

TAMIL NADU TEACHERS EDUCATION UNIVERSITY
Chennai-600 097

Course Material for B.Ed (First Year)

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Course 2: Contemporary India and Education

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Unit VI Policy Framework on Education: Post-independent India

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Unit – VI Policy Framework on Education: Post- Independent India

Objectives:

After the completion of the unit, the learners will be able to:

1. explain the salient features of Kothari Commission.
2. comprehend the recommendations of the NPE (1986).
3. acquaint with the key features of NKC (2005).
4. critically analyse the aspects of NCF (2005).

Introduction

In pursuance of the constitutional mandate, the Government of India, has initiated several measures for social and economic reconstruction of the country. The educational reconstruction has been one among such measures. Various commissions and committees were appointed at different times to survey, study, review and recommend improvements in the existing system, policies and programmes of education.

Kothari Commission (1964 – 1966)

Kothari Commission (1964-1966), popularly known as Indian Education Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines, and policies for the development of education in India. The Education Commission under the Chairmanship of Dr. D.S. Kothari, the then Chairman, University Grants Commission, began its task on October 2, 1964 and submitted its report on June 29 1966.

The major recommendations of the Kothari Commission are as follows:

- i) Introduction of work-experience which includes manual work, production experience, etc. and social service as integral part of general education at more or less all levels of education.
- ii) Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating the transition of youth from the work of school to the world of work and life.
- iii) Vocationalization of secondary education.

- iv) Strengthening of the centres of advance study and setting up of a small number of major universities which would aim at achieving highest international standards.
- v) Special emphasis on the training and quality of teachers for schools.
- vi) Education for agriculture and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to draw a reasonable proportion of talent to go in for advance study and research in agriculture science.
- vii) Development of quality or pace-setting institutions at all stages and in all sectors.

The Commission observed that mother-tongue had a pre-eminent claim as the medium of education at the school and college levels. Moreover, the medium of education in school and higher education should generally be the same. The regional languages should, therefore, be adopted as the media of education in higher education.

The Commission further observed that the public demand for secondary and higher education had increased and would continue to increase in future. It was, therefore, necessary to adopt a policy of selective admissions to higher secondary and university education in order to bridge the gap between the public demand and available facilities.

The Commission was of the view that the social segregation in schools should be eliminated by the adoption of the neighbourhood social concept at the lower primary stage under which all children in the neighbourhood will be required to attend the school in the locality.

Iswar Bhai Patel Committee (1977)

The All India Council of Technical Education at a meeting held during the year 1974-75, made important recommendations relating to the establishment of appropriate links between industry and educational research institutions, programmes of vocational education and the establishment of teacher training centres in the field of management education.

With the passage of time, the Review Committee on the curriculum, for the ten years schooling, popularly known as Ishwar Bhai Patel Committee (1977), categorically recommended in its report for the compulsory introduction of Socially Useful Productive Work (SUPW) at the secondary schools.

Accordingly, the scheme SUPW was introduced in almost all the secondary schools of the country and a period was allotted in the time-table for this purpose. The main purpose of this scheme was to inculcate in learners, the liking and love for the dignity of labour. To begin with,

there was much enthusiasm for the implementation of SUPW. But, as time went on, initiative and zeal gradually slackened. In-fact, tangible result was not achieved.

Macolm S. Adiseshiah Committee (1978)

In the year 1978, a Committee was appointed under the Chairmanship of Macolm S. Adiseshiah for +2 stage and the report was entitled 'Learning to do, towards the Learning and Working socially. This Committee was appointed specially for higher secondary education with special reference to vocationalisation. It also recommended for SUPW at the school level and vocationalisation of the higher secondary education. It also pleaded eloquently for the effective implementation of relating education to productivity.

Major recommendations of the Committee

- (i) Learning must be based on Socially Useful Productive Work (SUPW) or through vocationalised courses;
- (ii) Vocational courses should be in agriculture and related rural occupational areas;
- (iii) In the general and vocationalised educational spectrum there should be no rigid streaming of courses. In accordance with the availability of facilities and the demand of the area, each school should be allowed to offer such general and vocational courses;
- (iv) The higher secondary stage should comprise of a general education spectrum and a vocational spectrum;
- (v) The curriculum should be so structured that the courses lend themselves for imparting instruction interns of well-connected modules to enable the students to choose and combine them according to their needs;
- (vi) On a priority basis books should be written suiting to the local needs for imparting instruction in vocational courses;
- (vii) Semester pattern and credit system should be introduced in classes XI and XII;
- (viii) To start with counselling and placement officers be appointed in clusters of 3 or 4 schools, particularly in rural areas;
- (ix) Services of persons who have had actual experience of on the job may be fruitfully utilized to teach vocational courses. Wherever necessary part-time teachers may be

- appointed. In respect of teachers of vocational courses there should not be insistence on post-graduate qualification; and
- (x) For bringing about proposed changes at this stage of education both pre-service and in-service teacher education programme should be properly organised.

New Education Policy (1986)

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education. The policy covers elementary education to colleges in both rural and urban India. The first NPE was introduced in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications.

1. **National System of Education:** Though education is a State subject, this policy provides a National System of Education, i.e., 10 + 2 + 3 system.
2. **Equality:** This policy provides equal opportunities to all for education. Navodaya schools have been opened for socially and economically deprived but to talented children. Regional imbalances are also being removed.
3. **Education of Scheduled Castes:** Scholarships, hostel facilities, adult education programmes are being introduced to socially and economically deprived scheduled castes.
4. **Women's Education:** New Education Policy gave special emphasis to women's education. This statement owes that women are the keys to nation's progress. Eradication of illiteracy, vocational curriculum, nutrition and child care courses, home management, etc., are given priority.
5. **Education for Tribes:** This policy gave main emphasis to the education of tribes. Residential Ashram Schools have been opened for them; and scholarships for higher education are also given to them.
6. **Adult Education:** Education Policy gave a programme for adult education to remove the illiteracy from the masses. For this, adult schools, libraries, distance education, T.V. programmes are being introduced.

7. ***Education for Other Backward Classes (OBCs):*** A large number of backward classes, minority classes have not been given any opportunity for education. These classes have a very crucial situation. They are socially and economically deprived due to their profession, but they usually linked themselves with higher varnas thus upper castes do not give them social sanction.
8. ***Integrated Education for Disabled Children:***It has been established scientifically that disabled children with mild handicaps make better progress academically and psychologically if they study with the normal children.To integrate these children with others in common schools, a revised scheme of Integrated Education for Disabled Children was started during 1987-88. Under it, cent per cent financial assistance is given to State Governments/UT administrations/voluntary organisations for creating necessary facilities in schools.
9. ***Educational concessions to children:***The Centre and most of the State Governments and Union Territories offer educational concessions to children of the defence personnel and paramilitary forces killed or permanently disabled during Indo-China hostilities in 1962 and Indo-Pakistan operations in 1965 and 1971. During 1988, these concessions were extended to children of IPKF/CRPF personnel who were killed/disabled during action in Sri Lanka and children of the armed forces personnel killed/disabled in action in ‘Operation Meghadoot’ in Siachen area
10. ***Education of SC/ST/OBC:***Pursuant to the National Policy on Education, some of the following special provisions for SCs and STs have been incorporated in the existing schemes are:
 - (a) Relaxed norms for opening of primary schools;
 - (b) A primary school within one km walking distance from habitations of 200 population instead of habitations of 300 population;
 - (c) Abolition of tuition fee in all states in government schools at least up to primary level. Most of the states have abolished tuition fee for SC/ST students up to senior secondary level;

(d) Providing incentives like free text-books, uniforms, stationery, school bags, etc., to these students;

(e) The major programmes of the Department of Education, viz., District Primary Education Programme (DPEP), Lok Jumbish, Shiksha Karmi, Non-Formal Education (NFE) and National Programme for Nutritional Support to Primary Education accord priority to areas of concentration of SCs and STs;

(f) Reservation of seats for SCs and STs in Central Government institutions of higher education including IITs, IIMs, Regional Engineering College, Central Universities, Kendriya Vidyalayas and Navodaya Vidyalayas, etc. Apart from reservation, there is also relaxation in the minimum qualifying cut off stages for admission in universities, colleges and technical institutions. The UGC has established SC/ST cells in 104 universities including Central universities to ensure proper implementation of the reservation policy;

(g) To improve academic skills and linguistic proficiency of students in various subjects and raising their level of comprehension, remedial and special coaching is provided for SC/ST students.

11. Minorities Education: In pursuance of the revised Programme of Action (POA) 1992, two new Centrally-sponsored schemes, i.e., (i) Scheme of Area Intensive Programme for Educationally Backward Minorities, and (ii) Scheme of Financial Assistance for Modernisation of Madrasa Education were launched during 1993-94.

Programme of Action (1992)

The National Policy on Education (NPE), 1986, aimed at making it "an effective instrument for taking the country into the 21st century". It envisages improvement and expansion of education in all sectors; elimination of disparities in access and stress on improvement in the quality and relevance of basic education. A modified NPE in its Programme of Action, 1992, called for making the `plus two stage" part of school education throughout the country.

Major Recommendations

(i) Universalisation of Elementary Education

The NPE accords priority to Universalisation of Elementary Education (UEE). Universal access, universal retention, and Minimum Levels of Learning (MLL) are the broad parameters to achieve UEE. These are aimed at providing school facilities within a walking distance of 1 km. for children of primary schools, and 3 kms for children of upper primary schools and strengthening of alternate mode of education, non-formal education for school drop-outs, working children, and girls and Minimum Levels of Learning at the primary and upper primary stage.

(ii) Nutritional Support

The National Programme of Nutritional Support to Primary Education, commonly known as the Mid-day Meal Scheme launched on August 15, 1995, was intended to give a boost to primary education by increasing enrolment, retention and attendance in schools and at the same time augmenting nutritional levels.

(iii) Operation Blackboard

The scheme of Operation Blackboard is aimed at improving classroom environment by providing infrastructural facilities, additional teachers and teaching - learning materials to primary schools. Significant progress has been made in the area of teacher training with 444 District Institutes of Education and Training (DIETs) sanctioned to provide pre-service and in-service training to elementary school teachers, for adult education and non-formal education personnel.

(iv) National Literacy Mission

The National Literacy Mission (NLM) was set up in 1988 with the target of making 100 million persons in the age group of 15-35 literate in a phased manner. Under Total Literacy Campaign (TLC) and Post Literacy Campaign (PLC) 68.57 million persons covering 447 districts were made literate. Out of these, 60 per cent are women, 23 per cent SCs, and 12 percent STs.

(v) Equal Opportunities

Under the programme for better opportunities to the minorities, a provision of Rs.8.8 crore has been made in the Annual Plan outlay of 1998-99 in the Area Intensive Programme for Educationally Backward Minorities, Modernisation of Madarsas and coaching classes by UGC. A programme to provide educational opportunities to disabled children on par with mild to moderate disabilities in the general schools system has been prepared.

(vi) Secondary Education

The number of secondary and senior secondary schools has increased from 0.07 lakh in 1950-51 to 1.02 lakh in 1996-97, resulting in not only an increase in the enrolment but also increase in the number of teachers, including female teachers. The Kendriya Vidyalaya Sangathan manages Kendriya Vidyalayas and its main activities include review and updating academic activities and programmes, vocationalisation, information technology, and computerisation.

(vii) Technical Education

To streamline the system of approval of new courses and programmes, the All India Council for Technical Education (AICTE) has issued regulations for establishment of new institutions and starting new courses.

(ix) University and Higher Education

All the Central Universities except the Indira Gandhi National Open University are funded by the Central Government through the University Grants Commission. IGNOU is funded directly by the Central Government for promoting the distance education system.

Sachar Committee (2005)

The Rajinder Sachar Committee, appointed by the Prime Minister [Manmohan Singh](#) of [India](#) was a high level committee for preparation of a report on the social, economic and educational status of the Muslim community of India.

Recommendations of Sachar Committee

The report put forward some recommendations to eliminate the situation raised for Indian Muslims. Justice Sachar explained that the upliftment of minorities and implementation of these recommendations would strengthen the secular fabric of Indian society as well as increase patriotism due to their all-inclusive progress. The recommendations include:

1. Mechanisms to ensure equity and equality of opportunity and eliminate discrimination.
2. Creation of a National Data Bank (NDB) where all relevant data for various Socio Religious Communities are maintained.
3. Formation of an autonomous Assessment and Monitoring Authority to evaluate the extent of development benefits.
4. An Equal Opportunity Commission should be constituted to look into the grievances of the deprived groups.
5. Elimination of the anomalies with respect to reserved constituencies under the delimitation scheme.
6. The idea of providing certain incentives to a diversity index should be explored to ensure equal opportunities in education, governance, private employment, and housing.

7. A process of evaluating the content of the school text books needs to be initiated and institutionalized.
8. The UGC should evolve a system where part of the allocation to colleges and universities is linked to the diversity in the student population.
9. Providing hostel facilities at reasonable costs for students from minorities must be taken up on a priority basis.
10. The Committee recommended promoting and enhancing access to Muslims in Priority Sector Bank Advances.
11. Policy initiatives that improve the participation and share of the Minorities, particularly Muslims in the business of regular commercial banks.
12. The community should be represented on interview panels and Boards. The underprivileged should be helped to utilize new opportunities in its high growth phase through skill development and education.
13. Providing financial and other support to initiatives built around occupations where Muslims are concentrated and have growth potential.

National Curriculum Framework (2005)

The process of development of National Curriculum Framework (NCF) was initiated in November, 2004 by setting up various structures like National Steering Committee Chaired by Prof. Yash Pal and twenty-one National Focus Groups on themes of curricular areas, systemic reforms and national concerns.

Wide ranging deliberations and inputs from multiple sources involving different levels of stakeholders helped in shaping the draft of NCF. The draft NCF was translated into 22 languages listed in the VIII Schedule of the Constitution. The translated versions were widely disseminated and consultations with stakeholders at district and local level helped in developing the final draft. The NCF was approved by Central Advisory Board on Education in September, 2005.

Languages

1. To implement 3-language formula.
2. Emphasis on mother tongue as medium of instruction.
3. Curriculum should contain multi-lingual proficiency only if mother tongue is considered as second language.

4. Focus on all skills.

Focuses on teaching Mathematics, Sciences, Social sciences, Art Education, Health and Physical Education, Education for Peace, Work and Education.

Examination reforms highlight

1. Shift from content based testing to problem-solving and competency-based assessment.
2. Examinations of shorter duration.
3. Flexible time limit.
4. Change in typology of questions.
5. No public examination till class VIII.
6. Class X Board Exam to be made optional (in long term).

Guidelines for Syllabus Development

Development of syllabi and text books based on following considerations:

1. Appropriateness of topics and themes for relevant stages of children's development.
2. Continuity from one level to the next.
3. Pervasive resonance of all the values enshrined in the constitution of India the organization of knowledge in all subjects.
4. Inter-disciplinary and thematic linkages between topics listed for different school subjects, which falls under different discrete disciplinary areas.
5. Linkage between school knowledge and concern in all subjects and at all levels.
6. Sensitivity to gender, caste, class, peace, health and need of children with disability.
7. Integration of work related attitudes and values in every subject and all levels.
8. Need to nurture aesthetic sensibility, and values.
9. Linkage between school and college syllabi to avoid overlapping.
10. Using potential of media and new information technology in all subjects.
11. Encouraging flexibility and creativity in all areas of knowledge, and its construction by children.

Development of Support Material

1. Audio/video programmes on NCF-2005 and text-books.
2. Source-book on learning assessment.
3. Exemplar problems in Science and Mathematics.

4. Science and Mathematics kits.
5. Teachers' handbooks and manuals.
6. Teacher Training Packages.
7. Developed syllabi and text-books in new areas such as Heritage Craft, Media Studies, Art Education, Health and Physical Education, etc.
8. Initiatives in the area of ECCE (Early Childhood Care Education), Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counseling, ICT, etc.

National Knowledge Commission (2005)

India constituted National knowledge Commission (NKC) in 2005, with the objective of transforming India into knowledge society. The NKC covers five focus areas of the knowledge paradigm: access, concepts, creation, applications, and services. The scope of NKC is confined to a variety of subject areas such as language, translations, libraries, networks, portals, distance learning, intellectual property, entrepreneurship, application in agriculture, health, small and medium scale industries, e-governance, etc. National Knowledge Commission has emerged as a powerful and democratic source of information and knowledge on the Internet.

(i) Access to Knowledge

NKC was established with an aim to provide equal opportunities by providing access to knowledge. It is the most fundamental way of reaching to the citizens. Access to knowledge deals with providing accurate knowledge to general public.

(ii) Literacy

India started its National Literacy Mission (NLM) on 5th May 1988 with an objective of achieving sustainable threshold level of 75% functional literacy for non-literates in the 15-35 age group by 2007. In a country like India where the eradication of illiteracy is beset by several social and economic obstacles, the National Literacy Mission has played a great role in removing it.

(iii) Language

India is a multilingual, multi-ethnic, and multi-religious country where there are more than 850 living languages, of which 22 are official languages. There are 1652 mother tongues according to the 1961 Census of India, out of which more than 400 are tribal languages. In view to this, it is essential to make school education available to all sections of society and bridge the

gap between English medium and regional language medium of instruction; between the rural and the urban; and similarly between the government schools and privately run schools. NKC stresses that language is relevant not only as a means of communication or a medium of instruction but also as a determinant of access. The commission suggested for increasing an understanding and command over the English language, as the most important determinant of access to higher education, employment possibilities, and social opportunities. On the similar lines NKC recommendations broadly relate to level of introduction of English, pedagogy, relevant text books, teacher training, adequate resource support (in terms of teachers and materials), and use of ICT in language learning. It proposed to formulate a National Plan for the teaching of English as a language, in addition to the regional language, starting in Class I. It will also be ensured that student at the end of twelve years of schooling is proficient in at least two languages.

(iv)Libraries

Libraries foster global access to information and they are central hubs of our knowledge infrastructure. The major recommendations for formulating strategies in Library and Information Science (LIS) sector were as follows:

- a) Set up a National Commission on Libraries.
- b) Prepare a National Census of all Libraries.
- c) Revamp LIS Education, Training, and Research facilities.
- d) Re-assess staffing of Libraries.
- e) Set up a Central Library Fund.
- f) Modernize Library management.
- g) Encourage greater community participation in Library management.
- h) Promote Information Communication Technology (ICT) applications in all Libraries.
- i) Facilitate donations and maintenance of private collections.
- j) Encourage Public Private Partnerships in LIS development.

(v)Networks

A network refers to any interconnected group or system. NKC recommended for Knowledge Networks, and Health Information Network as they purposefully led social entities that are characterised by a commitment to quality, rigour, and a focus on outcomes. The National Knowledge Commission suggests to utilise the potential of institutions involved in creation and

dissemination of knowledge in several areas such as research laboratories, universities, and other institutions of higher learning.

(vi)Portals

A portal is a customized transactional web environment, designed purposefully to enable an individual end user to ‘personalize’ the content and look of the website for his/her own individual performance. It recommends for creation of web portals as a significant tool for right to information, decentralization, transparency, accountability, and participation of the people. NKC initiated to set up portals on certain key areas such as Water, Energy, Environment, Education, Food, Health, Agriculture, Employment, Citizen Rights, etc.

(vii)Knowledge Concepts

The organization, distribution and transmission of education constitute the base of knowledge concepts. Development of knowledge society is dependent on education system. Education and the national economy are associated as mind power is the key to tapping an economy's full potential. NKC has concerns with many aspects of the Indian education system covering school education, higher education, professional education, and vocational education.

(viii)School Education

Knowledge Based Society foundation is built on school education. India is making effort to universalize Elementary Education under Sarva Shiksha Abhiyan (SSA) which covers all States and Union Territories and reaches out to 19.4 crore children in 12.3 lakh habitations. NKC examined school education across the country with the issues relating to access and quality. Its recommendations suggested for providing universal access to quality school education as a cornerstone of development for Knowledge Society. It further insisted for making it Central Legislation at the national level to affirm the Right to Education, which is a fundamental right mandated by Article 21A of Constitution, Government of India. It advocates for a model bill which has the potential of creating a parallel and discriminatory system of schooling which can result in stratification of the education system for children from disadvantaged communities and backgrounds.

(ix)Vocational Education

Vocational educational aims to develop skilled manpower through diversified courses to meet the requirements of mainly the unorganized sector and to instill self-employment skills in people through a large number of self-employment oriented courses. With the development of

India's economy there has been intense demand for skilled and educated workforce. One of the weaknesses of Indian education system is that it does not give due importance to vocational education and this is the major reason that demand for skilled workers is not met by the existing system. Since, the skills imparted do not match employer needs. So, NKC recommends for a model of imparting vocational education that is flexible, sustainable, inclusive, and creative. It suggests for significant increase in public and private investment in Vocational Education and Training (VET). It also put forward that the quality and image of VET needs to be actively promoted in order to view it as comparable, and relevant general secondary education.

(x) Higher Education

India has one of the largest Higher Education System in the world. Higher Education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development and funded by the state governments. It is proposed to double the scale of higher education by increasing the gross enrollment ratio to at least 15% by 2015 and making accessible to all sections of society. NKC suggested increasing the quality and standard of education and making higher education more relevant to the needs and opportunities of a knowledge society. Other major recommendations included having 1500 universities nationwide and establishment of an Independent Regulatory Authority for Higher Education (IRAHE). The grant for higher education should increase to at least 1.5 per cent of GDP, out of a total of at least 6 per cent of GDP for education. It also recommended for creation of 50 National Universities which provide education of the highest standard. Also gave suggestions on reforms in existing universities, restructuring of existing under graduate colleges and promoting enhanced quality of education.

(xi) Medical Education

Keeping in view of the wide disparity in the distribution of health professionals, and health services in India, NKC recommended for reforms in medical education with inclination towards care-driven, rural oriented, and equitable health services. It also suggested reforms on regulation and accreditation in Medical education, its quality, faculty development, and regional balance.

(xii)Legal Education

NKC report 2006 says ‘Legal education is a vital link in the creation of knowledge concepts as well as in the application of such concepts in society. Legal Education is essentially a multi-disciplined, multi-purpose education which can develop the human resources and idealism needed to strengthen the legal system of the country’. So, it is essential for realization of values supplemented in the Indian Constitution that its legal education should be justice oriented. One of the major recommendations of NKC is to form a new regulatory mechanism under the Independent Regulatory Authority for Higher Education (IRAHE) dealing with all aspects of legal education vested with powers to enforce its decisions on the law teaching institutions.

(xiii)Management Education

India is having an unprecedented growth in number of technical, and management institutions being set up especially after the year 2000. The number of postgraduate and undergraduate institutions has gone up from 700 to 1700. NKC has given many recommendations for raising standards and promoting excellence in management education in India.

(xiv)Engineering Education

NKC stressed for increase in the quality and number of engineers produced in India as the country is moving towards new opportunities of manufacturing and Engineering Services Outsourcing (ESO). It has given similar suggestions as in other focus areas like Reforming the Regulatory Framework, Improving Governance of Institutions, Attracting and Retaining Faculty, Curriculum Reform, Integrating Sciences and Engineering Education, Encouraging Research, Industry-academia interaction, Improve access and Mentoring.

(xv)Open and Distance Education

Open and distance learning is one of the most rapidly growing fields of education, and its potential impact on all education delivery systems has been greatly accentuated through the development of Internet-based information technologies, and in particular the World Wide Web. NKC suggested Indira Gandhi National Open University for creating a national ICT infrastructure for networking of Open and Distance Education (ODE) institutions and setting up a National Education Foundation to develop web-based common open resources. It recommended for establishing a credit bank to effect transition to a course credit system and National Education Testing Service for assessing ODE students.

(xvi) Knowledge Creation

Knowledge creation is the key to identifying and analyzing new knowledge. It requires interpreting the implications of new findings for the real world, and developing a road map for making the best use of new knowledge. If a nation has to stay ahead of the curve in development it has to either learn to use existing resources better, or has to discover new resources. Both these activities involve creation of knowledge. Knowledge creation thus involves issues like Science and Technology (S&T) activities, innovation systems in the country and Intellectual Property Rights (IPRs) issues.

(xvii) Science and Technology (S&T)

India is working in the field of S&T with wide range of activities ranging from high end basic research to development of cutting edge technologies for meeting technological requirements of the common man. NKC recommendations for S&T are related to setting up of studies on futuristic interdisciplinary areas in S&T, envisaging its use as a crucial tool for development and facilitating it to solve problems of the poor and the underprivileged.

(xviii) Intellectual Property Rights (IPRs)

Government of India desires to streamline and strengthen the intellectual property administration system in the country. NKC on the similar line suggested for development of effective legal systems for IPR enforcement and availability of accurate and detailed ready-to-use IPR information. It also recommended for the development of a vibrant IPR culture in the processes of knowledge creation, application and dissemination connected especially with market demand and rewards.

(xix) Knowledge Application

Knowledge Application is converting specialized information into practical tools and putting it into practice in the real world. The key to knowledge application is to ensure its widespread use, promoting technological change, and facilitating reliable and regular flow of information. Knowledge application is the use of past knowledge to help solving the current problem. To derive maximum advantages from our intellectual assets, we must apply knowledge in fields like agriculture, industry, health, education, etc. where productivity can be increased.

(xx) Traditional Knowledge

NKC suggested enhancing India's Ayurveda, yoga and other traditional health-care systems, establishment of a 10-year national mission on traditional health sciences of India with

an initial investment of Rs1,000 crore. It also recommended for enrichment of digitization of India's medical manuscripts project 'Traditional Knowledge Digital Library' (TKDL). Some other recommendations include establishing goals for conservation of natural resources, promote international co-operation in exploration of traditional health systems, supporting primary healthcare in rural areas, and creating a major re-branding exercise of Indian traditional medicine.

(xxi)E-Governance

NKC's major recommendations are to re-engineer government processes, and change the basic governance pattern. Similarly to select some important services that make a significant difference, simplify them and offer them with web interface.

Conclusion

This Commission has enabled the Government and other related bodies to understand not just the magnitude and importance of the problems, but also make certain that the system makes opportunities available to all throughout the country. It covers almost all the important fields and factors that affect India to become knowledge economy. It is highly appreciable that the main thrust of the report is on education for achieving rapid and inclusive growth with special emphasis on expansion, excellence and equity. For becoming a global knowledge leader and for taking 'knowledge edge', India needs to be in the forefront of creation, application and dissemination of knowledge.

Questions for Discussions and Reflections

1. Discuss the major recommendations of Kothari Commission.
2. Critically evaluate the outcomes of NKC (2005) with reference to its objectives.
3. Examine the implementation of Sachar Committee recommendations.
4. Describe the salient aspects of NCF (2005).
5. "The New Educational Policy of 1986 is the basis for education reforms in modern India". Discuss.

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Unit – VII Educational Planning and Financing

Objectives:

After the completion of the unit, the learners will be able to:

1. comprehend the concept of educational planning and financing.
2. describe the principles of educational financing.
3. critically evaluate the impact of five year plans on education.
4. classify the educational funding agencies.

Introduction

Education is of basic importance in the planned development of a nation. The educational machinery will have to be geared for the specific tasks which the nation sets itself through the plan so as to make available in the various fields personnel of suitable quality at the required rate. The educational system has also an intimate bearing on the attainment of the general objectives of the plan in as much as it largely determines the quality of the manpower and the social climate of the community. In a democratic set up, the role of education becomes crucial, since it can function effectively only if there is an intelligent participation of the masses in the affairs of the country. The success of planning in a democracy depends also on the growth of the spirit of co-operation and the sense of disciplined citizenship among the people and on the degree to which it becomes possible to evoke public enthusiasm and build up local leadership. It is essential for the successful implementation of the plan that the educational programme helps to train the people to place responsibilities before rights and to keep the self-regarding outlook and the force of the acquisitive instinct within legitimate bounds. The educational system should also satisfy cultural needs, which is essential for the healthy growth of a nation. The system should stimulate the growth of the creative faculties, increase the capacity for enjoyment and develop a spirit of critical appreciation of arts, literature and other creative activities. The fulfillment of the objectives mentioned above, will lead to the development of an integrated personality in the individual, which should be the first and foremost aim of any system of education.

Educational Planning

Planning is the process of preparing a set of decisions for action during a specific period of time to achieve a set of goals.

Educational Planning implies the taking of decisions for future action with a view to achieving predetermined objectives through the optimum use of scarce resources.

Educational Planning is nothing more than a rational process of setting clear objectives, choosing the most efficient and effective means of pursuing them, then following with practical action.

Need for Educational Planning

A good educational plan is needed to tone up the administrative machinery, to improve the infrastructure facilities of educational institutions, to increase teacher efficiency and involve the public in the development of education. Concerted efforts are to be made to achieve the expansion of education and achievement of quality. In educational planning special care should be taken for the promotion of education among the rural poor, deprived sections of society and girls. The need for educational planning entails the following:

1. The complex nature of education, the activities of the administrators within the system, and the highly diffuse nature of the goals of education calls for proper planning. Within the intensified complication of modern technological society, the need for social and economic planning arose. Pressures from population explosion, manpower needs, ecology, decreasing national resources and haphazard application of scientific development, the need to advance improvement as rapidly and cheaply as possible to benefit the individual and the nation, place demands on educational institutions for solution, hence the need for educational planning.

2. Adequate plans help to direct and co-ordinate the actions of employees in order to achieve maximum effectiveness, efficiency and productivity.

3. Planning is necessary for administrative decisions in education, for it aims at putting into action what educators deem to achieve.

4. Planning enables a nation to make its choices clear in terms of the aim and objectives.

5. Educational plans are designed to avoid imbalances and enormous wastes and replenish the steadily aggravated shortage of teachers.

Since the goals and objectives of education are all embracing impacting upon social, economic and political well beings of the society, much is expected from educational planning.

Significance of Educational Planning

1. To make every programme of an educational institution or organisation grand success.
2. Proper educational planning saves time, effort and money as planning in every field is a time-saving, an effort-saving and a money-saving activity.
3. Educational planning is a sound method of solving educational problems by avoiding the trial and error method of doing things.
4. Educational planning is essential for the best utilization of available resources.
5. Educational planning checks wastage and failure and contributes to the smoothness, ease and efficiency of the administrative process in the field of education.
6. Through proper planning in education, education can be the best means by which society will preserve and develop its future value system, way of life of an individual, knowledge, skills and applications, and culture of the country.
7. Through proper educational planning, the means and ends of the society can be properly interacted through educational system. It implies that the educational system utilizes a large proportion of the country's educated talents and a major part of public expenditure.
8. Educational planning is highly essential for preparing a blueprint or plan of action for every programme of an educational institution or organisation.
9. Planning in education is necessary for making one's educational journey goal-oriented and purposeful.

10. It is essential to maintain, sustain and enhance the thinking process of an individual, institution or organisation.

11. Planning in education is necessary to highlight the universal aims of education required for every nation for its development in every respect.

12. To bring total development of a nation in time, in which educational development is one among its various aspects.

13. To reflect the modern developments like explosion of knowledge, advancement of science and technology, development of research and innovation while reformulating the aims and objectives of education in the light of the particular situation a country is facing.

14. It explores and provides the best possible means of making the wide use of available resources leading to maximum realization of the educational goals.

15. Educational planning facilitates gathering of educational experts, teachers, supervisors and administrators for taking decision in relation to the realisation of purposes of educational programme.

16. Educational planning gives equal importance to the purposes of different classes of experts such as sociologists, economists, scientists, politicians, educationists etc.

Educational Financing

Financing is defined as the act of providing funds for business activities, making purchases or investing. Financial institutions and banks are in the business of financing as they provide capital to businesses, consumers and investors to help them achieve their goals. The Education funding comes from many different sources. The total level of funding a country dedicates to education is the result of the total level of funding provided by each one of these sources.

Essential Principles of Educational Financing

(i) All allocation of funds to education should be determined by the educational budget and priorities to various sectors should be made within the sphere of education itself.

(ii) Improvement of education should be made within the financial and human resources available in the country.

(iii) Through careful analysis, trends in economy, allocations should be made to important educational sectors in accordance with the projected man power requirements. As a result of which maximum returns will be ensured and the wastage of human and physical resources of the country will be eliminated.

(iv) Education cannot be purchased like a commodity according to the desire of the individuals, who can pay the full cost. Attempts should be made to provide education free or at a much lower cost than the real one to help the young and immature member of the society to develop.

(v) Education should be duly financed to provide equality of opportunity for the development of the individuals. It can develop their capacities and talents and leaders can spring up from all ranks and conditions of life. Men and women can develop intellectual initiative, judicious invention, foresight of consequences ingenuity of adoption and capacity for making moral choices.

(vi) For demoralization of educational opportunities in our country, a large number of scholarships, stipends and free studentship should be given to the students.

(vii) Special grants for physical activities, libraries and reading rooms, expenses on special programmes like mid-day meals etc., should be given.

(viii) The allocation of funds to education purely from the economic point of view- should be decided by the future needs of skilled man power in various sectors of national life.

(ix) Craft in our school are taught with zeal to produce commodities of high quality and marketability.

(x) Cottage industries are introduced in our schools. This will certainly help in recovering some expenditure on education.

(xi) Attempts should be made to reduce the cost of equipment by improvisation etc. Teachers should be given incentives to do so.

(xii) As Kothari Commission desires that utmost economy should be used in the construction of the school building. It should be constructed at war-footing. That will enhance the prestige of education.

Five Year Plans: Educational Policy making and Budgeting

I Five Year Plan

An analysis of the existing situation reveals the following features that need special attention:—

(1) Considering the size of the population, the overall provision of educational facilities is very inadequate. They are provided for only 40.0 per cent of the children of the age-group 6-11 and 10.0 per cent of the persons of the age-group 11-17 and 0.9 per cent of those of the age-group 17-23. The directive of the Constitution, however, is that free and compulsory education should be provided for all children up to the age of 14 within ten years of the commencement of the Constitution. This will necessitate expansion of facilities at higher levels also as more and more students pass out of primary schools. The literacy percentage of our population is 17.2 which is only a very rough measure of the huge task lying ahead in the field of social education. Similarly, facilities for technical education need to be considerably expanded to meet the needs of the country adequately.

(2) The overall structure of the educational system is defective in many ways, one of which is that it is top-heavy. Although the provision at the secondary stage is properly proportioned to that at the primary stage, that at the university stage is larger than the base structure can profitably support. This is revealed also by the distribution of educational expenditure among the various stages. In 1949-50, for example, the direct expenditure on primary schools was only 34-2 per cent of the total educational expenditure, whereas a sound and properly proportioned system

of education requires that the major share of this expenditure should be incurred on primary education. The emphasis on primary education needs to be very considerably increased during the period of the Plan, which would necessitate a corresponding increase in secondary education during the next stage of our development, though some expansion would be inevitably required even during the present period to cope with the increased demand for teachers for the large number of schools at the primary stage that would come into being.

(3) Another disturbing feature of the situation is the large wastage that occurs in various forms at different stages of education. At the primary stage quite a large number of pupils discontinue their studies even before obtaining a state of permanent literacy. Of the total number of students entering schools in 1945-46 only 40 per cent reached class IV in 1948-49. The expenditure on the remaining 60 per cent was largely wasted. The experiment of compulsion, which is generally regarded as the only remedy for improving the position, has not made much progress. In 1948-49 approximately only 115 lakhs pupils were under compulsion and most of the States expressed their inability to enforce it. The problem of 'stagnation', that is, where a pupil spends a number of years in the same class, is also serious. There is, moreover, incomplete utilization of existing facilities, as is shown by the unsatisfactory results of a large number of students. This wastage is largely due to the poor quality of teaching as well as faulty methods of education. Another form of wastage is the unplanned growth of educational institutions.

(4) The position in regard to teachers is highly unsatisfactory. A very large percentage of them are untrained. In 1949-50 the percentage of untrained teachers was 41.4 per cent in primary schools and 46.4 per cent in secondary schools. For purposes of educational reorganization most of the trained teachers will also require considerable retraining. Expansion of training facilities, therefore, deserves very high priority.

(5) The high cost of education, especially at the university level, prevents many an intelligent student from proceeding to higher studies. The provision of free-studentships and scholarships needs to be considerably increased. It should be a principle of State policy that none who has the capacity to profit by higher education should be debarred from getting it. Since the limited economic resources of the State will place limitations on the implementation of this principle,

facilities for part-time work by students to meet the expenses of their education should be developed to the utmost possible extent.

(6) The undue stress on examinations and memory work in the present system of education is not conducive to the development of originality or a spirit of research.

(7) Lack of facilities prevents institutions from building up the physical and mental health of students.

(8) There has been a general neglect of the study of our own culture with the result that the educated classes are often divided by a gulf from the mass of the people. The system of education should help in building up the cultural and political identity of the nation. Graded text books for the purpose of building up civic loyalties and creating understanding of democratic citizenship should be prepared.

(9) The meaning of planned development and the Five Year Plan needs also to be universally taught in our educational institutions and included in social education programmes.

Summing up, the needs of the present situation are:

1. re-orientation of the educational system and integration of its different stages and branches ,
2. expansion in various fields, especially in those of basic and social education, remodeled secondary education and technical and vocational education ;
3. consolidation of existing secondary and university education and the devising of a system of higher education suited to the needs of the rural areas ;
4. expansion of facilities for women's education, especially in the rural areas ;
5. training of teachers, especially women teachers and teachers for basic schools, and improvement in their pay-scales and conditions of service ; and
6. helping backward States by giving preferential treatment to them in the matter of grants.

