GED S1 01

Principles and Theories of Education

SEMESTER - I

EDUCATION

BLOCK- 1

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION : (COURSE - 1, BLOCK - 1)

This is the course in Education for the First Semester of Three Years Degree level. The term Education has a broader connotation. Education is a process of life long learning. The derivative meaning of education comes from the Latin word 'Educare' and 'Educere' which stand for drawing out or bringing up the innate capacities and potentialities of the human being. As a human being, we have to know the basic meaning and value of education, because education is the bedrock of the total growth and development of an individual and the country. Education develops the dynamic personality of an individual. By taking this course, the learners can also understand the importance of education, how education helps us to adjust with our community, society, nation or the world at large and participate in the development of the society and our country.

BLOCK INTRODUCTION

In this course, the *First Unit* deals with the meaning and concept of education, which contains the definitions, process, types, and scope of education. The *Second Unit* identifies and determines the importance of various aims of education. The *Third Unit* explains the concept of school and community relationship and its interdependence as well as functions of the school and home. Besides these, it also presents a good description on educational heritage, its compositeness and the transmission and advancement of educational heritage through education. The *Fourth Unit* deals with the curriculum about its different types and also identifies the defects and various principles of curriculum construction at the primary and secondary level , *Fifth Unit* explains the needs and importance of national integration and the *Sixth Unit* deals with the needs and importance of international understanding and also presents the role of education for promoting international understanding outside the nation. The *Seventh Unit* identifies the needs of value education as well as various value-oriented activities.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some "ACTIVITY' (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in "LET US KNOW" along with the text. And, at the end of each section, you will get "CHECK YOUR PROGRESS" questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with "ANSWERS TO CHECK YOUR PPROGRESS" given at the end of each unit.

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UNIT-1 : MEANING AND CONCEPT OF EDUCATION

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Meaning and Definitions of Education

1.3.1 Meaning of Education

1.3.2 Definitions of Education

1.4 Process of Education

1.5 Types of Education

1.6 Scope of Education

1.7 Let Us Sum Up

1.8 Further Readings

1.9 Answer to Check Your Progress

1.10 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- define education
- explain the meaning of education
- classify the types of education
- identify the meaning, concept and importance of formal, informal and non-formal education
- discuss the scope of education

1.2 INTRODUCTION

This unit introduces us to some basic concepts of education. This includes the meaning of education, different types of education and scope of education. As a learner, we must understand what the term education basically implies, why education is important,as well as, what is the relevance and importance of different types of education.The term education has covered a huge range of ideas. Education is a dynamic process and functions in society.

The field of education is very wide and elaborate. It is education through which man develops his thinking and reasoning, problem solving ability and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. Education modifies the behaviour of an individual. Human beings acquire and learn something everyday and every moment. Thus, the entire life of man is nothing but a process of education. Therefore, education is called a continuous process and it is concerned with man as he lives and grows in an evergrowing society.

1.3 MEANING AND DEFINITIONS OF EDUCATION

In this section, we are going to discuss the term of education, its meaning and definitions. Let us discuss it in details in below.

1.3.1 Meaning of Education

Education has a wide connotation. It promotes the harmonious development of the child. The designed process of education carries different meanings. There are various definitions of the term 'Education'. Different thinkers, philosophers, psychologists, educationists and teachers express their own views according to their own outlook on education. The term education is said to be derived from the latin word 'Educare'. Educare means 'to bring up', 'to train', to nourish. According to another view, education means 'leading out' the inborn qualities, talents, powers and virtues of the child because the words 'E' means 'out of' and 'duco' means 'I lead'. So the natural endowment with which an individual comes to the world should be developed, the creative power should be expressed and impulses, urges and needs should be satisfied.According to this view, development of individuality has got more importance that is mainly the individual latent abilities, interests and aptitudes. This view emphasises the all round drawing out of the best in the child and less on the development of social efficiency for better adjustment in society. Education has a great importance in the all round development of the child. The importance of education has always been realised by all

people at all times. Various educational theorists have tried to define it according to their own philosophy of life. According to the 'Rig Veda', education makes a man self-reliant and selfless. The 'Upanishads' expresses that 'education's end product is salvation'. Education is a source of illumination, leading us correctly in the various spheres of life. Philosophical outlook of different thinkers opined that knowledge is the third eye of man which gives him an insight into all affairs, teaching him how to act. An un-educated person is like an animal without tail and horns. Education is a controlling grace to the young, consolation to the old, wealth to the poor and an ornament to the rich. In real sense, education is a ***realm*** of learning, a process of experience. Through education and the various experiences, we gather knowledge and skills as well as develop our attitudes, values towards our life. These in turn mould our behaviour and help us to adjust in the present day society.

Narrow Meaning of Education

In a narrow sense, education means schooling or formal instruction which is imparted within the four walls of the classroom. It starts when the child enters in the institution of education and ends when the child completes his studies or leaves the educational institution. In this sense, a man is said to be educated if he passes examinations and receives some degrees and diplomas from School, College or University. In the narrow sense, education is deliberate, purposeful and planned effort on the part of the teacher to impart some amount of knowledge with the help of a definite curriculum. This type of education is imparted by teachers to students. S. S. Mackenzi, the famous educational thinker, remarked that "In narrow sense, it may be taken to mean any conscious, directed effort to develop and cultivate powers."Thus the narrow meaning of education basically implies that it is :



Realm: kingdom, field of activity

- just a formal type of education.
- time bound
- fixed curriculum based.
- teacher-centered.

Broad or Wider Meaning of Education

In the broader sense, education is called a continuous process. It begins at birth and continues throughout life. Education is a process of development from infancy to maturity, from cradle to the grave. Broader meaning of education has been defined by different thinkers from different points of view. According to Drever, "Education is a process of controlling and modifying the behaviour of the young so as to produce a recognised type of behaviour in the adult." On the other hand, Hopkins opines that "Education in its widest sense includes everything that exerts a formative influence." Similarly, Edward Thring elaborated his idea and said that "Education is the transmission of life, by the living, to the living". In this sense, the famous American pragmatic philosopher John Dewey expressed that "Life itself is development and development itself is life". Education covers the entire life of the child. It includes all the influences which act upon an individual during his passage from the cradle to the grave. Education is everything which influences human behaviour and personality. This kind of experience comes through a number of agencies like Family, School, Society etc. The wider meaning of edcation basically implies that:

- it is a life long process of learning.
- it covers all the experiences of life.
- there is no fixed curriculum and methods
- it is free from rigidity
- it is a process of adjustment.

1.3.2 Definitions of Education

To make things more clear, we have to go through the definitions of education provided by various educationists, thinkers and philosophers in different ways. Each of them has expressed his or her own on view regarding education. We can mention some of these definitions here to give a comprehensive idea of the term 'education'. The Websters' New Twentieth Century Dictionary defines the meaning of education as "a process of training and developing knowledge,

skill, mind and character etc. specially by formal schooling."

- **According to Plato,** "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection of which he is capable of"
- **Aristotle** the renowned disciple of Plato defined education as one that "develops man's faculty especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially consists" He briefly stated that education is "the creation of a sound mind in a sound body".
- **John Adams,** a modern English educationist defines education as "a conscious and deliberate process in which one personality acts upon another in order to modify the development of that other by the communication and manipulation of knowledge."
- **According to John Dewey** the famous American Educationist, "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."
- **Another famous educational philosopher T. P. Nunn** said "Education is the complete development of individuality so that he makes an original contribution to human life according to the best of his capacity."
- **According to Thomson Godfrey,** "Education is the influence of the environment on the individual with a view to producing a permanent change in the habits of behaviour of thought and of attitude."
- **According to Raymont,** "Education is a process of development from infancy to maturity, the process by which he adopts himself gradually in various ways to his physical, social and spiritual environment."
- **Regarding education, Mahatma Gandhi said :** "By education, I mean an all round drawing out of the best in child and man, body,mind and spirit."

- **According to Swami Vivekananda,** education is "the manifestation of the perfection already in man"



LET US KNOW

- Education is a purposeful process. Both teacher and taught must make efforts for achieving the purpose or goal.
- Education is an all round harmonious development of all the aspects of human personality.
- In the narrow sense, Education means schooling and in broader sense, Education is a continuous life long process.
- Educators and educand are the participants of the total system of Education.
- Education is a Bi-Polar process, the teachers and the students being the two poles.
- Education is a Tripolar process. The poles are Teacher, Students and Environment.

We have discussed many definitions regarding the term 'Education'. But in our present practice, Reden's definition is more practicable and by far the best . According to him, "Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educand with his creator as the final end."

1.4 PROCESS OF EDUCATION

Although in a broad sense, education is a life-long and continuous process, yet for convenience to understand the term, the educationists have divided education into three processes, which are briefly discussed below:

Bi-Polar Process of Education

Education is a two-way process. Sir John Adams has described the process of education as a bi-polar process. Here, the personality of the teacher influences the students in all aspects. The teacher and the student being the two poles, the resultant process of their co-operative effort is education. Teachers, impart education and students acquire education. Without teachers, students cannot learn anything; on the other hand, if there are no students in the classroom, whom would the teacher teach? Bi-polar process of education is not only conscious but also a deliberate one.

Tripolar Process of Education

Today, education is a three-way process. Education involves an interaction among the educands (students), the educator and the social environment. The teacher tries to develop the personality of the student in the light of the needs of the society. Here, both the teacher and the taught make efforts for achieving the purpose or destination in a conducive environment.

Education a Dynamic Process

Education is a dynamic process and it helps the individual in their progress. Education reconstructs a new and better social pattern according to changing needs of time, place and society. Education in a sense is related to time, place and social change. The process of education helps the individual in their development as well as in the development of the society.



CHECK YOUR PROGRESS

Q 1: What is Education? From Where is the term 'Education' derived?

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Q 2: Mention Reden's definition on the term of Education.

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Q 3: How did Gandhiji define education?

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ACTIVITY 1.1

Write a suitable definition of Education according to you

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1.5 TYPES OF EDUCATION

After developing a fair understanding of the basic meaning and concept of education, let us discuss the different types of education. The process of education can generally be divided into three types as shown below:

TYPES OF EDUCATION

FORMAL **INFORMAL** **NON-FORMAL**

Let us have a look into these three types separately:

Formal Education :

Formal education is planned by men consciously and deliberately. It implies modification of behaviour through an organised system of education which is specifically established for the purpose. Formal education has a particular goal. Here, students and teachers are engaged for a definite purpose. The purpose or objective of formal education is pre-determined. There are some rules, regulations and formalities. Formal education is imparted in the educational institutions like Schools, Colleges and Universities. After the completion of the course with the help of examination and evaluation, the concerned authority confers a degree and certificate to the individual. It should be pointed out that formal education is not merely

confined to classroom activities but it also includes those activities outside the classroom which are consciously and deliberately planned.To make it more clear, let us discuss its basic features in a precise way.

- It has a pre-determined goal.
- teacher plays central role
- it has fixed curriculum
- it is time bound
- it is examination oriented.
- After completion of this type of education the learner gets a degree, diploma and certificate.

Informal Education :

After getting an idea about the formal education, it is essential that we know about the informal type of education. Our life is full of activities. All these things and activities teach us something. For example: when a child touches the fire he gets burnt. From this, he learns not to touch the burning fire.This is called the education of life which one gets through the informal experiences. Informal education is incidental education and it has no predetermined plan. Informal education is that type of education which we get by living with others in the society. Informal education takes place both consciously and unconsciously. It has no systematic procedure. It is casual and gained through daily experience, activity and work. This type of education is not confined to a place and a fixed time schedule. Informal education starts from birth and goes on till death. Informal education is not imparted by any specialised agencies established for the purpose. Here, neither the student nor the teacher is conscious of the process. There is no prescribed course for learning, no fixed time table and no formal ways of education.To be more precise, the main features of non-formal education are:

- it is not pre-planned
- it is incidental
- it is life-long process
- there is no fixed curriculum, no specific method of teaching.
- there is no examination, no certificate, degree and diploma.

Difference between Formal and Informal Education :

After getting a better understanding about formal and informal education, we should also know how both the types can be differentiated.

There are some differences between formal education and informal education. They are as follows :

- Formal education has formal means and ends but on the other hand Informal education has no such means and ends.
- In formal education, there are qualified teachers to teach a group of students, whereas in Informal education there are no teachers and students.
- In formal education, both the teachers and the students are conscious about the process but in Informal education, neither the teacher nor the student is conscious about the process.
- Formal education has some prescribed course and fixed time table but in Informal education, there is no prescribed course and fixed time table.
- Formal education is imparted in institutions such as School, College and University but for Informal education, there is no fixed place.
- In Formal education, examinations are held and degrees or certificates are awarded, but in Informal education, there is no examination system nor the provision of certificates or degree.
- Formal education starts and ends at a particular stage but Informal education continues throughout life.
- Formal education leads to mental strain on the part of the learner since he has to make serious efforts to learn, but Informal education is natural and it does not cause much strain for the learner.



LET US KNOW

- The purpose of formal education is predetermined.
- Informal education is incidental and it is not pre-planned.
- Non-formal education is an alternative system to formal education.

Non-formal Education :

Non-formal education is a system of education which is given outside the formal system. Non-formal education is mainly for the de-institutionalised students willing to pursue education. Non-formal education is an alternative system of education. This type of education has flexibility in content, organisation, methods, duration, timing and place of education to suit the different needs of various people.

According to '*Coombs*' and '*Ahmad*', non-formal education is an "organised systematic educational activity carried outside the frame work of the established formal system, whether operating separately or an important feature of some broader activity that is intended to serve identifiable learning, and learning objectives". Formal education is meant for a selected few of a definite age group, but non-formal education is intended for all ages and sections of the society. Non-formal education embraces all who aspire to learn. It fulfils different objectives like imparting knowledge, developing different skills and promoting value among the people. In non-formal education, there is an element of consciousness. Non-formal education is meant for school drop outs employed or working person, the house wives, retired person and many others who are looking for information, knowledge or training without a degree or diploma.Thus non-formal education basically includes:

- Open learning
- Postal tution
- Open university
- Correspondence course
- Seminars, radio, television etc.



CHECK YOUR PROGRESS

Q 4: Through which institutions formal education is imparted?

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Q 5: What is Informal Education?

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Q 6: Mention two distinction between Formal and Informal Education.

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Q 7: Non-formal Education is meant for whom?

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ACTIVITY 1.2

As a learner of non-formal education how you feel that non-formal education is an open learning system of education.Give some reason while supporting the view.

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Give some examples of informal education.

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1.6 SCOPE OF EDUCATION

The scope of education is very comprehensive as well as very wide. The field of education have occupied different aspects of this universe. Here, scope means the range, breadth, variety and elasticity of subjects. It also includes opportunity of activity, operation and application. The scope of

education is limitless and very wide. Education is a process of development. It is a process of all round development of physical, mental, moral and spiritual capacities of an individual. It is a complete development of a man's personality. The scope of education is related to the manner, values, morals, tastes, skills, attitudes etc. Within the scope of education, many subjects are included. It draws only functional material from subjects like Philosophy of Education, Educational Sociology, Educational Psychology, History of Education, Comparative Education, Educational Problems, Educational administration and organization, teaching techniques etc. Besides these subject matters, there are some other fields which are also included by the scope of education. New subjects are being developed in the field of education and their study has widened the scope of education. The present field of education used by specialists in order to make education more progressive. Education not only preserves but also promotes culture and creates conditions for a better world order and a better civilization. It is now rightly felt that the new world of peace, freedom, justice and safety for all can be achieved only by those who are moved by the great moral and spiritual ideals which true education upholds and propogates. True education is that education which shows us the way as how to live a corporate, useful and meaningful life in the present day rapidly changing and amazingly complex world. Human life is full of struggle. We must build our education system in a way that can solve our present day problem of this materialistic world. Education must contribute towards making our life happy prosperous, progressive and civilized.

LET US KNOW



- The scope of education is limitless and very vast.
- The present field of education needs specialists in order to make education more progressive.



CHECK YOUR PROGRESS

Q 8: What do you mean by Scope of Education?

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Q 9: What are the things included within the Scope of Education?

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Q 10: What is meant by true Education?

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1.7 LET US SUM UP

- Education means acquisition of knowledge.
- The true education must make individual free and easy instead of making them sophisticated and complex.
- There is no doubt that education should play an effective role in all varied circumstances.
- Education helps the individual in making adjustment with his self, with parents, relatives, friends, teachers or members of the society.
- Education is an allround harmonious development of all the aspects of human personality.
- Educator and educand are the main conveyance of education.
- The term education is derived from the word 'Educo', 'E' means out of 'Duco' means ‘I lead’.

- Education has great importance for the allround development of the child.
- There are so many thinkers who have given their own opinion on education. Among them, Plato, Aristotle, John Dewey, Raymont and Mahatma Gandhi are the significant ones.
- Education is the vehicle of past culture and it carry the present culture and preserves it for the future generation.
- Education is a tripolar process. The three poles are - Teacher, Student and Environment.
- There are different types of education. Formal education is planned by men consciously and deliberately. The purpose or objective of formal education is pre-determined. Informal education is that type of education which we acquire by living with others in the society. It takes place both consciously and unconsciously. Non-formal education is a system which is given outside the formal system. It is for the de-institutionalised learner.
- The scope of education is very comprehensive as well as very wide.Generally speaking, scope means the range, variety and elasticity of the subjects. It has no limitation.



