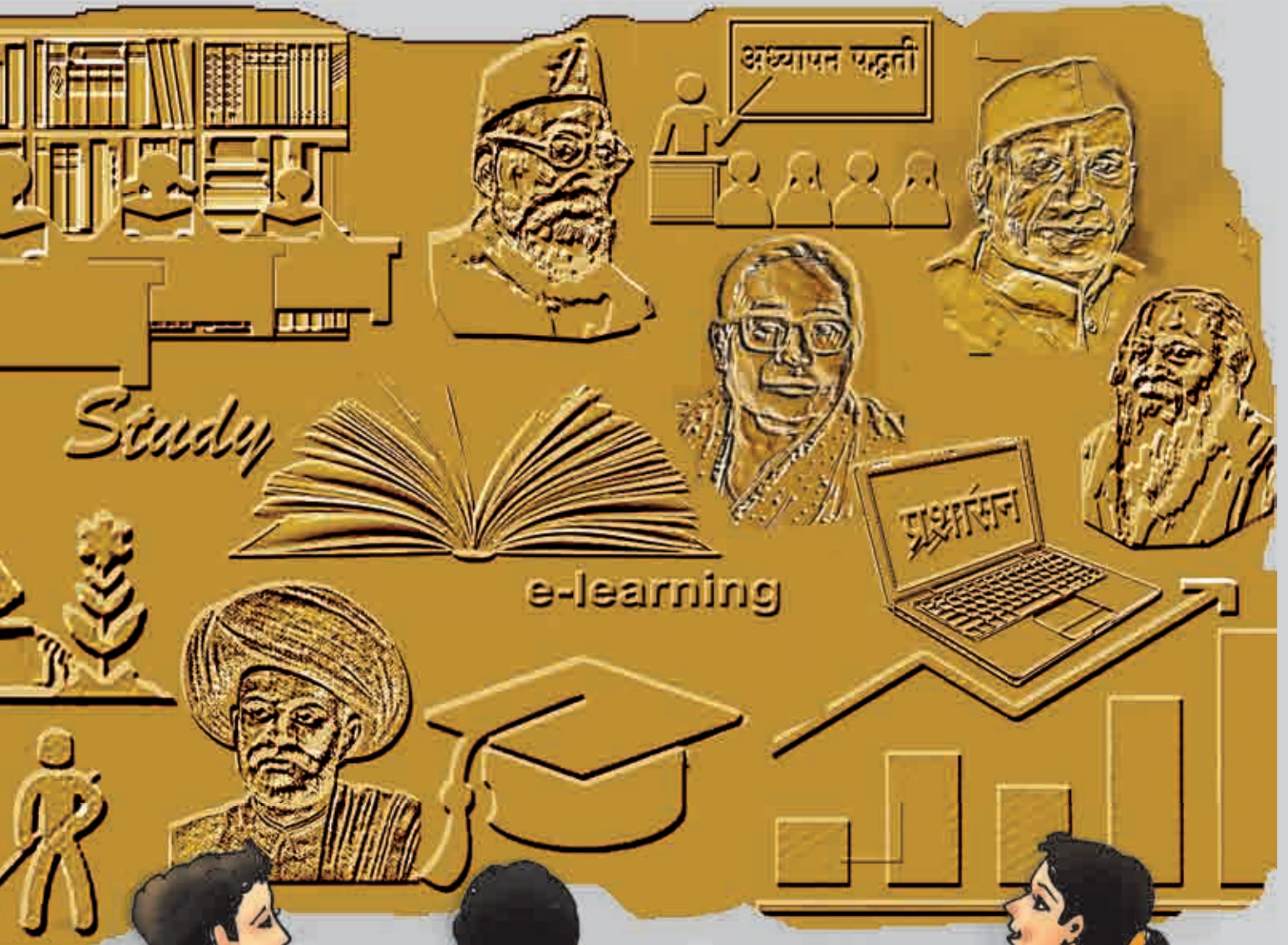# EDUCATION

STANDARD ELEVENTH

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 20.6.2019 and it has been decided to implement it from academic year 2019-20.

EDUCATION

STANDARD ELEVENTH

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Mrs. Sandhya Upasani, Asst. Special Officer Hindi, Textbook Bureau, Pune

Chief Co-ordinator
Smt. Prachi Ravindra Sathe

Cover & Illustration
Shri. Rajendra Girdhari

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DTP Section,
Textbook Bureau, Pune

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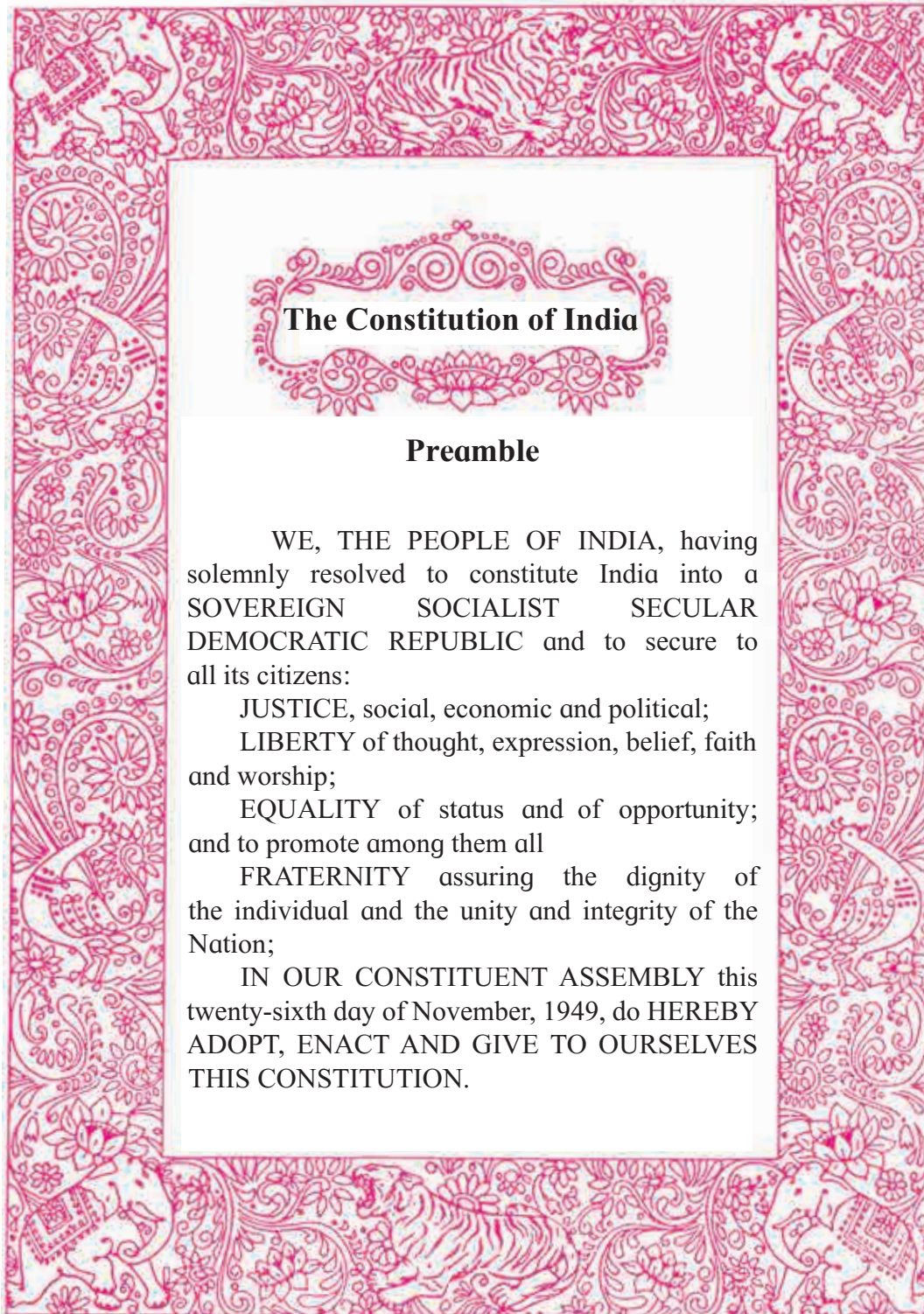Chief Production Officer
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Controller
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The Constitution of India

Preamble

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

JUSTICE, social, economic and political;

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

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

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

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

NATIONAL ANTHEM

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

Panjāba-Sindhu-Gujarāta-Marāthā
    Drāvida-Utkala-Banga

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

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

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

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

PLEDGE

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

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

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

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

Preface

My Dear Friends,

I warmly welcome you to Eleventh Standard. From the Educational academic year (2019-2020), you will experience the newly structured curriculum for the optional subject Education.

Education is the independent subject, in this subject you will be introduced with different branches like Educational Sociology, Educational Psychology, Educational Administration and Educational Research. The subject Education is having its own Philosophy, Psychology. As gradually the study of education progresses you will come to know that every subject is being inculcated in it. It will help to understand the educational process in which you are engaged.

Education is considered as a very advanced, developing and research based educational branch. In human life the educational process and its related learning-teaching-evaluating procedure and research procedure is having extra-ordinary importance.

This is delightfull that you are being introduced to Education subject, through this textbook. Through this textbook you will experience new views from every chapter. From the chapter. You will know the meaning of education stated by the Indian and western thinkers. Our education system has a strong philosophical foundation laid by various thinkers and reformers. You will understand their contribution in various fields of education. Education is a sub-system of a society. Society needs to contribute in the progress of education and education should lead society, progressively. Only social reformers' and thinkers' contribution is insufficient for social progress, so each component of society should contribute. You should understand the interdependence of society and education. You need to have insight of education, hence learning about various aspects of education e.g. teaching, learning, adiministration, management etc. are necessary. Be a part of progressive changes by understanding new trends in education. Know yourself and your sorrounding by understanding educational psychology and study habbits to gain knowledge and sucess.

I hope this textbook of subject Education will give inspiration. From your reading and doing given activities and project acitivities, you should study deeply and thoroughly. The QR code is given on the front page for experiencing the joy of Digital Book.

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

Pune

Date : 20 June 2019

Bharatiya Saur Dinank : 30 Jyeshtha 1941

(Dr. Sunil Magar)
Director
Maharashtra State Bureau of
Textbook Production and
Curriculum Research, Pune

For Teachers..........

- The main purpose to teach education subject is to how make the learners aware, 'Education' process is going on and how all round development does takes place through education. Hence the teacher should keep in mind the above purpose to teach the 'Education' subject.

- Teacher should study the various difinitions of education given by educational thinkers as well as explain through own experiences and also promote the learner to share their experiences.

- At the time of teaching, teacher should explain the importance and contribution of educational thinkers in present situation. While explaining the life sketch, educational thoughts and contribution teacher should discuss the educational, social and political situations at the relevant time. Collect the data about the educational thinker through internet, reference books and film etc.

- The teacher should enhance students to participate in actual social life through discussion method and also explain the contribution of education in social change and its problem solving and to undertstand the co-relation between society and education.

- Teacher should explain with proper examples about adolscence. physical and mental changes, and problems during adolcence. Teacher should also give detail information about educational psyhcology.

- Eleventh and Twelth standards are the foundation of two years of higher education. During these two years students decides the direction of their life. You will be taking intiative in explaning the importance of adiministration and management for the success of education system which plays vitral role in student's life.

- While teaching the pedagogy teacher should use the variety of teaching methods, priciples, theories and maxims. So that student can understand the theory with practice. Besides that students will know various learning aids and will know how to use them.

- Through 'Educational Research' chapter teacher should explain the concept, need and importance of educational research. Teacher shoud explain the subject in easiest way by giving various examples and to promote their research attitude through projects.

- While teaching the new trends in education teacher should give the information about tools of e-learning, mass media, video-conferencing online shopping etc. Teacher should also explain the importance of cyber security by collecting and showing the news from newspapers and television.

- Through the chapter 'Study for Knowledge' teacher should bring to their attention concept of proper study habits and importance of it in sucess.

- Use the pictures, diagrams, tables given in the book to motivate learner's thinking power. Also try to make the learner more active, reflective and reactive.

Competency Statements

Sr. No.	Chapter	Competency Statements
1.	Education	* To be able to tell the meaning of education. * To be able to tell the levels of education. * To be able to explain different types of education.
2.	Educational Thinkers in Maharashtra	* To be able to tell the importance of educational work and educational thought of Mahatma Jyotiba Phule * To be able to tell the importance of educational work and educational thoughts of Maharshi Dhondo Keshav Karve. * To be able to tell the importance of educational contribution and educational thoughts of Karmaveer Bhaurao Patil. * To be able to tell the importance educational contribution and educational thoughts of Dr. Panjabrao Deshmukh. * To be able to tell the importance of educational contribution and educational thoughts of Anutai Wagh
3.	Education and Society	* To be able to tell concept of Educational Sociology. * To be able to tell the importance of contribution of society in education. * To be able to tell the concept of 'learning society'. * To be able to explain the importance of multicultural education.
4.	Educational Psychology	* To be able to tell the concept of Educational Psychology * To be able to tell the objectives of study of Educational Psychology. * To be able to tell the characteristics of different stages of development of a child
5.	Educational Management and dministration	* To be able to tell the concept of Educational Managment. * To be able to tell the basic principles and functions of educational managment. * To be able to explanin the nature of educational administration. * To be able to tell the structure of educational administration at district and taluka levels. * To be able to tell the functions of educational administrative officers at district and taluka levels.

6.	Pedagogy	* To be able to tell the concept of teaching * To be able to tell the changing nature of education from ancient period to modern period. * To be able to tell the principles of teaching * To be able to explain the different maxims of teaching. * To be able to tell the reasons for selection of teaching method. * To be able to tell the characteristics of different teaching methods.
7.	Educational Research	* To be able to tell in brief the concept of educational research. * To be able to tell the characteristics of educational research. * To be able to tell the need and importance of educational research. * To be able to tell the basic concepts in educational research. * To be able to explain the different types of educational research.
8.	New Trends in Education : e-learning	* To be able to explain the concept of e-learning. * To be able to use the online and offline educational tools of e-learning * To be able to explain the concept and steps of e-content development. * To be able to identify the threats in cyber world and to apply solutions for it.
9.	Study for Knowledge	* To be able to tell the reasons of studying. * To be able to tell the different tools of studying. * To be able to select the appropriate method of studying. * To be able to decide proper place for studying * To be able to select appropriate time for studying.

❊ Contents ❊

Chapter 1. Education

Let's Tell

- What characteristics do you find among the students from nursery to 10th Std.?
- Do you behave now in the same way as you used to behave in your childhood ?
- State the major differences of your behaviour.

During our childhood we were very sportive, naughty, stubborn however during our growing age this sportiveness, naughtiness and stubbornness goes on reducing. As per our new experience, we go on changing our actions, our nature and our behaviour. This change in behaviour is called education.

Try to understand from the following chart, what changes are brought about due to education. Apart from the examples given there, add your own experiences in the blank boxes given in the chart.
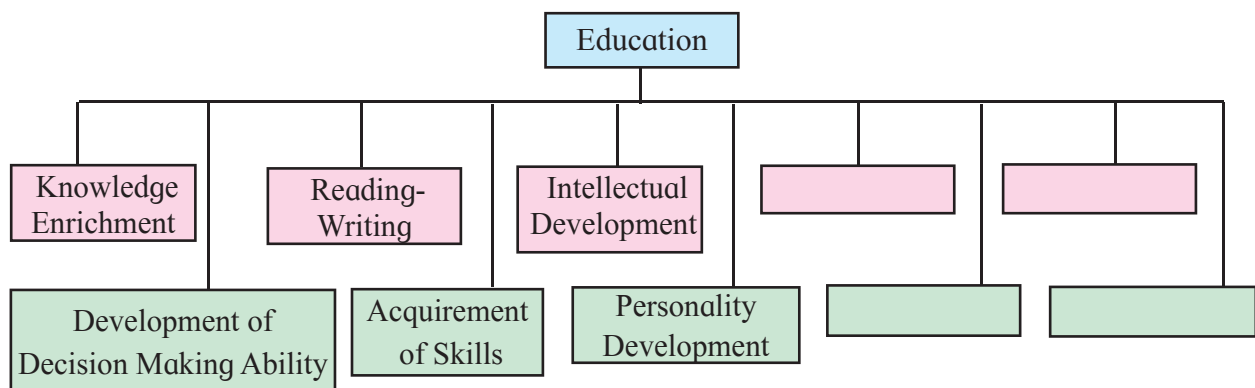
1.1 : Changes occurring due to Education

Do you Know ?

Let's Tell

An English word "Education" has been derived from Latin word "Educare" which means 'to bring up', 'to lead out' or 'to draw out'. Hence education means to Nurture or to help in expressing the hidden qualities or talent. The Marathi word 'Shikshan' is derived from the Sanskrit word 'Shiksh' which means to preach.

1.1 Concept of Education

Education is a comprehensive process. It will be easier for us to understand nature of education, if we consider various definitions of education put forth by Indian and Western educational thinkers.

1.1.1 Indian Educational Thinkers :

* "Education is the manifestation of the perfection already in man".

  - Swami Vivekananda

* "By education I mean an allround drawing out of the best in child and man - body, mind and spirit". **- Mahatma Gandhi**

* "Education means the expression of the self". **- Rabindranath Tagore**

* "Education is the instrument for social, economical and cultural change, it is not only for information, but for knowledge that becomes wisdom. True education is value laden and it searches for truth".

  - Dr. S. Radhakrishnan

1.1.2 Western Educational Thinkers

* "Education is the perfect development of excellence in human body and soul".

  -Plato

* "Education is the development of sound mind in a sound body". **- Aristotle**

* "Education is the development of inner natural activities and powers of a child".

  - Rousseau

* "Education is a process of living life with continous reconstruction of experiences".

  - John Dewey

What similarities do you find in the definitions of education put forth by Western and Indian Educational Thinkers ?

1.2 Levels of Education

Higher Education
(Undergraduate and Post graduate)

↑

Higher Secondary Education
(Std. XI and XII)

↑

Secondary Education
(Std. IX and X)

↑

Upper Primary Education
(Std. VI to VIII)

↑

Lower Primary Education
(Std. I to V)

↑

Pre-Primary Education
(Age 3 to 6 years)
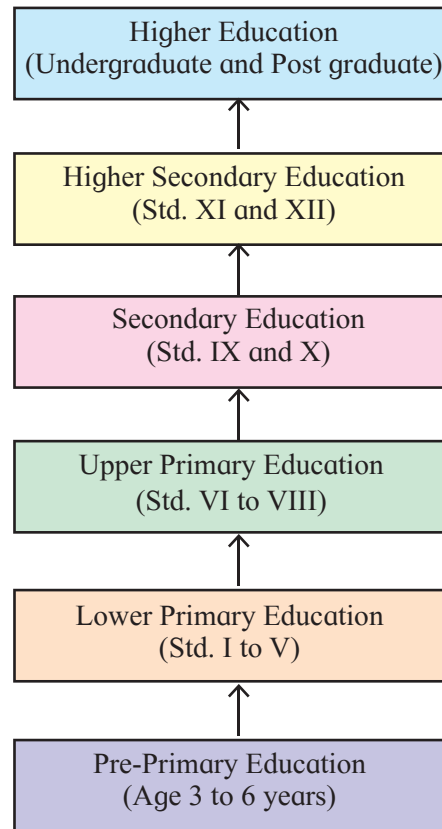
1.2 : Different Levels of Education

1.2.1 Primary Education

Primary Education is considered to be basic or fundamental education. It is divided into two stages. The stages from Std. I to Std. V is known as Lower Primary Education, and the stage from Std. VI to VIII is known as the Upper Primary Education.

According to 'Right to Education Act' (RTE) throughout India, the free, compulsory and universal primary education for children in the age group of 6 to 14 years is mandatory, In order to create interest in education among children, primary education has been structured in child-centred mode. The Government has been implementing various schemes like Mid-day Meals, Free uniforms, free Textbooks, Schorlarships, Reservations etc. for

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economically and socially backward sections so that no child should remain deprived of primary education.

As per 'Right of Children to Free and Compulsory Education Act, 27 August 2009 the government has been entitled the responsibility of providing free, compulsory and universal primary education to all the children in the age group of 6 to 14 years, It also includes the responsibility of providing them admission in schools, to retain their attendance in schools and to get their primary education completed.

Let's Tell

Shubham has completed his free and compulsory education. So, till which level has he completed his education?

- **General Objectives of Education at Primary Level**
- At primary Level, to develop the basic language skills namely listening, speaking, reading and writing both in mother tongue and English.
- At upper primary level, to develop basic language skills in mother tongue to high extent and to reinforce the basic language skills in Hindi and English.
- To develop scientific attitude and basic scientific skills like observations comparison, classification, experimentation, drawing inferences and presentation.
- To develop skills regarding, Information and Communication Technology.
- To introduce Indian Cultural traditions and geographical and cultural diversity.
- To create awareness regarding social rights and responsibilities along with co-operation and tolerance.
- To inculcate the spirit of individual and social responsibility regarding environment protection and conservation.
- To create the awareness regarding Dignity of Labour among students.
- To develop physical health of students and inculcate hygienic habits among them.
- To cultivate the various aesthetic skills among students.

- To create the spirit of entrepreneurship.
- To develop various life skills.
- To create awareness regarding problems like regionalism, superstition, population growth, pollution, terrorism, corruption etc.

1.2.2 Secondary and Higher Secondary Education

The education provided at Std. IX and X is recognized as secondary education, whereas education provided at Std. XI and XII is known as Higher Secondary Education. The Higher Secondary Education is also referred as Junior College Education.

As per Indian Constitution, Education comes in the concurrent list, which means it comes under both State and Union Government List. Hence Education becomes the responsibility of both State and Union Government. Therefore, the national level general curriculum framework is prepared by NCERT i.e. National Council of Educational Research and Training, New Delhi. After that the MSCERT i.e. Maharashtra State Council of Educational Research and Training develops the appropriate school education curriculum based on the National Curriculum Framework.

In state of Maharashtra, the state level institute Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune ('Balbharati') (Located at Pune) looks after the responsibility of writing, editing, printing and distributing the textbooks from Std. I to Std. XII, and the responsibility of conducting the examinations for Std. X and Std. XII is shouldered by Maharashtra State Board of Secondary and Higher Secondary Education. This board has nine regional boards throughout Maharashtra.

Internet My Friend

Find out the list of regional boards of Maharashtra State Board of Secondary and Higher Secondary Education through internet.

Do You Know ?

According to recommendations made by Dr. Mudliyar Secondary Education Commission (1952-53) and Dr. Kothari Indian Education Commission (1964-66) in

3

Maharashtra, the reconstruction of Secondary Education was implemented from June 1972. After that from 1975 the new pattern known as 10+2+3 was accepted in the whole state. According to this pattern the first ten years denoted secondary education, followed by next two years of higher secondary education and the next 3 years are for undergraduate education.

- **General Objectives of Education at Secondary and Higher Secondary Level**
- To develop the competencies of observation, finding similarities, verifying finding through inferences and stating theory etc.
- To develop skills regarding information and communication Technology.
- To develop essential life skills to get self employment.
- To activate them for environment protection and conservation.
- To inculcate the values of freedom, equality, justice, brotherhood and respect for diversity among the students.
- To develop the competencies among students of moral and psychological strengths, ability to think independently, and an ability to face the forces harmful to social values.
- To develop the competencies to grasp the present in the light of past and vision for future.

- To introduce the social and economic challenges of the nation.
- To introduce the strength of Indian Culture.
- To create the awareness regarding Globalization, Localization, Privatization, and Modernization and their mutual inter dependence.
- To create awareness about protection of public property and cultural heritage.
- To create the awareness of empowerment of women and weaker sections of society.
- To inculcate the values of unity in diversity, secularism, social harmony and equality.
- To create the awareness about developing and consuming natural resources collectively and wisely.

Discuss

Discuss the salient features of the general objectives of primary education and secondary and higher secondary education.

1.3 Types of Education

According to imparting and receiving education, there are three types of education. They are known as formal education, non-formal education and informal education.

1.3 : Types of Education
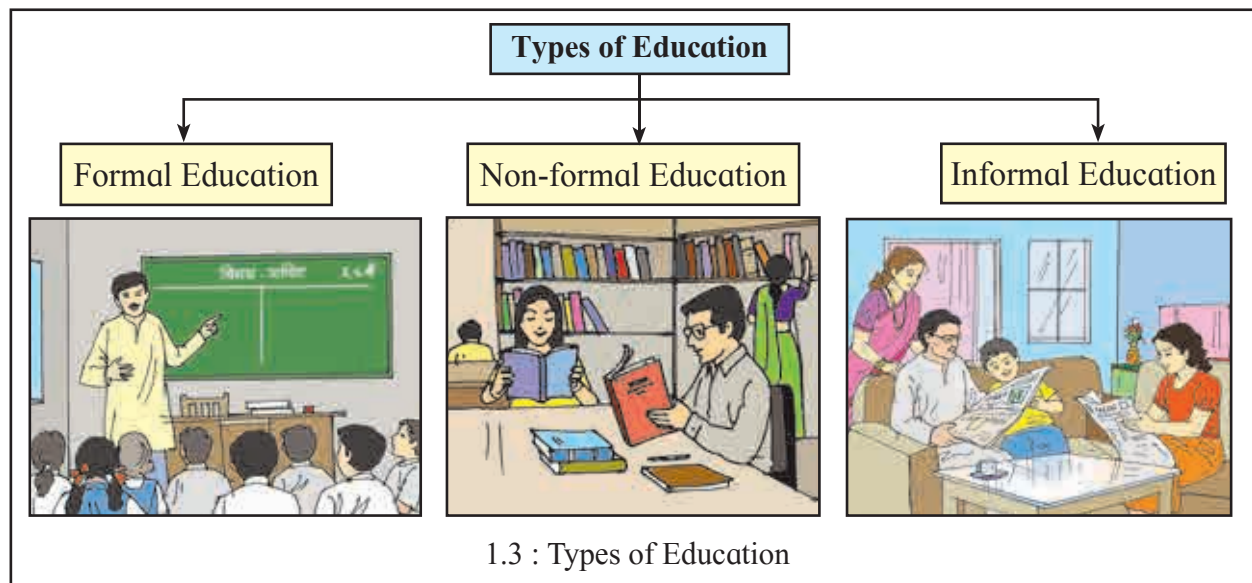
1.3.1 Formal Education

Formal education is provided through educational institutes like school, college or university. The aims of formal education are pre-planned. The institutes of formal education are created out of the need and necessity of individual and society.

Formal Education can be called as education which is imparted in a preplanned and systematic way by a particular system which is goal directed. Formal education is well planned and systematically structured education.

A student has to be enrolled in an educational institution. He/She has to select the course of his/her choice. He/She has to follow certain rules and discipline. He/She has to keep himself aware about the purpose of his/her education, and has to attend the classes to receive the learning experiences.

1.3.1.1 Salient Features of Formal Education

- Formal education is imparted through schools, colleges, universities and vocational educational institutes.

- Formal education is scientific, systematic, and pre-planned.

- Curriculum time table, teaching methods, students, teachers management etc. are having the importance in formal education.

- Teaching and learning are intentional processes.

- The things like 'examinations', 'pass', 'fail', 'degrees' are quite important.

- Rules and discipline have importance.

- This education has more importance in practical life.

1.3.1.2 Importance of Formal Education

- The educational requirements of society are fulfilled by formal education.

- Formal education enables the learner to think scientifically, and to look at the life logically.

- As this education is imparted in formal institutions like schools, colleges, universities; any problems of the students are solved immediately in the institutions only.

- In formal education, the students and teachers work together hence according to the learning experience of student, teaching strategy can be changed, so the goal of education can be fulfilled.

- In formal education, a student gets a definite period of time to achieve excellence in a particular subject. Then his achievement is evaluated in an examination process. After achieving excellence student is awarded with a degree or certificate. This enhances his confidence.

- Formal education system enables us to identify the talents from students as expert, administrators, engineers, teachers, doctors or creative artists.

Collect information and discuss

- Collect the information through internet regarding ancient Indian educational system practised in Gurukuls.

- Discuss in your group the educational interaction between mentor and disciple in Gurukul educational system.

1.3.1.3 Components of Formal Education

Following are the components of formal education.