II Five Year Plan

The second five year plan provides for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, improvement of standards of college and university education, extension of facilities for technical and vocational education and the implementation of social education and cultural development programmes. In the first five year plan about Rs. 169 crores were provided for the development of education—Rs. 44 crores at the Centre and Rs. 125 crores in the States. In the second five year plan, Rs. 307 crores have been provided—Rs. 95 crores at the Centre and Rs. 212 crores in the States. The distribution of outlay between different fields of education in the first five year plan and second five year plan is set out below:—

(Rs. in crores)

	First Plan	Second Plan
Elementary Education	93	89
Secondary Education	22	51
University Education	15	57
Technical and Vocational Education	23	48
Social Education	5	5
Administration and Miscellaneous	11	57
Total	169	307

A proportion of the outlay provided for in the first plan related to the continuance of schemes of educational development which had been introduced prior to the plan; for the second plan, however, expenditure on educational institutions which have come into existence in the course of the first plan has been taken as committed expenditure and the plan outlay pertains to proposals for new institutions or for the expansion or development of existing ones. In addition to the provisions mentioned above, the allotment made in the second five year plan for national extension and community projects includes about Rs. 12 crores for general education and about Rs. 10 crores for social education. Programmes in different sectors of development, such as,

agriculture, health, welfare of backward classes, rehabilitation of displaced persons and others, also provide considerable sums for the expansion of educational facilities.

III Five Year Plan

Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. Programmes of education lie at the base of the effort to forge the bonds of common citizenship, to harness the energies of the people, and to develop the natural and human resources of every part of the country. Developments of the past decade have created a momentum for economic growth; yet, there are large deficiencies in the sphere of education, which must be removed speedily if progress is to be sustained and enduring.

In the field of general education, as distinguished from technical education, the main emphasis in the Third Plan will be on the provision of facilities for the education of all children in the age group 6—11, extension and improvement of the teaching of science at the secondary and university stages, development of vocational and technical education at all levels, expansion and improvement of facilities for the training of teachers for each stage of education, and increase in scholarships, free-ships and other assistance. There will be special concentration on the education of girls, and the existing disparities in levels of development in education between boys and girls will be substantially reduced. All elementary schools will be oriented to the basic pattern. Reorganization of university education along the lines of the three year degree course will be completed, and facilities for post-graduate studies and research work will be further expanded and improved. At all stages of education, the aim must be to develop both skill and knowledge and a creative outlook, a feeling of national unity which stands above region, cast and language, and an understanding of common interests and obligations.

During the first two Plans, the number of schools increased by 73 per cent from 230,555 to 398,200, increase in the number of primary schools being 63 per cent, in middle schools 191 per cent, and in high schools 128 per cent. Progress in basic education at the elementary level is reflected in the increase in the proportion of junior basic schools and senior basic schools from 16 per cent to 29 per cent and from 3 per cent to 30 per cent respectively. Reorganization of

secondary education has mainly taken the form of conversion of high schools into higher secondary schools, establishment of multipurpose schools providing for a variety of courses, and expansion of teaching facilities both for general science and science as an elective subject. The All-India Educational Survey, which was undertaken during 1957-59, revealed important gaps in the distribution of educational institutions. Thus, for the country as a whole in 1957, about 29 per cent of rural habitations and about 17 per cent of the rural population were not served by any school. In some States these proportions were very much higher. Progress in establishing new schools during the first two Plans was relatively greater in respect of middle and high schools than in the case of primary schools. With the provision of educational facilities for the entire population in the age-group 6—11, this trend will be corrected to a considerable extent in the course of the Third Plan. The Plan envisages increase in the number of primary schools by 73,000, of middle schools by 18,100 and of high schools by 5,200. The total number of schools in the country will go up by about 24 per cent to about 494,500.

IV Five Year Plan

A suitably oriented system of education can facilitate and promote social change and contribute to economic growth, not only by training skilled manpower for specific tasks of development but, what is perhaps even more important, by creating the requisite attitudes and climate. Facilities for universal elementary education are a pre-requisite for equality of opportunity.

There has been expansion at all levels of education during the last eight years. The enrolment in classes I—V increased from 35 million in 1960-61 to 55.5 million in 1968-69; in classes VI—VIII from 6.7 million to 12.3 million; in classes IX—XI from 3 million to 6.6 million; and at the university stage (for arts, science and commerce faculties) from 0.74 million to 1.69 million. The admission capacity in engineering and technological institutions increased from 13,824 to 25,000 at the degree level and from 25,800 to 48,600 at the diploma level. Considerable thought has also been given to the reform of the education system. The recommendations of the Education Commission (1964—66) form the basis of the National Policy on Education and provide the frame-work for the 'formulation of the Plan programmes. Some efforts have been made in the States and at the Centre to enrich curricula and improve text-

books and teaching methods. Steps have been taken to provide educational and vocational guidance, and develop facilities for science education and post-graduate education and research. The number of scholarships, stipends and free-ships have considerably increased, especially for the backward sections of the community. Salary scales and service conditions of teachers have been improved. Expenditure on education from all sources is estimated to have increased from Rs. 344 crores in 1960-61 to Rs. 850 crores in 1968-69. During the same period, expenditure from Government sources increased from Rs. 234 crores, or 68 per cent of the total expenditure in 1960-61, to an estimated sum of Rs-640 crores or 75 per cent in 1968-69.

The rapid expansion in numbers has put a severe strain on the physical facilities and teaching personnel of educational institutions. At the primary level there is considerable wastage and stagnation. The proportion of failures at the secondary and university levels is high. The quality of post-graduate education and research and science education needs to be improved. Insufficient attention has been paid to vocational education. In technical education, co-ordination between institutions and industry has not been effective.

V Five Year Plan

Economists and political leaders all over the world were reminded of the collapse of the international economic order in the thirties. The sharp increase in the prices of food, fertilizers and oil seriously upset the assumptions on which the draft Fifth Plan had been framed. These new developments also lent urgency to a time-bound programme of action in order to achieve a measure of self-reliance in food and energy. All other objectives had to be subordinated to the control of inflationary pressures caused by domestic as well as international factors. In the middle of 1974-75 we formulated an anti-inflationary programme which called for several hard decisions on the part of Central and State Governments. Our success in curbing inflation attracted world-wide notice.

The drive against economic offences and the general atmosphere of discipline and efficiency which national emergency helped to foster led to a significant and all-round improvement in economic performance. The results are now tangible. The production of food grains has touched an all-time record of over 118 million tonnes. Almost all parts of the country

have contributed to this increase and all sections of the farming community have benefited. There was striking improvement in the operation of power plants and in the production of coal, steel and fertilizers. In some sectors of the economy we were faced with the problem of surpluses rather than shortages. We have achieved a major break-through on the oil front. The potential of Bombay High has been firmly established and commercial production has commenced. Our technologists can legitimately be proud of this achievement. The containment of domestic inflation and a well articulated export effort helped to increase our exports by over 18% in 1975-76 at a time when there was a general decline in the volume of international trade. Larger export earnings, together with a massive increase in inward remittances, have led to a welcome accretion to our foreign exchange reserves.

VI Five Year Plan

In a pack-ay of developmental inputs available to the community, education should form an effective means to improve the status and character of living patterns of the people, help intellectual, social and emotional development of the individuals and to enable 'them to meet their basic needs of daily life. The emphasis in our planning efforts would thus shift from provision of inputs and expansion of facilities in general terms to results to be achieved and tasks to be performed with specific reference to target groups of population, particularly the socially disadvantaged.

Programmes of human resource development have a four-fold perspective; (i) to prepare individuals for assuming their role as responsible citizens; (ii) to develop in them scientific outlook, awareness of their rights and responsibilities as well as a consciousness of the processes of development, (iii) to sensitise them to ethical, social and cultural values which go to make an enlightened nation; and (iv) to impart to them knowledge, skills and attitudes which would enable them to contribute to the productive programmes in the national development. In the realisation of this, educational system and programmes have to be directed towards a set of goals and tasks. Among these would be the following:

- i. to guarantee to all equality of opportunity for education for improving the quality of life and their participation in the tasks of promoting the general well-being of the society;

- ii. to afford to all young people and adults, irrespective of age, the means for ample self-fulfillment within the framework of harmonious development which reflects the needs of the community to which they belong;
- iii. to provide for a continuous process of lifelong education for physical, intellectual and cultural development of people and for inculcating in them capabilities to cope with and influence social change;
- iv. to establish dynamic and beneficial linkages between education, employment and development with due regard for the economic and social aims of the community;
- v. to promote respect for, and belief in values of national integration, secularism, democracy and dignity of labour;
- vi. to sensitise academic communities to the problems of poverty, illiteracy and environmental degradation through extension services and organised participation in poverty reduction and environment improvement programmes;
- vii. to facilitate development, mobilisation, organisation and utilisation of the youth to involve and participate in the process of national development; and
- viii. to support the growth of arts, music, poetry, dance, and drama, including folk art, as instruments of culture, education and national integration.

The approach to achieve these objectives will be characterized by flexibility and diversity to suit varying needs and circumstances and by a stress on coordination of efforts, resources and programmes of the different sectors and agencies. The need to maintain high quality of education, aiming at academic excellence, and its relevance to national development objectives would be articulated throughout the system.

VII Five Year Plan

Human resources development has necessarily to be assigned a key role in any development strategy, particularly in a country with a large population. Trained and educated on sound lines, a large population can itself become an asset in accelerating economic growth and in ensuring social change in desired directions. Education develops basic skills and abilities and fosters a value system conducive to, and in support of, national development goals, both long term and immediate. In a world where knowledge is increasing at an exponential rate, the task of

education in the diffusion of new knowledge and, at the same time, in the preservation and promotion of what is basic to India's culture and ethos, is both complex and challenging. It is, therefore, appropriate that the commencement of the Seventh Plan coincides with a comprehensive review of the education policy.

The resolution on the National Policy on Education adopted in 1968 pointed out that the great leaders of the Indian freedom movement realized the fundamental role of education and, throughout the nation's struggle for independence, stressed the unique significance of education for national development. The Resolution further declared that the radical re-construction of education as envisaged involved (i) a transformation of the system to relate it more closely to the life of the people; (ii) a continuous effort to expand educational opportunity; (iii) a sustained and intensive effort to raise the quality of education at all stages; (iv) an emphasis on the development of science and technology; and (v) the cultivation of moral and social values. According to the Resolution, the educational system must produce young men and women of character and ability, committed to national service and development.

VIII Five Year Plan

It is now universally acknowledged that the goal of Plan efforts is human development, of which human resource development is a necessary pre-requisite. Education is the catalytic factor, which leads to human resource development comprising better health and nutrition, improved socio-economic opportunities and more congenial and beneficial natural environment for all. There is already enough evidence in India to show that high literacy rates, especially high female literacy rates, are associated with low rates of population growth, infant mortality and maternal mortality besides a higher rate of life expectancy. Although the country has not so far achieved the goals of universalisation of elementary education (UEE) and eradication of adult illiteracy (EAT), the 1991 census results reveal a literacy rate of over 52 per cent, with a higher rate of growth for female literacy. This is highly encouraging and the country can hope to achieve the broader goal of 'Education for All' (EFA) by 2000 AD, which has incidentally received international recognition at the world conference on EFA held at Jomtien in March, 1990. The commitment of the Government to the National Policy on Education (NPE), implemented from 1986-87 onwards and reviewed in 1990, has been reaffirmed with revised for

mutation in respect of a few paras, placed before the Parliament on 7.5.1992. On the eve of Eighth Plan, therefore, the country is poised to make a real breakthrough in achieving its long-cherished educational goals as well as in supporting the drive for higher rate of economic growth.

IX Five Year Plan

Education is the most crucial investment in human development. Education strongly influences improvement in health, hygiene, demographic profile, productivity and practically all that is connected with the quality of life. The policies and approach to investment in the Education sector and its development in the next decade assume critical significance from this standpoint.

The Prime Minister's Special Action Plan (SAP) has stressed the need for expansion and improvement of social infrastructure in the field of education. This goal has been further elaborated in the National Agenda for Governance (NAG) which states: "We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental spending on education upto 6% of the GDP; this to provide education for all. We will implement the constitutional provision of making primary education free and compulsory up to 5th standard. Our aim is to move towards equal access to and opportunity of educational standards upto the school-leaving stage. We shall strive to improve the quality of education at all levels - from primary schools to our universities." The approach to the 9th Plan has been formulated in the light of these objectives.

The issues that will be addressed in the Nineth Five Year Plan are as follows;

- a. Combining pre-school and primary level methodologies, along with health and nutritional concerns, in teacher-training programmes, pre-service as well as in-service.
- b. Encouraging the adaptation of ECE to the environment and home-conditions of the children through innovative alternatives.
- c. Orienting PRIs and ULBs to provision of community-supported creches and day-care centres attached to Anganwadis/Primary schools.
- d. Mobilisation of local women's groups to set up and manage ECE centres.

- e. Production of inexpensive play materials for children by using local materials and talents of local artisans and school children engaged in socially useful productive work and social service activities according to their curriculum.
- f. Strengthening resource groups for ECE at the NCERT and SCERTs as also research institutes, NGOs and other such organisations to conduct research, training, materials production and extension activities for ECE.

X Five Year Plan

The main objective in the Tenth Five Year Plan is to raise the enrolment in higher education of the 18-23 year age group from the present 6 per cent to 10 per cent by the end of the Plan period. The strategies would focus on increasing access, quality, adoption of state-specific strategies and the liberalisation of the higher education system. Emphasis would also be laid on the relevance of the curriculum, vocationalisation, and networking on the use of information technology. The Plan would focus on distance education, convergence of formal, non-formal, distance and IT education institutions, increased private participation in the management of colleges and deemed to be universities; research in frontier areas of knowledge and meeting challenges in the area of internationalisation of Indian education.

XI Five Year Plan

The role of education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group entitlements. Education, in its broadest sense of development of youth, is the most crucial input for empowering people with skills and knowledge and giving them access to productive employment in future. Improvements in education are not only expected to enhance efficiency but also augment the overall quality of life. The Eleventh Plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid.

Elementary education, that is, classes I–VIII consisting of primary (I–V) and upper primary (VI–VIII) is the foundation of the pyramid in the education system and has received a

major push in the Tenth Plan through the Sarva Shiksha Abhiyan (SSA). In view of the demands of rapidly changing technology and the growth of knowledge economy, a mere eight years of elementary education would be grossly inadequate for our young children to acquire necessary skills to compete in the job market. Therefore, a Mission for Secondary Education is essential to consolidate the gains of SSA and to move forward in establishing a knowledge society.

The Eleventh Five Year Plan must also pay attention to the problems in the higher education sector, where there is a need to expand the system and also to improve quality. The Eleventh Plan will also have to address major challenges including bridging regional, social, and gender gaps at all levels of education.

XII Five Year Plan

The Twelfth Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society. Recognizing the importance of education, public spending on education increased rapidly during the Eleventh Plan period. Education expenditure as a percentage of gross domestic product (GDP) rose from 3.3 per cent in 2004–05 to over 4 per cent in 2011–12. Per capita public expenditure on education increased from 888 in 2004–05 to 2,985 in 2011–12. The bulk of public spending on education is incurred by the State Governments and their spending grew at a robust rate of 19.6 per cent per year during the Eleventh Plan. Central spending on education increased even faster at 25 per cent per year during the same period. Aggregate public spending on education during the Eleventh Plan period is estimated at 12,44,797 crore for both the Centre and States taken together. Of this, 35 per cent was accounted for by Plan expenditure and 65 per cent by non-Plan expenditure. About 43 per cent of the public expenditure on education was incurred for elementary education, 25 per cent for secondary education and the balance 32 per cent for higher education. About half of the Central Government's expenditure was incurred for higher education and the remaining for elementary (39 per cent) and secondary (12 per cent) education. In the State sector, about 75 per cent of education expenditure is for school education, of which 44 per cent is on elementary education and 30 per cent on secondary education.

Funding Systems of Education: Public, Fees, Students Loans, Education Cess and External Aids

To meet the social demand, the traditional method of financing the higher educational institutes is still a challenge to the government because the investment is still regarded as much below optimum. Such a rapid growth in public financing of higher education in India has been necessary for building up a new socioeconomic system as the end of the colonial rule required large-scale manpower with varied skills; so the government had to expand investment in higher education. The very development models emphasized high skilled labor force, and building up of huge social infrastructure for excellence in science and technology, and R&D.

Government policies towards equality in education led to the growth in public investment in education, since it involves huge subsidies at all levels of education to a substantial number of students, belonging to weaker sections.

The rapid growth of school education naturally pushed the demand for higher education. Recently, efforts are being made to mobilize resources, and it has been recommended that while the government should make a firm commitment of funding higher education, colleges and universities should also make efforts to raise their own resources. The various sources are: (a) Government sector - central government and State government; and (b) Non-governmental sector - students/parents (or families), e.g., fee, and other maintenance expenditure, and the rest of the community at large such as, donations and endowments. The relative shares of various sources in 'total' expenditure on higher education in India have changed considerably over the years. The share of the government has increased in financing higher education, and correspondingly that of every other source, viz., student fee, community contributions, and other internal sources declined steeply, though in absolute money terms there has been a significant increase in the contribution of these sources as well. All this was fine, as long as there was not a viable alternative to the public funding of higher Education. The authorities, in our opinion, went about it in an appropriate manner. Institutions of specialized learning were set up; funding was provided for general higher education of the Bachelors and Masters degrees. This, in time, created professionals, entrepreneurs and jobs but education still continued to be very much in the public domain. With the success of the professional courses, particularly MBA, the interest of

the private sector was very much attracted and a number of Private, Medical, Engineering and Management colleges came up. They were primarily playing on the demand for higher education of the type that leads to good confirmed jobs, in government and industry.

Conclusion

Educational planning is central to efficient allocation of resources and management systems that make it more rather than less likely that developmental aspirations are met and rights to education delivered. Policy that seeks to achieve desired goals depends on an elaborated web of objectives that can be operationalised, an adequate flow of resources, effective procurement, efficient and timely activities linked to outcomes, and formative evaluation that can provide feedback. Educational planning has passed through several phases over the last six decades both in terms of its underlying principles, and in terms of the predominant techniques.

Questions for Discussion and Reflection:

1. What is educational planning? Describe the need and significance of educational planning.
2. Critically analyse the impact of five year plans on education.
3. Explain the different funding systems of education in India.

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Unit – VIII Language Policy in Education

Objectives:

After the completion of the unit, the learners will be able to:

1. understand language policy during the pre-independent and post-independent India.
2. identifies language policy as specified in Indian constitution.
3. compare the views of great thinkers on medium of instruction.

Introduction

Education, however, is considered a State responsibility, and while national policies exist, individual States also play a primary role in the execution of language decisions. The relationship between India's language and education policies further complicate the tension between cultural preservation and economic growth. India's constitutional policies concerning the use of language reflect the economic and cultural evolution within this diverse and multilingual country.

The Republic of India has hundreds of languages. According to the Census of 2001, there are 1,635 mother tongues, and 122 languages. Language planners and policy makers have to grapple with the complex problems of multilingualism and of keeping the Indian languages centre stage by giving them their due place in the educational process and national development. Owing to the defective planning by the policy makers both at the State level and the central levels, the English language has emerged as the favoured language in education.

Language spoken in India

The first language education policy of India was made for the promotion of English language that is on February 2nd in 1835, Thomas Babington Macaulay's minute on Indian Language Policy was introduced. It says "we must at present do our best to form a class who may be interpreters between us and the millions whom we govern.... We need a class of persons, let them Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect".

These minutes implies that English was introduced in the Indian educational system for the purpose of getting servants with English language knowledge. During the freedom struggle period Gandhi vehemently opposed and wanted to throw out English from Indian nation, but he failed in his attempt.

Language in education and Language as medium of education

The Indian constituent assembly was established on 9 December 1946, for drafting a constitution when India became independent. The Constituent Assembly witnessed fierce debates on the language issue. The adoption of a "National Language", the language in which the constitution was to be written in and the language in which the proceedings of the assembly were to be conducted were the main linguistic questions debated by the framers of the Constitution. On one side were the members from the Hindi speaking provinces moved a large number of pro-Hindi amendments and argued for adopting Hindi as the sole National Language. On 10 December 1946, Dhulekar declared "People who do not know Hindustani have no right to stay in India. People who are present in the House to fashion a constitution for India and do not know Hindustani are not worthy to be members of this assembly. They had better leave."

Importance of language in education

When developing its Constitution, Indian leaders enacted language policy that placed emphasis on both language development and language-survival. The language policy contained within Part III of the Constitution defines language rights as fundamental rights – linking these language rights to education as well. The text acknowledges the innate challenges of educating a multilingual society with the legacy of a caste system by stating: “All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.”

This policy and subsequent documents have produced a school system that encourages tri-lingual education, with students learning their mother tongue, Hindi, and English. However, while the Constitution highlights the importance of mother tongues, in practice it has proven unfeasible to protect the 22 scheduled languages it lists, let along the hundreds of additional languages spoken by significant numbers of people.

In 1950 the Indian constitution was established. Gandhi emphasized on Hindustani, and wanted it to be the official language of India. Later the concept of Hindustani was given up by the rulers. In 1952, 15 major languages of India were recognized and placed in Eighth schedule.

Medium of Instruction and language policy during Vedic period, Buddhist and Jainism Period

Objectives

1. To impart knowledge about education during Vedic, Buddhist and Medieval periods.
2. To make them aware of different feature of education during these periods.
3. To enable them to understand the relevance of education during those periods in current scenario.
4. To enable them to distinguish between Vedic education, Buddhist education and education during medieval periods.

Introduction

The most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society. Seen from this perspective, the following views of great scholars and thinkers deserve mention.

Albert Einstein:-

“We owe a lot to the Indians who taught us how to count without which no worthwhile scientific discovery could have made.”

Mark Twain, an American Writer:-

“India is the cradle of the human race. Most valuable and the most instructive materials in the history of man are treasured up in India only.”

Lancelot Hagen, in his publication Mathematics for the Millions:-

“There has been no more revolutionary contribution than the one which the Hindus made when they invented zero.”

Education in India during Vedic, Buddhist and Medieval Periods

Sources of the Vedic Age education: Vedic Literature

No study of the source of Indian culture, education, philosophy and thought is complete without an adequate acquaintance and understanding of the ‘Vedic Literature’. The Vedic literature represents the most important and intrinsic part of life of the India people.

The Vedic literature consists of the following

1. Four Vedas
2. Six Vedangas
3. Four Upvedas
4. Four Brahmanas
5. One hundred and eighty Upanishads
6. Six systems of philosophy
7. Bhagwad Gita
8. Three Smritis

Main features of the Vedic Education

Free education in Ancient India:- In ancient India teaching was considered to be holy duty which a Brahman was bound to discharge irrespective of consideration of the fee teacher were expected to devote their lives to the cause of teaching in the missionary spirit of self-sacrifice, and the society laid down the principal that both the public and state should help the learned teachers & educational institutions very liberally. Society realized that “Vidyadana” or the gift in the cause of education was to be the best of gifts, possessing a higher religious merit than even the gift of

land. On the occasion of religious feasts, students and teachers were invited and donations were given liberally.

1. No state control on education:- Rulers of the country had very little directly to do with education. It was a private affair of the people managed entirely by Brahmins.

2. High status of Teachers:- Teachers were highly honoured and even by kings. Kings rose from thrones to receive great teachers such as Narada, Vashishtha and Vishwamitra.

3. Teachers as Parents:- Teachers behaved as parents to their pupils and pupils behaved as members of the teachers' family. The attitude of the pupil was to be one of complete submission.

4. Residential Schools:- Teachers and pupils lived together and so identified themselves with one another.

5. Immediate aim:- Vocational: The immediate aim of education, however, was to prepare the different castes of people for their actual needs of life.

6. Curriculum:- The subjects of instruction varied according to the vocational needs of the different castes from the Vedas and Vedangas in case of Brahmins, to the art of warfare in the case of Kshatriyas, and to agriculture and trade, arts & crafts in the case of Vaishyas.

7. Methods of Instruction:- The methods of instruction generally consisted of recitation by the teachers and repetition by pupil, followed by explanation by the teacher, questioning by the pupil, and discussion between the teacher and the pupil.

8. Individual teaching:- Pupils were taught individually not en masse by the class method.

9. Method of study:- The method of study consisted in listening to the teacher, reflection on what has been listened to and its constant revision and discussion.

10. Role of Travel in Education:- Travel was regarded as necessary to give a finish touch to education.

11. Sanskrit as the Medium of Instruction:- The medium of instruction was Sanskrit.

12. Self-control & Self-Discipline:- It was considered to be the best discipline. However Corporal punishment was not altogether ruled out.

13. Wide spread education of women:- In the earlier Vedic, and Upanishad times, girls were free to go through the “Upanayana’ ceremony , live a life of celibacy, studied Vedas, vedangas and other subjects along with their brother pupils.

14. Ultimate aim of education-self-Realization:- The ultimate aim of education in ancient India was not knowledge as preparation of life in this world or for life beyond but for complete realization of self-for liberatin of the soul from fetters of life, both present and future. That knowledge was real, which led to emancipation-led from unreality to reality, from darkness to light, from death to immortality.

Aims, Ideals and Objectives of Vedic Education

1. Ultimate objective as moksha or self-realisation:- Ancient Indians believed that education should prepare and individual in such a way as to prepare him to attain the objective of liberation, i.e. to be one with the almighty and to be free from the cycle of births & deaths.

1. Infusion of Piety & Religiousness:- In ancient India religion played a prominent part. Education aimed at the infusion of piety and religiousness in the minds of the pupils.

2. Education for worldliness:- Vocational aim :- Happiness in other world was given more stress than the happiness in this world. This world according to them, was unreal & full of fetters. The highest wisdom was a release from these betters.

3. Character formation:- Education must from character. Mere intellect was not of worth if the person was devoid of not much morality. Morality or the right behavior was the higher “Dharma”. Education was regarded as a means of inculcating values such as strict obedience to elders, truthfulness, honesty and temperance.

4. Development of all round personality:- Ancient Indians believed that personality should be developed through education. Personality was developed through the following methods:-

(a) Self-restraint

- (b) Self-confidence
- (c) Self-respect
- (d) Discrimination and judgement

5. Stress on Social duties:- A student was not to lead self-centered life. He was to perform his duties as a son, as a husband, as a father & many other capacities conscientiously and efficiently in the society. His wealth was not for his own sake as for his family, he must be hospitable and charitable. All professions laid stress on civil responsibilities.

6. Promotion of Social Efficiency and Welfare:- The promotion of social efficiency & welfare was an equally important aim of education. Education was not imported simply for the sake of culture or for the purpose of developing mental powers but for the purpose of training every member of society in the profession which he expected to follow. Society had accepted the theory of division of work which was later on governed by the principle of heredity. Each family trained its children in its own profession. The purpose was to make each individual society efficient.

7. Preservation and promotion of culture:- the preservation and promotion of national culture and heritage was also stressed. “The services of the whole community were conscripted for the purpose of the preservation of the Vedic literature. Every person had to learn at least a portion of his sacred literacy heritage.” A section of Brahman as had to devote the whole of their life to the cause of learning to commit the Vedas to memory in order to ensure preservation.

Education of Women

The Vedas give a very honourable & respectable status to women. They were eligible for higher education for the study of the Vedas and the performance of administrative and other important jobs mostly performed by men even today.

Boys should go to the schools meant for boys and girls should go to the schools where there are women teachers. The women should have opportunity to attain knowledge of the Vedas from all the four concerns.

Role of Mother in Education

A mother should impart education to her children so as to broaden their horizon. At this stage good manners are to be taught so that the children behave properly with the elders and in assemblies.

Teachers as Spiritual as well as Intellectual Guide

Teacher occupied a pivotal position in the Vedic System of education. The teacher was a parent surrogate (Parent Substitute), a facilitator of learning, exemplar and inspirer, confident, detector friend and philosopher moral educator, reformer, evaluator, character and personality builder, importer of knowledge & wisdom and above all a guru, religious & spiritual guide. The relationship between the teachers and pupil was regarded as filial in character. Teacher was the spiritual father of his pupils. In addition to imparting intellectual knowledge to them, he was also morally responsible. He was always to keep a guard over the conduct of his pupils. He must let them know what to cultivate and what to avoid. He must instruct them as how to sleep and as to what food they may take and what they may reject. He should advise them as to the people whose company they should keep and as to which of the villages and localities they should frequent. During the Vedic period learning was transmitted orally from one generation to another. Great importance was attached to the proper accent and pronunciation in the Vedic recitation & these could be correctly learnt only from the lips of a properly qualified teacher. The spiritual solution depended almost entirely upon the proper guidance of a competent teacher.

Process of Instruction

There were three steps in instruction:

1. Sravana
2. Manana
3. Nididhyasana.

Sravana is listening to words texts as they uttered by the teacher.

Manana is the process of deliberation or reflection of the topic taught.

Nididhyasana represents the highest stage.

Admission and Evaluation System

There seems to be no direct reference available to spell out the methodology followed by the Acharya to judge the adequacy of knowledge of his pupils. Yaskas and Sayana, famous commentators on the Vedas, have inferred from the Rig Veda hymn that the students were given three grades as under:

1. Maha Prazanan grade:- Students of very high ability.
2. Madhyama Prazanan grade:- Students of high ability.
3. Alpa Prazanan grade:- Students of low ability.

Autonomy of Educational Institutions

Teachers in the Vedic period were autonomous in their work and they followed various methods of admission and assessment. A teacher was the sole pedagogic authority to decide whether the student was fit for admission & also to decide whether he had completed his studies.

Studentship

There is a long hymn in the 'Atharva Veda' describing the ceremony pertaining to studentship. The initiation ceremony was called Upanayana which lasted three days. It laid down the foundation of a planned life. The pupil owed his first birth-physical to his parents & the second birth spiritual to his teacher. The rite of Upanayana was meant to purify body and mind and to make one fit for receiving education.

After 'Upanayana' the pupil entered into a state of 'Brahmacharya' indicating that it was a mode of life, and a system of education. The 'Brahmachari' as the aspirant for education was now called lived according to prescribed regulations, i.e., physical discipline as well as spiritual discipline.

Curriculum

According to recent researches, following disciplines were included in the curriculum in the graded forms in accordance with the stages of education.

1. Anthropology

2. Astronomy
3. Economics
4. Epistemology
5. Eschatology
6. Ethnology
7. Geology
8. Human eugenics
9. Mathematics
10. Military Science

The system of education was well-organized. It was suited to the needs of the society education was considered as the greatest gift in ancient India. It was aimed at the development of personality of an individual to his maximum extent. Education helped in the realization of spiritual & moral values, besides preparing for worldly pursuits. It was freely available to all those who wanted the relations between teachers and the pupils were based on love and affection. They were very cordial & intimate.

Education during Buddhist Period

The monasteries were the centres of education during the Buddhist period. Besides monasteries, there was no other organization for imparting education. Only the Buddhist could receive religious and other types of education. Other persons were deprived of this facility. There was no place for Yajna in the Buddhist system. Buddhist period in Indian education roughly starts from 600 B.C and last for about 1200 years till 600A.D. During Vedic period education was mostly individualistic effort whereas during Buddhist period institutional organization is one of the chief characteristics of education.

Buddhist education was based on the teaching of Gautam Buddha. These teachings were so important that they remained a source of inspiration for individual as well as social development in India. The influence of Buddhist teachings can not be undermined even during later period.

Aims of education

The chief aims of Buddhist education had been the following:-

- (1) Development of education:- The chief aim of Buddhist education was all round development of child's personality. This included his physical, mental, moral and intellectual development.
- (2) Formation of character:- During this period, in the organization of education, special emphasis was laid on the formation of character of the students. Student life was hard and rigorous. They observed celibacy.
- (3) Religious education:- In the Buddhist era, religion was given top priority and education was imparted through it. The chief aim of education was propagation of religion and inculcation of religious feelings and education served as a mean to achieve salvation or nirvana.
- (4) Preparation for life:- In this system of education, there was a provision for imparting worldly and practical knowledge along with religious education so that when the students entered normal life they may be able to earn their livelihood.

Four noble truths

Buddha was primarily an ethical teacher and reformer, not a metaphysician. The message of his enlightenment points to man the way of life that leads beyond suffering. The four noble truths are:-

- (1) There is suffering.
- (2) There is cause of suffering (Dukhasamudaya).
- (3) There is cessation of suffering (Dukhanirodha).
- (4) There is a way leading to the cessation of suffering (Dukhanirodh- marg).

Pabbaja ceremony

Pabbaja was an accepted ceremony of the Buddhist monasteries. Pabbaja means going out . According to this ceremony the students after being admitted to a monastery had to renounce all his worldly and family relationship. An individual belonging to any caste could be admitted to a monastery and after being admitted he did not belong to any caste. For pabbaja ceremony the individual had to get his head fully shaved and put on yellow clothes. In this shape he was presented before the presiding Bhikshu. On presentation this individual would pray for admission to the monastery. On his prayer the head Bikshu would administer three basic advices:

- (1) I take refuge with Buddha.
- (2) I take refuge with religion.
- (3) I take refuge with the order.

The aspirant for admission used to pronounce these advices very distinctly. Then his admission was permitted. On being admitted the individual was called a Sharman.

Upasampada ceremony

After pabbaja the Buddhist monk had to undergo the Upasampada ceremony. This ceremony was different from pabbaja ceremony. It was after receiving education for twelve years, that it is at the age of twenty years, Upasampada ceremony was performed. The Sharman has to present himself in front before all other monks of the monastery. One could be admitted for this ceremony only when the majority of the monks voted in favour of the same. After this ceremony the Sharman was regarded as full- fledged member of the monastery. On this occasion all his worldly and family relationships ended.

Responsibility of teacher

Both the teacher and the student were responsible to the monastery or the Buddhist order. But regarding education, clothes , food and residence of the student monk, the teacher was wholly responsible. The teacher was also responsible for any treatment of the student whenever he fell ill. The teacher used to bestow all the affection to his student and used to educate his through lecture and question answer method.

Daily routine of students (Diuchariya)

The student was expected to serve his teacher with all devotion. On rising in the morning the student will arrange everything for the daily routine of the teacher. He will cook his food and clean his clothes and utensils. Whatever he acquired through begging alms, he would place before teacher. The student had to prepare himself to receive education at any time whenever the teacher required him.

Curriculum

The curriculum was chiefly spiritual in nature. It was because the chief aim of education was to attain salvation. So the study of the religious books was most important. This type of curriculum was meant only for the monks. Besides these spinning, weaving, printing of the clothes, tailoring, sketching, accountancy, medicines, surgery and coinage were the other subjects of Buddhist education.

Expulsion of pupils

The teacher of a Buddhist monastery were empowered to expel any student on charge of misconduct or any type of serious disobedience. However, the student was expelled only when it was definitely ascertained that he lacked faith and respect for the teacher and the other things related to the sanctity of the monastery. After the death of the teacher or when the teacher changed his religion or left the monastery for elsewhere, the students also deserted the monastery. The education of the concerned students ended then and there.

Method of teaching

Buddhist education aimed at purity of character. Like Vedic education it was training for moral character rather than psychological development of the students. One has to attain the stage of Bodhisattva. Mental and moral development was emphasized.

Following were the methods:-

1. Verbal education: Through the art of writing had been well developed up to Buddhist period yet, due to shortage and no availability of writing materials, verbal education was prevalent as it was in Vedic age. The teacher used to give lessons to the novices who learnt them by heart. The teacher used to put questions on the learning the lesson by heart.

2. Discussion: In order to win discussion or Shastrartha and impress the general public, it was necessary to improve the power of discussion. This was also needed to satisfy the critics and opposing groups and establish one's own cult. Thus, rules were framed for discussion.

3. Prominence of logic: The importance of discussion encouraged the logic in the Buddhist period. The controversial matters could not be decided without logical argument. Logic was also useful in the development of the mental power and knowledge.

4. Tours: The main of the Buddhist monks was to propagate Buddhism .Hence some Acharyas like Sariputta, Mahayaggalva, Aniruddha, Rahula, etc gave the importance to tours for educating people.

5. Conference: Conferences were arranged on every full moon and 1st day of month in the Buddhist sanghs. The monks of different sanghs assembled and put forward their doubts freely. The attendance of every monk was compulsory in such conference.

6. Meditation in solitude: Some Buddhist monks were more interested in isolated spiritual meditation in lonely forests and caves. Only those monks were considered fit for lonely meditation who had fully renounced the worldly attraction and had spent enough time in the sanghs and had gained the efficiency for solitary meditations.

Assembly of learned people

On the beginning and close of every month learned people used to assemble together. This type of assembly together was a very important part of Buddhist education. The purpose of this assembly was to maintain the moral standards of all the monks, because the total education was based on morality. It was compulsory for all the monks to be present in this assemble so much so that even ill monks used to try to attend it anyhow. If due to illness it was not possible for monk to come, then assembly was held near his residence. This assembly was quite democratic and it has immense moral impact on all concerned.

The nature of mass education

The monasteries or Buddha Vicars were the chief centres of learning and only the Buddhist monks could be admitted to them for education. Thus there was no planned arrangement for mass education as such during the period. It form this position it would be wrong to construce that the Budhist monks were unkindful of the education of the people in general. So at the time of begging alms the monks used to remove the religious doubts of the people through their interesting conversation or short and alp lectures. Thus the people in general received moral and religious education from the monks.

Women education

Women education during the Buddhist period was at its lowest ebb, as the women folk were despised in the sense that lord Buddha had regarded them as the source of all evils. So he had advised during his regarded them as the source of all evils. So he had advised during his life time not to admit women in monasteries. But after some time due to the insistence of his dear pupil Anand, Buddha had permitted about 500 women along with his stepmother for admission in vihars with many restriction and reservation.

Vocation Education

Vocation education was not ignored during the budhist system of education. The monks of Vicar were taught spinning, weaving and sewing in order that they meet their clothing requirement. They were taught architecture as well. Education in architecture enabled them to build up new Vicars or repair the old ones. Similarly the householders following Buddhism but living outside Vicar were given training in different type of and also earn their livelihood.

