsory education for children*, was added by the 86th Amendment Act, 2002.
- **Article 48-A**, which ensures *Protection and improvement of environment and safeguarding of forests and wild life*, was added by the 42nd Amendment Act, 1976.

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The Constitution of India in a Directive Principle contained in article 45, has 'made a provision for free and compulsory education for all children up to the age of fourteen years within ten years of promulgation of the Constitution. We could not achieve this goal even after fifty years of adoption of this provision. The task of providing education to all children in this age group gained momentum after the National Policy of Education (NPE) was announced in 1986. The Government of India, in partnership with the State Governments, has made strenuous efforts to fulfill this mandate and, though significant improvements were seen in various educational indicators, the ultimate goal of providing universal and quality education still remains unfulfilled. In order to fulfill this goal, it is felt that an explicit provision should be made in the Part relating to Fundamental Rights of the Constitution.

With a view to making right to free and compulsory education a fundamental right, the Constitution (Eighty-third Amendment) Bill, 1997 was introduced in Parliament to insert a new article, namely, article 21 A conferring on all children in the age group of 6 to 14 years the right to free and compulsory education. The said Bill was scrutinized by the Parliamentary Standing Committee on Human Resource Development. After taking into consideration the report of the Law Commission of India and the recommendations of the Standing Committee of Parliament, the proposed amendments in Part III, Part IV and Part IVA of the Constitution are being made which are as follows:-

- To provide for free and compulsory education to children in the age group of 6 to 14 years and for this purpose, legislation would be introduced in Parliament.
- To provide in article 45 of the Constitution that the State shall endeavor to provide early childhood care and education to children below the age of six years; and
- To amend article 51A of the Constitution with a view to providing that it shall be the obligation of the parents to provide opportunities for education to their children.

Check Your Progress I

1. ----- year was declared as “Year of Social Justice”
2. “Year of Social Justice” is the memory of -----
3. ----- article of Indian constitution emphasize free and compulsory education for children between the age of 6 and 14.

11.5 LET US SUM UP

In this unit, we have seen the directive principles and constitution articles and also looked in to the responsibilities of Central and State Governments. Further, we have discussed the amendments related to education.

11.6 EVALUATION

1. State the educational provisions contained in the ‘Directive Principles’ of Indian Constitution.
2. Discuss the role of the State and central Government relating to education at present and their functions.
3. What does Article 45 of the Indian Constitution Imply?

11.7 ANSWERS TO CHECK YOUR PROGRESS

1. 1990-91
2. Dr. B.R. Ambedkar
3. Article 45

11.8 SUGGESTED READING

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UNIT – 12: UNIVERSITY EDUCATION COMMISSION

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- 12.0 INTRODUCTION
- 12.1 OBJECTIVES
- 12.2 UNIVERSITY EDUCATION COMMISSION
- 12.3 INDIAN EDUCATION COMMISSION
- 12.4 SECONDARY EDUCATION COMMISSION
- 12.5 ISHWARBHAI PATEL COMMITTEE
- 12.6 NPE 1986.
- 12.7 LET US SUM UP
- 12.8 UNIT END ACTIVITIES
- 12.9 ANSWERS TO CHECK YOUR PROGRESS
- 12.10 SUGGESTED READINGS

12.0 INTRODUCTION

The Government of India appointed a university Education Commission under the chairmanship of Dr. Radhakrishnan in November 1948. The Commission made a number of significant recommendations on various aspects of higher education and submitted its report in August 1949. University education in India aims at providing knowledge and wisdom which are necessary attributes of a well developed personality. University education is a centre for higher branches of learning. The functions of the university are varied. The main purpose of establishing a university in a particular region is to make higher education accessible to all sections of the population within its territorial jurisdiction.

12.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Know the recommendations of various education commissions in the context of centre and states responsibilities in education.
- Know the importance of SUPW.
- Explain the meaning and purpose of SUPW.
- Analyze the various measures taken by the government to promote SUPW.

- Know the National Policy on Education 1986 and Programme of Action.

12.2 UNIVERSITY EDUCATION COMMISSION

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After independence, the first significant step taken by the Government of India in the field of education was the appointment of the University Education Commission in 1948 under the Chairmanship of Dr. Sarvapalli Radhakrishnan, a distinguished scholar and former vice-chancellor of Banaras Hindu University and who became the second President of India. The Commission was appointed by the Government of India to go into the problems and prospects of Indian University Education and to suggest improvements and extensions that might be considered desirable to suit the present and future requirements of the country. The Commission was appointed in November, 1948 and it submitted its report in August, 1949. The Report of the Commission is a document of great importance as it has guided the development of university education in India since independence.

Major recommendations of the University Education Commission

Faculty in Universities

The University Education Commission has emphasized that the teacher plays a vital role in the education system; therefore, an adequate faculty with required qualifications are necessary to discharge many types of duties in a university or in a college. The university Education Commission recommended that proper care should be taken in the selection procedure of a teacher for the appointment as a professor, reader, lecturer and an instructor as well as for his or her salaries. Each university should have some research fellows. Besides these, definite rules regarding the Provident Fund, leave and hours of work should be followed by a university.

Teaching Standards

The most important duty of a university is to maintain the highest standard of its teaching and examinations. In order to improve the teaching standard, the following are some of the recommendations that were made by the University Education Commission in 1948-1949.

Course of study

According to the recommendations of Radhakrishnan Commission, the general as well as specific interest of the students should be taken care of when the courses will be designed for the courses of the university level. Master Degree should be given to honours students after one year's study beyond the bachelor's degree. Literature for general education courses should be developed which

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will give the students an acquaintance with and mastery of the contents and methods of thinking and working in each field.

Research and Training

The regulations for Master of Arts and Master of Science should be uniform in all universities of India. The admission procedure as well as the process for enrolling in Ph.D. degree should be arranged on an all India basis. D.Litt. and D.Sc. Degrees should be awarded on published work of outstanding quality. A large number of Scholarship should be provided for the research work to the university by the Ministry of Education. Fundamental research should be the primary step for a university.

Professional Education

The University Education Commission has made some recommendations regarding professional education and has divided it into the five aspects of education as Agriculture education, Commercial Education, Engineering and Technology, Legal Education and Medical Education.

Medium of Instruction

According to the recommendation of the University Education Commission, higher education should be imparted through the regional language with the option to use the federal language as the medium of instruction either for some subjects or for all subjects. All provincial governments should take step to introduce the teaching of the federal language in all classes of Higher Secondary Schools, in Degree Colleges and in the Universities. English Should be studied in the Higher Schools and in the Universities for keeping the students in touch with the living stream of ever-growing knowledge.

Examination or Evaluation System

The University Education Commission criticized the present system of examination and stress was given to introducing the objective type questions in the examination. Following are the basic ideas and suggestions of the University Education Commission in 1948-49 in this regard.

Women Education

Regarding the women education, the Commission suggested for providing the same facilities to the women colleges and universities as provided to men's colleges and universities. The curriculum should also be prepared for them, considering them as both women and citizens.