Components of Formal Education

Students	Schools	Books	Curriculum	Examination
Teachers	Teaching Methods	Notes, homework study	Time-Table	
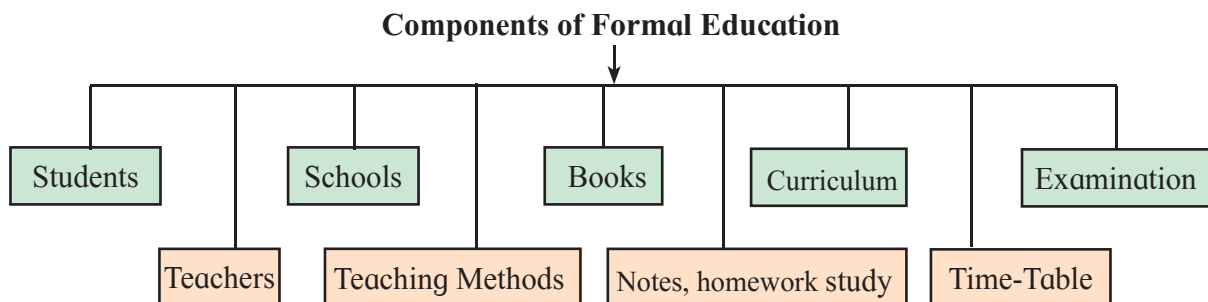
1.4 : Components of Formal Education

1.3.2 Non-formal Education
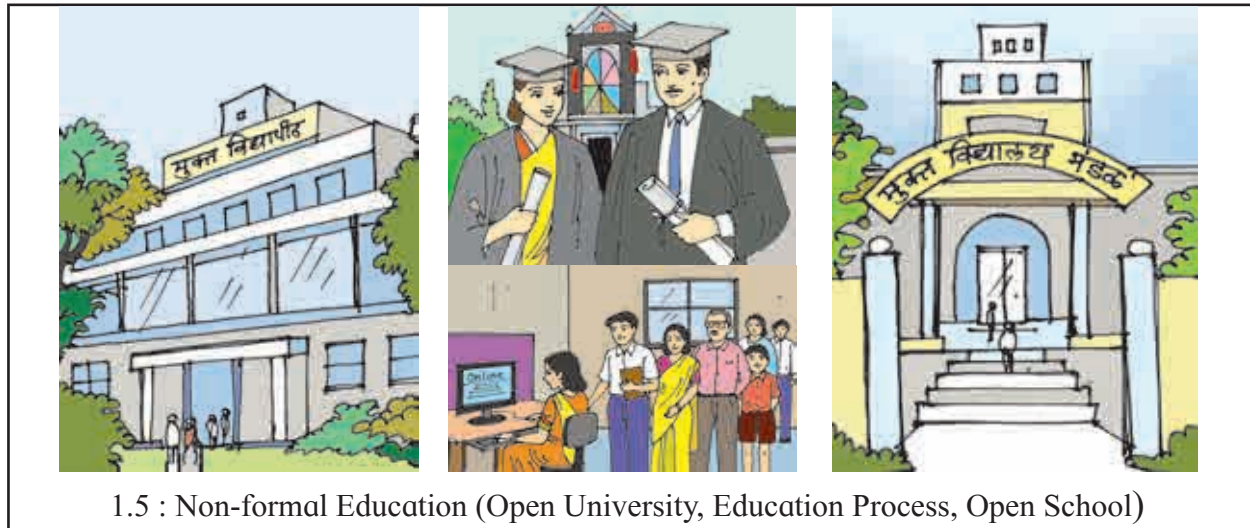
1.5 : Non-formal Education (Open University, Education Process, Open School)

Non-formal Education is complementary to formal education. In this mode of education one can learn in his free and convenient leisure time. In non-formal system of education one need not follow the restrictions as in case of formal education, like attending the school regularly, following the fixed timetable and completing the syllabus in given duration and so on. Hence one can achieve education even while doing the job or profession or household work.

1.3.2.1 Salient Features of Non-Formal Education

- In case of Non-formal education, the teacher and student are many times apart from each other or they are at a distance for most of the times.
- Non-formal education is imparted through either open education institutes or mass media.
- Non-formal education enables one to develop knowledge and skills.
- Non-formal education is the bridge between formal education and informal education.
- In, non-formal education, examination and certificates and degrees, has an important place.

1.3.2.2 Importance of Non-formal Education

- Non-formal education is a great boon to those persons who were unable to get education through formal mode of education due to lack of time.
- Non-formal education enables one to utilize the leisure time.
- The certificates or degrees received through Non-formal education are also useful in obtaining jobs or getting promotions in jobs.
- Non-formal education provides us opportunity for nurturing our hobbies.

Let's Tell

Kalpana has completed her primary education. She is not able to continue her secondary education in a school. Now from which institute can she complete her remaining education?

1.3.2.3 Components of Non-Formal Education :

The components of non-formal education are as following :

Components of Non-formal Education

Board of Open Schooling	Open Universities	Library	Computer	Mass Communication Media	Teachers	Students
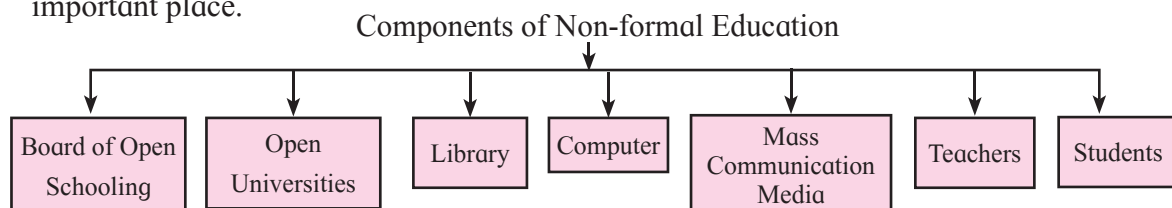
1.6 : Components of Non formal Education

1.3.3 Informal Education

Education is a continuous process, Every moment we get the new experiences. Through these experiences change in behaviour takes place. This is called as informal education.

In our life, we don't get all education through school and college. We get many experiences from our family, friends, society etc. i.e., like to dress up our shirt, to draw rangoli, to use right hand for eating, to greet others etc. This list will be endless. These skills we have learnt from our family, friends, peers without going to school; therefore this type of education is called as informal education.

1.3.3.1 Salient Features of Informal Education

- It is not stereotyped.
- There is no preplanning in it.
- There is no specific purpose.
- It is spontaneous education without any formality.
- Both teachers and learners are not involved in any purposeful activity.

1.3.3.2 Importance of Informal Education

- Informal education is very important for getting life skills and value education.
- As there is no restriction of any kind, it becomes joyful education.

- Informal education is free from timetable, curriculum or examination, hence students can take education openly.
- In case of informal education there is no restriction regarding time duration or language, since it is received through our surrounding environment. This education can be obtained through various sources. This enables one to learn in a comparative way and it also leads to quality education.
- Informal education happens spontaneously. Hence it becomes pleasurable and is retained in long term memory.
- No formal procedure in education,
- No specific subjects for learning.
- No time-table.
- No curriculum.
- No examinations.
- Learning is done through various events of daily life.
- Informal education is spontaneous, natural and self-motivated.

Let's Tell

Narrate what kind of experiences and skills did you get from informal education.

1.3.3.3 Components of Informal Education

Following are the components of Informal Education :

Components of Informal Education

Family Environment Friends Discussions Picnics Internet Cultural Programmes Camps Periodicals TV Communities

1.7 : Components of Informal Education

❖ ❖ ❖

✯✯✯✯✯✯✯✯✯✯✯✯✯✯ | Exercise | ✯✯✯✯✯✯✯✯✯✯✯✯✯✯✯

Q. 1. (A)   Rewrite the sentences by using proper alternatives given in the brackets.

(1) According to its Latin word, Education means.................

(a) To pick up   (b) To understand

(c) To bring up   (d) To learn

(2) Which of the following alternatives does not include in the concept of education?

(a) Development of physical, mental and intellectual abilities.

(b) Knowledge enrichment, change in behaviour, acquiring skills.

(c) To make individual selfish, superstitious and fatalist.

(d) To make individual self dependant and self less.

(3) Formal education includes..........

(a) To take education from school, college, universities.

(b) To take education through curriculum, timetable, teaching-learning, examination, degree etc.

(c) alternative 'a' and 'b'

(d) To take education through various experinces of day-to-day life.

(B) Match the following from Columns A, B, and C

A Type of Education	B Salient Features of Types of Education	C Examples of Types of Education
1. Formal Education	Received through open schools open universities.	Shubham can dress up his shirt properly.
2. Non-formal Education	Self motivated education without any intentional efforts	Shubham goes to school regularly, appears for examination and receives degree.
3. Informal Education	Education given according to fixed time table	Shubham gets degree from open school/open university.

Q. 2. Answers in one or two words

(1) Levels of Primary Education

1. ....

2. ....

(2) Types of Education

1. ....

2. ....

3. ....

(3) Objectives of Non formal Education

1. ....

2. ....

3. ....

8

Q. 3 Complete the activity.

(1) State the components of formal education.
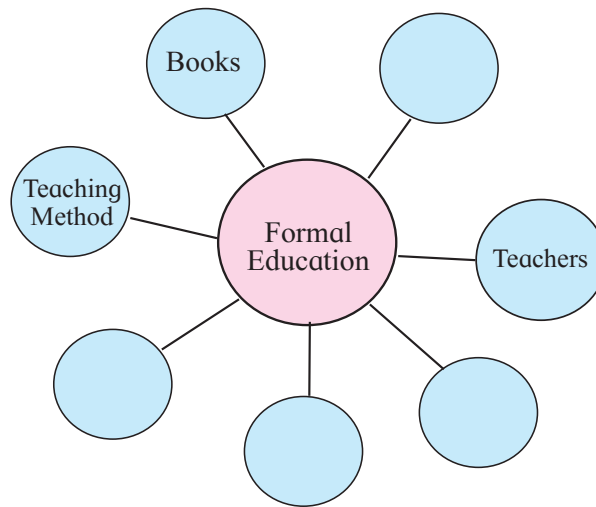
(2) Complete the following flow chart to state the different Levels of Education
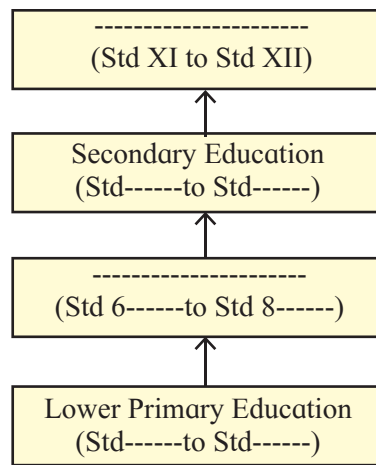
Q. 4 Answer the following questions.

(1) Which schemes are implemented by the government in order to create an interest in primary education?

(2) What is the importance of formal Education?

(3) State the salient features of informal education.

Q. 5 State your opinion.

(1) Non-formal Education is complementary to formal education.

(2) Which values are reflected through the definitions of education proposed by the Indian educational thinkers?

(3) What might be the reasons of changing objectives of education from primary to secondary and then to higher secondary levels?

Q. 6 Complete the following activities.

(1) Observe the behaviour of the children in a nursery school and write a brief report.

(2) Make a list of activities implemented for child centric education through formal education.

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Chapter 2. Educational Thinkers in Maharashtra

Introduction

Education is an effective means of social change. The role of education is to streamline the cultural and social views of society. Educational thinkers spread educational thoughts through their conduct and ideas of education to common people. In the present unit we shall introduce you to some educational thoughts of the dignified educational thinkers in Maharashtra.

Every one gets inspiration from the educational contribution and from the thoughts of the educational thinkers and get a proper direction for educational work. These thinkers have the valuable ideas from their own uninterrupted hard work, continuous thinking, actual experiments and from profound experiences, which always guide us.

In this unit introduction of educational thoughts of following educational thinkers are given, like Mahatma Jotirao Phule who first laid the foundation of women's education in Maharashtra, Maharshi Dhondo Keshav Karve who dedicated whole life for redemption of women and women education, Karmaveer Bhaurao Patil who established many schools, colleges and hostel facilities for students in Maharashtra, Dr. Panjabrao Deshmukh who established 100 educational centers in Amravati district for providing free and compulsory education and Anutai Wagh who started the education of children through various play-way methods for Tribal people in Kosbad.

2.1 Mahatma Jotirao Phule

Let's Tell

*Vidya vina Mati geli \ Mativina Niti geli *
*Nitivina Gati Geli \ Gativina Vitta Gele *
*Vittavina Shudra Khachale *
*Etake Anartha Eka Avidyene Kele *

The meaning of above mentioned quotation is as follows
"Lack of education, Leads to lack of wisdom.
Lack of wisdom, Leads to lack of morals.
Lack of morals, Leads to lack of progress.
Which leads to oppression of down trodden.

These disasters only increase because of illiteracy.

From the above views of Mahatma Phule, state the bad effects of Illiteracy.

Mahatma Jotirao Phule

2.1.1 A Brief Life Sketch of Mahatma Jotirao Phule

Full Name	Jotirao Govindrao Phule
Date of Birth	11 April, 1827
Place of Birth	Katgun, Taluka - Khatav, District - Satara.
Mother's Name	Chimnabai
Wife's Name	Savitribai
Primary Education	1834 - 1838 Marathi education in school of Pantoji
Secondary Education	1842 - 1847 Scottish Mission High school, Pune
Awards	11 May, 1888, people honoured him with title of "Mahatma".
Death	28 November 1890

2.1 : Brief life Sketch of Mahatma Phule

Remember It

Mahatma Jotirao Phule laid the foundation for women's education in Maharashtra. Along with women's education he worked for the education of the backward classes. In 1873, Mahatma Jotirao Phule, established the 'Satyashodhak Samaj' (Society of Seekers of Truth) to attain equal rights for men and women and spread of education. In 1882 in front of the Hunter Commission, Mahatma Phule proposed that compulsory and free education for all Indians from rich and poor, should be provided by the government. A similar application was submitted to the Duke of Cannaught, the representative of Queen Victoria in 1888.

2.1.2 Mahatma Jotirao Phule : Educational Contribution

Sr. No.	Year	Educational Institutes	Place
1	1848	First School for girls	Pune
2	1851	Second School for girls	Pune
3	1851	Third School for girls	Pune
4	1852	School for Untouchable Boys	Pune
5	1852	Established Poona Library	Pune
6	1853	Institute for Common and Socially Backward People	Pune
7	1854	Worked as a Part time teacher at Scottish Mission High School	Pune
8	1855	Night School for Adults	Pune
9	1873	Established Satyashodhak Samaj	Pune

2.2 : Educational Contribution of Mahatma Phule

2.1.3 Mahatma Jotirao Phule : Educational Thoughts.

- Education is the support of life.
- Primary education should be compulsory and free for all.
- Follow up for Women's education is needed.
- Focus on vocational and technical education.

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- Scholarship and hostel facilities should be provided for education of students.
- For quality education recruit of trained teachers.
- Instead of clerical education, provide entrepreneurship and livelihood Education.
- Education enables to identify the difference between good and bad.
- Education is important for social reform.

Do You Know ?

- **Literary work of Mahatma Jotirao Phule**

Articles - *Gulamgiri, Shetkaryacha Asud, Ishara, Sarvajanik Satya Dharma, Brahmananche Kasab*
Daily - *Dinbandhu*
Powada - *Chhatrapati Shivaji Raje Bhosale*
(Ballad) *Powada.*
Drama - *(Trityiya Ratna)*
Magazine - *Satsar*

Internet my friend

Collect information about the educational work done by Mahatma Phule and Savitribai Phule from internet and prepare a poster and display it.

2.2 Maharshi Dhondo Keshav Karve

Let's Tell

- Name some of the thinkers who have spent their whole life for the resurgence of women.
- Who is the founder of the First independent women university in Maharashtra state?

Maharshi Dhondo Keshav Karve

2.2.1 A brief Life Sketch of Maharshi Dhondo Keshav Karve

Name	Dhondo Keshav Karve
Date of Birth	18 April, 1858
Place of Birth	Shervali, Taluka Murud, Dist. Ratnagiri, Maharashtra
Mother's Name	Laxmibai
Wife's Name	Radhabai and Anandibai
Primary Education	Murud, Taluka Dapoli, Dist. Ratnagiri
Secondary Education	1881 Matriculation Exam Robert Money High school, Mumbai
Graduation	1884, B.A. Wilson College Mumbai
Jobs	1884 Elphinstone College, Mumbai, 15 Nov. 1891-1914, Deccan Education Society's Fergusson College, Pune as Maths teacher
Honours	Banaras Hindu University-1942 (D.Lit) Pune University Pune - 1951, (D.Lit) Women's University Mumbai-1954, (D.Lit) Mumbai University-1957, (L.L.D)
Awards	1955-Padmabhushan by Govt. of India, 1958- Bharat Ratna by Govt. of India.
Death	9th Nov. 1962

2.3 : Brief Life Sketch of Maharshi Dhondo Keshav Karve

Remember It

Considering "Women Education" as worship of God; Maharshi Dhondo Keshav Karve devoted his life for women education. Maharshi Dhondo Keshav Karve, worked for education for minor girls, orphan girls and

adult women. Maharshi Karve, established orphanages Women's University and many educational institutions. Maharshi Karve used to consider the women's education as service to nation. Maharshi Karve believed that education should be given in mother tongue. At the same time, he highlighted the importance of English language. Along with theoretical knowledge, the curriculum should imbibe education through various games, dance, music, painting, construction, work experience, etc. He brought social reform by establishing Women's University.

2.2.2. Maharshi Dhondo Keshav Karve - Educational Contribution

Sr. No.	Year	Educational Institutes
1	1896	Orphange for Girls
2	1907	Established Women's School at Hingne
3	1916	Established First Women's University in India.
4	1918	Established Kanya Shala at Pune
5	1945	Established Bal Adhyapan Mandir, Shishu Vihar.
6	1956	Established of Maharashtra Gram Shikshan Mandal
7	1960	Bal Manohar Mandir at Satara

2.4 : Educational Institutes established by Maharshi Dhondo Keshav Karve

Peep in History

From the related reading of Japanese Women's University and visiting that University, Maharshi Karve presented the concept of Women's University. With the financial assistance from Vitthaldas Thackersey, Women's University was named as S.N.D.T. (Shreemati Nathibai Damodar Thackersey) which is located in Mumbai, as well as in Pune.

Shrimati Nathibai Damodar Thackersey was mother of Shri Vitthaldas Thackersey. He donated 15 lakh rupees to this university in memory of his mother.

2.2.3 Maharshi Dhondo Keshav Karve : Educational Thoughts

- The means of improvement of society is education.
- Establishment of educational institutions is a sacred task.
- Medium of education should be mother tongue.
- Women's education is considered as worship of god.
- There should be diversity in the curriculum that means various subjects should be available as options.
- Education is important for self reliance.
- Educating society is serving for Nation.
- Subjects like science and technology should be taught in English.

To eradicate evil practices like Child Marriage, Domestic Violence, Obstructive customs, women education is the only option.

2.3 Karmveer Bhaurao Patil

Let's Tell

Who started the scheme of 'Earn and Learn' in Maharashtra?
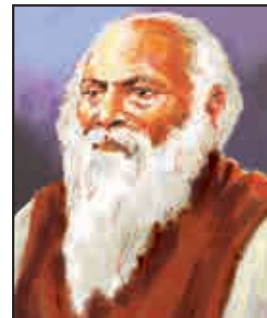
Karmaveer Bhaurao Patil

2.3.1 A Brief Life Sketch of Karmveer Bhaurao Patil

Full Name	Bhaurao Paygonda Patil
Date of Birth	22 September, 1887
Place of Birth	Kumbhoj, Dist. - Kolhapur
Mother's Name	Gangabai
Wife's Name	Laxmibai
Primary Education	Vita, District Sangli
Secondary Education	Rajaram High School, Jain Boarding, Kolhapur
Death	9th May 1959

2.5 : A Brief Life Sketch of Karmveer Bhaurao Patil

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Remember It

Being inspired by Chhatrapati Rajarshi Shahu Maharaj and Mahatma Jotirao Phule, Karmaveer Bhaurao Patil established Rayat Shikshan Sanstha at Satara. Education reached every corner of Maharashtra, with the whole hearted efforts of Karmaveer Bhaurao Patil. Karmveer Bhaurao Patil had decided the picture of 'Banyan Tree' as a logo of the organization. To make education available from primary education to college education, the educational institutions were introduced with various faculties like Arts, Commerce, Science, Education, Law, Engineering. Bhaurao Patil in the real sense was a great reformer. That is why he gave opportunity to hardworking and intellectual people in his organization. The advantage of this was many doctors, lawyers, professors, teachers, social workers, graduates in modern agriculture became qualified from rural areas.

Internet my Friend

List the work of Rayat Shikshan Sanstha spread in various districts in Maharashtra with the help of internet.

2.3.2 Karmveer Bhaurao Patil Educational Contribution

Sr. No.	Year	Educational Insitutes
1	1909	Dudhgaon Vidyarthi Ashram (First Institute of Rayat Shikshan Sansatha)
2	1910	Dudhgaon Shikshan Prasarak Mandal
3	1919	A resolution was passed in Satya Shodhak Samaj to establish educational institute for educating the Bahujan Samaj.
4	1919	Established Rayat Shikshan Sanstha Dist. Sangli.
5	1921	Established Hostel at Nerale, Taluka Walwa
6	1924	Hostel at Satara for students of all castes and religions
7	1927	Change the name of Satara Hostel to Chhatrapati Boarding House
8	1932	Established Union Boarding House in Pune
9	1935	Registration of Rayat Shikshan Sanstha
10	1935	Established 'Silver Jubilee Rural Training College' which is now well known as 'Mahatma Phule Adhyapak Vidyalaya'
11	1936	Started a Marathi school in the name of R.B. Kale the second president of Rayat Shishan Sanstha
12	1938	Established a Voluntary Primary School at Yavateshwar for students living in moutainous area.
13	1942	Established Hostel for women and Jijamata Adhyapak Vidyalaya
14	1947	Established Chattrapati Shivaji College with free accomodation facility
15	1954	Established Sadguru Gadge Maharaj college in Karad.
16	1955	Established Azad college of Education in Satara

2.6 : Educational Institutes established by Karmaveer Bhaurao Patil

Internet my Friend

Collect more information about educational contribution of Karmaveer Bhaurao Patil through internet.

Do You Know ?

Karmaveer Bhaurao Patil established hostel at Nerale, Walva Taluka in 1929. In this hostel students belonging to all castes and religions lived together along with untouchables. To avoid the burden of expense of food on a single person, an innovative scheme was introduced called as Mushtifund. (A woman grinding grains using stone grinder, would keep a handful of grains in a bag which would be collected by students and teacher of the hostel under the Mushtifund. This is also called a Zoli Yojana).

2.3.3 Karmaveer Bhaurao Patil: Educational Thoughts

- Education through self dependence.
- Self-respect through education and prestige through self-respect.
- Education for the upliftment of society.
- Education is the tool of character building.
- Education for multiple objectives
- Teacher should be leader and gramsevak of the village.
- Need of hostel for educating everyone together.
- Concept of education for various streams and disciplines.

Let's Understand

Karmaveer Bhaurao Patil believed that students should work hard on their potentials and should acquire education. Therefore he decided 'Self-reliant Education is our motto' as a slogan for Rayat Shikshan Sanstha.

Internet my Friend

Using internet, collect and present the information of Rayat Shikshan Sanstha.

2.4 Dr. Panjabrao Deshmukh

Let's Tell

- Who was the first Indian Minister of Agriculture?
- Who is the founder of Shree Shivaji Shikshan Sanstha in Vidarbha?

Dr. Panjabrao Deshmukh

2.4.1 A Brief Life sketch of Dr. Panjabrao Deshmukh

Full Name	Dr. Panjabrao (Bhausaheb) Shamrao Bapu Deshmukh
Date of Birth	27 December, 1898
Place of Birth	Papal, Dist - Amravati
Mother's Name	Radhabai
Wife's Name	Vimalabai
Primary Education	Papal, Dist - Amravati
Secondary Education	Amravati
Graduation	Fergusson College Pune, Oxford University England
Death	10th April 1965

2.7 : Brief Life Sketch of Dr. Panjabrao Deshmukh

2.4.2 Dr. Panjabrao Deshmukh : Educational Contribution

Sr. No.	Year	Educational Insitutes
1	1926	Shivaji Vyayam Prasarak Mandal, Amravati
2	1926	Shradhanand Chatralaya, Amravati
3	1932	Shri Shivaji Shikshan Sanstha, Amravati
4	1950	Shri Shivaji Lok Vidyapeeth, Pune

2.8 : Educational Contribution of Dr. Punjabrao Deshmukh

- In 1932, Shree Shivaji Shikshan Sanstha was established.
- By increasing the revenue of district council, he opened 100 free and compulsory education centres in Amravati.
- Establishment of hostel within the school in Shri Shivaji Shikshan Sanstha for providing education in Amravati.

- He opened many colleges in Vidarbha for Bahujan Samaj students from the education.
- To eradicate, ignorance, backwardness, poverty, unhealthy and socio-economic inequality in rural areas, Shree Shivaji Shikshan Sanstha, Gandhi Gram Udyog Mandir, Kasturba Medical And Welfare Center were established
- Founded Rural Institute to revolutionize education
- Curriculum beneficial to women was framed by Shree Shivaji Shikshan Sanstha.
- At Amravati, started C.P.Ed. course for Physical Education and started the Physical Education College.
- Established Shri Shivaji Lok Vidyapeeth in the 1950.
- After becoming the Agriculture Minister of India in 1952, he established "Bharat Krishak Samaj" for use of Modern Technology in agriculture.
- He initiated many activities like adult education, gram organizer class, one to two years agricultural courses, Gandhi Gram Udyog Mandir etc.
- Through the medium of 'Rural Institute'; independent technical institutes established in 1956, Junior College of Science and Vocation, Agricultural Science Diploma, Animal Husbandry and Dairy, Panchayat Raj Centre, Gramsevak Training Centre, several centres like Anganwadi Sevika Kendra were started.

Remember It

Just as water is for agriculture and education is for Society" was the Mantra of progressive educational thinker Dr. Panjabrao Deshmukh. By increasing the revenue of

district council, he opened 100 free and compulsory education centres in Amravati. Because of this noble activity of compulsory, free and universal education, Amravati district has won the second highest rank in India.

He founded the hostel adjacent to the secondary schools of Shri Shivaji Institute of Shikshan Sanstha with the thought that students could get the facility of hostel. Many colleges were started in Amravati for higher education for boys and girls from rural area in Vidarbha.

2.4.3. Dr. Panjabrao Deshmukh : Educational Thoughts

- Hostel facilities should be made available for students taking secondary education.
- University education should focus on creating nationalist who would serve the society or the country instead of merely creating bookish scholars
- Traditional and out dated education system should be replaced by socially-oriented education.
- Education is useful for eradicating, backwardness, poverty, illiteracy and socio-economic inequality in rural areas.
- Everyone should take care of physical health.
- Agriculture must be supported by modern technology. Agriculture education should reach the farmers through exhibitions, seminars and conferences.

Let's understand

Dr. Panjabrao Deshmukh devoted his life for the bringing the under-developed society more and more into the main stream of education. For the upliftment of the under developed society, he established many schools and colleges and the Rural Institutes.

2.5 Anutai Wagh

Anutai Wagh

2.5.1 A Brief Life Sketch of Anutai Wagh

Full Name	Anutai Balkrishna Wagh
Date of Birth	17th March, 1910
Place of Birth	Morgaon, District Pune
Mother's Name	Yamunabai
Husband's Name	Shankar Vaman Jategaonkar
Education	1929 passed teachers training exam with first grade. Passed matriculation exam in 1937 in night school. 1961 passed B.A. exam from SNDT Women's University, Mumbai with first grade.
Honours	• 1972 Ideal teacher award from Maharashtra Government • 1975- Dalit Mitra award from Maharashtra Government. • 1985- Padmashree by Government of India
Death	27th September, 1992

2.9 : Brief Life Sketch of Anutai Wagh

Under the able guidance of Tarabai Modak, Anutai Wagh brought revolutionary change in the history of child education through experimention in education. Anutai gave education to the adivasi children in Kosbad, Tal. Dahanu, District. Palghar in Tribal Area through play way method (games). During the period between 1949 to 1956 Anutai started in all 15 Aanganwadis. She provided employment to adivasi people through vocational education. Under the guidance of Dr. Chitra Naik, she started various training programmes for Gramsevika, Balsevika and Anganwadi. The educational work of respected Tarabai Modak was faithfully continued by Anutai Wagh.

2.5.2 Anutai Wagh :
Educational Contribution

Sr. No.	Educational work of Anutai Wagh
1.	Worked at Gram Bal Shiksha Kendra, at Bordi Taluka-Dahanu, Dist-Palghar (1933-44)
2.	Worked as director and lecturer at Nutan Bal Shiksha Kendra, Kosbad Taluka-Dahanu, Dist-Palghar (1945-73)
3.	Worked as member of National Council for Educational Research and Training (1976-79)
4.	Worked a President of all India Pre-primary Educational Institute (1976-79)
5.	Editor-Teacher-Parents orientation magezine 'Shikshan Patrika' and 'Savitri' for women empowerment.
6.	Conducted Balanced diet training courses with UNICEF aid.
7.	Participation- All India pre school education conferences.

2.10 : Anutai Wagh : Educational Contribution

2.5.3 Educational Thoughts of Anutai Wagh

• Considering the restless nature of child, he should be dealt with tactfully,
• Education should be given through games and playway method.

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- Generating employment through work experience education.

- Education through rhymes and stories.

- Pre-primary education should be managed through experimentation.

- For enjoyable education, childrens toys should be used.

- Use of materials available in the surrounding should be used as educational material to provide effective education.

Anutai Wagh worked for child education selflessly throughout her life. She introduced the concept of Balwadi as an option for Montessory school. She managed Adivasi Education by living directly with them. She arranged many tranining programs for teachers of Kindergarten (Aanganwadi and Balwadi).

She started 10 creches, 11 Balwadis, 4 Pre-primary schools, 30 adult education institutions, nights schools, teacher's training schools, meadow schools (kuran shala), schools for deaf and dumb, *Stree Shakti Jagruti Sanstha* in Bordi, Kosbad and Thane. At that time Bordi, Kosbad became the laboratory of Adiwasi Education. She dedicated her whole life for the welfare of Adiwasis.

- **Literary work of Anutai Wagh-**

Anutai Wagh wrote about her educational concept, methods and experiments in books. She wrote following books-

- *Balwadi Kashi Chalwavi*
- *Kuran Shala*
- *Vikasachya Margawar (Series)*
- *Sakas Aahar Geete*
- *Sahaj Shikshan*
- *Balwaditil Goshti (Nursery Stories)*
- *Badbad Gite (Nursery Rhymes)*
- *Kruti gite (Activity Songs)*
- *Prabodhika etc.*

Let's understand

We have to understand the restless nature of small children, so that we can mould them. Anutai conducted many experiments in the field of education. Anutai has set an ideal example for teaching using tribal settlements for education by actually living with them.

Internet my Friend

With the help of internet present the life sketch of Anutai Wagh.

Make a presentation by collecting information about Tarabai Modak and Gijubhai Badheka.

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✶✶✶✶✶✶✶✶✶✶✶✶✶✶ **Exercise** ✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶

Q. 1 (A) Select the appropriate answer from the options given below and rewrite the sentence.

(1) Choose the work which is not done by Mahatma Phule from the following ....
    (a) Presented the thoughts in front of William Hunter Education Commission.
    (b) Established Satyashodhak Samaj.
    (c) Wrote ' Kavya Phule anthology'.
    (d) Taught in Scottish Mission School.