Role of Teacher in Buddhist system

Buddhist philosophy admit the possible of attaining peace here and now, though, it start with a pessimistic note. Teacher, therefore, need not have any cry of despair. Bhikshus were the teacher. Buddhist vihar as or monasteries have their methods of Imitation and training for the

apprentices. The preceptor must give his disciple, all possible intellectual and spiritual help and guidance. There was mutual esteem between the teacher and the pupil. Their relations were like father and son. The teacher was regarded as spiritual father or intellectual father of the student.

During Buddhist period the place of teacher in the scheme of education was very important. There were the categories of teachers – Acharyas and Upadhayas. According to Sutra Literature Acharya may admit according to his unfettered discretion, a number of pupils, who would have to live with him at his house, for a minimum period of twelve years. He would not accept any fees from the pupils under this instruction. The progress shown by pupil was the only factor that determined the continuance of his apprenticeship.

Student in Buddhist system of education

The Buddhist system like the Brahmanical, enjoins upon the pupil the duty of serving this preceptor as a part of education. The pupil is to rise early in morning from the bed and give his teacher teeth-cleanser and water to rinse his mouth with; then, preparing a seat for him, serve him rice- milk in a rinsed jug, and after his drinking it, wash the vessel and sweep the place. Afterwards he is to equip him for his begging round by giving him fresh undergarments, girdle, his two upper garments, and his alms- bowl rinsed and filled with water and then is to dress and equip himself similarly if he wants to accompany his teacher but must not walk too far from or near him. He is not to interrupt his teacher in speaking, even if he makes a mistake. There were also rules for the expulsion of a pupil by his teacher. In five cases a Sadhiviharika ought to be turned away; when he does not feel great affection for his Upajjhaya, nor great inclination towards him, nor much shame, nor great reverence, nor great devotion.

The present education experiment like basic education, Vishwa Bharti, Aurobindo Ashram, Gurukul Kangri and Banasthali Vidyapeeth, etc., are the glaring examples of our ancient system of education in the country. In the words of S.K. Mukerjee, “They were started with the object of reviving the ancient institution of Brahmacharya, of revitalizing ancient Indian philosophy and literature and of producing good citizens and preachers of Vedic religion.” While

delivering his address in the Dada Bhai Naurozi lectures series L.S. Mudaliar, a renowned Indian educationist had said “Let our young Indian realize the heritage that is there. May the young generation imbibe the true spirit of India and follow it in all their endeavours.”

Education during Medieval Period

The period under review covers the system of education in India from about the 10th century A.D. to the middle of the 18th century, i.e. before the British rule.

Chief characteristics of Muslim education:-

Aims of education:

- (a) Developing love for Muslim culture and religion.
- (b) Enabling the individual for Islamic life.
- (c) Preparing the students for the next world.
- (d) Equipping the students for a vocation.
- (e) Preparing individuals for running administration.

(1) Patronage of the rulers: The rulers helped in the spread of education. They built educational institutions and universities. They endowed them with the funds. Big landlord also provided financial help for the spread of education. The rulers patronized the men of learning.

(2) No state control: The rules neither claim any authority over the educational institutions nor interfered with their management.

(3) Religion dominated education: In the words of S.N. MUKERJI, “The whole educational system was saturated with the religious ideals which influenced the aim, the contents of study, and even the daily life of the pupils.” The pupils acquired knowledge as a religious obligation.

(4) Countryside as the centre of education: By and large, educational institutions flourished in the countryside.

(5) Provision of various disciplines: Through education was primarily religion- oriented, it included the study of many intellectual activities like mathematics, astronomy, grammar, polity and politics. Art and literature were also encouraged.

(6) Norms of conduct: Adequate stress was laid on well- defined norms of behaviour, pattern of thought, building up personality and character of the pupils.

(7) Teacher-pupil relationship: In the Muslim period also the teacher was respected as during the Brahmanic or Budhist period. There was intimate relationship between the teacher and the pupil, although the practice of living with the teacher was not as common with the Muslim as it was in the case of Brahmanic and Budhist period.

(8) Learned teachers: Teachers took to teaching for love of learning. They were held in high esteem. Prof. S.N. Mukerji has observed, "Learning was prized for its own sake and as a mark of the highest human development and teaching was never handicapped by examination requirements

(10) Individualized instructions: Since the number of students with the teacher was limited, he paid individual attention to each student.

(11) Monitorial system: Although a teacher did not have many pupils to teach yet, still the teacher would take the help of senior and advanced students to teach the younger or the junior.

(12) Discipline: Punishments were quite severe. Truants and delinquents were caned on their palms and slapped on their faces. A strange mode of punishment was to make the children hold their ears by taking their hands from under their thighs while sitting on their tiptoes.

(13) Types of institutions: Primary education was imparted in 'Maktabs' and secondary and high education in 'Madrasahs'.

(14) Vocational education: Provision was also made for vocational, technical and professional education. Emperor Akbar took considerable interest in education as is evident from the passage of from the 'Ain-in-Akbar'. The passage makes interesting reading and provides valuable information on the system of instruction, i.e., curriculum, methods of teaching etc.

Chief features of Primary and Elementary Muslim Education

- (1) **Institution of primary education:** Primary education was imparted through the 'Maktab' which were attached with mosque or were independent of the mosque 'Khanquahs' of the saints also at some places served as centres of education. Several learned men also taught students at their residences.
- (2) **Financing of the Maktab:** Most of the Maktab were either patronized by rulers or had endowment. They dependent on the charity of the philanthropists.
- (3) **Management of the 'Maktab':** The 'Maktab' were run under the guidance of the learned 'Maulavis'. They were supposed to be very pious.
- (4) **Curriculum:** Curriculum varied from place to place but the teaching of Alphabets and the recitation of Quran was almost compulsory. The students learnt some portions of Quran by heart as this was considered essential to perform religious functions.
- (5) **Language:** Arabic and Persian languages were mostly compulsory. For getting high government posts, one had to learn these languages.
- (6) **Fees:** There were several village schools where the students were required to pay their instructions, not in cash but in kind.
- (7) **Orphanages:** The state set up some Orphanages where the children received education free of charge. Vast endowments were made for these orphanages.
- (8) **Age of admission:** At the age of four years, four months and four days, 'Maktab' ceremony or 'Bismillah' was performed to indicate the beginning of the child. This was considered as an auspicious moment for initiation or starting education. Good wishes were offered to the child. 'Surah-i-Iqra' a chapter from the holy Quran was recited on this occasion.
- (9) **Education of sons of Nobles and Rulers:** The Muslims nobles as well as rulers engaged tutors to teach their children at home.
- (10) **'Wide- spread Maktab':** Almost every village had at least, one 'Maktab'. There were several 'Maktab' in town and cities.
- (11) **Curriculum and Mode of Instruction:**

- (i) During those days there were no printed books for the beginners. Wooden books (taktis) were used.
- (ii) **The Quran** : After alphabets, words were taught to students
- (iii) **Stress on Calligraphy:** beautiful and fine handwriting was an important element of instruction.
- (iv) **Teaching of Grammar:** Grammar was taught as it was considered very valuable in teaching the languages.
- (v) **Religious Instruction:** Instruction imparted in the 'Maktabs' was religious through and through.
- (vi) **Books other than Quran:** After the Quran, the 'Gulistan' and the 'Bostan' poems of poet Firdausi were taken up.
- (vi) **'Paharas':** Students also learned 'Paharas' (multiple of numbers). Students memorized these while uttering collective in a loud voice.
- (12) **Buildings:** In general, the students sat on the ground in the rows under the shade of a tree and the teacher used mat or deer-skin to sit at. He also attended to the students while standing.

The Madrasahs or Madrasas

The 'Madrasahs' imparted secondary and higher education. Often these Madrasahs were attached to mosques. The term 'Madrasahs' is derived from Arabic word 'dars' (a lecture) and means a place where lecture is given. There was difference in principles between the Madrasahs and other mosques. When a particular room was set apart in a mosque for the teaching purposes it was called a Madrasahs. Sometimes it was quite close to a large mosque. It functioned as college of higher education where eminent scholars taught different subjects by using the lecture method supplemented by discussions. Management was usually private supported by state grants and endowments. The content of the curriculum was both religious and secular and covered a period from 10 to 12 years. Religious education comprised deep study of the Quran, Islamic law

and Sufism. Literature, logic, history, geography, astronomy, astrology, arithmetic, agriculture and medicine were the secular subjects taught in madrasahs. Some madrasahs had hostels attached to them which provided free boarding and lodging.

HINDU SYSTEM OF EDUCATION DURING THE MEDIEVAL PERIOD

Chief features of Hindu system of Education in India during the medieval period

- (1) Lack of state support: With the advent of the Muslim rule, the state support for the Hindu system of education almost ended. Now it depended upon the rich people, scholars and village communities. Of course where there were no Muslim rulers, it received state support. Gradually there remained a few such areas.
- (2) Religion Oriented Education: The system of education, by and large was dominated by religion.
- (3) The 'Pathshalas': Elementary education was imparted in 'pathshalas' which existed both in villages and towns.
- (4) Building of pathshalas: Usually pathshalas were held in the veranda of some house or under trees. There were also separate houses for pathshalas. Specific type of buildings for them did not exist. Premises of the temples were also used.
- (5) Fees: No regular fees were charges from the students. The parents gave presents to the teachers. Students were required to render personal service to the teachers. Sometimes teacher also engaged themselves in part time work to supplement their income.
- (6) Instructional Methods at the Elementary Stage: There were four stages of Instruction at the elementary stage. In the first stage writing letters of the alphabet on sand was taught to students. In the second stage, the teacher wrote on palm leaves and the students traced over them with red pen and charcoal ink .These cold be rubbed very easily.

In the third stage, the student wrote and pronounced compound components. Excessive practice was given to the students in this regard. Common names of persons were used for this purpose. At this stage also, the student was taught to use the words in the formation of sentences. He was also taught to make a distinction between written and colloquial languages. The students were

taught to rules of arithmetic and multiplication tables repeated by the entire class. In the fourth stage, students were taught to use paper for writing .

(7) Curriculum at the elementary stage:

(i) Knowledge of weights and measures was considered essential therefore; arithmetic was a compulsory subject at the elementary stage. According to Dr. Krishnalal Ray,(1989),the elementary schools were mainly for giving instruction to these R's and them practical application (such as composition of letters and business documents.).

(ii) Literature was included in the curriculum; real literature taste was not cultivated.

(iii) Moral and religious instruction also had a secondary place in these schools.

(iv)In some schools, salutation to Goddess Saraswati (the Goddess of learning) was learnt by heart by the students.

(v) Instruction in mythology and sacred love of the Hindus was also given in some schools.

(4) Points to remember

4.1 Ancient education emerged from the Vedas. They are supposed to be the source of Indian philosophy of life. Vedas means 'to know'.

4.2 The basis of Indian culture lies in the Vedas, which are four in number-(1) Rig Veda

(2) Sama Veda (3)Yajur Veda (4)Atharva Veda.

4.3 Women were given full status with man during the Vedic age.

4.4 Buddhist education was based on the teaching of Gautama Buddha.

4.5 The chief aim of education was spread of Buddhist religion and attainment of nirvana through it.

4.6 Pabbajja was an accepted ceremony of the Buddhist monasteries.

4.7 The chief aim of medieval education was to bring the lift of knowledge in the followers of Islam.

4.8 Maktabas were primarily schools meant for small children and higher education was imparted through the institution of madrasahs.

Language policy during mughal period

The Education system in mughal period during Akbar was in advance of his age and made an attempt to raise the intellectual level of the people. Although he did not establish a network of schools and colleges all over the country for the benefit of the school-going population and did not allocate a fixed percentage of the state revenue for expenditure on education, he encouraged education in diverse ways.

The mughal education system consisted of primary and secondary schools, and even colleges. Some of them were established and maintained by mughal government, while others depended upon private philanthropy. There was a maktab or primary school attached to every mosque where elementary reading, writing and arithmetic, besides the Quran, were taught. In addition to these, there were madrasahs which may be called secondary schools or colleges. Akbar established colleges at Fatehpur Sikri, Agra, Delhi and other places, and richly endowed them. His example was followed by his courtiers. Quite early in his reign Maham Anga had built a madrasah near the western gate of Purana Qila at Delhi. Khwaja Muin established a college at Delhi.

There were many such colleges in all important towns with a sufficiently large Muslim population. In these colleges Islamic theology, jurisprudence, philosophy, logic and astronomy were taught by distinguished teachers some of whom had received education outside India. There were schools and higher centres of learning for the Hindus in every part of the country. There was a remarkable revival of our ancient learning during the age of Akbar. There was a school in every village and in fact a school attached to every temple where reading, writing and arithmetic and religious books were taught. In higher centers of learning, Hindu theology, Sanskrit grammar, philosophy, literature, logic, astronomy, higher mathematics and other sciences were studied.

Akbar made an attempt to revise the curriculum and to include certain important subjects in the courses of study meant for grown--up boys at schools and colleges. These subjects were science of morals and social behaviour, arithmetic, notations peculiar to arithmetic, agriculture, geometry, astronomy, physiognomy and foretelling, household economy, public administration, medicine, logic, sciences and history. Students of Sanskrit were required to study grammar, philology, logic, Vedanta and Patanjali. These were to be studied gradually. The teacher was only to assist the pupils to learn. Students were particularly advised to commit moral precepts and sayings to memory, and no one was to neglect "those things which the present time required."

Probably, colleges were required to specialize in some of the above subjects. It is unlikely that every institution was required to teach all the above subjects. Another educational reform introduced during the Mughal period was to open the madrasahs to Hindus. For the first time in medieval India, Hindus and Muslims received their education in common schools and read the same books. The reform was necessitated by the fact that Akbar had made Persian compulsory for all the state officials and by his desire to create a common nationality.

The Mughal educational system produced remarkable men in every walk of life who contributed to the success of the later days of Akbar and of the reigns of Jahangir and Shah Jahan and were able enough to shed lustre on any age and in any country. This is enough to show that the reform had proved efficacious.

Akbar's court was a centre of learning and art. The emperor, his courtiers and officials were liberal patrons of letters. The age consequently witnessed a cultural renaissance of a high order. Works of high literary value were produced in various subjects, particularly on historiography. The Hindi poetry of Akbar's age is unrivalled and has become classical for all time. Such high production would have been impossible without proper educational organization and atmosphere.

The court played a very important part in the Mughal emperor's scheme of the propagation of education and culture. Akbar encouraged men of letters and arts to produce standard scientific and literary works on a variety of subjects. Books on religion, philosophy, literature, biography, history, mathematics, astronomy, medicine and other subjects were brought

out in large numbers. Poetry was not neglected. Fine arts like architecture, music and painting were also encouraged.

Inspired by the laudable ambition of creating a common culture, Akbar established a Translation Department and had outstanding works in Sanskrit, Arabic and Turki rendered into Persian, so as to enable the Hindus and Muslims to know the best in each other's religion and culture. For the above purpose the services of high-ranking scholars in the country were requisitioned. Many famous scholars from outside India were also invited to assist the indigenous talent in the above work. Many a Sanskrit treatise, including the Vedas and the Ramayana and the Mahabharata, were rendered into Persian. Arabic works of repute on Muslim theology and arts were also translated into Persian.

A school of Indian historiography was founded and a large number of histories were written by eminent historians. Libraries were opened. The royal library in the palace was one of the most wonderful institutions of the kind in the world. It consisted of many thousand books, all of which were manuscripts, sumptuously bound and beautifully illustrated. The books were classified according to their subject-matter and the language in which they were written. There were Sanskrit, Persian, Greek, Kashmiri and Arabic works.

Hindi, which was coming into prominence, was patronized. Although the education in Mughal period, as planned by Akbar was through the medium of Persian which was the court language and compulsory for state servants, schools attached to temples and private institutions founded and maintained by the Hindus must have imparted knowledge through the medium of Hindi. The measures undertaken by the Mughal emperor indicated a desire on his part to raise the moral and intellectual standard of the people. It must, however, be admitted that the scheme was meant mainly for the upper and middle class people.

Language policy during European Settlement or under East India Company

The British first used the Persian language in the commercial arena. In the second half of the eighteenth century, the English trading company was politically responsible for the administration of the territories in the sub-continent where. Persian was the lingua franca of administration commerce and diplomacy. The Company already had trade relations with the Persian Gulf and their operations in this connection were conducted from its factories in western

India. Naturally, they needed information and knowledge to carry out their commercial ventures. In 1731 when the Company wished to obtain a fannan (royal order) from the Mughal emperor to reduce taxes on their internal trade in India and for other privileges, they had no one in their Bengal establishment who knew sufficient Persian to carry out the negotiations. They thus had to depend on an Armenian merchant for this vital function. As early as 1757, before acquiring territorial sovereignty over Bengal, the Court had issued an order which provided for sending five servants to Basra and two others annually 'to study Persian and nothing else' in order to come back to Bengal 'and take their standing according to their rank at service' . The pressure was building on the Company officials .James Fraser, an employee of the Company at Surat for nineteen years, learned Persian well enough to write a contemporary history of the court of Nadir Shah, based on a Persian accounts and 'constant correspondence' between Iranians and Mughals. He learned Persian from a Parsi, and studied with a scholar at Company who was famous for his knowledge of Muslim law.

After the battles of Plassey (1757) and Buxar (1764), the East India Company attained legal rights in 1765 from the Mughal Emperor Bahadur Shah over Bengal, Bihar and Orissa as Diwan or Official Controller of the administration of the province in 1765. By 1813, they had control over most parts of north, central and south India, including Awadh, Mysore, and Peshawar. When the English were firmly established on the saddle of the Government of Bengal after 1765, they began for their. Own convenience to bring in English for administrative purposes, side by side with Persian. All state documents would for decades after this still would be in Persian, with English translations.

Language Policy under British Rule

Odia becomes the first language from the IndoAryan linguistic group, the Sixth Classical Language of India. In February, 2014 the decision to accord this status to Odia language indicated that Odia has no resemblance to Hindi, Sanskrit, Bengali and Telugu. This has caused tremendous excitement in the State and its people.

The Classical language issue actually emerged during the British era. During 19th Century Tamil Scholars those who were conscious of their Tamil heritage have been rging upon the classical character of their mother tongue to be recognised. They claimed that Tamil had rich

original literary and grammatical traditions, had its own script system and an unbroken history. In addition they claimed that Tamil was spoken for the last 2000 years. Their demand had some weight age.

In 1920 Nagpur Session of AICC Gandhi to bring Congress closer to the people suggested the formation of language based provincial congress committees. This helped the Utkal Pradesh Congress Committee to be formed under Utkalmani Gopabandhu Das separating the party from Bihar Pradesh Congress Committee. The popular movement under Gandhi's leadership was not hinting towards the idea that in free India language would become the basis for the formation of the Indian States. Of course, Odisha became the first State under the British to be linguistically organised. In 1940s the north Indian politicians demanded that Hindi should be the 'National Language'. This distanced the south from the Hindi dominating thinking. In the Constituent Assembly when the issue of Official language was discussed it was after a due debate decided that 'Hindi' in 'Devnagari' script shall be official language of India and a 15 years time was given for the Indians to learn and respect the language.

In 2001 census it was found that 30 languages are spoken by more than a million native speakers and 122 by more than 10,000 speakers. More than three millennia of language contact have led to significant mutual influence among the four language families in India. Two contact languages have played an important role in the history of India. They were Persian and English.

Language policy as given in Indian Constitution

On August 15, 1947, India achieved independence, although the country was immediately partitioned into two separate countries: Hindu India and Muslim Pakistan. The following year, Mahatma Gandhi was assassinated by a Hindu extremist, and the disappearance of the inspirational force behind independence ushered in a new period in Indian history. Nonetheless, on January 26, 1950, India adopted a new constitution that created a federal state known as the Indian Union, a democratic lay republic and member of the British Commonwealth.

The Constitution adopted in 1950 stipulated that English and Hindi would be used for the Union's official business for a period of fifteen years (s. 343(2) and 343(3)). After that time, Hindi was supposed to become the sole official language of the Union. It proved impossible to replace English with Hindi, however, because of strong opposition from the southern states,

where Dravidian languages were spoken. They felt that the federal government was trying to impose Hindi across the country, including the south, and preferred to continue using English, which they found more "acceptable" because, unlike Hindi, it was not associated with any particular ethnic group. Later, the Official Languages Act legally established Hindi and English as the languages used in Congress, while leaving states and territories free to choose their own official languages.

Language Policy & Medium of Instruction after independence

Because many African countries lack a common indigenous language to serve as the national language and medium of instruction, European colonial languages such as English, French, and Portuguese have been used to foster postcolonial multiethnic unity. Tanzania shares with many African countries a colonial legacy in which English is used as an official language and as the medium of instruction in secondary and tertiary levels of education. However, Tanzania is also distinctive in having an indigenous language, Kiswahili (also known as Swahili), which is spoken by most Tanzanians, is the national language, and is the medium of instruction in primary schools.

Equating the use of a foreign language with good education is common throughout Africa. After independence, countries such as Ghana, Kenya, and Zambia insisted on English as the medium of instruction from the first grade,¹ even though vernacular languages had been used in the first few grades during British colonial rule. As Mazrui and Tidy note, it is ironic that independent African countries have sought to introduce English into the educational system earlier than did the British, based on the perceived need to expose students to English at an early age when they learn language best.²

The disturbing anomaly of such a policy is that, after primary school, many Africans have little use for English since they do not go on to higher education. In Kelly's view, the policy of using English as a medium of instruction in Zambia has actually impaired learning.³ The same might be said for Tanzania, where belief in the superiority of education in English affects education in all subject areas, and perhaps especially in the social studies, normally considered the vehicle for forming a new multicultural national identity in postcolonial states.

This belief in the superiority of education in a foreign language, while often not acknowledged by policy makers, is very evident in their policies. One is reminded of Ngugi's observation that "The choice of language and the use to which language is put are central to a people's definition of themselves in relation to their natural and social environment, indeed in relation to the entire universe."⁴ Language policies of African nations must address the question of decolonizing the mind, so it is encouraging to note that educators in South Africa consider this problem seriously and assert that education can be imparted in any language.⁵

In this article, I argue that Tanzania's language policy in education, formulated in 1960 from the British colonial education system, is no longer consonant with present realities because English is no longer an effective medium in secondary schools. I argue, furthermore, that the language problem is symptomatic of the larger crisis of a neglected education system in Tanzania, and that Kiswahili has become the scapegoat for declining standards of education. My conclusions are based on my examination of policy decisions and implementation as reported in documents of the ruling party, the Ministry of Education, and research reports, along with my years of experience as a secondary school teacher in Tanzania in the 1980s.

Views of Great thinkers with respect to medium of instruction

a) Rabindranath Tagore

This paper probes the link between western approach to education in India and Tagore's educational view. The focus of this paper is on the thought of Rabindranath Tagore, especially in his educational ideas. Thus, this paper attempts to perceive the approaches and the values in two gigantic educational philosophies, education system from the West and East that is Tagore's. Here, I use the comparative methodology to analyze Tagore's educational philosophy vis-à-vis western educational philosophy. The culture and tradition of the society itself had shaped in development of both philosophies, revealed how far these disciplines are contrast to each other. To accomplish this I will first look at the educational philosophies of these two major international educational players in the history of India. The following comparative analysis will be emphasized on several aspects, namely the originality, principles, aims, medium of learning, distribution of knowledge, and harmonization of national visions.

Introduction

Rabindranath Tagore was a prominent poet and profound thinker. He was born in Calcutta on 6 May 1860. Although he was not educated in any university, he was a clearly a man of learning. He had his own original ideas about education, which led him to establish an educational institution named Vishva Bharati in Shantiniketan with the intention of re-opening the channel of communication between the East and the West. He travelled extensively in different countries of the world, and was a successful mediator between the Eastern and Western cultures.

It has been generally accepted that different places have their own culture and tradition. Generally, Western philosophy of education comprises two schools, traditional and modern. It has its roots in Athens, Rome and Judeo-Christianity, whilst Tagore's philosophy of education draws its inspiration from ancient Indian philosophy of education. However, it could be said that Tagore's philosophy of education may become a representation of the Eastern philosophy apart from others like Islam, Confucianism, Taoism, and Mahayana Buddhism. By looking on Western countries and India, both countries have distinct differences in their ways of developing and shaping an individual, in terms of skills and attitudes. Thus, different cultures will have different philosophies, which results in different ways of doing things, especially in educating the next generation.

Western Education in India

Philosophy of education developed by the West was shaped through philosophical thought, which manifested through an idea characterized by Materialism, Idealism, Secularism, and Rationalism. This philosophical thinking, however, affected the concept, interpretation and the definition of the knowledge itself. Rene Descartes, for instance, uses ratio as the sole criteria to measure the truth. Other western philosophers, such as John Locke, Immanuel Kant, Martin Heidegger, Emilio Betti, and Hans-Georg Gadamer, among others, also emphasize the use of ratio and the five senses as their source of knowledge, by which it creates a variety stream of philosophies and thoughts, such as empiricism, humanism, capitalism, existentialism, relativism, atheism, and many others that profoundly affect a number of disciplines, such as philosophy, science, sociology, psychology, politics, economics, and so on.

Consequently, western philosophy of education is not established on revelation or any religious tenets but being established on a cultural tradition strengthened by philosophical speculation bounded by secular life placing man in the centre as a man of ratio. Hence, the science and its ethical and moral values, administered by human ratio always experience changing. According to Syed Naquib Al-Attas, there are five factors underlying western culture and educational philosophies. First, the use of ratio to guide one in his own life. Second, posing duality between reality and truth. Third, emphasizing an existence projecting secular worldview. Fourth, the doctrine of humanism. Fifth, using history as a dominant element in natural tendency and human existence.[1] Those five factors have a very great impact on western intellectual paradigm shaping educational pattern in the west.

Medium of Education

The medium of education discourse also became an important point pertaining to Tagore's idea. The use of English in education prevented assimilation of what was taught and made education confined only to urban areas and the upper classes rather than rural areas. Therefore, if the vast rural masses were to benefit, it was absolutely essential to switch over to the use of Bengali in the context of Bengal at all level of education. Tagore believed that without knowledge pattern of rural living and an effort by the school to revitalize rural life, academic learning would be incomplete. And this is the reason behind the establishment of his own university, popularly known as Visva Bharati.

Tagore stressed on the unnaturalness of the system of education in India, its lacks of links with the nation and its management, which was in the hands of a foreign government. The working of the government, its court of law and its education system were conducted in a language completely meaningless to the majority of Indians. He contrasted the situation in India with what he had seen in the USSR and in Japan, where the governments had been able to educate their people within a very short time. He argued that to educate India's entire population and restoring the flow of culture from the educated classes to the rural population would not come about unless the mother-tongue was adopted as the medium of teaching.

b) M.K. Gandhi

Education Policy as Envisaged by Mahatma Gandhi:-

With the attainment of freedom in 1947, India embarked on a new era. On 15th August, 1947 people showed a definite and spontaneous indication to embrace the newness of the times. Mahatma Gandhi, whose interest had always been co-extensive with social needs, had all along been advising the Congress to take up the cause of education from pre-independence times. Mahatma Gandhi had, earlier in his career, stated, like Ruskin, that “Speed is not always progress”, and according to that idea he had resolutely set his face against accepting all type of education as of equal importance. So, education, according to Mahatma Gandhi, was not exactly a pursuit of freedom of expression, but a modified method to specifically suit the goal of nation building of the new India. He was thinking of a revolutionary type of education for upliftment of the vast rural India as a prime goal, and due to his insistence National Educational Conference was held at Wardha in as early as 1937 to set the ball rolling. A Committee of distinguished educationists, headed by Dr.Zakir Hossain, was entrusted with planning a syllabus for basic education. The report of the Committee along with the detailed syllabus was published in 1938. In 1938 the Indian National Congress at its 51st session at Haripura accepted, certainly under guidance of Mahatma Gandhi, the principle of Basic National Education, and authorized the formation of an All-India Board to work out a practical implement able program. Next month, the Board was formed, under the name and style of Hindustani Tamili Sangh, under the advice and guidance of Mahatma Gandhi, and immediately its work took concrete shape. The basic concepts can be noted as:-

1. Free and compulsory education for seven years on a nationwide scale.
2. The medium of instruction must be in mother tongue.
3. Throughout this period education should centre round some form of manual and productive work, and all other activities to be developed or training to be given should, as far as possible, be integrally related to handicraft pattern chosen with regard to the environment of the child. The idea was to develop a basic craft model adopted to suit different areas of learning, including say basic Mathematics or Science, and it was even envisaged that those craftworks be sold to the

Nation to make education self reliant. Generally speaking, it was felt even at that time that the prevalent education with the colonial legacy led us to learn from books and did not allow us to garner knowledge by perception. The use of craft had been no doubt accepted as an education technique, and the Abbot-Wood report drew the attention of educationists here in India to the subject, but it was never thought of as the medium of instruction before Mahatma Gandhi had boldly placed it as such.

The basic features of the Wardha scheme could be summarized into two relevant factors. They were that education should be imparted through a basic craft at least during the first seven years of basic education, and that the sale of products of craftwork done under the system should make the system self-supporting. The principle that education should be imparted not through passive reception but through a productive activity was an acceptable principle to the educationists of the world. Among all kind of productive activities craftwork was acknowledged to be suitable for educational purposes. Psychologically it was sound as it saved the child from the tyranny of purely academic and theoretical instructions and balanced the intellectual and practical elements in child's experience. It was also envisaged that by sale of craftworks the student might be able to earn some money as well. Few communist thinkers of India in that era welcomed the Wardha scheme, as Mahatma Gandhi kind of insisted that all work should be purposeful and productive even in the context of basic education. The communist intellectuals thought that education through work would be a revolutionary program for leveling and equalizing, where every citizen would be groomed to perform his/her quota of work. The idea was very much in consonance of the life-philosophy of Mahatma Gandhi, as every effort conceived by him was ultimately a struggle for freedom—freedom from ignorance, inefficiency, insecurity, oppression, exploitation, injustice. Naturally, to Mahatma Gandhi, education needed to be designed as a tool to attain freedom, particularly freedom for the rural people of India. Cult of power created by assimilating knowledge without a definite end view would seem to Mahatma Gandhi a dangerous process. He could only conceive education as a dynamic force leading to a definite destination. In Mahatma's own words" My plan to impart primary education through the medium of village handicrafts like spinning and carding, etc, is thus conceived as the spearhead of a silent non-violent social revolution fraught with the most far reaching consequences. It will provide a healthy and moral basis of relationship between the city and the village and thus go a

long way towards eradicating some of the worst evils of present social insecurity and poisoned relationship between the classes. It will check the progressive decay of our villages and lay foundation for a juster social order in which there is no unnatural division between the 'have' and 'have-nots' and everybody is assured of a living wage and right to freedom. Lastly by obviating the necessity for highly specialized talent, it would place the destiny of the masses, as it were, in their own hands."

National Attitude on Mahatma Gandhi's Principle on Basic Education:-

First of all, the sudden death of Mahatma Gandhi in 1948, definitely put his idea on basic education to a halt. It was certainly an unfortunate development, as the Wardha National Education Commission was set up in 1937, and came out with its report as early as 1938, and a National attempt to establish the concept was pursued fairly vigorously. In pre-independent India the provincial governments tried to implement the program in Bihar, Mumbai and UP at to some extent in Orissa. Teacher's training schools to prepare teachers to train students according to Wardha Commission reports were also set up at various centers in India, one being at Balarampur of Midnapore district in West Bengal. There were of course quite a few critics of Mahatma Gandhi's idea of a utilitarian type of basic education, but nevertheless it was accepted by the Congress as a national policy to be implemented in post-independence India and a great deal of interest was shown to put the revolutionary idea at work. But in reality, after Mahatma Gandhi's demise, the whole idea was quietly buried, never to be reopened at any stage in post independent India till date. Whether it was buried because the later generation didn't like the idea, or it was buried for simply logistic problems, or whether the Government of India at that point of time didn't have the will and power to dismantle the running education system inherited from the colonial rulers and initiate the gigantic change, can be a matter of debate. But in reality a great vision was left to rot rather unceremoniously. In effect India could not establish an Indian concept of education, as was the dream of Mahatma Gandhi or Rabindranath Tagore and just let the colonial pattern of education to evolve in unplanned manner in post independent India. As the colonial pattern was basically an alien pattern, the education system in India always maintained the alien streak, we can not really say with conviction that the education we had, could really create a deep resonance in our Indian hearts.

c) Swami Vivekananda

The establishment of teacher education system in India is rooted in the history of modern education system for the masses established in the 19th century England and Europe to educate children in the three r's (reading, writing and arithmetic). Given the nature and requirements of these schools, the early models of the 'monitorial and pupil teacher systems' were considered appropriate for a large mass of teachers that was needed to cater to the increasing population of students. These subsequently gave way to the 'normal' school (then prevalent in Europe) which institutionalized teacher training. The evolution of teacher education in India was similar to the developments in Britain wherein 'monitorial and pupil-teacher systems' were introduced in several parts of the country. By 1882, there were 106 normal schools in different parts of India. By the end of the 19th century, training colleges that would cater to secondary education became more prevalent and subsequently began to be affiliated to universities for the purpose of licensing. Since traditionally, it was secondary teacher education institutions that developed into university departments of education, elementary education and early childhood education have been neglected as distinct areas of knowledge with their own distinct concerns, concepts and methodological perspectives. Now is the time to rectify -this situation. Reform of teacher education has been one of the key concerns in the reports of major Education Commissions and Committees on education. The early 21st century has seen a significant shift in public policy.

Vision of Teacher and Teacher Education

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. First, our thinking on teacher education is integrative and eclectic. It is free from the hold of 'schools' of philosophy and psychology. Teacher education is not to be construed as a prescriptive Endeavour; it has to be open and flexible. The emphasis has to be on changing contexts and the object should be to

empower the teacher to relate himself/herself to them. Second, modern teacher education functions under a global canvas created by the concepts of 'learning society', 'learning to learn' and 'inclusive education'. The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education. The emphasis in teaching has to shift from didactic communication to non-didactic and dialogical explorations.

Third, modern pedagogy derives its inspiration more from sociological and anthropological insights on education. There is increasing recognition of the worth and potential of social context as a source for rejuvenating teaching and learning. Multi-cultural education and teaching for diversity are the needs of contemporary times. Fourth, the existence of a diversity of learning spaces and curriculum sites (farm, workplace, home, community and media), apart from the classroom has to be made visible. Accordingly, the diversity of learning styles that children exhibit and learning contexts in which teachers have to function - oversized classrooms, language, ethnic child, social diversities, children suffering disadvantages of different kinds have also to be appreciated. Lastly, it has to be stressed that the so called knowledge base of teacher education has to be understood in terms of its tentative and fluid nature. This makes reflective practice the central aim of teacher education.

As such pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristics of teaching-learning environments.

Why swami Vivekananda, as the first in the series of thinkers, is to be introduced

The various apex level bodies in our country including the regulatory ones are getting drawn towards the responsibility of promoting concern for values and professional ethics. As such they are already making a strong avocation for creation of credit or noncredit based modular courses in human values, professional and moral ethics and sundry other courses designed to directly and indirectly contribute towards the development of competence and commitments of the professionals in this regards. As such, Swami Vivekananda has been sighted

as the first in our series of producing such materials/discourses. It is derived from our understanding that the exposure of this type will enthuse and inspire the young professionals to adopt and assimilate the essential human values and evolve standards of professional ethics drawn from our cherished tradition and cultural heritage.

As cogently put by A.D. Pusalker, Swami Vivekananda is universally acclaimed as a pioneer in the field of national liberation in India. He was complex personality being a lover of humanity, a world teacher of religion, a great patriot, and a leader of the Indian people. Truly has he been regarded as a patriot-saint of modern India and an inspirer of her dormant consciousness, who instilled a freshness and vigor into it. He presented the rare combination of being a patriot and a saint, in whom patriotism was deified into the highest saint ship and loving service to fellow men into true worship.

Almost on a similar wave length A.L. Basham holds that even now a hundred years after the birth of Narendranath Datta, who later became Swami Vivekananda, it is very difficult to evaluate his importance in the scale of world history. It is certainly far greater than any Western historian or most Indian historians would have suggested at the time of his death. The passing of the years and the many stupendous and unexpected events which have occurred since then suggest that in centuries to come he will be remembered as one of the main moulders of the modern world.

Conclusion

In conclusion, despite multilingualism being well established as the predictable condition of all human society, historically nation-states have absorbed and legitimized discourses and self-understanding as homogenous and unilingual states. Yet this daily and ubiquitous linguistic pluralism clashes with the official declarations and preferences for monolingualism, a monolingualism that privileges dominant languages and pushes education systems to promote secure, bounded, hierarchically ranked languages with uncontested literary canons. These are immense challenges whose depth and importance will be with us for decades into the future even as they are transformed further by migration, technology, and new understandings of

communication. We need a new optimism that education language planning can be put to the service of multiliterate, multicultural, and multilingual future global citizens.

Questions for Discussion and Reflection

1. Explain the importance of Language in Education.
2. Discuss the Language policy given in Indian Constitution.
3. Compare and contrast the medium of instruction and language policy during Vedic period and Buddhist period.
4. Explain the views of great thinkers with respect to medium of instruction.

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Unit – IX Midday Meal Scheme as a Socialisation Process

Objectives:

After the completion of the unit, the learners will be able to:

1. obtain knowledge about meaning and concept of Midday Meal Scheme.
2. grasp the benefits of Midday Meal Scheme.
3. analyse the process of Midday Meal Scheme in Tamil Nadu.