12.3 INDIAN EDUCATION COMMISSION

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The Commission was appointed under provision of a resolution of the Government of India, dated 14th July, 1964. The Commission included eminent educationists in diverse fields from India and abroad. It consisted of total 17 members, where 14 members, 1 member - secretary, 1 Associate - Secretary and Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. Therefore, it is also known as the Kothari Commission. The unique features of the Education Commission (1964-66) were:

- i) All the five earlier commissions did not deal with education as a whole but focused attention on different levels of education. But this commission was not to limit its enquiry to specific sectors or aspects of education, but to have a comprehensive review of the Entire Educational System.
- ii) Another unique feature of the Commission was its conviction that education is the most powerful instrument of the national development. The crucial role of education in national development appears in all its vividness on every page of the report.

Education and National Objectives

Education has a very extensive role to play in changing the men and society. It has to be entirely reformed and related to the life, needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation. In order to relate education, the commission recommended the following objectives-

1. Increase in Productivity.
2. Promoting social and National Integration
3. Education and Modernization
4. Developing social, moral and spiritual values.

Educational structure

- The structural pattern thus recommended by the commission is commonly known as 10+2+3. Pre-school education from 1 to 3 years should also be given.
- General education should last for a period of 10 years -
 - 4 years of lower primary,
 - 3 years of higher primary
 - 3 years of lower secondary education.
- Higher secondary education should be fixed for 2 years.
- Degree course should be of three years.

The age of admission to class I should not be less than 6+. The first public external examination should come at the end of the first 10 years of schooling. Secondary schools should be of two types : higher schools providing a 10 years' course and higher secondary schools

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providing a course of 11 or 12 years. A new higher secondary course consisting of classes XI and XII should be introduced. The pre-university courses should be transferred from Universities and added to the secondary schools. The Commission has been suggested the reorganization of the university stage. At this stage, the three year degree has been favored by the Commission.

12.4 SECONDARY EDUCATION COMMISSION

Let us discuss the background of appointing the Secondary Education Commission. After achieving the independence in 1947, both the public and the Government began to take keen interest in the development of secondary education. Although the number of secondary schools and its enrolment began to significantly increase even before India's attaining independence, the quality of education imparted was unable to meet the changing socio-economic needs of the country. As such, the need for reform was strongly felt. The university Education Commission also remarked that our secondary education remained the weakest link in our educational machinery and it needed urgent reforms. Meanwhile with the attainment of independence, the political situation of the country also underwent a complete transformation. Education also needed a fresh look, calling for a new outlook which was appropriately voiced by Maulana Abul Kalam Azad, the then Education Minister in his presidential address to the Central Advisory Board of Education in 1948. The Central Advisory Board of Education at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measures for its reorganization and improvement. There were other considerations also before the Government of India for setting up a commission for Secondary Education.

In view of these considerations, the Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

The Commission pointed out the following defects of the existing system -

- First, the education given in our schools is isolated from life. The curriculum as formulated and as presented through the traditional methods of teachings does not give the students insight into the everyday world in which they are living.

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- Secondly, it is narrow and one sided and it fails to train the whole personality of the student.
- Thirdly, too much importance has been given to English. Students who did not possess special linguistic ability were, therefore, greatly handicapped in their studies.
- Fourthly, the method of teaching generally practised failed to develop in the students their independence of thought and initiative in action.
- Fifthly, the increase in size of the classes has considerably reduced personal contact between the teachers and the pupils. Thus the training of character and inculcation of proper discipline have been seriously undermined.
- Finally, the dead weight of the examination has tended to curb the teachers initiative, to stereotype the curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on the wrong, or unimportant things on education.

12.5 THE ISWARIBHAI PATEL COMMITTEE

The curriculum framed by the NCERT in line with the objectives of basic education (now called as SUPW) underwent some strong criticism by the public. Therefore the Union Education Minister appointed in June 1977 a Review Committee under the chairmanship of Shri Iswaribhai Patel, the then Vice Chancellor of the Gujarat University, to review the curriculum for the ten-year school.

The Iswaribhai Patel Committee has amply elucidated the concept of SUPW further it was clarified in a National Workshop on 'Socially Useful Productive Work: Concept and Implementation' organised by the faculty of Education, Gujarat Vidyapith, Ahmedabad in 1978.

The first word 'socially' emphasizes that a child who has attained a minimum level of education should be able to function efficiently in his or her milieu, both in respect of social skills and work skills and also in terms of adjustment to the immediate group. The needs of the community are not very different from the community in which the child lives.

The second word - 'useful' stressed that the work should lead to something that is useful to the child and also to the general group, community or society in terms of returns.

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The third word - 'productive' is meant that product or service (whether concrete or abstract) should be useful in addition to existing resources or practices of the community (e.g.) Adult literacy.

In total, 'Socially useful Productive Work' may be defined as purpose and meaningful work resulting in either goods or services which are useful to the community.

Suggestions of the Iswaribhai Patel Committee

1. The review Committee emphasized the need for practical, useful, productive, socially relevant education in schools.
2. SUPW must be given central place in the curriculum at all stages of school education and the content of academic subjects should be related to it as far as possible. (Having realized the importance of this aspect in education almost all the universities of Tamil Nadu have included the SUPW in the practical activities meant for the student teachers).
3. Not only productive manual work and motor skills but even Social service activities come under its scope.
4. The scheme of education recommended by this committee has three main components:
 1. Humanities
 2. Science and
 3. Work together with aesthetic appreciation to illuminate the curriculum.

12.6 NATIONAL POLICY ON EDUCATION 1986

The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharaya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education

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system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects. In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:

- Universal access and enrolment
- Universal retention of children up to 14 years of age and
- A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.

Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of S.C. s (Scheduled caste) and S.T. s(Scheduled tribes) and Minorities.

The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.

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Check Your Progress I

1. The structural pattern 10+2+3 is recommended by -----
-----.
2. Secondary Education commission was headed by -----
-----.
3. The Central Advisory Board of Education is headed by -----
-----.
4. Which one of the following has amply elucidated the concept of SUPW

12.7 LET US SUM UP

In this unit a bird's eye view of the very comprehensive education report of the various education commissions has been presented highlighting the national goals of education, and the means of achieving them, the recommended uniform educational pattern, vocationalization of education, role of work experience, problems in teacher education, their solutions.

12.8 EVALUATION

1. Write a short note on Indian Education Commission.
2. Explain the concept of Secondary Education Commission.
3. Write a brief note on Ishwarbhai Patel Committee.
4. Mention the issues and problems discussed in the National Policy on Education.