(2) Choose the educational thought of Anutai Wagh out of the following options ....
    (a) Teach children as per their interest.
    (b) Adopt society oriented teaching methodology.
    (c) Education through Self reliance.
    (d) Alternatives 'b' and 'a'

(3) Identify the wrong pair from the following options.
    (a) Mahatma Phule - the first school for girls
    (b) Maharshi Dhondo Keshav Karve - Professor of Mathematics at Fergusson College
    (c) Karmaveer Bhaurao Patil - Establishment of Satyashodhak Samaj
    (d) Dr. Panjabrao Deshmukh - Emphasis on Residential education

(4) Choose the educational thinker who established the first Women's University from the following ....
    (a) Anutai Wagh
    (b) Dr. Panjabrao Deshmukh
    (c) Maharshi Dhondo Keshav Karve
    (d) Karmaveer Bhaurao Patil

Q. 1 (B) Correlate and pair the following points given in the column A, B, C

Sr. No.	A - Educational Thinker	B - Established Institutes	C - Place
1	Mahatma Jotirao Phule	(a) Rayat Shikshan Sanstha	(I) Amravati
2	Karmaveer Bhaurao Patil	(b) Shivaji Shikshan Sansatha	(II) Mumbai
3	Maharshi Dhondo Keshav Karve	(c) First School for girls	(III) Satara
4	Dr. Panjabrao Deshmukh	(d) S.N.D.T. Women's University	(IV) Pune

Q. 2 Answer in one or two words

(1) Maharshi Dhondo Keshav Karve was honoured by the following universities with which titles?
    (a) Pune University ☐
    (b) Banaras Hindu Vidyapeeth ☐

(2) Educational Institutes Established by Dr. Panjabrao Deshmukh.
    a) ☐
    b) ☐

(3) What kind of teaching aids were used by Anutai Wagh in child education?
    (a) ☐
    (b) ☐

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Q. 3 Answer the following questions

(1) State any three educational thoughts of Maharshi Dhondo Keshav Karve.

(2) Explain in brief about Mushtifund yojana.

(3) State any three educational thoughts of Dr. Panjabrao Deshmukh.

Q. 4 Write the correct answers of following questions.

(a) Mahatma Jotirao Phule :

(1) Full name   ------------------------

(2) Honours received   ------------------------

(3) Educational thoughts   ------------------------

(b) Anutai Wagh :

(1) Full name   ------------------------

(2) Inspiration   ------------------------

(3) Honours received   ------------------------

Q. 5 Answer the following questions.

(1) Write the educational contribution of Mahatma Jotirao Phule.

(2) Write the educational contribution of Dr. Panjabrao Deshmukh.

Q. 6 Complete the following activities.

(1) Visit a nearby pre-primary school and observe the teaching learning process and write a report on it.

(2) Collect information of Rayat Shikshan Sanstha established by Karmveer Bhaurao Patil from the internet.

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Report Writing

Important Points in report writting :

Many a times we have to write reports. Reports can be written on various subjects. There can be reports on field visit, projects, research and events. Normally following points are considered while writing reports.

Title	:	Brief information about the report should be included in the title.
Introduction	:	In Introduction, include information about objectives, place, types of report.
Main Body	:	This is the main body of report, hence detailed information, description, classification, structure etc. should be included.
Conclusion	:	Brief summary must be given. Reflection of self opinion in conclusion is important.
References	:	Various references are used while writing a report e.g. books, new papers, articles or information from internet. Give a list of these references.

Chapter 3. Education and Society

Do observe

Urban Society	Rural Society	Tribal Society

3.1 : Different Types of Society

- Which are the differences shown in the above picture?

Let's Tell

- Tell the social characteristics of Tribal Society.
- Tell the social characteristics of Rural Society.
- Tell the social characteristics of Urban Society.

Remember This

The Special status was given to the Educational Sociology by the Pioneer Educational Sociologist 'George Payne' in 1928 through his book 'Principles of Educational Sociology'. That's why he is known as Father of Educational Sociology.

3.1 Meaning of Educational Sociology

Educational Sociology helps to determine educational objectives. Educational Sociology is one of the branches of education. Main objective of the branch is to make a person social. It is a study of interaction between person and cultural environment. In short, Educational Sociology means the study of correlation and interaction between the various components of school and society.

- "Educational sociology means the analytical process of socialization"

  – Eliwood, Smith, Brown

- "Educational sociology is the science which describes and explains the institution i.e. the social relationship in which the individual gains and organises his expericnes." **– George Payne**

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Objectives of Educational Sociology

- To try to make the schools as cultural centres of the society.
- To achieve progress of social development through education.
- To specify the role of teacher in society.
- To explain the place of school in society.
- To specify the need and importance of formal, non-formal and informal education in society.
- To study the effects of social impact on overall development of person.
- To use research methodology and diagnostic approaches to achieve educational objectives.
- To establish healthy relationship between education and mass media.

Characteristics of Educational Sociology

- Educational Sociology is the branch of educational pedagogy.
- Educational Sociology is considered as one of the branches of sociology.
- In Educational Sociology analysis of education is considered as an important part.
- The base of Educational Sociology is taken as a support to decide educational objectives.
- Educational Sociology is the applied sociology.
- Analysis of sociolization process is the basic issue of Educational Sociology.

Observe and Discuss

3.2 : A person putting thumb

Let's Tell

What will happen if a person in society does not get primary education at all?

Functions of Educational Sociology

- To develop modern social methods.
- To do the creative and constructive work.
- To promote social control and social change.
- To help the socialization process.
- To apply the role of media in social change.
- To inculcate democratic cultutre among people.
- To analyse the reconstruction of society.
- To develope a good citizen in democratic society.
- To study the social relationship and social processes in the context of social development.

Let's Tell

- Among print media, mass media and web media, which communication medium is more effective in social change ?

Search it

- What changes are seen in individual's social and practical life due to school education?
- Can we call society as a Nation ? How?

Do You Know?

- 'Education is essential to develope equality and brotherhood in society.'
- Education can destroy undesirable customs and traditions of society.
- Education can make man understand that good things are to be accepted and bad things are to be rejected.

3.2 Education and Society

Education and society are the two sides of same coin. Education can help to maintain the unobstructive status of society and to develope the social existence through progressive way. To make the Education system qualitative and useful; all the components of society are equally important. By Taking active participation of society, education can become socially oriented. It is essential to correlate society with education to improve the quality of education.

3.3 Participation of Society in Education

Let's Tell

* Make the list of what you see in the following picture no. 3.3

Let's Recall

* As a student, which type of help had you offered to your own school?

* Which type of help had you offered to your village?

* Write down the name of villages in your surrounding which resovled the water problems by their voluntary labour.

* Write down the names of different organiztions and groups which actively participated in tree plantation and forestation?

* Discuss - Why such acitivites were successful? What are reasons behind it.

3.3 : Various Events

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3.3.1 People Participation

Let's Think

It is a must to take opinon of every citizen about the development of his/her own village, own city or own enviroment. It is compulsory according to 73rd and 74th Constitutional Amendments of India.

There are many welfare schemes provided by Central Government for cities and villages. These schemes are effectively implemented by the help of citizens.

Discuss

Discuss how the progress of your village/town/city took place.

What is people participation?

School and society are the two indivisible parts. School is for society and society is for school. The primary objective of school is to achieve personal development and ultimately through it the social development. Similarly to develop the school by the help of society is also equally important. This needs people and social participation in schools activity. This is called as 'people participation.'

Remember it

To increase the people's participation in development programme and local body decision making process, there shoud be regular work meetings in urban are area Gram Sabha in rural area.

Collect Information

- Which initiatives had been taken from your school to promote people particiption related work?
- Tell us how you will contribute in people participation activities organized by your school/college.
- Which problems did you face while conducting the people participation project in your school? enlist them.

Objectives of 'People Participation' in fuction of School

- To cultivate the co-relation of school and society.
- . To increase reliability of school.
- To solve the problems of school.
- To give direction to control over the fucntion of school.
- To get co-operation of society in co-curricular activities of school
- To receive the economical help for schol development.
- To increase the attendence of students in school.
- To enrich school resources through social co-operation.
- To make use of knowledge and experience of senior great scholars in society.

3.3.2 Balrakshak and Samtadoot

Balrakshak

Remember It

'Balrakshak' in terms of government system is a person who tries to decrease the ratio of 'out of school' children in a sensitive way. To find 'out of school students', to awaken their parents and to enroll these types of children in school and given them qualitative education are the main objectives of 'Balrakshak'

Search It

- Institutions working for the development of 'out of school' students in your surroudings.
- Equality messengers who tries to do work for 'out of school' students in your surroundings.
- 'Out of school' children and their reason for being out of schools.

Functions of Balrakshak

Functions
- To find 'out of school children.
- Awareness among parents.
- To enroll the 'out of school' students in school
- To try to give quality education to students.
- To help the students to stay firmly in mainstream of education
- To make students physically and educationally capable.
- To work as a like in between school and society.

3.4 : Functions of Balrakshak

Samtadoot

As per the resolution passed unanimously in the Board of Governors meeting of Dr. Babasaheb Ambedkar Research And Training Institute (BARTI), Pune dated 5th July, 2014.

Objectives of Samtadoot Project

(1) The main objective of this project is to convey fundamental principles mentioned in constitution i.e. social justice, equity, fraternity, liberty and unity.

(2) To make aware about the scheduled castes and the scheduled tribes (Prevention of Atrocities) Act 1989.

(3) To help to get the benifits of government scheme to socially and economically backward and deprived component of scheduled castes.

(4) To eradicate racial malice. To develope social reconciliation and brotherhood.

(5) to do publicity and dissemination of scheme of social justice and Special Assistance Department Services and other government schemes given for scheduled castes people.

3.3.3 Corporate Social Responsibility (CSR)

Different types of schemes and concessions provided by Indian government to Indian Corporate Industries, because of this, it is necessary to expenditure 2% amount from profit on social issues by the private industries. For this purpose Indian government according to Company Act 2013, article 135; decided the responsibility policy for Industry and company. This act was implemented from 1st of April, 2014 This information will be added by the company in Annual balance sheet.

• **Structure of CSR Committee (Maharashtra State)**

(1) President - Secretary, School Education and Sports Department.

(2) Member - Commissioner for Education.

(3) Member - Commissioner for Sports.

(4) Member - Director, State Project.

(5) Member - MCI (Medical Council of India) representative.

(6) Member - NGO (Non-govt. organisation) representative and Educational expert.

(7) Member - Secretary / vice secretary, Training deparment.

Need of CSR Act :

• As a social refund.

• Contribution towards social development through income.

• Awareness social responsibility of large scale industries.

Contribution of CSR

• To find underprivileged students by survey method.

• To help economically poor students for education.

• To provide educational facilities for 'out of school' children.

• To increase physical facilities in school.

• To give skill development education to school students.

• To help whole heartedly the innovative schools for qualitative improvement.

• To funding for Innovative Teachers.

• To implement schemes for adopted schools and adopted students.

Keep in mind

It is important to make co-relation between the people of education and industrial field for implementing the CSR plan to qualitative development of education.

3.3.4 NGO's (Non-Govt. Organization)

Organisations which are registered under society registration Act 1860 and Bombay Public Act. 1950 and working for social welfare are called Non Government Organisation.

Internet My Friend

Get more information about the function of NGO.

Fill up the list of NGO.

Name of the NGO	Functions of NGO
1.	1. ....
2.	2. ....
3.	3. ....
4.	4. ....

Choose any five institutions and discuss in your group about their functions/work structure.

Do you know this?

- There are 33 lakh NGOs in our country, which are listed under act?
- There are 4.5 lakh NGO has listed under act in Maharashtra.
- In India every year about 40 to 80 thousand crores of funds are collected by NGO's.
- There are some universities and educational institutions which run the courses related to NGO management.

Role of NGO in Education

- To increase physical facilities.
- To help economically.
- To make publicity of educational schemes to common people in society.
- To direct actively for the skill development of students.
- To increase the social participation in education.
- To inspire students to involve in different social projects.
- To develop the basic awareness among the students regarding social projects.
  (eg. environment protection, eradication of superstitions, save a girl child, Sarv Shiksha Abhiyan etc.)

3.4 Learning Society

Think

- Why it is considered that every person of society should learn continuously?

- What is the role of 'learning process' in one's life?

You Must Know

The scope of knowledge becomes continuously wider in today's 21st century. This is computer era and there seems to be an explosion of knowledge. Every person should look forward to get updated knowledge. The concept of education become so wider that we should not even think to get knowledge from only specific institution or social group or specific system. Then what is the remedy for this? As we say that not only every person should be educated but also he/she should learn continuously throughout life. For that every component of society should learn by its own according the need of time. This would ultimately create the learning society.

Objectives of Learning Society

- To achieve progress of society through education.
- To create self awareness among all indivisuals in society.
- To try to eradicate social and economical inequality of society.
- To correlate the formal and informal education.
- To prepare the responsible citizens for democracy.
- To correlate the education and culture.
- To bring the deprived people in the flow of education.

  Every person in society should learn of its own, study new and updated things from society, new points of view, new thinking, scientific attitude. Considering oneself as a life long learning society.

Characteristics of Learning Society

- There is no discrimination in learning society as formal, informal and vocational.
- Because of learning society; deprived people from society can come to the flow of education.

- Inculcation of new values in society can be done by learning society.
- Learning society creates awareness of international understanding.
- Learning society helps an individual to raise his status of life.

Importance of Learning Society :

- To create cultured society by accepting the modern values.
- To cultivate knowledge centered society on the basis of democracy.
- To develop the values like equal opportunity, self reliance, self dependence and well culturedness.
- To give the equal opportunity for personality development. According to their probabilities/potential.
- To credicate the gap of inequality.
- For the creation of literate society.
- To create unity from diversity.
- For the creation of a financially self-sufficient society.
- For the creation of a society having scientific attitude based society.
- For clear and free expression.
- To develop a sense of universal citizenship.
- To make aware about the proper use of leisure time.

Strategies of Learning Society as follows :-
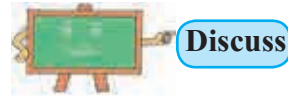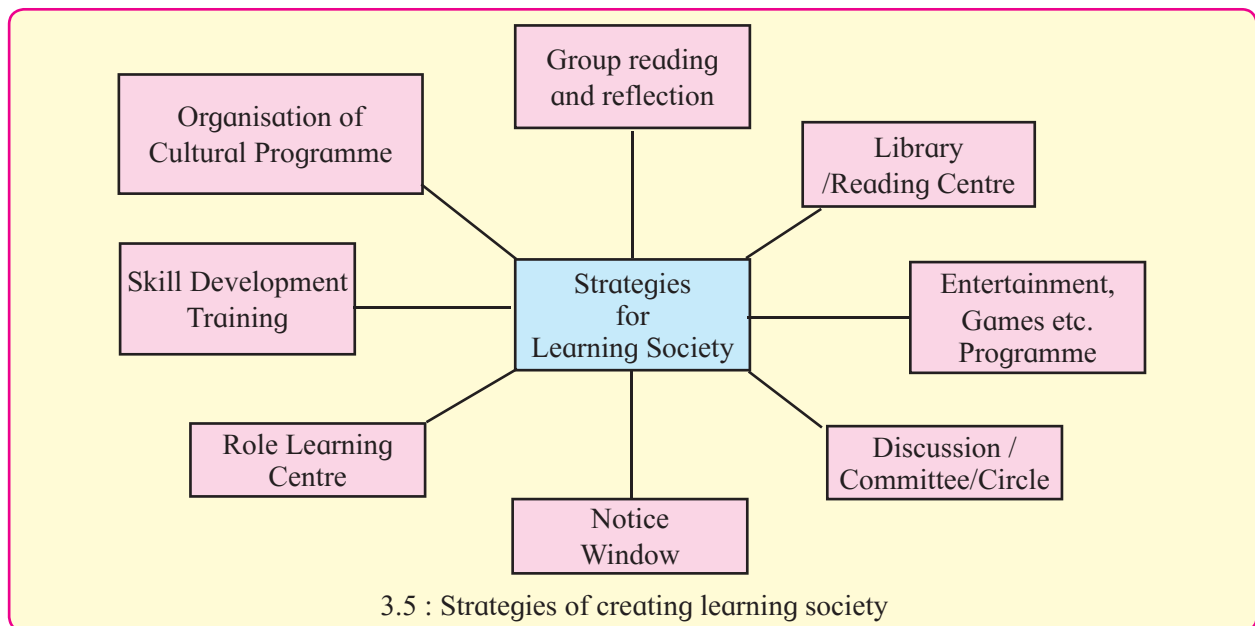
Discuss

- Collect the articles, news and pictures from the newspaper which shows the diversity in equality.
- Discuss in group the methods/strategies learning society on your own level.

3.5 Multicultural Education

Let's Tell

- Enlist the names of different cultures in India.
- Give the short description of culture of your area.
- What do you call a place in which people live with various languages, ethnicity and religion?

Do you know?

Variety of languages, religions, traditions, rules and habits are found in community is called multi-culture.

The group in which the people live together with different language, religion, customs, traditions, rules and habits is known as multicultural society.

Strategies for Learning Society:
- Group reading and reflection
- Organisation of Cultural Programme
- Library /Reading Centre
- Skill Development Training
- Entertainment, Games etc. Programme
- Role Learning Centre
- Discussion / Committee/Circle
- Notice Window

3.5 : Strategies of creating learning society

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From the above description we know that multicultural society is the characteristics of Indian Society. Each and every person of India has the equal right for enriched living in India. For this purpose education provides valuable help. Let us understand the role of education in multicultural society.

Meaning

To create flawless and healthy approach for different cultures by introducing various languages, content, literature, festivals, art, lifestyle, religon, customs and traditions, ethics and marriage system to the students through education is known as 'Multicultural Education.

Students are supposed to know more about strengths and weaknesses of each culture and evaluate each culture unbiased to play appropriate role in creating cultural integrity.

Importance and Need of Multicultural Education

- To make students familiar with different cultures.
- To make the capable citizen of multicultural society.
- To enhance the view of students towards broad minded positive attitude for society.
- To inculcate global feeling in students.
- To try to achieve integration from diversity.
- To inculcate the spirit of honouring one's own culture and other's culture.
- To develop the skill of living successfully in multicultural society.
- To inculcate the spirit of the cultural exchange in Indian Society.
- To make cultural integration through the principle of unity in diversity in India.
- To give assurance of equal opportunity in secularized environment.

"Education" is an important means of social change. We easily come to know about cultural diversity through education only. The education should be imparted through proper multicultural aspects. It should not be only bookish or scholastic. It should appropriately aim at giving ample scope to inculcation of multicultural values and spirit.

All cultures should be included in Multicultural curriculum. It is necessary to make efforts objectively to present good things in various cultures. Changes in cultures should be guided by a curriculum. There should not be blind following to others culture. For the guidance about the above mentioned things following things should be considered.

- The curriculum for multicultural education should be flexible.
- Multicultural education should be socially oriented.
- To make available the equal opportunity for self development of every students through curriculum.
- The problems and cultural needs of local life of people should be reflected in curriculum.
- The curriculum should be enriched with the personality developing values like co-operation, sensibility, responsible behaviour and spirit of service.
- Student centred methods should be adopted in multicultural education.

Language subjects	To give emphasis on the cultural characteristics of festival, celebration, travelogue and movies etc.
History	Harrapan, Mohenjo-daro and culture from Shivaji's period.
Geography	Indian terrain, world, country place, expansion, land boundaries, climate, social life, occupation etc., countries besides the India, States besides the Maharashtra.
Science	Indian scientist, their inventions, foreign scientist and their inventions.
Environment	Tourism development, Environmental problems etc.
Social Sciences	Economical revolution universalization.
Mathematics	Chronometer methods and their co-relation of various religions.

3.6 Multicultural Education Curriculum

Such type of multicultral educational curriculum have been practically implemented through documentary, project method, self-quest, problem solving attitude, seminar, debate, discussion. These methods will be useful for the cultural development of students.

- **Problems and Recommendations in Multicultural Education**

Problems

- Cultural conflict
- Prejudiced attitude.
- Social inequality.
- Lack of cultural awareness.
- Lack of multicultural teaching strategies/methods.
- Different sources to get multicultural education.

Recommendations

- Teacher, school and educational institutions should contribute through essential environment developed by multicultural education, organisation and lecture methods to avoid cultural conflicts in society.
- Teachers should give respect to every culture and each elements of culture in multicultural society. There should not be any prejudices regarding any element of culture. Then only we can develop sensible citizens for multiculturalism.

- Students can encounter the 'unity in diversity' among various cultures if such cultural programs reflecting the unity are organized. Such a unity has to be identified in multicultural situation. This would help in developing the spirit that "We all are one !".
- To motivate different cultural elements for getting education, to enahce the dynamic cultural society, to promote the syllabus which will transform, culturedness, to make society dynamic, organisation of workshop, seminars, discussion sessions for positive awareness of multicultralism in students.
- The teacher who has through knowledge of multiculturalism and who has taken training to give skills, abilities and views to the society of multiculturalism.
- The teacher will try to contribute for making multicultured citizen by using proper teaching strategies to learn multiculturalism.
- The teacher should think about the cultural background of students and individual differences.
- It is essential to include variations in examples and referrences while teaching.

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★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ **Exercise** ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Q.1 Fill in the blanks by choosing correct option from following options.

(1) .... is father of educational sociology.

(a) Brown   (b) George Payne   (c) Auguste Comte   (d) Octave

(2) To increase the participation of citizens in taking decision for village development, ... should be conducted regularly.

(a) Ward meeting   (b) Health camps

(c) Gram sabha   (d) Development ralleys.

(3) .... is not the objective of people participation in school work.

(a) To solve school problems

(b) To maintain relation between school and society

(c) To increase credibility of school

(d) To have cultural control on school.

(4) To enroll the students in the school is mainly responsibility of ....

(a) Samtadoot   (b) Cultural club   (c) School Management Committee   (d) CSR

(5) As per 'Corporate Social Responsibility', the policy of social responsibility is implemented from ....

(a) 1st April, 2013   (b) 2nd October, 2013   (c) 1st April, 2014   (d) 1st April, 2014

(6) The society which studies new things in social system is called as ....

(a) Modern Society   (b) Smart Society

(c) Learning Society   (d) Advanced Society

Q.2 Write a short note.

(1) Meaning of educational sociology.

(2) People's participation.

(3) Balrakshak.

(4) Corporate-Social Responsibility (CSR)

(5) Non-government Organisation (NGO)

(6) Learning Society.

(7) Multicultural Education.

Q.3 Answer the following questions in short.

(1) Write importance of participation of society in education.

(2) Mention objectives of educational sociology.

(3) Write a structure of Corporate-Social Responsibility committee (CSR) of Maharashtra State.

(4) Mention importance of learning society.

(5) Write need of multicultural education.

(6) Enlist different problems in multicultural education.

Q.4 Answer in detail.

(1) Explain characteristics of learning society.

(2) Elaborate nature of multicultural education.

Q.5 Complete the concept map.

Q.6 (1) Complete the following table according to Non Government / Non-official Organisation and their working areas.

Name of NGO	Main area of working
1.	Help for drought affected farmer.
2.	Water harvesting all over Maharashtra.
3.	Health camps, Blood donation camp, ...
	Child education, ..., ...
	Educational facilities to child labour, save childhood movement.

(2) Complete the table according to curriculum of Multicultural Education

Language	Subject related content
(1) Language subject	Cultural characteristics/features through festivals, movies, travelogue in Marathi, Hindi, English etc. languages.
(2) Geography	....
(3)	Harappa, Mohenjodaro, Shivkalin Culture etc.
(4) Science	....
(5)	Environmental problems.

Activities

(1) Prepare a report on any one NGO in your area.

(2) Arrange meeting like Gramsabha in your class.

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Chapter 4. Educational Psychology

Introduction

The goal of education is to develop ideal responsible citizen. To create a good citizen, appropriate education system is essential. To achieve this goal, the curriculum should be based on student's interest and grasping power. Therefore necessary pedagogy and co-curricular activities etc. should be included so that the students can learn according to their ability. Educational Psychology helps in developing an appropriate curriculum according to students age, subject and its content. So it is important to study educational psychology.

4.1 Meaning of Psychology

Remember It

The word Psyche (soul) + logos (study) are two Greek words which together mean Psychology, i.e. study of soul.

The great Greek philosopher Aristotle has written "De Anima" which means about the soul. That mean psychology was defined as the science of soul.

What is a soul? The answer to this question was unsatisfactory, so it was decided to change the definition. Hence the new definition of psychology as 'the study of mind' came into practice'.

Later in 1879 William Woods studied about emotions, feelings and internal experiences in the laboratory and further defined 'psychology' is science of consciousness. J. B. Watson, behavioural psychologist stated that, we can study the human behaviour objectively, and therefore behaviour is the subject matter of psychology.

Hence according to new definition psychology is the study of human behaviour.

According to the above definition, the study of animals was not included in study of Psychology.

William McDugall defined psychology as the "Science of Behaviour".

There are many branches of psychology. From those diverse branches educational psychology is the important branch.

4.2 Definition of Educational Psychology

"Educational Psychology is psychology applied for improving teaching and learning process".   **- B.F. Skinner**

"Educational Psychology describes and explains the learning experiences of an individual from the birth to old age'.

- Crow and Crow

"Educational Psychology is the science which applies already recognized psychological principles to solve educational problems."   **- E.R. Guthrie and F.F. Powers**

"A systematic study of human behaviour and experience in the context of how to teach people is called as educational psychology.

- Mcfarland

We can say that from all the above definitions, educational psychology is applied branch of psychology, which includes individual's personality, developmental stage, teaching- learning methods, expectations of the development and problems reacted to it etc.

4.3 Objectives of Educational Psychology

- To understand how psychological principles and laws are used to solve teaching - learning, personality development, problems of adjustment.

- To utilise psychological principles, to solve the problems related to class management, discipline, social and ethical behaviour.

- To use motivation and punishment properly.

- To bring about students personality development skillfully through proper understanding of their individual differences.

- To use scientific methods, for educational and professional guidance to the students.

- To acquire psychological knowledge for teaching-learning, memory and forgetfulness and factors affecting on teaching and learning.

- Understanding the problems of normal and abnormal students and solving them skillfully.

- Psychological Analysis of behavioural issues to solve the problems of people and environment by suitable measures and the remedies.

- To Understand generalizations of mental science, rules, principles and theories in psychology.

- Teachers should take care of their own and students' mental health. The teacher should introspect and improve the behaviour as the impression of his/her behaviour influences the students.

4.4 Nature of Educational Psychology

- Educational Psychology is a science of studying education process in depth. Educational psychology tries to solve educational problems of teachers and students. It helps in curriculum planning, teacher training, planning teaching learning methods, keeping in mind, student's interests, capacity, needs etc.

- Educational Psychology is a developmental science. New research, new information, formulas,methods, etc. are being included. Some ideas are changing and some ideas are getting included, due to which educational psychology is progressing.

- Internal capacity increases due to teacher training, which is the application of Educational Psychology.

- Educational Psychology means systematic study of educational development. It includes collection and application of information providing scientific base for teaching-learning process and strengthening educational process.

In short Educational Psychology is the study of human growth and development, maturity and learning, psychological principles and application in the teaching-learning process.

4.5 Scope of Educational Psychology

1. **Learner -** In the educational process a person who is active participant individually or in the group is known as learner. Student is a major component of educational process. The main goal of education is all-round progress of the student. For this student's physical, mental, emotional, ethical, aesthetic, social

development should occur educational psychology takes the note of changes at every stage of development and provides guidance accordingly.

2. **Learning Process -** Along with understanding the students, it is also important to understand the learning process of the learner. A student learns in a classroom means, what does the student learn in the classroom? How does his learning process work? What are the teaching methods? Which factors affect learning? Such diverse thoughts are considered in educational psychology.

3. **Teaching Methods -** The basic purpose of teaching is to let students learn. Therefore the teacher needs to decide which method is useful for students.

   Accordingly, which is a good, impressive and result-oriented teaching method?

   How it should be done?

   What methods and techniques should be used for it?

   How to attract student's attention towards learning?, etc, all these issues are considered in educational psychology.

   The teaching has to be done after judging students inerest, capacity, eligibility and inclination. Educational psychology also provides guidance regarding how to motivate students for studying. The study of educational psychology enables teachers to get familiar with Student's temperament, emotional, conflicts, mental health etc. The teacher can select proper method of teaching accordingly.

4. **Evaluation -** After providing the learning experiences to the students, the teacher has to evaluate them. This evaluation enables him to verify whether the expected change in behaviour and an all round development has taken place or not. The teacher has to use various techniques and tests for this. Educational psychology comes to his help in preparing administering and scoring of these tests.

   In Short, educational psychology renders valuable guidance to teachers regarding educational objectives, effective teaching methods, use of appropriate teaching aids, attracting student's attention towards learning, motivating them for learning and doing many other educational tasks successfully.

Discuss

Discuss the change that takes place in a person from birth to old age?

4.6 Development Process

Characteristics of Development Process

Continuity	Sequential	Collective Nature	From macro to micro	Complex	Homogeneous	Individual Differences
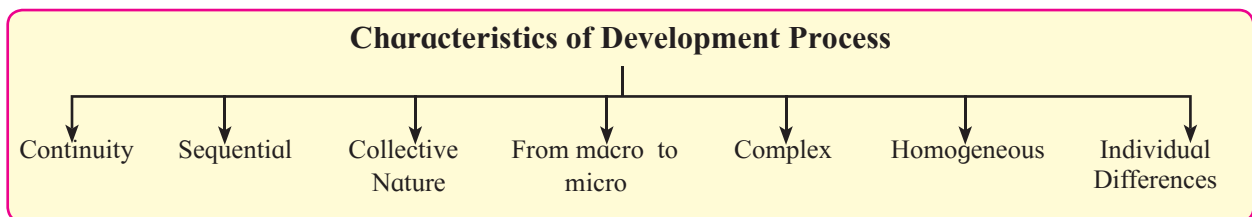
4.1 : Characteristics of Development Process

4.6.1 Characteristics of development process

Do you know?