Introduction

The concept of midday meal scheme is not new in India as its roots can be traced back to pre-independence era when British administration initiated a Midday Meal Programme for disadvantage children in Madras Municipal Corporation in 1925. Like this many such programmes were initiated in different states. Tamil Nadu became the first state in India to introduce a noon meal programme in primary schools. In 1984 this scheme was introduced in Gujarat. From time to time the meal scheme was taken up by different states and later on it was taken up as a national scheme.

Government of India launched *National Programme of Nutritional Support to Primary Education*(Commonly known as **Mid-Day Meal Scheme**) on August 15, 1995 to provide mid-day meal to the children studying at primary stage. In 2002, the Supreme Court directed the Government to provide cooked Midday Meals in all Government and Government aided primary schools. It was revised in September 2004 and in September 2006.

Objectives of Midday Meal Scheme

1. Improving the nutritional status of children in classes I – VIII in Government, Local Body and Government aided schools, and Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centers, National Child Labour Project (NCLP) Schools and Madarasa and Maqtabs supported under Sarva Shiksha Abhiyan (SSA).

2. Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
3. Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation.

History of Midday Meals Scheme (MDMS)

Initiatives by state governments to children began with their launch of a midday meal programme in primary schools in the 1962–63 school year. Tamil Nadu is a pioneer in introducing midday meal programmes in India, Thiru K. Kamaraj, then Chief Minister of Tamil Nadu, introduced it first in Chennai and later extended it to all districts of Tamil Nadu. In 1982, July 1st onwards, the Chief Minister of Tamilnadu, Thiru. M.G.Ramachandran upgraded the existing Mid-day meal scheme in the state to 'Nutritious food scheme' keeping in the mind that 68 lakhs children suffer malnutrition.

Benefits of Midday Meal Scheme

1. Beyond the immediate impact on hunger and nutrition, the Midday Meal Scheme has provided a strong incentive for parents to send their children to school.
2. Previous studies on primary education in rural India have suggested that midday meals enhance school participation, especially among girls.
3. Providing meals puts an end to the phenomenon of classroom hunger
4. Midday meals contribute to socialisation, in a caste and class-ridden society. It has been noted that the experience of sharing a common meal helps erode caste prejudices and class inequities.
5. drop-out rates have shown a decline.

Implications of MDMS on School Education

Tamil Nadu has also covered high school students under the midday meal scheme. The centre's mid-day meal scheme is only for the primary and middle school students. The contribution of state government in addition to what the centre allocates for mid-day meals is much higher in comparison to that of other states. Tamil Nadu has gone about implementing the scheme in a more organised way. The payment to the noon meal organiser (NMO) in the state is

Rs 7,000, the cook and helper gets Rs 5,000 each. Tamil Nadu is the only state which recruits NMOs to organise midday meals. Civil society is now pressing the Tamil Nadu government to expand its menu. “Besides eggs and potatoes, we are demanding inclusion of millets and other coarse grains in the scheme”.

MDMS as a Socialization Process

In addition to higher allocation of funds, the state has also worked on community participation in providing school mid-day meals. The state has constituted vigilance committees at panchayat level to supervise mid-day meals. These committees are very active in Tamil Nadu and the committees carry out to check every schools thrice in a week. The committee members include parents of students apart from teachers and local representatives.

Impact of MDMS in Tamil Nadu

Tamil Nadu, in fact, could serve as a model for the rest of poor performing states as far as implementing mid-day meals is concerned. The state has not only provided kitchen infrastructure to more than 92 per cent schools but has also started upgrading and modernising it by providing cooking gas facilities. Complaint boxes have been installed in every school, BDO offices, district and state offices to redress grievances. Tamil Nadu has also covered high school students under the mid-day meal scheme. The Centre's mid-day meal scheme is only for primary and middle school students. The contribution of state government in addition to what the Centre allocates for mid-day meals is much higher in comparison to that of other states. Under this programme, almost 80 per cent of students of state get covered, which costs the state exchequer around Rs 1,500 crore.

Conclusion

The experience so far clearly shows that mid-day meals have much to contribute to the well-being and future of Indian children. However, qualitative improvements are urgently required if the meals are to achieve their full potential.

Questions for Discussions and Reflections

1. Analyse the impact of Midday Meal Scheme in rural area.
2. Examine the benefits of Midday Meal Scheme in Education.
3. “Midday Meal Scheme is an effective tool for socialisation of children”. Discuss.

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Unit – X Emerging Trends in Education

Objectives:

After the completion of the unit, the learners will be able to:

1. know the impact of globalization, privatization and liberalization.
2. understand about the life-long learning.
3. know about online courses.

Introduction

Globalisation is expected to have a positive influence on the volume, quality and spread of knowledge through increased interaction among the various states. In a globalized world, as technology becomes its main motor, knowledge assumes a powerful role in production, making its possession essential for nations, if they are successfully to pursue economic growth and competitiveness.

Concept of Globalization on Education

Globalization means integration of world economies through cross country free flow of information, ideas, technologies, goods, services, finance and last but not the least people. Globalization is a process, which has affected many areas of human life, one of those being education. This means bringing the education system of different economies under common roof which requires unification of teaching curriculum, methodology and up gradation of knowledge and systems to attain the goals of life. In the twentieth century, many developing countries have experienced growth in the educational facilities available to them due to the entry of institutions from the West.

Impact of Globalization on Education

Through Globalisation of education knowledge is getting transferred from the Western countries into developing countries, to improve the skills and capabilities of the people. The direct inter relation between the industries, corporate world and higher education has brought a transformation in the skills required for various jobs. The process of globalization has brought

significant transformation in the world trade, communications, educational activities and economic relations since the latter part of 20th century Education is an important investment in building human capital that is a driving force for technological innovation and economic growth. It is only through improving the educational status of a society that the multi-faceted development of its people can be ensured. In the post-industrialized world, the advanced nations have derived major proportion of their national income not from agriculture or industry but from the service sector. Since the service sector is based on imparting skills or training to the students and youth, the education sector is the most sought after. It must provide gainful employment so that the sector is developed in a big way. It has also given rise to controversies relating to introducing changes in the inter-sectorial priorities in the allocation of resources leading to the misconceived policy of downsizing of higher education. It has also advocated privatization of higher education without realizing the danger of making the system a commercial enterprise.

Liberalisation

Liberalization will bring a constant stream of funding which will also facilitate a research-based career and make it a viable option for the future of Indian teachers and students. It will expand the supply which is in shortage and the competition among educational institutions will ensure that they do not charge excessive premium for education. Increase in the supply of education will automatically result in the fall education expenditure.

Concept of Liberalization

Liberalization refers to relaxing certain reforms and policies in India. These reforms can be termed as relaxation of previous government's restrictions usually in areas of social or economic policy. Usually the term is used in reference to Economic Liberalization. Though India is Economically Liberal, the Education System is not Liberal. There are many reasons, one of them is that the national education industry does not want competitiveness and Government does not want to give away its control. The higher education system in India suffers from lack of autonomy and burden of affiliation. It is characterized by extreme rigidity and lack of flexibility. The real weakness of the higher education is in the structure itself, and there is a need for introspection and reflection. Also the public mind-set is for short cut and easy going. Our policy

in terms of education is focused more on only expanding the system with no focus on for quality education.

Impact of Liberalisation on Education

Positive Impact

The Indian economy which is majorly fuelled by the service industry will get a boost with education sector becoming a large chunk of economic source. Hundreds of thousands of Indian students study abroad at an annual estimated cost of around US\$ 1 billion and it can even stem the exodus of thousands of students who left the country to study abroad. This will save India immense capital. Allowing corporate would ensure the development of better industry oriented graduates with specific skill sets. Increased in educated population implies rapid developments in technology and communications. It also implies the shift of society from industrialization based towards information based society.

Liberalisation offers students an option of studying close to home with the added benefits of a degree which will be valid worldwide. It also curbs brain drain which is also a nation's loss.

Negative Impact

Students and local institutions in developing countries are also similarly unregulated. Uninformed or simply dubious institutions in developing countries may form partnerships with low-quality colleges and universities in India.

There is also the risk of fake institutes which are looking to stuff their pockets whenever the opportunity arises. Corruption is rampant in India. There is little left to the imagination as to what might be the outcome of such a policy in terms of bribes, false degrees, partial marking etc. There may be unforeseen outcomes which come to light only after the outcome occurs. Local institutes which have limited capital will not be able to survive, rendering many jobless. Even the reputed one's will face competition as their national certificates will be less valued as compared to the world recognised certificates.

Privatisation

Since the impact of privatization is penetrating all sectors of the economy, it is bound to affect education sector as well. As it is very difficult to meet the democratic aspirations of the people for further expansion of educational system due to paucity of resources it is therefore, being felt that the private sector is inducted in education so that it can share the burdens of the state in funding education.

Concept of Privatization on Education

The wave of privatization is sweeping across the world. Within an economy, it is aimed at breaking the monopoly of the public sector in a number of areas, more especially areas connected with infrastructure. The essence of privatization lies in the induction of private ownership in publicly owned enterprises. This can range from total denationalization (zero public ownership) to various degrees of private ownership in the form of joint ventures. This is the narrow sense in which the concept is used, but in a broader sense, it connotes besides private ownership. Introduction of private management and control in public enterprises

Components of Privatization on Education

The major components of privatization of education include the following: Establishment, in the private sector of institutions imparting education and skills viz., schools, colleges, polytechnics, research laboratories, professional colleges in agriculture, engineering, medicine, management etc. Withdrawal of subsidies by introducing full costing in the individual and the institutional domain. To grant the right to the management to start or stop courses in response to market signals and to persuade the users of the output of educational institutions to contribute towards the funding of education.

Impact of Privatization on Education System

At the level of secondary, higher secondary and the college and university as well, public sector has played a dominant role in the A stage has now come when the state is finding it very difficult to meet the democratic aspirations of the people for further expansion of educational system due to paucity of resources, because the demand for funds for the educational sector has to compete with the demand for resources for the other sector. It is, therefore, being felt that the

private sector be inducted in education so that it can share the burdens of the State in funding education.

Secondly, the expansion of the horizons of knowledge is taking place at a rapid pace all over the world; the underdeveloped economies must keep pace with this explosion of knowledge. Emphasizing this point the World Bank has stated: "Today knowledge explosion is dividing the world into fast moving, rich economies that use knowledge effectively and slow moving, poor economies that do not. Education or knowledge industry is becoming a key factor in the process of development.

This being so, education is no longer viewed as a social service, it is considered a necessary economic input and as such investment in education is treated as a factor contributory to human resources development. In this effort towards human resource development, the private sector is also expected to play its part since it is a major beneficiary of the knowledge industry.

Concept of Life Long Learning

Lifelong learning (Colloquialism) is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability. Although the term is widely used in a variety of contexts its meaning is often unclear, a learning approach that can be used to define lifelong learning is heutagogy.

Need and Importance of Lifelong Learning

Homeschooling involves learning to learn or the development of informal learning patterns

- Waldorf education which teaches children to love learning for its own sake
- Adult education or the acquisition of formal qualifications or work and leisure skills later in life
- Continuing education which often describes extension or not-for-credit courses offered by higher education institutions
- Knowledge work which includes professional development and on-the-job training

- Personal learning environments or self-directed learning using a range of sources and tools including online application.

Concept of Online Education

Online Education is available at most colleges and universities or to individuals learning independently. The education sector in India is no longer bound to just classrooms. Thanks to new start-ups and higher internet and Smartphone penetration, the online learning space in India is growing manifold. The online training in India focuses equally on school and college-based courses as well as mid-level professional courses.

Need and Importance of Online Education

The online courses aims to help students focus on the right subjects and contents rather than swim blindly in an ocean of study materials available across different media. It also focuses on convenience-based training because online capability enables students to get access to subjects anytime and anywhere. The future of education in India will depend on online courses. Better salary hikes and promotions are also the reasons why people undertake new online courses. Even online courses are being offered for free by many institutions.

Questions for Discussion and Reflection

1. Discuss the impact of Globalization on Education.
2. What is Liberalization of Education? Elaborate the need for Liberalization of Education.
3. Analyse the effect of Privatization of Education.
4. Bring out the need for Life-long learning.
5. Examine the trends of On-line Education.

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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

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Course Material for B.Ed.(First Year)

(2016-2017)

Course 1: Childhood and Growing Up

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Unit VI : Marginalized children: issues and concerns
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UNIT VI: MARGINALIZED CHILDREN: ISSUES AND CONCERNS

Objectives:

After completion of the unit, the learner will be able to:

- 1.learn the meaning of marginalized children
- 2.understand the issues of slum children, street children, abused child
- 3.analyse the measures to promote the status of marginalized children

Introduction

Marginality is an experience that affects millions of people throughout the world. People who are marginalized have relatively little control over their lives, and the resources available to them. This results in making them handicapped in delving contribution to society. A vicious circle is set up whereby their lack of positive and supportive relationships means that they are prevented from participating in local life, which in turn leads to further isolation. This has a tremendous impact on development of human beings, as well as on society at large. As the objective of development is to create an enabling environment for people to enjoy a productive, healthy, and creative life, it is important to address the issue of marginalization. Development is always broadly conceived in terms of mass participation. Marginalization deprives a large majority of people across the globe from participating in the development. It is a complex problem, and there are many factors that cause marginalization. This complex and serious problem need to be addressed at the policy level. This project deals with the problems associated with the groups suffering from marginalization and the ways to reduce them.

Meaning

Amarginalized children is a group of children that's confined to the lower or peripheral edge of the society. Such a group is denied involvement in mainstream economic, political, cultural and social activities.

Concept

The process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group is excluded, and their needs or desires ignored.

In general, the term 'marginalization' describes the overt actions or tendencies of human societies, where people who they perceive to undesirable or without useful function, are excluded, i.e., marginalized. These people, who are marginalized, from a group or community for their protection and integration and are known as 'marginalized groups'. This limits their opportunities and means for survival. Peter Leonard defines marginality as, being outside the mainstream of productive activity and/or social reproductive activity”.

Characteristics of marginalized groups:

Usually a minority group has the following characteristics

- 1)It suffers from discrimination and subordination.
- 2)They have physical and/or cultural traits that set them apart, and which are disapproved of, by a dominant group.
- 3)They share a sense of collective identity and common burdens.
- 4)They have shared social rules about who belongs, and who does not.
- 5)They have a tendency to marry within the group.

CHILDREN LIVING IN URBAN SLUM:

Issues of children living in urban slum:

1. Children were defined more by their behavior than by their age
2. Aside from poverty or health problems, the top rated harms to children were:
 - being out of school
 - sexual exploitation and abuse
 - drug and alcohol abuse
 - early pregnancy.

Drug and alcohol abuse were rated as a much more serious forms of harm to children in one slum than in the other. Also, socio-economic status influenced the relative rankings.

3. Primary causes of children being out of school were:
 - inability to pay school fees
 - family demands that children work
 - parental neglect
 - pregnancy
 - discrimination against non-biological children within the household
 - negative peer influences
 - beatings by teachers.
4. Sexual abuse and exploitation of children was reportedly rampant in both slums, and the perpetrators frequently included people in positions of power and authority, such as teachers and elders. Teenage girls were more likely than any other sub-group to rate this as the top harm to children. Women frequently used their daughters to attract male customers, who became drunk and abused the girls. Sexual abuse also occurred frequently at funerals, disco dances, and video halls. Men frequently gave fried potatoes to girls as young as six years of age as a means of enticing them to have sex. Pre-teenage and teenage girls were sexually active; many traded sex for desired objects or benefits.

5. Early pregnancy was widespread; significant numbers of girls reportedly became pregnant in their early teens. Contributing factors were children regularly watching their parents have sex and then imitating them, parental neglect, and alcohol and drug use. Whatever the causes, early pregnancy served as a gateway to sexual exploitation.

6. Alcohol and drug use were pervasive. Adults attributed the use of alcohol and drugs to children's disobedience, bad behavior, and bad peer group influences, while teenagers attributed the problems mostly to the stresses of living in the slums.

7. Children aged 5–12 years frequently had different views from teenagers and adults of the main kinds of harm they face. Younger children did not like getting hit, seeing parents fight, or seeing people who had been burned, stabbed, or killed.

8. For the most part, the pathways of response to these and other problems were through the extended family and community groups, such as religious groups, women's groups, and youth groups.

9. Chiefs, elders, police and others were connectors who linked communities with the formal system. The formal child protection system was used in situations such as the rape of a child by someone from outside the child's family. Such an offence was sometimes reported to the police, who arrested the perpetrator, took the child for medical treatment, and conducted an investigation. Nearly two-thirds of the participants said people were unwilling to report such offences to the authorities.

10. Aside from the family, religion emerged as one of the most important preventive factors. For both Christians and Muslims, religion was seen as fundamental in moral education and teaching children good values. Also, Muslim and Christian organizations helped to keep children in school by raising funds to pay school fees. Youth groups were particularly important preventive factors in regard to the use of drugs.

Concerns for Children Living in Urban Slum

1 The 74th Constitutional Amendment of 1992, which proposes that urban local bodies (ULBs) should have a direct stake in urban poverty alleviation and slum improvement and upgrading, with participation of citizens

2 The Jawaharlal Nehru National Urban Renewal Mission (JNNURM), launched in December 2005, which embodies the principles of the 74th Constitutional Amendment. Jnnurm outlines a vision for improving quality of life in cities and promoting inclusive growth, through substantial central financial

assistance to cities for infrastructure and capacity development for improved governance and slum development through Basic Services to the Urban Poor. These include security of tenure at affordable prices, improved housing, water supply, sanitation, education, health and social security.

DEPRIVED CHILDREN

Deprivation is the reduction or prevention of culturally normal interaction between an individual and the rest of society. This social deprivation is included in a broad network of correlated factors that contribute to social exclusion; these factors include mental illness, poverty, poor education, and low socioeconomic status.

Social deprivation may be correlated with or contribute to social exclusion, which is when a member in a particular society is ostracized by other members of the society. The excluded member is denied access to the resources that allow for healthy social, economic, and political interaction. Pierson has identified five key factors that set social exclusion in motion – poverty, lack of access to jobs, denial of social supports or peer networks, exclusion from services; and negative attitude of the local neighbourhood. It is also associated with abusive caretaking, developmental delay, mental illness and subsequent suicide.

DALIT

The word "dalit" is derived from the Sanskrit (dalita), and means divided, split, broken, scattered, derived from the meaning of the verbal root - to divide. The caste system is a strict hierarchical social system based on underlying notions of purity and pollution. Brahmins are on the top of the hierarchy and Shudras or Dalits constitute the bottom of the hierarchy. The marginalization of Dalits influences all spheres of their life, violating basic human rights such as civil, political, social, economic and cultural rights. A major proportion of the lower castes and Dalits are still dependent on others for their livelihood. They have meager purchasing power and have poor housing conditions as well as have low access to resources and entitlements. Structural discrimination against these groups takes place in the form of physical, psychological, emotional and cultural abuse which receives legitimacy from the social structure and the social system. Physical segregation of their settlements is common in the villages forcing them to live in the most unhygienic and inhabitable conditions. All these factors affect their health status, access to healthcare and quality of life. There are high rates of malnutrition reported among the marginalized groups resulting in mortality, morbidity and anemia. Access to and utilization

of healthcare among the marginalized groups is influenced by their socio-economic status within the society.

Concerns for Dalit Improvement

Steps are taken

- 1.To adopt special measures in favor of descent based groups and communities in order to ensure their enjoyment of human rights and fundamental freedoms, in particular concerning access to public functions, employment and education.
- 2.To take effective measures to reduce dropout rates and increase enrolment rates among children of affected communities at all levels of public and private schooling.
- 3.To eradicate the existing prevalence of caste-based discrimination in schools, including stereotypical and demeaning references in e.g. school books; ensure inclusion of children of affected communities in schools; and disseminate general information about the importance of non-discrimination and respect for affected communities in the entire education system.
- 4.To remove obstacles, including child labor, which keep children from regular full time education. Governments should also pay particular attention to the need of providing adequate education to illiterate children and adults who have not had any formal education.
5. To improve educational and professional training for Dalit girls and boys so they can move to other professions of their own choice.
- 6.To raise awareness both among the public and among government officials, teachers, and media practitioners on discrimination based on work and descent. Areas of attention should not only include the print and broadcasting media but also alternative avenues of information dissemination, such as local oral information through theatre, songs, etc. as well as information via the internet.

TRIBE

A tribe is viewed, developmentally or historically, as a social group existing before the development of, or outside, states. A tribe is a group of distinct people, dependent on their land for their livelihood, who are largely self-sufficient, and not integrated into the national society. It is perhaps the term most

readily understood and used by the general public. The world's only organisation dedicated to indigenous rights, has defined tribal people as "those which have followed ways of life for many generations that are largely self-sufficient, and are clearly different from the mainstream and dominant society".

Tribals are still devoid of modern facilities like education, electricity, proper drinking water health care, ample transportation, etc. problems associated with education of tribal women needs immediate attention and early resolution. Tribal women need to face lots of challenges in the society. Skills training, increased growth, productivity and innovation, in particular for the informal sector are linked with poverty re-education. The first and foremost challenge to the tribal is that they are still not much exposed to the outside world and are confined to their community only.

Most of the primitive tribes still live in hills, dense forest with difficult terrain and many a times, it is difficult to reach them because of lack of road and transport facilities. It is a challenge to provide education to tribals and setting up school and institutions in small, scattered and remote tribal habitations. High school drop-out rate among tribals is another reason for their lagging behind in education. The external constraints are related to issues at levels of policy, planning, and implementation while internal constraints are with respect to education system, content, curriculum, pedagogy, and medium of instruction, etc. The third set of problems relates to social, economic, and cultural background of tribals and psychological aspects of first generation learners.

Improvement for tribal children

Measures are to be taken to provide educational facilities on vocational and technical training. According to these measures, concessions, stipends, scholarships, books, stationery and other equipments are provided.

Children Mortality and morbidity among children are caused and compounded by poverty, their sex and caste position in society.

All these have consequences on their nutrition intake, access to healthcare, environment and education. Poverty has a direct impact on the mortality and morbidity among children. In India, a girl child faces discrimination and differential access to nutritious food and gender based violence is evident from the falling sex ratio and the use of technologies to eliminate the girl child.

ABUSED CHILD:

Child abuse or child maltreatment is physical, sexual, or psychological mistreatment or neglect of a child or children, especially by a parent or other caregiver. It may include any act or failure to act by a parent or other caregiver that results in actual or potential harm to a child, and can occur in a child's home, or in the organizations, schools or communities the child interacts with.

Types

The World Health Organization distinguishes four types of child maltreatment:

- physical abuse
- sexual abuse
- emotional abuse
- psychological abuse

Physical abuse

Among professionals and the general public, people often do not agree on what behaviors constitute physical abuse of a child. Physical abuse often does not occur in isolation, but as part of a constellation of behaviors including authoritarian control, anxiety-provoking behavior, and a lack of parental warmth.

This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating.

Sexual abuse

Child Sexual Abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation. Forms of CSA include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce child pornography.

Effects of child sexual abuse on the victim(s) include guilt and self-blame, flashbacks, nightmares, insomnia, fear of things associated with the abuse (including objects, smells, places, doctor's visits, etc.), self-esteem difficulties, sexual dysfunction, chronic pain, addiction, self-injury, suicidal ideation, somatic complaints, depression, post-traumatic stress disorder, anxiety, other mental illnesses including borderline personality disorder and dissociative

identity disorder, propensity to re-victimization in adulthood, bulimia nervosa and physical injury to the child, among other problems.

Psychological abuse

Psychological abuse is defined as: spurning, terrorizing, isolating, exploiting, corrupting, denying emotional responsiveness, or neglect" or "A repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another's needs"

- Some have defined it as the production of psychological and social defects in the growth of a child as a result of behavior such as loud yelling, coarse and rude attitude, inattention, harsh criticism, and denigration of the child's personality.

CHILDREN GROWING UP IN POVERTY

Poverty refers to a situation when people's basic needs are not fulfilled. When people doesn't have the necessary food to eat or clothes to wear or shelter to stay then it is called poverty. Life becomes very difficult for people with income are below the poverty line (BPL).

The causes, effects and solutions for poverty in India are discussed below:

Causes: The major reasons or causes of poverty are:

- People don't get proper education which leads to poverty. People are poor because they are illiterate, because they cannot afford education. Illiteracy and poverty stays side-by-side. They both are the cause and effect of each other.
- In case where the resources and opportunities are limited and the population is high, there arises a situation of joblessness which ultimately leads to poverty.
- When a large number of people live in poverty, there is limited scope for the development of country's economy.
- Some natural and environmental problems such as lack of rainfall, drought, etc. often lead to poverty. There are many other reasons also like caste system, unemployment, etc.

Effects: The negative effects of poverty are mentioned below:

- Poor people will always have to depend on others to survive.

- Low quality foods may leads to bad nutrition.
- Poor people have less liberty for the choice of profession.
- Poverty may affect the moral and self-esteem of people living in extreme hardship.
- Poverty also results in building stress which ultimately affects the relationship of people.
- The low standard of living prevails among poor people.

Solutions: The solutions for poverty are discussed below:

- Poverty can be checked by increasing job opportunities. It will decrease the rate of unemployment which ultimately results in decrease of poverty in economy.
- Government should take more steps towards charity, trusts and also have some transparency while spending money in those social institutions.
- There is a need for initiatives of paid leave to the workers.
- The education system should be reformed and initiatives should be taken to bring more children to schools.

STREET CHILDREN

Street children are a term for children experiencing homelessness who are living on the streets of a city, town, or village. Homeless youth are often called street kids and street youth;

The causes of street children are:

- Poverty
- Religion
- Poor family planning
- Child trafficking
- Wars
- Illiteracy

The solutions to children street children are:

- Implementation of Child's Right Act;
- Construction of Orphanage Homes;
- Reaching out to the Poor; and
- Amendment of Some Religious Practices

HIV AFFECTED CHILDREN

Human immunodeficiency virus infection and acquired immune deficiency syndrome (HIV/AIDS) is a spectrum of conditions caused by infection with the human immunodeficiency (HIV). It interferes more with the immune system, increasing the risk of common infections like tuberculosis, as well as other opportunistic infections, and tumors that rarely affect people who have working immune systems. These late symptoms of infection are referred to as AIDS. This stage is often also associated with weightlessness.

HIV and AIDS profoundly affect children at many levels. A child's family and community can be hard struck by the effects of AIDS as parents get sick, are not able to work or are not there to protect their children. The results of this can disrupt children's lives and put their health and security at risk.

Solution

Economic support and social care are both important for reducing the impacts of HIV on children and families, new infections in adolescent girls, as well as for supporting the uptake of and retention in services. Social protection, care and support works at all levels – from local and community to national - to improve health, maintain continuity in education, prevent marginalization through stigma and discrimination, and reinforce and support families in the face of poverty and illness. Social protection has the potential to play a key role in reducing an individual's chance of becoming infected with HIV, improving treatment access and adherence, and reducing the likelihood that HIV will have a damaging effect on individuals, households and communities.

CHILDREN WORKING IN UNORGANIZED SECTOR

The unorganized labour is overwhelming in terms of its number range and therefore they are omnipresent throughout India.

As the unorganized sector suffers from cycles of excessive seasonality of employment, majority of the unorganized workers does not have stable durable avenues of employment. Even those who appear to be visibly employed are not gainfully and substantially employed, indicating the existence of disguised unemployment.

The workplace is scattered and fragmented.

There is no formal employer – employee relationship

In rural areas, the unorganized labour force is highly stratified on caste and community considerations. In urban areas while such considerations are much less, it cannot be said that it is altogether absent as the bulk of the unorganized workers in urban areas are basically migrant workers from rural areas.

Workers in the unorganized sector are usually subject to indebtedness and bondage as their meager income cannot meet with their livelihood needs.

The unorganized workers are subject to exploitation significantly by the rest of the society. They receive poor working conditions especially wages much below that in the formal sector, even for closely comparable jobs, i.e., where labour productivity are no different. The work status is of inferior quality of work and inferior terms of employment, both remuneration and employment.

Primitive production technologies and feudal production relations are rampant in the unorganized sector, and they do not permit or encourage the workmen to imbibe and assimilate higher technologies and better production relations. Large scale ignorance and illiteracy and limited exposure to the outside world are also responsible for such poor absorption.

The unorganized workers do not receive sufficient attention from the trade unions.

Inadequate and ineffective labour laws and standards relating to the unorganized sector.

CHILD LABOUR

Child labour is a system of involving children in any economic activity. Children at the age of playing engage themselves into economic activity for their family. Child labour can be seen throughout the country in a wide way.

The causes, effects and solution of Child labour are briefly mentioned below:

Causes: The major causes of child labour in India are:

- Unemployment,
- Poverty,
- Illiteracy, and
- Low standard of living.

If the above problems can be resolved from the Indian society, then the country will have less social issues.

Due to unemployment of the parents, children do not get proper education and are forced to get involved in child labour. Educated people are less likely to engage their child as child labours. In general, educated people want to maintain a certain level of standard and live a respectable life. On the contrary, poor and illiterate people are not even aware of the evil effects of child labour.

Effects: The negative effects or major disadvantages of child labour include:

- Child labour is an inhuman practice. The mental growth of the children engaged in child labour is checked.
- Children get less time and opportunity to go to school. They are deprived from education which makes them illiterate.
- Child labour obstructs individual growth. The standard of living of people remains low.
- Child labour destroys their childhood.
- Children are the future pillars of the economy and involving them into child labour will only make those pillars weak. Ultimately, child labour affects the country's growth.

Solution: The main solution to child labour is:

- Imparting education and knowledge to children.
- If incomes of the parents can be increased then it is possible for the children's to get education.
- Government will have to take more steps towards proper enforcement of labour laws.
- People who are employed and are above the poverty line should take steps towards replacing child workers with adult workers. It will benefit not only the society, but the country at large.

MEASURES TO PROMOTE MARGINALIZED CHILDREN

- Elimination of school fees that reflect obstacles for the poorest children
- Implementation of an enriched and adaptable curriculum
- Developing strategies to support lower-performing students
- Enhancing community dialogue and participation in planning and program design, including data collection efforts
- Providing adequate and healthy school infrastructure and guaranteeing child rights and protection

- Improving teacher quality and teacher motivation
- Establishing community schools
- Providing bilingual education

Conclusion

The pertinent question therefore is where do the marginalized groups stand today? Though there has been some improvement in certain spheres and despite some positive changes, the standard of living for the marginalized communities has not improved. Therefore, what Minimum needs are like access to Agricultural Land , providing adequate capital, information, technology and access to markets , Improved Employment in Public and Private Sectors arranged for them.

Questions for Discussion and Reflection

1. Who are marginalized children? Discuss briefly the remedial measures to promote the status of marginalized children in India.
2. Explain the issue related to children in urban and slum areas
3. Exam the measures taken by the Govt. of India for abolishing the child labour.

UNIT VII: UNDERSTANDING ADOLESCENCE

Introduction

Adolescence is a most important period of human life. It is an age of transition from childhood to adulthood. As a result, lot of physical changes takes place in the human body during this period. Physical changes are accompanied by changes in behavior and attitudes. Educators and psychologists have pointed out different ways of describing the stages of development in the life span of an individual, how an individual reacts to events, the mannerism, talents, interests, intelligence, aptitude and other aspects of personality.

Meaning of adolescence

Etymological the term adolescence comes from the Latin word Adolescere' which means to grow or to grow to maturity. It emerges from the later childhood stage and merges into adulthood during which the child develops into a man or woman. Adolescence is the period of transition from childhood to adulthood. It is the most crucial and significant period of an individual's life. It is a period of rapid evolutionary changes in the individual's physical, mental, moral, spiritual, sexual and social outlook.

Definition

Adolescence has been defined and explained differently by educators and psychologists.

1. According to Jean Piaget, adolescence as “the age of great ideas and the beginning of theories as well as the time of simple adaptation of life”.
2. According to Stanley Hall, the period of adolescence as “a period of great stress and strain, storm and strife.
3. According to Dorathy Rogers, Adolescence is a “process, rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in the society”.

Study of adolescent behavior in their natural settings

Behaviour was defined by Watson as an action, which can be seen and observed in an objective way. This means behaviour is the way in which an individual carries out his activities. Behaviour of an individual is influenced by the internal body environment as well as external environment around him. Adolescent behaviour has been studied from very early times. Plato characterized the adolescents to be

argumentative and easily excitable while Aristotle described them as impulsive, prone to excess and exaggeration and lacking self-restraint.

Adolescents are characterized by

1. **Anxiety:** It is an uneasy mental state concerning impending or anticipated ill. According to Hurlock, anxiety is marked by apprehension, uneasiness and foreboding from which the individual cannot escape; it is accompanied by a feeling of helplessness because the anxious person feels blocked unable to find a solution to problems.
2. **Mood swings:** The adolescents are characterized as moody. Sometimes they feel pleasant and on the other times they are depressed. This is due to their disturbed physiological condition because of effect of hormones.
3. **Confusion/Indecision:** Erickson characterizes the adolescents with identity vs confusion crisis. The physical and intellectual changes during adolescence disrupt their sense of continuity and personal wholeness. They pay great attention on how other people view them. Their choices are usually supported by the reactions of parents and other people. They are not able to make decisions and keep on changing their roles. So they are said to be in a state of confusion/ indecision.
4. **Lethargy:** Adolescents tend not to eat properly and rapid pace of their growth makes them undernourished. As a result they become weak and lethargic. Adolescents are greatly influenced by peers and they enjoy doing things with their group. Since they are growing up they want to take decisions themselves and want to do things their way, while adults (parents and teachers) want them to behave like mature individuals. This leads to arguments between them.
5. **Anger/irritability:** In adolescents, thwarting of desires, interruption of activities in progress, constant fault finding, teasing, lecturing, or making unfavorable comparisons with other children lead to anger. Older children when fail to realize their goals, they become angry at themselves or at the people they believe have stood in their way.
6. **Experimentation:** Adolescents show risk taking behaviour. They want to try doing different things. They are greatly influenced by their peer group. They want to be viewed as adults and tend to indulge in alcoholism and even drug abuse. They may even want to indulge in sexual activity, which make them prone to STD and AIDS.

Understanding the anxiety in society as parent and citizen

No matter how old people are, they are still like emotional children, as long as they continue to run only to their parents for assistance and understanding. The true adult loves his parents, respects their desires, yet makes his own decisions and lives his own life. For an adolescent to become free of his childhood attachments to parental authority, parents must learn to give up the control. Attempts to resist will produce either childish or rebellious adults. There are few main areas in which parents can help their adolescent children to progress towards mature independence.

- ❖ Build a close relationship by conversing with the adolescent and try to understand his/her point of view.
- ❖ Try to make him/her aware of the implications of peer pressure and how to deal with the same tactfully.
- ❖ Help the adolescent appreciate socio-cultural values and keep him away from social evils.
- ❖ With no alcohol and drug taking habits, parents can become role model for them.

Understanding the anxiety in schools as a teacher and facilitator

Whenever the teacher get appropriate time, while teaching or through informal contacts discuss with students the problems they are facing. Keep a close watch on the students' activities and their interests. It will be helpful in understanding their behaviour. Encourage discussion among them on the socio-cultural value-based issues. Juvenile delinquency, drug abuse and sex related problems could be discussed with a positive attitude. But be careful in advising them and give them space for their own value judgment. Help them examine their career options and encourage them to set goals and achieve those goals.

An approach to interviewing adolescents

Adolescents obtain their health information from a number of sources. Health care providers are high on the list of the most valued of these sources. Therefore, clinicians need to continue to develop their approach and communication skills with their adolescent patients. One of the challenges of adolescent medicine is helping the patients in finding a path to a healthy lifestyle they are comfortable with. It is essential to get the information to need to assess and diagnose health issues, and for the patient to get the information he needs to deal effectively with health issues.

The Home, Education Employment, Activities, Drugs, Sexuality, Safety, and Suicide mnemonic (HEADSSS) are very useful to remind us of important information we need to obtain from adolescent patients. This approach starts with nonthreatening, open-ended, nonjudgmental questions and progresses to more sensitive areas such as sexuality, feelings of depression and thoughts of suicide.

The discussion of the presenting complaint or reason for the visit should be addressed at some time during the visit even if other important issues are brought forward.

This HEADSSS approach has been found to help uncover areas of concern or distress and allows us to identify protective factors and support systems that may be used to foster resiliency and health-promoting practices for youth. It also allows for the clinician to provide accurate and important information to the adolescent even if certain risk behaviours are denied. Helping the adolescent give up risky behaviours or choose healthy ones is a very important role for the clinician. Building decision-making skills is the cornerstone of this task. The PASTE mnemonic is useful in teaching these skills and may be demonstrated with a number of problems that the adolescent may be facing.

P problem – define the problem, **A** alternatives – list possible alternative solutions and list their pros and cons, **S** select an alternative, **T** try it, **E** evaluate your choice and modify it as needed, or even reselect.

Many adolescents make the transition to adulthood without a lot of stress or turmoil. However, it is important for the health care professional to identify problems and develop an approach to treatment for those patients who need help during this time. It is important not to pass up problems as issues that the youth ‘will grow out of it’. It is important to identify the adolescent’s strengths and support system. Learning and using a few special techniques to communicate with youth make this medical intervention easier and often more successful.