1.8 FURTHER READING

1) Nunn : Education its data and first principle, London-1945
2) Kar B C : Education a study of its principles and Psychology, Bina Library Gauhati-1
3) Raymant. T : Principles of Education
4) Taneza V R : Educational Thought and Practice, Sterling Publishers Pvt Ltd New Delhi

1.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Education means an acquisition of knowledge. It is a designed process and it promotes the harmonious development of the child. The term 'education' has been derived from the latin word 'Educare' or 'Educere'. Educare means 'to bring up' 'to train', 'to nourish'. On the otherhand Educere means 'to lead out'. The first derivation implies that education means something to be imposed from outside but the second derivation implies growth from within.

Ans to Q No 2: Reden's definition is "Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being according to individual and social needs and directed towards the union of the educand with his creator as the final end."

Ans to Q No 3: According to Mahatma Gandhi-"By education, I mean an all round drawing out of the best in child and man, body,mind and spirit." Here, the main stress is given on developing the 3Hs that is Hand, Head and Heart through craft education and learning by doing method of teaching.

Ans to Q No 4: Formal education is imparted through the educational institutions like schools, colleges and universities.

Ans to Q No 5: Informal education is incidental education and it has no pre-plan. Informal education is that type of education which we get by coming into contact with others in the society.

Ans to Q No 6: Distinctions are :

- Formal education has formal means and end but informal education has no such means and ends.

- Formal education takes place through qualified teachers and bonafide students. On the otherhand, in Informal Education there is no such provision.

Ans to Q No 7: Non-formal education is meant for school drop outs, employed or working person, the housewives, retired person and many others who are looking for information, knowledge or training without a degree or diploma.

Ans to Q No 8: Scope of education means the range, variety and elasticity of subjects. It also includes opportunity of activity, operation and application. The scope of education is limitless and becomes very wide.

Ans to Q No 9: In the scope of education, so many subjects are included. It draws only functional material from subjects like Philosophy of Education, Sociology of Education, Educational Psychology, History of Education, comparative Education, Educational Problems, Educational Administration and Organization, Teaching Techniques etc.

Ans to Q No 10: True education is that education which shows us the way of living a corporate, useful and meaningful life in the present day which is rapidly changing and an amazingly complex world. True education makes an individual free and easy instead of being sophisticated and complex.



1.10 MODEL QUESTIONS

A) Short Questions: (Answer each question in about 150 words)

Q 1: What is Education? Explain the meaning of Education.

Q 2: Define Education. Explain briefly about the field of Education.

B) Long Questions: (Answer each question in about 300-500 words)

Q 1: What are the different types of Education? Write briefly on Formal, Informal and Non-formal Education.

Q 2: Enumerate the differences between Formal and Informal Education.

Write briefly on the 'Scope of Education'.

C) Write Short Notes (Within 150 words)

A) Meaning of Education

B) Definitions of Education

C) Formal Education

D) Narrow Meaning of Education

E) Informal Education

F) Wider Meaning of Education

G) Non-formal Education`

H) Tripolar Process of Education

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UNIT 2 : AIMS OF EDUCATION

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Necessity of Aims in Education

2.4 Classification and Characteristics of Aims of Education

- 2.4.1 Individual Aim of Education
- 2.4.2 Social Aim of Education
- 2.4.3 Synthesis of Individual and Social Aim
- 2.4.4 Liberal Aim of Education
- 2.4.5 Vocational Aim of Education
- 2.4.6 Harmonious Development Aim
- 2.4.7 Complete Living as an Aim of Education

2.5 Aims of Education in a Democracy

- 2.5.1 Objective of Education According to Kothari Education Commission

2.6 Let Us Sum Up

2.7 Further Readings

2.8 Answers to Check Your Progress

2.9 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- describe the importance of aims in education
- classify the Individual and social aims of education
- synthesize the Individual and social aims of education
- identify the other specific aims of education,
- discuss the aims of education in a democracy

2.2 INTRODUCTION

In unit No.1, we have learnt the meaning as well as subject matter

and scope of education. This unit introduces us to aims of education. Education is a planned and purposeful activity. It is perceived as a preparation for life, i.e., a process to prepare young people for the future, set them off on the path of life, provide them with knowledge of facts and train their intellects for life's journey. Aim is the real force which directs and makes education meaningful. Unless we have a clear-cut aim of education, we shall not be able to discharge its functions successfully. This unit deals with different aims of education along with the necessity of having aims in education and also regarding the aims of education in a democracy.

2.3 NECESSITY OF AIMS IN EDUCATION

Before discussing the aims of education, we should be aware of the necessity of these aims. We know that education is a purposeful and organized activity which deliberately tries to modify the behaviours of the educand, with a specific aim in view. This is the criterion with which all educational efforts are being judged. It is only after we have fixed our aim of education for a particular stage, e.g.-primary, secondary, university, we can devise methods, means and curriculum and utilize them for attaining the desired goal. Again, among the different types of education such as, humanistic, scientific, technical, art, commercial etc. each of them have their own aims. But as a whole, the general goal of education can be considered as 'man making'. Determining the aims of education is necessary for the following reasons:

- As we have already stated, education is a planned and organized activity, a definite aim of education gives us direction to act in a definite way.
- According to John Dewey, "acting with an aim is all one with acting intelligently". This signifies that if there is an aim in view, we are aware 'what' we are doing and 'why' we are doing it. In this way, we can save our time and energy and the activity becomes meaningful.
- Aims are necessary to assess the outcomes or results of the educative activity. We can easily review the ways and means adopted for acquiring the desired goal and can think of the possibilities for further improvement.

Aim is, thus, a yardstick by which we can measure the success and failure of work done in school.

- Clear determination of educational aim can only ensure development of life in the right direction, towards reaching the goal. Behind any scientific plan and programme, there is a clear cut aim and purpose.
- Aims are necessary for efficient school management also. It helps in proper planning of the curriculum, library, method of teaching, selection of teachers, selection of teaching aids and apparatus, system of evaluation, standard of discipline etc. which dependens on the aims of education.
- From the point of view of teachers and guardians also, aims are necessary, because the society reviews and appreciates the work of the school in terms of its aims. In a democratic society, this assumes much greater importance.
- Finally, aims provide continuity and significance to education. We know that education is a continuous and dynamic process. It is a process of living through a continuous reconstruction of experiences, i.e., unfolding new dimension of knowledge, developing new capacities in the individual which is not possible without having aim of education.



ACTIVITY 2.1

Why is it necessary to have an aim of education? Give your own statement for supporting the comment.

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2.4 CLASSIFICATION AND CHARACTERISTICS OF AIMS OF EDUCATION.

By now, we have developed a fair understanding about the necessity of determining the aims in education. This necessity has led to the

development of certain aims. Different educationists have put forward their views regarding aims of education. But then, there is no single aim of education which is acceptable to all. Moreover, aims are not static. They go on changing from time to time and from country to country, depending on the philosophy of life, political ideologies and socio-economic condition of a country.

Broadly speaking, there have emerged two important aims of education, one emphasizing the development of individuality and the other giving stress on social development, i.e., social and civic efficiency. The root of these two aims may be attributed to two basic philosophical ideals of individualism and collectivism. Some other specific aims are formulated on the basis of intrinsic values and universal elements. Thus, we can classify the aims of education as:

- Individual aim
- Social aim
- Liberal aim
- Vocational aim
- Harmonious development aim
- Complete living as an aim of education.

Now, we will make a detailed discussion of the above mentioned aims of education

2.4.1. Individual Aim of Education

Let us first discuss the Individual aim of education. Naturalism is the main school of philosophy which has contributed to the growth of the individual aim of education. Sir Percy Nunn, the chief supporter of individual aim observed that “Individuality is the ideal of life”, and added that “a scheme of education is ultimately to be valued by its success in fostering the highest degree of individual excellence”. Thus, individual aim believes that the success of education depends on the development of highest potentialities of the individual. Therefore, maximum opportunities should be made available to each individual for developing their physical, moral, intellectual and spiritual

possibilities, unhindered by environment and unhampered by the society. Individual aim also believes that social development basically depends upon individual development. A fully developed individual can only bring social change and development.



LET US KNOW

What do you understand from the above discussion about Individual aims of education? For more clarity we should know that:

- The philosophy of Naturalism has contributed to the growth of individual aim in education.
- Sir Percy Nunn is the main supporter of individual aim.
- Development of individuality is the main task of education, according to individualists
- Social development basically depends upon individual development.

Now, let us examine the view points of different schools of thought supporting the individual aim of education:

- From biological point of view, every child is a unique entity born with certain potentialities and natural endowments. The function of education is to develop them into a distinct personality.
- According to naturalists thinkers like Rousseau and Nunn, "the central aim of education is autonomous development of the individual". Therefore, education should be planned according to nature, which would make an individual what he ought to be.
- The psychologists are of the opinion that education is an individual process. No two children are identical in intellectual capacity and other dispositions. Therefore, a rigid curriculum for all students is not justified. The process of education should be individualized.
- The spiritualists hold that the main function of education should be to lead the individual to self realization and the realization of higher values of life.

- The supporter of progressivism are of the view that the progress and advancement of mankind is due to the contribution of great individuals who were born at different periods of history. Therefore, the process of education should create conditions for the development of the individuality.

It is also important for us to know the points *of criticism raised against individual aim of education:*

Firstly, extreme form of individualism makes a person selfish and self-centered. Unrestricted freedom encourages indiscipline among students.

Secondly, individual aim of education ignores the socio-cultural influence on the individual. It is considered as an essential factor in the development of human personality.

Thirdly, it is not possible to construct curriculum for every individual child. It will make education very expensive.

Fourthly, too much importance on individuality may lead to feeling of superiority among some individuals. They may develop immoral behaviour and unhealthy attitudes.



CHECK YOUR PROGRESS

Q 1: What is meant by education for individuality?

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Q 2: What type of curriculum is advocated by individualist?

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Q 3: Mention three points of criticism raised against individual aim of education.

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2.4.2. Social Aim of Education

Now that we know what individual aim of education is, let us discuss the social aim of education.

Social aim believes that the state or society is the supreme and individuals exist only for the society. Individuals cannot develop in isolation from the society. Therefore, education must always work for the welfare and progress of the society. According to this aim, the interest of the society is supreme and the position of an individual is always subordinated to the society or state. The basic philosophy of social aim is that society is the ultimate reality and the individual cannot rise above the social entity.

John Dewey is the chief supporter of the social aim of education and he has elaborately discussed the social aim of education in his book "Democracy in education". He broadly outlined the aim of education as 'social efficiency', which implies "civic efficiency" or "education for citizenship". According to him, every state must design education for social welfare and efficiency. A socially efficient individual will be economically self sufficient and he will not be a parasite on society but will contribute positively towards the progress of the society. With the development of democratic ideals in the political world, Dewey's concept of social efficiency as an educational aim has gained wider support throughout the world.



LET US KNOW

Let us have a look at the main points of social aim of education:

- The state or society is above all individuals.
- Individual's development depends upon social development.
- The main task of education is the welfare and progress of the society.
- John Dewey is the chief supporter of the social aim of education.

Social aim of education is expressed through concepts as 'Education for Social Efficiency', 'Education for Citizenship' and 'Education for Civic Efficiency'.

Now let us see why educationists have laid stress on the social aim of education:

- Man cannot live without the society. He develops through social contacts and therefore, he needs to be trained and developed for social efficiency. It ensures social progress.
- Social efficiency must be achieved by the positive use of individual power and capacities in social occupations. Such a person is not a burden on society but contributes to its development. He also abides by moral and social standards of conduct.
- Democratic society requires individuals who are physically fit, intellectually bright, economically self sufficient and morally well disciplined, who can contribute to social progress. It is believed that this can be achieved through social aim of education.
- Gandhiji, the father of basic education in India, has also emphasized on the social aim of education. He formulated the scheme of basic education with the objective of making man a better citizen and moulding him in accordance with the needs of his community.

After developing a fair understanding regarding social aim of education, now it is necessary for us to know on what grounds, the ***social aim of education has been criticized.***

Firstly, social aim of education may develop the sense of dictatorship or authoritarianism of the state towards education. In such a state, individuals may not find suitable scope for development.

Secondly, social aim in its extreme form can never be accepted as it reduces the individual to a mere non-entity.

Thirdly, the extreme notion of all powerful state or society is that it ignores legitimate needs, desires and interests of the individual and suppresses his creative power.

Fourthly, the concept of social aim, if understood narrowly may prove harmful for a democratic country like India. The political group in power may interpret it in terms of its own ideology and education may become an instrument of struggle for political power.

Finally, it does not give any importance to individual development of a person and his inherent qualities.



CHECK YOUR PROGRESS

Q 4: Who was the main advocator of social aim of education?

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Q 5: Define the concept of social efficiency.

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Q 6: On what grounds, the social aim of education is criticized?

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2.4.3 Synthesis of Individual and Social Aims

Probably an impression has developed in our mind that individual and social aims are contradictory to each other. But practically, it is not so. These two types of aims may be opposed to each other if stressed in their extreme form. But if you cut off their sharp edges they become complimentary and related to each other. Therefore, the extreme form of either of the two should be avoided.

If we examine both the aims of education dispassionately, we shall find that neither the individual nor the society can exist without each other. The individual is a product of society, while society finds its advancement in the development of each individual member. In the words of Sir John Adams, “Individuality requires a social medium to grow; without social contacts we are not human”.

Plato realized long ago that the individual qualities and prospects should be allowed to develop for the good of the society. Percy Nunn, the main advocate of individual aim also believes in the need of social situation of give and take, where the individuals could develop their goodness. On the other hand, John Dewey, the chief exponent of the social aim also supported individual aspect while giving importance to "individual freedom" to be given to an individual for his or her progressive's development.

Don't we think that syntheses of these two aims will be the ideal condition? Because between individual and society, one is incomplete without the other. Man is a social animal. He cannot live without the society and society cannot survive without individuals. So individual and social aims of education cannot be considered as separate units. In this connection, what is the function of a school? The school should try to develop the individuality of each child through social contacts and social control with maximum possible freedom for each individual. It should offer an environment and atmosphere which is conducive to the development of both individual and social traits of each and every student.

Now ,we must admit that the claims of the individual as well as the society are equally important. The individual has the right to live life of its own according to one's own needs and desires and he must have freedom to develop himself, according to its own potentialities and capacities. But his freedom must have limits because the right to freedom of everybody has to be protected. It is here that the society or state has to intervene. The function of the society and the state is to see that the freedom of every individual is safe-guarded. But the state should not go beyond this or should not curb the freedom of the individual. On the other hand, the state should do everything possible to promote happiness and welfare of each member of the society and the individual too should work for progress and development of the society.

In conclusion, we may say that there is in fact no ***antithesis*** between the two aims. The society and the individual are not separate ***entities*** but complimentary aspects of the same differentiated whole. Society is unthinkable without the individual and the individual without the society. Thus, the aim of education should be the development of the individual as a member of the society.



ACTIVITY 2.2

"Education has both individual and social aims. There is no antithesis between these two aims." What do you understand by this comment?

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2.4.4 Liberal Aim of Education

Now, we have a clear concept about Individual and Social aim of education. Besides these two aims, there are some other specific aims also. One such aim is liberal or knowledge aim of education. Let us discuss what liberal aim is.

The concept of liberal aim of education is very old. Education in the ancient times, whether in India or elsewhere mostly, emphasized mostly the development of intellectual powers or knowledge. All learning was for the sake of learning and scholarship. The function of the Gurukula in India and the school in the west was to enable the child to develop physically and mentally and to obtain all experiences necessary for being a cultured individual in the society. As the aim of education was to liberate the mind, provisions were made for subjects like philosophy, logic, geometry, fine arts etc. in their curriculum.

The supporters of the liberal aim believe that man is considered to be far superior to animals because of his certain cognitive abilities,

such as, thinking, reasoning, problem solving etc. Therefore, liberal education laid emphasis on the development of these mental qualities. It glorifies the intellectual possessions of a person. The advocates of this aim say that the acquisition of knowledge should be the sole aim of education because knowledge is a powerful agent for intellectual satisfaction. The present civilization has come to pass through the dissemination of knowledge through the medium of education. Socrates, the great Greek philosopher, also said that "One who had true knowledge could not be other than virtuous". So education cannot but have knowledge as its important aim.



LET US KNOW

Have we understood the points where the liberal or knowledge aim of education has given importance? We can simply sum up by saying that it has given importance on acquisition of knowledge. As human beings are endowed with cognitive powers, education should develop his intellectual abilities and capacities. Hence in the true sense, the term liberal education aims at developing the urge for knowledge in an individual. But this aim of education has been criticized on the ground that education should not aim at knowledge for the sake of knowledge. Imparting of knowledge is essential, though it should not be the only aim of education. True knowledge is something more than mere imparting or learning of facts. It should be relevant to situations of life and it must be developed by the pupil himself in the light of his own experience. Therefore, liberal education is to be provided along with the practical knowledge and only then true individual development is possible.



CHECK YOUR PROGRESS

Q 7: State briefly the main points of the knowledge aim of education.

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2.4.5. Vocational Aim of Education

Now we have understood the liberal aim of education. While criticizing the liberal aim, we have opined that liberal education should be provided with practical knowledge, for true development of the individual. Vocational aim of education has laid stress on practical aspects of education. To be more specific, it has given importance on training in some vocation or craft, so that a person can earn his own living in future life. This aim of education is gaining more and more popularity with the advancement of science and technology and changing socio-economic structure of the world. Vocationalisation is an important slogan of modern democratic education and it is believed that without a proper emphasis on vocational aspect of education, those who merely go to school suffer all their lives.