12.9 ANSWERS TO CHECK YOUR PROGRESS

1. Indian Education Commission
2. A.L.Lakshmana Mudhaliar
3. N. Janadhana Reddy
4. Iswaribhai Patel Committee

12.10 SUGGESTED READING

1. Agarwal, J.C. (1999). Theory and Principles of Education. New Delhi: Vikas Publications House Pvt. Ltd.
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*University Education
Commission*

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UNIT – 13: REGULATORY BODIES OF EDUCATION

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- 13.3 UGC
- 13.4 NIEPA
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- 13.9 DTERT
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- 13.11 CABE
- 13.12 CBSE
- 13.13 LET US SUM UP
- 13.14 UNIT END ACTIVITIES
- 13.15 ANSWERS TO CHECK YOUR PROGRESS
- 13.16 SUGGESTED READINGS

13.0 INTRODUCTION

We can divide the total education system in India into Primary education, Secondary *education*, Higher education, Technical and Vocational education, Medical education, Teacher education. Before coming to the administration of these levels of education, it is better to know about ministry of Human Resource Development at the central level and Education ministry at the state level.

13.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Be aware of some national and state level bodies involved in Education.

13.2 MHRD

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Currently, the MHRD works through two departments:

Objectives

The main objectives of the Ministry would be:

- Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit.
- Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.
- Paying special attention to disadvantaged groups like the poor, females and the minorities.
- Provide financial help in the form of scholarships, loan subsidy, etc to deserving students from deprived sections of the society.
- Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.
- Department of School Education & Literacy
- Department of Higher Education

The Department of School Education & Literacy has its eyes set on the “universalisation of education” and making better citizens out of our young brigade. For this, various new schemes and initiatives are taken up regularly and recently, those schemes and initiatives have also started paying dividends in the form of growing enrolment in schools. As for examples, the department has launched following schemes for the same.

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- Centrally Sponsored Scheme "Incentives to Girls for Secondary Education
- National Foundation for Teachers' Welfare
- Centrally Sponsored National Means-Cum- Merit Scholarship Scheme
- Education for Women's Equality
- National Scheme of Incentive to girls for secondary education
- Centrally Sponsored Scheme of Financial Assistance for Appointment of Language Teachers
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- ICT at schools
- Vocationalisation of education
- National awards for teachers

The Department of Higher Education, on the other hand, is engaged in bringing world class opportunities of higher education and research to the country so that Indian students are not finding lacking when facing an international platform. For this, the Government has launched joint ventures and signed memorandum of understandings to help the Indian student benefit from the world opinion.

13.3 UGC

Traditionally inaugurated in 1953, the UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. Apart from providing grants to eligible universities and colleges, the commission also advises the central and state governments on the measures which are necessary for the development of higher education. It functions from New Delhi as well as its six regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune. The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

Role of UGC

- Promoting and coordinating university education
- Determining and maintaining standards of teaching, examination and research in universities
- Framing regulations on minimum standards of education

- Serving as a vital link between the Union and state governments and institutions of higher learning
- Advising the Central and State governments on the measures necessary for improvement of university education.

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13.4 NIEPA

The National University of Educational Planning and Administration (NUEPA), established by the Ministry of Human Resource Development, Government of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, 2006. Like any Central University, NUEPA is fully maintained by the Government of India.

The National University has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators which later became the Asian Institute of Educational Planning and Administration in 1965. After 4 years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979. It has an outstanding multi-disciplinary faculty and a library which is well stocked with a large number of books, national and international journals and official documents in the area of educational planning and administration.

13.5 NCERT

The National Council of Educational Research and Training (NCERT) is an autonomous organisation setup in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. Major objectives of the NCERT and its constituent units are to: undertake, aid, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature; organise pre-service and in-service training of teachers; develop and disseminate innovative educational techniques and practices; collaborate and network with state educational departments, universities, NGOs and other educational institutions; act as a clearing

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house for ideas and information in matters related to school education; and act as a nodal agency for achieving goals of universalisation of elementary education. In addition to research, development, training, extension, publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries. The major Constituent units of the NCERT which are located in different regions of the country are

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi.
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhubaneswar
7. Regional Institute of Education (RIE), Mysore
8. North East Regional Institute of Education (NERIE), Shillong.

13.6 NCTE

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of

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Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in-service programmes. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

13.7 NAAC

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. The National Assessment and Accreditation Council (NAAC), India's premier higher education quality assurance agency, today stands at a crossroads after 11 years assessing quality standards in Indian higher education. As an autonomous body established by the University Grants Commission (UGC) in 1994, the Council has assessed and accredited more than 2500 institutions and has gone from being viewed somewhat skeptically and suspiciously to being acclaimed for facilitating a culture of academic quality. In its early years, the NAAC moved cautiously to popularize the concept of external quality assurance, and to encourage voluntary internal quality assurance and self-improvement mechanisms at the institutional level. As the pace of NAAC operations accelerate in its second decade of existence, new sets of challenges are emerging which are paving the way for internal policy shifts. At present in India, accreditation is voluntary for Higher Education Institutions. Out of 612 Universities in the country, only 172 of them have been accredited by the National Assessment and Accreditation Council (NAAC). Out of the Universities accredited, 67 have been placed in Grade A, 99 Universities in Grade B and only 6 in Grade C, based on scores awarded during the process of accreditation.

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13.8 TANSICHE

The National Policy on Education, 1986 of the Government of India has recommended that the State level planning and coordination of higher education should be done through a State Council for Higher Education. The Government of Tamil Nadu accordingly decided to establish a State Council for Higher Education and passed a Bill in the Tamil Nadu Legislative Assembly which received the assent of the Governor on 10.7.92 and the Bill thus became an Act. And the Council came into being on 9th November, 1992. The functions of the Council may be broadly classified as follows: Advisory, Administrative and Coordination. Many of the activities of the Council may fall on more than one function. Hence it may be difficult to group the activities and recommendations under particular heads. However, an attempt is made here to group them under the following heads:

- Academic Issues
- Administrative Issues
- Financial Issues
- Educational System
- Release of Funds
- Coordination of the System

13.9 DTERT

The State Institute of Education (SIE) was established in 1965 to provide for systematic study of problems relating to School Education under the administration of Directorate of School Education. In 1970, SIE was upgraded as State Council of Educational Research and Training (SCERT). In 1990, the Government of Tamil Nadu created the Directorate of Teacher Education, Research and Training (DTERT). The SCERT was renamed as DTERT. All Teacher Training Institutions including Private Aided / Unaided Teacher Training Institutions were brought under its control. DTERT became a separate Unit in the year 1999. The entire academic faculty members in the DIETs and DTERT have been separated from the Directorate of School Education and inducted into DTERT. Now, it has been upgraded as State Council for Educational Research and Training (SCERT). State Council of Educational Research and Training (SCERT) acts as a state level apex organisation for designing and executing training programmes, revising curriculum and syllabus. This State level institute is the academic authority for the implementation of RTE act within the state. It promotes co-ordination and linkages amongst various institutes involved in Teacher Education and Training. SCERT facilitates and

promotes the development of professional skills of various stakeholders of education. It offers academic support to other agencies in organizing training programmes for teachers and trainers. It also organizes evaluation programmes and undertakes research activities in the field of Teacher training and quality elementary education.