Important Problems of Adolescents in Educational Institutions:

I. Delinquency in Adolescence:

Delinquency in adolescence is not the predominant phase of adolescence. It is improper to assert that juvenile delinquency is at its peak in adolescence. To say that there is a spurt in this period of manifestation delinquency before he engages himself in stealing or other violent crimes, before he enters up on destruction of property, and before he becomes surely at home and in school. He disobeys rules and regulations. He gives danger signals. He becomes maladjusted. Pre delinquent behavior is shown in defying instructions from the parents, teachers and school authorities.

a) Day- dreaming:

All normal adolescents indulge in day-dreams and those who do not are generally below average in intelligence, their day-dreams are submerged. He gets in to different kinds of day-dreams which are related to the taste. The adolescents make castles in air regarding their future in these day-dreams. This

holds well with both boys and girls. The day-dreams are both happy and unhappy according to their ideas. Day-dreams consume much of adolescent's time. He is so engrossed in day-dreams that he forgets many things. However, it will not be correct to consider day-dreams as harmful. They are a source of inspiration to adolescents.

II.Scholastic backwardness of Adolescence:

Education is considered as the key to a successful life. We hear parents complaining that their wards are not studying properly and that they are not using their full potential to come up in life. Many a time, problems arise due to the over expectation of the parents and the inability of the child to come up to their expectations. The majority of these children are penalized for no fault of their own as their real talents lie hidden and never get used. Scholastic backwardness is diagnosed when an adolescent:

- 1) is not able to perform tasks according to his/her ability
- 2) finds it difficult to follow a particular type of syllabus.
- 3) loses interest in studies due to other pre-occupations. Scholastic backwardness or poor academic performance in students may be due to poor study habits, low intelligence, impaired vision/hearing, physical disability/chronic illness, psychological/emotional problems, specific learning disabilities

III.Ragging:

The word 'Ragging' means, the act of teasing, taunting, playing practical jokes or prank up on someone or holding of comic parades and other activities during a certain period of college term. A healthy interaction of fresh students with their seniors is necessary and should be promoted for the good of the students themselves and for the good of the institution. Ragging has both positive and negative manifestation. Ragging could be considered positive, when it is done with in decent limits and if it aims at raising funds for charity. The fun quotient in earlier forms of ragging has got replaced by sadism. In such cases the ragging has degenerated into plain harassment both physical and mental even an excuse for sexual misbehavior and violence. Cases were often reported of students being tortured, forced to run away from hostels and in a few extreme cases even to commit suicide.

IV.Examination fear:

Fear about examination is universal and natural. Fear makes the students to become serious, avoid all other activities and start studying. That is why teachers and parents try to induce some fear in the students when examination is in the corner. But excess fear is counterproductive. It decreases the

efficiency of the student. He or she cannot study, learn, recall and perform well. In severe cases, the student can develop and suffer from fever, vomiting and diarrhea, breathing difficulties, severe restlessness, shivering, and increased frequency of maturation, mind becomes confused and blank resulting in unable to think and write.

V. Self pride- Inferiority complex:

Self-pride gives self-confidence and helps to compete with other, face problems and take assignments. However, large number of people lack self pride and suffer from inferiority feelings. They become anxious to meet people who are better placed. They are afraid to interact with seniors, superiors and any authority figure. Thus feelings of inferiority become a hurdle in the path of progress and achievement.

VI. Teenage identity crisis:

Adolescence is a phase of multiple identity crises. They always try to impress others and make others acknowledge that they also are grown ups and more like adults. Hence they try to move out from the control of the parents to become more independent and get involved with their peers. Adolescents often complain that they are misunderstood, unduly restricted and unfairly treated by their parents. Parents or elders usually fail to understand the emotional changes taking place in the adolescent and complain that the adolescents either fail to communicate or communicate their feelings in a hostile manner.

VII. Adolescent suicide:

Suicide is the first leading cause of adolescent death in many countries. Stress of study and examination is a major cause for suicide, parental loss, parental divorce or separation, family disharmony, love failure, an alcoholic father, alcohol and drug abuse, and low self esteem, break down of joint family, consumerism, lack of support, loss of a loved one, substance abuse, child abuse, problems in the school psychiatric illness etc, are some of the common causes of suicide. Educational stress is an important factor in adolescent life. The expectations of parents are usually too high in comparison to actual academic performance and sometimes beyond the child's ability.

VIII. Adolescent depression:

Depression is equally common among young adults, adolescents, children and even infants, though the symptom picture differs from age group to age group. In depressed infants, the most striking and alarming sign is failure to eat. In older children, depression may manifest itself primarily as apathy and inactivity. In adolescents, the most prominent symptoms may be negativism, withdrawal, complaints of not being understood or appreciated, and perhaps antisocial behavior and drug abuse.

IX. Substance related problems:

Substance related disorders involve psychoactive substances that affect thought, emotions and behavior. Among the drug addicts, behavior patterns vary depending on the type, amount and duration of drug use; the physiological and psychological makeup of the individual and in some instance the social setting in which the drug experience occurs. The major problems, very common among adolescents, are drug addiction, alcohol and cigarette smoking.

- a) **Drug addiction:** The wide spread use of drugs in our society today is readily apparent in our vast consumption of alcohol, cigarettes, coffee, medically prescribed tranquilizers and such illegal drugs as cocaine, marijuana and heroin. The substance use disorders are differentiated from each other depending on the actual substance used and patterns of use i.e. substance abuse and substance dependence.
- b) **Alcohol:** Alcoholism causes impairment of the individual's physical, mental and social health. It not only damages the individual but also his family and society. Alcohol plays an important part in group culture of children and adolescents. Alcohol is a depressant that affects the higher brain centers thereby lowering one's self control. The drinker experiences a sense of warmth and well-being. In such a mood unpleasant realities enter a generally pleasant world of unreality in which worries are temporarily left behind. Many adolescents seem to believe that it is fashionable to consume alcohol. This is because they tend to blindly follow the lifestyle of some adults they admire.
- c) **Cigarette Smoking:** Smoking is the fastest way to feel the drug's effect. When the smoke is inhaled, it is spread across the surface of the lungs, quickly absorbed into the blood stream and carried into the brain in a few seconds. Smoking usually begins during adolescence. To an adolescent smoking is a symbol of maturity. Smoking is a difficult habit to give up, may be due to the unpleasant nature of the withdrawal experience.

Guidance needed for Adolescents:

Guidance involves personal help given by someone, it is designed to assist a person in deciding where he can best accomplish his purpose, and it assists him in solving problems that arise in his life. It does not solve problems for the individual but helps him to solve them.

The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self direction. Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his/her own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities, in accordance with social and moral values

As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally too much of the social context, to matters of prestige in occupations, to the broad field of social trends and economic development. Educational, vocational, social, personal, moral, physical and even material problems of individuals are the concerns of guidance. Its scope is indeed vast

Objectives of Guidance:

- ❖ To help in the total development of the student.
- ❖ To enable students to make proper choices at various stages of their educational career.
- ❖ To help students choose, prepare for, enter upon and progress in a career. To help the students in vocational development.
- ❖ To help students make the best possible adjustments to the situations in the school as well as in the home.
- ❖ To supplement the efforts of home.
- ❖ To minimize the mismatching between education and employment and help in the deficient use of man-power.
- ❖ To identify and motivate the students from weaker sections of society.
- ❖ To help in checking wastage and stagnation.
- ❖ To identify and help students in need of special help. To ensure the proper utilization of time in non-class rooms
- ❖ To increase the holding power of schools.
- ❖ To make secondary and higher secondary education successful.
- ❖ To minimize the incidence of indiscipline.

Guidance services to the Adolescents: To achieve these objectives an effective guidance programme extending the following specific services can be organized in schools and colleges.

- 1.The Pre-admission Service:** The pre admission service helps the students to get admission in the right course after completing high school education; students aspiring for higher education join colleges or universities. This service may be arranged in collaboration with the employment exchanges, university employment information and guidance bureau, student advisory bureau, and local resource persons,
- 2.The Admission Service:** The admission service is one of the important links in the chain of guidance services. This service is given to admit the right persons for the right course for the maximum advantage both to the individual and the society. This service was given to select those 34 candidates most likely to succeed to keep wastage figure and dropout rate at the minimum level. Admission service, to be effective, will comprise a carefully framed criterion of admission to all colleges and universities
- 3.The Orientation Service:** The orientation service has to be a continuous service in an institution. It provides adequate information to new entrants about physical facilities offered by the institution, its rules and regulations, expectations and standards. Later, the emphasis may shift to study habits, library orientation, and information regarding new policies and circulars
- 4.The Student information Service:** The student information service is intended to assist the student to obtain a realistic picture of his abilities, interests, personality characteristics, achievement in different subjects and activities, level of aspiration and state of health. It enables the student to know himself on a socio – comparative basis, to provide a record of the student’s progress, and help the guidance workers and others to understand him-more adequately
- 5.The Information Service:** The information service assists the students in making better choices or helping them in better adjustment or optimum development. Information provided by this service through group guidance activities such as educational and career conferences, work experience seminars, discussion groups and individual interviews constitute the main media for implementing the information service.
- 6.The Counseling Service:** This service is intended to establish a relationship between the guidance worker and the student in which the former attempts to assist the latter in achieving optimum educational, vocational, personal-social development and adjustment. The service may be performed by the counsellor, teacher or the administrator, provided they are adequately trained. This service involves helping the student to

- a) Understand what he can do and what he should do,
- b) Understand the choices he faces, the opportunities open to him and the qualifications he possesses for the goal he has chosen.
- c) Handle his difficulties in a rational way and strengthen his attributes.
- d) Makes his own decisions and plans on the basis of self-understanding, accept responsibility for his decisions and take action on the plans developed

X. The Placement Service: This is an important service in the guidance programme and is intended to help the student in situating himself in the right scholastic track, suitable place in the post-school environment, selection of suitable co-curricular activities and job oriented courses. This service help and guide the student in getting part-time jobs during working session and whole time jobs during vacation and after getting education and training.

XI. The Referral Service: A teacher or even a counsellor recommends and indicates to the student a more specialized person or agency which can give him better help when they need in special circumstance. The teacher/counselor follows up a student whom he has referred for more specialized treatment and also maintains a close working relationship with referral persons and referral agencies so that he can utilize them optimally.

XII. The Remedial Service: The defects in speech, hearing, reading and study habits can seriously impede the functioning of many able students and restrict the contributions. The remedial services in schools and colleges help the students in these defects and similar other areas when they are needed. Almost all students could profit by these services through some training in study skills and special education.

XIII. The Follow-up Service: Follow-up is the review or systematic evaluation carried out to ascertain whether guidance in general satisfies the needs of the students. The typical follow-up method employs the techniques of interview, post card survey or questionnaire. Information obtained through follow-up techniques can be used for improving the curriculum, stimulating better teaching, increasing the value of the guidance service and establishing better school-community relationships.

XIV. The Research Service: Research is one of the most important guidance services. It is needed for a better understanding of students and school resources and for evaluation of achievement in relation to goals. Research can give the guidance staff greater psychological security because of knowledge of effectiveness of its efforts. It can also provide a basis for guidance development programme.

XV.The Evaluation Service: The evaluation service completes the entire process of guidance. It is essential to evaluate the use and application of information to establish activities in order to determine their efficiency that is how time, money and personnel are utilized.

Developments in Adolescence:

Adolescence in human life is the stage when rapid changes take place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during adolescence are more rapid than during infancy and childhood. Due to these various changes his personality develops new dimensions.

Physical development:

In adolescence certain in born maturational processes lead to various physical changes; growth is accelerated; bodily shape changes; primary and secondary sexual characteristics become marked; and hormonal level alters. Each of these physical changes produces psychological effects. The beginning of adolescence is signaled by a sudden increase in the rate of physical growth. While this growth spurt occurs for both sexes, it starts earlier for girls (at about age ten or eleven) than for boys (about age twelve or thirteen). Before this spurt, boys and girls are similar in height; in its early phases, girls are often taller than boys; after it is over, males become several inches taller, on average than females. This growth spurt is just one aspect of puberty, the change during which individuals of both genders reach sexual maturity.

Cognitive development:

The cognitive development takes place mainly in areas of perception, memory, generalization and categorization of concepts, handling of logical problem & reasoning, meta cognition and social cognition. Intellectual powers like logical thinking, abstract reasoning and concentration are almost developed. Hero worship is the most prominent in this period. The memory in adolescence develops tremendously with the growth in vocabulary.

The adolescents can imagine about a situation which is not physically present before them and their long-term memory increases. They can retain facts for a longer period, anticipate future needs and plan for it. The idea of historical past can be grasped by adolescents and the idea of time concepts becomes clear to them. The ability to solve problems increases in adolescence with the help of symbols. He is now able to deal with ideas that do not represent something in which a person is definitely involved. The adolescents solve and talk about national and international problems. They are able mentally to

deal with events in a world that extend far beyond their own immediate sphere of activity. The adolescents on roads, in coffee houses, and tea stalls can be seen arguing for hours on topics of their interest.

One noticeable characteristic of mental operations in adolescence is increased ability to generalize the facts. Children usually generalize in relation to concrete objects. The intellectual development in childhood operates on perceptual level but in adolescence the ability to generalize on conceptual level develops. The adolescent can generalize in an abstract way. There is an increase in the ability to see relationships and solve problems of increasing complexity and difficulty. His depth of understanding develops.

The adolescent can think the solution of more difficult problems. Adolescents become capable of logical thinking. However, this does not mean that they necessarily demonstrate such thinking. In fact, only about 40 percent of adolescents can solve the kind of problems used by Piaget to test for formal operational thinking (e.g., Stanovich, 1993). Moreover, if they do show such logical thinking, it may be restricted to topics or types of problems with which they have had direct experience (Rogoff & Chavajay, 1995). In addition, adolescents' theory of mind – their understanding of how they and others think – continues to change and develop. Younger children take what has been described as a realist approach to knowledge.

Moral development:

The formation of strong sentiments during this period intensifies the moral development. The impact of religion and religious practices is also felt for the first time at this stage. According to Kohlberg, the third level of moral development, post conventional morality, should be reached during adolescence.

This is the level of self accepted principles and it consists of two stages. In the first stage the individual believes that there should be a flexibility in moral beliefs to make it possible to modify and change moral standards, if this will be advantageous to group members as a whole. In the second stage individuals conform to both social standards and to internalized ideals to avoid self condemnation rather than to avoid social censure.

In this stage, morality is based on respect for others rather than on personal desires. Even with the best foundations, the three major tasks in achieving adult morality-replacing specific concepts with general moral concepts, formulating these newly developed concepts into a moral code as a guideline for behavior and assuming control over one's own behavior are difficult for many adolescents. Some fail to make the shift to adult morality during adolescence and must finish this task in early adulthood.

Others not only fail to make the shift but they build a moral code on socially unacceptable moral concepts.

Social development:

Erik Erikson in his theory of 'psychosocial development' places adolescent in the fifth stage, which is a transitional stage from childhood to adulthood. Like any other stage of psychosocial development, psychological development of individual (their personalities and view of themselves) proceeds hand in hand with the social relations they establish as they go through life. During adolescence individuals face a crisis of identity & role confusion. They pay great attention on how other people view them. They experiment with roles. They attempt to find out what kind of person they are and they adapt the characteristics of other people to see if their characteristics fit them. Adolescent behaviour is characterized by egocentrism and autonomy. The physical changes coupled with the new thinking abilities, make them over conscious and they tend to become self-centered. As the adolescents begin to socialize, they desire autonomy that should be emotional, behavioural and of values.

According to Erikson if an individual is able to come out of crisis successfully he sees himself as an unique and integrated person i.e. he visualizes himself in high self-esteem and is better adjusted to his environment. If he fails to come over the crisis he is in a state of confusion over whom and what he really is. He may develop what is called maladjusted personality.

The most important and in many respects the most difficult of which are those to the increased influence of the peer group, changes in social behavior, new social groupings, new values in friendship selection, new values in social acceptance and rejection and new values in the selection of leaders. Of all the changes that take place in social attitude and behaviour, the most pronounced is in the area of hetero sexual relationships. Whether prejudice and discrimination will increase or decrease during adolescence will be greatly influenced by the environment in which adolescents find themselves and by the attitudes and behavior of their friends and associates. Because adolescents, as a group tend to be choosier in the selection of associates and friends than they were as children, they find adolescents of different racial, religious or socioeconomic backgrounds less congenial than those with similar backgrounds.

However, they are more likely to ignore those they find uncongenial than to treat them in a way that expresses their feelings of superiority as older children do. 13 The adolescent had a much firmer and more mature grasp of society's rules and regulations. Hall observed, with the dawn of adolescence at the age of twelve or shortly after comes the recognition of a larger life, a life to be lived in common

with others, and with this recognition the desire to sustain the social code made for the common welfare.

Emotional development:

During adolescence the individual wants to take independent decisions in different situations of his experiences. However, the adolescent starts to control his desires according to standards set by the society and also begins to realize his social responsibilities. If he fails in this attempt, he develops many defects in his personality. From the very start of adolescence sexual curiosities appear in boys and girls. During adolescence there is a kind of mental tension or conflict going on in the individual.

Their emotions fluctuate very frequently and quickly. It is widely believed that adolescents are highly emotional—that they experience huge swings in mood and turbulent outbursts of emotion. In several studies on this issue, large numbers of teenager were weepers and were signaled at random times thoughts and feelings in a diary. Results indicated that they did show more frequent and larger swings in mood than those shown by older persons.

Questions for Discussion and Reflection:

- 1.Characterize the Adolescents.
- 2.What are the important problems of Adolescents in Educational Institutions?
- 3.What are the Developments in Adolescence?
- 4.What are the Guidance services to the Adolescents?

UNIT VIII: PLAY AND CHILD DEVELOPMENT

Objectives:

After completion of the unit, the learner will be able to:

- 1.explain play and characteristics of play.
- 2.understand the types of social participation
- 3.describe the functions of play
- 4.understand the functions of play

Introduction

In few area of development has more radical change in attitude towards its importance to children's personal and social adjustments than in play. Since the turn of the present centenary, there has been a radical shift in attitudes toward play as the result of scientific studies of what play can do for the child's development. Instead of regarding play as a waste of time, scientists been having pointed out that it is a valuable learning experience.

Play is the most natural of childhood activities and one of the most frequently observed. Three criteria that may help to define play: freedom of choice, personal enjoyment, and focus is on the activity itself rather than its outcomes. Just as the adult works, so does the child play; it is the business of the child. Through the play, the child grows, develops, learns, and ultimately matures.

PLAY

Play is needed for healthy development for your child. Research shows that 75 percent of brain development occurs after birth. Play helps with that development by stimulating the brain through the formation of connections between nerve cells. This process helps with the development of fine and gross motor skills. Fine motor skills are actions such as being able to hold a crayon or pencil. Gross motor skills are actions such as jumping or running. Play helps the child to develop language and socialization skills. Play allows children to learn to communicate emotions, to think, be creative and solve problems.

CONCEPT OF PLAY

- ❖ Play is critical to the healthy growth and development of children
- ❖ One of the ways children learn about themselves, the people around them, their environment, and their community.

- ❖ By playing, a child will then learn how to process and make sense of what sensations he/she receives whether it's by sight, sound, taste, smell, or touch.
- ❖ Play relieves stress and boredom, connects people in a positive way, stimulates, creative thinking and exploration, regulates emotions, and boosts confidence.

Meaning of Play

“Play” is a term to loosely use that its real significance is apt to be lost. In its strictest sense it means any activity engaged in for the enjoyment it gives, without consideration of the end result.

Definition of Play

According to Bettelheim, play activities are those “having no rules other than those the player himself imposes and no intended end result is external reality”.

CHARACTERISTICS OF PLAY:

Self-directed - self-selected
Open-ended - voluntary
Enjoyable - flexible

Motivating individual or group

FUNCTIONS OF PLAY

- ❖ make sense of their world,
- ❖ expand social and cultural understandings
- ❖ express personal thoughts and feelings
- ❖ Practice flexible and divergent thinking encounter
- ❖ solve real problems
- ❖ learn to consider other people's perspectives
- ❖ plans and develop self control
- ❖ extend language and literacy skills and
- ❖ enhance brain and motor development.

Types of Play

The child grows and develops, his or her play evolves. Certain types of play are associated with, but not restricted to, specific age groups.

- 1)**Unoccupied play**: In the early months of infancy, from birth to about three months, the child is busy in unoccupied play. Children seem to be making random movements with no clear purpose, but this is the initial form of playing.
- 2)**Solitary play**: From 3 to 18 months, babies will spend much of their time playing on their own. During solitary play, children are very busy with play and they may not seem to notice other children sitting or playing nearby. They are exploring their world by watching, grabbing and rattling objects.
- 3)**Onlooker play**. Onlooker play happens most often during the toddler years. This is where the child watches other children play. Children are learning how to relate to others and learning language. Although children may ask questions of other children, there is no effort to join the play. This type of play usually starts during toddler years but can take place at any age.
- 4)**Parallel play**: From the age of 18 months to two years, children begin to play alongside other children without any interaction. This is called parallel play. Parallel play provides your toddler with opportunities for role-playing such as dressing up and pretending. It also helps children gain the understanding of the idea of property right such as “mine.” They begin to show their need of being with other children their own age. Parallel play is usually found with toddlers, although it happens in any age group.
- 5)**Associative play**: Associative play helps the preschooler learn the do's and don'ts of getting along with others. Associative play teaches the art of sharing, encourages language development, problem-solving skills and cooperation. In associative play, groups of children have similar goals. They do not set rules, although they all want to be playing with the same types of toys and may even trade toys. There is no formal organization.
- 6)**Social play**: Children around the age of three are beginning to socialize with other children. By interacting with other children in play settings, child learns social rules such as give and take and cooperation. Children are able to share toys and ideas. They are beginning to learn to use moral reasoning to develop a sense of values. To be prepared to function in the adult world, children need to experience a variety of social situations.
- 7)**Motor - Physical Play**: When children run, jump, and play games such as hide and seek and tag they engage in physical play. Physical play offers a chance for children to exercise and develop

muscle strength. Physically playing with child teaches social skills while enjoying good exercise. The child will learn to take turns and accept winning or losing.

8) Constructive Play: In this type of play, children create things. Constructive play starts in infancy and becomes more complex as the child grows. This type of play starts with your baby putting things in his/her mouth to see how they feel and taste. As a toddler, children begin building with blocks, playing in sand, and drawing. Constructive play allows children to explore objects and discover patterns to find what works and what does not work. Children gain pride when accomplishing a task during constructive play.

9) Expressive Play. Some types of play help children learn to express feelings. The parents can use many different materials. Materials may include paints, crayons, colored pencils and markers for drawing pictures or writing. It can also include such items as clay, water, and sponges to experience different textures. Beanbags, pounding benches, and rhythm instruments are other sources of toys for expressive play.

10) Fantasy Play: Children learn to try new roles and situations, experiment with languages and emotions with fantasy play. Children learn to think and create beyond their world. They assume adult roles and learn to think in abstract methods. Children stretch their imaginations and use new words and numbers to express concepts, dreams and history.

11) Cooperative play: Cooperative play begins in the late preschool period. The play is organized by group goals. There is at least one leader, and children are definitely in or out of the group. When children move from a self-centered world to an understanding of the importance of social contracts and rules, they begin to play games with rules. Part of this development occurs when they learn games such as follow the leader, Simon Says Games with rules teach children the concept that life has rules that everyone must follow

COGNITIVE THEORY OF PLAY

Every act of intelligence is characterized by equilibrium between two polar tendencies. i.e assimilation and accommodation (Piaget). In Assimilation, the subjects incorporates events, objects, situation into existing ways of thinking (Organized mental structures). In accommodation, incorporation of new aspects of external environment Intelligence: Subjects adapts to the requirements external environment reality, while at the same time, maintaining mental structures intact.

PAIGET'S THOUGHTS ON PLAY

Paiget's three stages of practice characterized by the primacy of assimilation over accommodation the subject incorporates events and objects into existing mental structures.

CONSTRUCTIVE PLAY: Use of blocks or materials to make something dramatic/pretend play: use of imagination and role play games with rules: accepts predetermined rules, to play games such as Cricket/ football. Knowledge helps educators provide appropriate environments that support children's development. It enables them to enjoy, encourage, and appreciate age-appropriate play behaviour.

SYMBOLIC PLAY: Through pretence, make or believe, identification of one object with another .A banana is telephone Uses' words for objects It lasts 02 to 03 years, Body parts as other things (after 03 Y), Not for practical or instrumental purpose, but for pleasure derived from motor skills mastery symbolic play relates to their verbal abilities. Children with visual impairments demonstrate similar level of sophistication Low in quantity

PURPOSIVE PLAY: when practice play becomes less numerous and diminish child passes from mere reputation to fortuitous and then purposes combination of actions and manipulations, set goals and transfer to constructions, elaborate sequences of scio- dramatic play, rules spontaneously created rigidity, language development engage them in verbal games. Play with rules and activities become collective standardized activities under the age of 10, children believe that rules are created by an authority, unchangeable. After the age of 10, children understand that rules are created to make the game playable by all, and that they could be changed by mutual agreement. Play is inextricably linked to children's cognitive abilities

SOCIO-DRAMATIC PLAY: Relates strongly to children's cognitive and social abilities. It offers rich opportunities for children to: develop abstract thinking (Piaget, 1962) refine their understandings about the world solve problems in a safe context.

SOCIAL ASPECT OF PLAY: Play results from interaction with other peoples helps to develop their cognitive abilities. In infancy babies tend to be played to by adult's passive role After 12 months, able to imitate actions more active role

PRETEND PLAY: A sophisticated activity. Integrate different representations of objects and events. Seeing its mother pretending that a banana is telephone. True identity of banana is different from pretend identity as telephone

SOCIAL PLAY: It is characterized by playful interactions with parents (up to age 2) and/or other children (from two years onwards) parallel Play. In spite of being around other children of their age, children between 2 to 3 years old commonly play next to each other without much interaction socio-dramatic play: As their cognitive skills develop, including their ability to imagine, imitate and understand other's beliefs and intents, children start to get fully involved in it.

PHYSICAL LOCO MOTOR PLAY: While interacting with same age peers, children develops narrative thinking, problem solving skills (e.g., when negotiating roles), and a general understanding of the building blocks of story. Around the same time, physical/locomotors play also increases in frequency. Running and climbing, play fighting (three to six)

GENDER DIFFERENCES : Boys & Girls Play differently socio-cultural theorists suggest play useful way of practicing in a non-threatening environment. Students have opportunity to learn relationships, roles, and conventional pattern of behavior. Strengthen the distinction between appearance (pretend) and reality Provide social interaction, basis for cognitive

FREUD'S VIEW ON PLAY: Play is a means by which children could compensate for the anxieties and frustrations that they experiences in everyday life. Desire to mastery, to emulate their parents by staying up late, safe, stress free environment. Anxiety to go to the doctor. Play is an outlet for creativity. Function is equally important. Imaginary companions

THE BOUNDARY BETWEEN PLAY AND AGGRESSION

Children disturb others if they themselves or poor players. Popular player are those with positive and happy disposition, show high level of cooperative play, little aggression unpopular children

- a)**rejected:** disruptive, argumentative, extremely active, talkative, unwillingness to share and solitary behavior as consequence
- b)**Neglected:** shy, rarely aggressive, antisocial, avoid interaction, bullying: laughter and smiling, restraint, it is different from fighting, rough, tumble play.
- c)**Object play** refers to playful use of objects such as building blocks, cars, dolls, etc allows children to try out new combinations of actions, free of external constraint, and may help develop problem solving skills.
- d)**Pretend play:** involves pretending an object or an action is something else than it really is. A banana is a telephone, 15 months of age with simple actions, such as pretending to sleep or putting dolly to bed,

Contribution of play to child development

There are many benefits of play. Children gain knowledge through their play. They learn to think, remember, and solve problems. Play gives children the opportunity to test their beliefs about the world. Children increase their problem-solving abilities through games and puzzles. Children involved in make-believe play can stimulate several types of learning.

Children can strengthen their language skills by modeling other children and adults. Playing house helps children create stories about their roles, such as “I am the Mom.” They also imitate their own family experiences. This helps children learn about the different roles of family members. Children gain an understanding of size, shape, and texture through play. It helps them learn relationships as they try to put a square object in a round opening or a large object in a small space. Books, games, and toys that show pictures and matching words add to a child's vocabulary.

It also helps a child's understanding of the world. Play allows children to be creative while developing their own imaginations. It is important to healthy brain development. Play is the first opportunity for the child to discover the world in which he lives. Play offers a child the ability to master skills that will help develop self-confidence and the ability to recover quickly from setbacks.

Play is important when the child enters school. Play can assist children in adjusting to a school setting. It enhances children's learning readiness and their cognitive development by allowing them to move from subject and area without of the fear of failure. Playtime in school such as recess time, allows learning and practicing of basic social skills. Children develop a sense of self, learn to interact with other children, how to make friends, and the importance of role-playing. Exploratory play in school allows children time to discover and manipulate their surroundings.

VALUES OF PLAY

1. PHYSICAL VALUE: Muscular & sensory abilities are developed. Infants & young children develop their sensory abilities through the tactile, visual and auditory sensations derived from playing with rattles balls & other toys. Toddlers & preschool children enjoy large muscle activity such as running, climbing & exploring the environment. School age children organize their movements into more complex forms like bicycle riding, racing.

2. INTELLECTUAL VALUE: Children learn the differences in sizes, shape, colors, textures, numbers, & names of the objects. They learn to understand special relationships, to do abstract thinking, & to engage in problem solving activities. Distinguished what is real & what is unreal/ fantasy.

- 3.**MORAL VALUE:** Cultural values like honesty, integrity, sportsmanship, & compassion are learned. They assume responsibility for their own actions and should adhere to the group values & can be expelled if they don't.
- 4.**CREATIVE VALUE :** Playing with materials like clay, paper & finger prints. Children are most creative when they are playing alone. They carry their new discoveries to the outside world of play
- 5.**THERAPEUTIC VALUE:** Play provides the release of stress and tension. Children express their emotions and test out frightening situations in a way that peers and adults can accept. They reveal themselves through play. Nurses can carefully observe the play of children & determine needs, concerns & feelings that cannot be put in to words. Children should be protected if they become aggressive & should be guided into less aggressive type of play.
- 6.**SOCIALIZATION:** Social & emotional development is enhanced through play. When they play with adults, parents and peers they develop social relationship.

Conclusion

Play is an essential and critical part of all children's development. Play starts in the child's infancy and ideally, continues throughout his or her life. Play is how children learn to socialize, to think, to solve problems, to mature and most importantly, to have fun. Play connects children with their imagination, their environment, their parents and family and the world. Parental involvement in a child's world of play is not only beneficial for the child but is extremely beneficial to the parent. Playing with children establishes and strengthens bonds that will last forever. Parent-child play opens doors for the sharing of values, increases communication, allows for teachable moments and assists in problem solving. Playtime provides opportunities for the parent and child to confront and resolve individual differences, as well as family related concerns and issues. Finally, it allows the parent to view the world through the eyes of a child once again.

Questions for Discussion and Reflection:

1. Concept, meaning and definition of play.
2. Describe the types of functions of play.
3. Explain the theories of play.
4. Discuss the contributions of play to child development.
5. What are the values of play?

UNIT IX: MEDIA AND CHILD DEVELOPMENT

Objectives:

After completion of the unit, the learner will be able to:

1. gain knowledge about the role of media in the development of children and adolescents
2. analyse the factors for the harmful effects of media on children and adolescents
3. realize the impact of media violence on children and adolescents
4. study the role and contribution of media on racial and gender stereotyping and
5. explore various ways and means for healthy media usage.

I - MEDIA AND CHILD DEVELOPMENT

Introduction

As 21st Century is being noted as the boon in the development of science and technology, the impact of media goes in line with the top priority in the techno-revolution. As a result of this rapid development, most of developing countries, in particular, India have been emerged as an inevitable socio-economic power not only in Asia, but also compatible in the world arena. For the sub-continent, the human resource becomes the big boon as 25% below 18 age group and more than 65% of its population between the age group of 18 - 35. Nowadays the electronic gadgets like mobile phones, tablets, iPads, laptops and etc. becomes the part and parcel of the youngsters' life, and so the impact of media on younger generation is abundant. This, chapter, henceforth, deals with how the media influence on youngster in different perspectives, in terms of their childhood experiences and adolescence development.

Definition and Meaning

Media:

1. Communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such

as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. Media is the plural of medium and can take a plural or singular verb, depending on the sense intended.

2. Data storage material divided into three broad categories according to the recording method:

(i) Magnetic, such as diskettes, disks and tapes

(ii) Optical, such as microfiche and

(iii) Magneto-Optical, such as CDs and DVDs.

Mass Media: Mass media is communication - whether written, broadcast, or spoken - that reaches a large audience. This also includes television, radio, advertising, movies, the Internet, newspapers, magazines, and so forth.

Social Media: It refers to the means of interactions among people in which they create, share and exchange information and ideas in virtual communities and networks. The Office of Digital Communications manages the main Facebook, Twitter, Instagram, WhatsApp, YouTube and Video accounts.

Influence of Children Media

According to the American Academy of Pediatrics (AAP), "Children are influenced by media -they learn by observing, imitating, and making behaviors their own". The influence of media on children has been the subject of increased attention among parents, educators, and health care professionals. The significance of this issue becomes major concern in the diverse Indian culture. Media influence on children has steadily increased as new one and more sophisticated types of media have been developed and made available to the Indian public. Though the availability and the greater affordability of media for Indian families, has provided easier access to media for children, whereas the beneficial effects of media are plentiful such as, early readiness for learning, educational enrichment, opportunities to participate in discussions of social issues, exposure to the arts through music and performance and entertainment. Harmful effects may result from sensationalization of violent behavior, exposure to subtle or explicit sexual content, promotion of unrealistic body images, presentation of poor health habits as desirable practices, and exposure to persuasive advertising target children.

History of Media for Children

The 20th century was a time of phenomenal growth and development of new kinds of media. In the early twentieth century, film, radio and newspapers were the media forms to which children had access, though limited. Beginning in the early 1940s, children's media experiences expanded into

television, recorded music, videotapes, electronic games, interactive computer software, and the Internet. Print media, such as comic books and children's magazines, also expanded during this period, though not at the same accelerated rate as the visual electronic media.

Factors for General Media Considerations

There are two important factors that must be included in the discussion of media influence on children. The first factor, called *media literacy*, was addressed by Renee Hobbs. Hobbs contended that: Just because the students can use media and technology doesn't mean they are effective at critically analyzing and evaluating the messages they receive. Students need a set of skills to ask important questions about what they watch, see, listen to and read. Later it was called as media literacy, these skills include the ability to critically analyze media messages and the ability to use different kinds of communication technologies for self-expression and communication. A child, provided who is media illiterate, it is more vulnerable to being influenced by messages in all kinds of media. The second factor that can affect how children are influenced by media is the amount of parental involvement in supervising media exposure of children. Parental monitoring is a key factor, since the research studies show that increasing guidance from parents is at least, as important as simply reducing media violence. Children may learn negative behavior patterns and values from many other experiences by TV programmes, so parental guidance is needed to help children to sort out these influences and develop the ability to make sound decisions on their own.

An important media literacy skill, which can be developed through parental guidance, as it is a child's ability to distinguish between reality and fantasy in media messages. Children would not be capable of making this distinction without an adult's help, resulting in a child's confused perception of fantasy as reality. But with proper adult guidance, they can learn to critique what they view and become more discriminating consumers of media.

Studies of Media Influence

Violence in interactive media forms (Internet, computer and video games) as opposed to passive media forms (television, movies, videos) may have even stronger effects on children and, as a result, has become a focus of new research. According to the Office of the Surgeon General, "children are theoretically more susceptible to behavioural influences when they are active participants than when they are observers." To further legitimize these concerns, the AAP reported that initial studies of interactive media show that the element of child-initiated virtual violence may result in even more significant effects than those of passive media. Because research has already shown that passive media

violence has significant influence on children, the implications of increased effects from interactive media are troublesome. Despite the research reports, there was debate between television broadcasters and scientists regarding the harmful effects of television violence on children. Broadcasters asserted that there was not enough evidence to link viewing television violence to children's aggressive behavior.

II - HARMFUL EFFECTS OF MEDIA ON CHILDREN AND ADOLESCENTS

Children and adolescents are spent a considerable portion of their time watching television, movies, playing videogames and on the internet. Media has proved to be a very useful tool in the fields of education, arts, science, sports, and culture. Over the past few decades, there has been a surge in the use of media by the younger generations and concern has been raised about the impact of media on children because of research reports of long term harmful effects. Media use is a double edged sword with both merits and demerits and it is therefore imperative for parents to understand the effect of media exposure on children in order to understand and handle problems resulting from this exposure better.

Extent of Media use by Children and Adolescents

Today's children had been growing up in a world saturated with media use. A national survey in the US found that children aged 8 to 18 years had an average media usage time of 7 hours and 38 minutes every day. The average of youngsters spend one-third of each day with some form of electronic media. There are not many studies on media exposure in Indian children and adolescents, but the scenario in India shows a similar trend with Indian children spending more than two hours of their time on the television daily. This increased exposure to the media has profound effects on the development and functioning of children and adolescents today. Media has been found to have a negative impact on the physical, psychological and social development of children. In particular, the effect of media in the areas of violence and aggression, obesity, nutrition and eating disorders, substance use and early sexual initiation, which have to be taken into special consideration.

Media and Violence

The national television violence study, carried out to understand the content of American television, showed that there was an alarming amount of violence present in the programs watched by children and adolescents. Young people view an average of 10,000 acts of violence per year with 61% of the

shows containing violence of some kind. In general, violence on television and in movies often conveys a model of conflict resolution. It is efficient, frequent and inconsequential. Among violent programs only 15% carried any sort of advisory/content code. The study concluded that television violence contributes to antisocial effects on viewers. The prime effects of the study had seen as follow,

1. Learning aggressive behaviour and attitudes
2. Desensitization to violence and
3. Fear of being victimized by violence.