We must understand the points, why vocational aim of education is getting importance in the present times.

- Vocational education makes one economically self sufficient. Self sufficiency is a great source of satisfaction and strength. Economic self sufficiency is the first characteristic of social efficiency.
- Vocational education strikes a balance between economic and individual progress. It prepares students for a useful life and useful occupation. In the words of Gandhiji,"True education ought to be a kind of insurance against unemployment".
- Vocational aim of education reduces the impact of verbalism and mere intellectual domination. Modern educationists have supported the idea of vocational education. Rousseau and Gandhiji were great supporters of this aim of education. Gandhiji introduced craft centred education as a part of his basic education scheme.
- Vocational aim gives purpose to educational activity. It is based on the simple principle of psychology that a child learns more efficiently when he is engaged in purposeful activity which appeals to his instincts and interests, stimulates his observations and

arouses his thoughts and feelings. Therefore, the Indian Education Commission of 1964-66 has recommended the inclusion of 'work experience' in the secondary school curriculum.

- Children having lower intelligence can be benefited by vocational education. Such children are at great disadvantage when taught academic subjects. Vocational training can help them towards being self sufficient and thereby they can lead a respectful adult life.
- Vocational education is essential to bridge the gap between the upper and lower classes of the society. In India, the education of the upper classes has been purely literary till recent years and vocational education was meant for the poor and laboring class. Gandhiji who proved through experimentation that vocational education has rich potentialities for intellectual development, if performed intelligently said that it ultimately leads to harmonious development of body, mind and soul.
- Finally, vocational education develops the concept of 'dignity of labour' among the students. Every work whether big or small, has its own importance.

Now let us discuss the grounds on which vocational aim of education has been criticized:

Firstly, educationists have termed vocational aim as a narrow aim of education on the ground that it has given importance on mere earning of one's livelihood and that has reduced it to just bread and butter aim.

Secondly, earning of livelihood is no doubt, a very important part of human endeavour, but that is not all. Man has to develop physically, mentally, morally and spiritually. If education is reduced to mere vocational training alone, it will remain halfway for complete living.

Thirdly, purely vocational education will make our outlook narrow. It may produce good mechanics, electricians, doctors and engineers but not good human beings.



CHECK YOUR PROGRESS

Q 8: State the reasons briefly why vocational aim of education is getting importance in the present day situation?

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Q 9: What do you mean by 'bread and butter' aim?

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2.4.6 Harmonious Development Aim

Now we will discuss Harmonious development as an aim of education. We have to understand the concept and the basic features of this aim of education. First, we must have to know what harmonious development in education means.

Harmonious development means developing the psycho-physical and moral qualities of an individual in a balanced and harmonious way. We know that a child inherits the faculties of body, mind, and soul. Education should establish a harmony between these aspects of development for emergence of an ideal personality. Mahatma Gandhi also lays emphasis on harmonious development when he says 'by education, I mean all-round drawing out of the best in child and man -body, mind and spirit'.

Pestalozzi was also a great supporter of the harmonious development aim. He says "The sole aim of education is the harmonious development of the faculties and disposition which make up personality".

Thus, this aim of education believes in the development of all innate powers and capabilities of the child in a harmonious way in order to produce a well balanced personality.

The idea of the harmonious development as an aim of education is, no doubt, comprehensive and all inclusive but it has certain limitation: Firstly, the term 'harmonious development' is vague and not clear. We are living in an age of specialization. Harmonious development will mean producing individuals who are jack of all trades but master of none.

Secondly, Harmonious development is an ideal rather than a really attainable aim of education. It is an established fact that individuals are different in all aspects of development such as physical, mental, emotional etc. It is not possible to develop all powers and qualities of an individual equally.

Thirdly, there is no standard or criteria available as get to measure, whether the harmonious development of an individual has been achieved or not. Hence, the aim of harmonious development cannot be accepted.



CHECK YOUR PROGRESS

Q 10: Give the concept of harmonious development as an aim of education in 30 words.

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2.4.7 'Complete Living' as an Aim of Education

We have already understood the different aims of education. Now we will discuss another aim, which is known as Complete Living aim of education. This aim has been formulated and expounded by Herbert Spencer. Education, according to him, should acquaint us with the laws and ways of complete living. The concept of living implies living one's life to the full in its various aspects. We know that an individual's personality has different aspects, and every aspect of human personality should find expression through different types of activities and experiences. The art of life, in the words of Herbert Spencer, consists of

"the right ruling of conduct in all directions under all circumstances." According to him, education must tell us the ways to treat our body as well as mind, ways to manage our affairs- such as, to bring up our family, to behave as a citizen, utilize the happiness which nature supplies to the greatest advantage of ourselves and others. He has suggested a number of activities and certain subjects of study for children. Training in the activities of self preservation, rearing of offspring, social preservation and leisure can be imparted through the hygiene teaching of physics, language, mathematics, geography, history, psychology, home science, music etc.

We can realize the limitation of this aim by considering the following questions. What determines completeness of life? Is the aim of completeness of life an unchanging thing? The answers of these questions are vague and not clear. Again, one point must be noted that no mention has been made of art, literature and religion in the lists of subjects mentioned by Herbert Spencer.



CHECK YOUR PROGRESS

Q 11: Who has formulated and expounded the Complete Living aim?

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Q 12: List the subjects essential to realize the Complete Living aim?

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2.5 AIMS OF EDUCATION IN A DEMOCRACY

We all know that democracy is the most accepted from of government in the modern world. From political point of view, democratic government is based on the will of the people. The famous words of Abraham Lincoln, "Democracy is the government of the people, by the people and for the

people", analyses democracy politically. But democracy is not only a method of political administration but also a social system. The ideal of democracy is to establish a democratic way of life. In a democratic way of life, every individual is important and gets equal opportunity for his all round development. Here, we have to develop a system of education which will pave the way for developing democratic values of life and at the same time an educational policy that may reflect the hopes and aspirations, socio economic and cultural needs and expectations of the people. Thus, you can say that democracy and education are functionally related to each other and one cannot go with out the other.

Now, India too is a democratic nation. Our constitution represents the combined aspirations of all Indians and what national aims and objectives should guide Indian education is a vital question for our consideration. Our government has set up three major Education Commissions after Independence to identify the major national objectives of Indian education.

Secondary Education Commission has decided some aims of education by analyzing the educational needs of Indian democracy. Let us try to understand the aims suggested by Secondary Education Commission:

- **Education for Democratic Citizenship:**

  It should be the aim of education to train all students to develop qualities which are of great importance to discharge their duties as a democratic citizen. A question may arise in our mind as to what these qualities are: The answer is, it involves many intellectual, social and moral qualities like capacity for clear thinking, receptivity to new ideal, scientific attitude of mind to think objectively, ability to take decision on important subjects and also respect for individuality, sharing differences of opinion, being co-operative and collective decision making etc. The system of education, therefore, must be to develop intellectual awakening and free thinking in children so that they can analyse situation and take decisions independently.

- **Education for the Art of Living:**

  We know that man is a social creature and in a democracy every individual is important. Therefore, individual has to be trained in the art

of living acommunity life. We must be able to realise that progress of the society is possible only by mutual co-operation of people. For the sake of our own welfare, we should not behave in a selfish way and try to get support of others. Development of virtues like tolerance is necessary for mutual good will. These virtues should be developed through education.

- **Development of a Sense of True Patriotism:**

  True patriotism is another important aim where education has to play a very prominent and vital role by organizing some workshops on the issues of State and National topics and also celebrating anniversaries in memory of the great men of the nation. According to the Secondary Education Commission, narrow nationalism is very dangerous. Therefore, the social customs and traditions of the nation are to be analysed objectively. The students ought to be taught that they are not only the citizens of their country but also of one world. So, they should be prepared to discharge responsibilities to the world also. In the words of the commission, "In a very real sense, therefore, 'Patriotism is not enough' and it must be supplemented by a living realization of the fact that we are all members of the One World, and must be prepared, mentally and emotionally, to discharge the responsibilities which such membership implies.

- **Development of Vocational Efficiency:**

  Success of democracy depends upon its efficient citizens. Vocational training is necessary in order to make everybody efficient in his own field of work. Development of the country is possible only through promoting technical skill and efficiency. There should be diversification of courses at the secondary stage so that more and more students may take up agricultural, technical, commercial and practical courses according to their own interests and aptitudes.

- **Development of Personality:**

  We have mentioned earlier that in a democracy the personality of every individual has got its own importance. There are several factors for moulding and developing the personality and education is the most important factor for the all-round development of a person. There was a

time when more attention was paid to intellectual development than to physical development in schools. But now, the aims of education include moral, intellectual and other aspects of a personality. Therefore, subjects like art, craft, music, and dance are included in the secondary school curriculum along with National discipline scheme and National Cadet Corps etc. for physical development.

- **Education for Leadership:**

Leadership through education means leadership in all fields like science, literature, art, culture etc. A leader must possess the virtues like tolerance, wisdom, understanding, discipline and justice. Training for leadership is necessary for the development of these qualities and a suitable system of education can provide such training.

2.5.1 Objectives of Education According to Kothari Commission

Now, we have understood what the aims of education should be in a democracy. In this context, we must also know what the Kothari Commission suggested about the aims of education.

Objectives of Education according to Kothari Commission (1964-66):

The Education Commission known as the Kothari Commission has observed that the existing system of secondary education is unrelated to life and there is a wide gap between it and national development. The commission recommended that education must be related to life needs and aspirations of the people and therefore, it should be a powerful instrument of social, economic and cultural transformation. To achieve these objectives, the Commission suggested a four fold programme on aims of education.

Education and Productivity:

Education should be related to productivity to secure rapid economic development so that an expansion of education leads to an increase in national income. For this purpose:

- Science education should be made an integral part of school education.

- Work experience should be introduced as an integral part of all general and vocational education.
- Vocationalisation of education should be utilized in the development of productivity.
- Application of science should be utilized in the development of productivity.

Social and National Integration:

Can we ever think that a vast country like India can survive without social and national integration?

To strengthen the National Integration, the commission suggested:

- A common school system for all irrespective of caste, creed, community, religion, economic conditions and social status.
- Compulsory Social and National Service for students at all stages of education.
- Formation of proper language policy by giving due importance to Modern Indian languages.
- Promoting national consciousness by developing values like scientific temper of mind, tolerance, respect for culture of other national groups etc.

Education for Modernization:

We all know that without giving importance on science and technology, no country can modernize itself. To accelerate the process of modernization, the commission has given importance to:

- Keeping pace with expanding knowledge.
- Curiosity towards significant social changes by developing interests, attitudes, values and capacity to think and judge for oneself.
- Creation of new social order through education to meet social, economic, cultural and political problems of new social order.

Social, Moral and Spiritual Values

According to the Commission, education must cultivate social moral and spiritual values among the students. For this purpose,

measures should be adopted to give a value oriented education. Besides including education for social, moral and spiritual values, there should be provision for the study of all religions through a well organized syllabus.

In conclusion, we must keep it in our mind that the needs of society and the nation are ever changing and education must always be alert to keep pace with these changes.



CHECK YOUR PROGRESS

Q 13: What is democracy?

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Q 14: What should be the education for productivity?

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ACTIVITY 2.3

What should be the aims of education in a democratic country? Give your own opinion.

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Write about any one aim of education which is relevant in a democracy.

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2.6 LET US SUM UP

- In the beginning of this unit, our discussion was focused on the necessity of having an aim of education. We have discussed these necessities from different points of view.

- The two major aims of education, i.e., individual and social aim and the different features of these two aims along with the criticism have been discussed.
- From such discussion of the Individual aim of education, we have come to know that the success of education depends on the development of highest potentialities of the individual. Therefore, maximum opportunities should be made available to each individual for physical, mental, intellectual and spiritual development of their abilities.
- Social aim of education, on the other hand, believes that an individual cannot develop with out the society and education must work for the welfare and progress of the society.
- Both these views have contributed to the practice of educational aims. We know that both individual and society are closely tied up and one cannot survive without the other. As such, both the aims are actually complementary to each other.
- We have also discussed other specific aims of education, such as- Liberal, Vocational, Harmonious development and Complete Living aim of education. We have learnt that liberal aim of education considers man as a cognitive being possessing abilities like thinking, reasoning, problem-solving etc. Therefore, liberal aim believes that imparting knowledge should be the sole aim of education. The Practical side of life has received importance on vocational aim of education. We know that vocationalisation is an important slogan of modern education.
- The last part of this unit deals with the aims of education in a democratic country. As democracy has become the most accepted form of government in the modern world, development of democratic ideals and values are becoming an indispensable part of educational aims. We have learnt about the different aims of education in democracy, such as development of democratic citizenship, development of patriotism, development of personality, and education for leadership etc. alongwith the objectives of education according to Kothari Commission (1964-66.)



2.7 FURTHER READING

1) Taneja, V.R. (1976): *Educational Thought and Practice,* Sterling Publishers Pvt. Ltd. New Delhi

2) Bhatia, K.K. (2004): *Principles and Theories of education*, Kalyani Publishers, Ludhiana.

3) Aggarwal, J.C. (2006): *Theory and Principles of Education*, Dhanpat Rai, Publishing Company, New Delhi



2.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Education for individual implies that education must provide maximum opportunities for the development of physical, intellectual and spiritual possibilities of the individual, unhampered by the society

Ans to Q No 2: Individualists recommend curriculum for every individual child. Every individual child is different in respect of their abilities. Therefore, a general or common curriculum for all may not suit the needs of individual student.

Ans to Q No 3: There are three objectives of the Individual aim of education. Firstly, extreme form of individualism makes individual selfish and self-centered. Secondly, individual personality cannot develop in a vacuum. It needs a social background.Thirdly, too much importance on individuality may lead to feeling of superiority among some individuals.

Ans to Q No 4: John Dewey was the main advocate of social aim in education.

Ans to Q No 5: Social efficiency means that education must enable a person to utilize his development for the corporate and co-operative life. One must use one's capacities and abilities in social occupations.

Ans to Q No 6: The Social aim of education has the following limitations. Firstly, social aim in its extreme form can never be accepted as it reduces the individual to a mere non-entity. Secondly, it may develop the sense of dictatorship or authoritarianism of the state towards education. Thirdly, it does not give importance to individual development.

Ans to Q No 7: Knowledge aim of education has endowed cognitive powers of education that requires developing the intellectual abilities and capacities of a person.. The term 'knowledge education' aims at developing the urge of knowledge in an individual.

Ans to Q No 8: Vocational aim of education is getting importance, because:

- Vocational education makes the individual economically self sufficient.
- It strikes a balance between economic and industrial progress.
- It reduces unemployment.

Ans to Q No 9 : Vocational aim is also known as "bread and butter" aim because it teaches an individual how to earn his own livelihood.

Ans to Q No 10 : Harmonious development means developing all psycho-physical and moral qualities of an individual in a balanced and harmonious way. As an aim of education, it believes the development of all innate powers and capabilities of the children in a harmonious way in order to bring or produce a well balanced personality.

Ans to Q No 11 : Herbert Spencer formulated and expounded the Complete Living aim of education.

Ans to Q No 12 : The subjects considered essential to realize the Complete Living aim are: Hygiene, Physics, language, mathematics geography, history, child psychology, music etc.

Ans to Q No 13 : Democracy is a rule of government of the people, by the people and for the people.

Specific aims in a democracy should be :

- Development of vocational efficiency
- Development of leadership

- Development of personality
- Education for democratic citizenship.

Ans to Q No 14: The term "Education for productivity", was introduced by the Kothari Education Commission of 1964-66. It means education should be related to productivity to secure rapid economic development which will lead to an increase in national income. For this science education, vocationalisation of education, work experience etc. should receive importance in framing the curriculum of different stages of Education.



2.9 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What is meant by education for individuality?

Q 2: What is democracy?

B) Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss some important aims of education. Which particular aim would you specially emphasize in the context of individual and social welfare?

Q 2 : What do you understand by individual and social aims of education? Is it possible to strike a balance between the two?

Q 3 : Show the difference between liberal and vocational aim of education. What will you accept as the aim of education in the present society?

Q 4 : What should be the aim of education in democratic India? What are the views of Indian Education Commission (1964-66) in this regard?

C) Write Short Notes (Within 150 words)

A) Education for harmonious development

B) Complete living as an aim of education.

C) Education for modernization, according to the Kothari Education Commission.

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UNIT- 3: SCHOOL AND COMMUNITY RELATIONSHIP

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Concept of School and Community Relationship

3.3.1 Interdependence of School and Community.

3.4 Functions of School

3.5 Functions of Home

3.6 Home and School- their Relationship

3.7 School as a Miniature Society

3.8 Our Educational Heritage

3.8.1 Meaning and Salient Features of Indian Heritage

3.8.2 Its Compositeness

3.8.3 The Transmission and Advancement of Educational Heritage through Education

3.9 Let Us Sum Up

3.10 Further Readings

3.11 Answers to Check Your Progress

3.12 Model Questions

3.1 LEARNING OBJECTIVES

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

- explain the need of school and community relationship and its interdependence.
- identify the various functions of school, community and home, relationship between home and school.
- explain the school as a “Miniature society”.
- identify different educational heritages and their unity, richness and continuity.