Growth and Development are generally used as synonyms. There is a difference in linguistic perspective. If growth is limited, then development is broad concept. Growth is used as physical concept e.g. height, weight, length of hands and feets in the concept of growth is used quantitative changes.

Growth is the part of development process. Development implies one's behaviour and personality makeup. Development indicates qualitative change, but it can't be measured like growth. Development changes are qualitative e.g. brain development improves memory, decision making. All these are developmental changes. Development is based on heredity and it, goes from birth till death. Development, as said earlier implies improvement in functioning and behaviour hence qualitative changes which are difficult to be measured directly. They are assesed through keen observation in behavioural situation.

In this way, both the concepts of growth and development indicate the changes in individual's behaviour and personality.

4.6.2 Difference between Growth and Development

Sr. No.	Points of Difference	Growth	Development
1	Meaning	Measurable progress in body organs, structure is known as growth. Example-height, weight, hair, and number of bones etc.	Development involves the series of progressive, orderly and meaningful changes leading to the goals of maturity. eg. - Co-ordination in function of body parts, control on emotions, abstract thinking.
2	Nature	Growth is continuous and definite till particular age, but it is visible.	Continuous intellectual social, motor, emotional development is seen, through habits and behaviour of child.
3	Scope	Increase in number of body cells, increase in shape. Examples are growth of hands, legs, brain, muscles etc.	Development includes micro internal changes in all types of behaviour. So, development is broad concept.
4	Duration	Growth is up to limited period. Example - up to particular age height increases.	Development is continuous. No limit for age, duration. Due to experince Development occurs during whole life
5	Measurement	Growth is quantitative concept as it is measurable e.g. we can express growth in height and weight in numbers.	Development is qualitative. Due to development behaviourial changes are observed in child. But how much changes occur can not be said definitely. We can predict the development by conducting different tests.
6	Factors affecting	Growth is affected by heredity and environment. Also Diet, Excercise, Health etc. affects growth	Development is also affected by heredity and environmental factors. Also proper education, inspiration, efforts affect development.

4.2 : Difference between Growth and Development

Use Your Brain

(1) Classify the following examples according to the characteristics of growth and development

- In standard tenth Ramesh's weight was 35 kgs which became 42 kgs in standard twelth

- Gitanjali needed support to ride the cycle when she was 2 years old and she started cycling herself at the 6 years of age.

- Dipak was afraid to talk with the strangers but after going to school, he confidently performed on the stage.

- At six years of age Sarika's height was 61 cm. At 16 years of age her height was 166 cm.

(2) At the time of child's birth height is 40-46 cm. and in adolesence it becomes 150 cm. From this what do you conclude?

(3) Tell the developmental stages which you know.

4.6.3 Stages of Development

To study development of child, developmental tasks related to each period of development are identified. These are called as Stages of Development. It is not necessary that every individual will attain these stages at same age, whereas it means that every individual's rate of attaining a particular stage is different. Therefore to study the stages systematically and easily, the developmental stages have been divided in following age groups.

(A) Prenatal stage (conception to birth)

The duration from conception to birth is the prenatal stage of development. The development during this stage is mainly physical growth. Maximum growth and development of the foetus is completed till seventh month and therefore the child survives even if there is premature birth. Total duration of pregancy is nine months within which maximum human development takes place.

Prenatal Stage 250-300 Days	Postnatal Stages

4.3 : Childhood Stage

Prenatal Stages	Prenatal Period (250-300 days)	Postnatal Stages	Period
Neonatal Stage	0 to 2 Weeks	Infancy and early childhood	0 - 6 Years
Embryonic Stage	2 to 10 Weeks	Late childhood	6 to 12 years
Foetal Stage	10 Weeks to till birth	Adolescence	12 to 21 Years
		Youth	21 to 40 Years
		Adulthood	40 to 60 Years
		Old Age	From 60 Years till death.

4.4 : Stages of Development

(B) Postnatal Stages

1. Infancy and Early Childhood Stage
   (0 to 6 years)

This is first stage after prenatal development. Early childhood is a time of tremendous growth across all areas of development. The speed of adopting physical skills are very fast which reduces later. In this stage the child is dependent on the adult. The child is action oriented at this stage. Child learns through imitation. Child is curious and his mind is very fickle at this stage.

Physical	Motor	Mental	Social	Emotional
• In India the average weight of baby is 2.75 to 3.75 kg and height is 40 to 46 cm. • Till one year weight doubles. Height increases by 15 cm.	• Different movements and skills depend on development. Examples - sitting crawling, running, holding the things etc. are motors skills. •. Skills depend upon maturity of bones and muscles. • Till Five years many activities can be done efficiently. Examples : holding pencil, scissor, climbing the ladder. • Achieves control over muscles. Example : throwing and catching ball.	• Till 6 Month can understand mother's voice and touch. • curiosity about surroudings, people and animals. • After three years creativity develops. • Memory is very sharp. • Use different words	• During first year, the development is limited upto to family only. • Gradually social developement starts with the help of different actions. • Till two years child becomes self centred Examples : playing with his own toys. • From four / five years children start playing together. • Children start co-operating each other.	• World of experience is limited. • Development of one year old child is concerned with his physical needs. • Different emotions can be observed through facial expressions. eg. anger, happiness, love etc. • There is huge difference in emotional development of six month child and child of five years. • The child expresses himself through activities Examples : jumping, dancing.

4.5 : Characteristics of Infancy and Early Childhood Stages

Educational importance of Infancy and Early Childhood

- Education, given in nursery and kindergarten should be informal.
- Duration of educational programs should be minimal as the child has less attention span. The duration of periods in school should be less.
- Learning should be activity oriented. Children should be given ample opportunities like paper cutting, playing, singing, drawing and painting.
- Lot of opportunities should be provided for group songs, rhymes, action songs, etc.
- Good habits should be inculcated among the children. Cleanliness should be imbibed through story telling.
- Children should be given opportunity to co-operate with each other.

2. Late Childhood - 6 to 12 years

School admission is the most important step in this stage. Children of this age group go to school. They enjoy with their peer group. Children of this age group become aware of good and bad. Confidence increases at this stage.

Physical	Motor	Mental	Social	Emotional
• Progress is slow. • In girls, physical development occurs slowly during 1 to 10 years and in boys during the age 10 to 11 years. • At this stage children are not conscious about their physical appreance. • Blood circulatory system, respiratory system and digestive system become active and grow continuously. • Eyes are fully developed.	• Performs different activities. Examples - To cut things with the help of scissor, knife, to write with pencils, to hold books. • As the muscles are developed, children perform skills related to hands, feet. Examples : dancing, playing instruments, doing embroidery etc. • Increasing confidence, as they can perform independently. • Incomplete development of higher mental activities. Examples - Logic, imagination. • Due to motor development child becomes physically and mentally healthy.	• Field experiences of children increases. They try to know new things. • Ask new questions related to things and incidences. • Attention span increases. • Perform activities voluntarily. • Vocabulary increases have use words skillfully. • Lot of respect for teachers .	• Enjoy social life • At this age children play with the friends of same age. • They are loyal to their group, they obey the rules and regulations of group. • Self appraisal, loyalty towards peer group. • They want to become centre of attraction among the peer group. • Use symbolic language in the peer group. • Development of social behaviour. Examples : Leadership, competition, co-operation etc.	• Afraid of imaginary things. Examples - darkness, ghost etc. • Adequate development of different emotions. Examples : love, anger, fear, worry etc. • Expression of emotions is intense and active. • At this stage, children become more emotional and sensitive. • Increase self respect and self confidence. • Live in group and love instinct develops more, hence child become more sensitive. • Express emotions through sports, writing and quarrel.

4.6 : Characteristics of Late Childhood Stage
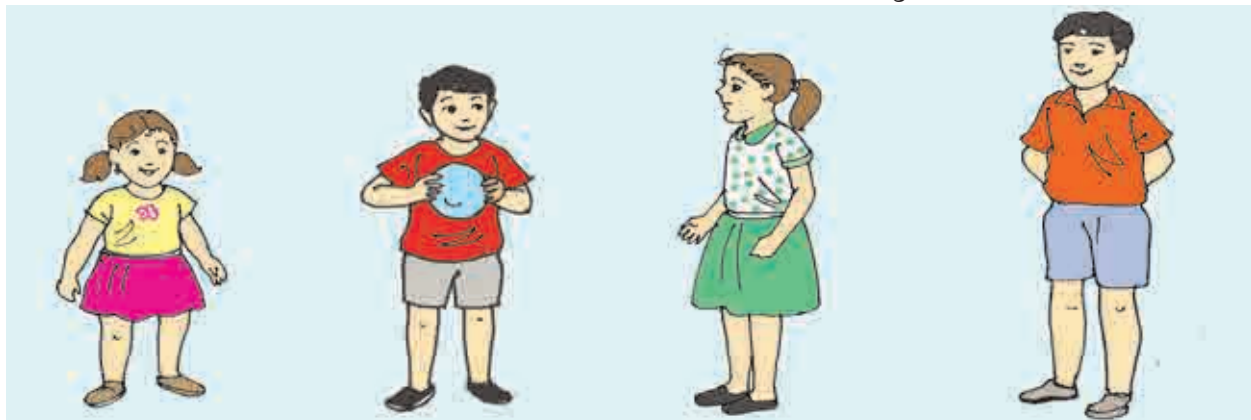
4.7 : Late Childhood Stage

Educational Importance of Late Childhood

- Team spirit develops in this stage. This attitude can be utilized for group activities, projects, art and competition. Such responsibility should be given to the teenagers to excel in work.
- Provide a scope for teaching-learning. Reading, speaking, writing, performing experiments, counting, map filling etc. perform by a child.
- Children have respect for their teachers. They imitate the teacher, so the teacher should be aware of her/his behavior.
- Formal education is taken by the students in this stage. Therefore it is necessary to pay attention to their linguistic skills.
- Informative books should be made available for students.

Discuss

At present you all are in adolescence stage. What are the changes you feel as compared to the late childhood stage? Check the answers with classmates.

3. Adolescence stage - (12 to 21 years)

Age between 12 to 14/16 years is called puberty. This is the most important period in human life. According to psychology this is a transformational period. A new tendency and new approach develops in this stage. Many physical changes are observed in this stage. There is a radical change in thoughts, feelings and behaviour becomes unstable. This period is considered to be of mental storms and emotional stress. There is constant comparison between reality and idealism.

Educational importance of Adolescence stage

- Some responsibilities need to be entrusted for boys and girls of this age group. However, teachers and parents should guide them.
- At this stage, adolescents have adapted to the culture, so their opinions should be taken into account. Avoid nagging constantly, rather give them some freedom.
- Teachers and parents should realize and understand the problems of adolescents. Talk to them freely for solving the problems.
- Environment of the school should be favourable to solve the problems of children.
- Do not disrespect the personality of children of this stage. Conducive environment should be created at home and school for effective skill development.
- This stage is very delicate and sensitive. Over pamparing, over protection, liberalization, money laundering, addiction can affect the children negatively. Teachers and parents should show right way of life, so that they can become responsible citizens.

4.8 : Adolescence Stage

Physical	Motor	Mental	Social	Emotional
• Vigorous growth in weight and height in boys and girls. Height increases by nearly 10 cm to 12.5 cm and increase in weight by 6 to 7 kg. • Pimples are seen on face of boys and girls. • Changes in voice ,becomes coarse. • Growth of pubic hair. • Moustache is seen in boys. • In girls physical and bodily changes are seen. • Girls attain puberty 2 years before than boys. • In adolenscence complete development of sex organs in boys and girls. • In girls menstruation cycle starts.	• Motor development helps children self reliance. • Increase in confidence, as child can perform the activity independently. • Is able to jump, run can perform many skills with help of hands. • Can perform work of his own. • Need to give work experience at this stage.	• Child memorises meaningful and meaningless things. • Child can recite without knowing the meaning. • Can express the incidences in past sequentially. • In this age reasaning develops. • Children are more practical than being dreamer. • Various concepts are developed.	• Enjoy in company of peer group. • Increase in social contact and friends. • Experiences all mental processes, dislikes ups and downs, appreciation develops. • Tries to maintain good image among the people. • Likes to play more disciplined outdoor games.	• Among children different emotions are seen. • Boys and girls become emotional quickly. • They can not control anger. • Still emotional maturity has not been attained. • Enjoys company of opposite sex, enjoys fantasy. • Expresses themselves by creating new poems,shayaris etc.

4.9 : Charcteristics of Adolescence Stage

❖ ❖ ❖

| ✱✱✱✱✱✱✱✱✱✱✱✱✱✱✱ | **Excercise** | ✱✱✱✱✱✱✱✱✱✱✱✱✱✱✱ |

Q.1. Fill in the blanks by choosing correct answer from following options.

(1) Concept of growth is utilised from _____ measurement point of view.

    (a) mental   (b) physical   (c) emotional   (d) social

(2) _____ is called as stage of storms and stress.

    (a) adolescence   (b) childhood   (c) youth   (d) puberty

(3) During _____ stage boys and girls use symbolic language.

    (a) toddlerhood   (b) childhood   (c) puberty   (d) adolescence

Q.2. Tick for correct answer, from the following options.

(1) What is studied in Educational Psychology?

    (a) Persons   ☐

    (b) Society   ☐

    (c) Educational institutions   ☐

    (d) Animals   ☐

(2) What are the objectives of Educational Psychology?

    (a) To study the effect of environment on behaviour of students.   ☐

    (b) To study the social condition of student behaviour.   ☐

    (c) To study economic status of student.   ☐

    (d) To study cultural factors of the society.   ☐

(3) What is the application of Educational Psychology?

    (a) To study economical status of teachers   ☐

    (b) To understand individual differences   ☐

    (c) To study physical status of school   ☐

    (d) To study social status of parents   ☐

Q.3. Write answers in brief.

(1) Write any three characteristics of developmental process

(2) Write physical characteristics of childhood stage.

(3) Write emotional characteristics of adolescence age.

Q.4. Write a short note.

(1) Development process

(2) Stage of emotional disturbances

(3) Social development in adolescence age.

(4) Educational Psychology.

(5) Application of Educational Psychology

Q. 5. Answer in detail. (any one)

(1) Write objectives of Educational Psychology in detail.

(2) Write the scope of Educational Psychology in detail.

Q. 6. Find out and write minimum 5 definitions of Educational Psychology from different reference books.

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Chapter 5. Educational Management and Administration

5.1 Concept of Management

Management is a broad concept. Management determines objectives and prepares the plan accordingly. Though history of management is so old, discussion on scientific management started in 20th century. For the effective management planning is important.

If there is progress in schools, industries and other professions then we say that, there is good management. Parents also prefer those schools, colleges for admission of their wards. whose management is good.

You must have attended different programmes in your school. If there is any drawback in organization of programme then we easily say that management of programme was not good. Fulfilment of objectives means management is good.

Tell us

You have participated in different programmes in your school. In our daily life also we celebrate different programmes and functions.

- Which things are necessary for conducting any programme successfully?
- How is any programme planned?
- Which are the factors to be included in the planning of programme?

5.1.1 What is Management?

In management, many people come together and perform the work. To clarify the concept of management let us study some definitions given by experts.

- 'Management is a multipurpose means that manages a business, managers, work and workers'. **- Peter Drucker**
- 'Management is the development of people and it is personnel administration'. **- Lawrence A. Appley**
- 'Management is simply the process of decision making and control over the action of human beings for the purpose of attaining pre-determind goals.'

- Stanley Vance

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5.1.2 Basic Principles of Management

Henry Fayol put forth the 14 basic principles of management.

BASIC PRINCIPLES

→ 1. Division of work

→ 2. Authority and responsibility

→ 3. Discipline

→ 4. Unity of authority

→ 5. Unity of direction

→ 6. Subordination of individual interests to the general interest

→ 7. Remuneration

→ 8. The degree of centralisation

→ 9. Hierarchy of authority

→ 10. Order

→ 11. Equity

→ 12. Stability of Tenure of Personnel

→ 13. Initiative

→ 14. Team spirit
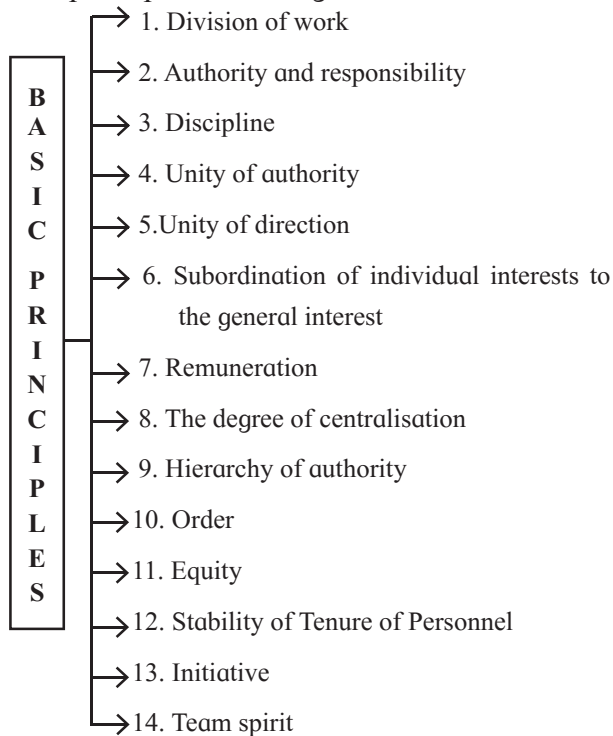
5.1 : Basic Principles of Management

Remember It

- The term 'management' is related to the industry or business. From there it came to the field of education.
- The concept of management is also implemented by the manager in the field of education, this is called as Educational Management.
- The administrator controls whether the work is done according to given order or not.
- 'Management Science' is an important discipline.
- Management has become an essential factor in all fields.

5.2 Educational Management

We have studied the concept of management as above. When the concept of management is applicable to the field of education then it is called as 'educational management'. It is necessary in the field of education. Responsible citizen of the country is created through education. Educational management includes school activities, physical resources and evaluation.

5.2.1 Meaning and Nature of Educational Management

Meaning

Educational Management is important to fulfill the educational objectives and for planned implementation. Educational management is the careful use of physical and human resources, various activities etc. to achieve the educational objectives.

Nature

Objectives defined by the administration are fulfilled through the management. The functions of management are inter-related and complementary to each other. Management is an integrated process. This process includes system of authority. Students, time, teaching, labour, tools, direction, grant etc., each component is planned synthesized and controlled. It is used according to its efficiency to achieve educational objectives. In modern times, the need of management is felt in all fields. Principles of management are applied in the field of education also. Educational Management includes planning, organisation, direction, motivation, leadership, communication, decision, control etc.

5.2.2 Objectives of Educational Management

- To determine the policy of organisational functions of educational institutes.
- To develop appropriate inter-relationship among human components.
- To provide appropriate motivation to each component in the educational management.
- To complete the planned work in time and to run the institution in a good manner. To divide the work to be done.
- To plan the available physical resources.
- To accomplish the objectives set by the institution.

5.2.3 Need and Importance of Educational Management

Need

- To get information about structures of educational system.
- For the development of attributes like co-operation, group integrity, broad perspective etc.
- For facing challenges in the field of education.
- For conflict management between administration of the institution and other employees in the institution.

- For the aims of education and their fulfilment.
- For implementation of individual rights and responsibilities.

Importance

- After identifying educational objectives and policies; the planning of physical resources and programmes can be done.
- It provides economic and physical facilities to educational institutes and creates awareness of taking care of these facilities.
- It is useful in selection of human component, their appointment and development.
- It is useful in suggesting improvement in learning, teaching methods, curriculum, textbooks, subjects to be taught, time-table, co-curricular activities, evaluation etc.
- Each student can be motivated by providing appropriate opportunity of learning.
- It is useful in establishment and maintenance of good relations with society and other external systems.

5.2.4 Functions of Educational Management

FUNCTIONS
- (1) Planning
- (2) Organisation
- (3) Co-ordination
- (4) Direction
- (5) Communication
- (6) Decision Making
- (7) Motivation
- (8) Control
- (9) Adjustment of resources and their integrative use
- (10) Implementation
- (11) Evaluation
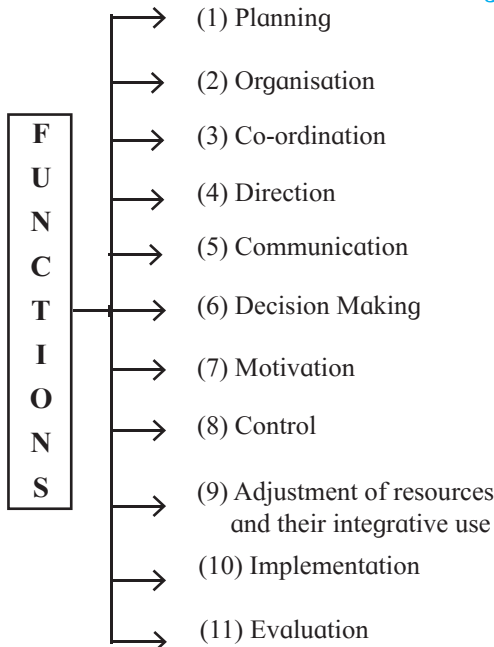
5.2 : Functions of Educational Management

(1) Planning : Educational planning includes ways and means to achieve national objectives of education, educational policies, programmes and procedures.

(2) Organisation : Organisation means assigning roles to human components involved in education process and then implementing through their inter-personal relations.

(3) Co-ordination : To set the limits of authorities to set limits of work and co-relate among them. eg. Principal and teacher.

(4) Direction : Direction includes the explanation of task to the employee, to give orders and suggestions, to discuss, to observe etc.

(5) Communication : Exchange of educational ideas, thoughts, facts, emotions between two or more individuals is called communication.

(6) Decision Making : A process of selection of one alternative out of two or more alternatives, based on some specific criteria is called as process of decision making.

(7) Motivation : Creating desire and enthusiasm for completion of any task is called as motivation.

(8) Control : The concept of control includes measuring actual performance (task), evaluation of that performance (task) and suggestions required for corrective action so as to get planned outcome.

(9) An adjustment of resources and their integrative use : It includes integrated attempts for adjustment of physical and human resources and human resource development.

(10) Implementation : Implementation includes all essential activities required for completion of a task as per decided objectives.

(11) Evaluation : It is a process of measuring and assessing the achievement of objectives. It provides an insight into strengths and weaknesses. It also helps to bring about improvement in educational management.

Do this

- Search and collect various definitions of 'Educational Management' using internet.
- Visit a school Headmaster office and get information of various aspects of 'Educational Management'.

5.3 Educational Administration

We often listen two words, 'Management' and 'Administration' in our day to day life. Management and Administration are two different concepts. The term 'Administration' is opted from Government system. Administration is meant to look after the functioning of any work-system. Administration is also a system designed to bring any work into action. This mechanism is for implementation of policies. Administrator implements the plans/schemes and gets it done by others.

To understand the concept of Administration let's study the following definition.

- Administration means to plan, to organise, to counsel, to co-ordinate and to control.

- Fayol

- Administration means to look after the management and dealing with it.
- Administration means actual implementation as per planning.

Meaning of Educational Administration

Every nation in the world decides its national objectives of education by considering its social, economic and cultural considerations. The Government develops certain administrative system to fulfil the objectives set forth. Also, each country accepts a variety of administrative systems, depending upon its own needs, e.g. centralized administration, decentralized administration, administration

of composite structure. Various policies and programs of the Government are divided through these administrative system. Planning is the core of administration. The work is carried out in the same way as the rules set out in the administration. Administration works after management and organization of any task.

Administration focuses on actual action. Educational administration includes policy making, co-ordination, outcomes, finance system, organization development and control.

5.3.1 Nature of Educational Administration

- The educational administration consists of planning, organizing, directing, co-ordinating and evaluating processes.
- Profit making is not the function of educational administration.
- All types of education has education administration.
- The educational administration is similar to general administration in some matters and in some matters it is different from general administration.
- Educational administration is done at various levels of education. It includes pre-primary education, primary education, secondary education, higher secondary education and higher education.
- Educational administration is done in all types of education. This includes formal education, informal education, adult education, general education, vocational education, special education, teacher education, integrated education, technical education etc.
- Educational administration is done at various stages. This includes central level administration, state level administration, district level administration, cluster level administration and organization level administration.

5.3.2 Objectives of Educational Administration

- Providing proper education to the students.
- Complete and fair use of all resources.

- Defining professional ethics and professional development of teachers.
- Implementing school activities useful for democracy.
- Mobilizing society.
- Implementing co-curricular activities and activities for quality enhancement.
- Completion of work in time.
- Enabling students to live life.
- Developing scientific attitude in students as well as developing objective approach with in all areas of life.
- To improve quality of education.

5.3.3 Need and Importance of Educational Administration

Education is a continuous process. There are changes in the process of education over time in each era. Educational administration is necessary in order to bring about appropriate changes in education system according to the need of the time. It is also necessary to identify the roles of teachers in accordance with social reform and social progress.

In ancient times, the school used to be conducted at Gurukul i.e. Guru's Home/ Ashram. Therefore, Rishi-Muni (sages) had all the rights to decide the goals of education and its implementation. Since we have accepted democracy in the post-independence period, all rights of policy making of education and its implementation have come to the rulers.

In the democracy, there was a need for administration of various intellectual and ideological tasks, e.g. How to run private and Government institutions? What programmes should be implemented for educational development? For which kind of work, guidance is required? Educational administration is required for such tasks. In short, according to dynamic educational changes, educational administration is required to create citizens suitable for democracy and fulfilment of educational objectives.

5.3.4 Functions of Educational Administration

Co-ordination

Decision about Authority

Organization

Educational Administration

Division of work

Guidance

Execution of actual plans
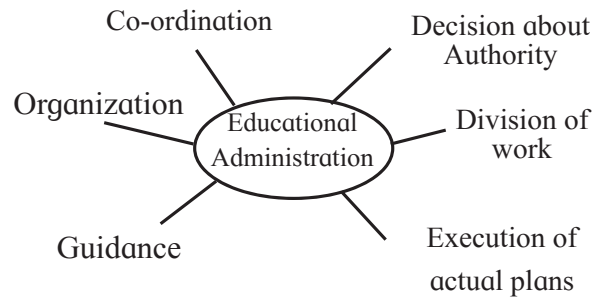
5.3 : Functions of Educational Administration

5.4 Educational Administration at District and Taluka level in the State of Maharashtra

Maharashtra state was established on 1st May 1960 In Maharashtra State from 13th March, 1962 Zilha Parishad and Panchayat Samitee law was accepted. According to that from 1st May 1962 in Maharashtra the work of Panchayat Rajya Sanstha was started. According to this Law District is the main unit of Administration. Apart from Police and law the responsibility of remaining all departments were handed over to Zilla Parishad. The work of departments such as education, construction, health, co-operation, industry, agriculture, finance, social welfare were given to Zilla Parishad. Responsibility of education of cities were handed over to Corporation and Municipal Corporation. Due to, this local Governing bodies such as Zilla Parishad, Panchayat Samitee, Grampanchayat and Corporation gained more importances in the field of education.

The responsibility of Primary and Secondary Education was handed over to Zilla Parishad. The control of Primary and Secondary Education is done by Primary and Secondary Education Officer. Structure of District Level Educational Administration is as shown on following page.

5.4.1 Education Officer (Primary)

For every Zilla Parishad, Education Officer is appointed for carried out the district educational responsibilities. The following responsibilities of district level educational management and administration is carried out by Educational Officer.

Zilla Parishad President

Chief Executive Officer (CEO) · Standing Committee President (Ex-Officio Speaker) · Subject Committee Chairperson

Chief Deputy Executive Officer (CO) · Education Officer (Primary)

Education Officer (Secondary) (DEO) · Deputy Education Officer

Deputy Education Officer (Deputy EO) · Block Education Officer

Block Education Officer (BEO)

Zilla Parishad Education Officer (Primary)

Deputy Education Officer · Block Education Officer

Education Extension Officer

Head Master (Principal)

Teacher

5.4 : Zilla Parishad President (Primary)

- **Functions of Zilla Parishad Education Officer (Primary)**

(1) Progress Report of Primary Education of District is submitted to Directorate of Education before 31st March.

(2) Policy of Compulsory Primary Education should be granted and submitted to Directorate of Education.

(3) Implementation of Compulsory Primary Education which is granted by the Government.

(4) Implementation of Social Education Programme in district and submission of report to Government.

(5) Transfers of Zilha Parishad Primary school teachers and monitoring on them.

(6) Celebration of various National programmes and educational activities in the school.

(7) Inspection of primary schools in the district and providing educational and administrative guidance to them.

Internet my friend

Collect the information of work (function) of Zilla Parishad Education Officer (Secondary) through the Internet.

5.4.2 Zilla Parishad Deputy Education Officer (Primary)

Deputy Education Officer is appointed to assist Zilla Parishad Education Officer.

Functions of Deputy Education Officer

(1) Inspection of Primary and Secondary Schools.

(2) Inspection of Private Primary Schools and sanction of grant to these schools.

(3) Control over the work of Education Extension Officer and presenting the recommendations received from him to the Education Officer.

(4) To recommend the Education Officer regarding the transfers of teaching and non teaching staff.

5.4.3 Block Education Officer

Block Education Officer is the incharge of Educational Administration of Taluka. He has to complete three responsibilities such as Educational Administration, Supervision and Control. The Block Education Officer is responsibilities for education related responsibilities of Taluka.

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Functions of Block Education Officer

(1) To send all the administrative information of education to related persons.

(2) To distribute necessary resources to primary schools in Taluka.

(3) To inspect the Primary, Secondary and Ashram Schools in Taluka and submit the report to District Education Officer.

(4) To monitor on the work of Education Extension Officer.

(5) To celebrate the various national programme in the schools.

(6) To visit the schools without giving prior intimation and observe the school work.