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13.10 DIET

By the time of adoption of the NPE, elementary and adult education systems were already too vast to be adequately supported by national and State level agencies alone. The NPE implied their further expansion as also considerable qualitative improvement. Provision of support to them in a decentralized manner had therefore become imperative. The NPE and POA accordingly envisaged addition of a third-district level-tier to the support system in the shape of District institutes of Education and Training (DIETs). With this, expectation would be of wider quantitative coverage as well as qualitatively better support as these Institutes would be closer to the field, and therefore more alive to its problems and needs.

Pursuant to the provisions of NPE on teacher education, a centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the five components of the Scheme was establishment of DIETs. Draft guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October 1989, Central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country.

A DIET will have three main functions, viz.

1. Training (both of induction level as well as continuing varieties)
 - (i) Elementary school teachers (both pre-service and in-service education).
 - (ii) Head Master, Heads of School Complexes and officers of Education Department up to Block level.
 - (iii) Instructors and supervisors of Non-formal and Adult Education (induction level and continuing education)
 - (iv) Members of DBE and Village Education Committee (VECs) Community leaders,
youth and other volunteers who wish to work as educational activities.
2. Resource support (extension/guidance, development of materials, aids evaluation tools, etc.).
 - extension activities and interaction with the field
 - provision of services of a resource and learning center for teachers and instructors

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- development of locally relevant materials teaching aids, evaluation tools etc., and
 - serving as an evaluation center for elementary school and programmes of NFE/AE.
3. Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

13.11 CABE

The central and the state governments have joint responsibility for education, with freedom for the state governments to organize education within the national framework of education. Educational policy planning is under the overall charge of the central Ministry of Human Resource Development which includes the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education. The Ministry is guided by the Central Advisory Board of Education (CABE) which is the national level advisory body. The education ministers of all the different states are members of the board. The Central Advisory Board of Education, the oldest and the most important advisory body of the Government of India in education was first established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and has been in existence ever since. The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. In the past, important decisions have been taken on the advice of CABE has a particularly important role to play at the present juncture in view of the decision of the Government to appoint a Committee under the Chairmanship of Acharya Ramamurti to review the National Policy of Education, 1986 and also in view of the significant socio-economic and socio-cultural developments taking place in the country. It is a matter of importance that the Central and State Governments, and educationists and teachers, should increase their interaction so that education becomes an instrument for national reconstruction and social cohesion. The function of CABE would be (a) To review the progress of education from time to time; (b) To appraise the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter and (c) to advice regarding coordination between the Central and State Governments/UT Administrations, State .

13.12 CBSE

The first education board to be set up in India was the Uttar Pradesh Board of High School and Intermediate Education in 1921, which was under jurisdiction of Rajputana, Central India and Gwalior.

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In 1929, the government of India set up a joint Board named "Board of High School and Intermediate Education, Rajputana". This included Ajmer, Merwara, Central India and Gwalior. Later it was confined to Ajmer, Bhopal and Vindhya Pradesh. In 1952, it became the "Central Board of Secondary Education". The Central Board of Secondary Education (CBSE) is the principal governing body of education system in India. This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system. In fact it is considered as the back bone of organized education system of the country. It is in charge of conducting various examinations at the national level and also looks after the functioning of schools accredited to the central education system. In order to execute its functions effectively, Regional Offices have been set up by the Board in different parts of the country to be more responsive to the affiliated schools. The Board has regional offices in Allahabad, Ajmer, Bhubaneshwar, Chennai, Dehradun, Delhi, Guwahati, Panchkula, Patna and Trivanthapurm.

Major objectives of the CBSE

- To define appropriate approaches of academic activities to provide stress free, child centered and holistic education to all children without compromising on quality
- To analyse and monitor the quality of academic activities by collecting the feedback from different stakeholders
- To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programmes of the Board; to organize academic activities and to supervise other agencies involved in the process
- To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles.
- To encourage schools to document the progress of students in a teacher and student friendly way
- To propose plans to achieve quality benchmarks in school education consistent with the National goals
- To organize various capacity building and empowerment programmes to update the professional competency of teachers
- To prescribe conditions of examinations and conduct public examination at the end of Class X and XII . To grant qualifying certificates to successful candidates of the affiliated schools.

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- To fulfill the educational requirements of those students whose parents were employed in transferable jobs.
- To prescribe and update the course of instructions of examinations
- To affiliate institutions for the purpose of examination and raise the academic standards of the country.

Check Your Progress

1. In which year MHRD was created?
2. ----- is the Headquarter of UGC.
3. The structural pattern 10+2+3 is recommended by -----
4. ----- organization is dealing with capacity building and research in planning and management of education.
5. Central Institute of Educational Technology is located at -----
6. Establishment of DIET's throughout India was the recommendation of -----.
7. ----- is responsible for preparing plans to achieve quality benchmarks in school education consistent with the National goals.

13.13 LET US SUM UP

The Indian Parliament and State Legislatives have created a number of statutory bodies to regulate, monitor and to make necessary changes required in education to cope up with scientific and technological developments and socioeconomic needs of the country as well as strive for qualitative improvement. In this unit we have learnt about the efforts of MHRD, UGC, NIEPA, NCERT, NCTE, NAAC, DTERT to improve the quality of education by continuously monitoring the functioning of educational institutions and offering necessary guidance to them.

13.14 EVALUATION

1. What role central government can play regarding primary education?
2. Why is NCTE a stigma on teacher education?
3. What are the functions of Tamilnadu State Council for Higher Education?

4. Write short notes on District Institute of Education and Training.
5. What do you understand by SSA scheme?

*Regulatory Bodies of
Education*

13.15 ANSWERS TO CHECK YOUR PROGRESS

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1. 1985
2. Delhi
3. Indian Education Commission
4. NUEPA
5. Delhi
6. National Policy on Education(NPE)
7. CBSE

13.16 SUGGESTED READING

1. <http://mhrd.gov.in>
2. <http://www.ugc.ac.in>
3. <http://www.nuepa.org>
4. <http://ncert.nic.in>
5. <http://www.ncte-india.org>
6. <http://www.naac.gov.in>
7. <http://www.tnuniv.ac.in/tansche.html>
8. <http://www.tnscert.org/functions.html>
9. <http://www.educationforallindia.com/page112.html>
10. <http://cbse.nic.in>

UNIT – 14: HEALTH AND NUTRITION EDUCATION

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STRUCTURES

- 14.0 INTRODUCTION
- 14.1 OBJECTIVES
- 14.2 THE CONCEPT OF HEALTH
- 14.3 SCHOOL HEALTH PROGRAMMES
- 14.4 COMMON AILMENTS OF CHILDREN
- 14.5 FIRST AID
- 14.6 NUTRITIONAL DEFICIENCIES
- 14.7 BALANCED DIET
- 14.8 HEALTHY FOOD HABITS
- 14.9 LET US SUM UP
- 14.10 UNIT END ACTIVITIES
- 14.11 ANSWERS TO CHECK YOUR PROGRESS
- 14.12 SUGGESTED READINGS

14.0 INTRODUCTION

Health through education had been of great concern during ancient times and so also in modern times in all the civilized nations of the world. A famous maxim says, A sound mind is in a sound body. Unless we are physically good, it is impossible to do any activity in the school and outside the school. Education is the process which requires not only intellectual activity but also physical strength. Having education is highly emphasized for the teachers so that they can impart good information in this regard.