Children cannot discriminate between reality and fantasy. They lack adult reasoning abilities and may perceive TV shows as being realistic and shape their behaviours accordingly. Media violence cannot be considered a lone cause of violence in the youths of today. But the use of violence to achieve goals and to settle conflicts is learned behaviour. Adolescents who are exposed to violence or are victims of violence in their homes or communities are more likely to use violence themselves. This goes to show that witnessing of violence is an important factor of violent behaviour and media violence represents the witnessing of violence in a very explicit and graphic fashion.

Media and Substance abuse

Studies have examined the relationship between TV advertising of alcohol and drinking knowledge, beliefs and intention to later drinking in children. The results showed that children with more exposure to advertisements of alcohol held more favourable beliefs about drinking and more frequently intended to drink as adults. The positive effects attributed to drinking included romance, sociability and relaxation. Recent studies have also shown that exposure to alcohol advertising and TV programming is associated with positive beliefs about alcohol consumption. A content analysis of music videos showed that one fourth of music videos commonly broadcast on television contain alcohol or tobacco use. Research has revealed an association between exposure to certain mass media messages and smoking in adolescents. For instance, more than half of adolescent smoking initiation has been linked to watching smoking in movies.

Media and Risk of early Sexual initiation and Sexual promiscuity

A very important factor contributing to early sexual initiation in adolescents is exposure to sexually explicit content in the media. Over the past few decades, there is an increased and more explicit portrayal of sexual material in the media. There is however very little information about the risks

associated with early sexual initiation and indiscriminate sexual behaviour like unwanted pregnancies and the risk of contracting sexually transmitted diseases. Content analysis of sexually explicit material on television showed that more than 50% of shows and 66% of prime time shows contain sexual content, only 9% contain any reference to possible risk or responsibilities of sexual activity or any reference to contraception or safer sex. A study examining the relationships between amount of television viewing and parental regulation of content on sexual initiation observed that watching two or more hours of television per day and lack of parental regulation of television programming were each associated with increased risk of initiating sexual intercourse within a year. The Internet offers easy and private access to very sexually explicit content with just a few keystrokes. The internet also poses other sexual risks to adolescents like risks from stalkers, lack of privacy, sharing too much information, or posting inappropriate photos of themselves on the net especially on social networking sites. Swift, widespread distribution of such photos via cell phones and computers may result in dire, unforeseen consequences.

Media and Obesity

Children today tend to spend their leisure time on the television, computer or video games rather than playing or indulging in other physical activities. Studies have reported a strong causal link between television viewing and the risk of developing obesity. There is a significant association between playing electronic video games and obesity with a twofold increased risk of obesity for every hour spent playing electronic games daily. Studies have also shown an inverse relationship between the hours spent using video games and daily physical activity. The mechanism of effect of media exposure on obesity may also operate through the extensive advertising messages for unhealthy foods targeting children.

Media and Other behavioural problems

The time spent on the television and other forms of entertainment media significantly reduce a child's time for activities necessary for the physical and mental development like playing, reading, storytelling and spending time with peers and family. Studies have revealed a harmful effect of watching more than one to two hours of television per day on academic performance. Excess television viewing causes poor peer relationships and thereby increases the risk of social isolation, anxiety disorder and agoraphobia. Studies have also shown that TV viewing may play an intensifying, if not causal, role in the development of attention-deficit/hyperactivity disorder and that excessive TV viewing in adolescence is a risk factor for development of depression in young adulthood.

Domains of Influence

Research studies have identified the following domains of influence in which media content has been shown to have negative effects on children like as, violence and aggressive behavior, sexual content, body image and self-esteem, and physical health and school performance.

1.Violence and aggressive behavior: The question of violence in the media and its influence on children is probably the most widely researched domain of media influence. Studies over a span of three decades, beginning in the early 1970s, have shown that significant exposure to media violence increases the risk of aggressive behavior in certain children and adolescents. Other effects on children include desensitization to others' pain and suffering and the tendency to be fearful of the world around them, viewing it as a dangerous place. Research has also shown that news reports of violent crimes can traumatize young children.

2.Sexual content: Increased attention has been given to the second domain, sexual content in the media. According to studies commissioned by the Kaiser Family Foundation collectively labeled "Sex, Kids, and the Family Hour," there was a 400 percent increase from 1976 to 1996 in sexual references during the evening television viewing time period commonly referred to as "family hour." It was determined that by 1996 children were exposed to about eight sexual references per hour during this time slot. In *Media, Children, and the Family*, Jennings Bryant and Steven Rockwell reported the results of their studies that investigated the effects of exposure to sexual content on television. They found that such exposure affected adolescents' moral judgment. They qualified the results, however, by saying that parental discussion and clear expression of personal values mitigated the effects on adolescents.

3.Body image and self-esteem: The third domain, body image and self-esteem, is widely affected by advertising in the media. Researchers have suggested that media may influence the development of self-esteem in adolescents through messages about body image. Television, movies, magazines, and advertisements present images that promote unrealistic expectations of beauty, body weight, and acceptable physical appearance. Efforts to sell an image that adheres to certain standards of body weight and size may be a catalyst for eating disorders suffered by some adolescents. And, when adolescents fall short of their own expectations based on media images, self-esteem can suffer. Media theorists and researchers have determined that the effects of this trend are being seen in both boys and girls, with negative psychological effects.

Advertisement of appealing, but often financially unaffordable, clothing and promotion of negative gender stereotypes are other areas of concern.

4.Physical health and School performance: The fourth domain involves the amount of time that children spend to get engaged with media activities. The average of a child or adolescent spends more than twenty hours per week viewing television. Additional time is often spent watching movies, listening to music, watching music videos, playing video or computer games, or spending computer time on the Internet. This increase in time, spent by children using media for recreation has been shown to be a significant factor in childhood obesity due to associated physical inactivity. School achievement may also be affected as a result of decreased time spent on homework or school assignments. And parents often unintentionally contribute to this negative influence by using the television as a way to occupy their children's attention - as a babysitter of sorts. Educators have expressed concerns that the passive nature of media exposure undermines the ability of students to be active learners. On the contrary, there have been concerns that overstimulation due to excessive media use might be related to attention deficit disorder or hyperactivity. There has been no research to date that indicates a clear relationship. Increasingly, tobacco, alcohol, and illicit drugs have been glamorized in the media. Tobacco manufacturers spend 6 billion dollars per year and alcohol manufacturers spend 2 billion dollars per year in advertising that appeals to children. Movies and television programs often show the lead character or likeable characters using and enjoying tobacco and alcohol products. On the other hand, media also provide factual information and venues for discussion, typically through public service announcements or through public programming, informing children and warning them of the dangers of addictions to these substances. These educational messages, however, are on a much smaller scale and are much less appealing in their presentation.

Educational Implications and Recommendations

The AAP, the Office of the Surgeon General, and the APA have offered recommendations to address the issues of media influence on children. Included in these recommendations are suggestions for parents, educators, and health care professionals to advocate for a safer media environment for children through media literacy. They urge media producers to be more responsible in their portrayal of violence. They advocate for more useful and effective media ratings. A consistent recommendation in studies, however, is proactive parental involvement in children's media experiences. By monitoring what children hear and see, discussing issues that emerge, and sharing media time with their children,

parents can moderate the negative influences as well as increase the positive effects of media in the lives of their children.

Conclusion

Considering the profound role of the media on various facets of a child's development, the need of the hour is to find ways to promote the healthy use of the media in the community. This requires the solidarity efforts of physicians, educators, parents and policy makers. Physicians, in their role as health promoters, should become more active in sensitizing the media to its impact on youth. Programming decisions should be made with potential consequences to the viewing audience kept in mind. Physicians should make parents and schools "media literate," meaning they should understand the risks of exposure to violence and other inappropriate sexual content. The parents should also monitor what sort of programmes their children are viewing and should also limit the time spent watching the same. Children should be taught how to interpret what they see on television and in the movies, including the intent and content of commercials without blindly copying or imitating the same. In doing so, children may be increasingly able to discern which media messages are suitable. Research in ways to maximize the positive use of the media and minimize its harmful effects will help in its optimal use.

III - INFLUENCE OF MEDIA VIOLENCE ON CHILDREN'S AND ADOLESCENT'S BEHAVIOUR

Introduction

Radio, television (TV), movies, video games, cell phones, and computer networks have assumed central roles in our children's daily lives. The media has demonstrated potentially profound effects, both positive and negative, on children's cognitive, social, and behavioral development. Considering the increasing exposure of children to newer forms of media, we could review the current literature on the effects of media on child health in contrast with both in the Western countries and India. It is widely accepted that media has profound influence on child health, including violence, obesity, tobacco and alcohol use, and risky sexual behaviors. Simultaneously, media may have some positive effects on child health. We are now in much need of finding ways and means to optimize the role of media in our society, taking advantage of their positive attributes and minimizing their negative ones. In other words, it becomes the need of hour to sensitize in better ways how to reverse the negative impact of media and make it more positive.

Effect of Electronic Media on Children

One of the notable changes in our social environment in the 21st century has been the saturation of our culture and daily lives by the mass media. Unfortunately, the consequences of one particular common element of the electronic mass media have a particularly detrimental effect on children's well-being. It is now not just kids in bad neighborhoods or with "bad" friends who are likely to be exposed to bad things when they go out on the street. A "virtual" bad street is easily available to most youth now in their very homes.

Effect of Media on Children and Adolescents

Effects of the mass media have been found to be far-reaching and potentially harmful in influencing the health-related behaviors of children and adolescents, many of whom are not yet mature enough to distinguish fantasy from reality, particularly when it is presented as "real life." This is particularly important for very young children who develop mentally to think concretely and are unable to distinguish fantasy from reality. Furthermore, time spent with media decreases the amount of time available for pursuing other more healthy activities such as sports, physical activity, community service, cultural pursuits, and family time etc.

Media and Behavioral Problems

Children, who observe (in the media or in the environment around them) others exhibiting a specific aggressive behavior, e.g. hitting, are more likely to perform the same aggressive behavior immediately. Exposure to media violence has been positively related to subsequent aggressive behavior, ideas, arousal, and anger. Additionally, there is a significant negative effect of exposure to violence on subsequent helping behavior. Infrequent exposure is not likely to produce lasting consequences, but parents, particularly need to be urged to protect their children against the kinds of repeated exposures that excessive play with violent video games or immersion in violent TV programs is likely to produce. The studies from India (Ray, et al.) reported that children having exposure to violence through media had poorer school performance and its impact on their psychosocial adjustments was detrimental. Another study from India showed that vivid display of violence through media (9/11 terrorist attack) caused stress in adolescents. The study (Yama, et al.) has also described that some of the fears, tensions, bad dreams and tendencies towards delinquencies of children are a result of frequent and a regular exposure to murder-mystery movies, and stories filled with violence and torture that children view on TV and movies. Association between TV viewing and suicidal

behavior has also been reported from India. Both content exposure and screen time of media had independent detrimental associations with school performance in children and adolescents. The findings of a study (Hopf, et al.) showed that the more frequently children view horror and violent films during childhood, and the more frequently they play violent electronic games at the beginning of adolescence, the higher will these students' violence and delinquency be at the age of 14. Furthermore, the study (Primack, et al.) revealed that excessive TV viewing in adolescence is a risk factor for development of depression in young adulthood. TV viewing may play an exacerbating, if not causal, role in the development of attention-deficit/hyperactivity disorder (ADHD). Thus, a more careful examination of the relation between television viewing and children's cognitive abilities are needed.

Television Viewing and Social Isolation

As children spend more total time watching TV, they spend a significantly shorter amount of time with friends as compared to those who don't. Thus, viewing television causes poor peer relationships and thereby increases the risk for social isolation, anxiety disorder, agoraphobia, and antisocial behavior, including aggression and gang involvement. Some authors found that the more time children spent watching TV, the less time they spent with their families. While TV may isolate children, the reverse causal direction is also plausible – lonely children may turn to TV for entertainment and companionship. Children who are marginalized by their peers use TV to escape the stresses of their lives and meet their social needs. Conversely, children who are socially integrated spend less time watching TV. Thus, it can be argued that it is social isolation that motivates excessive media use. Overall, it is most likely that both effects occur - children who watch more TV become more socially isolated, which leads them to spend more time watching TV. While TV viewing is often perceived as an isolating activity, it frequently occurs in the company of friends. Because socializing builds interpersonal skills, TV viewing with friends may provide a venue for these skills to develop. It is important to consider content whenever investigating the relationships between media use and behaviors. Violent television viewing may influence younger children to be more anti-social; resulting in their becoming socially isolated which, in turn, attracts them to more violent media. To optimize children's social development and long term mental health, parents, teachers, and pediatricians should discourage the viewing of violent television programs.

Media and Childhood Obesity

The mechanism of effect of TV exposure on overweight risk is undoubtedly multifactorial. It appears to operate independently from reduced physical activity. Excessive TV exposure may instead operate

through the extensive advertising messages for unhealthy foods targeted at very young children or from a tendency of children to snack while watching TV. A randomized controlled trial found that increasing screen time resulted in reduced energy expenditure and increased energy intake. There is association between exposure to advertisements and children's requests for specific foods, food purchasing, and food consumption. Indeed, studies show that TV viewing is inversely associated with intake of fruits and vegetables, which receive little air time despite their potential to promote health in various ways and protect against weight gain. Reducing television viewing and computer use may have an important role in preventing obesity and in lowering BMI in young children, and these changes may be related more to changes in energy intake than to changes in physical activity. In the absence of regulations restricting food advertising aimed at children, reduction in television viewing is a promising approach to reducing excess energy intake.

Media and Eating Disorders

The print media promotes an unrealistically thin body ideal that, in turn, is at least partially responsible for promoting eating disorders. One prospective study of thin ideal-promoting media use in young adolescent girls found that decreases in magazine reading over 16 months was associated with decrease in eating disordered symptoms. Van den Berg, et al. found that frequent reading of magazine articles about dieting/weight loss strongly predicted unhealthy weight control behaviors in adolescent girls, but not boys, 5 years later. (Field, et al.) observed that the majority of the preadolescent and adolescent girls in their school-based study were unhappy with their body weight and shape. This discontentment was strongly related to the frequency of reading fashion magazines. The frequency of reading fashion magazines was positively associated with the prevalence of having dieted and exercised to lose weight and to improve body shape. The results suggest that the print media aimed at young girls could serve a public health role by refraining from relying on models that are severely underweight and printing more articles on the benefits of physical activity.

Media and Smoking

Research has demonstrated a strong association between exposure to certain mass media messages and smoking in adolescents. For instance, more than half of adolescent smoking initiation has been linked to watching smoking in movies. Acknowledging the effects of mass media on attitudes and behavior, media literacy may teach youth to understand, analyze, and evaluate advertising and other mass media messages, enabling them to actively process media messages rather than passively remaining targets of mass media. India faced a lot of controversy with the ban on on-screen smoking in films and television

programs. Initially, ban was imposed from January 1, 2006 and then on January 23, 2009, Delhi High Court lifted the smoking ban in films and TV. There is a need for evidence based guidelines for such issues.

Media and Alcohol Drinking

It has been shown that exposure to alcohol advertising and TV programming is associated with positive beliefs about alcohol consumption. Although such cross-sectional studies do not prove causation (only association), it is of interest that in a 1990 study, 56% of students in grades 5 to 12 said that alcohol advertising encourages them to drink. Findings showed that girls who had watched more hours of TV at ages 13 and 15 drank more wine and spirits at age 18 than those who had watched fewer hours of TV. One study suggested independent associations between marijuana and alcohol use, and media exposure. In particular, music exposure is associated with marijuana use while movie exposure is related to alcohol use.

Media and Risk of Sexual Initiation

Initiation of sexual intercourse by younger adolescents is associated with risky sexual behaviors and increased risk of multiple partners, unwanted pregnancy, sexually transmitted infections, and pelvic inflammatory disease. In the US, approximately 47% of high school students have had sexual intercourse. One potential but largely unexplored factor that may contribute to sexual activity among adolescents is exposure to sexual content in the mass media. In India, there are reports of messaging of sexual contents through mobiles among school- going adolescents. The TV programs watched by adolescents contains high levels of sexual content, include little information about sexual risks, and are an important source of information about sex. Almost 75% of 15 to 17 year olds believe that sexual content on TV influences the behavior of their peers 'somewhat' or 'a lot'. (Collins, et al.) reported that the amount of sexual content viewed, but not hours of television watched, was a significant one year risk factor for sexual initiation. (Ashby, et al.) examined the relationships between amount of television viewing and parental regulation of content on sexual initiation and observed that watching television 2 or more hours per day and lack of parental regulation of television programming were each associated with increased risk of initiating sexual intercourse within a year. (Peterson, et al.) found that co-viewing television and discussing television with parents were related to decrease sexual initiation in certain adolescents.

What can be done to pacify Impact of Media on Children and Adolescents?

Given the enormous influence that media in all forms exerts on the lives of children, it is astonishing how little parents, researchers, and policymakers have been prompted to action. First, the media needs to be recognized as a major public health issue rather than as a series of commercial endeavors in need of regulation, as they are among the most profound influences on children. This intersects with many other issues that are critically important to child health, including violence, obesity, tobacco and alcohol use, and risky sexual behaviors. Television and other media must be viewed as more than sources of evil or mere idle pleasures; their potential to enrich the lives of our children are, in fact, enormous, and that potential needs to be explored and actualized. Recently, (Moreno, et al.) reported that a brief e-mail intervention using social networking sites shows promise in reducing sexual references in the online profiles of at-risk adolescents. There is a need to decide, how to cover a tragedy in a way that will communicate the necessary information and minimize the detrimental effects on the developing brains. Thus, we need to find ways to optimize the role of media in our society, taking advantage of their positive attributes and minimizing their negative ones. Media should deliver positive messages e.g. program to address childhood obesity, to encourage parents to talk to their pre-adolescent and adolescent children “early and often” about delaying the onset of sexual activity, anti - tobacco message etc. Indian literature also states that with media’s cooperation, it is possible to take important health messages to the community and to screen out images that legitimize practices harmful to child health. Finally, a better evidence base is needed. In India, there are limited studies on effect of media, especially newer media items, on child health and about interventions to improve role of media in child health. The American Academy of Pediatrics (AAP) has recommended guidelines, which has been revised recently, for use of media in children:

1. Not allowing the bedroom to be a media center with TV, video games, and Internet access
2. Limiting media time to 1 to 2 hours of quality programming
3. Discouraging TV viewing for children younger than 2 years
4. Viewing and discussing content together
5. Turning off the TV when no one is watching and during meals, and
6. Being a good media role model.

Pediatricians must become cognizant of the pervasive influence that the wide and expanding variety of entertainment media has on the physical and mental health of children and adolescents. The AAP also makes recommendations to the entertainment industry to avoid violent content. Pediatricians should advocate for a simplified, universal, content-based media-rating system to help parents guide their

children to make healthy media choices. Just as it is important that parents know the ingredients in food they may feed to their children, they should be fully informed about the content of the media their children may use. No such guidelines exist in India. The Indian Academy of Pediatrics should take the lead in formulating and implementing the guidelines to help parents and children to develop healthy media using habits.

Conclusion

The media has a disturbing potential to negatively affect many aspects of children's healthy development, including weight status, sexual initiation, aggressive feelings and beliefs, consumerism and social isolation. Media also has potential for positive effects on child health. We need to find ways to optimize the role of media in our society, taking advantage of their positive attributes and minimizing their negative ones. The ultimate goal is to reach youth with positive messaging. Embracing media rather than trying to counteract it promises to be an effective tool in shaping the behavior of children and adolescents.

IV - MEDIA ON RACIAL AND GENDER STEREOTYPING

Introduction

Media's role in a democracy is to bring mass awareness on political, social and economic issues. However, media channels tend to give preference to political and economic news items over social issues, especially the issue of women. This has led to the issues on women take a backseat Media can play a significant role in sensitizing the society about gender issues. But, before that, the media itself needs to be sensitized in covering women issues. The distribution of power between the two sexes – both physical and economic- is unequal, leading to discrimination against women. Media exerts immense influential power on the masses; this cannot be undermined. Portrayal of women as equal has not been given the priority it deserves by the media. Women issues should be dealt in a sensitive, responsible way by the media. Declining sex ratio, rape, workplace sexual harassment, dowry-related crimes domestic violence molestation, eve-teasing and honour killings are some of the issues that the media needs to sensitize the society about. Total women empowerment can come about only if it includes political, social, cultural and other dimensions of human life. This happens only if development includes women participation and control over resources of power. The electronic media and particularly TV has become the most influential medium of mass communication. It is a disturbing trend when media negatively portrays women as “the weaker sex” who should remain subservient. Most disturbing, however, is the disproportionate coverage of sensationalized violence. Sexual brutalization of women has remained a highly marketable commodity. “Commodification” of women

as “sexual objects” in advertisements should be stopped. Media can either be an accomplice to gender based discrimination or it can challenge the gender bias by providing balanced coverage.

Media in India

Media is the fourth pillar of democracy as immense power to act as the watchdog of the society. It is the mirror of society and reflects of happenings in the society. It can influence the masses and the convergence of the media has further enhanced its potential as a tool of creating public opinions and values. Television which has become the most important medium of mass communication in India pays an important role in creating public opinion. Mass awareness by using the media on issues of political, social and economic importance holds the foundation of any democracy. In fact, communication has developed as a discipline wherein media play its role in the development of the nation. It is mostly observed that news on political and economic issues dominate over social issues. Social issues are not given the kind of importance or platform of communication that it deserves. Issues of violence against women and other discrimination against women which basically stems from inequality - both in terms physical and economic power -between men and women is rarely given the importance it deserves.

The Gender Stereotype

By 'Gender' it can mean the roles and responsibilities that have been constructed by the society, in a given culture or location. These roles have political, cultural environmental, economic, social, and religious factors influencing them. Custom, law, class, ethnicity, and individual or institutional bias also influence 'gender stereotype'. Within the above framework, Gender attitudes and behaviours can be learned and can also be changed.

According to Gender stereotypical perceptions, women are supposed to be dependent, weak, incompetent, emotional, fearful, flexible, passive, modest, soft-spoken, gentle, care takers while men are powerful, competent, important, logical, decision-makers, aggressive, focused, strong and assertive particularly in the context of India.

In India where a patriarchal society flourishes, 'son preference' is an age-old gender bias, in which the male of the family bears the responsibility of 'carrying forward' the family's name. He is supposed to support his parents in old age and also perform their last rites when they die. The fact that daughters are generally regarded as 'somebody else's wealth' and the giving away as dowry to the groom ensure that daughters are often seen as an 'economic liability'.

A United Nations statistics shows Gender inequality very blatantly: Women perform two-third of the world's work but earn only one-tenth of the world's income. They comprise two-third of the world's illiterates and own less than one-hundredth of the world's property. A gross discrimination stands out.

Gender Differences seen in Some Situations

- 1.Social situations:** The social roles demand that the head of the family is always a male. He is also the main bread-winner while the woman is usually seen as a house-maker, a nurturer and care-giver.
- 2.Political situations:** Power sharing between men and women is biased. Men are seen mostly at higher level of political field - the national, while women are expected to be at the local level.
- 3.Educational situations:** There is a definite gender bias in educational opportunities and expectations. It is the boy in the family who gets the resources for higher education. Girls are usually expected to go to less-challenging academic fields.
- 4.Economic situations:** There is a wide gap between access to lucrative careers and finance between men and women. Credit and loans; land ownership policies etc. are more biased towards men.

Women and Media

- 1.Representation in the Media:** It has long been recognized by Feminists all over the world that there is a significant and long lasting influence of the media in either challenging or perpetrating existing constructions of gender. In a broad-ranging analysis, Feminist Media Studies, Liesbet van Zoonen explores the ways, in which feminist theory for the fuller understanding of the multiple roles of the media in gender construction in contemporary societies. The book analyses media representations through content analysis and semiotics. Media as a tool for gender sensitization can only be utilized when the full influence of media on gender construction is understood.
- 2.The Fourth Global Media Monitoring Project (GMMP 2009 - 2010):** Which is the most extensive research on gender bias and subsequent initiatives in the news media, shows women representation in the media. The GMMP, after gathering insights and information through media monitoring aims to promote a balanced gender representation in and through the news media. It involves voluntary participation of women from grassroots communities to university students and researchers to media practitioners. It was astonishing, as the report shows that less

than one fourth (24 percent) of the people made visible or heard or read about on Television and print news worldwide is female. Women were represented only in four percent of 'politics and government' stories and just one percent in 'economy' stories.

3. Women professionals in the Media: The GMMP report shows women's participation and contribution as in the media profession. Although in the print media the percentage of stories by female reporters has increased since 2005 (to 35 percent) and news television (to 44 percent), it has decreased in radio newscasts (27 percent). Men reporters however continue to surpass female reporters while reporting in all media forms. Men overwhelmingly continue to report 'hard news', like politics and economics while women are restricted mostly to the 'soft' areas of arts, entertainment and lifestyle coverage. Women reporters tend to cover more female-oriented news subjects (26%) while male reporters have only 19% female oriented stories. Female reporters challenge gender stereotypes twice more than male reporters (eleven per cent by the former compared to six per cent by the latter). Only twelve per cent of news stories were found to highlight issues of gender equality or inequality.

4. Media Content and Gender Identity: Deodrin Correa. (2011) in 'The Construction of gender identity in India through television advertisements: A semiotic analysis', investigates how television advertisements in India construct gender identity. Advertisements that appeared during popular Indian television serials were obtained from a local video rental outlet and recorded on a weekly basis for a period of six months. A representative sample was then screened and used for analysis. This study employed semiotics as a method for analysing the ideological messages of Indian television advertisements. Interestingly, Correa found out that all the advertisements involving domesticity emphasised the traditional role of women - as a wife and mother. Through the ideologically constructed messages of the advertisements, the domestic roles of women were made to appear normal while highlighting their traditional bearings. This study is one of the first major studies of the nexus between the media, and the construction of gender-identity in India today. Therefore, this study will be repeatedly referred by the policy makers as well as educators for developing and implementing a media literacy programs which aim at developing students' critical thinking and their capacity to evaluate the role and power of the media in lives.

5. Disproportionate Media Coverage of Women Issues: Media's agenda setting role ensures that we get to see, read or hear what the media deems important. Very often, lack of

appropriate media coverage or under-coverage implies that the issue is unimportant. If a story is not reported or not significantly reported, public awareness is significantly lessened. The consequence of media ignorance and bias against women is a global pandemic and is horrific. Disproportionate coverage of sensationalized violence is perhaps the most disturbing. Rape stories, perhaps it focuses on one individual, gets far more coverage than domestic violence stories. Also, a woman becomes 'a marketable victim item' if she happens to be attractive. Sexual brutalization of women is a highly marketable business and a profitable story for the news media. For voyeuristic reasons that soar up the TRPs, the Indian media, be it press or the broadcasters, usually chooses to highlight the rape and murder rather than to report about the success of women in the local elections. The actual problems plaguing the real India, its culture, traditions, faiths and facets of 'development communication' usually take a back seat. When compared to men, the overall media coverage of women is much less. Men have more opportunities to present their opinions and are shown in a wide spectrum of professions. Women, however, are either under-represented or totally excluded. Interviews of women are limited to certain accepted professions such as educationists or doctors. Women who have achieved success in a 'male domain' go to great pains to point out her 'feminism'.

6. Media coverage of women and the Concept of 'Symbolic Annihilation': The concept of 'symbolic annihilation' was introduced by George Gerbner (1972). He first briefly referenced the concept without elaboration as: "representation in the fictional world signifies social existence; absence means symbolic annihilation." Gerbner used this concept to reveal how representations (including omissions), in the media cultivate dominant assumptions about how the world works and, as a result, where power resides.

Indian media gives low priority to the subject of portraying women as equals in the society. The message and content of television programmes and commercial films is loud and clear as one flips through the pages of popular magazines and newspapers - The Indian media likes nothing better than to see their womenfolk as home-makers and a compulsive buyer who buys the latest dress, shoes, accessories, cosmetics, mostly at the expense of her husband's money. Although it purports to show them as independent characters, the media actually portrays them as consumers rather than as modern, liberated women. Television, which is a pervasive and powerful medium of communication in India, the portrayal of Indian women is superficial and is rarely linked with their real concerns. Women have to consistently make adjustments at home, carry the entire burden of household chore and provide constant care as wives and mothers.

How women bias is formed

1.The Cultivation Theory: Cultivation theory was an approach developed by Professor George Gerbner. He began a research project in the mid-1960s called the 'Cultural Indicators' in which he studied and how watching television influences viewers' ideas and their perception of how the world is or ought to be. Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant. According to Gerbner, mass media cultivate attitudes and values which are already present in a culture. These values are propagated by the media, binding members of a culture. Television primarily maintains, stabilizes and reinforces attitudes, conventional beliefs and behaviours already present in a society, rather than later, threaten or weaken. A 'resonance' or a 'double dose' effect boosts cultivation of values and attitudes. If the viewer's everyday life experiences are in congruence with those depicted in television, he experiences a resonance effect which further strengthens his beliefs and attitude.

2.Distorted portrayals and their impact: Distorted images of women by the media have a negative effect on the society and its development: The perpetuation of inequalities at home: According to studies and statistics, women and girls are more likely to be undernourished and uncared for than men and boys.

3.Creating a distorted self-image: Media influences the social image and the self-image of women. Media affects the choices they make, what they eat and what they wear. It influences their behavioral attitude, their learning process, and ultimately what they become. Media has clearly discouraged the emergence of a new confident, assertive woman. Such differential media treatment increases their isolation, disempowers them and weakens them. They remain unheard, unrepresented and 'incommunicable.'

4.Reinforcing biases in development plans: In its conservative way, Media ignores economic participation and contribution made by women, especially rural women. Instead of challenging the obscure view that women are inferior, subservient, unimportant, media has reinforced it. The man is always the opinionated, active doer. Women's needs and concerns are either not articulated publicly or just plain neglected. Public thinking, discourse or debates on the real concerns of women are not encouraged. Development plans take a back seat mainly because the needs and concerns about women issues remain unheard and unarticulated.

5.The importance of media literacy: The greatest fear in today's world of information explosion is that we are imbibing all the gender biases subconsciously and reinforcing existing inequality without even being aware of it. The way and the lengths to which we interact with the media no doubt that it affects us in knowing and unknowing ways. This affect is dangerous because very often the many media images and messages play on our subconscious mind. That amounts to passive retention and processing of information.

6.Media as a tool: Some examples of media's role as 'perpetrator' and 'challenger' of gender bias.

The following examples will highlight the two sides of the same coin:

1. Newsletters in UP that began as development efforts to help women communicate among themselves have evolved as a forum for addressing problems that are relevant to whole communities instead. Newsletter Khabar Lehariya has even won the prestigious Chameli Devi Jain award.
2. In 1981, Ashwini Sarin, who was then with the Indian Express newspaper broke the law to expose how poor women were being trafficked by actually going ahead and "purchasing" a woman named Kamala. It was later made into a feature film which received national and international awards.
3. In 2007, a Delhi school teacher (Uma Khurana) was duped by a television journalist Prakash Singh who conducted a sting operation on her using a hidden camera and claimed that she was luring her students into commercial sex work (Hindustan Times, 31 August 2007; Daily News and Analysis, 9 September, 2007). She had to spend time behind bars and lost her job. It was later found that the case was false and that the journalist had sought to malign her reputation.
4. The way in which the press covered the still unresolved Arushi Talwar murder case of 2008 has been criticized from several quarters. Not only did it show gender insensitivity, but also put her parents through a 'trial by media.
5. The media has played a positive role in the criminal cases related to Jessica Lall and Priyadarshini Mattoo.
6. In July 2007, The Information and Broadcast Ministry banned advertisement of two underwear brands on the ground that these were 'indecent, vulgar, suggestive and demeaned women.' The Amul macho advertisement showed a newly-wed woman suggestively washing her husband's underwear.
7. More recently in the Nirbhaya gang rape case, some news channel went overboard by calling her a Jinda Lash (living corpse) even before she had died. It was a case of gender insensitivity. Even if she had survived, would she have been able to live through the stigma?
8. Tucked away in Pastapur in Medak district of Andhra Pradesh is Sangham Radio, a unique community radio experiment run by two Dalit women since 2008. These days, when the villagers tune

in to this radio station, they hear their voices, concerns, songs, and solutions to everyday problems. This new-found thrill of liberation, however, is rooted in nothing less than a decade of passion, pursuit, and perseverance.

Educational Implications

It is necessary that public should be motivated and sensitized to the issue of criminalization, politicization, and commercialization of women vis-à-vis their projection in the media in a healthy manner. Print and broadcast media reinforce the stereotype and traditional roles of women in society. Women need to be portrayed in 'empowered' roles in their career, leadership so that the status and position of women in society is truly represents Indian culture and ethos.

'Sexual objectification' and constant glorifying of stereotypical roles of motherhood and wifehood shackle women to the fetters of these prescribed roles. They just cannot break free. The sex equality and equal participation that our Constitution guarantees remain questionable because of such conservative depictions. A sweeping change in the social outlook is required. The cumulative and unconscious impact of media messages encourages gender discrimination. The mass media possesses the power to influence and can help in removing such prejudice.

Conclusion

For India is well known for its "Unity in Diversity" consisting different kinds of culture, language, religion and creed, majority of women are still subjected to discrimination and harassments in all spheres, though there is an exposure of media that women are experiencing freedom. In spite, they proved themselves as having potential to carry out any tasks and ready to discharge the duties assigned to them even at risky, they have been shackled by various taboos in terms of race, gender, religion, culture and creed etc. In this way, this chapter deals with the media (including mass media and social media) in gender bias in brief.

V - REGULATING HEALTHY MEDIA USE

Children and Healthy Media Use - Guidelines for Parents

The following health and safety tips are from the American Academy of Pediatrics (AAP). Feel free to excerpt these tips or use them in their entirety in any print or broadcast story, with acknowledgment of source. In a world, where children are "growing up digital," it's important to help them learn healthy concepts of digital use and citizenship. Parents play an important role in teaching these skills. Here are

a few tips from the AAP to help parents manage the digital landscape they're exploring with their children.

Treat media as you would any other environment in your child's life: The same parenting guidelines apply in both real and virtual environments. Set limits, kids need and expect them. Know your children's friends, both online and off. Know what platforms, software, and apps your children are using, where they are going on the web, and what they are doing online.

Set limits and encourage playtime: Tech use, like all other activities, should have reasonable limits. Unstructured and offline play stimulates creativity. Make unplugged playtime a daily priority, especially for very young children. And don't forget to join your children in unplugged play whenever you're able.

Families who play together, learn together: Family participation is also great for media activities - it encourages social interactions, bonding, and learning. Play a video game with your kids. It's a good way to demonstrate good sportsmanship and gaming etiquette. And, you can introduce and share your own life experiences and perspectives - and guidance - as you play the game.

Be a good role model: Teach and model kindness and good manners online. And, because children are great mimics, limit your own media use. In fact, you'll be more available for and connected with your children if you're interacting, hugging and playing with them rather than simply staring at a screen.

Know the value of face-to-face communication: Very young children learn best through two-way communication. Engaging in back-and-forth "talk time" is critical for language development. Conversations can be face-to-face or, if necessary, by video chat, with a traveling parent or faraway grandparent. Research has shown that it's that "back-and-forth conversation" that improves language skills - much more so than "passive" listening or one-way interaction with a screen.

Create tech free zones: Keep family mealtimes and other family and social gatherings tech free. Recharge devices overnight - outside your child's bedroom to help children avoid the temptation to use them when they should be sleeping. These changes encourage more family time, healthier eating habits, and better sleep, all critical for children's wellness.

Don't use technology as an emotional pacifier: Media can be very effective in keeping kids calm and quiet, but it should not be the only way they learn to calm down. Children need to be taught how to identify and handle strong emotions, come up with activities to manage boredom, or calm down through breathing, talking about ways to solve the problem, and finding other strategies for channeling emotions.

Apps for kids and do your homework: More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing and swiping."

It's OK for your teen to be online: Online relationships are part of typical adolescent development. Social media can support teens as they explore and discover more about themselves and their place in the grownup world. Just be sure your teen is behaving appropriately in both the real and online worlds. Many teens need to be reminded that a platform's privacy settings do not make things actually "private" and that images, thoughts, and behaviors teens share online will instantly become a part of their digital footprint indefinitely. Keep lines of communication open and let them know you're there if they have questions or concerns.

Remember that Kids will be kids: Kids will make mistakes using media. Try to handle errors with empathy and turn a mistake into a teachable moment. But some indiscretions, such as sexting, bullying, or posting self-harm images, may be a red flag that hints at trouble ahead. Parents should take a closer look at your child's behaviors and, if needed, enlist supportive professional help, including from your pediatrician.

Media and digital devices are an integral part of our world today. The benefits of these devices, if used moderately and appropriately, can be great. But, research has shown that face-to-face time with family, friends, and teachers, plays a pivotal and even more important role in promoting children's learning and healthy development. Keep the face-to-face up front, and don't let it get lost behind a stream of media and tech.

Conclusion:

In this way, this chapter deals with the media and child development, impact of media on children's and adolescent's experience, behaviour and development, media on racial and gender stereotyping and regulating healthy media use in detail.

Questions for Discussion and Reflection:

1. Discuss the development of media in Pre and Post-Independent India.
2. Examine the impact of media in violence on children and adolescents in India.
3. Examine the role of media on racial and gender stereotyping.
4. Write a report on the regulatory steps and measurements to be taken by Govt. on healthy media use.