(7) To control the working of the private primary schools and supervision of these schools.

(8) To take efforts to enhance the quality of education.

5.4.4 Education Extension Officer

Education Extension Officer is the important and lowest component of educational system. The role of Education Extension Officer is important in universalization and quality development of primary education.

According to educational administration every taluka is divided into parts. It is called as bit. One Education Extension Officer is appointed for every bit.

Functions of Education Extension Officer

(1) To do inspection of Primary Schools in alloted area (Bit)

(2) To supervise the work of primary teachers, write confidential reports, give necessary recommendations to the Block Education Officer.

(3) To arrange groups conference for primary school teachers and guide them.

(4) To do inspection of private primary schools and give recommendations for grant to Deputy Eduaction Officer.

(5) To monitor various Government poilicies and control its implementation. eg. distribution of uniform, book bank, Savitribai Phule Dattak Palak Yojana, etc.

(6) To collect information of Kindergartens of (Balwadi)

(7) To monitor every year the weekly programs of primary schools, meant to strengthen the compulsory primary education.

(8) To help senior officers in inspections of secondary schools in their area.

Do this

Arrange an interview of Education Extension Officer with the help of your teacher. And try to know the structure of Bit level educational administration.

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✯✯✯✯✯✯✯✯✯✯✯✯✯✯ **Excercise** ✯✯✯✯✯✯✯✯✯✯✯✯✯✯✯✯

Q.1 Fill in the blanks.

(1) The chief guest of the Annual programme (Gathering) appreciated the programme. so the .... of the programme is good.

   (a) Planning   (b) Annual Programme

   (c) President   (d) School environment.

(2) In which of the alternatives given below Educational Management is not required.

   (a) For the implementation of Educational Aims

   (b) To avoid the conflict among manager, administrator and employee.

   (c) For upbring of students

   (d) To face the challenges infront of field of Education.

(3) .... focuses on direct activities.

   (a) Management   (b) Administration

   (c) Planning   (d) Organisation

Q. 2 Write the answers.

(1) Objectives of Educational Management   (1) ....

                                             (2) ....

                                             (3) ....

(2) Objectives of Educational Administration (1) ....

                                             (2) ....

Q. 3 Write the answer in brief of the following.

(1) Write any four functions of educational manager.

(2) Write the functions of Educations Officer of Zilla Parishad (Primary).

(3) According to you what are the characteristics required for Administrator ?

Q. 4 Complete the Activity.

(1) Functions of Educational Management

| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
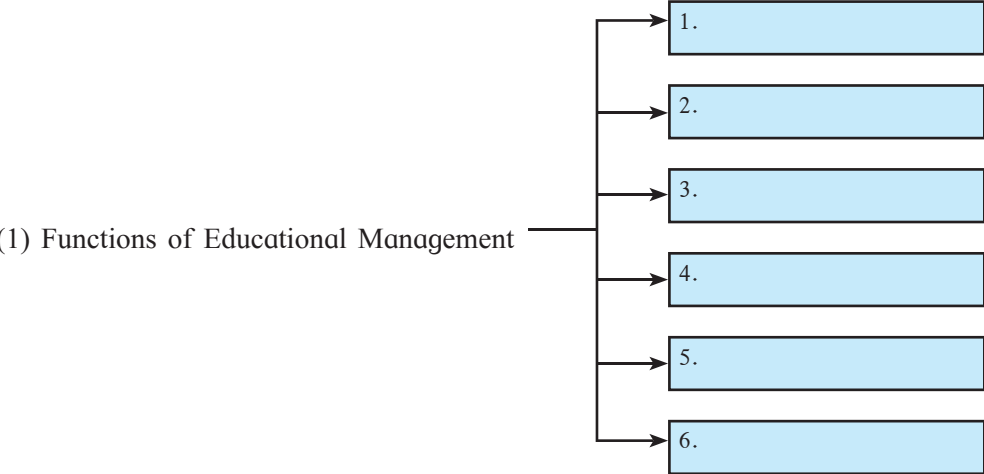
(2) Necessary componemts of Educational Management
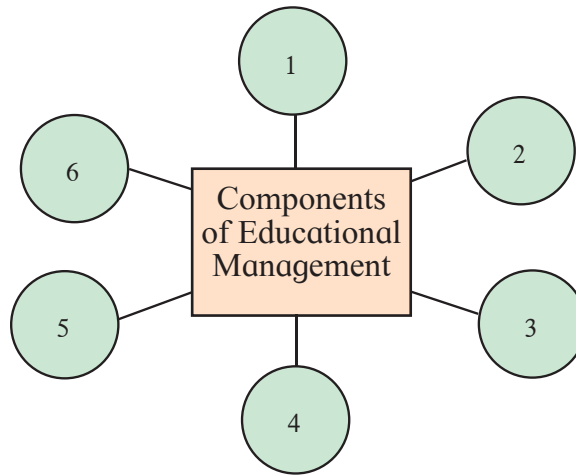
Q. 5 Write the Answers of the following questions.

(1) Write the Need of Educational management.

(2) Write the Nature of Educational Administration.

Q. 6 Write/Express your opinion.

(1) For the sucess of co-curricular Activities (Birth Anniversary/Death Anniversary/Sports Competitions/National Days) What type of function will manager do?

(2) As a best manager what type of 'Work Motivation' should be given to the assitants?

(3) For a good organization which precautions should be taken in the inter-relationship of human resources?

Q.7 Prepare the Report.

(1) Visit the school committee chairman of your school. Collect information regarding the work of school committee and prepare the report.

(2) Organize any one co-curricular activity/programme in your school and make report on the problems you have faced while organizing the program.

(3) Discuss with your Headmaster and try to understand the functions of Headmaster and write the report on it.

(4) Meet Block Education Officer of your taluka and try to understand the structure of educational administration. Write a report on it.

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Chapter 6. Pedagogy

6.1 Concept of Teaching

Let's recall

From your childhood till date think what all have you learnt from whom and how has it made a positive change in you; and complete the following table.

What did you learn?	From whom did you learn?	Positive behavioural change	Positive change in personality

6.1 : Changes from childhood till today

Discuss

Observe the following pictures and discuss with your friends about 'meaning of teaching'.

Teaching means to convey the content to the students, to explain something in easy and simple language.

Teaching means conveying new content through different activities and programmes.

Teaching means assisting the students to systematically reconstruct knowledge gained through experiences. Teaching is a process which assists learning. Teaching is purposive. Bringing an ease in learning is the basic objective of teaching.

The science which studies the methods of teaching-learning is called as Pedagogy.

Teacher is teaching

Change in behaviour (Untidy boy-Neat boy)

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Students doing craft work

Teacher is appreciating the student

6.2 : Teaching learning event

Complete the table given below

Aspect of difference	Traditional approach of Teaching	Modern approach of Teaching
Aims/objectives of teaching		
Methods of teaching		
Role of teacher		
Content		

6.3 : Changes in Teaching

6.2 Changing nature of teaching

Do you know?

There have been changes in the nature of teaching as per changes in the needs, situation and time. These changes which have occurred from the ancient times till todays modern era can be understood from the information given below.

6.2.1 Ancient teaching methods

(1) Teaching methods during the Vedic Period

The Vedic education system is the first education system which emerged in the ancient India. This education system was based on the Vedic philosophy and thoughts and hence is called as the 'Vedic Education System'. According to this system there are two types of knowledge (Vidya), namely 'Paravidya' and 'Aparavidya'. 'Paravidya' refers to the most superior 'spiritual knowledge' or the 'knowledge of self realization'. 'Aparavidya'

means the knowledge which is useful in living the materialistic world. Both of these were essential for leading a worthy human life. Education used to be imparted in the 'Ashrams' which were called as 'Gurukul'.

Complete the following figures
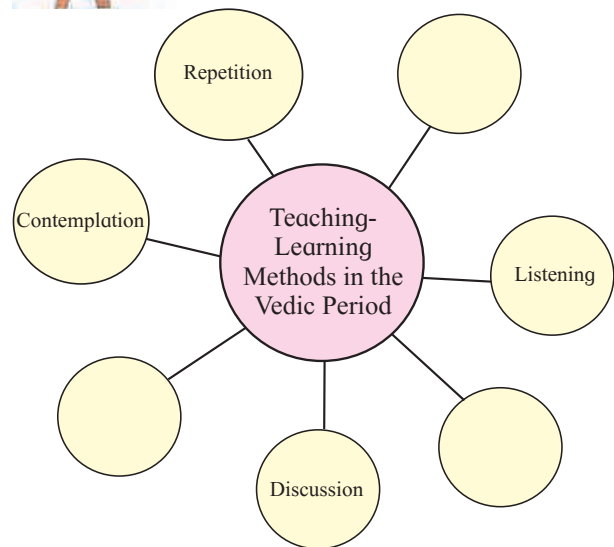
6.4 : Teaching-Learning Methods during the Vedic Period

(2) Teaching Methods during the Buddhist Period

According to Buddhism the ultimate aim of life is 'Nirvan' or 'Salvation'. The teaching methods focus on making an individual capable to achieve the state of 'Nirvana' or 'Bliss'. Their teaching methods include oral method/recitation, discussion and dialogue, debate, thinking, contemplating, meditation, lectures of the experts and scholars etc. The knowledge is acquired in the 'Vihars'.

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Collect information during regarding the 'Buddhist Education System' from the internet.

(3) Teaching Methods during Jainism Period

In Jainism following teaching methods were used.

6.2.2 Teaching Methods in the Modern Period

In the later half of the 18th century the British, French and other people from the Western countries started coming to India. Radical changes occurred in education during this period. English language was introduced in education by Lord Macaulay in India. During that time mathematics and languages were given utmost importance. So recitation, reading, grammar translation etc. methods of teaching where used.

| 1. Preaching :- |
| • Discourse |
| • Dedicated practice of listening with concentration |

| 2. Reading religious scriptures :- |
| • Reading with concentration |
| • Reading of the correct and incorrect examples. (This technique is called as 'Aamanay'). |

Teaching-Learning Methods in Jainism

| 3. Contemplation :- |
| • Contemplation and thinking of read stories is termed as 'Anutpreksha'). |

| 4. Clarification of doubts :- |
| • Clarifying the doubts arising after contemplation from the Acharya (Teacher) (This is called as 'Prachhanna'). |

6.5 : Teaching Methods in Jainism

(4) Teaching Methods during Islamic Period

In Islam the primary education is given in the 'Maktabs' and the secondary education in the 'Madarsas'. Here recitation and storytelling methods are used. In higher education speeches, discussion, reading of the reference books, and self-study are the methods used for acquiring knowledge.

Radical changes have occurred in the teaching methods in the post-independence period and the age of modern technology. Various sources of knowledge are available today. Use of variety of teaching methods is possible today due to technology and the knowledge of psychology.

The different teaching methods used in the post independence period have been discussed in point no. 6.6

6.3 Rationale for selection of teaching methods

- **Previous knowledge of the students :** The previous knowledge of the students has to be first assessed so that any new subject content can be effectively conveyed to the students. For this purpose the teacher can ask questions, narrate story, use various teaching aids/(pictures, charts, maps) so that the students are able to recall their previous knowledge.
- **Maturity of Students :** While selecting the teaching method the teacher has to consider the age, physical and mental maturity, like-dislikes/interests and ability of the students.

Which methods from the ancient period are used even today? Discuss their advantages and limitations.

Education System	Teaching Method
Vedic	
Buddhist	
Jain	
Islamic	

6.6 : Ancient Teaching Methods

Sources of Knowledge

Ancient Period
- Guru
- Teacher
- Scriptures
- Gurukul and Ashram
- University

Modern Period
- Teacher
- E-learning softwares and devices
- Internet
- Social Media
- Newspapers

6.7 : Sources of Knowledge

Changing Nature of Teaching

Gurukul   Classroom   E-classroom
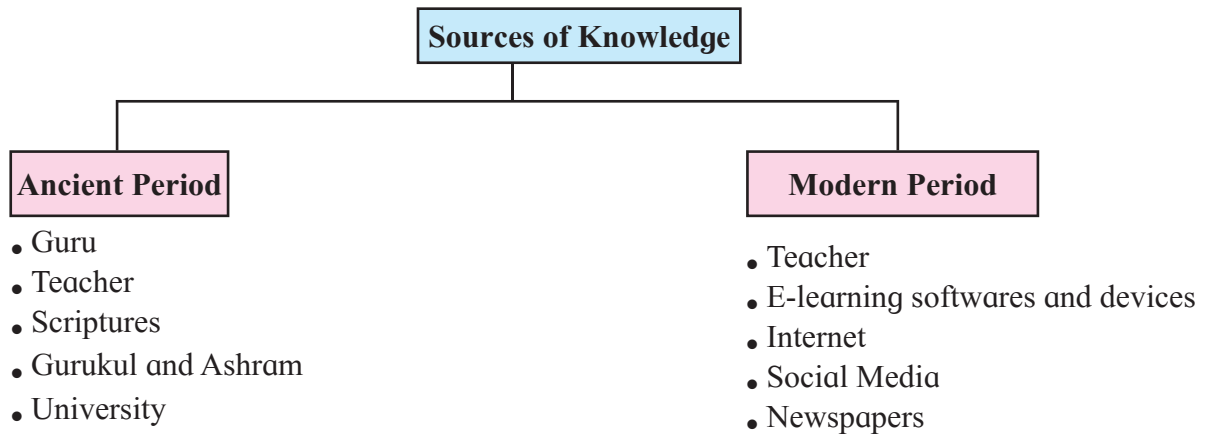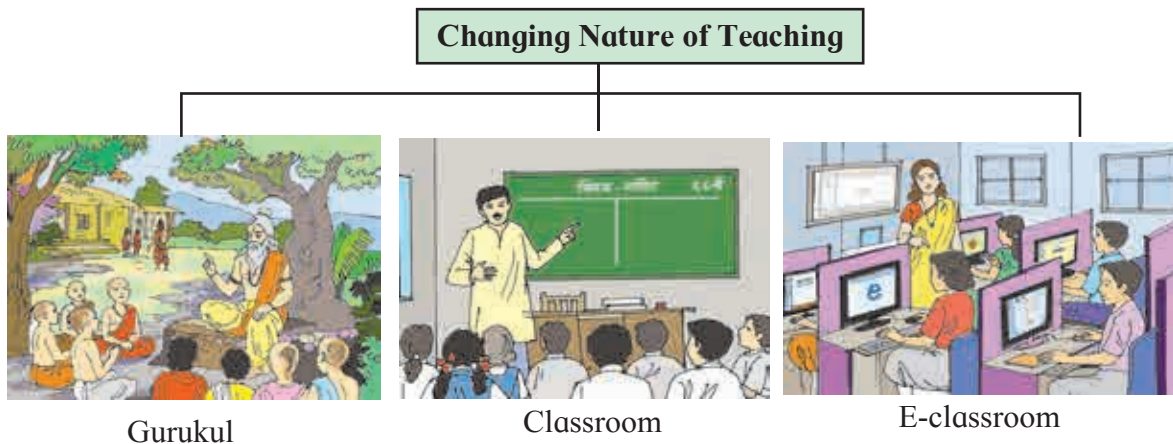
6.8 : Changing Nature of Teaching

- **Surroundings of the students :** The teaching method should be selected considering the geographical conditions of the student, whether he/she comes from rural or urban area.

- **Available Teaching Aids :** The teaching aids have an important role to play for teaching any subject, making the subject content easy to understand, giving variety of educational experiences. eg. charts, maps, pictures, models etc. Hence it is important that the teacher considers the available teaching aids and then selects the teaching method.

- **Expected time :** It is important to consider the allotted time period for teaching, while selecting the teaching method.

- **Scope of the content :** It is essential to take into consideration the scope of the content and also the content which has to be actually taught in the classroom while selecting the teaching method.

- **Objectives of teaching :** The teacher should think which method of teaching would be most suitable to achieve the objectives of the unit and accordingly select the method.

- **Participation of students :** The teacher should select a method which helps in obtaining the maximum participation of the students. From various teaching methods teacher should select appropriate teaching method.

6.4 Principles of Teaching

Teaching is an art as well as a science. Hence it becomes essential to consider the guiding principles of teaching. Following are the principles of teaching.

Remember it

A principle is that which remains at the focus of any event, situation or behaviour.

- **Principle of Motivation** : Motivation is the inspiration to do any work. It is of two types-intrinsic and extrinsic. Teacher should himself/herself emphasize on intrinsic motivation and motivate the students. A teacher should identify the various needs of the students and accordingly find out ways to motivate them. Since achievement is the most effective kind of motivation, the teacher should guide the students accordingly.

- **Principle of Learning by doing** : For achieving positive behavioural change in the students, it is important to give them appropriate learning experiences. Actual experiences and experience gained by actual performing the task is most effective in the learning of the student. Hence the students should be educated using the principle of learning by doing.

- **Principle of Life Oriented Education** : The teacher should try to link the subject content to be taught to the student with actual life. The students should be able to use whatever they have learnt in actual life situations. For this it is important to give them education related to the aspects as shown in the following figure.
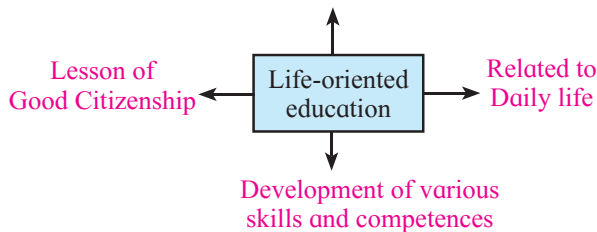
6.9 : Life Oriented Education

- **Principle of appropriate method of teaching** : If a teacher wants to make the teaching effective they should make use of both traditional as well as modern methods of teaching considering the subject content to be taught and also the age of the students. Good teaching is assisting the students for learning. Teaching method should be interactive and give scope for students to be active.

- **Principle of deep knowledge** : A teacher can explain his subject properly and solve the doubts of his students only if he has deep knowledge of his subject. A teacher should always try to remain a learner and keep himself updated with the latest knowledge about his subject.

- **Principle of use of teaching aids** : Today teaching aids have got a lot of relevance in making the teaching-learning process effective. They are very important in giving direct as well as indirect experiences to the students.

Teaching aids

Visual	Auditory	Audio-Visual
Chalk-Blackboard	Radio	PPT
Charts	Tape - recorder	Educational Videos
Pictures	Audio CD's	CD's
Maps		Mobile
Models		

6.10 : Educational Devices

- **Principle of appropriate evaluation** : The main objective of teaching is to have desirable behavioural change in the student. For this it is essential to have continuous comprehensive evaluation of students.
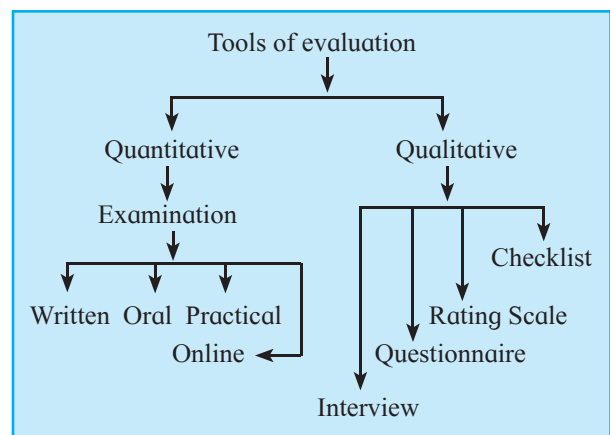
6.11 : Tools of Evaluation

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6.5 Maxims of Teaching :

Let's Tell

Why do we use of maxims? Maxims are used to make the learning of the students effective. The maxims of teaching are very useful in guiding the teachers for their teaching. These maxims are based on the principles of psychology of learning.

(1) From Known to Unknown

Use Your Brain

(i) Why is 'addition' taken as a reference while teaching 'multiplication'?

(ii) Why are various stories, examples, references, given to explain the principle - 'It is easy to break, but difficult to join?'.

Any new concept should be taught to the student by linking it or relating it with previous knowledge i.e. what has been learnt earlier by the students. This helps in better understanding by the students. The maxim 'from known to unknown' is one of the basic and most important maxims of teaching. Using this principle reduces a lot of stress in the students while learning new concepts.

(2) From Easy to Difficult

Let's Tell

Tell the following concepts from easy to difficult. e.g. addition, multiplication of monimial, addition multiplication of binomial, word problems based on addition and multiplication.

It is necessary to teach easy and simple content first and then proceed to teach the content which is difficult and complicated to understand, or the students may find difficult to comprehend. Using the maxim 'easy to difficult' helps to develop in the students a feeling that they are able to understand the new content easily.

(3) From Concrete to Abstract

The things which we are able to experience through our sense organs are concrete things. eg. book, table, building, etc. Those aspects which we are able to experience at the mental or emotional level are abstract. eg. Affection, patriotism, hatred, greed etc.

• Prepare a list of concrete and abstract things.

Let's Tell

Which concrete examples can we give to the students while explaining the concept of 'heat' in Science?

Concrete concepts are easier to understand than the abstract ones. They can be understood quickly. Abstract concepts are difficult to visualize. Hence while teaching we should explain the concrete concepts. First and then explain the abstract ones. This facilitates the understanding and learning of the students.

(4) From Particular to General

What do you understand from following examples?
(1) $4 + 0 = 4$ (3) $-10 + 0 = -10$
(3) $16 - 0 = 16$ (4) $-25 - 0 = -25$

For many similar kind of examples we are able to formulate a rule. There is one particular principle which is related with different 'situation'. Hence while teaching certain topics it is essential to give specific examples and then based on it explain the rule or the principle

This maxim of going from particular to general is called as inductive method.

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(5) From General to Particular

Let's Tell

To explain the Proverb "United we stand, devided we fall."

Sometimes the rule, or the definition is explained first and then various examples related to it are given. This is general to particular. This maxim is exactly opposite of the maxim particular to general. When we use this maxim in our teaching, we are said to be using the 'Deductive Method'.

(6) From Whole to Part

Let's Tell

What will you do while learning a poem, which you like?

While teaching a subject first present a comprehensive picture in front of the students and then go into the details, i.e. make use of the maxim from 'whole to part'. This maxim is based on cognitive psychology. e.g. While teaching the different parts of a flower, we first show the entire flower and then its parts.

(7) From Part to Whole

Complete the story using the following outline.

Dense forest - Robbers - rob the people - kill them - meet a monk - asked to pluck leaves of a tree - asked to again join the leaves to the tree-thieves unable to do so - monk's preaching.

Moral :- What do you learn from the story?

When logic of the students is developed and they have matured enough we should use the maxim from part to whole. This is exactly opposite of the maxim from whole to part. eg. You explain the different parts of the flower first and then the functions of the flower.

(8) From Empirical to Logical

The two ways of acquiring knowledge are - experience and logic. In the early years it is important for a child to acquire knowledge through experiences, i.e. Experiential learning. eg. Visit to a fort. Once the logical thinking has been developed and some basic knowledge has been acquired, it becomes appropriate to use the method focussing on the use of logical thought. e.g. Study of the fort after considering its architectural structure. The design of the fort, colour combination, the material used, water management etc. on the basis of which the students can logically derive about the then existing administration, life style, political life etc.

(9) From Psychological to Logical

Psychology always focuses on the emotional aspect, while logic focuses and is related with the intellectual or cognitive aspect. Hence while teaching poetry or while portraying the character it is important to explain the emotional aspect first, and then explain the central idea.

The teacher should use these principles as per the need of the content.

6.6 Different Teaching Methods

Recall

Which different methods have been used by your teachers for teaching you? Explain with reasons which among those have you liked.

6.6.1 Narration Method

For making the teaching effective a teacher has to assimilate a number of skills out of which one is skill of narration. Narration is the next step of the story telling method.

"Narration means a description of an event or a situation".

This method is used to explain new information, describe an event, incident or a scene. Narration can win the hearts of the students if it is done with ease, in appropriate speed, in a delightful manner and using appropriate gestures. It is necessary for the teacher to plan where and when to use this method on the basis of the content to be taught.

Observe the Table

Narration Method

Merits	Limitations
• Useful method for new knowledge.	• Teacher centric method.
• Lot of knowledge can be imparted in less time.	• Lack of students participation.
• To develop interest in the subject.	• Psychologically inappropriate method.

6.12 : Merits and Limitations of Narration Method

Find more Information

Watch and listen various stories on the Youtube to understand the Narration Method.

6.6.2 Lecture Method :-

Recall and Discuss

Which lectures among those you have heard until now, have you liked? Why?

Let's Think

According to you what do you mean by a 'Lecture'?

According to James Michael " T h e lecture is a pedagogical method where by the teacher formally delivers a carefully planned expository address on some particular topic or problem".

"The verbal flow of information imparted by the teacher to the student is called as a lecture".

Let's Think

What kind of lecture would you like to listen to?

Everyone would like to listen to a lecture which has a good flow. A teacher delivers knowledge, principles, truths, new ideas and other information to the students through his lecture. Since it is the lecturer who talks continuously for a very long time in this method. It is a method which emphasises on one-way communication. Students have to take notes while listening 'Lecture'.

Merits of Lecture Method

- Students are motivated to learn due to effective narration.
- Students develop the habit of taking notes while listening.
- Develops oratory of the teacher.
- Useful method to explain new information, principles, concepts.
- Useful for describing events, explaining and justifying the principles.
- Useful to deliver abundant content to a big classroom within a very short time.

Steps in Lecture

(I) Introduction • Develop curiosity • Motivate to learn the new subject. • Ask questions on previously taught content. • Ask questions on experiences, related to the content.	(II) Presentation of the content • Tell the information, concepts, principles. • Give examples of day to day life. • Make use of teaching aids. • Sequential presentation of content to facilitate understanding.
(IV) Taking Feedback • Facilitating the students thinking process • Opportunity to clarify doubts of the students.	(III) Compilation • Summarize • Ask questions for compilation or consolidation. • Understand the co-relation between sub topics.

6.13 : Steps of Lecture Method

Complete the following circles
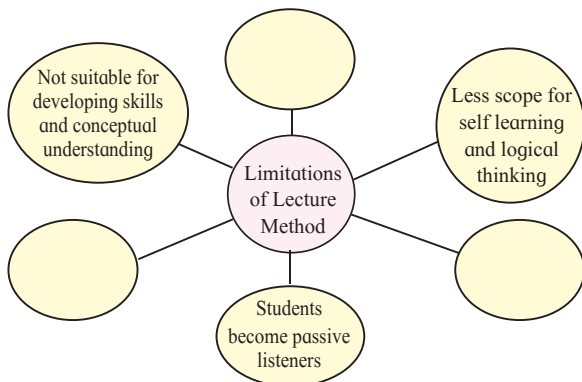
6.14 : Limitations of Lecture Method

Internet My Friend

Observe and listen to a lecture of an expert on a topic of your choice. Write a note on the style of presentation.

6.6.3 Source Method

Recall and Discuss

How did you collect information about historical events/place?

This method is primarily used for teaching history. It is useful to make the teaching of history more objective. The truth of historical events can be traced using source method.

The study and use of original material and original sources, while teaching history is called as 'Source Method'.

"Critically examine and analyse the available sources or available proofs through research for finding out the truth behind the events and reaching towards a conclusion is called as Source Method".

Complete the Table

Classify the various historical sources you have studied using the following table :-

Oral sources	Written sources	Things/ Buildings sources
• Folksongs	Copper plate	Taj Mahal
•	....	Coins
•	....	....
•		....

6.15 : Historical Tools

Merits of Source Method

- Sources help to make history of events, peoples and places more concrete and meaningful.
  - It helps to get information about historical research and reliable evidence.
  - The sources are useful to make history real and alive.
- It stimulates curiosity about the historical events.
- It helps to develop critical thinking and reasoning in the students.

Limitations of Source Method

- Since the sources may be available in different languages like Persian, Arabic, Sanskrit, Pali etc. the teacher and students may not be well-versed with them.
- It is a time consuming and expensive method.
- It is not useful for small children.
- If the information in the available sources is one sided, then it may distort the historical facts.

Find out

Collect information regarding Indian and Foreign institutions that undertake historical research.

6.6.4 Journey Method

This method is used in the teaching of Geography, History and Languages.

In the journey method students are taken on an imaginary journey and given an indirect experience. It is important that the teacher asks relevant questions in the course of this imaginary journey. The journey method involves three following steps :-

(1) Introduction

The objective behind the journey is clarified. In this step the students are informed in advance that the journey is going to be imaginary.

(2) Actual Teaching using Journey Method

The content is taught using maps, pictures, models, filmstrips etc. using narration. Some important points can be written on the blackboard.

(3) Evaluation

In this step questions are asked on the content that is taught and the students evaluation is done.

Merits of Journey Method

- Places which cannot be visited due to geographical conditions can be taught using this method. e.g. Volcanic mountains.

- It helps to save time, energy and money since students are taken on an imaginary journey.

- It helps to avoid dangers that may occur during an actual journey e.g. accidents, natural disasters, etc.

Limitations of Journey Method

- Learning through an indirect experience is less effective than when an actual and direct experience is given.

- The method requires use of various learning resources to create an actual experience before the students. This may be difficult, time consuming and expensive work.

- It takes more time to teach the content than when taught using the regular method.

Use Your Brain

Which different subject content can be taught using Journey Method?

6.6.5 Discussion Method

This method is useful for grown-up and mature students. These students have sufficient previous knowledge about the topic to be discussed, can think independently, can confidently and independently present and justify their thoughts and ideas and can also clarify doubts wherever required. Hence this method is very useful for adolescents.

Group Discussion, Panel Discussion, Dialogue :-

The teacher divides the students into groups and assigns them different subtopics, by dividing the content. The groups then prepare the topic using textbooks, reference books, maps, time line, internet sources, etc. Students discuss in their respective groups and the teacher moves around supervising and guiding them. After the students have learnt the content in the group, they present it before the entire class. Other students asks them questions and the group leader of the group who is presenting answers them. The teacher explains wherever he/she feels it is essential. In this manner all the groups come forward and the entire content is completed.