14.1 OBJECTIVES

After completion of this lesson the student teachers should be able to

- Know the meaning of Health Education.
- Explain the relationship between health and physical education.
- Know the aims and objectives of school health programme.
- Be familiar with the areas of health education.

- Understand the importance of imparting school health programmes.
- Identify common ailments of children.
- Know the common communicable diseases, their symptoms and treatment.
- Be familiar with some first aids.
- Know the meaning of nutrition and nutritional deficiencies.
- Know the meaning of Balanced DIET.
- Know the essentials of Healthy food habits.

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14.2 THE CONCEPT OF HEALTH

The World Health Organization (WHO) in its constitution defines that health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. To create a healthy world that meets this definition demands the concerned efforts of all, because health is considered a fundamental right of the body. Modern science of health brings ample knowledge as to what health is, how health could be enjoyed and why health education is necessary for students of all ages, from pre-primary to higher classes.

Meaning of Health Education

According to the Dictionary of Education Health education is that part of education by following which we are able to maintain health. In health education the teacher tells the student ways and means of preventing illness.

The programmes of Health and Physical education emphasized good health of the students since their activities in the school depend on the physical soundness. In physical education we learn about diet, rest, cleanliness and ways to avoid accidents. In health education we learn about the body of a person. Hence, the health education supplements physical education.

Objectives of Health Education

Health education aims to bring scientific knowledge to people so that they can use such knowledge for the betterment of their own health and health of the family and community in which they live. Health education is hence necessary because.

1. Health must be acquired by people's own efforts and cannot be imposed upon them.

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2. Prejudices, ignorance and other social and cultural factors endanger health.

Definition of Health Education

Health education like general education is concerned with changes in knowledge, feelings and behavior of people. It is concerned with developing such health practices as are believed to bring about the best possible state of well being. This, according to the Experts committee on Health Education of the Public (Report of WHO), is the pragmatic meaning given to the term 'health education'.

14.3 SCHOOL HEALTH PROGRAMMES

Health education at school could be provided through the school curricular and co-curricular activities. Health weeks, first aid training projects, excursions and other activities could be undertaken. Socially Useful Productive Work offers further scope for these programmes. Mass media such as the television, films, radio, newspapers, pictures and charts could be used as aids to teaching. Community resources could also be tapped. Doctors, nurses and eminent scientists could be invited as visiting lecturers and guests.

School Health Programme

The following are the aims and objectives of the School Health programme :

1. To set up certain standards of health and to keep the school pupils informed of the common defects of the body.
2. To teach the pupils what can be done by way of remedial action.
3. To educate parents and other adults through health. Educative programme for child so that they may develop better habits and attitudes
4. To improve the individual and the community of the future to ensure a better sound generation and a still better child, third generation, a healthier and fitter nation and race.

A programme of Health Education

A programme of health education includes the following :

- a. Cleanliness
- b. Health examination
- c. Refreshment and pure water.
- d. Physical exercise
- e. Inculcation of good health habits
- f. Ventilation

- g. Health instruction
- h. Inculcation of civic sense and habits

Some Methods for Imparting Health Education Programme in Schools

Programme of health education does not mean only the personal hygiene. It should include the community as a whole.

A school health programme is of two fold namely

1. Prevention of the development of the poor health
2. Preservation of good health.

This programme can be followed through

- a. Health instruction
- b. Health services
- c. Health supervision

a. Health Instruction

It refers to the instructing of the functioning of the various organs of the body, the rules of health and hygiene and methods of curing diseases. Health instructions may be done through:

1. Incidental teaching.
2. Lectures on Health by experts
3. Printed material
4. Films and film strips
5. Educational field trips
6. Mass media

b. Health Services

It means that locating ill health and provide medical care after proper medical checkup. The health services can be offered through:

1. Medical examination and its follow up.
2. Maintenance of records of medical inspection and health of the children.
3. Clinical treatment of pupils who suffer from diseases.
4. Vaccination and immunization.
5. Observation by the teacher and experts to locate defects and diseases, if any, especially of skin, eyes, ears, teeth, chest, feet etc.,
6. Recording history and defects regarding special cases.

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7. Emergency service and sanitation conditions of the school.

c. Health Supervision and Healthful School Living

Health supervision provides a healthy environment in the school and to maintain cleanliness and hygienic conditions in the school.

It is important to keep the school and classroom environment clean. The school should be constructed in a place which may be far away from the congested area or the public place so that liaise can be avoided.

The teacher should help for the overall personality of the child.

14.4 COMMON AILMENTS OF CHILDREN

Common ailments of school children are measles, chicken pox, small pox, Whooping Cough, Common Cold, Diptheria and Mumps.

In addition to the above ailments children may feel ailments because of Septic Tonsils, Adenoids, Anemia, Sore eyes etc.

Some Communicable Diseases, Causes, Symptoms and Preventive Methods

The communicable diseases are those which spread from one source the other, but without the direct knowledge of the person who is suffering from it. Here are some of the communicable diseases.

Measles

Cause: It is a common disease found in small children by some Ultra microscopic Viruses.

Symptoms

1. Running nose and Sneezing fever, red watery eyes and dry cough are some of the early symptoms.
2. After three days rashes (raised patches) appear. Rashes appear first behind the ears, on the fore head or on the cheeks and then spread all over the body.
3. Once the rash has spread, fever subsides and after live days gradually disappears.
4. Patient's skin peels off in fine flakes.

Treatment

1. The patient must be isolated from others.

2. The weak children can be safeguarded by an injection of gamma • Globulin.
3. A child must get inoculated or vaccinated against measles
4. Proper care should be taken, otherwise, this disease will result in bronchitis and pneumonia or infection of ear and eye as after -effects.

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2. Chicken Pox

Cause - It is also one of the communicable diseases found among children. It is caused by viruses. It appears as an epidemic.

Infection takes through Infection through discharge from the nose or the throat or through blisters and scabs. The incubation period is about 2 weeks

Symptoms

1. Fever in the beginning
2. Face become red
3. Rash appears
4. Red spots change into watery blebs.
5. Watery blebs get dried after some days.

Precautions

1. Vaccination protects child against small pox and not against chick-en pox.
2. A child suffering from disease should be given light diet
3. A patient should wear clean clothes and may be kept at a neat place.
4. Treatment of skin and weakness of patient should be continued to avoid after effects.

3. Small Pox

It is a serious communicable disease. Even the grown up people come under the grip of this infection.

Cause: It is caused by viruses, droplets and sales floating in the air.

Symptoms

1. There is a chill and head ache in the beginning
2. Severe pain in the back and limbs of the body
3. Sometimes face becomes red

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4. After three or four days eruptions appear on the fore head. Then they spread throughout the body and become watery blebs after four days.
5. Itching feeling is also there in eruptions.
6. Fever remains high for eight to nine days. Afterwards fever starts diminishing, eruption becomes dry and at last crust starts falling.