UNIT X: URBANISATION AND ECONOMIC CHANGE ON CHILD DEVELOPMENT

Objectives:

After completion of the unit, the learner will be able to:

1. grasp the meanings, definitions and concepts of urbanization, economic change and child development
2. realize the impact of migration of family on child development
3. analyse the factors of environmental pollution and its effects on child development
4. get knowledge about the consequences of liberalisation, privatization and globalization

I - URBANISATION ON CHILD DEVELOPMENT

Introduction

Any consideration of the impact of urbanism must take into account many variables. The behaviour and values of persons who may be affected by urban influence the geographical location of the persons, whether residing in cities or the hinterlands: the effects on the political, economic and occupational organization of the cities or the hinterlands, the health, education and general welfare of individuals involved. It must also be kept in mind that the social and cultural systems of societies differ and that these differences invariably have a bearing on the interaction between a city and its hinterland.

Determinants of Urbanization

The impact of urbanization can be seen as societies become increasingly urbanized, social emphasis is placed on achievement rather than on ascription. Urbanization has brought about many changes in various spheres of urban life, namely physical, social, psychological and cultural aspects. These aspects are elaborated as follow,

I - Physical

- a. Growth of cities
- b. Homelessness
- c. Suburbanization

II - Social

- a. Family
- b. Crimes
- c. Unemployment
- d. Poverty
- e. Prostitution
- f. Gambling
- g. Beggary
- h. Conflicts

III - Psychological

- a. Alcoholism
- b. Stresses

IV - Cultural

- a. Impersonality of relations
- b. Mechanical way of life
- c. Urban outlook

V - Economical

- a. Industrialization
- b. Migration

VI - Political

VII - Environmental.

II - MIGRATION OF FAMILY

Introduction

Geographical mobility or migration of people within a country is a demographic response to disparities in the regional levels of socioeconomic development. Regions of higher economic development with higher incomes and wages tend to attract people and particularly economically active population from regions with relatively lower levels of development and consequently lower rates of wages and incomes. Migration constitutes the very foundation of the process of urbanization and is recognized as the chief mechanism by which urban areas continue to grow.

Meaning and Definition of Migration

Significance of Migration

Migration has led to a massive movement of people from areas of low economic opportunities, concentrated in rural areas and in smaller sized urban settlements to the centres of high economic opportunities, which are hyper-concentrated in the metropolitan cities with population exceeding 1 million. Sometimes, this uncontrolled influx of migrants into the metropolitan cities is fraught with disastrous consequences. It has resulted in a number of jobless or underemployed people, which is one reason why a number of people are living in slums or as squatter settlements or on pavements as houseless population and decline in providing the basic amenities like water supply, sanitation and health.

Consequences of Migration

The consequences of migration can be seen in the rural areas also. The impact is more if one male or female member of the family has migrated. These working males or females send money to their families living in rural areas and also visit them often. This results not only in the flow of wealth from urban centres to rural areas, but also the flow of urban culture to rural areas and vice versa. If a person has migrated with his/her nuclear family to the city, but the remaining members of his/her family are still residing in rural areas, then the migrated family may not visit their rural relatives so often, but the impact of urbanization is felt on such facilities also. In such cases, usually money is sent to the rural relatives once in a month or when it is needed. Along with money, the urban way of living is also transferred to the rural relatives whenever the family visits the rural centres. Therefore, migration will not only bring about changes in urban centres, but will also bring about changes in rural areas.

Factors of Migration

1. Political:

In urban areas, one can find many new immigrants. These new comers do not have the same social connections as the original inhabitants, so they increasingly resort to developing informal social networks for their survival. In the process, some rural traditional forms of organizations are formed. Various forces try to exploit these organizations for personal or political gain. Once the members of the organizations start understanding their importance, they start exercising authority collectively. In course of time, these organizations may take the form of political parties. Sometimes, the urban people may only influence the existing political party's future in a democratic country.

2. Environment

Today's urban environment is not a natural environment. It is an artificial environment created by man. The high density of population and rapid industrialization have polluted the urban environment to a great extent. The problem of environmental pollution has become a serious threat to the urban environment. The unhygienic conditions in which majority of the urban people are living because of the high cost of installing pollution control devices are expected to bring the paradoxical trap of poverty and pollution in the long run.

III - ENVIRONMENTAL EFFECTS ON CHILD DEVELOPMENT

Introduction

Overall child mortality declined significantly in the 1990s, but environmental hazards still kill at least 3 million children under age 5 every year. Such young children make up roughly 10 percent of the world's population, but comprise more than 40 percent of the population suffering from health problems related to the environment. Children worldwide require special protection from longstanding risks such as smoke from traditional fuels and from emerging risks such as exposure to an increasing number of hazardous chemicals. Although new regulatory standards and greater awareness of children's vulnerability to such hazards have improved children's situation in a number of more developed countries, many children, especially in less developed countries, continue to be exposed to toxins. Their vulnerability is exacerbated by the lack of protective policies, medical and public health interventions. Short-term curative responses can save some lives, but addressing underlying risk factors is key for long-term change. Efforts to measure children's environmental health risks, develop policies and programs to mitigate such exposures worldwide, and strengthen efforts to address the problem at all levels are needed. This policy brief, part of PRB's **Emerging Policy Issues in Population, Health and Environment** series,

explores children's special vulnerability, outlines the risks and the conditions that increase such risks, and highlights what is being done to address the problem.

Children's Vulnerability

Due to their size, physiology and behavior, children are more vulnerable than adults to environmental hazards. Children are more heavily exposed to toxins in proportion to their body weight, and have more years of life ahead of them in which they may suffer long-term effects from early exposure. Perinatal conditions, which can be influenced by environmental conditions, cause 20 percent of deaths worldwide in children under age 5. Furthermore, fetal exposure to chemicals such as lead increases a child's chances of having brain damage or developmental problems. Children at all ages, not just the very young, are at greater risk than adults. Children under age of 5 breathe more air, drink more water and eat more food per unit of body weight than adults do, so they may experience higher rates of exposure to pathogens and pollutants. Typical childhood behaviours, such as crawling and putting objects in the mouth, can also lead to increased risks. Children between ages 5 and 18 may face higher risks of injuries, including exposure to hazardous chemicals, due to their growing participation in household chores and work outside of the home. Many school-age children attend schools without sanitation facilities, making them more likely to contract various diseases and less likely to go to school. According to UNICEF, about 10 percent of school-age African girls either do not attend school during menstruation or drop out at puberty because of the lack of sanitary facilities.

Environmental Risks to Children's Health

Indoor Air Pollution

Half of the world's households use biomass fuels, including wood, animal dung, or crop residues, that produce particularly, carbon monoxide, and other indoor pollutants. The World Health Organization (WHO) has determined that as many as 1 billion people, mostly women and children, are regularly exposed to levels of indoor air pollution that are up to 100 times those considered acceptable. Young children, who spend more time indoors, are more exposed to the noxious byproducts of cooking and heating. In India, where 80 percent of households use biomass fuel, estimates show that nearly 500,000 women and children under age 5 die every year from indoor pollution, largely from acute respiratory infections (ARIs). The figure for other less developed countries is similar.

Exposure to indoor pollutants can cause or aggravate ARIs, including upper respiratory infections such as colds and sore throats, and lower respiratory infections such as pneumonia. Acute lower respiratory infections are one of the primary causes of child mortality in developing countries, and lead to 2.2 million deaths in children under age 5 in 2001. ARIs can also increase mortality from measles, malaria, and other diseases. Other factors that can worsen ARIs include low birth weight, poor nutrition, inadequate housing and poor hygiene conditions, overcrowding, and reduced access to health care.

The strongest risk factors for development of asthma appear to be exposure to indoor allergens and a family history of asthma or allergies. Exposure to environmental tobacco smoke (ETS, or secondhand smoke), chemical irritants, air pollutants, and cold weather are also risk factors for the disease, as are low birth weight, respiratory infections, and physical exercise. Children whose mothers smoke, have 70 percent more respiratory problems and middle-ear infections than children of nonsmokers. Studies show that asthmatic children's condition is significantly likely to be worsened by ETS.

Outdoor Air Pollution

Data suggest that over 60 percent of the diseases associated with respiratory infections are linked to exposure to air pollution. Outdoor pollutants such as sulfur dioxide, ozone, nitrogen oxide, carbon monoxide, and volatile organic compounds come mainly from motor vehicle exhaust, power plant emissions, open burning of solid waste, and construction and related activities. According to one report, children in cities with populations greater than 10 million are exposed to levels of air pollution two times to eight times higher than the level WHO considers acceptable.

Unsafe Drinking Water and Poor Sanitation

Contaminated water and inadequate sanitation cause a range of diseases, many of which are life-threatening. The most deadly are diarrheal diseases, 80 percent to 90 percent of which result from environmental factors. In 2001, diarrheal infections caused nearly 2 million deaths in children under age 5, primarily due to dehydration; many more children suffer from nonfatal diarrhea that leaves them underweight, physically stunted, vulnerable to disease, and drained of energy. Poor sanitation conditions and inadequate personal, household, and community hygiene are responsible for most diarrheal infections.

Despite significant investments in improving water supplies and sanitation over the last 20 years, about 18 percent of the world's population still lacks access to safe drinking water, and nearly 40 percent have no access to sanitation. At present, people in rural areas are the most affected,

although continual urbanization means that increasing numbers of people live in densely populated cities, where they face shortages of potable water supplies and sanitation systems, as well as growing pollution. More than 1 billion people, mostly in Africa, Asia, and Latin America, currently live in slums or as squatters.

Infectious Disease Vectors

Vector-borne diseases, such as malaria, represent an international public health problem, particularly in tropical areas of Africa, Asia, and Latin America. Approximately 1 million children under age 5 in sub-Saharan Africa die of malaria each year; malaria causes about 25 percent of all deaths among children in the region, especially among children living in remote rural areas with poor access to health services. Malaria also contributes to low birth weight, one of the leading risk factors for infant mortality, because pregnant women are more susceptible to both malaria and anemia. The prevalence of malaria is strongly related to environmental factors such as irrigation and other agricultural practices, land clearing, and changing demographic patterns. Higher temperatures, heavier rainfall, and other changes in climate, as well as deforestation, increase the risk of malaria and related epidemics.

Exposure to Hazardous Chemicals

As countries pursue economic development, the increased risk of exposure to chemical hazards may worsen other risks to children's health, such as unsafe water and poor hygiene. Industrialization and modernized agriculture have many benefits, but they have often been accompanied by problems, such as exposure to pesticides, that disproportionately affect children. Other potential toxins include lead discharged from battery-recycling operations; mercury in fish; and nitrates, arsenic, and fluoride in drinking water.

In many countries, children are exposed to toxic chemicals in the workplace. According to the International Labour Organization (ILO), more than 352 million children ages 5 to 17 engage in "economic activity," an internationally accepted standard that includes unpaid and illegal work and work in the informal sector. Of those children, about 50 percent work in hazardous occupations or situations, defined as those "likely to have adverse effects on the health, safety, or moral development of children." The ILO has classified mining, construction, manufacturing, retail, personal service, transportation, and agriculture, as well as any work where a child works more than 43 hours per week, as being hazardous. Hazardous labour is often informal. Some

children scavenge rubbish dumps, where they may be exposed to discarded batteries, medical waste, and pesticides.

1. Lead: Exposure to lead remains the main environmental problem for young children in developing countries, according to Environmental Defense and the Alliance to End Childhood Lead Poisoning. Even small amounts of lead can be dangerous, especially for the development of the brain. Studies have shown that IQ falls by up to six points for every 10 micrograms of lead per deciliter of blood ($\mu\text{g}/\text{dl}$). Lead exposure can also cause anemia, kidney disease, hearing damage, and impaired fertility; at high levels, it can result in coma or death. Leaded gasoline accounts for 80 percent to 90 percent of airborne lead pollution in some large cities, elevating the blood lead levels of people living in the area. Lead can contaminate soil, air, drinking water, and food, thereby posing a significant threat to young children, whose digestive systems absorb lead at significantly higher rates than do those of adults.

2. Pesticides: Pesticides, including some that have been banned in more developed countries, are widely used in less developed countries. People who come into contact with pesticides that are being applied to crops or who consume food that is carrying pesticide residues can become ill. Pesticides can also seep into the ground and contaminate drinking water. Symptoms of pesticide poisoning in children resemble those in adults, and include eye, skin, and respiratory irritations and higher rates of long-term health problems such as cancer. But children are much more susceptible to these hazards, since they eat and drink more per unit of body weight, making them likely to absorb higher amounts of pesticides from food and water.

Taking Action against Risks

Environmental health risks to children are increasingly being recognized as an international problem. Although progress has been made in reducing mortality from environmentally mediated diseases, such as ARIs and diarrheal disease, more needs to be done to prevent these illnesses and to focus on new threats from increased industrialization, urbanization, and agricultural commercialization. Global environmental threats such as climate change may compound many of these issues, and efforts to mitigate certain hazards may create other problems. For instance, efforts to provide more drinking water in Bangladesh resulted in widespread poisoning, since the country's well water was heavily contaminated with arsenic. Experience and research suggest that

there are a number of actions that policymakers and planners can take to address environmental health threats to children.

Encourage the development and support of community-level initiatives to reduce environmental health threats to children

In many less developed countries, municipal governments are increasingly managing local resources, especially drinking water and firewood. Community and household-level interventions could also be adopted to reduce exposure to and transmission of ARIs, diarrheal disease, and malaria. For instance, numerous field studies have indicated that good personal and household hygiene practices can help reduce the occurrence of diarrheal disease, even when there is no access to safe water or modern sanitation.

Continue to raise awareness and provide education about children's environmental health issues

Since 1997, when the G-8 countries first declared their responsibility for children's environmental health, many international, regional, and national conferences have been held, and international organizations have developed special units to address environmental health concerns affecting children. In addition, several non-governmental organizations (NGOs), including the Children's Environmental Health Network and the International Research and Information Network on Children's Health, Environment and Safety (INCHES), have been created specifically to protect children from environmental hazards and to promote a healthy environment. At the local level, efforts need to be made to teach children, families, and communities to identify environmental threats to children, to adopt practices that reduce risks of exposure, and to work with local authorities and the private sector to develop prevention and intervention programs.

Promote the recognition, assessment, and study of environmental factors that affect children's health and development

Efforts to encourage research about environmental hazards might involve establishing research centers or multidisciplinary studies; incorporating material on children's environmental health into training for health care providers and other professionals; and promoting the collection and dissemination of harmonized data. Current multilateral efforts to advance international indicators for children's environmental health include collaboration between Physicians for Social Responsibility, INCHES, and the U.S. Environmental Protection Agency, based on previous work by WHO and other organizations.

Reduce children's exposure to pollutants through education, regulation, use of cleaner fuels, and reduction of environmental tobacco smoke

Strategies for reducing deaths from pneumonia and other respiratory conditions include cutting children's exposure to smoke from air pollution, cooking stoves, and cigarettes. Some national governments have reduced indoor pollution by promoting safer, more efficient, more durable cook stoves. International health experts recommend a combination of educational programs and legislative interventions to halt tobacco use in settings frequented by children. Regulations on air pollution need to be enforced in cities, and include phasing out leaded gasoline, reducing emissions from coal-fired plants, and replacing fossil fuels with cleaner energy sources.

Invest in programs to increase access to clean water and sanitation facilities and to promote better hygiene practices

While diarrhea-related deaths between 1990 and 2000 declined by 50 percent due to oral rehydration therapy, there is little evidence that the incidence of diarrheal disease has decreased. Efforts to combat diarrhea include combining appropriate drug therapy with optimal breastfeeding practices, improving nutrition, increasing access to clean water and sanitation facilities, and improving personal and domestic hygiene. Several studies have shown that improving water and sanitation can reduce the number of diarrheal episodes by between 20 percent and 26 percent. Furthermore, better hygiene practices, such as washing hands regularly, can reduce the number of diarrhea cases by up to 35 percent.

Strengthen interventions to prevent and treat malaria

While progress has been made in reducing ARIs and diarrheal disease, deaths from malaria have increased in the past 10 years, due in part to global climate change and in part to the emergence of antibiotic-resistant strains of the disease. Environmental improvements such as proper irrigation and drainage techniques, combined with the use of insecticide-treated bed nets and adequate medical treatment, could greatly reduce malaria's spread. Several international initiatives, such as the Roll Back Malaria (RBM) partnership, have also been instrumental in addressing the problem. RBM seeks to halve the global incidence of malaria by 2010, and focuses on early diagnosis and prompt treatment; vector control and use of insecticide-treated bed nets; malaria treatment for pregnant women; and prevention of and response to epidemics.

Reduce children's exposure to lead, and screen for lead poisoning

About 50 countries worldwide, including more than 20 less developed countries, have phased out leaded gasoline. Efforts to phase out leaded gasoline and to reduce or eliminate other sources of lead exposure include the Global Lead Initiative, sponsored by the Alliance to End Childhood Lead Poisoning, to develop national action plans, fund technical assistance projects, and encourage civic participation in exchanging best practices and coordinating efforts within regions.

Reduce exposure to harmful pesticides by banning the use of the most toxic chemicals, educating users, and encouraging the use of integrated pest management to minimize the use of pesticides

In order to reduce the threat from pesticide exposure, international organizations, national governments, and industry have stepped up efforts to limit the exportation of dangerous chemicals, help affected countries develop national action plans for handling and disposing of pesticides, and encourage the use of environmentally friendly alternatives. As of June 2002, more than 150 countries had signed (and 11 had ratified) the Stockholm Treaty on Persistent Organic Pollutants, which phases out or restricts the use of 12 chemicals, including nine pesticides that persist in the environment and accumulate in the food chain. The treaty will become legally binding once 50 countries have ratified it. National efforts are also being developed. Costa Rica, for example, is fostering pesticide-free, organic farming by devoting more than 9,000 hectares to organic cultivation of 30 crops.

Evaluate and address the plight of children employed at hazardous workplaces

Children are increasingly likely to be exposed to chemicals in the places where they live, play, and work. Much attention has been paid recently to mitigating environmental and other threats to children in all of these spheres, particularly at hazardous workplaces. As of May 2002, more than 120 countries had ratified the Convention on the Worst Forms of Child Labor, which calls for withdrawing children age 16 and younger from intolerable and hazardous work situations, by identifying hazards and developing effective monitoring systems.

Conclusion

While overall child mortality declined by 10 percent in the 1990s, much remains to be done to protect children from the myriad environmental threats to their health. Reducing long-term

threats requires that underlying risk factors be addressed. Over the past 15 years, international, regional, and national attention has focused on environmental hazards' effect on children's health. Efforts now need to be made to measure these risks; build and strengthen community, national, regional, and international coalitions to address the problem; and develop policies and programs to prevent and mitigate environmental hazards for children worldwide.

IV - LIBERALISATION, GLOBALISATION AND PRIVATISATION

Introduction

The term Globalization was first coined in 1980s. But even before this there were interactions among nations. But in the modern days Globalization has touched all spheres of life such as economy, education. Technology, cultural phenomenon, social aspects etc. The term “global village” is also frequently used to highlight the significance of globalization. This term signifies that revolution in electronic communication would unite the world. Undoubtedly, it can be accepted that globalization is not only the present trend but also future world order.

Effect of Globalization on India

Globalization has its impact on India which is a developing country. The impact of globalization can be analysed as follows:

1. Access to Technology:

Globalization has drastically, improved the access to technology. Internet facility has enabled India to gain access to knowledge and services from around the world. Use of Mobile telephone has revolution used communication with other countries.

2. Growth of international trade:

Tariff barriers have been removed which has resulted in the growth of trade among nations. Global trade has been facilitated by GATT, WTO etc.

3. Increase in production:

Globalization has resulted in increase in the production of a variety of goods. MNCs have established manufacturing plants all over the world.

4. Employment opportunities:

Establishment of MNCs have resulted in the increase of employment opportunities.

5. Free flow of foreign capital:

Globalization has encouraged free flow of capital which has improved the economy of developing countries to some extent. It has increased the capital formation.

Negative effect of globalization:

Globalization is not free from negative effects. They can be summed up as follows:

1. Inequalities within countries:

Globalisation has increased inequalities among the countries. Some of the policies of Globalization (Liberalization, WTO policies etc.) are more beneficial to developed countries. The countries which have adopted the free trade agenda have become highly successful, (e.g.) China is a classic example of success of globalization. But a country like India is not able to overcome the problem.

2. Financial Instability:

As a consequence of globalization there is free flow of foreign capital poured into developing countries. But the economy is subject to constant fluctuations. On account of variations in the flow of foreign capital.

3. Impact on workers:

Globalization has opened up employment opportunities. But there is no job security for employees. The nature of work has created new pressures on workers. Workers are not permitted to organise trade unions.

4. Impact on farmers:

Indian farmers are facing a lot of threat from global markets. They are facing a serious competition from powerful agricultural industries quite often cheaply produced agro products in developed countries are being dumped into India.

5. Impact on Environment:

Globalization has led to 50% rise in the volume of world trade. Mass movement of goods across the world has resulted in gas emission. Some of the projects financed by World Bank are potentially devastating to ecological balance. E.g.: Extensive import or export of meat.

6. Domination by MNCs:

MNCs are the driving force behind globalization. They are in a position to dictate powers. Multinational companies are emerging as growing corporate power. They are exploiting the cheap labour and natural resources of the host countries.

7. Threat to national sovereignty:

Globalizations results in shift of economic power from independent countries to international organisations like WTO United Nations etc. The sovereignty of the elected governments are naturally undermined, as the policies are formulated in favour of globalization. Thus globalization has its own positive and negative consequences. According to Peter F Drucker Globalization for better or worse has changed the way the world does business. It is unstoppable. Thus Globalization is inevitable, but India should acquire global competitiveness in all fields.

Liberalisation:

It is an immediate effect of globalization. Liberalisation is commonly known as free trade. It implies removal of restrictions and barriers to free trade. India has taken many efforts for liberalisation which are as follows:

New economic policy 1991.

Objectives of the new economic policy.

- i. To achieve higher economic growth rate.
- ii. To reduce inflation
- iii. To rebuild foreign exchange reserves.

FEMA:

Foreign exchange Regulation Act 1973 was repealed and Foreign exchange Management Act was passed. The enactment has incorporated clauses which have facilitated easy entry of MNCs.

- i. Joint ventures with foreign companies, (e.g.) TVS, Suzuki.
- ii. Reduction of import tariffs.
- iii. Removal of export subsidies.
- iv. Full convertibility of Rupee on current account.
- v. Encouraging foreign direct investments.

The effect of liberalisation is that the companies of developing countries are facing a tough competition from powerful corporations of developed countries.

The local communities are exploited by multinational companies on account of removal of regulations governing the activities of MNCs.

Privatisation:

In the event of globalization, privatisation has become an order of the day. Privatisation can be defined as the transfer of ownership and control of public sector units to private individuals or companies. It has become inevitable as a result of structural adjustment programmes imposed by IMF.

Objectives of Privatisation:

To strengthen the private sectors.

Government to concentrate on areas like education and infrastructure.

In the event of globalization the government felt that increasing inefficiency on the part of public sectors would not help in achieving global standards. Hence a decision was taken to privatise the Public Sectors.

Causes of Inefficiency of Public Sectors:

- i. Bureaucratic administration
- ii. Out dated Technology
- iii. Corruption
- iv. Lack of accountability.
- v. Domination of trade unions
- vi. Political interference.
- vii. Lack of proper marketing activities.

Privatisation has its own advantages and disadvantages as follow,

Advantages:

- i. Efficiency
- ii. Absence of political interference
- iii. Quality service.
- iv. Systematic marketing
- v. Use of modern Technology
- vi. Accountability

- vii. Creation of competitive environment.
- viii. Innovations
- ix. Research and development
- x. Optimum utilisation of resources
- xi. Infrastructure.

However, privatisation suffers from the following **defects**,

- i. Exploitation of labour.
- ii. Abuse of powers by executives.
- iii. Unequal distribution of wealth and income.
- iv. Lack of job security for employees.

Privatisation has become inevitable in the present scenario. But some control should be exercised by the government over private sectors.

Changes across Europe, Third World, USA and Their Impact on India: Changes across Europe and USA:

Significant changes have taken place across Euro and USA on account of globalization, particularly in the field of international business politics etc. Such changes have given rise to change in cultural and social aspects as well.

The economy of European countries and US are getting integrated with the global economy. Different arrangements have been made in this regard which are as follows:

1. Free Trade Area:

It is an agreement among a group of countries to abolish all trade restrictions and barriers, in carrying out international trade.

2. Customs Union:

The member countries abolish all the restrictions and barriers and adopt a uniform commercial policy.

3. European Economic Community:

It was initially formed by six countries such as, France, Federal Republic of Germany, Italy, Belgium, Netherlands and Luxembourg. It came into existence on 1.1.1958. The EEC has 15 members. In order to, become a member of EEC, a country must be European country and it must be democratic.

Activities of EEC:

- i. Elimination of custom duties and quantity restrictions on export and import of goods.

- ii. Devising a common agricultural policy.
- iii. Devising a common transport policy.
- iv. To control disequilibrium in balance of payments.
- v. Development of a common commercial policy.

4. North American Free Trade Agreement:

NAFTA

- i. It came into being in 1994 Developed countries like US, Canada and a developing country Mexico became the members.

Objectives and Activities of NAFTA:

- i. Removing barriers among the member countries to facilitate free trade.
- ii. To enhance Industrial development.
- iii. To enhance competition.
- iv. To improve Political relationship among member countries.
- v. To develop industries in Mexico the international market.

European Free Trade Association:

It was formed in 1959. The member countries are: Austria, Norway, Denmark, Sweden and Switzerland and Great Britain.

Objectives of EFTA

- i. To eliminate trade barriers.
- ii. To remove tariffs.
- iii. To encourage free trade.
- iv. To enhance economic development of member countries.

Changes in the Third World:

The concept of Third World does not have much significance in the present scenario. This term was popular prior to the disintegration of Soviet Union. USA and USSR were considered as super powers and the countries in the world were divided in supporting them. The countries which did not have an alliance with both the countries were considered as Third World countries. But with the disintegration of USSR the concept of Third World has almost disappeared. However changes in Asian countries and

other countries (other than Europe and USA) have affected India. Such changes can be discussed as follows:

Trade blocks in Asia:

South Asian Association for Regional Cooperation (SAARC)

It came into being in 1983 countries like India, Bangladesh, Bhutan, Pakistan, Maldives and Sri Lanka adopted a declaration on SAARC.

Objectives of SAARC:

- i. To promote economic social and cultural development among member countries.
- ii. To improve the life of people among member countries.
- iii. To enhance cooperation with other developing economies.
- iv. To liberalise trade among member countries.
- v. To promote economic cooperation among member countries.

Changes in Asian Countries

Chinese Market:

China has introduced many economic reforms. It started privatisation in 1984. China has formed special economic Zones. It has attracted heavy foreign investments. It has also formed economic and Technical Development Zones in towns and cities. These zones are free zones which allow quick business operations.

Impact on India:

Changes across Europe, USA and Third World has its own impact on India which can be summarised as follows:

- i. India's economic dependence on other countries has significantly increased.
- ii. Extensive opportunities in the field of information technology.
- iii. Extensive opportunities for India's Telecom sector.
- iv. Strategic alliances. Joint ventures, mergers have become the order of the day.
- v. Extensive research and development.
- vi. Bilateral treaties to promote free trade.
- vii. Membership of WTO.
- viii. Amending the domestic laws to suit the liberalised economy. (e.g.) FEMA. Amendment of Patent Act

- ix. Active participation in global politics.
- x. Improvement in Productivity.

On the whole it can be concluded that changes across Euro, USA and other countries have significantly changed the Indian economy. India has realised that its business can't survive without focusing on changes in other countries. Indian economy has become a major economy of the world and a significant trading partner. In the new era, India is looking at the potentials of the new products.

Management Perspective:

Globalization has led to the practice of management across culture. Modern business organisations have adopted Global management practices. Efforts are being made by India to understand Japanese, Chinese style of management. Issues in Motivation, communication across culture has gained significance. Every functional area of management is being studied with a global perspective. E.g.: International HRM, International Financial management, International marketing etc.

Conclusion

Hence, this chapter deals with how the urbanization and economic change impact on child development in detail.

Questions for Discussion and Reflection:

1. Discuss the role of urbanization on child development.
2. Examine the pros and cons of the migration of family.
3. Explain the various factors for environmental degradation and its impact on child development.
4. Analyse the impact of liberalization, privatization and globalization on child development.

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Course Material for B.Ed (First Year)

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Course: 3 Learning and Teaching

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Unit-VI: LEARNER-CENTERED TEACHING

Objectives:

1. Know the meaning and characteristics of learner-centered teaching.
2. Describe the Need for learner-centered approaches.
3. Explain teacher-centered learning.
4. Comprehend learners – central techniques of teaching.

Introduction:

Student-centered learning, also known as **learner-centered education**, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will learn, and how they will assess their own learning. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", and receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. On the Contrary, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning.

Usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners. In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

Meaning:

Learner-centered teaching is an approach to teaching that is increasingly being encouraged in higher education. Learner-centered teachings do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shift the role of the instructors from givers of information to facilitating student learning.

Traditionally, instructors focused on what they did, and not on what the students learnt. Educators call this traditional method, "instructor-centered teaching." In contrast, "learner-centered teaching" occurs when instructors focus on student learning.

Learner-Centered Teaching /Learner -Centered Learning

Educators commonly use three phrases with this approach. Learner- centered teaching places the emphasis on the person who is doing the learning (Weimer, 2002). Learning-centered teaching focuses on the process of learning. Both phrases appeal to faculty because these phrases identify their critical role of teaching in the learning process. The phrase student centered learning is also used, but some instructors do not like it because it appears to have a consumer focus, seems to encourage students to be more empowered, and appears to take the teacher out of the critical role.

Five Characteristics of Learner Centered Teaching

Active learning, student engagement and other strategies that involve students and mention learning are called learner-centered. And although learner-centered teaching and efforts to involve students have a kind of bread and butter relationship, they are not the same thing. In the interest of more definitional precision, I'd like to propose five characteristics of teaching that make it learner-centered.

1. Learner-centered teaching engages students in the hard, messy work of learning.

Teachers are doing too many learning tasks for students. We ask the questions, we call on students, and we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.

2. Learner-centered teaching includes explicit skill instruction.

Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.

Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

4. Learner-centered teaching motivates students by giving them some control over learning processes.

Teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under

which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.

5. Learner-centered teaching encourages collaboration.

It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from and with each other. Certainly the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

Need For Learner Centered Approach

Strong, research evidence exists to support the implementation of learner-centered approaches instead of instructor-centered approaches. Knowledge of this research helps instructors defend their teaching methods to their students and to more traditional faculty peers.

A task force of the American Psychological Association integrated this research into fourteen Learner-Centered Psychological Principles which can be summarized through the following five domains.

- **The knowledge base.** The conclusive result of decades of research on knowledge base is that what a person already knows largely determines what new information he attends to, how he organizes and represents new information, and how he filters new experiences, and even what he determines to be important or relevant.
- **Strategic processing and executive control.** The ability to reflect on and regulate one's thoughts and behaviors is an essential aspect of learning. Successful students are actively

involved in their own learning, monitor their thinking, think about their learning, and assume responsibility for their own learning.

- **Motivation and affect.** The benefits of learner-centered education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement. Research shows that personal involvement, intrinsic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school.
- **Development and individual differences.** Individuals progress through various common stages of development, influenced by both inherited and environmental factors. Depending on the context or task, changes in how people think, believe, or behave are dependent on a combination of one's inherited abilities, stages of development, individual differences, capabilities, experiences, and environmental conditions.
- **Situation or context.** Theories of learning that highlight the roles of active engagement and social interaction in the students' own construction of knowledge strongly support this learner-centered paradigm. Learning is a social process. Many environmental factors including how the instructor teaches, and how actively engaged the student is in the learning process positively or negatively influence how much and what students learn (Lambert & McCombs, 2000). In comparison studies between students in lecture and active learning courses, there are significantly more learning gains in the active learning courses.

Advantages of Learner Centered Teaching

- It improves learning achievement of students.
- It leads to better retention of the learnt material.
- It improves self – esteem of students.
- It facilitates interaction among group members and stimulates their thinking process to find solution to the problems which they encounter in accomplishing the assigned task.
- It fosters students reasoning power.

Learner centered teaching Vs Teacher centered learning

Teacher centered learning	Learner centered teaching
1. Knowledge is transmitted from professor to students.	1. Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on.
2. Students passively receive information.	2. Students are actively involved.
3. Emphasis is on acquisition of knowledge outside the context in which it will be used.	3. Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
4. Professor's role is to be primary information giver and primary evaluation.	4. Professor's role is to coach and facilitate Professor and students evaluate learning together.
5. Teaching and assessing are separate.	5. Teaching and assessing are intertwined.
6. Assessment is used to monitor learning.	6. Assessment is used to promote and diagnose learning.
7. Emphasis is on right answers.	7. Emphasis is on generating better questions and learning from errors.
8. Desired learning is assessed indirectly through the use of objectively scored tests.	8. Desired learning is assessed directly through papers, projects, performances, portfolios and the like.
9. Focus is on single discipline.	9. Approach is compatible with interdisciplinary investigation.
10. Culture is competitive and individualistic.	10. Culture is co-operative, collaborative and supportive.
11. Only students are viewed as learners.	11. Professors and students learn together.

Learner Centered Techniques of Teaching and Their Advantages

Integrating technology in instruction learners may offer the flexibility to extend learning beyond that available in a formal program. Technology also offers access to new, dynamic opportunities for interaction among students and between teachers and students. The use of technology with adults learning can also reduce the digital divide by helping these Students develop a basic understanding of computers and that the technology. Finally, there is evidence that use of technology with adult learners may facilitate their progress to understand the level of students.

Principles of Selecting Technology for Instruction

Onsite Uses of technology involve learning that takes place in the classroom or computer lab in a teacher- led, whole –group setting. Technology- based activities usually serve as a supplement to the core curriculum and are carried out within normal course meeting times.

Early examples of onsite technology used include computer assisted instruction (CAI), which involved the use of computers to teach vocabulary and structures (e.g., verb conjugations). This focus was augmented by computer- assisted language learning (CALL), which emphasized second language acquisition processes and provided opportunities for learners to work together on specific topics and projects. Today CALL typically involves use of the computer, Internet, or software programs to provide authentic and interactive opportunities for learning.

Perhaps the most widespread application of technology in onsite settings to date is the use of Software programs designed for learning. Lessons are designed so that learners hear interactions in a variety of everyday settings and explanations of vocabulary and grammatical structures, which allows them to experience the application of the materials in real- world settings. Learners can play recordings at different speeds and record and play back their own language (Ibarz&Webb, 2007, p.8). Versions of the software available in the United States contain course management and assessment tools for instructor use.

Blended Uses

In Blended uses, Technology serves as a supplement to the primary course curriculum and is used both within classes or labs and outside the classroom (e.g. in the home, library, or

community centre) without the teacher. Technologies that lend themselves to blended uses include software such as the programs described above; computer – mediated communication (CMC), in which learners in a program interact online among themselves or with learners in other programs and settings and Web-based learning. There examples of Web-based learning- project-based Web learning, Web quests, and Web-based games.

Online Learning

Online learning is entirely Internet-based. While there may or may not be teacher involvement, teachers and students rarely meet onsite. Communication and the transmission of course content take place online.

Considerations

Several issues need to be considering when using technology to support instruction in adult education programs. With all three types of uses (onsite, blended, and online), deliberate attempts should be made to promote group work and interaction, both online and face to face otherwise, the use of technology may result in isolated language learning and limited opportunities for meaningful in-person interaction.

Advantages and Disadvantages

CAI can dramatically increase a student's access to information. The program can adapt to the abilities and preferences of the individual student and increase the amount of personalized instruction a student receives. Many students benefit from the immediate responsiveness of computer interactions and appreciate the self-paced and private learning environment. Moreover, computer-learning experiences often engage the interest of students, motivating them to learn and increasing independence and personal responsibility for education.

Although it is difficult to assess the effectiveness of any educational system, numerous studies have reported that CAI is successful in raising examination scores, improving student attitudes, and lowering the amount of time required to master certain material. While study results vary greatly, there is substantial evidence that CAI canning processes, hence learning at all educational levels. In some applications, especially those involving abstract reasoning and problem-solving processes, CAI has not been very effective. Critics claim that poorly designed

CAI systems can dehumanize or regiment the educational experience and thereby diminish student interest and motivation. Other disadvantages of CAI stem from the difficulty and expense of implementing and maintaining the necessary computer systems. Some student failures can be traced to inadequate teacher training in CAI systems. Student training in the computer technology may be required as well, and this process can distract from the core educational process. Although much effort has been directed at developing CAI systems that are easy to use and incorporate expert knowledge of teaching and learning, such systems are still far from achieving their full potential.

Conclusion

Technology is increasingly used in language learning either as a complement to teacher mediated instruction or as the sole means of learning. Although access to technology may present challenges to adult education programs and practitioners, these can be overcome. Online platforms have progressed considerably in recent years and promise to offer increasingly useful, affordable, and accessible application and accessible application and tools for learning. Teachers using technology need to continue to provide opportunities for in-person interaction to promote language and literacy development. Further research is needed on the impact of different uses of technology and on uses that promote English acquisition over time. Given the rapid rate of innovations in software and internet access, long –term research studies are needed to understand more about the role and impact of using technology with learning.

Question for discussion and Reflection

1. Give the meaning of learner – centered teaching.
2. Explain the characteristics of learner – centered teaching.
3. Write about the need for learner – centered approaches.
4. Explain learner – centered teaching Vs Teacher – centered learning.