3.2 INTRODUCTION

This unit will help us to understand the interrelation between school and community. Generally, we perceive that schools are meant for imparting education to our children. Community is that society where we live together with other families within a geographical area, following certain common customs and traditions and also having certain common goals. But in the true sense, both school and community are doing some significant functions for childrens' all round development and this unit will help us to understand these functions. The children represent the school as young and mini members of the society and the school prepares them to hold the social responsibilities. So, we understand that there is a reciprocal relationship between school and community.

3.3 CONCEPT OF SCHOOL AND COMMUNITY RELATIONSHIP

The term 'School' has originated from the Greek root 'SKHOLE' which means leisure, philosophy or lecture place. The term 'Community' has been derived from the Latin roots 'COM' & 'MUNIS' which mean "together" and 'to serve' respectively. So, it means to serve together.

But now, the meaning has been changed. School is a place where little children are given formal training of reading and writing.

A community means, "a group of people with their common characteristics learning at specific geographical locality and serving them together may be said as community".



LET US KNOW

In Greek society, there were two classes of people i.e. upper and lower classes. The upper class had enough leisure & spent their leisure time in a place called school. They spent the free time by discussing culture and Philosophy.

In modern education, school is described as a special society or community. It is also described as a miniature society or a society in the

making. So, how does the school function? Actually the aim of the school is totally dependent on the aim of the society or community. The school is represented by the mini members of the community and its aim is to make them fit and efficient for the larger society. So, the hopes and aspirations of the community are realized by the school. Therefore, the school is known as the nerve center of the community. Why do we go to School? The answer to this question is that to make ourselves fit and efficient members of the community, we go to school and schools take the responsibility of training and educating us and develops our potentiality as full-fledged members of the community. School also trains the children for leadership in different fields of activities in accordance with their native capacities and talents. After the completion of education, the child goes back to the larger society and holds various responsibilities. So, it is a training ground for social efficiency and leadership training of children. The school also takes the responsibility to inculcate certain desirable habits, values and adjustment qualities of the children.

Now, we have learnt from the above discussion that :

- School is represented by the mini-members of the community.
- Hopes & aspirations of the community are realized by the School.
- School is the nerve center of the community
- Efficient members are the products of good School education. The school inculcates desirable habits and values in the students/ children.



LET US KNOW

"The destiny of a nation is shaped in the classroom"- Kothari Commission

3.3.1 Interdependence of School and Community

From the above discussion, we have understood the relationship between school and community. There is always a close relation between

school and community. Both are mutually interdependent. The School exists because of the community, as the main function of the school is to realize the aims and objectives, hopes and aspirations of the community, through its curriculum. There is always an interaction between the school and community. So, this sub-unit will definitely help us to understand the interdependence of School and community.

School cannot work in isolation from the social life and it is universally realized. Schools are opened by the community to fulfill its needs and to train its future citizens. But the child receives educational experiences both from the school and community (in and outside the school). Therefore, the school and community should work in close co-ordination for the sake of our future citizens without any conflict.

What do we understand now? Are they not dependent upon one another? How? Let us note the following:

- Community sets aims and objectives and school realizes them.
- Only a developed and progressive community can give rise to a good school.
- Good school can produce honest and efficient citizens.
- School is said to be an agency of social change, as the dynamism of the society is possible through school education.
- Improved school education can make the society progress faster.



ACTIVITY 3.1

How can community help in building good schools? Suggest.

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Now, we will be acquainted with some of the ways and means for strengthening school- community interdependence:-

- Through parent teacher association

- Inviting community members on school function
- Talks by community members.
- Correlating teaching with social life
- Field trips and excursions
- Social service campaign
- Adult education programmes
- Guidance Services
- Library Services
- Use of school premises by the community



CHECK YOUR PROGRESS

Q 1: Point out two needs of school community coordination

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.....

Q 2: The main objective of the school is ..... (fill in the banks)

Q 3: There is no relationship between developed school & developed community (True/False)

.....

Q 4: School is said to be an agency of social change (True/False)

.....

3.4 FUNCTIONS OF THE SCHOOL

Now we understand that, besides giving education to the children, the modern school has wide ranging functions to perform. They are:

- Main function of the school is to give formal education to children.
- School offers training for discipline and standard to be maintained by the individuals, in personal and social life.
- It maintains the continuity of social life by handing down traditions, customs, and values of the society from one generation to another.
- It helps to promote culture and civilization.

- It promotes social efficiency by training for effective participation in a democratic society.
- School creates necessary educational environment to identify and develop native talents and potentialities of the students.
- It also offers training in good citizenship and effective leadership to the students.
- It should also try to develop vocational efficiency of the students to make them economically self-sufficient.
- School should strengthen the relation between the two agencies – home and school.
- Last but not the least, one of the important functions of the school is to develop in the children the moral, spiritual and higher values of life.



ACTIVITY 3.2

Name some of the functions/ceremonies observed or celebrated by the community by using school premises.

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Make a list of different activities performed by the nearest school of your locality other than the above mentioned functions.

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3.5 FUNCTIONS OF HOME

We can easily understand the importance of home in one's education & development from the following words-

"Family is the original social institution from which all other institutions have developed". (Ballard)

There is no substitute of home as an agency of education. The child is the mirror of good family background. Because, the family provides both

positive & negative environment which influences the child. If the family environment is good, it will make the child a socialized person. Home or family is also responsible for imparting early education & laying down the basis for further education.

Following are the important function of home-

Social function: From home, the child acquires many of the social patterns, habits, manners, and attitudes to determine his future adjustment. He learns social behaviour like how to speak, talk, eat, wear clothes, live neatly & greet others respectfully,

Economic functions: The economic needs of the child are fulfilled by the parents for which the child enjoys certain economic security which has favourable impact on the child's development. So, family provides the children with full economic security & freedom from economic worries.

Civic function: Home is called the primary school of civil virtues; here, the child receives the first lesson of civilization, discipline & self control and learns to obey and respect elders. He/she learns the importance of mutual rights & duties.

Moral functions: Child is by nature imitative. If parents are honest, truthful, obedient hardworking, courageous & disciplined, then these qualities will also be reflected in their children. Thus, the home is a cradle for learing.

Religious and cultural functions: Family members usually abide by the cultural & religious faith, belief, custom, tradition and language etc. of their own. So, the children learn from the elders, how to perform the cultural and religious ceremonies in accordance with the social norm.

Vocational function: We are easily influenced by the vocation of our parents. When we were young, we used to imitate the way of life and vocation of our parents. Parents actually guide and help their children to enter into a right vocation according to their capacity & interest.

Besides, we must know some of the educational functions of home :

- The first lesson of social living is learnt in the family.
- He learns the basic patterns of living i.e. how to speak, act, dress, behave with elders and the younger.

- Socially desirable and acceptable faith, belief and tradition are taught to the child at home.
- The child should also be discouraged from blind imitation of every thing.
- The child should be encouraged to participate in the ceremonial rites and functions.
- Due social status, recognition, prestige and honour should be accorded to the child for personality development.
- Training is to be given to the child to form certain moral habits.
- Full confidence and positive attitude to be formed in the child by providing him/her love, affection, security, besides fulfilling their basic needs.
- If spontaneous environment of freedom is provided at home, child's innate and inborn qualities can be identified and developed.



LET US KNOW

"The first lesson of citizenship is learnt between the mother's kiss and the father's care". - (Mizzini)



CHECK YOUR PROGRESS

Q 5: Home is the formal/informal agency of education of the child. (Choose the correct one)

.....

Q 6: Only school can give true socialization training to the child. (True/false)

.....

Q 7: The child imbibes essential moral qualities from ..... (fill in the blank)

3.6 HOME AND SCHOOL: THEIR RELATIONSHIP

We hope that we are now familiarized with the important functions of home and school for the child's all round development. So far as the child's education is concerned, the relationship of home and school is complementary. The school alone cannot discharge all the above discussed

functions without the active cooperation of the home. Home prepares the child for formal environment i.e. schools. On the other hand, the school prepares the child to be fit for the community. Actually, the contribution of both the school and home is imperative for transforming the child into a self-sufficient & responsible citizen. Therefore, there is a great need for building up mutual relation, understanding and cooperation between the home and school. But most of the parents and school authorities are not aware of this relationship.

So, how to strengthen this relation? Following measures can help us in this regard-

- **Through parent teacher association**: It is the chief instrument of bringing the school and home closer to each other. The parents and teachers should meet at least thrice a year to discuss the progress, achievement and problems of the children.
- **Parent's Day**: The school should fix a day once in a year to invite the parents of the students to the school. Even the problem of the school can be discussed with the parents for finding solution.
- **Visits by the teacher or home survey**: Home survey by the teachers may help the school to know about the back-ground of each student which is helpful for finding the reasons for causes of their peculiar problems. Such visits may help the teachers to know about the economic and social condition of the students and to deal with it accordingly.
- **Sending progress reports to students**: Another means of strengthening the relationship between home & school is that of sending progress reports of the students regularly to their parents. The cumulative records maintained by the school should also be sent to parents for giving information about the physical, academic, social & moral development of their children in school.

3.7 SCHOOL AS A MINIATURE SOCIETY

We all know that the school is represented by the mini-members of the larger society. Little children who come to the school are the prospective



Excel: to be extremely good at something

members of tomorrow's society. They come to school with a view to making themselves efficient for the larger society, so that they may contribute to the development and progress of the society. So, it is the responsibility of the school to give the desirable knowledge to the children through which they may become the true path finder of the society. Although the school is not a full-fledged society, yet it performs some important social functions and therefore, it may be termed as miniature society or society in the making.

3.8 OUR EDUCATIONAL HERITAGE

3.8.1 Meaning & Salient Features of Indian Heritage

Do you know the literary meaning of the word 'heritage'?

It means valued things (such as historical buildings) that have been passed down from previous generations. Accordingly, educational heritage means those valued things, objects, institutions and all the tangible (archaeological) objects of the past which have educational significance for the coming generations. Educational heritage also means the intangible things i.e. ideas, thoughts, traditions, living style & practices of the past generation, which have great value for the present and future generations. Actually, it is this intangible educational heritage which reflects the identity of a nation or its people.

Let us know some of the salient features of the Indian heritage, because for understanding heritage, we must identity the foundations upon which our nation has been built-

- **Philosophical & spiritual out look:** In the Indian attitude to life, there is an emphasis on philosophical and spiritual outlook besides reality or truth in the material world.
- **Tradition of tolerance:** Irrespective of our caste, creed, language and religion, we are living in India in a tradition of freedom and tolerance.
- **Sense of synthesis:** India is a vast land with natural diversity, but there exists a unity because of the sense of synthesis.

- **Scientific out look:** India has ***excelled*** in every branch of Science, like Mathematics Astronomy, Medical Science, Pharmacology etc. and pioneered many discoveries and inventions.
- **Universal outlook:** The Indian culture is based on VEDANTA which may be called the Universal Religion. Therefore, Indians have a universal outlook which treats all castes, creeds, races and territories equally.



LET US KNOW

"Heritage to my knowledge is customs, civilization & achievements of a particular time of the people inherited"- Vinod Kakkar [cultural Heritage & Educational Initiatives pg.3]

3.8.2 Its Compositeness

We have understood educational heritage as all those institutions, thoughts and ideas of the past which have great educational significance & value. Accordingly, the types of educational institutions prevailing during the Vedic, post-Vedic, and Buddhist & Muslim periods may briefly be described as follows:

- **The Gurukula system**: In this system, students stay with their Guru at the Gurugriha away from home. The Guru used to give liberal education based on spiritualism and religion. The students were to live and do everything under the supervision of the Guru.
- **Monastery:** Buddhist education was centered round a monastery. There were some private teachers who took ten to fifteen children & taught them in their houses. The rise of educational institutions may be attributed to the influence of Buddhism. The monasteries may be called the counterparts of Gurukulas. The monastery or Vihara was under an Acharyas. According to HieunTsang, there were 5000 monasteries in the 7th Centry A.D.
- **Parishad:** During the Vedic period, the scholars, philosophers and intellectual people used to get together by forming a study-circle of high standard known as Parishad. Parishad means" sitting

together". The main objective of the Parishad was to develop knowledge and conception on certain theoretical subjects, on necessary consultation and exchange of ideas among the intellectuals. In modern times, it is found in the form of 'Academy'.

- **Maktab:** Maktab was a place of reading & writing attached to the Mosque as a part of religious activity. The religious chief known as "Maulabi" used to take charge of education as his religious responsibility. It functioned as a primary educational institution in Muslim period. Along with letters & numbers, the principles of Quran, Gulistan & Bastan, Chikandarnama etc. were taught. Akbar, the Great, had brought about significant reform in this educational system.
- **Lower Madrassa and Higher Madrassa:** These were Islamic educational institutions at the secondary and college level respectively. The subjects like Grammar, Literature, Persian, Arabic, Geometry, Economics and History were taught at the Secondary level i.e. lower Madrassa and Philosophy, Metaphysics, Arithmetic, Advance Geometry, Sciences, Medicine and Engineering etc. were taught in the Higher Madrassa. These institutions were financed by the Government or the rich people. Higher Madrassa was located in the bigger towns.
- **Pathsala:** It was a popular institution of learning at the lower level specifically for Hindu children as a counterpart of the Madrassa. Subjects like language study, grammar, arithmetic, accountancy social studies, moral lessons etc. were taught in these institutions. The method of teaching was verbal.
- **Tols:** Tols, nows-a-days, can be compared with the college education at present. It was the special higher educational institute of the Hindus. For giving individual care and attention, only a limited number of students were admitted. Teacher was the sole administrative & organizational head. Sanskrit was the medium of teaching. Some of the famous Tols were established at Banaras, Kashi, Ujjain & Mithila in ancient India. After completion of the couse, the students were qualified to become

teachers. Besides the Veda, religion, art, mathematics & science were also taught' at the tols.

- **Satra:** Satras are the socio-cultural centers of education built on religious and spiritual sentiment. It is maintained and ministered by its leader called "SATRADHIKAR". Common people get the necessary instruction on how to live and control their moral and spiritual way of life. The religious disciples used to get education & instruction under the satradhikar for living the ideal life of Vaishnaba. They learnt simplicity, nobility, sincerity, obedience, tolerance & other virtues under him.
- **Namghar:** Namghar, literally means "house of prayer" is a place of community gathering for religious and social purposes, especially in Assam. It is considered indispensable for the village community as a centre for religious, social and cultural activities. Namghar, thus, has a role in promoting educational activities as and when required, for which it can be called the centre of adult or social education. Usually, the community as a whole gather at the Namghar for listening to 'Kritan' and 'Bhagawat.'



LET US KNOW

Some Buddhist monasteries developed into great centers of learning & came to be known as Universities. There were seven well-known Universities, viz- Nalanda, Vallabhai, Vikramsila, Jagaddala, Mithila, Odantapuri & Nadia in ancient India. Of all these Nalanda was the greatest & most famous.

ACTIVITY 3.3



Identify some of the similarities between the indigenous schools and the modern school system.

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3.8.3 The transmission & Advancement of Educational Heritage through Education

A nation starts to disintegrate when its people lose their own tradition & way of life & follow the lifestyle of others. Gradually, this own uniqueness disappears & ultimately this identity is totally lost. Hence, it is essential that our children should know the system of education that prevailed in the past besides our own tradition, life values, culture and contributions made by our ancestors. It is through education that we can prepare students to evaluate the past to understand the present and to face the future. Our educational system should acquaint the students with the following to bring about unity & continuity of our educational heritage.

- Contribution of great men in various fields of national life.
- Achievement and contribution of the various indigenous schools of the past.
- Works of ancient rishis, saints and an acquaintance with the epics & other great classics.
- Life & works of great teachers (gurus /Maulabis or Acharya).
- Interpretation of the myths, legends and literature of the past for their great educational values.
- Customs, traditions and festivals of various ethnic, religious & linguistic groups of the country.



CHECK YOUR PROGRESS

Q 8: Tradition of tolerance is one of the ……..…… of Indian heritage. (fill in the blank)

Q 9: In Buddhist system of education teacher is known as ……..... (fill in the black)

Q 10 : Maktabs were meant for higher education. (True/false)

.....



3.9 LET US SUM UP

- To keep the pace of the present progress, we must know about trans mitting our heritage to our young generation.The school must take into account, the essential aspects of our educational heritage in the past and familiarize the students with them, thereby linking the past educational system with the present.
- In the earlier sub-units, we have been acquainted with the relationship between school and community and their interdependence. Both are dependent on each other as the hopes and aspiration of the community are realized through education in school.
- It is through the school education that we know about our rich educational heritage of the past. In this unit, you are also familiarized with the different functions of home and school; relationship between home and school and why the school is described as a miniature society. Besides, there is an attempt to bring to focus our rich educational heritage.



3.10 FURTHER READING

1) K.K. Bhatia : *Principles & Theories of Education*.
2) R.N. Sarma*: Principles & Techniques of Education*
3) Safaya & Shaida*: Modern Theory & Principles of Education*.
4) Chaube & Chaube : *Philosophical & Sociological Foundations of Education*
5) Tilak Raj Bharadwaj: *Education Human Values*
6) Jatin Baruah : *An Introduction to Education*
7) Hemlata Talessa & Others: Cultural Heritage & Educational Initiators

3.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The two basic needs of school-community co-ordination are:

- Community sets aims & objectives and school realizes them
- School is said to be as an agency of social change, as the dynamism of the society is possible through school education.

Ans to Q No 2: The main objective of the school is totally dependent on the aim of the society or community.