Precautions and Treatment

1. A child suffering from this disease should be segregated from others.
2. The patient should be placed in a neat place.
3. Other children should be got vaccinated against small pox
4. No medicine should be given except proper nursing
Patient should not be given salt.

4. Whooping Cough

Symptoms

1. The patient breathes fast after coughing.
2. The face becomes red.
3. It weakens the respiratory system of the patient and may lead on to allied diseases of the lungs later on.
4. A feeling of nausea causes vomiting.
5. The sound of coughing resembles whooping.

Precautions and Treatment

1. The patient should not be allowed to mingle with other children atleast four weeks after the symptoms' have gone.
2. The child must be protected against it even about the six months by means of vaccination, but before the whoop develops.
3. This vaccine can be combined with diphtheria and tetanus vaccine which will immunize the child from two other dangerous diseases.
4. During the epidemic all children must be revaccinated in order to ensure their safety.

5. Chloromycetin is prescribed as a standard treatment.

5. Mumps

Cause: It is also caused by viruses.

Mode of spread: This may be present in the saliva of the patient and is conveyed to others by coughing or sneezing.

Symptoms

1. Glands below jaw get swollen and suffers from good deal of pain.
2. In the portion below the ear there is swelling and pain.

Precautions and Treatment

1. The patient suffering from mumps should be segregated from others for three weeks.
2. The patient should be given proper nursing and rest.
3. Fomentation diminishes pain.
4. Cold should be avoided.

6. Diphtheria

Cause

1. It is spread by direct contact, droplets infection by certain carriers like milk, flies etc.
2. Sneezing, coughing also carry diphtheria bacilli. It is a disease of throat.

Symptoms

1. There is sore throat and the glands get inflamed.
2. The throat gets swollen and there is a watery discharge.
3. In serious cases it becomes difficult for the patient to swallow anything.
4. A membrane is formed in the tonsils at the back of the pharynx.

Precautions and treatment

1. The patient should be segregated from others.
2. Children of the family having a patient of diphtheria should not be sent to school.

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3. Serum injections and anti-toxi injections are helpful to avoid diphtheria
4. Disinfect all the articles used by the patient.

7. Tuberculosis

Cause

It is a very serious disease which is caused by tubercle bacillus. The bacilli are microscopic and were first discovered in 1882.

Pre-Disposing factors

1. Bad food and non-nutritive diet.
2. Lack of ventilation and fresh air
3. Heredity
4. Lack of vitamins and blood in the body.
5. Addiction of alcohol.

Symptoms

1. The patient suffers from light fever
2. The disease begins with coughing, after sometime there is pain the chest and throat.
3. In the advanced cases, blood also comes out with Sputum.

Prevention and Treatment

1. The living places should be neat and clean.
2. The patient should be segregated from others.
3. The patient should be sent to some sanitarium.
4. BCG Injection should be provided.
5. Sputum and excreta of the Patient should be burnt.
6. The patient should have nutrition diet.
7. Evening and morning walks are necessary.

8. Typhoid

Cause: It is caused by typhoid germs called Typhoid:

Mode of Spread: Air, Water, Food, Piles etc

Communicable Diseases

These are diseases due to a specific infectious agent or its toxic products. Infection refers to the entry, development and multiplication of an infectious agent in the body of an organism, whether it is man or animal. Infection is different from infectious diseases.

Contagious Diseases

A disease which is communicated by direct contact from host to host is contagious. Smallpox is contagious since it is conveyed from one person to another through air. As per modern concept, both infectious and contagious diseases are communicable. Infection enters the body through the skin by inoculation in the respiratory tract through inhalation and the digestive tract by ingestion.

Common Diseases Carried by Insects

Sl. No	Disease	Name of Insect
1.	Malaria, Filariasis, Yellow fever, Dengue, Encephalitis	Mosquito
2.	Plague and Chills	Flea
3.	Epidemic typhus fever (Indian)	Lice
4.	Relapsing fever, trench fever, typhoid fever, cholera and dysentery	Housefly
5.	Sleeping sickness	Tsetse fly
6.	Kala azar	Sandfly

14.5 FIRST AID

Ordinarily, the elementary assistance given to the needy in case of emergency is known as first aid.

When Do We Need First Aid?

1. Sudden accidents where there is crowd of persons (e.g.) injuries, fracture, drowning.
2. Accidents may also occur in schools (e.g.) falling down on the road, spraining of foot, slipping while running, falling of acid on the cloth, fainting etc.

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3. Some injuries are caused by using fireworks, electric shock, hands or any part of the body being crushed, taking poisonous unknowingly etc.

Aims of first Aid

1. To save the patient from the jaws of death.
2. To check the deterioration of the condition of the body of the person by the time the doctor arrives at the spot.

Qualities of First Aider

1. **Sympathy:** The patient may become nervous of accident. He also make noise because of suffering. The first aider should treat him sympathetically and encourage him.
2. **Observant:** The observant should not behurry. He should be able to observe the place of injury and its nature and the necessary aid.
3. **Patient:** The first aider should be patient. When he becomes nervous he could not give proper first aid to the injured person.
4. **Tactful:** He should be able to tackle the situation without much inquiries on the part of the injured.

Resourceful: A first aider should use all the available sources to help the victim.

Requisites of First Aid

1. Triangular Badges

These are used

- i. to set the fractured bones
- ii. to make a sling in case of sprain
- iii. to lesson the swelling.

2. Roller bandage

It is available with different widths. It is used to

- i. stop bleeding
 - ii. save the wound from being hurt
 - iii. eliminate pain
3. Cotton Wood is used to apply medicine on a wound.
 4. Safety pin is used to tie the bandage.
 5. Brush

6. Tape
7. Scissors
8. Needles
9. Tweezers are used to pull out the thorn or glass pieces
10. Boric lint.
11. Splints are used to set right the direction of broken parts
12. Tincture or Iodine is applied to the wounds.
13. Olive oil
14. Spoon
15. Salt
16. Medicine glass
17. Sodium bicarbonate is administered when a person gets shock
18. Carbolic acid is used to wash the wounds.

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Some Common Accidents and First Aid

1. Burning

Causes: The skin burns by fire, hot, metal, chemical, acid and electrical current

2. Scalds

Causes: Hot tea, milk, coffee, steam and acid cause scalds.

Treatments: The burnt part should be treated carefully.

1. If the clothes catch fire, the person should not *run* away and should lie down on the ground and take turns. He should be wrapped in blanket or some other thick cloth.
2. Clothes should be removed from the body.
3. Sodium bicarbonate should be applied on the burnt portion if it is by acid.
4. Ointment should be used on wounds (Iodex or Rapanto)

3. Insect Stings and Bites

Insect stings and bites neither cause much wound nor hemorrhage (bleeding) but there is fear of poison spreading the whole body.

Treatment

1. The insects bite and leave their stings. If it is so the sting should be taken out at once.

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2. The wound should be washed with soap carefully and potassium permanganate should be applied.
3. Poison should be removed by sucking or cutting
4. Apply ammonia, spirit or concentrated solution of sodium bicarbonate on the wound.