Discussion method is useful for teaching subjects like history, geography and language. In this method the role of the teacher is of a facilitator, and hence needs to have mastery over the content. Students are engaged in self-learning in this method. Hence they learn to think independently, become self reliant and confident. The lesson becomes more lively since all the students are active and involved. The spirit of cooperation is developed since lot of interaction takes place between the students.

Complete the Table

Discussion Method

Merits	Limitations
• Can discuss based on the previous knowledge..	• It is not useful for handicapped and small students.
• It helps to develop the skill of asking and answering questions accurately.	• Time consuming method.
•	• ....
•	• ....

6.16 : Merits and Limitations of Discussion Method

6.6.6 Demonstration Method

In this method the teacher demonstrates an experiment, actual objects, process etc. and explains it. In this method the teacher along with the students observes the experiment and keeps a record of the observations.

Remember this

- From concrete to abstract or direct to indirect.

- Knowledge through observation.

- Only that which can be seen or experienced is the truth and is reliable.

This method is useful where students are not able to imagine about a concept or when explanation of a concept is difficult. Teacher actually performs the actions and explains. Students observe the teacher. They also assist the teachers during demonstration, take measurements, keep notings and also try to derive inferences and conclusions. Demonstration method is mainly useful for teaching Science subject.

Observe the following picture and answer the questions.

6.17 : Teacher demonstrating an experiment in the laboratory

Q. : Observe the above given picture and explain the nature of demonstration method in your own words.

Merits of Demonstration Method

- Concepts can be clarified using this method, than merely explaining the concept.

- Students realize all the safety measures and precautions to be taken when conducting experiments which may be dangerous. e.g. preparation of clorine gas, hydrogen gas etc. and testing their properties.

- It helps to develop interest in science and also the scientific attitude among students

- As compared to individual practicals, more number of experiments can be demonstrated within a short period.

- Students get opportunity to learn the ideal methodologies from experienced and expert individuals.

Limitations of Demonstration Method

- It doesn't use the principle of learning by doing.

- Students don't get the satisfaction and enjoyment of performing experiments individually.

- It is difficult to observe if there are large number of students in the classroom.

- Students may not get introduced to all the materials and equipments used for demonstration.

- Lack of pre-planning may result in an unsuccessful demonstration.

6.6.7 Project Method

This is one of the important methods used in teaching. The American philosopher John Dewey is the proponent of this method. But his disciple W.H. Kilpatrick is regarded as the pioneer of this method. According to him when an individual does an activity himself, he remembers the content better.

According to W.H. Kilpatrick, 'A project is a whole hearted purposeful activity proceeding in a social environment'.

Dr. J.A. Stevenson defines project as - 'A project is a problematic act carried to completion in its natural setting'.

From the above definitions it is clear that in a project importance is on the activities of the students. The students undertake a task or a problem either individually or in a group. They themselves take efforts to solve the problem. To complete the project the students have to perform various tasks like gathering information, performing experiments, field

visits, reading, interacting with experts, etc. In all these acts the teacher plays the role of a guide or a mentor and wherever required even as a resource person. They also assess and evaluate the project work. This method is useful for teaching of all subjects in the school.

Steps of Project Method

(1) Selecting the topic for the project.

(2) Planning of project.

(3) Actual implementation of the project.

(4) Evaluation.

Merits of Project Method
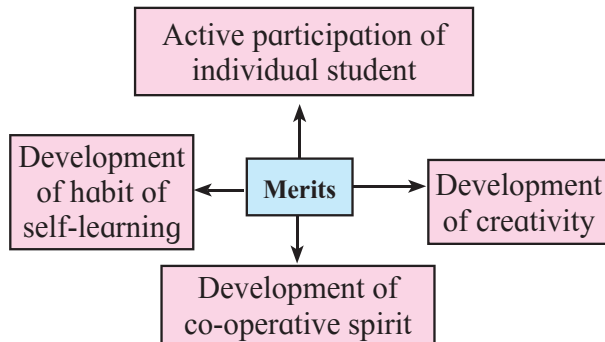
Limitations of Project Method
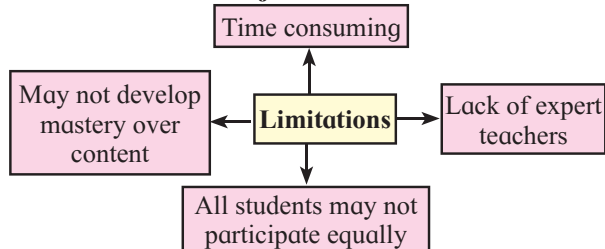
6.18 : Merits and Limitations of Project Method

Some Project Topics

- Preparing models - eg. Historical forts, types of houses, etc.

- Collections - eg. Coins, objects, pictures, types of stones etc.

- Poster making - Save environment, save the girl child, etc.

6.7 Characteristics of Good Teaching Method
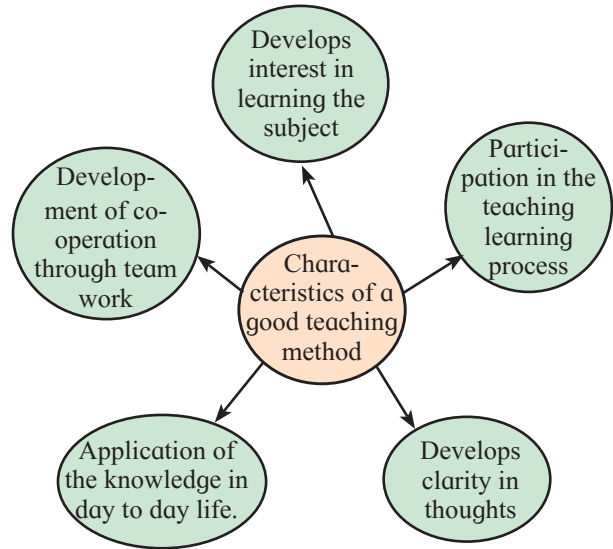
6.19 : Characteristics of Good Teaching Method

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★★★★★★★★★★★★★★★ **Exercise** ★★★★★★★★★★★★★★★

Q.1 Match the columns A, B and C

A	B	C
(1) Jainism	(i) Ultimate aim is Nirvana	(1) Madarasa
(2) Islam	(ii) Gurukul	(2) Amnaya
(3) Vedic	(iii) Maktab	(3) Vihar
(4) Buddhist	(iv) Anutpreksha	(4) 'Para' and 'Apara' Vidya

Q.2 Complete the following flow chart

```
                    Teaching Method
        ┌──────────────────┴──────────────────┐
  Teacher centered                        Student centered
        │                                      │
   Source Method                          Dramatization
        │                                      │
   Story telling                          Project Method
        │                                      │
   [          ]                           [          ]
        │                                      │
   [          ]                           [          ]
```
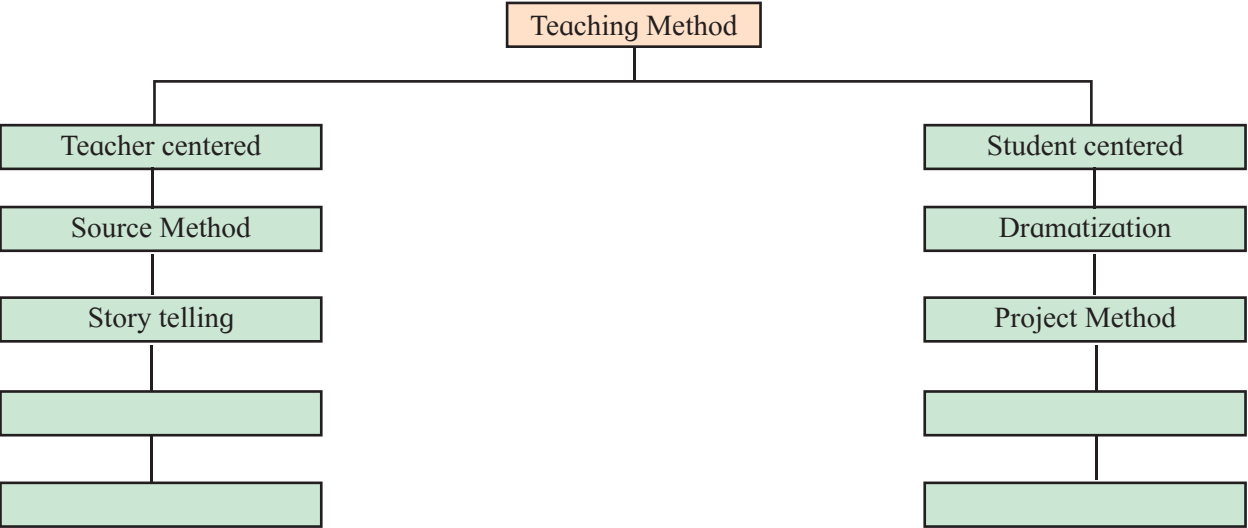
Q.3 Complete the blank circle of conceptual map

```
   Reciting                        (         )

(        )        Features of teaching-        (        )
                  learning process in
                  Vedic Period
   (        )                          (        )
                   (         )
```
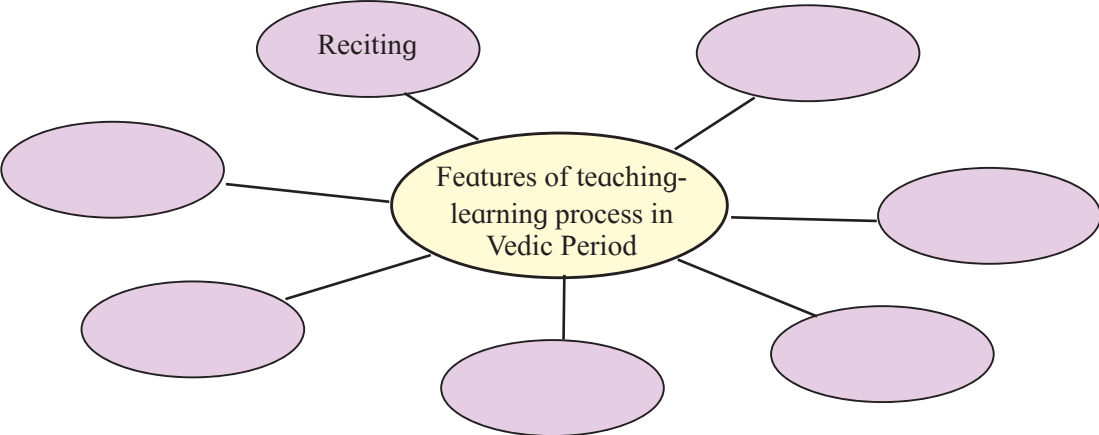
Q.4 Answer in brief

(1) Write any two definitions of teaching.

(2) According to you what are the criteria of a good teaching method?

(3) Explain in brief 'Narration Method'.

(4) Write the limitations of 'Source Method'.

(5) Write the objectives of 'Demonstration Method'.

(6) Enlist the maxims of teachings.

Q.5 Write notes on

    (1) The Islamic method of teaching.

    (2) Maxim - From concrete to abstract.

    (3) Source method.

    (4) Steps of lecture method.

    (5) Discussion method.

Q.6 Differentiate

    (1) Vedic Education System and Buddhist Education System.

    (2) From General to Particular and Particular to General Approach.

    (3) Journey Method and Project Method.

Q.7 Answer in detail

    (1) Explain the changing nature of teaching.

    (2) Explain the Jain Education System.

    (3) Explain Project Method with an example.

    (4) Write the maxims of teaching along with examples.

    (5) Explain the principles of teaching.

    (6) Explain the lecture method along with its merits and limitations.

Activity/Project

    (1) Visit a historical place and write a report on it.

    (2) Arrange a competition on 'Narration' in your classroom.
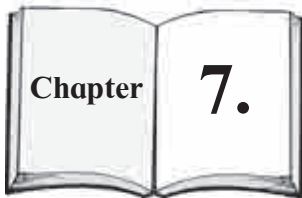
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<table>
<tr><td>Chapter 7.</td><td colspan="2"># Educational Research</td></tr>
</table>

Introduction

A student needs to practice and take efforts innovatively to gain information and knowledge and for these efforts the student gets guidance from teachers, parents and also from friends. On the basis of acquired guidance and experiences students search information and knowledge. Science helps in solving problems in day to day life. By taking this support to solve educational problems, Scientific Method is used. On the basis of science, study of educational problem are taken into consideration and here educational research comes in the discussion as a subject.

7.1 Concept of Educational Research

Change as per time is indivisible part of human life. The root cause of this changes is research. To solve the problem, to make a change in present situation, invention of new knowledge are the main functions of research.

Let's Recall

- What is Invention?
- Which inventions do you know?
- What are the problems faced in day to day life?
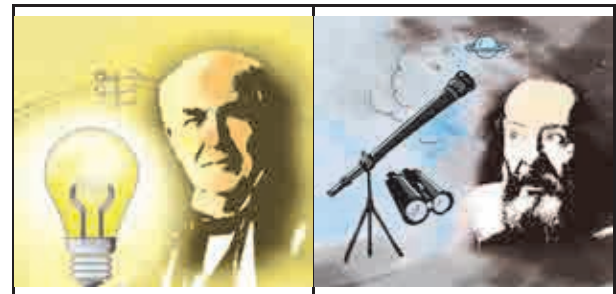
7.1 : Different Inventions

- **Meaning of Research**

Research means :
- To get information
- To invent
- To validate
- To investigate
- To criticize
- To find out facts
- To find out solution for problems
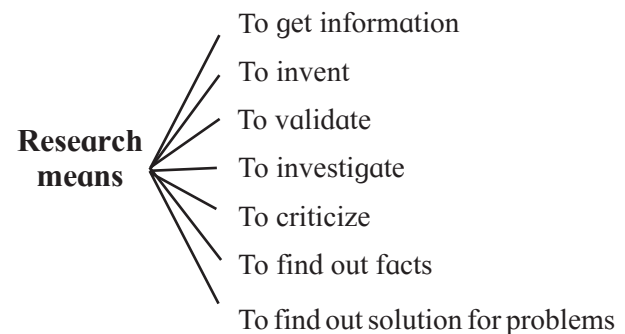
7.2 : Meaning of Research

In research to find out the new facts and for checking the previous facts, critical and systematic study is done. Detail discussion is done on findings of such study. The detail inquiry and experiment of the findings from the study is called research. This means that the things which are already in existence but not known are brought infront of all; this is called Research.

Do you know?

The word "Research" in English is derived from French word "Cerchire" which means "search" and search means to discover again & again.

Remember it

- To solve the problem with the help of scientific method is called 'Research'.
- Research means critical analysis, testing and continuous and systematic study for searching facts and principles.
- Research means well pre-planned efforts taken for solving research problem

7.2 Meaning of Educational Research

Students will be enriched with knowledge when they are fulfilled with accurate concept, subject, innovative programme and information in the field of education. For enrichment of knowledge, teaching learning is the main process. The main components of this process are students and teachers. So it is necessary to under take research. Due to this educational problems may be solved and quality of education process will be increased. Education research means the research which solves the various problems in the process of education and increased the quality of education.

Complete the Chart
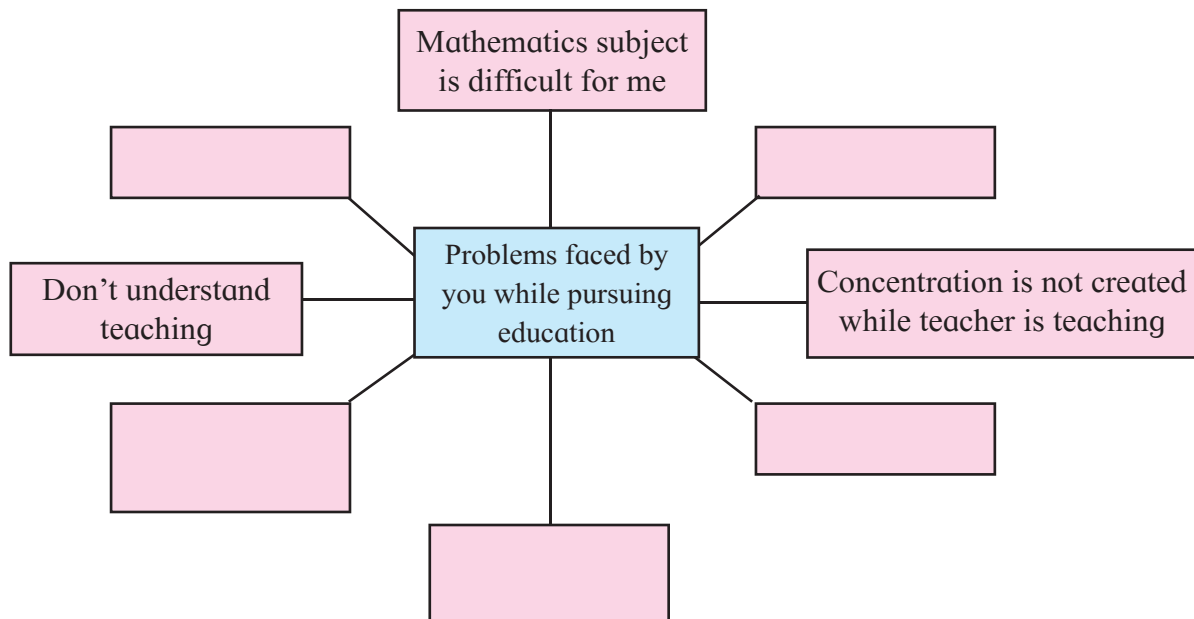
7.3 : Problems while pursuing Education

Remember it

Educational Research is arrangement of different activities to search for characteristics and co-relations required for making educational process more effectively.

Educational research is that activity which is directed towards the development of science of behaviour in educational situations.

- **Areas of Educational research**

Following areas are taken into consideration while doing Educational Research :

- Educational Philosophy
- Educational Psychology
- School Administration
- History of Education
- Education for
  Marginalised/Deprived group.

Discuss and Understand

- Educational Technology
- Teacher Education
- Formal Education
- Curriculum Development
- Educational Sociology
- Educational Evaluation
- School Management
- Economics of Education
- Vocational Education
- Social Sciences
- Teaching-learning process
- Comparative Education

7.3 Need of Educational Research

'Educational Research' is conducted to increase reliability in teaching-learning process and evaluation. The Education Research is for following reasons.

For Critical Study

For effective administration

To solve the problems of students

For Development of Human Resource

To solve problems in Teaching-learning

Need of Educational Research

For Educational Transformation

For Effective Educational administration

To facilitate teaching learning process

To enhance the quality of Education

For framing the nature of curriculum
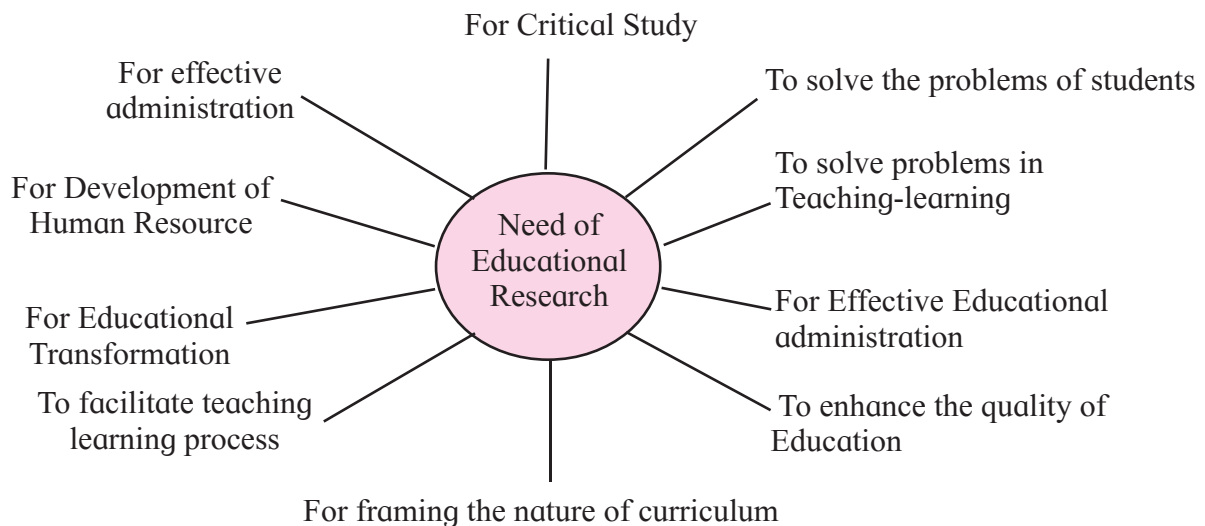
7.4 : Need of Educational Research

Do you know?

- Research is done for solving problems in teaching learning process.
- Educational research is a cause of progress in the field of education.
- It is necessary for educational changes.
- Educational Research is necessary for quality improvement of education.

Think and Discuss

- Can students understand better, if teacher uses technology in teaching?
- How recurrent educational problem can be solved by taking efforts again and again?
- How can we make optimum use of time by doing time management?

7.4 Characteristics of Educational Research

- **To Solve Educational problem**

The main objective of educational research is to solve problems faced by main components in education process, i.e. teachers and students. Educational research is useful to mobilize the education process.

- **Scientific Approach**

While doing educational research scientific method is used. Using scientific methods, educational research is conducted in a systematic manner.

- **Based on previous knowledge**

While doing educational research available information and knowledge is used. The application of previous knowledge is done while doing process of research.

- **Educational Research is purposeful**

Educational Research is done by keeping objective in mind. To achieve this purpose scientific method is used.

- **Objective and Accurate**

The researcher tries to solve the problem objectively. The information received/found in the research is objective and accurate. If the treatment and activities implemented by the researcher are objective then acquired results will be accurate. Subjectivity like prejudice and personal benefits do not come in research.

Apart from this, rational explanations and prediction are also the characteristics of educational research.

7.5 Basic concepts in Educational Research

(1) Research Problem

The research problem is the problem faced by teachers or stake holders. It can also be an issue related to new concepts or any challenge in theoretical and practical aspect.

(2) Research Title

The title of the research is the expression of research problem in clear, meaningful and precise words.

(3) Variables in Research

'Variables' are anything that can affect or change the results of a research study.

This term is used in educational research after the study of situation to measure individual property of things, quality and characteristics. Measurable things in a research title are the 'variables' i.e. the things in research which can be measured are called variables in research. eg. Health related habits, scores in examination, computer assisted programs, writing skill etc.

(4) Objective of Research

The arrangement of sub questions in the form of statements related to selected problem for research are called objective. Eg. To know the health habits of XI std. students.

(5) Research Assumptions

It is unexamined statement in research which depends on previous experience and previous knowledge. eg. Students are not aware enough regarding proper habits about health and hygine.

(6) Research Hypothesis

Hypothesis is probable answer of research problem. eg. If we guide XI std. students about health-related habits, there will be improvement in their health-related habits.

(7) Research Population

The research population is the total number of respondents out of which the researcher has selected the respondents for the research. The result obtained from the sample of the research are applicable to the total population of research. eg. 'All Students of XI std.

(8) Research Sample

Sample is selected group for research which includes all characteristics of population. e.g. The group of students selected for research from XI std.
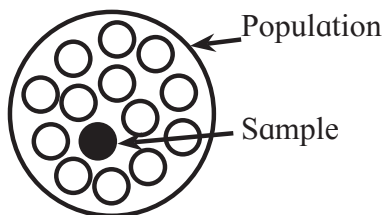
7.5 : Population and Sample

Collect information

You want to examine/check reading capacity of students of Std. I to Std. VII of one school in your area. For that how will you determine population and sample?

(9) Tools of data collection

Tools of data collection are the means through which data collection is done from the respondents for the research study. eg. Questionnaire, psychological tests, achievement tests, rating scale etc.

(10) Data Analysis

Data analysis is analysing the data according to the objectives of research and come to final conclusions.

Make a List

- Which are good health habits?
- What are the tools of collecting information for research?
- Which problems arise while getting education?

7.6 Types of Educational Research

We have already discussed about meaning, definition and basic concepts in educational research. Now we will understand about types of Educational Research. Actually these types of research are applicable to research in general; hence here they are also applicable to field of education.
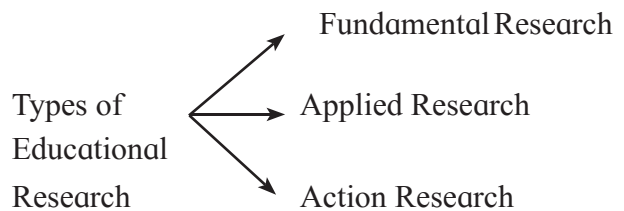
7.6 : Types of Educational Research

Till now you have studied about various scientists and their inventions. Now prepare a list of various scientists and their inventions.

7.6.1 Fundamental Research

Fundamental research deals with creating laws, theories or basic knowledge of the concerned subject. It goes deeper into the problems and gives the integrative solution of it.

Fundamental research concerns with acquiring the knowledge about natural and social phenomena. It interprets them and establishes hypotheses and assumptions about them.

Acquisition or creation of knowledge is main objective of Fundamental research.

E.L. Thorndik's Laws of Learning

(1)   Law of Readiness

(2)   Law of Exercise

(3)   Law of Effect

7.6.2 Applied Research

Remember It

Use in day to day life is the main objective applied research. Emphasis is not given on acquisition of knowledge but to solve the problem.

The research done for problems arising by using various finding, laws, principles, theories acquired by fundamental research is called applied research.

eg. To encourage pre-primary level students to learn interaction with peers on the basis of theory of Jean Piaget.

7.6.3. Action Research

Action Research is one of the types of applied research.

Action research is scientific method of action oriented study for getting guidance about our decisions and activities for improving and applying them in a proper way. eg. To find out the problems faced by students solving Algebraic equations and to suggest remedies.

Action research means the research about problem in teaching learning process faced by the teachers in there day to day life.

7.7. Difference between types of Educational Research

Fundamental Research	Applied Research	Action Research
Related to principles, rules and theories of Education	Related to day to day Professional life of Education	Related to Education field
Not concerned with utility and applications but it deals with exploring the basic knowledge.	It is related to exploring and finding out 'why' and 'how' of issues in actual social life.	It is inclined to evaluating one's own development, daily situations and relevant improvements in it.
Main objective is to acquire knowledge and to create knowledge	Application of knowledge is main aim	It is more related to application than knowledge
Indirect impact	Direct impact	Immediate and direct impact
Generalization of findings	Findings are applicable to population	Findings are applicable to related sample only.

7.7 : Difference between types of Educational Research

✯✯✯✯✯✯✯✯✯✯✯✯✯✯✯ **Exercise** ✯✯✯✯✯✯✯✯✯✯✯✯✯✯✯✯

Q.1 Rewrite the sentence choosing proper alternative from the following:

(1) Probable answer of the Research problem is _____.

  (a) Conclusion (b) Hypothesis (c) Variable (d) Assumption

(2) A Representative group of a population for the Research means _____.

  (a) Method (b) Sample (c) Tools (d) Variable

(3) Acquisition of knowledge is the main objective of _____ research.

  (a) Fundamental Research (b) Applied Research

  (c) Action Research (d) None of these

(4) Measurable thing of the Research title means the thing which can be measured is called as _____.

  (a) Sample (b) Variable (c) tools (d) Hypothesis

Q.2 Explain the Concepts:

  (1) Educational Research (2) Variables in Research

  (3) Sample of the Research (4) Research population

Q. 3. Complete the chart by using the proper word from the following bracket:

(1) (Knowledge Creation, Related to educational problem, Laws of learning, Direct use of Principle, Measurable fact of Research)

Fundamental Research	
Applied Research	
Action Research	

(2) Clear and meaningful arrangement of Research problem, total number of respondents, tool of data collection, tentative answer of problem, measurable fact of research, related to Industrial area.

Questionnaire	
Hypothesis	
Population	
Title	
Variable	

Q.4 Write Short Notes:

  (1) Fundamental Research (2) Action Research (3) Applied Research

Q. 5 Write the answer in brief:

(1) Explain the characteristics of Educational Research.

(2) Explain the Basic concepts of Educational Research.

Q. 6 Write the answer in details:

(1) What is Educational Research? Explain the need of Educational Research.

(2) Make arrangement of fundamental concepts of educational research you have studied as per following subject.

  Title : Effect of student's study habits of their educational achievement.

(3) Suggest different ways of solving problems faced in educational area.

Q.7 Distinguish between:

(1)   Fundamental Research and Applied Research

(2)   Fundamental Research and Action Research

Q.8 Note down your opinion according to the following factors:

(1)   For Educational development usability of Research is important.

(2)   Action Research is useful to solve the school problems

(3)   Research is helpful factor for Human development.