Ans to Q No 3: False

Ans to Q No 4: True.

Ans to Q No 5: Informal

Ans to Q No 6: True

Ans to Q No 7: Home

Ans to Q No 8: Feature

Ans to Q No 9: Acharya

Ans to Q No 10: False

3.12 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: From where is the term 'School' derived? What is the etymological meaning of school?

Q 2: 'School is called as miniature society'-explain.

B) Long Questions (Answer each question in about 300-500 words)

Q 1: What is community? What relationship does the community have with schools?

Q 2: Why is school said to be a miniature society? State some of the social functions of school.

Q 3: "Home has greater influence than that of school in socialization of a child"- Elucidate the statement.

Q 4: Show your acquaintance with the educational heritage of India.

Q 5: Discuss the different roles played by different educational institutions of ancient India.

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UNIT - 4 : CURRICULUM

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Concept and Meaning of Curriculum

4.4 Types of Curriculum

4.5 Defects of Curriculum

4.6 Basic Principles of Curriculum Construction at Primary and Secondary level.

4.7 Let Us Sum Up

4.8 Further Reading

4.9 Answers to Check Your Progress

4.10 Model Questions

4.1 LEARNING OBJECTIVES

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

- define curriculum
- differentiate the types of curriculum
- identify the defects of curriculum
- describe the different principles of curriculum and its significance to be followed at primary and secondary school level.

4.2 INTRODUCTION

In the first three units, we have already discussed the meaning of education, its different types, aims, scope, the relationships between school and the community, school and home and its various roles. After having a fair understanding about education, now we are going to discuss one important component of education, that is curriculum and its meaning, types, defects as well as the various principles required to follow in constructing a good curriculum. In the broad sense, curriculum fulfils a major role through which activities of both the classroom and school are run for reaching the

desired goal of students as well as of the school. It is the curriculum through which all round development of the children can be achieved through its diversifications, to the needs and demands of the students.

4.3 CONCEPT AND MEANING OF CURRICULUM

We are all familiar with the term of curriculum. Curriculum is an essential tool for running the programme of educational instruction in the formal schooling. Each and every educational institution has some planned activities and programmes in the name of curriculum and co-curricular activites which are meaningful and significant for the students in their real life. Because through the various skillful and value-oriented curricular and co-curricular activities students can develop their physical, emotional and intellectual capacities that lead to their all round development. In order to have some clarity about its basic meaning, we have to know the origin of the term curriculum. The term "curriculum" is derived from Latin word 'Currere' which means 'run'. The very meaning of curriculum means a course to be run for reaching a certain goal or destination. Thus, in an educational institution, education is imagined as a race, with its aim as the goal and curriculum as the course leading to that goal.

In a more precise term, we can define curriculum in the words of an educationist, **Cunningham** as "a tool in the hands of artist (teacher) to mould his material (pupils) according to his ideals (aims and objectives) in his studio (school)" This definition explains that curriculum is a course of study, designed to be followed at the various levels of education.

- In the opinion of **Crow and Crow** (as quoted in the book Safaya, R.N. and Shaida, B.D. (1996): *Development of Educational Theory and Practice*") "Curriculum includes all the learner's experiences in or outside the school that are included in a programme which has been devised to help his development, physically, emotionally, socially, spiritually and morally." Here the main logic of curriculum is to develop the total learning experiences of the students in their life.



LET US KNOW

- The term Curriculum has come to mean all the planned activities and the experiences which are available to students under the direction of the school.
- The curriculum deals with the real life problems that have meaning for children and which are significant for them to solve. It is related to the physical, emotional and intellectual needs of children that leads to full development of each child.
- A good curriculum is a co-operative effort of children and teachers and helps to solve the problems that children face in the school and the outside the school.
- A good curriculum, in fact, is the sum total of good learning experiences that the pupils have in order to achieve the goals of education, which determine the direction of their experiences.



CHECK YOUR PROGRESS

Q 1. How would you like to define curriculum? Explain it in 30 words.

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Q 2: Say True or False:

a) Curriculum is derived from Latin word 'Currere' .(True/ False)

.....

b) The meaning of currere is to run. (True/ False)

.....

4.4 TYPES OF CURRICULUM

After getting a fair understanding of curriculum as to what it basically means, now we are going to focus on different types of curriculum which are based on changing situations from time to time. For instance, the modern pattern of curriculum differs from the traditional one, because of development

of new psychological, philosophical and sociological principles which has brought the modification in the educational process as well as in the curriculum construction.

Let us look at the following types of curriculum-

- The Traditional or Subject-Centered Curriculum
- The Activity Curriculum
- The Experience Curriculum
- The Undifferentiated Curriculum
- Basic Education Curriculum
- Life-Centered or Balanced Curriculum.

Among the above types of curriculum, we are discussing here only three types of curriculum i.e. **Traditional, Activity-based** and **Balanced curriculum.**

Traditional or Subject-centered curriculum: The Traditional curriculum which is also known as subject-centered curriculum includes the subject of study within a fixed time schedule. In this curriculum, each subject has separate entity where the nature and the scope are clearly defined. Emphasis is on the intellectual attainment of the child, rather than on the values of studies for personal and social development.

In this curriculum the basic features are as follows :

- It is centred around subject.
- Its emphasis is on teaching matter.
- Subject matters are selected and organized before the teaching situation.
- It is teacher-centred and controlled by the teacher or someone representing authority, external to the learning situation.
- Emphasis is on teaching facts, imparting information of acquiring knowledge for its own sake or possible future use.
- Emphasis is upon improving methods of teaching in the subject matter.



LET US KNOW

For more clarity, we have to look critically into some of the points of subject-centered curriculum which are provided by different educationists as follows -

- It is strictly conceived in terms of subject, where the extent and scope of each subject is studied in a particular class during a particular period.
- It is rigid and static. Such a curriculum can neither meet the needs of the individual child nor can serve the society.
- It is constructed by the adults after their own image. The curriculum is constructed by the adults to prepare the child for the future, according to the adult standard and values. Generally, this curriculum is constructed by the high ups of the education department or the political administrators who have absolutely no idea of the actual needs and interests of the children.
- It stresses repetition and memorization. Here, the teacher's main concern is with what to teach and not with how to teach. In this system, teacher gives stress on memorization of the subject matter which is given in the text matter that is considered to be the only source of knowledge.
- This type of curriculum is not an expression of the culture and spiritual heritage of Indian Society, because it is closely related to bookish knowledge and not with the lives of people. It fails to touch the emotion, folklores, music, art and craft, in short, ***aesthetic*** values of life.



Growth: increase quantity and size. Here it indicates the personal develop-ment, emotional, intellectual, spiritual development etc.



Personality: some one character, behave towards other person.Sum total of behaviour.

Activity based curriculum : After going through the subject centered curriculum, now let us discuss the activity centered curriculum where the subject matter is taught in terms of activity. The activity curriculum is based on projection and learning by doing system, where knowledge is gained as an out growth and product of those activities. Activities develop the constructive and creative urges of the children through the different activities in school that help to lead to the all round ***growth*** of their ***personality.***

Therefore, teaching through a constructive and purposeful activity should be done in accordance with the nature and interest of the children. Thinkers like Rousseau, Montessori, John Dewey and Gandhi who consider education through the process of 'Learning by doing' and 'Activity' as the best methods of teaching.

Some of the salient features of Activity curriculum are:

- Activity curriculum reveals that activities through 3H (Head, Heart and Hand) can enrich the students.
- Generally, all physical activities of the activity based curriculum undertaken by pupils not only develop manual skill and technical efficiency but also give the mental satisfaction and the intellectual growth.
- Activity also contributes to the social development of the children.
- The problems and techniques of the activity curriculum are solved through the mutual understanding between teachers and the pupils.
- The mutual dealing within the group under the activity based curriculum leads to social awareness and provides training in proper adjustment and co-operation.

LET US KNOW



Although, Activity curriculum is more attractive and life-based curriculum for imparting the requisite knowledge, skills and attitudes, yet for the want of proper infrastructure, it is not easy to run. Besides this, this curriculum is not sufficient for the children to develop the social and cultural habits which play some essential and prominent role for developing the children's personality at best.



Aesthetic: the study of beauty, especially beauty in art.

Balanced Curriculum: After going through the other two types of curriculum, now we have realized that neither the Subject-centered curriculum nor Activity based curriculum is the perfect type of curriculum that can bring out and develop the full potentialities of the students. Keeping the variability of the students in mind, one type of curriculum is developed which is called Balanced type of curriculum. Balanced curriculum is the curriculum which is made considering the selected activities and subjects

for various grade of pupils. Such a curriculum includes all the aspects of human activity and human development and thus, will cater for the needs of the individual and the society. Besides these, it transmits the cultural heritage, explains the present as well as helps the future and in this way, it enables the pupil to adjust himself / herself properly to the modern complex and fast changing world. 'Correlation Principle' of Mahatma Gandhi's Basic Education is considered in this type of curriculum where the course content in study is related to different subjects of the curriculum and the life-activities of the environment. For instance, Subjects of Humanities (Art, Philosophy, History, Literature, Ethics, Religion) Subjects of social sciences (like Anthropology, Sociology, Demography, Political science) and natural sciences (like physics, Geography, Geology, Astronomy, Mathematics) are selected and considered as subjects of Balanced curriculum.

LET US KNOW



In fact, Balanced curriculum is based on the mental level of the students. Based on growing stages and ages of the students, the contents and courses of this curriculum provide the specialization opportunity to the students. It means that in the beginning the curriculum will be same for all but at the later stage, students will be permitted to specialize in subjects according to their own choice and interest. The specialization is permitted after the age of fourteen at the higher secondary stage, where students can develop their aptitudes and interests whatever he/she desires to study; whether it technical, commercial, academic, medical or general. Such a system would produce balanced personalities who would be able to live as good citizens as well as to adjust with any type of situation in a democratic country. For more clarity, if we see the subjects which are recommended by Secondary Education Commission (1952-53) as subjects of Balanced curriculum at Middle school level, we will see that this includes Languages (Regional, national and international),

Social studies, general sciences, Mathematics, Art and Music, Craft and Physical Education etc.. At the stage of Higher level, this curriculum is based on special abilities and interest of the pupils who can choose the subjects among a wide variety like the Humanities, Technical, Commercial, Agricultural, Fine arts etc.



ACTIVITY 4.1

Which one would you like to choose as the best way of curriculum for study in teaching learning process?

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CHECK YOUR PROGRESS

Q 3: What do you mean by Balanced curriculum? Explain it in 50 words

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Q 4: Say True or false:

a) Traditional curriculum is based on bookish knowledge (True/False)

b) Activity based curriculum is fully controlled by teachers (True/False)

c) Activity curriculum follows the principle of learning by doing system.(True/False)

d) Balance curriculum is designed on the basis of variability of the students. (True/false)

e) In the Balanced curriculum, students have the choice to select their desired subjects after the age of fourteen. (True/false)

4.5 DEFECTS OF CURRICULUM

In this section, we will discuss briefly the various defects of curriculum for a better understanding as to what type of curriculum is prevalent in our present teaching-learning process and what are the drawbacks due to which the students are unable to have good learning experiences that can help them to reach a certain goal in their life. The basic defects of curriculum are found by Secondary Education Commission after a thorough analysis of curriculum. Let us discuss the following defects-



Innovative: A new idea, method or innovation



Pedagogical: The practice of teaching, relating to teaching method and study.



Circumstances : The conditions in which you live

- Rigid and Static: In formal schooling, the curriculum is pre-designed and pre-determined for teaching-learning process. The curriculum is based on subject instruction. The main emphasis is given on bookish knowledge; importance is given on what teachers want, not on what students desire.
- Narrowly conceived: The present curriculum is rather degree oriented and meets the requirements for passing the school stages.
- Emphasis of Bookish knowledge: The present curriculum prevalent in our education system mostly gives emphasis on the theoretical and academic side, rather than practical one.
- Single Track curriculum: The curriculum lacks adequate provisions for the diversity of tastes and talents.
- Absence of Technical and Vocational studies: In a democratic country like ours, we have the need of more skilled persons (that is technically fit) as well as more entrepreneurship facilities and trainings. Proper and up to date education should provide such type of vocational and skillful training that prepares the students for their future. But in formal schooling, more importance is given on bookish knowledge rather than on practical and vocational aspects. Besides these, there is also a lack of flexibility which is needed to keep pace with a fast changing world.
- Domination by Examination: The curriculum is dominated by examination. It concentrates more on enabling the students to pass examinations and not to acquire knowledge in a wider manner. Because it is time bound, the contents of the topics and the types of the study are determined by the questions to be asked in the examinations.

4.6 BASIC PRINCIPLES OF CURRICULUM CONSTRUCTION AT PRIMARY AND SECONDARY LEVEL

For constructing a curriculum, some principles should be followed in order to cater to the needs and interests of the students from the school to college and university levels. But it is required to see their interests and needs separately. Besides, the mental level of the students should also be taken in to account. Now let us discuss the basic principles, which should be followed while constructing a curriculum at the primary and secondary level.

The principles which should be followed at ***Primary level***:

- Curriculum should be child centred: Curriculum should be based on the present needs and **circumstances** of the children. At the time of curriculum construction, mental level of the students should be considered.
- Curriculum should provide a fullness of experience for children: Curriculum should be constructed not only to include some certain academic subjects like sciences, mathematics, work experiences, languages, art and music, health and physical education, the knowledge of which is very vital for the learners; but it should also have enough space for some other activities like drama, excursion, regional study, laboratory work, drawing, original composition, collection for museum etc. It may also include some other co-curricular activities like games, social service, scouting and guiding, N.C.C. etc. These activities should form a regular feature of the normal working of the institution in order to empower the students with experiences that would help them to reach their ideals in life.
- Curriculum should be Community centred: The main purpose of the curriculum is to serve the children's needs and to enable them to adjust themselves in society. Actually, the very meaning of the school is to serve the needs and demands of the society where it is established. In fact, it is the school which the students attend as members of the society. Curriculum, therefore, should be prepared keeping in view the needs and changing nature of the society.
- Curriculum should be integrated: Curriculum should follow the principle of integration through which to bring about integration between children's

needs and activities with the needs of a democratic society, where the main focus is on technological as well as ***innovative*** ideas and ***pedagogical*** knowledge.

- Curriculum should be Activity centred: While catering for the children's interest, curriculum should be centered round the multipurpose activities to ensure the development of Hand, Heart and Head of the children through the process of Learning by doing System.
- Creative Principle: Curriculum should include such subjects through which creative power of the children can be encouraged and chalked out. In preferring the subjects for teaching-learning process, the students' interest must be primary focus so that their creativity can be encouraged.
- The principle of Elasticity and variety: Curriculum should be flexible in nature, because a rigid and static curriculum can not meet the requirement of the children. Therefore, the curriculum should be elastic and broad based to corporate with the new subjects and activities as demanded by the changing times. In fact, curriculum should be based on student's consideration and their requirements.
- The principle of comprehensiveness: Curriculum should follow the principle of comprehensiveness including all the necessary facts or details about requirement of the students and their interest. The curriculum must be comprehensive enough to generate the needs of various individuals and communities with keeping the needs of various types of pupils.
- The Principle of Balanced: Curriculum should maintain a balance between the theoretical and practical subjects for developing the potentialities or capabilities of the students in order by enabling them to face and perform in any kind of competitive situation of the society. Balanced curriculum should include individual and social aims of education, professional and liberal education, compulsory and elective subjects of education in accordance with the mental level of the students.

Secondary level : We now need to understand, what kind of principles should be followed at the Secondary level for developing the various skills and

capacities of students. Let us discuss the following principles which are recommended by the ***Secondary Education Commission(1952-53)*** in the education report for constructing the curriculum at Secondary school level:

- Totality of Experience: This principle believes that curriculum should not only include the academic subjects but also the whole ranges of experiences that the student faces both inside and outside the school. It is the curriculum from which students get experiences like class room, library, laboratory, workshop, playgrounds besides numerous formal and informal contacts between teachers and the pupils. Therefore, all these should be considered at the time of constructing the curriculum.
- Variety and Elasticity: Curriculum should have the ***way of selectivity*** where the children can choose the subject for study in accordance with their needs and interests. Uninterested and uncongenial subjects lead to the sense of annoyance and frustration among the children and thus, hinder their normal development. Therefore, flexibility is one of the basic criteria of a good curriculum. The Courses of curriculum should be linked with the fast changing time and situation that produce the ***manpower*** in the society.
- Relation to Community life: The learners who come to the school for study are the members of the community. Again, the school where it is established is surrounded by the community and therefore there should be strong link between the two. The course of curriculum should co-relate to the community's requirements.
- Training for leisure: The curriculum should be designed to train the students in leisure time also. A variety of activities like social, aesthetic and sports etc. should be introduced in the school. Such activities make the school experience not only pleasant and meaningful, but also cultivates the varied interests and hobbies among the students enabling them to choose their way in future.
- Integrated and Co-related: Curriculum should be interrelated within each subject; the contents should be a broad-field unit that includes all the necessary information which can be co-related better with life rather than with narrow items of information.



Way of Selectivity: what you choose to do, method of selection



Manpower**:** all the worker available for a particular kind of work, the person who are trained and skillful**.**



LET US KNOW

The course of curriculum should be broad based and it should have the advantage of selectivity that learners can study according to their needs and interests. The course content should be based on the mental level of the students. The construction of the curriculum should be planned relating to the present time and situation. Flexibility should be the basic criterion in the construction of curriculum. While making the curriculum, attention should be paid to the student's abilities, needs and interests. The curriculum should be designed in such a way incorporating such courses and activities, so that students can prepare themselves to meet the future challenges of life.