4. Unconsciousness

Causes: Dreadful injury, poisoning, epilepsy, hysteria, boos (not wind), diabetes, excessive hemorrhage and sun Stroke.

5. Fainting (Insensibility)

Cause: When the Cerebrospinal system does not work properly, it is a state of insensibility or fainting.

There are two types of fainting : ordinary & complete.

Treatment

1. The patient should be made to lie straight and his feet should be raised so that blood is able to reach the head.
2. The patient should be given fresh air.
3. Tight clothes should be removed from neck chest and waist.
4. In case of faintness, no food should be given.
5. A mixture of Ammonium chloride and lime should be given to smell.
6. Cold water should be sprinkled on the face.
7. If fainting is caused by less flow of blood, a drink of salt solution may help.

6. Shock

It is caused by weakness of nerves (e.g.) sudden accident.

Symptoms

1. The patient shivers and feels cold
2. The muscles and nerves become lifeless.

3. The forehead starts sweating cold.
4. Breathing is slow

Treatment

1. Tight clothes should be loosened or removed.
2. The face should be rubbed with wetted cloth
3. The forehead starts sweating cold.
4. Patient should be treated sympathetically.

7. Electric Shock

When the person gets in contact with naked wires or because of mishandling of the switch in switching on or off, electric shock has attacked. As a result of this the person becomes unconscious.

Treatment

1. The electric current should be switched off instead of detaching the victim caught by electricity.
2. The rescuers should use gloves, cap or clothes to touch the victim.
3. Plug should be removed if the current flows through the wire.
4. Dry clothes or rope may be used to detach the victim.
5. The unconscious person should be taken to the doctor.

The Teacher and First aid

The teacher at school should have a thorough knowledge of first aid procedures. In the morning prayer assembly on a hot day, some of the girl students faint. In the playground, the fast running athlete gets a sprain. In the chemistry laboratory, acid gets splashed on the face of student. During an educational tour, a boy who does not know swimming, falls into water. In all the above-mentioned emergencies and several others, the teachers concerned should immediately give the necessary first aid, before calling the doctor.

The schools could organize co-curricular activities, such as NCC, NSS, and Scout/Guide troops for high schools. Knowledge, understanding and practice of the first aid could be attempted through these co-curricular programmes. The school as well as the home should take the responsibility in making the individual student alert to emergency conditions, in which they could help willingly and with the

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necessary knowledge and skill. School health education should include first aid as an essential curricular subject.

14.6 NUTRITIONAL DEFICIENCIES

Nutrition is the process by which the body uses the food to repair issues and carry on other activities. The basic needs of human life are food, clothing and shelter. Of these, food occupies the first place. We take food to supply energy to all parts of our body, of its growth and development. The food gives temperature to our body. The body cannot function systematically without nutritious food. The nutritious food is essential for a healthy and prosperous life.

The nutritional deficiency (under nutrition) causes ill health and under growth. The role of nutritious food is important in health education. Some of the diseases caused by malnutrition are : Anemia, Mental indifference, ill-grown bones and teeth. Lack of balanced diet will lead to malnutrition (the weak condition of the body). Before we pass to the balanced diet, let us see how to preserve the nutrients.

Malnutrition in children

Lack of balanced diet is one major factor responsible for malnutrition. Lack of good sleep, fresh air, exercise and rest are other factors that cause it. Food should not only satisfy hunger, but should invigorate, promote the growth of the body. It should supply energy and help in body building. Hence it is necessary to know the different kinds of foods which contribute to nutrition and hence good health of children.

Deficiency Symptoms of Various Nutrients

1. **Carbohydrates** - Loss of weight, retarded growth, abnormal skin.

2. **Fat** - Loss of weight

3. **Proteins**

Poor physical tone, slow mental reactions, lowered resistance to disease, premature old age, Anemia, pigmentation, stunted growth, swelling, famine odema (loss of weight, wasting of body tissues and weakness).

4. **Calcium**

Retards growth, poor formation of teeth, rickets in children, slow clotting of blood, porous and deformed bones, osteomalacia in adults (Softening of bones), hemorrhage (excessive bleeding).

5. Phosphorus

Retarded growth, poor tooth formation, osteomalachia in adults (i.e.) softening of bones, haemorrhage (excessive bleeding) carries.

6. Iron

Anemia producing weakness, dizziness, loss of weight, gastric disturbance.

7. Iodine

Goiter (Swelling in the neck due to the enlargement of thyroid gland).

8. Sodium

Insufficiency of sodium chloride causes excessive tiredness and muscle cramps.

9. Water

Insufficiency of calories causes malnutrition having loss of weight, weakness.

10. Calories:

Insufficiency of calories causes malnutrition having the following

Deficiency Symptoms of Vitamins

Vitamin A : Night Blindness (Loss of the ability of the eyes to see in dim light) Xerophthalmia (drying of cornea which may lead to total blindness)

Vitamin B : Ben Beri (Nerves affected, pain in legs and feet, weakness of heart and general weakness and wastage of muscles.

Vitamin B12 : Pernicious anaemia (General weakness, loss of blood corpuscles)

Vitamin C : Scurvy (Pain in joints and limbs, haemorrhage anaemia, swollen gums)

Vitamin D: Rickets in children (deformed bones) Osteomalacia in adults (softening of bones), caries (decay of teeth).

Vitamin E : Sterility in Females (Inability to bear off spring) and impotence in males.

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Table of Vitamins, Their sources and the Effect of deficiencies

Vitamin	Natural Sources of Vitamins	Resulting diseases <i>due to deficiency</i>
A	Cod-liver oil, butter, carrot, milk, papaya fruit. Greens. fresh vegetables, liver, cheese, egg yolk etc.	Night blindness, gradual loss of eye sight, ulcers in the cornea of the eye etc.
B	Cereals, outer layer of germinated pulses, yeast, egg yolk. cabbage, lettuce	Beriberi and nervous instability
C	Green leaves. fresh fruits. lemon, lettuce, tomato, potato, fresh vegetables	Scurvy
D	Fish, milk, butter, cheese, edible oils, cod-liver oil, animal fat, egg yolk, sun light	Bones and teeth become brittle. rickets in children
E	Germ of cereals. Pulses, Nuts, yeast, peas. beans and leafy vegetables	Develops infertility
K	Cabbage. peas, beans, fresh vegetables, tender coconut	Delay in blood – freezing
B ₂	Yeast, wheat, egg. milk	mouth ulcers, cornea of the eye gets affected
B ₆	Yeast, meat and most of the stable food.	mouth ulcers, cornea of the eye gets affected
B ₁₂	Liver, fresh vegetables	Anemia

Food that Prevent Diseases

Health and Nutrition
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Sl. No	Disease	Cause	Food that prevents them
1.	Anaemia	Insufficient red pigment in the blood (common in India)	Meat, fruits, berries and green vegetables.
2.	Endemic goitre	Iodine deficiency (common in India)	Sea foods, iodised salt
3.	Kwashiorkor	Protein deficiency (rare in India)	Milk and cheese, meat, fish egg, pulses
4.	Marasmus	Severe caloric deficiency (rare in India)	Mother's milk for infants, cereals (rice, wheat or maize), tubers (potatoes), egg yolk and oils.
5.	Xerophthalmia	Severe vitamin A deficiency (common in India)	Milk, butter, cheese, egg yolk, carrots, greens, fruits and plam oil.