Q.9 Complete the following Flow Chart:

(1)

(2)
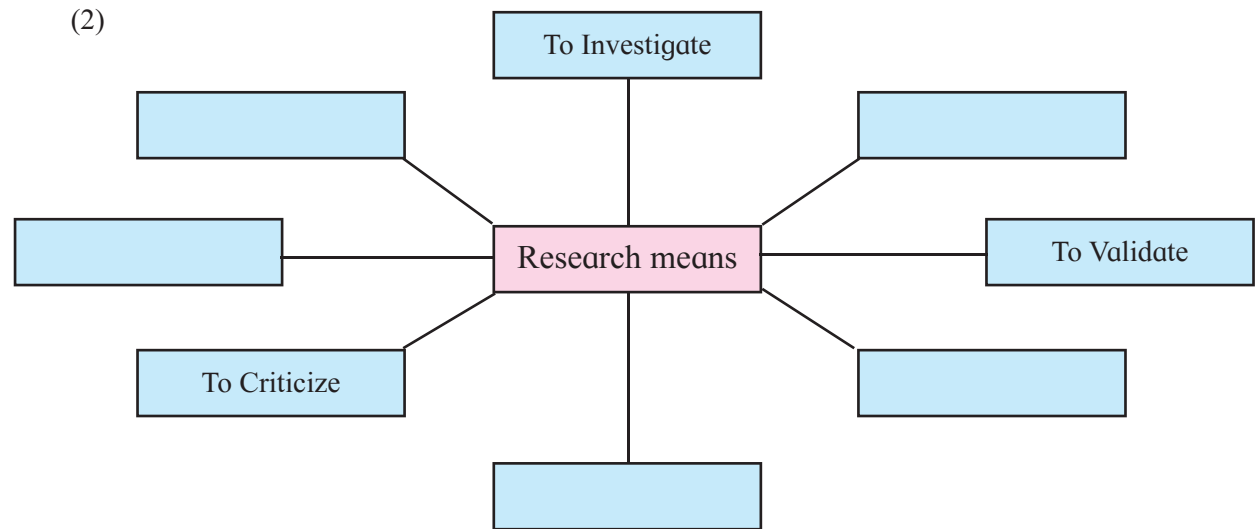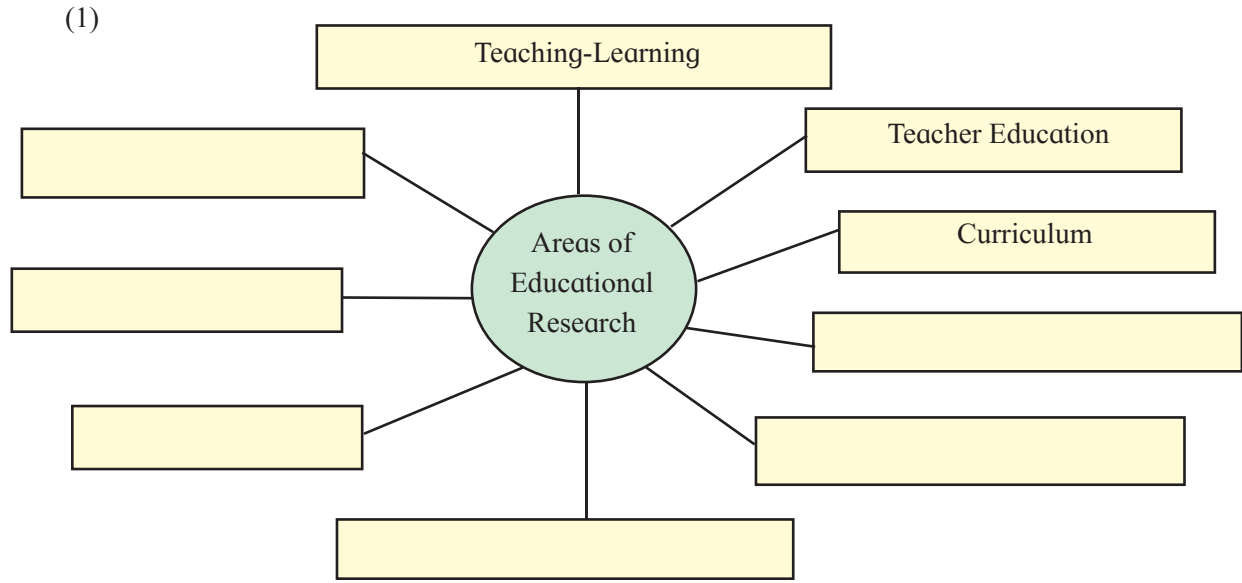
(3)
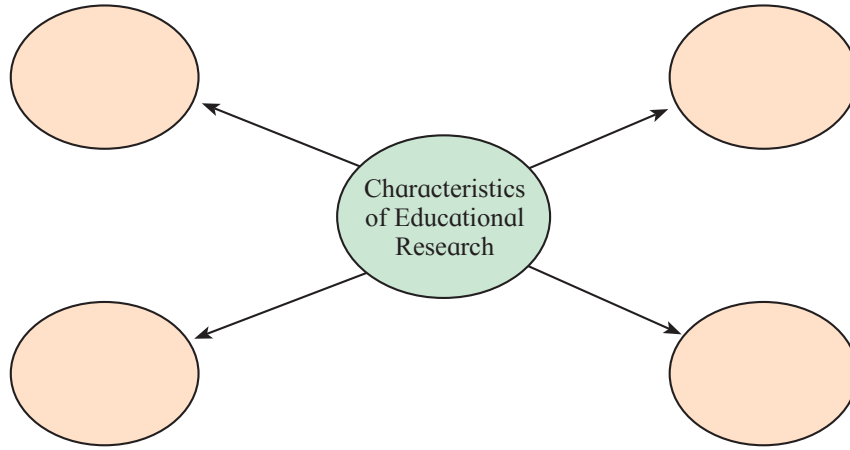
(4) Meaning of Concepts of Educational Research is given in column 'A'. Write the names of these concepts in column 'B'.

Column 'A'		Column 'B'
(1)	Arrangement of sub questions in the form of statements.	→
(2)	Measurable thing	→
(3)	Through which data collection is done	→
(4)	Total number of respondents	→
(5)	On which experiments are done	→

Q.10 Activities:

(1) Make a list of problems in learning teaching as per subjects.

(2) Prepare questionnaire for searching health related problems of school students.

(3) Write your opinion on the importance of Educational Research.

(4) Make a group of five students, prepare PPT on Educational Research and present it in the class room.

(5) Prepare PPT on types of Educational Research and present in the class room,

(6) Visit the following websites and make review of Research information available on websites related to Educational Research.

(1) http://www.mscert.org.in

(2) http://www.ncert.nic.in

(3) https://shodhganga.inlibnet.ac.in

(4) http://www.sanshodhanchetna.com

(5) www.maa.ac.in

(6) https://en.wikipedia.org/wiki/Educational_research

❊ ❊ ❊

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Chapter 8.

New Trends in Education e-learning

Introduction

Education is a continuous process. The education system is also updated as per the changes occuring in human life. The trends which occur in our daily life, get reflected in the education system too. Today we are living in the world of information technology and its impact is seen in all the areas of our life. Consequently it has also impacted our education system. Information technology is used to make teaching-learning-evaluation effective thereby increasing the standard of our education. e-learning is one such new trend which guides and provides a direction in using technology effectively for learning. This new trend is discussed in this chapter.

8.1 e-learning : Concept and Characteristics

8.1.1 Concept

Let's Tell

From the following list which electronic tools do you use? (Make a ☑ Mark)					
• Television set	☐	• Tablet/Tab	☐	• D.V.D.	☐
• Radio	☐	• Smart watch	☐	• CD	☐
• Mobile	☐	• Printer	☐	• Pendrive	☐
• Laptop	☐	• Scanner	☐	• Memory card	☐
• Computer	☐	• Digital camera	☐	• Projector	☐

Keep in Mind

Learning which takes place with the assitance of electronic tools is called as e-learning.

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Discuss

For what purpose do you use the above tools? What are their benefits?

Complete the Diagram

Lack of physical resources

Irregular electric supply

Untrained human resources

Lack of proper guidance

Limitations of e-learning

Lack of human interaction

Financial considerations
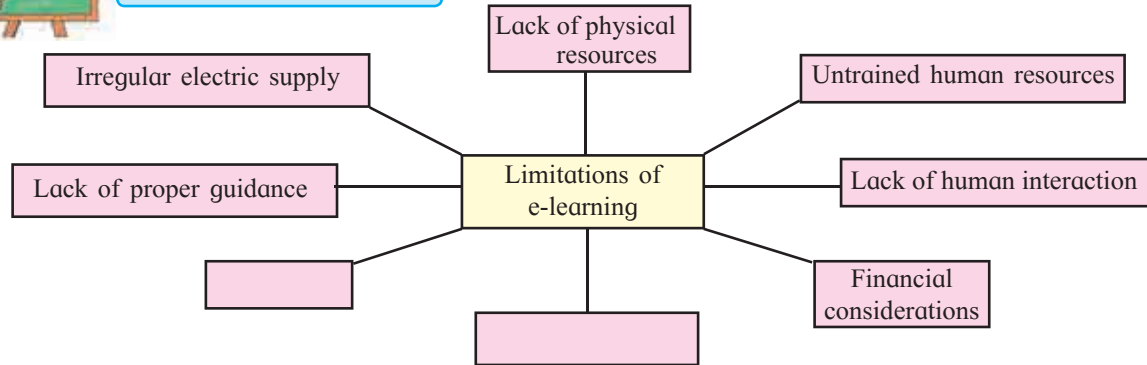
8.1 : Limitations of e-learning

8.1.2 Characteristics

e-learning takes places with the help of the computer and internet. The smart phone is also a form of modern computer and it is easily available anywhere. The easy availability of the computer and the internet everywhere has helped universalization of e-learning. e-learning is complementary to the traditional form of learning.

Complete the following figure and then explain in brief the characteristics of e-learning.

Complete the Diagram

Benefit of access to knowledge of international experts

Unlimited treasure of knowledge

Characteristics of e-learning

Learning at your own speed

Use of varied media
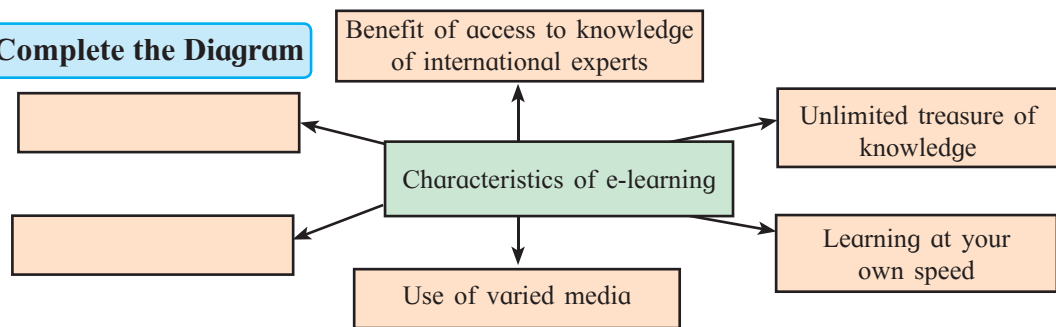
8.2 : Characteristics of e-learning

8.2 e-learning Tools :-

8.2.1 Online Tools :-

Let's Recall

- Write down the names of the websites you know.
  - www.maharesult.nic.in
  - www.mhrd.gov.in
  - www.ebalbharati.in
  - www.google.com
  - – – – – – – – – – – – – – – – – –
  - – – – – – – – – – – – – – – – – –
  - – – – – – – – – – – – – – – – – –
  - – – – – – – – – – – – – – – – – –

Do you Know?

- There are more than 100 crore websites in the world. (www.internetlivestats.com)
- The first website in the world was published in the year 1991.
- In the website address https:// and http://, the letter 's' indicates that the website is more secured.
- Websites having the extensions '.ac', '.gov', '.edu', indicates that these websites are academically more reliable.

Remember it

8.2.1.1 Website :

A collection of pages on the world wide web which has a common address, specific content is called as the website. Learning that occurs through the website is called as web based learning. This type of learning is called as e-learning or online learning. Institutions that offer online courses conduct all the processes right from admission to the result through their website.
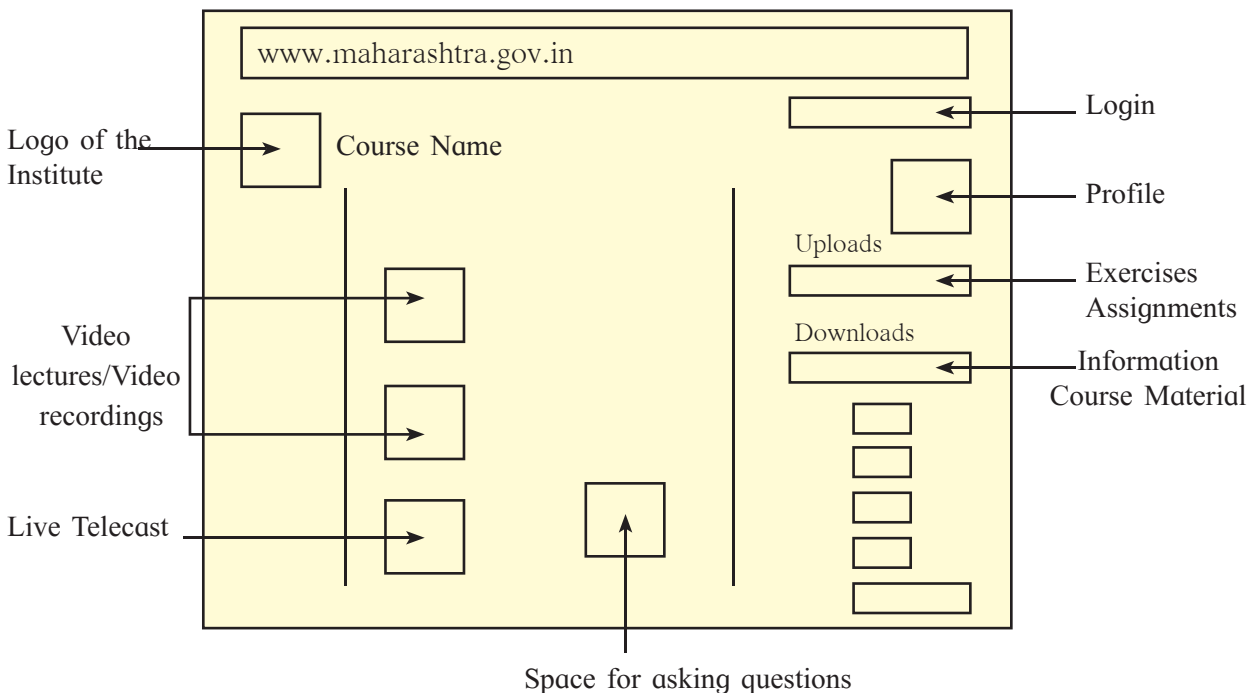
8.3 : Structure of Website offering web-based learning

8.2.1.2 Mobile Apps :-

Put ☑ Mark, from the following which mobile apps do you use?

☐ Whatsapp   ☐ Google maps   ☐ email   ☐ Youtube

☐ Facebook   ☐ Educational apps   ☐ On-line shopping   ☐ QR code reader

☐ Instagram   ☐ Photo editing   ☐ Twitter   ☐ Dictionary

☐ Antivirus   ☐ Online ticket booking

Think and Share

Which mobile app do you use the most? Why?

Do You Know?

Mobile App is a type of application software which can be used specifically on the mobile only. In a smart phone various facilities are given through various Mobile Apps. eg. educational games, photo, maps, social media, health, shopping, entertainment etc.

Search and Complete the Table

Write names of three mobile apps for each of the following given subjects :-

Sr.No.	Subject	Name of the App
(1)	Marathi	
(2)	Hindi	
(3)	English	
(4)	Science	
(5)	Mathematics	
(6)	History	
(7)	Geography	
(8)	Drawing	
(9)	Craft	
(10)	Physical education	
(11)	Dictionary	
(12)	Encyclopedia	

Discuss

How can e-learning take place by using the above apps?

Remember it

Which facts from the following do you know? (☑ Mark)

(1) Downloading an app from an authorized play store is secure.　　　☐

(2) Every mobile app collects and saves all the information available in our mobile with our permission.　　　☐

(3) The security and confidentiality of the information in our mobile can be at risk due to mobile apps.　　　☐

Limitations of e-learning through mobile app :-

Complete the Diagram
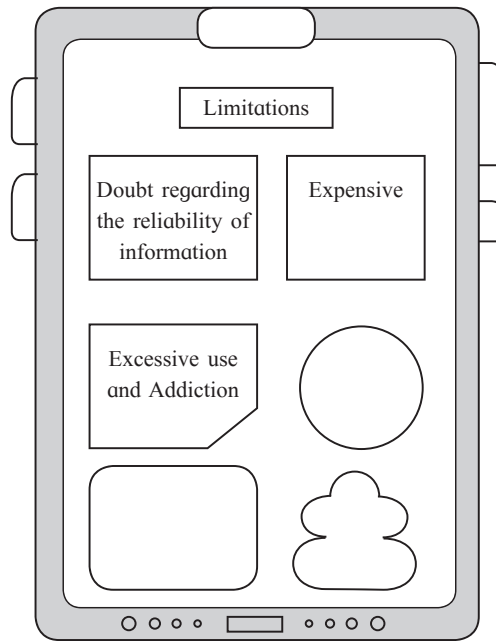
8.4 : Limitations of e-learning through mobile app

8.2.1.3 e-library

Let's Recall

Have you ever experienced that you were not able to get a particular book from the school/ college library and had to return empty handed? What could be the possible reasons of unavailability of the book?

Complete the Diagram

Limitations of facilities in a traditional school/college library

Specific working hours	Limited number of periodicals	Books could be torn, lost or scrapped	Availability of only printed materials	Timebound availability of books		
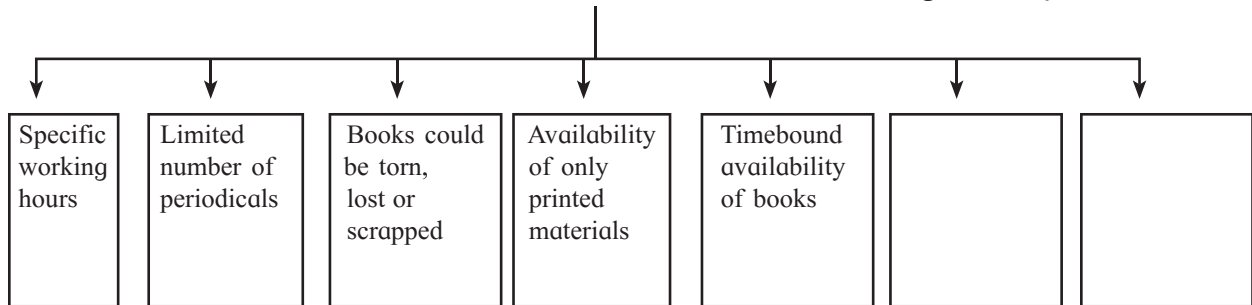
8.5 : Limitations of facilities in a traditional school/college library

Imagine and Discuss

- You are able to get the desired book at the desired time.
- You don't have to worry regarding handling of the book.
- You have access to variety of books of various publications even on holidays.

- Books of wellknown authors both national and international level are available free of cost.
- Multimedia books are available along with printed books.
- There is no hurry to return the books.
- There is no worry about books getting torn or decayed.
- You have the facility to carry and read the books anywhere any time.

Remember it

Library which has all the above mentioned benefits and which can be accessed through various online media via the internet is called as e-library. It stores and provides e-books. e-library provides e-books to its readers through a specific website and apps. Some e-libraries provide services free of cost while some offer paid service. e-library provides various sources of knowledge like e-books, e-videos, documentaries, short films, movies, audios, animations, etc.

Websites of Some e-Libraries

- www.nationallibrary.gov.in
- https://unesdoc.unesco.ord
- www.inflibnet.ac.in
- www.cart.ebalbharati.in/

Do This

With the help of your teacher take membership of any e-library and share your experience with the class.

8.2.1.4 Blog

Let's Tell

Which websites do you use to collect information?

Various professional, educational, political, social, government etc. institutions use their websites to communicate the information to the people.

Let's Understand

Any individual can communicate his/her thoughts and knowledge with the people through website. But they might face the following difficulties while doing it.

- Expenditure has to be incurred for developing a website.
- Expenditure has to be incurred for publishing a website.
- Annual charges are to be paid to renew the publication of the website.

For overcoming these difficulties the online publication tool, namely 'Blog' is used.

Do You Know?

The term Blog has been derived by joining the two words namely web + log. Web refers to the internet and log means writing a detailed record of the day to day work.

Thus, Blog literally means an informally written record of the day to day activities.

Characteristics of a Blog

- Blog can be called as a personal website.
- Blog is a free of cost available facility.
- The information on the blog can be published in the form of words, pictures, video as well as links.
- The copyright of the information published on the blog is held by the individual himself.
- The information published on the blog is called as 'Post'.
- It is possible to edit or delete any post.
- It is possible to change the design, layout and title of the blog at anytime.
- There is a facility for the readers to make their comments on every post. All the rights to publish the comments made on the post lies with the owner of the Blog.
- The name and address of the Blog can be decided by the owner.

Limitations of a Blog

- Blogs do not appear in the search engines very easily.
- It is necessary to verify the reliability of the information given in the blog.
- Less facilities are available in a blog as compared to the websites.

See carefully

To understand the difference between a website and a blog one should carefully read the 'URL' alongwith the address.

eg. Website :- http://www.mahasscboard.in/

blog :- http://punetrekss.blogspot.com

Do This

Visit any five educational blogs and write their addresses.

(1) ....

(2) ....

(3) ....

(4) ....

(5) ....

8.2.1.5 Wiki

Do You Know?

Wikipedia is an example of publication tool of the website Wiki.

Complete the following Diagram

8.6 : Benefits of learning through Blog

Diagram boxes:
- (blank)
- (blank)
- Availability of variety of content
- Benefit of experience of common man
- **Benefits of learning through blog**
- Facility for posting queries and responses.
- Learning at one's own pace and convenience
- Opportunity of multisensory learning due to variety of media
- No limitation of place and time
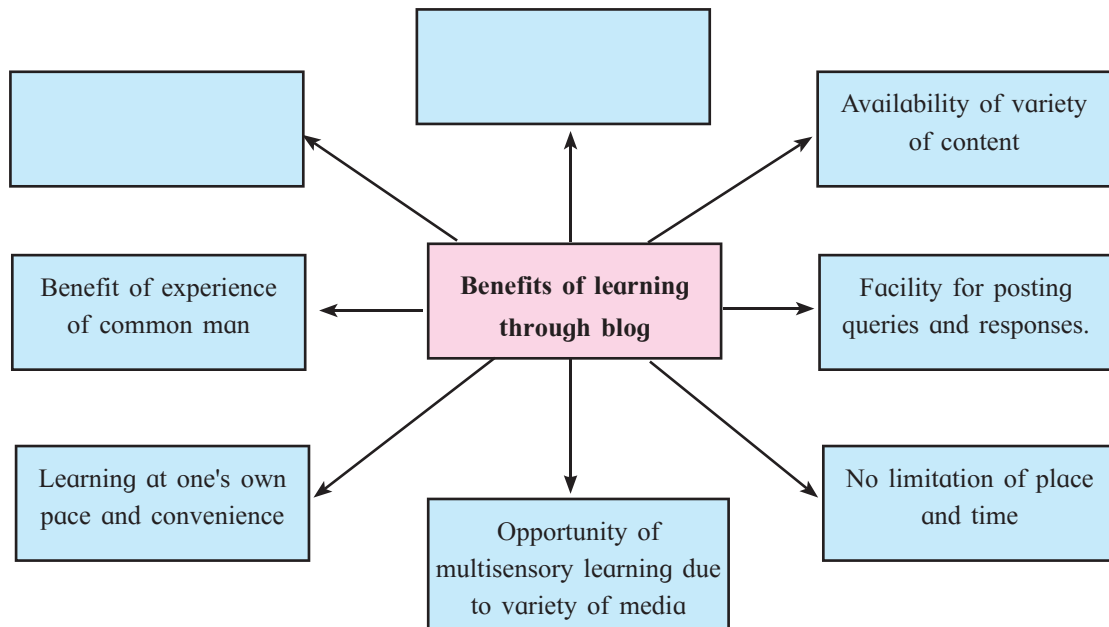
Let's Tell

Which wiki websites have you visited for collecting different types of information?

Understanding the Concept

Wiki is a publication tool available on the internet. It has a facility for modifying the information published on the website. Wiki is called as a collaborative website because every reader can contribute to the information on the website in the form of text, pictures, figures, graphs, maps, etc. eg Wikipedia - In this form of wiki, readers all around the world have contributed to the knowledge related to various subjects/topics and thereby created a huge storage of knowledge.

Characteristics :

- Wiki is an online tool for creating collaborative knowledge.
- Any common reader can suggest modification or add to the knowledge on the Wiki.
- The right to modify or add to the published knowledge on the Wiki website remains with the owner of the website. The correction or suggestions are sent to the experts panel for their evaluation. The decision reagarding correction in the published information is taken on the basis of the advice of the experts.

Complete the list

Advantages of learning through Wiki

- Benefit of the knowledge of the common man.
- Creation of a huge storage of knowledge.
- Availability of knowledge of various subjects.
- Opportunity for the reader to suggest corrections or addtions.

- Creation of continuously updated knowledge.
- ……………………………………
- ……………………………………
……………………………………

Remember it

Limitations of Wiki

- Since different readers make additions to the knowledge on the wiki, the reliability decreases.
- Since continuous changes take place in the information, the validity of the knowledge decreases.
- Since there is a lot of published/available information it becomes difficult to select appropriate information from it.
- Since the access to the content is freely available on the wiki it is likely that the cyber criminals may take its undue advantage.
- The information on the wiki needs to be verified from different sources.

8.2.1.6 Video Conferencing

Discuss

- Share your experience of a video call with everyone.
- Have you used the facility of conference call in a smart phone? If yes, share it with the class.

Let's Understand

Video conferencing refers to two or more individuals communicating with each other from different places through a video.

Use of Video Conferencing for Learning

- A teacher can teach students from different schools all over the world simultaneously.

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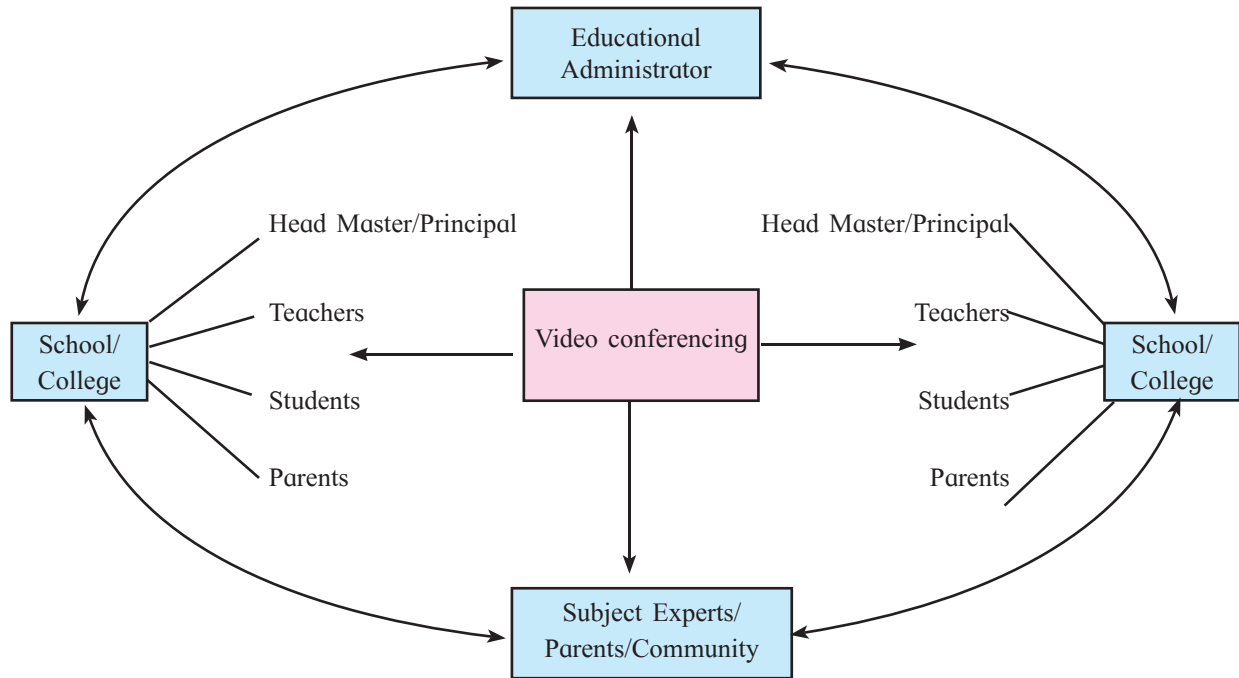
8.7 : Video Conferencing

- Students from different schools can communicate with each other through video conferencing.
- Teachers and experts from different schools can exchange their knowledge with each other.
- It is useful to develop a dialogue between educational administration, community, parents and different educational institutions.
- Overcoming the geographical boundaries, dialogue is possible among teachers and students from different schools all over the world.
- The traditional classroom is transformed into a virtual classroom.

Do You Know?

Following infrastructure/physical and technological facilities are necessary for video conferencing.

- Separate room
- Broadband Internet Facility
- Screen
- Speakers
- Microphones
- Seating arrangement
- Computer

8.2.1.7 Social Media

Share it

Which from the following social media have you used?

- Facebook ☐
- Instagram ☐
- Whatsapp ☐
- Twitter ☐
- YouTube ☐
- …….. ☐

Discuss

What are the uses of social media in our daily life?

Even this can Happen

- Quality learning can take place by becoming a member of various educational groups on social media.

- We can communicate with our teachers through social media and take their help in our learning.

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- We can give educational and personal help to our family, relatives and friends through groups on social media.

- Important documents, educational updates and news, important information, links of educational websites, can be shared via social media.

Remember it

Social media is a medium which provides the facility of communicating with two or more people using text; pictures, symbols, video, audio etc. at one and the same time.

Share it

From the following for which reasons do you use social media?

- Educational ☐
- Family ☐
- Social ☐
- Individual ☐
- Communicating with friends ☐
- ……… ☐

If you are not using social media state the reasons :-

- Financial condition ☐
- No permission from parents ☐
- Lack of internet facility ☐
- Do not feel the need for using ☐
- Other ☐

8.2.2 Offline Tools

Let's Tell

In absence of internet can computer be used for education?

Remember it

Those facilities available on the computers which can be used without the internet are called as off-line facilities.

8.2.2.1 Educational DVD

Have you used educational DVD before? If yes, write their names.

- …………………
- …………………

You Should Know

- Educational DVD's are primarily based on various subjects in the curriculum. Also some are based on Value Education, Health Education, Moral Stories, Poems, Physical Education too.

- Educational DVD's can be seen using computer or DVD player.

- Entertaining multimedia is effectively used in these DVD's using text, pictures, animation, sound, symbols, videos, etc.

8.2.2.1 Educational Computer Games

Let's Recall

Which is your favourite video game?

Remember it

Games developed on a specific subject with specific educational objective are called as educational computer games. These games can be played on the computer. Educational computer games help in developing skills/ competencies like decision making, discrimination, logical thinking, concentration, etc.