ACTIVITY 4.2

Write some principles which you like to choose as the best principles for curriculum construction at primary school level.

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Write some principles which you like to choose as the best principles for curriculum construction at Secondary school level.

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CHECK YOUR PROGRESS

Q 5: Should curriculum be child-centered? Give your opinion in support of it.(Not more than 50 words)

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4.7 LET US SUM UP

- Curriculum means a course for reaching a certain goal or destination of the learners in an educational institution.
- In the recent years, curriculum is considered including all the planned activities and experiences which are available to students under the direction of the school.
- Although there are so many types of curriculum, but here, we have discussed only three types of curriculum: **Traditional, Activity-based** and **Balanced curriculum**.
- Traditional curriculum is subject-oriented and bookish, whereas in Activity curriculum, subject matter is directly concerned with the activity. In Activity curriculum, the knowledge is gained through the system of learning by doing system.
- Balanced curriculum is the combination of both theoretical and practical subject. It means Balanced curriculum makes the bridge between the Subject and Activity based curriculum.
- The present system of curriculum suffers from the various defects like narrowly conceived or rigid, emphasis on bookish knowledge, absence of proper technical and vocational course, domination by examination etc.
- For constructing the curriculum, some basic principles should be followed separately for the Primary and Secondary School levels.
- The constructing principles should be based on mental level of the students, according to their growing stages of schooling.



4.8 FURTHER READING

1) Safaya, R.N. and Shaida, B.D. (1996): *Development of EducationalTheory and Practice* , Dhanpat Rai & Sons, Jalandhar, Delhi

2) Kochhar, S.K. (1995) *: Method and Techniques of Teaching*, Sterling Publishers private Limited.



4.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Curriculum is a tool for running the courses of an educational institution which are meaningful and significant for the students in their real life. Through the various curricular and co-curricular activities, students can develop their physical, social, emotional, intellectual capacity which lead to the all round development of the students.

Ans to Q No 2:

a) True

b) True.

Ans to Q No 3: Balanced curriculum is the combination of both Subject or traditional and Activity based curriculum. Balanced curriculum is the curriculum which is made considering the select activities and subjects of various grades of pupils. Such curriculum includes all the aspects of human activity and human development as well as caters for the needs of the individual and the society.

Ans to Q No 4:

a) True.

b) False

c) True.

d) True

e) True.

Ans to Q No 5: As a child centric approach of education, the curriculum should be definitely related to address the needs and requirements of the children for their all-round development. The course of curriculum should be broad based and it should have the advantage of selectivity that learners can study according to

their needs and interests. As a child centric curriculum, the course should be based on mental level of the students and also the two aspects, mainly time and situation, should be considered when curriculum is being constructed.



4.10 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What do you mean by the term curriculum?

Q 2: Traditional curriculum is subject centred-explain.

B) Long Questions ((Answer each question in about 300-500 words)

Q 1: Discuss the various types of curriculum in the educational process.

Q 2: Discuss the idea of a Balanced curriculum.

Q 3: Discuss the importance of Activity curriculum.

Q 4: Explain the various defects of curriculum.

Q 5: What basic principles would you suggest for the curriculum of Primary school level?

Q 6: What basic principles would you suggest for the curriculum of Secondary school level?

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UNIT 5: EDUCATION FOR NATIONAL INTEGRATION

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Meaning of National Integration

- 5.3.1 Needs of National Integration
- 5.3.2 Obstacles to National Integration
- 5.3.3 Education for National Integration

5.5 Let Us Sum Up

5.6 Further Reading

5.6 Answers to Check Your Progress

5.7 Model Questions

5.1 LEARNING OBJECTIVES

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

- define the meaning of national integration
- explain the needs and importance of national Integration
- identify the obstacles or hurdles in the way of national integration
- explain the role of education to strengthen national integration

5.2 INTRODUCTION

This unit will familiarise us with the National Integration. We often use the terms 'Integration' and 'Understanding' to mean that these two words stand for peace and harmony in the whole world. Just imagine, that without understanding and integration among the members of a family, we cannot think of a peaceful situation at home. Without unity, ultimately, the family will break up and there will be no welfare and progress of the family. All members of a family must have some common objectives, some feelings of love and respect for one another. Only then will the family prosper and live happily. Similarly, there should be a spirit of integration and understanding

internally within the country and externally among the countries of the world. National understanding means the spirit of unity and fellowship among the constituents within a nation.

5.3 MEANING OF NATIONAL INTEGRATION

We use the term "Integration" to mean the combination of different parts into a whole. But what is the actual meaning of National Integration? National Integration is much more than a combination or unity among its members. It includes the feelings and sentiments of its citizens which govern their political and public behaviour. National Integration is the feeling of oneness where all its citizens are integrated through sharing with one another, their joys, sorrows, smiles, tears and a common interest in the welfare of the nation as a whole. The citizens of an integrated nation have mutual understanding, tolerance and respect for the culture, traditions and ways of life of the different sections of people of their country. They have common national ideals, common objectives, common interests and above all, a profound confidence in the future of the nation. Are we not worried, when a member of our family is sick? Yes, because we are concerned about one another's welfare and problems and, above all, we are emotionally attached to each other despite external differences. So, in short, it is the National Integration which keeps members of a nation united through the sharing of an emotional attachment. It is through Emotional Integration only that National Integration can be achieved.

In the words of Humayun Kabir, "National Integration does not depend on race or language or religion or geography, singly or collectively, though they help, but on the feeling of belonging to one nation"

According to Pandit Nehru, "Let us, the citizens of the Republic of India stand up with straight backs and look up at the skies, keeping our feet firmly planted on the ground and bring about this synthesis, this integration of the Indian people. Political integration has already taken place, but what I am after is something deeper than that, an emotional integration of the Indian people so that we may be welded into one strong national unit, maintaining at the same time all our wonderful diversity."



LET US KNOW

EMOTIONAL INTEGRATION: Emotional Integration is the unity, identify or similarity of emotions. If it exists, we will definitely feel unhappy when one is in distress and we will smile when others are happy. In other words, we emotionally share one another's sorrows and happiness, while national integration is the end and emotional Integration is the means to achieve that end.

Now, in order to understand National Integration more clearly we can pin point its meaning as follows:

- National Integration is the feeling of oneness among its members.
- It synthesises the different religious, caste, cultural and linguistic communities into a compact whole.
- It inculcates certain qualities like mutual understanding, tolerance and respect for other religions and cultures.
- It ensures overall progress and prosperity and welfare of the nation as a whole.



CHECK YOUR PROGRESS

Q 1: What do you mean by National Integration?

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ACTIVITY 5.1

Identify some of the qualities of the members of our society or community which can promote National Integration.

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5.3.1 Needs for National Integration

It is hoped that now we have developed a fair concept about the National and Emotional Integration. So, let us find out why this integration is needed.

India being a land of many faiths, castes, creeds, languages and religions, it is very essential that people should think in terms of oneness to bring peace, progress and happiness among its inhabitants. The greatest need of the hour is the building of a national outlook by curbing the religious, linguistic and communal conflicts which tend to disunite us.

In terms of national integration, Hans Kohn rightly opined "national is an idea- an idea force which feels man's brain and heart with new thoughts and sentiments and drives him to translates his consciousness into the deed of organised action".

According to J.N.Nehru -"In India the first essential is the maintenance of unity of the country not merely a political unity but a unity of mind and heart".

Now-a-days, we are much aware about what is happening in the society. Religions communities and communities with racial distinction have come into violent conflicts with one another and even leading to bloodshed on a large scale. Thereby, they are causing considerable damage to public and private property and to the social fabric. . Briefly, it can be summed-up that regionalism, linguism, communalism, casteism, racialism etc. are the main disruptive and disorganizing forces which have divided the Indian society into various groups besides spreading hatred among people. It is impossible to hope for a solution of these problems in the absence of national integration. Our democracy will also remain a dream in the absence of the social harmony which can be ensured only by national integration. So, is it not essential to remove the emotional divorce between one section and another among the people? From the above discussion, we have understood that National Integration is needed because –

- It brings peace and prosperity and also ensures welfare of the nation.
- It develops certain qualities like mutual understanding, tolerance, respect for other religions and cultures.
- Good and impartial administration is possible only in an integrated nation.
- It promotes continuous rise in the standard of living of the general masses as they are not involved in communalism, racism etc. but involved in productivity.



ACTIVITY 5.2

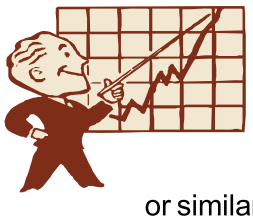
Why do you think that national integration is essential for promoting a Nation? Describe your own feelings towards the opinion within 50 words.

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CHECK YOUR PROGRESS

Q 2: Fill in the blanks –

a) Emotional Integration is the unity, identity or similarity of .....

b) Feeling of oneness of the members of a nation leads to .....

c) National Integration inculcates qualities like .....

d) ..... administration is possible only in an integrated nation.

5.3.2 Obstacles to National Integration

Till now, we have discussed the meaning as well as needs of National Integration. But still, we have seen that there is a visible lack of the feeling of oneness, unity and fellow feeling among us. Why? Don't you want to find out the causes? Yes, we have answers to these questions. Even after different endeavors from various sources to unite our nation, we have failed to achieve this objective. So, let us look in to the following obstacles or hurdles which stand in the way of National Integration –

Communalism: The greatest menace to the national solidarity of a country is communalism. There are many communities in India. The problem of Communalism in India is an old problem. The British by their policy of "DIVIDE & RULE" caused the problem to grow leading to the partition of the country. Communalism has been identified as one of the main obstacles in the way of National Integration.

Casteism: In the achievement of unity of the country, casteism causes bitterness among the people. The different castes look only at the benefit of their own castes. They do not bother for national benefit. This system widens the gulf between the people of different castes and prevents them from getting closer to one another. The accident of birth confers a caste identity on them. That is how casteism grows which hampers the spirit of integration.

Religious Prejudices: Religious prejudices are related to communalism and casteism. Religious prejudice and communal narrow-mindedness have caused the partition of our country and they are still prevalent in one shape or the other. The different ideologies of different religions sometimes inspire the followers to translate these differences into action and enmity among them is created.

Different Culture: Some people say that in India, as there are different cultures so there are no chances of achieving unity. They

do not believe in cultural integration but say that the Indian cultural unity is a myth. At present, it is very much evident that there is some sort of cultural oneness in this land. One of the most urgent needs is to strengthen the unity further and to create in the minds of all the citizens, a sense of belongingness to one culture.

Provincialism: Another danger to national integration is provincialism. Provincialism springs from the same sentiments which work behind communalism. We think ourselves as Assamese, Gujrati, Bengali, Marathi etc. This feeling may tend to disintegrate us. There are some states which do not even admit students from other states in their institutions of higher learning. Provincialism works in every walk of our national life- services, business, education etc. It is a great hindrance in our way to national progress.

Regionalism: Regionalism is another hindering force in the way of National Integration. The creation of the States in India was based on language. There is now a growing regional feeling among the states of India and this regionalism is another cause for lack of national integration.

Economic Condition: Economic factors are also responsible for the absence of a sound feeling of nationalism. The gap between the rich and the poor class, the peasant and the big land holders, the industrialist and the workers is increasing. Lack of employment opportunities has become a cause of acute frustration among the youth, who take to violence and even to anti-social and anti-national activities, affecting the integration of the nation.

Social Differences: In India, social conditions of the people have always been responsible for national integration. The national unity cannot be achieved, if there is hatred between higher and lower castes. This caste struggle is a serious impediment to the growth of national sentiment and it must be eliminated from the minds of younger generation.

Linguism: The diversity of languages is one of the formidable obstacles in the path of national integration. When we meet a person of our own language outside our region, we feel very happy. Language is always considered to be a great uniting force, but in our country it has become a disruptive factor. Our constitution has given us the right to get education in our own language. But sometimes, this love of one's own language becomes a disintegrating force when it is mixed up with political matter. The nation definitely needs a national language. Psychologist, sociologist and the experts in human behaviour are all of this opinion that one national language brings greater national cohesion and integration than the multiplicity of the languages.

Foreign language as a medium of Instruction: India has adopted a three (3) language formula consisting of English, Hindi and a regional language. In some educational institutions, English is the medium of instruction. It separates a section of the people from the vast majority who do not know English and a wide gap is created.

Defective Education System: Our education system is also to some extent responsible for our not attaining the desired level of national integration. We have identified the barriers of national integration but nothing has been done to remove these barriers. Our present educational system is also responsible for the divisive tendencies.

LET US KNOW



Regarding the defects in the education system of our country Kothari Education Commission (1964-66) has stated: "Instead of promoting social and national integration and making an active effort to promote national consciousness, several features of the educational system promote divisive tendencies."



ACTIVITY 5.3

"Religious feelings are aroused and exploited in elections" – Identify some incidents that have a place in your state which are the obstacles in the way of National Integration.

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5.3.3 Education for National Integration

By now, we are well acquainted with the importance of National Integration and its various obstacles. India is a country well known for its diversity of language, custom, tradition, religion etc. It is quite natural to have conflicts among the people due to these diversities. But, only education can materialise their hopes and aspirations. In order to arouse the sense of nationalism in the minds of the new generation, educational plan and programme need to be undertaken very carefully. Education for national integration implies that education which inspires a sense of love and devotion towards one's country, in the hearts of young boys and girls. In this regard, the following educational steps may be considered effective –

Plea for a National System of Education: If education is to justify its role in establishing integration in the country, we must have a national system of education. At present, unfortunately, the pattern of education varies from state to state. Effective coordination between the Centre and the States is an essential condition for evolving an effective programme of national System of Education.

Revision of Curriculum: Certain elements of new knowledge relating to folktale, folk literature, folk songs, biography of the national heroes, human geography of the different regions of the country,

their art, culture and literature etc. may be eventually included in the curriculum for acquainting the students with our cultural heritage and geographical and other diversities.

Effective use of co-curricular activities: Some programmes like display of educational films, radio talk for children of different regions, organizing their visits to different places of historical importance for understanding the past as well as the people and their cultural participation in feasts and festivals of other communities, organisation of prayer for all religions etc. may be undertaken. Apart from this, there should be provision for training in Scout and Guide, Red Cross, first aid and other similar programme.



LET US KNOW

According to the Sampurnanand Committee of Education, to ensure National Integration there should be daily assembly in schools and colleges. There should be a few minutes talk on moral and religious value or on social issue by the Head of the institution.

Moral and religious teaching: Here, the teacher should play a responsible role. He should bear an attitude of secularism and maintain the ideal "SARBA DHARMA SAMA BHAVA". The teacher can help the students to have respectful attitude towards other religions as well as tolerance, faith and spirit of goodwill to other faiths. Students should be taught to distinguish between good and bad, virtue and vice, so that they can develop a strong moral character.

Methods of teaching: The method of teaching should also aim at inculcating desirable values and proper attitudes in the students. Through the correct methods of teaching, those qualities can be developed in the students for promoting a healthy and corporate life.

The teaching of languages: We all know that India is a country with variety of languages. Different states are using different languages as medium of instruction. But quicker and permanent integration of the different communities living in different states will be possible, only if one common language is studied compulsorily by every student at the secondary stage throughout India.

Educational tours and trips: Through this, students come to know about how the people in different parts of the country live their lifestyle, attitudes, culture etc. Emphasis should be given to include the hill areas and the distant place in the educational tours in order to enable them to have first hand knowledge about these countries.

Exchange Programme: Under this programme, some teachers and students from one state should go and study in another state and vice-versa. It will help both the teachers and students in developing unity and integrity among their counterparts in different institutions of the country.

LET US KNOW



The conference of state Education Secretaries held in October, 1968 recommended exchange of students, teachers, educational administrators at the secondary and university level to promote National Integration.

Organising National Integration Camps: The Union Ministry of Human Resource Development has been organising National Integration Camps in the country. The main aim of such camps should be to enable the students to understand and appreciate the social and cultural life of the people in different states of India. Even the participants may give lecturers on contributions of their respective states to the national life and economy.



ACTIVITY 5.4

Identify some of the barriers to achieving unity and integrity among the people of your locality. [point out/ find out other than above mentioned barriers.]

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CHECK YOUR PROGRESS

Q 3: Mention some elements/topics to be included in the curriculum for promotion of National Integration.

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5.5 LET US SUM UP

- We have understood the meaning and importance of National Integration.
- Besides, we are also able to identify the various hurdles and obstacles of National Integration and International Understanding.
- Communalism, Casteism, Religious prejudices, Provincialism, Regionalism, Economic condition, defective education system, Foreign language as a medium of instruction are some of the hurdles in the way of National Integration.
- Only through educative means, we can remove these obstacles and promote National Integration.
- Besides, the course designer should also stress on certain principles of education for promotion of both.

- For an advanced developed and peaceful world, where all people, irrespective of caste and class can live unitedly, the first and foremost necessity is to promote NATIONAL INTEGRATION.



5.6 FURTHER READINGS

1) K.K. Bhatia : *Principles and theories of education.*
2) R.N. Sharma : *Principles and techniques of education*.
3) Safaya & Shaida : *Modern theory and principles of education.*
4) Chaube & Chaube : *Philosophical and sociological foundations of education.*



5.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: National Integration means is the feeling of oneness where all citizens are integrated by sharing their joys, sorrow, smiles, tears and a common interest with one another for the welfare of the nation as a whole.