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14.7 BALANCED DIET

A balanced diet includes a variety of foods in adequate amounts, necessary for the optimum utilization of the individual, with reference to sex, age, body build, physiological conditions and occupation. The composition of a balanced diet recommended by the Nutrition Advisory Committee, adequate for the maintenance of good health, is given below:

Generally for youngsters who are fast growing, pregnant women and those whose occupation involves hard manual labour (blue collared job) require high energy diet which can give about 3000 calories per day. Those who live in urban dwellings and work in offices (White collared jobs) may require low energy diet of 2250 calories approximately every day.

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14.8 HEALTHY FOOD HABITS

The nutritious food is essential for the proper physical and mental growth. The pupils should eat according to the requirements of the body. The amount to be eaten should be decided by the age and nature of work. Healthy food habit refers to the amount of food, the time at which food is consumed, the number of times in a day and the manner (table manners) of eating etc.

Table of Categories of Nutrition, their Sources and the Effect of deficiencies

Nutrition	Used for	Food Substances which contain it in abundance	Resulting disease due to deficiency
Protein	Tissue renewal in the body resulting in physical growth	Cereals, dhals, germinated grains. milk. egg, meat etc.	Shunted growth with thin limbs. inflammation in body parts, lack of immunity against diseases, physical and mental growth getting affected.
Carbohydrate	Supplies the requisite energy.	Grains like wheat, rice etc., Sugar. food substances containing large amount of starch like potato.	General physical weakness. weight loss. continuous fatigue. etc.
Fats	Provides energy for the body to do work; unused fats are stored up in the body	Butter, ghee, Milk, curd, oils, fish and nuts	Body loses energy, causing fatigue. loss in body weight
Mineral salts	Helps in the formation of bones and teeth and functioning of muscles.	Table salt. milk, sea - food and vegetables	Affects the growth and development of bones and teeth, their decay; fatigue, muscular cramps and jerks.

Water	Helps in the metabolism and elimination of wastes from the human body	Drinking water, fruit-juice tender coconut. vegetables etc.	Malnutrition. loss of body weight, general weakness etc.
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Balanced Diet Recommended for Primary and Secondary School Students

Indian Council of Medical Research has recommended in 1987, the following low cost balanced diet chart for the rural elementary (9 to 12 years of age) and high school (13 to 15 years of age) pupils.

Reference Diet Chart

Sl. No.	Food Stuff	For Elementary School Children	For High School Children
1.	Cereals (Rice. wheat milk etc)	230 grams	430 grams
2.	Pulses	70 grams	75 grams
3.	Fresh green Vegetables	100 grams	100 grams
4.	Non-leafy Vegetables	75 grams	75 grams
5.	Fruits (Banana, Papayya. grapes etc)	70 grams	75 grams
6.	Milk	250 milli litres	250 milli litres
7.	Fats / oil	35 grams	35 grams
8.	Sugar/Jaggery	50 grams	50 grams
9.	Nuts	50 grams	50 grams
10.	Meat / fish / egg (For Non-Vegetarians)	30 grams	30 grams

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Check Your Progress I

1. What are Common Ailments of Children?
2. What are Communicable Diseases?
3. Give two examples of Viral Diseases ?
4. Give two examples of Bacterial Diseases?
5. What are contagious Diseases?
6. What are the aims of First aid?
7. What are the health problems are associated with the deficiency of calcium?
8. What is a Balanced DIET?

14.9 LET US SUM UP

Apart from school programmes, each family should evince concern for the health of the children. Small family norms have become more acceptable now. Teacher should ensure that parents cooperate fully with them in maintaining good health of their wards. Pupils should be made aware of family health and must show concern about family welfare. They should understand the importance of a sound body in which alone can be a healthy mind.

14.10 EVALUATION

1. Why health education is necessary for school pupils?
2. Distinguish between nutrition and malnutrition.
3. Describe a balanced diet.
4. Explain the use of vitamins in the body.
5. Explain contagious and communicable diseases.

14.11 ANSWERS TO CHECK YOUR PROGRESS

1. Common ailments of school children are measles, chicken pox, Small Pox, Whooping Cough, Common Cold, Diphtheria and Mumps.
2. The communicable diseases are those which spread from one source to the other, but without the direct knowledge of the person who is suffering from it.

3. Small Pox, Mumps.
4. Typhoid, Tuberculosis.
5. A disease which is communicated by direct contact from host to host is contagious. Smallpox is contagious since it is conveyed from one person to another through air.
6. To save the patient from the jaws of death. To check the deterioration of the condition of the body of the person by the time the doctor arrives at the spot.
7. Retards growth, poor formation of teeth, rickets in children, slow clotting of blood, porous and deformed bones, osteomalacia in adults (Softening of bones), hemorrhage (excessive bleeding).
8. A balanced diet includes a variety of foods in adequate amounts, necessary for the optimum utilization of the individual, with reference to sex, age, body build, physiological conditions and occupation.

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14.12 SUGGESTED READING

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3. Metha, D.S., (1983). Handbook of Disabled in India, Allied Publishers Pvt. Ltd. Madras.
4. Nagarajan,k, (2011). Education in the Emerging Indian Society. Ram Publishers, Chennai.
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MODEL QUESTION

B.Ed.

CONTEMPORARY INDIA AND EDUCATION

Part-I

Total Marks = 75

I. Write all the questions **10x2=20marks**

1. What is meant by Metaphysics?
2. Explain the narrow meaning of Education
3. Define the term ' Value Education'
4. What is meant by Social Stratification?
5. Expand NCERT, CIBE AND TANSICHE
6. Comment on Article 45 of Indian Constitution
7. Write the limitations of Montessori Method.
8. What is Non – formal Education?
9. Mention two functions of DIET
10. What are ultimate values according to Aurobindo?

Part-II

II. Write any five questions out of Eight **5x5=25 marks**

11. What are the relationship between Education and Philosophy?
12. Write short note on Gurukula System of Education
13. What is Naturalism? Write its methods of teaching
14. Describe the characteristics of Formal Education with suitable examples
15. What are the features of Distance Education?
16. Describe the term ' Brain Drain'.
17. Write the problems of Unemployment Under employment.
18. What are the educational programmes for the intellectually gifted?

Part III

III Write any two in the following internal choice **2x15=30 marks**

19.
 - a) Describe the vision for the Indian education in the 21st century
 - (or)
 - b) Briefly describe the different aspects of education according to naturalistic school of philosophy.
20.
 - a) What is social change? What are the factors contributing for social change? How does education contribute to social change in India?
 - (or)
 - b) Explain how the NPE 1986 was evolved? What are its major implications.