UNIT VII: TEACHING IN DIVERSE CLASS ROOM

Objectives:

1. Develop an understanding of meaning of diverse classroom teaching
2. Analyze the strategies for diverse learners in teaching
3. Understand the techniques of teaching in a diverse classroom
4. Comprehend the teaching of a diverse class room

Introduction:

Diverse teaching in a diverse classroom is a buzz word echoing in the recent scenario of education because diversity means understanding and appreciating interdependence of humanity, cultures, and the natural environment. In this regard, planning the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics for the diverse students is important. Likewise the role of the teachers is very significant to handle diverse students. The teachers should have adequate professional knowledge, skills, and dispositions to have an impact on diverse learners in diverse settings. We will have extensive ideas about strategies for diverse learners, technique of teaching in diverse class room and preparation of teachers of diverse class room below in our further course.

Meaning and definition of diverse class room

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities and qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

Teaching in a diverse class room

Knowing who your students are as a group and as individuals is an important part of good teaching. In recent years, higher education has become increasingly diverse. The variety of students is far greater, and their needs are very different, than in the past. This module will consider how to teach effectively in an environment of diverse learners. If you wish to facilitate the learning process of students with a variety of backgrounds and needs, the following points are important: Treat all students as individuals with unique strengths, weaknesses, and needs rather than as generalized representatives of particular racial, ethnic or cultural groups. Employ a variety of teaching styles to respond to the needs of diverse learners. Create an open classroom that values the experiences and perspectives of all students.

1. Diversity: In Higher Education

Colleges and universities have become, in recent years, increasingly diverse institutions. Van Note Chisom (1999) identifies the following trends to illustrate this point: Older students now make up more than half of student population in higher education. Nationally, women account for 54 percent of bachelor's degree students. The presence of minority students is growing. Students with learning or physical disabilities are being identified more frequently.

2. Learning Styles in a Diverse Classroom

Eddy (1999) describes a learning style as the way in which we prefer to organize. However, in their most basic form, there are three main learning styles (Eddy): Auditory learners prefer to receive ideas and information by hearing them. These students may struggle with reading and writing, but excel at memorizing spoke words such as song lyrics. They often benefit from discussion-based classes and the opportunity to give oral presentations. Visual learners prefer to receive information by seeing it. Typically these students pay much attention to detail. They are less likely to speak in class than their auditory peers, and generally use few words when they do. Outlines, graphs, maps and pictures are useful in helping these students learn. Kinesthetic-Tactile learners tend to learn best via movement sand touch. These students are often labeled "hyperactive" because they tend to move around a great deal. Because they like movement, they may take many notes and learn best when allowed to explore and experience their environment. It is important to note that the various styles are those preferred by learners. The fact that we learn in many ways is further justification for utilizing variety of teaching approaches is so important. Understanding learning styles can help you create more inclusive classrooms where everyone has a chance to succeed.

Preparations of teachers for diverse class room

The opportunity to obtain a quality education is one of the most important points of access in our society. In many cases, and for many reasons, children and adolescents do not have access to an equitable education. To address this opportunity gap and at the same time meet the important national, state, and local goals for improving learning outcomes for all students, teachers require sophisticated professional knowledge, skills, and dispositions to have an impact on diverse learners in diverse settings. This in turn requires a comprehensive teacher education program that can prepare new teachers for this important work.

Techniques of teaching in a diverse class room

There are many techniques available to teach in a diverse class room.

1. Brainstorming.

In this, all diverse students will discuss a problem interestingly to arrive a solution.

2. Critical incidents.

Here, the students make nonverbal communication to explain about a critical incident that took place in their life.

3. Acting it out.

It is also a non verbal communication which is practiced by enacting a play.

4. Mime.

In this technique, the students do miming for enacting a small skit.

5. Focus of symposium.

This is done to engage the diverse learners based on the consideration of the learners, nature of content and desired outcome.

Here are **six types of knowledge** we can develop to help Diversified learners to succeed in the classroom.

a) Learn about culture

Become aware of how the influence of your own culture, language, social interests, goals, cognitions, and values could prevent you from learning how you could best teach your students of culturally and linguistically diverse backgrounds.

b) Learn about students' culture

Understand how your students' cultures affect their perceptions, self-esteem, values, classroom behavior, and learning. Use that understanding to help your students feel welcomed, affirmed, respected, and valued.

c) **Understand your students' linguistic traits**

Learn how students' patterns of communication and various dialects affect their classroom learning and how second-language learning affects their acquisition of literacy.

d) **Use this knowledge to inform your teaching**

Let your knowledge of your students' diverse cultures inform your teaching. This, along with a sincerely caring attitude, increases student participation and engagement.

e) **Use multicultural books and materials to foster cross-cultural understanding**

Sensitively use multicultural literature, especially children's literature, to honor students' culture and foster cross-cultural understanding. Be open to a variety of instructional strategies as students' cultures may make certain strategies (such as competitive games or getting students to volunteer information) uncomfortable for them.

f) **Know about your students' home and school relationships**

Collaborate with parents and caregivers on children's literacy development and don't rely on preconceived notions of the importance of literacy within your students' families.

Diverse Teaching Strategies for Diverse Learners with Effectiveness

Teaching in racially diverse college classrooms often leaves people feeling uncertain about how to proceed and how to behave. Unlike the days when one teaching style fit all students, in today's context there is pressure to acknowledge and accept students with perspectives other than our own, to diversify our syllabi, to be more aware of classroom dynamics, and to pay more attention to how our students are experiencing the learning process. Our collective ability to respond to and be enriched by these challenges will determine the success of our institutions and students.

To assist faculty and teaching members seeking to enhance learning for all students, we have put together this Tip Sheet, in the hope that it will empower educators to create the conditions under which diversity can flourish. When teaching in a multicultural context, we suggest that they prepare themselves in several ways. The strategies are

- Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.

- Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.
- Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.
- Assess conscious and unconscious biases about people of cultures other than your own.

Tips for Teaching in Racially Diverse College Classrooms:

The following tips are meant to be suggestions and not guaranteed solutions for teaching in racially diverse classrooms. Teachers should develop a range of pedagogical skills that best serve the needs of *all* their students.

1. Develop a syllabus that explores multiple perspectives on the topic

- Incorporate multicultural examples, materials, and visual aids as much as possible in lectures.
- Make sure that the expectations for the pedagogical process and learning outcomes are stated clearly on the syllabus.
- Structure project groups, panels, laboratory teams, and the like so that membership and leadership roles are balanced across ethnic and gender groups.
- Develop paper topics that encourage students to explore different racial and cultural perspectives.
- Assign work of scholars from a variety of racial and ethnic backgrounds relevant to the topic being studied.

2. Design classroom instruction and materials with a diverse group of students in mind

- Develop ground rules or norms that will guide how students are expected to interact with each other in the classroom.
- Design classes with a clear structure (there is a method and meaning to how teaching and learning is to occur) and flexibility (not so rigid that adjustments cannot be made).
- Consider how all students would experience the syllabus.
- Consider whether students of all cultures are likely to have a background in the material.
- Consider whether different approaches to learning are accounted for.

- Anticipate sensitive areas in the subject matter being taught.
- Think in advance about how one might handle sensitive topics or explosive moments.

3. Create opportunities to get to know your students on an individual/personal basis

- Get to know each student individually. Learn their names and how to pronounce them correctly.
- Use eye contact with all students; be open and friendly outside of class.
- Be accessible and encourage students to meet with you during office hours.
- Interact with your students in respectful, challenging, and collaborative ways.

4. Design opportunities for students to interact with each other in respectful and meaningful ways.

- Divide the class into smaller groups, and when appropriate, assign one person with the responsibility of reporting on the small group's work.
- Encourage students to form study groups.
- Create opportunities for students to present their work to each other and the whole class.

5. Activate student voices.

- Create opportunities for mutual teacher-student participation so that everyone feels a responsibility and openness to contribute.
- When appropriate, encourage students to share their thoughts about the subject, acknowledging their statements as they are made.
- When appropriate, create opportunities for students to personalize course content with examples from their own history so that they can make connections between ideas learned in the classroom and those learned through life experiences.
- Let students know from the very beginning that their thoughts have a place in the classroom, that we all have unique perspectives, and that these different perspectives are an important component of the learning process.
- Make it safe for everyone to voice their views by accepting all views as worthy of consideration. Don't permit scapegoating of any student or any view. Don't leave students alone out on a limb.

- Avoid creating situations where students are placed in the position of being representatives of their race.

6. *Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills*

- Make the classroom norms explicit.
- Keep expectations high and provide the support required to meet these expectations.
- Ask students to locate cultural or even discriminatory content in textbooks or other materials.
- Ask students to research the position they are least comfortable with and to come prepared to articulate a defense of that posture.
- Present all sides of an issue. Play the devil's advocate for the least popular view
- Create opportunities for students to link theory with practice -- that is, encourage them to apply what they are learning with what's going on in the world.
- Use multiples modes of instruction to account for the range of learning styles that may be present in a diverse group of students.
- Provide direct and clear feedback in an effort to demonstrate your commitment to your students' learning.

Effective teaching in a diverse class room

Every classroom is a cultural community reflective of the disciplines and perspectives studied the authors, the students, and the professor. One can argue that successful learning requires an intercultural approach where students are responsible for listening and reading and experiencing to understand both the perspectives of others peers, authors, faculty and for understanding their own perspectives and how they acquired them. Students can come to understand that learning is about the generation, mutual reflection, and critiquing and expanding of ideas and concepts, and that this is most effectively done in a collaborative and non-competitive environment.

One effective approach to this challenge is to attend to the variety of learning styles in any college classroom. Understanding multiple learning styles allows one to focus on individual students' own learning styles; sub-groups within a classroom community; and the class as a learning community.

Even in the most transformed classes, however, faculty are often unaware of the variety of pedagogies that can produce enhanced learning for students and faculty and that can facilitate growth in intellectual complexity and capacity.

Students can also learn that there are patterns of values, speech, preferences, and behaviors associated with different cultures, and they can learn that there are as many differences within cultural groups as there are across different cultures. This helps students break down cultural stereotypes in the society as a whole.

Diversity in the Classroom

In the day-to-day classroom is often hard to do. The goal of this teaching module is to highlight a few of the key challenges and concerns in promoting diversity, and illustrate ways to incorporate an understanding of diversity in the classroom and beyond.

Diversity is a term that can have many different meanings depending on context. This module will not offer a comprehensive definition of the term; instead, this module will highlight two key areas related to diversity:

- Identify how diversity affects the classroom
- Provide practical tips for promoting an inclusive classroom

Much discussion about diversity focuses on the following forms of marginalization: race, class, gender, and sexual orientation — and rightfully so, given the importance of these forms of difference. In fact, students come to the university classroom with different backgrounds, sets of experiences, cultural contexts, and world views.

However, diversity is an issue that plays a role in the classroom beyond these categories. For example, much educational and psychological literature demonstrates that students have diverse ways of learning. Some learn visually, through charts, graphs, tables and drawing; others may

learn primarily through aural means (i.e. through listening to lecture); and others still may be primarily kinesthetic (i.e. learning by doing, project work, etc.). Attention to learning preferences is an important aspect of addressing differences among all students.

Additionally, issues of diversity play a role in how students and teachers view the importance of the classroom and what should happen there. For example, assumptions about what a typical student should know, the resources they have and their prior knowledge are extremely important.

Students may perceive that they do not “belong” in the classroom setting a feeling that can lead to decreased participation, feelings of inadequacy, and other distractions. Teachers may make flawed assumptions of students’ capabilities or assume a uniform standard of student performance. Teachers may themselves feel out of place based on their own attributive traits.

Questions for discussion and reflection:

1. Define diverse class room and diverse learners.
2. What are the techniques of teaching in a diverse class room?
3. Explain the strategies of diverse teaching for the diverse learners.
4. What is the role of a teacher to teach in a racially diverse classroom?
5. Bring out the learning style in a diverse class room.

UNIT – VIII : LEARNING IN AND OUT OF SCHOOL

Objectives:

1. Understand the purpose of learning in and out of school.
2. Explain the advantages of learning in school and outside the classroom
3. Understand the importance of observation out of school
4. Comprehend the approaches to learning outside the classroom

Introduction:

Learning inside school gives pleasure and enthusiasm to the students. It is a natural way of learning. This learning is linked to students' lives and a variety of different teaching methods are used in school whereas, out of school learning consists of curricular and non – curricular learning experiences for pupils. Out of school experiences are organized with community partners such as museums, sport facilities, charity initiatives, and more. So, students should be enlightened the advantages of learning in and out of school here in a detailed study.

Purpose of Learning in School

It is a concept of traditional but it adopts the natural way of learning. It's a pleasure to learn inside the school rather than outside leaning. For the budding children inside learning helps a lot to learn abundant in naturally. Students learn new and newer things only in school setting with the help of the teachers and with models. School is where we have our first experience of formal learning, and how things go for us here can affect how we learn throughout our lives. When school is exciting and involving, it gives us confidence in ourselves as learners, but when it isn't, we can be turned off and think we can't learn or that learning is boring. To make sure children today and tomorrow have good school experiences to sustain their learning in future, the Campaign works with schools and teachers to develop good practice.

1. The classroom

The classroom itself is the locus of regular and sustained interactions among Students and teachers around curriculum. If the classroom is at the heart of students 'opportunities to learn, the quality of teachers' instructional practices are of Paramount importance. Inside school Quality instructional practices include linking learning to factors that

are important in students' lives are taught. Different method is used to make the learning effective and interesting.

Using formative and summative assessments in a systematic manner provides available information to students and significantly improves learning and achievement. Setting objectives and providing regular feedback (including praise) on student progress.

2. Teacher Communities

Teacher communities can affect instruction and other aspects of the classroom, and thereby can exert an indirect influence on student outcomes. Teacher communities have a strongly positive impact on student outcomes in the school.

3. Features of Learning in School

- Learning is linked to students' lives
- A variety of different teaching methods are used
- Different learning styles are respected
- High expectations for all students
- Formative evaluations are used systematically
- Teachers set clear objectives, monitor progress, and provide feedback
- Opportunities for classroom participation
- Diversity and individual differences are respected
- Social and emotional learning is valued
- Positive student-teacher and student-student relationships
- Classroom management strategies are systematic
- Disciplinary strategies are consistent and non-coercive

Purpose of Learning out of school learning

Out of school learning is an educational concept first proposed by Lauren Resnick in her 1987 AERA presidential address, which consists of curricular and non-curricular learning experiences for pupils and students outside the school environment. She points out of school learning is to overcome learning disabilities, development of talents, strengthen communities and

increase interest in education by creating extra learning opportunities in the real world. Out of school learning is typically not coordinated by the school itself. Out of school experiences are organized with community partners such as museums, sport facilities, charity initiatives, and more. Out of school experiences can range from Service Learning to summer school and expeditions or more commonly occur in day to day experiences at after school with creative ventures such as arts courses and even sports. Some other examples of out of school learning are:

- homework and homework clubs
- study clubs extending curriculum
- mentoring by other pupils and by adults, including parents
- learning about learning
- community service and citizenship
- residential activities study weeks or weekends

It has been found that out-of-school learning can be a great opportunity to discover and develop talent.

Importance of Observational learning

Observation learning is learning that occurs through observing the behavior of others. It is a form of social learning which takes various forms, based on various processes. In humans, this form of learning seems to not need reinforcement to occur, but instead, requires a social model such as a parent, sibling, friend, or teacher. Particularly in childhood, a model is someone of authority or higher status.

According to Bandura's social cognitive learning theory, observational learning can affect behavior in many ways, with both positive and negative consequences. It can teach completely new behaviors, for one. It can also increase or decrease the frequency of behaviors that have previously been learned.

1. Causal learning

Humans use observational causal learning to watch what other people's actions and use that information to find out how something works and how we can do it ourselves.

2. Apprenticeship

Apprenticeship can involve both observational learning and modeling. Apprentices gain their skills in part through working with masters in their profession and through observing and evaluating the work of their fellow apprentices.

3. Peer model influences

Observational learning is very beneficial when there are positive, reinforcing peer models involved. Peers will always enhance learning. Peers observe their friends good behavior and try to imitate.

4. Cultural variation

Cultural variation can be seen in the extent of information learned or absorbed by children through the use of observation and more specifically the use of observation without verbal requests for further information.

Extending Curriculum Learning to the Local Area

Learning outside the classroom can be used to facilitate Education for Sustainable Development. This includes short visits into the school grounds and local community, as well as visits to farms, factories, offices, neighborhood science centers and natural settings such as a forest, beach or a national park.

Providing students with high quality learning activities in relevant situations beyond the walls of the classroom is vital for helping students appreciate their first hand experiences from a variety of different perspectives. An experience outside the classroom also enhances learning by providing students with opportunities to practice skills of enquiry, values analysis and clarification and problem solving in everyday situations.

However, taking students outside the classroom requires careful planning of the learning activities and attention to the health and safety risks that might be faced.

1. Constraints on Learning outside the Classroom

Despite the arguments in favor of learning outside the classroom, several key challenges do need to be faced:

- Organizational factors such as the difficulty of supervising a large group of students and providing them with the assistance they may need.
- The ‘normal’ lessons missed by teachers and students, and alterations that have to be made to the school timetable.
- Time needed to plan a worthwhile field trip.
- Cost of transport and accommodation, if required.
- Lack of detailed knowledge of the locality.
- Safety of the students.
- Lack of necessary skills in students.

Despite these challenges it should not be forgotten that often the most meaningful and lasting learning takes place when students are actively exploring the great variety of environments outside the classroom.

Learning outside the classroom also provides opportunities for teachers and students to get to know each other better through interacting outside the structures of the classroom and school grounds.

Approaches to Learning outside the Classroom

Two common approaches are (i) Field Teaching and (ii) Field Research.

1. Field Teaching

- Study of topic or theme in class. Teacher talk, textbook study, note taking, slide viewing, videos, etc.
- Field observations (often teacher directed). Recording of information in the field. Some field interpretation.
- Back in the classroom – further interpretation and explanation together – writing up field report.
- This is the traditional approach to teaching and learning outside the classroom. It involves taking students to a field location and delivering a mini-lecture from which students are expected to take notes. Little opportunity exists for student input and reaction.

This approach can involve students in the careful observation and description of a scene or activity and in suggesting possible explanations based on previously acquired information.

This approach is useful if students are inexperienced in making their own observations or if they lack confidence in their ability to solve problems. This approach provides a structured way for them to find their own examples as an integral part of the learning experience.

2. Field Research

- Identification of a problem as the result of direct observations; or from class work; or from special interests of students.
- Formulation of and hypothesis as a result of reading, discussion, thinking.
- Field activities to collect data to test hypothesis.
- Data analysis – processing information.
- Hypothesis testing – accept or reject.
- Discussing and writing up of possible ways to solve the originally identified problem using information gathered in the field.

This approach represents an inductive approach to learning. It involves observation, description and explanation but with a problem solving focus. Students often use techniques similar to those used in historical enquiry, geographical research or scientific explanation. This is the inductive approach to fieldwork.

Opportunities for Learning outside the Classroom

Students can learn in a number of outside environments including:

- The school grounds and environs
- Urban centers
- The local community
- Rural and natural areas

Advantages of Learning outside the Classroom

- Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.

- Learning outside the classroom gives children contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons.
- Playing and learning outside also help children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.
- Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.
- Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.
- The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which supports brain development and the creation of neural networks.
- For many children, playing outdoors at their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations
- Learning that flows seamlessly between indoors and outdoors makes the most efficient use of resources and builds on interests and enthusiasms.
- Anyone who takes children outside regularly sees the enjoyment, and sense of wonder and excitement that is generated when children actively engage with their environment.

Questions for discussion and reflection:

1. What is the purpose of learning in school?
2. Write a note on observation out of school learning
3. Bring out the merits of learning out of school.
4. What are the approaches that enhance outside learning?
5. Explain the merits and demerits of learning in and out of school.

UNIT – IX TEACHER – STUDENT RELATIONSHIP

Objectives:

- To obtain knowledge on teacher student relationship.
- To understand the need for maintaining teacher –student relationship.
- To comprehend the interpersonal approach in class room management
- To analyse healthy class room management and academic achievement

INTRODUCTION

Human relation is one of the essential elements for developing a peaceful environment by minimizing conflict and misunderstanding. Particularly, in school the human relations (i.e. teacher – student relations) is very much useful to develop a congenial environment to perform classroom activities, which is very much supportive for the teacher to understand the students' learning capacity and based on that the teacher can make use of his manpower and available material resources and provide a teaching in an effective way. In this circumstance, the students promote interest in listening to the subject matter and interact with the teachers to clear their doubts and to enhance the academic achievements. The good human relations in the school environment is the medium for enhancing the level of satisfaction of social and psychological wants on the part of the teachers as well as students relationship in an organization which will be an objective of increasing academic activities

Teacher Student relationship is very significant in the process of teaching learning. Teachers should be imparting knowledge with concern and care to the students. Teacher's role is to guide and to reflect good character. He is like a beacon and ladder to lead the students in the right path. Student should be a receptacle to receive the knowledge given by the teacher. Students also should be submissive and obliging always to the teacher.

Teacher must take active role in the classroom activities and seek to understand and direct the students' interest in order to link with subject matter so that, learning will be a sustainable one. Teacher must also bring out the interest among children that underlie the sustainable involvement in teaching. The main task of the teachers is to search for meaningful teaching activities and to create a situation in which the child is willing to project himself into an

activity so as to bring his own innate resources and innate sense of orderliness into play. The important task of the teacher is to create an environment that will support students' initiated learning.

Teacher –student relationship

Meaning

It is the academic relation between teachers and their students in the teaching learning process.

Need for maintaining student-teacher relationship:

The student-teacher relationship is very important for children and adolescents for improving their mental health. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months a year. All of us have gone through schooling and we have had a many number of favourite teachers. A positive relationship between the student and the teacher is difficult to establish. Improving students' relationship with teachers has essential, positive and long lasting implications for student's academic and social development.

Battistich, Schaps, &Wilson, have exposed Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of intimacy and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, uphold academic performance, and foster students' resiliency in academic performance. It is the duty of a professional teacher to bring out the potentiality of a student. Nobody is fool and it is also foolish to call a student a fool. Sigmund Freud has told that if a dozen children were entrusted to him, he would make one an engineer, one a doctor, one a carpenter, one a rowdy, etc. From this, we can perceive that a students' mental growth depends upon a balanced feeding of constructive knowledge imparted by a teacher. Here the relationship between the teacher and the student is strengthened in a positive way.

Necessity for teachers' involvement and interaction

According to Birch & Ladd, it is stated that teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more supportive, and more engaged in learning. The communication between the

student and the teacher serves a connection between the two and which provides a better atmosphere for a classroom environment. A teacher then needs to understand the value of the students' senses of belonging which can be of greater value to overall development of the students in all aspects irrespective of the racial confrontations. By making a student like the school, he/she reaps important social advantages such as building friendship, gaining respect for peers and adults and learning social skills. These side by side help the student get good academic records and performance. The student-teacher relationship is made strong by the teachers' inspiring the students to interact constructively in the classroom situations.

Interpersonal approach in classroom management

In the interpersonal perspective, we describe teacher-student relationships in terms of two dimensions: Control and Affiliation. Control refers to the degree to which the teacher determines what happens in the communication with the students, whereas affiliation refers to the emotional closeness between teacher and students or the degree to which the teacher and the students are in harmony versus conflict. Here, the teacher delivers the goods to the students and the students receive them. The interpersonal relationship between the students and the teachers are very important. If this is good, educational transaction will be good.

Strategies for improving student engagement in learning.

Clearly, educators hope students will become successful learners. Teachers' experiences also clearly tell them that students disengage and do so for a variety of reasons – perhaps each of which could be studied and mediated on its own. For very good reasons, a large number of researchers have studied student's engagement. Several types of engagement were noted – academic, cognitive, intellectual, institutional, emotional, behavioural, social, and psychological.

Claxton (2007) summarizes his recommendations of strategies that promote learning engagement.

1. Language (talk about process of learning, nature of oneself as a learner,
2. Activities – a potentiating milieu (learning is both attractive and challenging; activities and topics that stretch the learners)
3. Sit-screen thinking

4. Wild topics – rich, real, responsible (problems or projects are real, relevant, and make a positive difference in some way)
5. Transparency and involvement
6. Transfer thinking – looking for wider relevance and application
7. Progression – stronger, broader, deeper into subjects and learning
8. Modelling – walking the learning talk

Healthy classroom management and academic achievement

“Classroom management refers to those *activities* of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur”

Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. Here are some concrete examples of closeness between a teacher and a student:

- A high school student chooses to share the news that he recently got a part in a community play with his teacher because he knows that his teacher will show genuine interest in his success.
- A fourth grade boy who is struggling in math shows comfort in admitting to his teacher that he needs help with multiplying and dividing fractions even if most of the students in the class have moved beyond this work.
- Positive teacher-student relationships contribute to school adjustment and academic and social performance.
- Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance.
- Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative and more engaged in learning Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices

- Students who attended math classrooms with higher emotional support reported increased engagement in mathematics learning. They enjoyed thinking about and solving problems in math and were more willing to help peers learn new concepts.

Create a positive classroom climate

Be sure to allow time for your students to link the concepts and skills they are learning to their own experiences. Build fun into the things you do in your classroom. Plan activities that create a sense of community so that your students have an opportunity to see the connections between what they already know and the new things they are learning, as well as have the time to enjoy being with you and the other students. Make sure to provide social and emotional support and set high expectations for learning.

Teacher is a friend, philosopher and guide to the students. He should have willingness to cooperate with student and realize the divinity in the student. His job is to take care of the child so that the young mind may be saturated with many ideas. A teacher can play a vital role in the development of harmony among the students under his charge. The following points may guide the teachers to have relations with students:

Teacher should:

- Know his students very well. He should know their intelligence, interest, aptitude, likes and dislikes
- Take real interest in the development of his students
- Earn respect rather than create fear in the mind of his students
- Able to come down to the level of his pupils
- Treat all the students with love and affection and be just and impartial to all irrespective of caste, colour, creed, sex, status, religion, region, language and place of birth.
- Help the students in their intellectual, physical, social, emotional development and promote intrinsic values which builds the character of the students.
- Promote a scientific temper and a spirit of enquiry, creative self-expression and aesthetic sense, leadership qualities, right concepts and right attitudes towards the environment among the students and encourage them to ask question to satisfy their curiosity
- Ensure non-truancy among the students.
- Enable the students to appreciate the nation's cultural heritage and unity in diversity.

- Create interest towards his subject in the students. This is possible if he knows his subject thoroughly and applies new methods and techniques of teaching.
- Be polite in talk and firm in action.
- Deal students carefully and handle them with care that will promote best efforts.
- Not permit or tolerate any misdeed on the part of students

CONCLUSION

Through positive relationships, students not only learn that particular beliefs are useful for functioning in school and the classroom, they also internalize beliefs valued by significant others such as teachers and parents. Positive relationships have an energizing function on the self, working to activate positive mood and affect. Teacher-student relationships require much attention from teachers in the classroom, and are an important source of their concerns and happiness. This energy gained from positive interpersonal relationships provides an important pathway to motivation and engagement.

Question for discussion and reflections

1. Discuss the need for maintaining teacher –student relationship.
2. Write an essay on interpersonal approach in class room management.
3. Discuss in detail the strategies for improving student engagement in learning.
4. Explain the necessity for teachers’ involvement and interaction.
5. Analyse the role of Healthy classroom management and academic achievement

UNIT -X TEACHING AS A PROFESSION

Objectives:

- To obtain knowledge on the characteristic of effective teaching and ineffective teaching.
- To understand the importance of faculty development programme.
- To explore the importance of teaching as a profession.
- To analyse the qualities of a professional teacher.

INTRODUCTION

The current system of schooling poses tremendous burden on children. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted. Hence, teaching profession is a noble profession and teacher should maintain his nobility.

Nature of teaching

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school and it is the responsibility of the teaching profession.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching.

Teaching as a Profession

- Among all profession teaching profession is very noble and great. Professionalism is a complex and elusive concept; it is dynamic and fluid. Six generally accepted criteria are used to define a profession. The teaching profession fulfils those criteria in the following ways:
- Its members have an organized body of knowledge that separates the group from all others. Teachers are equipped with such a body of knowledge, having an extensive background in the world and its culture and a set of teaching methods experientially derived through continuous research in all parts of the world.
- **Teaching profession serves a great social purpose.** Teachers carry responsibilities weighted with social purpose. Through a rigid and self-imposed adherence to the Code of Professional Conduct, which sets out their duties and responsibilities, teachers pass on their accumulated culture and assist each student under their care in achieving self-realization.
- **There is co - operation achieved through a professional organization.** Co - operation plays an important role in the development of the teaching profession The teaching profession has won its well-deserved place in the social order through continuous cooperation in research, professional preparation and strict adherence to the Code of Professional Conduct, which obligates every teacher to treat each student within a sacred trust.
- **There is a formal period of preparation and a requirement for continuous growth and development.** Teachers are required to complete a defined teacher preparation program followed by a period of induction or internship prior to being granted permanent certification. This period includes support for the formative growth of teachers and judgments about their competence. Teachers are devoted to continuous development of their ability to deliver their service.
- **There is a degree of autonomy accorded the professional.** Teachers have opportunities to make decisions about important aspects of their work. Teachers apply reasoned judgment and professional decision making daily in diagnosing educational needs, prescribing and implementing instructional programs, and evaluating the progress of students.

- The profession has control or influence over education standards, admissions, licensing, professional development, ethical and performance standards, and professional discipline.

Characteristics of an effective and ineffective teaching

The effective teachers and ineffective teacher's characteristics were discussed as follows:

Caring about students was particularly prevalent in the descriptions of effective teachers. They were described as warm, friendly, and caring. Conversely, ineffective teachers often were said to create a tense classroom and were described as cold, abusive, and uncaring. Effective teachers were said to know how to create an effective learning environment. They were organized, prepared, and clear. Ineffective teachers consistently were indicted for their inept pedagogy, boring lectures, and unproductive learning environment.

Effective teachers were described as caring about learning and teaching. "Enthusiasm" or "enthusiastic" often appeared in these descriptions. In contrast, a common statement was that their worst teachers hate teaching. In the category of student participation, the descriptions of their best teachers emphasized activities that involved the students in authentic learning, interactive questioning, and discussion. Their worst teachers were characterized as requiring isolate behaviour with little interaction, activity, or discussion.

In the category of rules and grades, the most effective teachers motivate their students and have little difficulty with classroom management. They take care about student accomplishment and advocacy for student success the tone for fair rules and grading. Such teachers frequently were depicted as requiring and maintaining high standards of conduct and academic work. Ineffective teachers were faulted for unreasonable or unfair assignments, tests, and grades.

Opposite poles in classroom management were expressed, in which the ineffective teacher either was a dominating ogre or had no control. But expert teachers would appear (a) to have better developed schemata for classroom teaching with strong links between subject matter and ways to teach it, (b) to be more effective lesson planners and implementers, and yet (c) to be more flexible and reflective in meeting student needs and facilitating student social and academic growth

Teaching is an important profession

Teaching is a highly professional activity which demands specialised knowledge, skill and behaviour. Teacher professionalism comprises competence, performance and behaviour which reflect on teachers' personality in school and society. Professional competence is

fundamental in teaching profession which includes preparation of teacher for classroom processes, acquisition of knowledge of subject and facilitates personality development of children. Competencies of an effective teacher include interpersonal communication, pedagogical empowerment and organizational leadership. Professional competence results in performance of teacher in terms of overall development of children. The competent teacher is supposed to perform better in the interest of the children and society as well.

All the education commissions reports emphasis on the quality of teachers. At present teachers are not the mere transmitters of information but facilitators in the path of students urge for more knowledge.

Over the last 8 - 12 years, huge shifts have been occurring in education that is continuing to impact teaching and learning today. Some changes are positive, such as our nation's record high school graduation rate, narrowing achievement gaps, and a greater number of students are attending college.

But all types of change particularly those that have the potential to yield the most positive outcomes can be challenging. Change requires that we confront the status quo. It demands new ways of approaching our work. And it takes resolve to see new beginnings through to their end.

Teachers are our nation builders—the strength of every profession in our country grows out of the knowledge and skills that teachers help to instil in our children. And, as a nation, we must do much, much more too fully appreciate and support their work.

With the transition to more rigorous achievement standards and better student assessments, a focus on data to drive instruction, and the use of technology to personalize learning, teachers are carrying an incredible amount of responsibility. They are in the midst of a new era one with more engaging lessons and creativity and innovation, which is bringing joy back into the classroom.

Attitude of student teachers towards teaching profession

The teacher's roles and responsibilities have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher help in shaping the personality of the student. Attitude is a tendency to react in a particular manner towards the stimuli

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like gender social strata, age, and stream of education and previous experience of the job.

Qualities of a Professional Teacher

Teachers can be popular just because they are friendly and helpful, but to be truly professional and effective they need other qualities. Students may not be able to put their finger on just why one teacher is more effective than another but we need to be able to identify the skills and behaviour we require in a true professional. A professional teacher needs to be confident without being arrogant.

The following are the Qualities of a Teacher:

- **Positive** – He or she should think positively and enthusiastically about people and what they are capable of becoming. Sees the good in any situation and can move forward to make the most of difficult situations when confronted with obstacles.
- **Communicative** –A teacher shares with others in a manner that encourages effective two-way communication. Communicates personal thoughts and feelings on a wide spectrum of issues and can listen to students in an empathetic manner.
- **Dependable** –A teacher is always honest and authentic in working with others.
- **Personable** –He or She establishes and maintains positive mutual working relationships. Has many ways of getting to know students as persons while building trust and appreciation through personal interaction and involvement.

- **Organized** - Makes efficient use of time and moves in a planned and systematic direction. Knows where he or she is heading and is able to help students in their own organization and planning.
- **Committed** - Demonstrates commitment to students and the profession and is self-confident, poised and personally in control of situations. Has a healthy self-image.
- **Motivational** - Enthusiastic with standards and expectations for students and self.
- **Compassionate** - Caring, empathetic and able to respond to people at a feeling level. Knows and understands the feelings of students.
- **Flexible** - Willing to alter plans and directions in a manner which assists people in moving toward their goals.
- **Individually Perceptive** - Sees each student as a unique and valuable individual. Quickly diagnoses student difficulties and assists in the management of individual situations.
- **Value Based** - Focuses upon the worth and dignity of human beings. Is sensitive to community values.
- **Knowledgeable** - Is in a constant quest for knowledge. Keeps up in his or her specialty areas, and has the insight to integrate new knowledge.
- **Creative** –A teacher is ever versatile, innovative, and open to new ideas. Strives to incorporate techniques and activities that enable students to have unique and meaningful new growth experiences.
- **Patient** - Is deliberate in coming to conclusions. Believes that problems can be resolved if enough input and attention is given by people who are affected.
- **Sense of Humour** - Knows how to take the tension out of tight situations. Uses humour, spontaneously, in a tasteful manner. Builds togetherness in the classroom, through the use of humour.

7Faculty development programmes for teachers

The professional development of teachers has received a great deal of attention in all countries, including India, The volume of professional and research literature on in-series education and professional development is also considerable. In comparison, the attention that teacher education has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure,

institutional development, instructional resources, and the like. The content of teacher educator's professional development is rarely examined and critiqued.

Faculty Development Programme (FDP)

Currently FDP reflecting its commitment to nation building through management education and infrastructure development.

The programmes focusses on:

- Enhancing functional area expertise
- Improving one's classroom delivery both as a teacher and trainer
- Enhancing abilities for conducting meaningful research.

Teaching and Learning For Sustainable Future

In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all, and that respect and value work. In the present ecological crisis promoted by extremely commercialized competitive lifestyles, children need to be educated to change their consumption patterns and the way they look at natural resources. There is also an increasing violence and polarization both within children and between them, that is being caused by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF 2005 and subsequent development of syllabi and materials is attempting to do this as well.

Teaching and Learning for a Sustainable Future is a UNESCO programme for the United Nations Decade of Education for Sustainable Development. It provides professional development for student teachers, teachers, curriculum developers, education policy makers, and authors of educational materials. The modules are divided into 4 themes as follows:

Theme1

Curriculum Rationale

These modules present an introduction to the global realities, imperatives for sustainable development and educational issues that form the rationale of Education for a Sustainable Future.

- Exploring global realities.
- Understanding sustainable development.
- A futures perspective in the curriculum.
- Reorienting education for a sustainable future.
- 5 Accepting the challenge

Theme2

Sustainable Development across the Curriculum

These modules illustrate ways in which Education for Sustainable Development can be integrated into all areas of the curriculum, especially into cross curriculum themes such as health and consumer education.

- Sustainable futures across the curriculum
- Citizenship education.
- Health education.
- Consumer education

Theme 3

Contemporary Issues

This section illustrates ways in which a variety of curriculum themes may be recognized to integrate an interdisciplinary emphasis on a sustainable future.

- Culture religion for a sustainable future
- Indigenous knowledge sustainability
- Women sustainable development
- Population development

- Understanding world hunger
- Sustainable agriculture
- Sustainable tourism
- Sustainable communities
- Globalization
- Climate change

Theme4

Teaching & Learning Strategies

This set of modules develops professional skills for using teaching and learning strategies that can help students achieve the wide range of knowledge, skill and values objectives of Education for Sustainable Development.

- Experimental learning
- Story telling.
- Values Education.
- Enquiry learning.
- Appropriate Assessment.
- Future problem solving.
- Learning outside the classroom.
- Community problem solving

CONCLUSION

The teacher needs to understand that in many schools, especially in big cities like Chennai, children come from different cultures and backgrounds. A teacher then needs to understand the value of the students' senses of belonging, which can be of greater value and build self-worth for minority students. If the teacher demonstrates an understanding of the student's culture, it will provide a better understanding between the teacher and the student.

Question for discussion and reflection

1. What are the characteristics of effective and ineffective teaching?
2. Write short notes on the nature of teaching.

3. Critically examine the importance of Teaching as a profession.
4. Enumerate the qualities of professional teacher
5. Write an essay on teaching and learning for sustainable future.

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