Ans to Q No 2:

a) Emotions.

b) National integration

c) Mutual understanding, tolerance and respect for religion and culture.

d) Good and impartial administration.

Ans to Q No 3: Certain elements of new knowledge relating to folktale, folk literature, folk songs, biography of the national heroes, human geography of the different regions of the country, their art, culture and literature etc. may be eventually included in the curriculum for the development of mental horizon of the students.



5.8 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What is the meaning of National Integration?

Q 2: What do you mean by emotional integration?

Q3: What programmes would you start in your school in promoting national integration?

B) Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss the needs and importance of national and emotional integration.

Q2: Why is national integration important for us? How far can we achieve it through education?

Q 3: What contributions can the various educational institutions make towards awakening a nationalistic feeling in the students?

Q 4: Write a note on: Education for Nationalism.

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UNIT 6: EDUCATION FOR INTERNATIONAL UNDERSTANDING

UNIT STRUCTURE

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6.1 LEARNING OBJECTIVES

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

- define the meaning of International understanding
- explain the needs and importance of international understanding
- explain the role of education to strengthen international understanding
- list different principles of education for international understanding
- discuss the ways and means for promoting international understanding

6.2 INTRODUCTION

This unit will familiarise us with the meaning of International Understanding. Just imagine, that without understanding and integration among the members of a family we cannot think of a peaceful situation at home. Without unity, ultimately, the family will break up and there will be no welfare and progress of the family. Now, come out of our family and think

about our country. All members of a family must have some common objectives, some feelings of love and respect for one another. Only then, the family will prosper and live happily. Similarly, there should be a spirit of integration and understanding internally within the country and externally among the countries of the world. 'International understanding' denotes the understanding among the different nations of the world.

6.3 MEANING OF INTERNATIONAL UNDERSTANDING

International Understanding implies mutual understanding, faith and respect among the various nations or countries of the world. As globalization has changed the entire scenario, and due to the facilities for rapid communication and transportation, all the countries of the world have come closer to one another. Just as we cannot live alone and remain aloof from the family and if anything good or bad happens to us, it will definitely affects the other members of the family; similarly now anything happening in one country inevitably has its repercussions in other countries as well. This has necessitated mutually good and cordial relations amongst the countries of the world. And this is termed as International Understanding. A few important views on the concept of international understanding may be given here-

According to Dr. Radhakrishnan, "It is essential for us not to live apart but to live together, understanding one another's fears and anxieties, aspirations and thoughts. We must work for racial harmony. We may be American. We may be Russian, but we are essentially human beings.

In the words of **Dr. Walter H.C.Lewis, a former Deputy Director General of UNESCO**, "International understanding is the ability to observe critically and objectively and appraise the conduct of men everywhere to each other, irrespective of the nationality or culture to which they may belong."



LET US KNOW

International Understanding means –

- Mutual, good and cordial relations amongst the countries of the world.
- Implies understanding/respect for human rights and dignity.
- A sense of solidarity of mankind and international co-operation.
- Desire to live together in peace with each other.



CHECK YOUR PROGRESS

Q 1: What do you mean by International Understanding?

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6.3.1 Need for International Understanding

Don't we feel that if peace, prosperity and economic conditions of our country are to be upgraded, we have to work together, keeping aside our selfishness? It is also necessary to create good living conditions because only in such a condition all round development is possible. In broader sense, to have a peaceful and developed world, it is necessary to make all the human beings aware that they are the members of a single human society irrespective of the national boundaries and other differences. In fact, the very survival of humanity depends upon International Understanding. It is needed because –

The two World Wars including the Gulf War of the last century made it quite clear to all the nations of the world that another war may wipeout the entire humanity from this earth. Are we not recognised as supreme of all creatures? So, it is the right time to show the supremacy by stopping the war mania and rivalries among the nations.

Today, science and technology have to a great extent removed the barriers of time and distance. The entire world has come under one roof. Any happening in one country affects the other parts of the world due to the rapid network. Again, all the countries of the world are economically interdependent upon one another due to the effects of globalization. This has led to the realisation that all the nations of the world should stand or fall together. Thus International understanding is the need of the hour. To sum up it can be said that –

International Understanding is needed to –

- prevent world wars
- maintain one's sovereignty
- strengthen democratic principles
- develop backward nations
- develop network with other countries
- promote human welfare



CHECK YOUR PROGRESS

Q 2: Why do you think that international understanding is essential among the countries of the world?

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ACTIVITY 6.1

Point out the major reasons for the necessity of International Understanding.

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6.3.2 Principles of Education for International Understanding

We are convinced that International Understanding is needed for bringing peace and happiness, prosperity economic self sufficiency, brotherhood etc.among the people of the world. So, the education planners must include the following principles on which education for International Understanding should be based, for education is the only means to propagate this global message. The principles should be based on the following:

Interdependence should be stressed: For the satisfaction of the physical, social and economic needs each country has to depend upon the other. Needs of all nations can be better satisfied, if there is international co-operation and understanding.

Developing tolerance and mutual co-operation: Always remember that where there is tolerance and mutual co-operation, there is hardly any distrust and suspicion, and ultimately peace will prevail in such a condition.

Redefining patriotism in the modern context: Patriotism, in its narrow sense, is very dangerous as it may come in the way of world peace. The love for one's own country should not stand in the way of the wider loyalty to humanity. So, the term should be redefined and reinterpreted to realise internationalism.

Elimination of fear: Fear is the basis of suspicion and suspiciousness and prepares the nations for mutual distrust, bickering and ultimately to war. So, fear should be removed through proper education and stress should be given on the principle of LIVE AND LET LIVE.

Belief in universal freedom: This is the age of democracy which believes that freedom is the birthright of everybody. Our education should be so designed, as to infuse in us the democratic ideals and spirit of man.

Emphasizing correct values: Democratic values, group responsibility, co-operation, tolerance and mutual understanding

should be stressed, for the students to learn through education. We should create faith in humanity as humanity is the true religion of all human beings.

LET US KNOW



We should try to make the students realise that man is the most beautiful and supreme creation of the universe. Let us do everything of the best of our abilities to make this planet the best and the most beautiful.

Inculcate corporate responsibility: We all realise that we are the citizens of the world and as such we are responsible for anything bad or ugly that happens in the world. For the realization of our common aims, we must work together and help one another in times of difficulty and distress.

Practical use of knowledge: All the above mentioned theoretical principles of education for International Understanding will be useless and futile if they are not translated into action. So, we must train and educate our younger generation to use this theoretical knowledge of International Understanding for doing something practical to bring international unity.

LET US KNOW



Following principles are recommended by UNESCO for International Understanding –

- to educate mankind for the world community
- to co-operate in international organisations
- interdependence should be stressed
- to form a common world international organisation which can constitute a common heritage for mankind
- to develop a sense of responsibility to the world community
- to stress to develop healthy social attitudes in children.



CHECK YOUR PROGRESS

Q 3: International Understanding is essential to maintain one's sovereignty (True/false)

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Q 4: Friendship and harmony amongst different nations means ..... (fill in blank)

Q 5: Why is the interdependence among the nations stressed for promotion of International Understanding? Give two reasons.

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6.3.3 Education as a Way of International Understanding

Bertrand Russel once said – "Education may not bring internationalism from political point of view but education is the only agency through which it is possible to develop the feeling of true internationalism". In previous discussions also, it has been found that only education can bring any kind of change in our society. So, education should be so organised and formulated that it can promote International Understanding. In this regard, you can discuss the following ways and means of education for promoting internationalism –

Re-framing curriculum and text books : The role of curriculum and text book is always vital. The right type of curriculum and text book definitely orients the minds of the youth towards the direction of peace and harmony. The redesigned curriculum should enable our students:

- to learn that the earth is the home of man and other living things;
- to gain knowledge about the world we live in-its people, their similarities and differences, the variety of their modes of life etc
- to learn how to promote better understanding of the interdependence of the people of the world

- to inculcate respect for all the major religions of the world
- to know something about the long strength of mankind to replace conflict with cooperation
- to develop a desire and the simple skills to participate effectively in building a better world.

This means that all the important subjects and other activities that comprise the curriculum should initiate the students into the world of which they are the members. This necessitates a two-way programme. One is to rewrite the school textbooks with a view to promoting international understanding and another, is the methods and techniques of teaching various subjects have to be re-oriented and remodeled.

Stressing co-curricular activities : Co-curricular activities which are organized in educational institutions, today, can be used as a means for promoting international understanding among the students. Following co-curricular activities can be organised –

- celebrating days of international importance such as the U.N Day, Human Rights Day, World Health Day etc
- celebrating birthdays of international figures i.e. great human beings belonging to different countries and religion
- forming friendship clubs
- enacting world famous plays
- arranging debate on international issues etc.
- asking students to subscribe to the funds raised in aid of a foreign country which might have been afflicted by some natural calamities like earthquake, flood etc.
- inviting foreign scholars to address the students to broaden their mental horizon regarding world problems and world situations.

Role of teachers and students : As you know that teacher's personality and outlook is always influential in creating or forming attitudes in the students and even in the community. So, to foster International Understanding, he must be a man of broad mind and vision. This attitude of the teacher will surely influence the students

and they will carry the message of broad vision (internationalism) to the society. Besides for promoting international understanding, a teacher can play a dynamic role in the following ways:

- Firstly, a teacher should himself have faith in the world society and internationalism. It will help him to infuse the spirit of internationalism among the students.
- The teacher should emphasise not merely the contents of the various school subjects, rather the school should condition the pupil's minds for international spirit.
- The teacher by his way of teaching should kindle the interest of the people to know more and more about other lands and their people. The teacher should create an emotional background by teaching subjects like history, civics, social studies etc.
- The teacher should encourage his pupils to make friends, celebrate important days enthusiastically.
- Besides, it is also the role of the teacher to make effort to educate the adult society for internationalism, peaceful way of life and mutual co-existence.
- During the process of exchange programme, the teacher should bring out the best that is present in other people's culture and civilizations and enable the children to incorporate the same in his own.

Face to Face Contacts: Face to face contacts are of great help in broadening outlook, breaking rigid isolation of individual nations and in removing imaginary fears and grievances. The following activities are useful in this regard:

(a) International camps: Organising international camps for students and teachers and living in these camps will equally break cultural barriers and create mutual amity and international accord.

(b) Cultural and Study tours: Organising cultural and study tours to other countries may prove to be instrumental in enlarging human understanding and sympathies.

(c) Cultural exchanges: Educational institutions should co-operate and actively participate in the programme of sending cultural missions, consisting of teachers, students, scholars, poets, artists, writers etc to different countries of the world. This will broaden the national outlook of the persons concerned to a great extent and will help in establishing cultural fellowship among different nations.

(d) Institutions of international character: Regular institutions of international character are gradually coming into being. Inter-country gatherings and working for common ideals in these institutions have already proved their worth. Visit to these institutions and working together may help in broadening the outlook and develop the sense of international understanding.

Role of UNESCO: After suffering from the ill effects of the two World Wars, the UNESCO was formed in 1945. The main objective of the UNESCO is to establish a peaceful and progressive world free from war. So, we are always hopeful about all the activities done by UNESCO in this regard.

Let us conclude that this unit will help us to understand the true meaning of International Understanding. Not only for the progress and prosperity, but also the very survival of mankind that we must try to promote internationalism and education is the strongest and the most potent agency for promoting both. **LET US SPREAD UNITY AND BROTHERHOOD AND GLORIFY THE VERY NAME OF INDIAN CITIZEN.**



ACTIVITY 6.2

Make a list of activities performed by the different schools of your locality to bring international understanding.

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CHECK YOUR PROGRESS

Q 6: The UNESCO was formed in the year ..... (fill in the blank)

Q 7: One of the objectives of the UNESCO is — (choose the correct one)

i) to exchange thoughts and ideas of people

ii) to establish a peaceful and progressive world free from war

iii) to promote friendship

iv) to train teachers

Q 8: Exchange programmes may rectify wrong notions about other countries (true/false)



6.4 LET US SUM UP

- The meaning and importance of National Integration and International Understanding.
- The various hurdles and obstacles of National Integration and International Understanding can be identified.
- Communalism, Casteism, Religious prejudices, Provincialism, Regionalism, Economic condition, defective education system, Foreign language as a medium of instruction are some of the hurdles in the way of National Integration.
- Only through educative means, the obstacles can be removed and promote International Understanding as well; because education is the common medium and it is reachable to all.
- For an advanced developed and peaceful world, where all people, irrespective of caste and class can live unitedly, the first and foremost necessity is to promote INTERNATIONAL UNDERSTANDING.



6.5 FURTHER READING

1) K.K. Bhatia : *Principles and theories of education.*

2) R.N. Sharma : *Principles and techniques of education*.

3) Safaya & Shaida : *Modern theory and principles of education.*

4) Chaube & Chaube : *Philosophical and sociological foundations of education.*



6.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: International understanding implies the mutual understanding, faith and respect among the various nations or countries of the world. Impact of globalisation and development of information and communication technology ties all the countries of the world have come closer to one another.

Ans to Q No 2: International understanding is necessary, because:

- It encourages people to live under one umbrella
- It is needed for preventing world's war and maintaining one's sovereignty.
- It also helps to strengthen the democratic principles.
- It tries to develop the backward nations.
- It tries to promote the network with other countries.
- Infact, the feeling and practice of international understanding promote the human welfare as a whole.

Ans to Q No 3: True.

Ans to Q No 4: International understanding.

Ans to Q No 5: Interdependence of the nations are stressed for promotion of International Understanding, because of:

- Developing tolerance and mutual co-operation among the States.

- Redefining patriotism in the modern context.
- Elimination of fear.
- Belief in universal freedom.
- Emphasis correct values.

Ans to Q No 6: 1945.

Ans to Q No 7: ii) to establish a peaceful and progressive world free from war .

Ans to Q No 8: True.



6.7 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What do you mean by international understanding?

Q 2: What are the guiding principles of UNESCO for international understanding?

Q3: What part can the teachers play in bringing about international peace and cooperation?

Q4: Briefly discuss, how the school curriculum should be developed to bring about international understanding?

B) Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss the needs and importance for International Understanding?

Q 2: "Too much nationalistic feeling is harmful for the promotion of International Understanding" — justify the statement.

Q 3: Explain fully the meaning of "Education for international understanding". Describe a few activities which can be undertaken in your school/educational institute for its development.

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UNIT 7 : VALUE EDUCATION

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Meaning of Value Education

7.4 Objectives of Value Education

7.5 Value Education, its Needs and Importance

7.6 Types of Value Education

7.7 Value-oriented Activities and their Relative Advantages

7.8 Let Us Sum Up

7.9 Further Reading

7.10 Answers to Check Your Progress

7.11 Model Questions

7.1 LEARNING OBJECTIVES

After going through this unit ,you will be able to

- define the concept and meaning of value education
- identify the needs and importance of value education
- differentiate the types of value-oriented activities in education
- describe the value activities and their relative advantages

7.2 INTRODUCTION

This unit introduces us to the concept of value education. All of us should know about the concept of value education as well as its importance in our day to day life. Value education has great necessity in our present day society. Among us, some may have the knowledge about values and its utility, but everybody may not have its ideas. However, as human beings as well as member of society, we are expected to have an overall understanding and knowledge about the terms of value education.

After getting a fair understanding of education, its meaning as well as its importance, we must have to know how value can be inculcated through

the proper sense of education. This unit gives us a good idea on the value-oriented education and its activities.

7.3 MEANING OF VALUE EDUCATION

Before defining the meaning and concept of value education, let us discuss the meaning of value.

Generally speaking, values are the norms of behaviour which have been evolved during the course of time in the social, moral and spiritual fields. It refers to the ideals in various acts of behaviour. In other words, value stands for the ideals of a man/woman that he/she lives for.

Philosophically speaking, a human being is supposed to conduct himself and shape his/her life patterns by integrating his beliefs, ideas and attitudes. Values are those standards or code of moral behavior conditioned by one's cultural tenets and guided by his/her conscience. Thus, good of all qualities can be taken as the sole criterion for values.

From psychological point of view, value is associated with the ` feeling aspect of behavior. It means that receiving knowledge about the value is not enough; it is necessary that it must be integrated into the personality of an individual so that it may be characterized. Thus as the individual grows, he/she learns from his/her experiences, which may come as general guides to behaviour. These guides which tend to give direction to life, may be called 'values'.

From the above discussion, it is clear that an individual's personality is determined by a set of values that he/she adopts as personal preferences of ideals. Thus, value does not exist as objects but is estabilished by judgements that is, by judging things, qualities, events or actions from a personal point of view. Values are subjective in the sense that they exist only for those who uphold them. But it contains objective element also because different thinkers perceive values in various perspectives according to their thinking. Allport define, value as "a belief upon which a man acts by preference." In the words of eminent sociologist R K Mukherjee, "values are socially approved desires and goals that get internalized through the process

of condition, learning or socialization and that becomes subjective preferences, standards and aspirations." Thus, values are the core of one's personality. Any value needs time to take root and grow. It is purely an acquired character which needs training and guidance. Proper education and environment act simply as **catalyst** of value development. There is also the necessity for students to realize at some stage of their education that it is his or her duty to develop by consistent self effort of any value he or she desires to acquire.



Catalyst: This is a scientific definition. It can be rather explained as " somnething that causes activity between two or more persons or forces without itself being affected"

Our concept about values will be clear if we go through the characteristics values. The characteristics are:

- Values are the guiding principles of life which give directions to one's strivings.
- Values are criteria of desirability or standards of preference, judgment or choice and are not rules of conduct.
- Values are not static.
- Values occupy the central position within an individual's personality make-up and cognitive system.
- Values determine both attitudes and behaviour. Attitudes are functions of values.
- They are the results of societal demands. Values are learned and determined by culture, society, institutions and personal experiences.
- Finally, we can say that values are the key choices that shape the type of life that man builds for himself/herself and the kind of person he/she becomes and these reflects his/her basic values.

Now that we have understood the meaning of value, let us discuss about value education. We know that education is a potent force for change and human progress. Swami Vivekananda said "Education is a man making process." In fact, education is looked upon as an instrument to develop our well being and to build a society based on the value system it cherishes. Philosophers, Spiritual leaders and educationists have emphasized the role of education for character development, bringing out the latent potentialities and inherent qualities and developing integrated personality for the well being of the individual and the society at a large. Thus, the essential function of

education is to impart knowledge, to inculcate skills for life and to help young people to develop as full human beings, equipped to lead a good life. In this task, value plays a major role. Values like truth, universal love, respect for all religion, respect for elders, dignity for manual work or service, honesty, courage, loyalty etc. can be inculcated by giving proper education. It is therefore essential that values are inculcated at all levels of education, especially in the formative years of development, i.e., primary and secondary levels.

Value education is the training of the heart and mind. It enables the children to understand by giving values and virtues. Value education has to be integrated within the school curriculum. Academic education is important indeed, but to go deeper into it, education has to produce a good human being. In this era of information, knowledge and technology, the inner refinement and growth have become imperative. Thus, when we mean value in education, we mean value education or value-oriented education. It is the deliberate effort to impart a positive and desirable value orientation through the educational process.

Educational Values are defined by the different thinkers. We can mention here a few of these to make the meaning clear.

- According to Cunninghum “Educational values become aims of education. According to these qualities, abilities and capacities are promoted in the individuals, which form inherent values of life.”
- According to Brubacher “To state one’s aim of education is at once to state his educational values.”

Thus for the mental, physical, moral, social and spiritual development through education, value is an integrated part that can show the way or path for achieving the desired goals or aims of real education.



LET US KNOW

Values are the norms of behavior which have been evolved during the course of time. From philosophical point of view, values are standard of moral behavior,

guided by conscience. Psychologically speaking, receiving knowledge about the value is not enough; it must be integrated to personality of an individual. Values are the guiding principles of life. It evolves with experience and maturity and acquired from culture, society, institutions and personal experiences.

Education is an instrument of social change. The essential function of education is to impart knowledge but at the same time, it must help the young pupil to grow as good human beings, equipped with qualities like truth, honesty, tolerance, respect for elders, courage, loyalty etc. Value education is cultivating through education. It is a deliberate attempt to inculcate values through educational process.



CHECK YOUR PROGRESS

Q 1: What is value education?

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Q 2: Give a definition about value education

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Q 3: How does the value develop the mind of people?

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7.4 OBJECTIVES OF VALUE EDUCATION

We have developed a fair understanding on value and value education. Now we will discuss the objectives of value education. Traditionally, the objectives of value education were based on religion and philosophy. But with the changes of time, different aspects have come up, such as social, national, intellectual, moral etc., which has made the objectives of education wide and varied. Value oriented education has identified five dimensions on value education, that are physical education, mental education, emotional education, aesthetic development and moral and

spiritual domain. The values to be pursued in the moral and spiritual realm, through the exercise of sincerity, faithfulness, and obedience to what one conceives to be the highest, gratitude, honesty, benevolent, generosity, cheerfulness and selflessness, It is expected that value education will help human beings to conduct themselves in the more desirable directions and to shape their life patterns by strengthening their beliefs and by integrating facts as well as the process to achieve them. The main objectives of value education are:

- To make the pupil understand the importance of values in human life.
- To promote basic and fundamental qualities like compassion, truthfulness, peace, justice etc. in children.
- To train them to become responsible citizens in personal as well as in social life.
- To develop proper attitude towards one's own self and fellow beings.
- To enable them to become open and considerate in thought and behaviour.
- To rise above prejudices on religion, language, sex, caste or creed.
- To appreciate the basic principles of major religions of the world.
- To acquire the knowledge of the greatness of Indian culture and significance of our national goals.
- To make the pupils understand the relevance of values advocated by the great leaders of the world.
- Finally, to develop the spirit of national identity and patriotism in children.

Because to develop the spirit of national identity and the feelings of patriotism among children, are the two relative aspects of value education programme in all countries of the world in .



CHECK YOUR PROGRESS

Q 4: What are the two aspects of traditional objectives of value education?

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Q 5: Identify the five dimensions of value education

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Q 6: What are the relative aspects of all the countries of the world in value education programme?

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7.5 VALUE EDUCATION, ITS NEED AND IMPORTANCE

Already we have discussed the different aspects of value. Now the question is, why are we giving importance to value education? Why is it necessary to provide value education at all levels of education? We will try to analyse these aspects in this section of the unit.

Our society has seen the erosion of social and moral values in the younger generation which has given rise to serious social and ethical conflicts in society. To counter the erosion of values, a positive intervention is the only way. Value education has become extremely necessary in the context of today. Rapid scientific growth and technological development or advancement resulting in industrialization have threatened age old moral standards. The National Policy on Education of 1986 has laid considerable emphasis on value education by highlighting the need to make education a purposeful and powerful tool for cultivation of social and moral values. It states: “In our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people.” Value education has a profound positive content based on our heritage, national goals and universal perceptions. In the context of social changes, education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. A large number of educationists of the whole world have stressed the importance of promoting values through

education, which is facing the crisis of character in different spheres of life. University Education Commission of 1949 held the view that in addition to the search for truth through scientific and scholarly pursuits, an important task of education is a concern with values. National Education Commission of 1964-66 with emphasis on education's role in national development includes among the functions of higher education, cultivation of right interests, attitudes and moral and intellectual values. In 1986 National Policy on Education observes that "the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education as a forceful tool for the cultivation of social and moral values." The programme of Action (POA) suggests a workable line of action to achieve an interlinking of education and culture in order "to promote the process of child's personality development, particularly in terms of discovering the inherent potentialities of all the children." Thus, value oriented education is the need of the time and it is justified on the following grounds:

- **Development of positive social attitudes**: Valuables based education will help in developing positive social attitudes. Through value based education, the students will be aware of many evils of the society, such as, corruption, nepotism, favoritism, riots, merciless killing of the innocents, dowry etc. which are hampering the progress of the nation. They will be able to realize their voice against these evils.
- **Development of moral qualities:** Value based education is needed for developing moral qualities among the students. Qualities like truthfulness, honesty, respect for elders, spirit of service, tolerance, sympathy, sacrifices are the basis of character and personality development. Value based education will help in developing these qualities.
- **Counters materialistic attitudes:** Modern world is in the grip of materialistic values like money, property, land or other kind of wealth etc. Value education is an effective tool to fight against materialistic attitudes. It creates respect for moral or human values without which one can not lead a good life.

- **Humanizing effect:** Value based education aims at humanizing or realizing the higher reaches of human's potential and implies the vision of good life. It prepares the individual for self development as well as for the development of the society.
- **Develops co-operation and fellow-feelings**: Value based education is needed for the development of fellow feeling and co-operation among the members of the society. We have seen wide spread sense of jealousy, non-cooperation, violence in the society. Value education is one of the means to inculcate the essential values like tolerance, sense of co-operation, respect for others, self control, emotional stability etc. which will help the students to develop a right type of behaviour.
- **Development of democratic qualities:** For developing democratic qualities, such as dignity of individual, social and individual justice, equality, brotherhood etc., value oriented education is essential. Good values and character, following good ethics, represent distinctive qualities of leadership which is very essential in a democracy. Such leadership qualities can be cultivated through value education only.

From the above discussion on values, it may be concluded that value education is the need of the hour. All educational philosophers, therefore, essentially stress values. All Educational Commissions have also advocated inculcation of moral and spiritual values. As it has been mentioned earlier that as value is not static, for our relationship to this world is also not static. Values evolve and mature as experiences evolve and mature. Education therefore, should moderate by training the mind, the behaviour of the senses and provide directions on the mode of their use. Hence, without values, life becomes a series of meaningless events.



CHECK YOUR PROGRESS

Q 7: Why is value education necessary?

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Q 8: Mention the factors of inculcating values in the context of social changes.

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Q 9: Give a brief statement on the importance of value education asserted by NEC 1964-66 and NPE 1986.

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7.6 TYPES OF VALUES

Values are of various kinds according to their specifications; they are briefly divided into:

- Aesthetics values in accordance with arts, dancing, painting, dramatization, music etc.
- Spiritual values concerning spirit as opposed to matter and relating to the concept of the divine and soul.
- Moral values relating to ethics.
- Social values concerning society and its well being.

To be more specific, aesthetic values are related to perception of an object or action to which the adjectives ugly and beautiful are relevant. The observer, when exposed to an aesthetic experience can feel the beauty or lack of it. Aesthetic values, thus, are the important part of value education. Spiritual values are related to the concept of ultimate reality of this universe, i.e., behind the universe lies a divine spirit and all the universe is simply a manifestation of that spirit. Therefore,spiritual values make us aware of the spiritiual nature of the universe. Moral values is concerned with and individual's sense of right and worng. Every individual is expected to make the right choice. Social values are the satisfaction that we get from friendship, family etc.. These values are related to the socity where we live in.

Brubacher has also attempted to divide values in the two categories.They are :

- Related to likes or immediate values:-These values are related to fulfill the biological and psychological needs of children. Only immediate objects are able to satisfy these values.
- Related to intelligent or remote values:- These are the values which are closely related to intelligence and rational needs. It is known that each programme of school satisfies the diverse needs of teacher and children, but only some of these needs have been important. These values are further divided in to two categories; they are Extrinsic or Instrumental and Intrinsic values.



LET US KNOW

In our human society, values are classified in various manners, such as Social values, Moral values,Cultural values and Secular values. WG Everet has classified human values in eight groups which are- Economic values, Bodily values, Recreation values, values of Association, Character values, Aesthetic values,Intellectual values and Religious values.



CHECK YOUR PROGRESS

Q 10: What are the two educational values that Brubacher had attempted? Mention.

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Q 11: Give a brief note on Extrinsic and Intrinsic values.

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Q 12: Mention the eight groups of human values as classified by W. Everet.

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7.7 VALUE ORIENTED ACTIVITIES AND THEIR RELATIVE ADVANTAGES

From the above discussion, we have come to know that value education has great importance in the social situation to live as a human being. To develop the values in the mind of young learners, we must go through some value oriented activities in the following ways-

- **Activity programme to develop values in school situation**
  - Community prayer in the educational institution
  - Community performance in the school situation
  - Community service programme
  - Social service programme in fairs and festivals
  - First aid programmes
  - Celebration of National festivals and national and international days.
  - Organising and practicing the different Plays and Athletics activities
  - Organisation of school Panchayat, Union Society, Co-operative etc.
- **Talks, Debates and Symposium etc.**
  - Emphasis should be laid on unity of all religious, harmony among different communities and National Integration. Awareness can be developed through talks, debate and symposium etc.
- Classroom learning activities with the help of biographies, stories, articles, classics, news paper etc.
- Give some personal examples. Teacher should set up some examples of good conduct and behaviours through which the students can gather lessons of good values.

The most important aspect of the programme is that the teacher should set up some examples of good conduct and behaviours in front of the students so that the students are able to imitate and thus, can form their behaviour according to such behaviours.

National Council of Education Research and Training has published a list on value-oriented education for school situation. It includes the following dimensions;

- To understand the rights and duties of citizenship as envisaged in the

Indian constitution.

- To realize the importance of morality that is essential for the stability and progress of the society. It includes the norms of conduct such as respect and obedience, affection and consideration for others, discipline and civic sense, honesty in work and dealing with others, co-operation and observance of proper manner.
- To understand the criteria which make an action moral that is related to social aspects.
- To practise values such as courage, truth, universal love, dignity of manual labour, service, cleanliness, purity, courtesy, peace and joy.

NCERT (National Council of Education Research and Training) suggested the following activities that would evoke or influence the value development among the students in school:

- Community prayer programmes
- Health and cleanliness activities
- Classroom teaching
- Productive manual work oriented programmes
- Activities for traning in citizenship and other cultural and recreational activities and social service activities.



CHECK YOUR PROGRESS

Q 13: Mention four types of activities of value education in school situation.

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Q 14: Give examples of some great personalities who taught values in life.

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Q 15: What are the activities of value-oriented education as suggested by NCERT?

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7.8 LET US SUM UP

- The ideas and concept of value is the combination of both objective and subjective conditions and appreciations. Actually the judgment of value depends on thinking, feeling and willing of the human mind as well as on the human personal satisfactions. Truth, Beauty and Goodness, these three things can be considered as an ideals or values, where objects as well as human mind are concerned.
- Value education is an integrated part of learning. In the easiest way, value education indicates the activities ranging from training in physical health, mental hygiene, etiquette and manners. It also includes the appropriate social behaviors, civic rights and duties to aesthetics and religious training.
- Actually, values are the guiding principles of life which are conducive to one's physical, social and mental health.
- An important aspect of value education programmes in all countries relates to the development of the spirit of national identity and patriotism in children.
- In the context of social changes, value education not only imparts information and skills to the students but also inculcates and evokes the values of humanism, democracy, socialism, secularism and national integration.
- A large number of educationists of the world have stressed the importance of promoting values through education, which is facing crisis of character in different spheres of life.

- University Education Commission (1948), Kothari Education Commission (1964-66) and National Policy of Education 1986 stressed the development of value education in the minds of the students.
- Values are classified as immediate and remote values, social, moral, cultural and secular values.
- Values can be inculcated by organizing the various activities in the school or in the classroom that can influence the minds of the young learners.



7.9 FURTHER READING

1) Aggarwal, J C (2002) : *Development and Planning of Modern Education*, Vikas Publishing House

2) Sanyal, Jagadiswar (1997): *Guide to General Philosophy*, Sribhumi Publishing Company, Calcutta

3) Singh M S : *Value Education*, Adyayan publishers and distributors, New Delhi- 110002



7.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Value education is a wide gamut of learning. It includes the activities ranging from training in physical health, mental hygiene, etiquette and manners. It is essentially a matter of educating the feelings and emotions.

Ans to Q No 2: According to R.K. Mukherjee "Values are socially approved drives and goals that get internalised through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations."

Ans to Q No 3: Value education should be developmental education. It does not depend on heredity. It is purely an acquired character and a life long process. Values are not only caught but should also be developed systematically through planned efforts.

Ans to Q No 4: Traditional objectives of value education are based on Religion and Philosophy.

Ans to Q No 5: The dimensions are physical education, emotional education, mental development, aesthetics development and moral and spiritual development.

Ans to Q No 6: To develop the spirit of national identity and the feelings of patriotism in children are the two relative aspects of all the countries of the world in value education programme.

Ans to Q No 7: Value education is necessary to uplift the human endeavour in general and the personality development in particular. So, it has a great importance. The objective of education in essence, is to bring out the latent faculties of a person.

Ans to Q No 8: Factors of values are humanism, values of democracy, values of socialism, values of secularism and values of national integration

Ans to Q No 9: We have seen that all committees and commissions on education in India have invariably commended value education. The National Education Commission of 1964-66 especifically stressed this aspect. The National Policy on Education 1986 also reasserts the element of value education.

Ans to Q No 10: Brubacher classified educational values as Related to likes or immediate values and Related to Intelligent likes or Remote values.

Ans to Q No 11: An intrinsic value is one which is judged to be valuable in its own right and which consequently can be said to be of absolute worth. An extrinsic value, on the other hand, is one which is judged to be valuable because of its relation to another value in respect of which it is a means. In short ,an intrinsic value is an absolute and an end in itself, while extrinsic value is a means to

an end which is valued. Money, for example, is valuable to us not for the sake of itself but for the commodities it can buy. Money, therefore, has extrinsic value while it is used for buying the commodities and its intrinsic value is related to its being valuable in itself.

Ans to Q No 12: The Human values are Economic values, Bodily or Physical values, Recreational values, Values of Association, Character values, Aesthetic values, Intellectual values and Religious values.

Ans to Q No 13: The four types of activities of value development in school situation are:

- Community prayer in the educational institution.
- Community service programme
- Social service programme in Fairs and Festivals
- First aid programme.

Ans to Q No 14: Personal examples have played a significant role for the development of values among the children in the school. The most important aspect of the programme is that the teacher should set the examples of good conduct and behaviour of great personalities which the students may imbibe in themselves.

Ans to Q No 15: NCERT has suggested the following activities:

- Community prayer programmes
- Health and cleanliness activities
- Classroom Teaching
- Productive manual work oriented programmes
- Activities for training in citizenship and other cultural and recreational activities and social service activities.



7.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What is value education?

Q 2: What are the objectives of value education?

B) Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss the necessity of value education in our society.

Q 2: Define value education. State briefly the development of value education.

Q 3: What are the objectives of value education? Enumerate the needs and importance of value education.

C) Write Short Notes (Within 150 words)

(a) Types of value education

(b) Value oriented activities and their relative advantages.

(c) Value education in school situation.

(d) Developmental value education.

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