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Complete the following Diagram
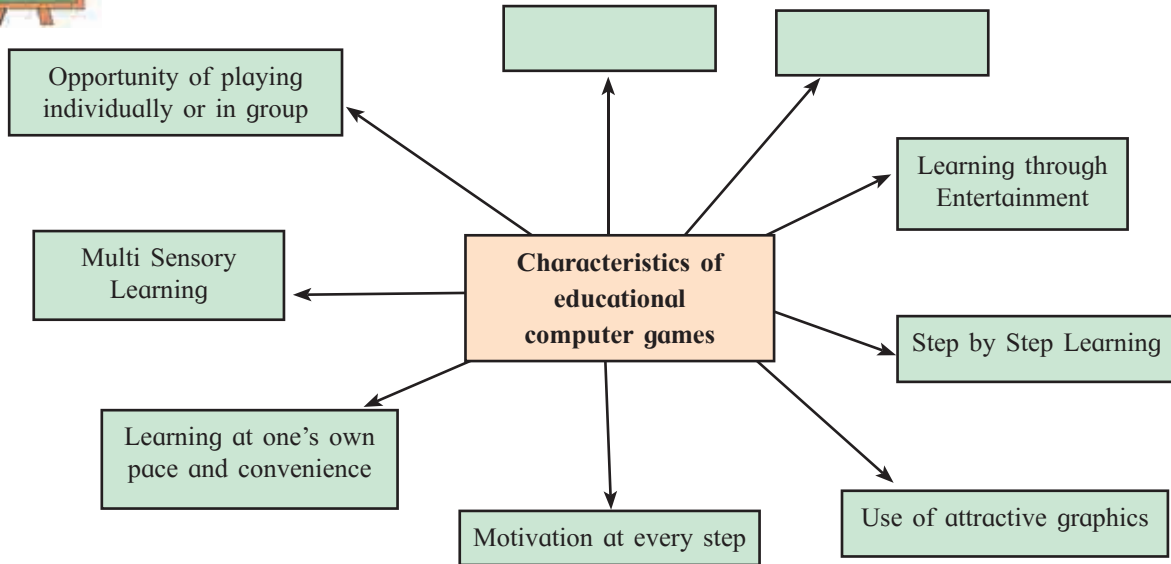
8.8 : Characteristics of Educational Computer Games

8.3 e-content Development :
Concept and Steps

Think

Which from the following things have you done?

- Reading e-books ☐
- Watching video ☐
- Use of interactive software ☐
- Use of educational DVD ☐

Remember it

- Data available in various digital tools is in electronic form. This is called as e-content.
- e-content can be in the form of text, pictures, diagrams, charts, animation, sound, video, etc. e-content is made available to the students through various digital tools.

8.3.1 Concept

A teacher develops e-content with the help of researchers and technicians. A teacher through research establishes the validity and reliability of the e-content. The help of the technician is taken to present the e-content in the form of multimedia.
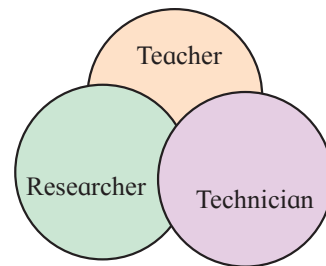
8.9 : e-content Developers

8.3.2 Steps

There are many models of e-content development out of which the 'ADDIE' model developed by Florida State University, USA is the widely known model of e-content development. The term 'ADDIE' is derived from the first letter of each of the words that describe the steps of the model namely :- **A**nalysis, **D**esign, **D**evelopment, **I**mplementation and **E**valuation.

(I) Analysis : It is the first step in e-content development. The content which is to be converted into e-content form is analyzed considering various criteria - Unit, Subunit, Concepts, Rules, Principles, Cause-effect relationship and are correlated with the objectives and evaluation. The multimedia which may be required are also taken into consideration.
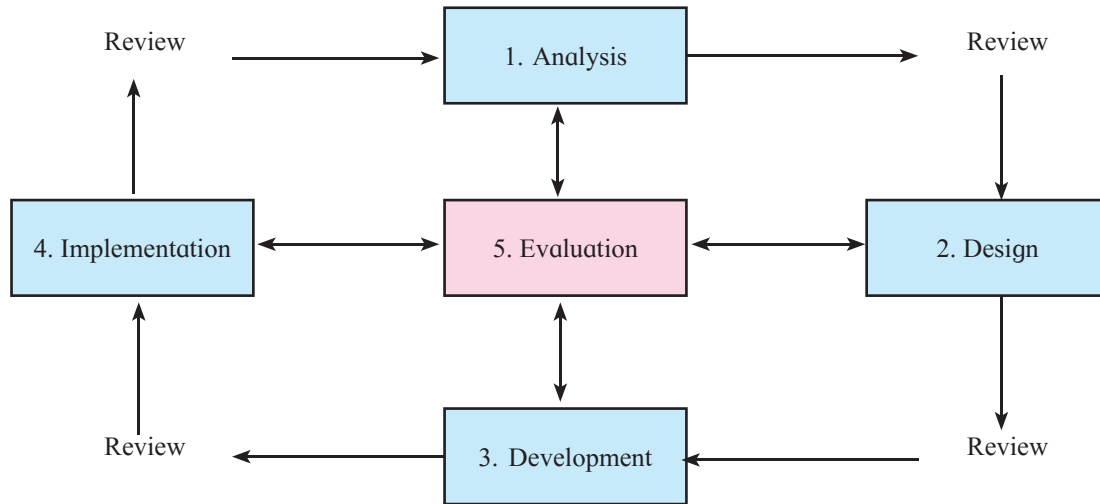
8.10 : Steps of e-content Development

(II) Design : The maxims of teaching are considered while presenting and arranging the content. eg. From easy to complex, from part to whole, from known to unknown, etc. A balance and synchronization between the arrangement of units and technology is maintained and the content is designed. By taking the help of computer experts and researchers the design of the e-content is made perfect.

(III) Development : Using software the e-content is developed as per the design. Teachers and computer experts together transform the content in the form of e-content and its reliability and validity is examined.

(IV) Implementation : After the e-content is developed it is actually implemented on the students. Students are given orientation regarding handling/using the e-content. The necessary hardware and software is also made available.

(V) Evaluation : In this step how much learning of the student has taken place after using the e-content is assessed. Both formative and summative evaluation is done. In this step the effectiveness of the developed e-content is

determined.

8.4 Cyber Security :
     Concepts, Threats and Remedies
8.4.1 Concept :

Computer and internet together make the cyber world. People using the internet are the citizens of the cyber world. There are many cyber criminals in this world. They commit various crimes by misusing technology. Awareness regarding control and solutions for getting security from these criminals is called as cyber security.

Recall it

From the following which news have you read/heard?
☐ Tricked/deceived via email by offering attractive prizes.
☐ Tricked/cheated via fake account on social media.
☐ Loss of crores of rupees due to hacking of the bank server.
☐ Data of thousands of accounts on social media stolen.
☐ Cheated for thousands of rupees by use of fake credit/debit card.

Remember it

• The number of users of the internet is increasing tremendously.

- The number of on-line transactions is also increasing significantly.
- The percentage of on-line shopping is increasing day by day.
- Digitalization in all areas of life is being initiated.

Have you tried this?

☐ On-line shopping
☐ On-line payment
☐ On-line billing
☐ e-banking

8.4.2 Threats and Remedies

(I) Financial threats

There is a possibility of being cheated at various stages of on-line transactions. Cyber criminals use various ways like hacking passwords, making fake debit/credit cards, misusing information about bank accounts by stealing mobiles, making fake accounts and getting information about bank accounts through fake calls or SMS and stealing money etc.

Safety from financial threats

- Do not share and information of bank accounts through phone, SMS or email.
- Do not save user name and password. Remember them.
- Verify reliability of mobile app or website before making any on-line payment.
- Change the password regularly.
- Do not make any transaction with unknwon person on social media.
- Avoid making on-line transactions through public network, cyber cafe, free wi-fi.
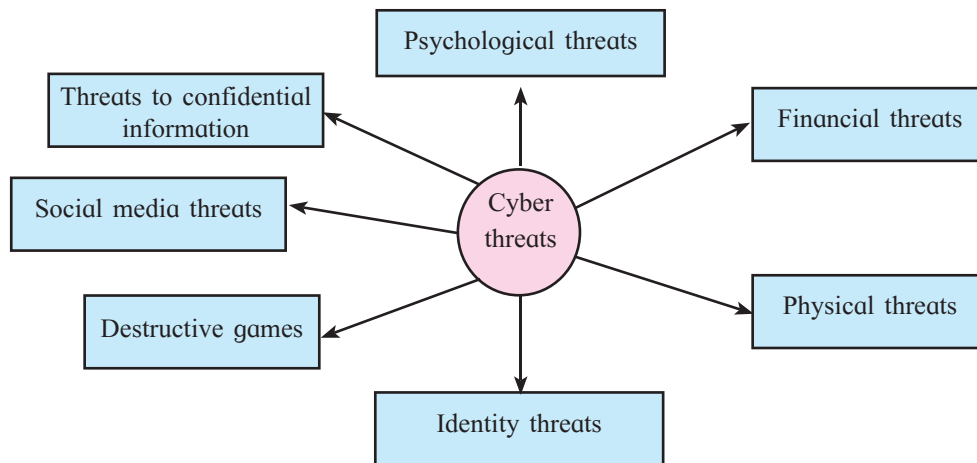
8.11 Cyber threats

Discuss

- Have you experienced mental harassment on social media?
- How many friends do you have in real life and on social media?

(II) Psychological threats

- Spending too much time on the internet may cause psychological threats.
- Cyber bullying means mental harassment on social media by individuals or groups following a specific ideology through the use of abusive words. Sometimes threats are given to life also.

  It may result in tremendous mental stress.

- Due to continuous use of internet, people get addicted to the cyber world. They start moving away from the real world; and remain isolated or alone. There is a loss in confidence in dealing in social situations.
- An individual wants to get everything on a click in the real world, as it is happens in the cyber world. Consequently patience and tolerance starts decreasing and the individual may go into depression.

Safety from psychological threats

- Use the internet for limited time.
- Do not avoid mixing with people in real life.
- Have interactions with family and friends.
- Do not react/respond to any controversial content on social media.
- Do not 'like' or 'forward' hate creating posts.
- Do not 'like' or 'forward' any posts regarding discrimination of caste, religion, politics, region etc.

(III) Physical threats

  If a lot of time is spent in the cyber world, physical movements get restricted which may lead to health problems. Since many things can be done online now, actual/ face to face interactions and transactions are becoming less and less.

Complete the List

Physical threats

- Muscles become weak since physical movements are decreasing.
- Obesity increases.
- Psychomotor skills do not get developed properly. Sports are neglected.
- …………………………………………
- …………………………………………

Safety from Physical threats

- Use internet only for a specified time.
- Play outdoor games.
- Do face to face/actual/offline transactions wherever possible.

(IV) Threats to Identity

  Creating a fake account in the cyber world using someone else's photograph and name is called as 'stealing identity'.

  We upload our many photographs on-line, which are available to everyone. Such photographs are downloaded by cyber criminals to create fake profiles and commit crimes.

Contemplate

Till now you have shared which photographs on the internet and with whom?

Safety from threats to Identity

- Avoid giving unnecessary personal details on the net. Give only limited information. Do not give details regarding birth place, birthdate, address, education etc.

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- Do not upload individual photographs on the net. Group photographs can be shared.
- Make appropriate setting on social media sites so that our information/photographs are visible only to our friends.

(V) Threats to the confidentiality of Data

Discuss

Read the details of permissions of mobile apps carefully and discuss.

Keeping the moving information in the cyber world confidential is one of the challenges to the technicians. Day by day it is becoming more and more difficult to maintain privacy of information of individual customers on the different website databases. Cyber criminals make cyber attacks on the websites of different banks, institutions and steal individual information and use it for committing various cyber crimes.

Mobile apps too gather individual/personal information on the mobile through different permissions, due to which there is a threat to individual confidentiality.

Safety of confidentiality of data

- Keep minimum number of apps on your mobile. Delete unnecessary apps. If they cannot be deleted either 'disable' them or 'forcefully stop' them.
- Verify the reliability of websites before providing individual / personal information.
- Keep 'username' and 'password' confidential.
- Do not make friends with strangers on social media.

Let's Tell

Which online games have you played where you were a part of a team?

(VI) Threats of Destructive Games

Contemplate

There are many entertaining games in the cyber world. Various tactics are used so as to encourage maximum number of people participate in them. There are many games which take undue advantage of depression among people. There are also destructive games which include fights, attacks, include firing, bombing, killing animals and birds, harming oneself, etc. There is a possibility of developing a 'criminal mindset' by playing such games.

Safety from Destructive Games

- Focus on playing actual games in real life.
- Have a dialogue with family and friends who can be of actual help to you if you are suffering from depression.
- Play constructive games which require brain storming.
- Read biographics of famous personalities and try to find out how they successfully resolved the problems faced by them.

Share it

If you have suffered harassment on social media, share it.

(VII) Threats from social media threats

- Social media has become a need today's life. The members of facebook are over 300 crores. From this, one can understand how much social media has become popular. Instagram, Youtube, Whatsapp, Snapchat, Tic Toc, etc. social media are used widely even in India.

There are following threats of Social Media.

- An individual can be harassed collectively using social media. This is termed as 'trolling'. An individual may be targetted

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by a group if he/she has commented on any socially, politically or religiously relevant aspect, which is opposed to by the group. The person is trolled by use of abusive words, insulting comments, etc.

- Keeping a track on every act of an individual on social media is called as 'Cyber Stalking'. The information regarding the individual is continously tracked and is used for committing crimes. eg. If an individual shares his 'live location' on the social media, and if it is realised that he is not at home, there is a possibility of theft being committed at his/her residence.

- Too much use of social media may make the person addicted to it. Unless and until they open their accounts and chat with people on social media, they become restless. There is a possibility of they becoming mental patients suffering from mental illnesses. eg. FOMO (Fear of Missing Out). In this illness the individual constantly fears of remaining ignorant of important events, comments, posts, etc. To remove this fear, the person stays on-line continuously.

- If one makes friends with strangers on the social media, it is quite likely that various crimes like stealing information, downloading of photographs, creating fake account, blackmailing etc. may be committed.

- More time is spent on social media, and less time is available for day to day functions. Hence time available for art, sports, entertainment, study, exercise, family, friends etc. becomes less and less.

Discuss

- Go to the 'Help Center Menu' available on social Media and read the information regarding the Do's and Don'ts. Discuss in the class.

Safety from social media threats

- Use your words carefully if you are commenting on any controversial topic on social media.

- 'Like' or 'Share' only those posts about which you are confident and you agree with.

- Communicate to your parents if you are being 'trolled' or 'stalked' on social media.

- Take care that you do not get addicted to social media. Use social media only for a specific time, by keeping a control on yourself.

- Take care that your interactions with your family and society do not get reduced due to excessive use of social media.

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✮✮✮✮✮✮✮✮✮✮✮✮✮✮✮✮ **Exercise** ✮✮✮✮✮✮✮✮✮✮✮✮✮✮✮✮✮

Q.1 Select the appropriate alternative and fill in the gaps :-

(1) e-learning means ....
   (a) learning through mobile   (b) learning through website
   (c) learning by reading blogs   (d) All of these

(2) The first website in the world was published in the year ....
   (a) 1999   (b) 1995   (c) 1991   (d) 2001

(3) From which of the following forms is the literature (material) not available in e-library?
   (a) e-book   (b) documentary   (c) video lectures   (d) printed books

(4) From which two words has the word 'Blog' been derived?
   (a) web + blog   (b) web + login   (c) website + blog   (d) web + log

(5) From the following which is not a social media?
   (a) Facebook   (b) Android   (c) Instagram   (d) Whatsapp

Q.2 Complete the following figure

(1)
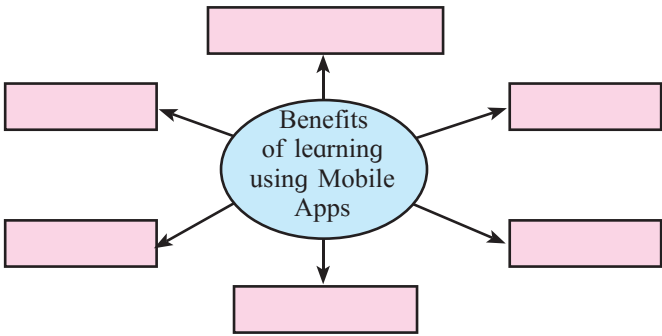
(2)
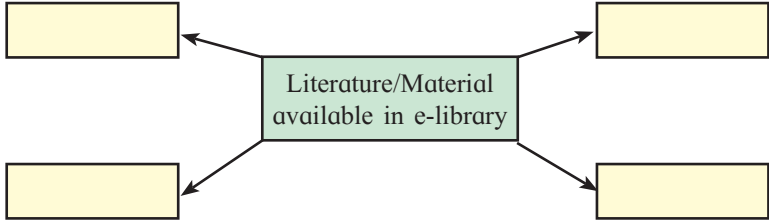
Q.3 Answer the following in brief.

(1) Explain the characteristics of e-learning.

(2) Limitations of learning using mobile apps.

(3) Explain the concept of e-library.

(4) Explain the characteristics of blog.

(5) Explain the concept of Wiki.

(6) Which are the technical facilities required for video conferencing?

(7) Explain the characteristics of educational computer games.

(8) Explain in brief the steps of e-content development.

(9) Explain cyber threats in brief.

Q.4 Answer in detail :-

    (1)   Write a note on any educational mobile app using the following points :-

        (a) Name and creator of the App.

        (b) Technical information about the App.

        (c) Facilities available in the App.

        (d) Educational implications of the App.

    (2)   Visit an 'e-library' website on-line and write its facilities.

    (3)   Visit an educational blog on-line and write its educational implications.

    (4)   Prepare a list of questions which you would ask to students in the USA via video conference.

Activity :-

    (1) Prepare posts on whatsapp on the following topics :-

        (i)   Safety measures to be taken while doing financial transactions on-line.

        (ii)   Psychological threats arising out of excessive use of social media.

        (iii)   Threats arising out of playing destructive games on computer.

    (2) Discuss with the parents of one of you friends on the following topic and write its report.

        (i)   Mobile - need or addiction.

        (ii)   Social media - Educational uses.

        (iii)   Cyber security

    (3) Prepare a poster using a Mobile App on the theme - 'Precautions to be taken while using Social Media'.

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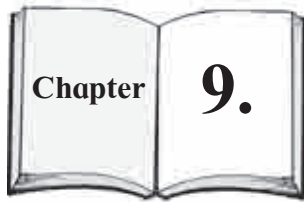
Chapter 9. Study for Knowledge

9.1 **Why to Study?**
9.2 **What are the resources for study?**
9.3 **How to study?**
9.4 **Where to study?**
9.5 **When to study?**

Introduction

Students' progress depends on their study habits. Students get encouragement about study from many people. Along with encouragement, people often tell students – 'Do study', 'Plan your studies', but how to do this? This is the real problem of students. Once the student understands that he could do it, he puts in all the required efforts to achieve success under any circumstances.

Issues faced by students while planning their studies include main issues like school timings, tuition timings, exams, school and family environment, unavailability of books. In view of all these things and to offer 'success mantra' to students, this unit of study for knowledge is given here.

9.1 Why to Study?

Observe and Discuss

Observe the following images and enlist the reasons of changing scenarios. According to you, what is the reason with maximum impact?

Remember it

Goal : It is necessary to be aware of the goal of life after completing formal education. Goal, which is huge and extensive can be achieved through rigorous and continual efforts. If the goal is set while pursuing education, the journey could be happier and successful.

In order to achieve the goal, it is necessary to set and plan specific objectives while studying. Objectives mean various efforts taken to achieve the goal. Following are the reasons why students should study –

- For acquiring knowledge and information
- For excellent success in examination
- For attaining good study habits
- For educational progress
- For livelihoods and professional progress
- For enhancing standard for living
- For becoming a successful individual
- For a happy and contented life
- For personality development

9.1 : Changing life style

9.2 What should be the resources for study

(1) Text books (2) Reference books (3) Self written notes (4) Newspapers (5) Periodicals (6) Audio-visual resources (7) On-line resources (8) Off-line resources (9) Field visits etc. are resources for study.

- According to you, what should be the priority of using resources listed above for studying?

In order to start self-study, the key question is how to start the study, how to study. Let us see how to study by using all the resources mentioned above.

(1) Textbooks
Using Text book for study :

Let us understand how to study the text book. Text book is an important resource for study. Each chapter from the text book should be read carefully and the content should be comprehended. If the content is in form of images, diagrams, charts, then it should be comprehended accordingly. In order to understand the meaning of difficult words, concepts that occur while going through the content, those should be discussed with teachers as well as appropriate reference books should be referred. Educational content of the chapter should not be studied just in form of question-answers, but should be comprehended in a wholesome manner. Chapter wise exercises should be solved after studying the chapter. Use of Guides should possibly be avoided because study done through self-study method lasts longer and helps further study.

Go through new text books, read and study carefully activities like recall a little, give it a thought, try it, list it, complete the chart, discuss, observe, express your opinion etc.

Reading text book in classroom teaching :

Text books are regularly used in daily classroom teaching. Use of text books in classroom is dependent on the teaching subjects i.e. for language subject teaching, it is necessary that students have their text books with them. Similarly having text book is essential for learning other subjects as well.

While reading the text book, it is not expected to just read the key units, subunits and key concepts. Deep reading and immediately discussing with subject teacher the part of chapter or content in case not understood and seeking their appropriate guidance, is possible. Also, it is important to write appropriate notes while reading the text book in classroom teaching.

(2) Reference books
Using reference books for study :

When books are created the content is included as per the need. For detailed and better understanding of content, for under-standing deeper meaning of difficult words, technical words, conceptual terminologies as well as to understand comprehensiveness of the content, use of books as well as literature proves to be more effective.

Reference books help the student to understand content of the text book in more details, with ease as well as to understand more information easily. Hence a list of reference books is given in every book so as to enable student gain detailed information.

If more than one reference books are available for a text book or for a chapter from a text book to have concept clarity, those can be used appropriately for better ease in comprehension of the content. Reference books guide the students.

(3) Self-written notes
Short but meaningful notes / notes taking -

Taking notes means writing important points of the subject under study for memorizing. Notes are of two types. One- notes taken during classroom teaching and second – notes taken for each chapter after reading the text book.

Taking notes while classroom teaching is ongoing is helpful from the point of view of memorization because while revising or studying again, the notes from the classroom boost confidence and it helps to revise.

Memorizing through listening is proportionately less and memorizing through writing is more.

Brain is more active while taking short but meaningful notes in the classroom because both the activities - listening and writing are

being performed simultaneously by the student. Efficiency is more in this case.

For good study, short, comprehensible, meaningful notes taking is a good habit. Presentment of written notes and passages can be more effective by using charts.

While taking notes, those can be abridged by using diagrams and graphs.

While taking notes in the classroom or from the text book, those should possibly be written first in draft mode or by using a pencil. The draft work could then be written neatly by referring appropriate resources. Separate notebook should be used for each subject. Notes should be date wise. Empty space should be kept for making improvements to notes.

While taking notes from internet, the same information should be validated from more than one resources. Note the source and date of information. Content available on Internet websites, e-books, videos, audios, blogs and such media should be carefully comprehended and notes should be taken in one's own language.

(4) Newspaper :

For general knowledge it is important to read articles based on current affairs in newspaper.

While studying the text book, an article from a newspaper can be studied as a reference to know meaning of a word or to collect some additional information in that context. It is not necessary to study the entire newspaper however for appropriate references newspaper articles should be studied carefully.

● Which educational articles from newspaper do you read?

(5) Periodicals

While studying the text book, student refers to information and articles from various magazines and periodicals and attains deeper knowledge. Articles from magazines and periodicals have the experiences and related knowledge attained by the writer. So periodicals and magazines are considered to be the knowledge resources for experienced based deep knowledge.

Make List

● Make List of the periodicals you read regularly. On which subjects have you read the articles from the periodicals? What is your learning?

(6) Audio – visual resources

Audio-visual resources make positive impact on study. CD, Doordarshan, UGC, History and other educational channels often telecast various educational programs. These programs offering guidance for different knowledge disciplines and useful for different age groups should be watched to seek help for one's own study.

Make List

● Which educational programs do you watch on TV? Make a list.

(7) On-line resources of study

● Fill in the information in the space below.
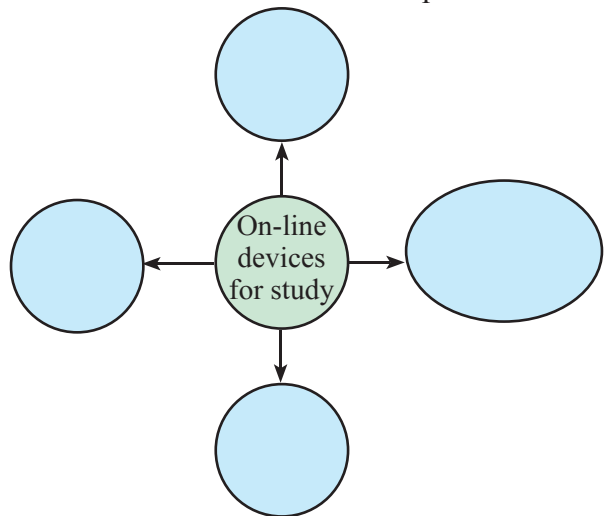
9.2 : On-line resources for study

Information on various subjects taught under different knowledge disciplines of your program, the diagrams, images along with their meaning, in easily comprehensible language and with number of examples is available on internet. It must be used appropriately for knowledge attainment. Information on the internet should be validated for its correctness.

The vast ocean of knowledge in the form of internet is available for learning.

(9) Off-line resources of study

- **Fill in the information in the space below.**

Offline resources for study

| Educatio-nal games | | e-Ency-clopedia | | |
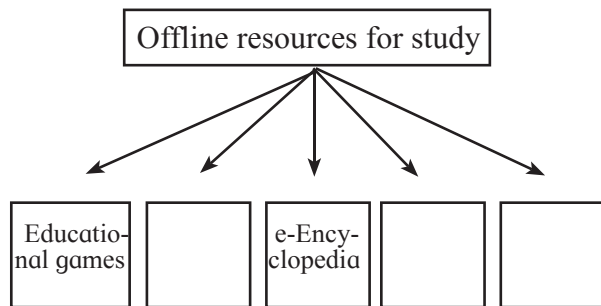
9.3 : Off-line resources of study

- How do you use offline resources for your study?

Other than this, there are many other media for attaining information necessary for study.

(9) Field trip

Field trip helps to gain real experience, offers an opportunity to observe through experience and first-hand knowledge is gained. Theory and practice can be linked.

Observe and Discuss

9.4 : Student-Teacher Interaction

- According to you, what is the importance of discussion in study as shown in the above image?

9.5 : Field visit

- According to you, how can you collect information from such field trip?

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9.3 How to study?

How deep and long lasting is your study of any subject, depends on many factors. The most important factor is – what is the method of the study. Normally, everyday classroom teaching and available resources are used to study. Using various resources skillfully is essential.

Think

9.6 : Sitting postures for study

From the above image, what is the appropriate posture for study? Mention and follow it yourself in your study.

- **Study tricks-**

While studying; use of various study tricks can be used to make the study easy and simple. Some of such tricks are as follows.

Use self-study note book.

Do long-term planning.

Appreciate self

Do self-reflection.

Reward self.

Establish physical and mental balance

Use different information sources.

Study through group-discussion

Fix up your place for study.

Fix up your study time.

Get rid of difficulties.

Take follow-up regularly

Draw diagrams.

Practise consistently.

Study Tricks

Take rest.

Participate in field trip, picnic, exhibition

9.7 : Study Tricks

Know Yourself

Before studying, one must know what is his/her learning style. With the help of list below, identify what type of learner you are.

- **Types of learners according to learning styles –**

- Visual learners → images, diagrams, maps, charts, multimedia is preferred for learning

- Auditory learners → audio and sound based auditory resources are preferred for learning

- Kinesthetic learners → learning through doing is preferred

- Linguistic-verbal learners → written or textual resources are preferred

- Logical-mathematical learners → logical and mathematical resources are preferred

- Social learners → real social observation based resources are preferred

- Self-oriented learners → self-reflection and self – reliant learning resources are preferred

Study Skills - In order to study well, certain activities are essential for which some skills are necessary. Some of these skills are as follows :-
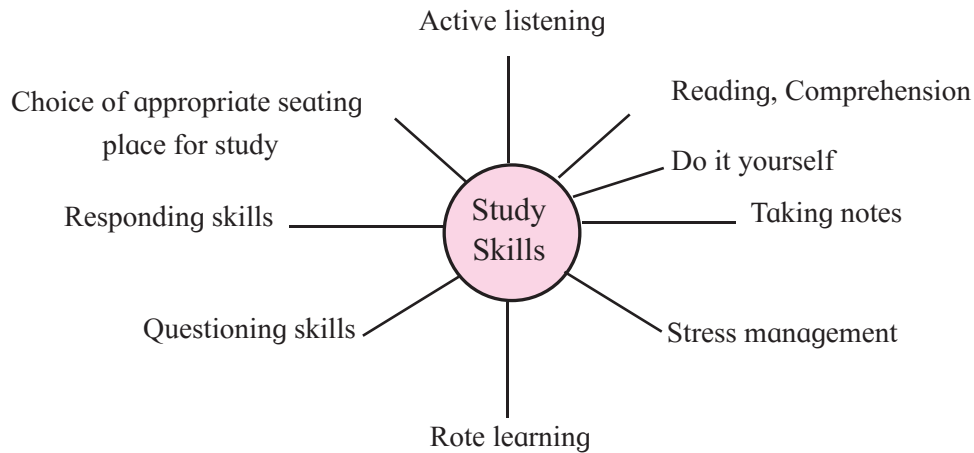
9.8 : Study Skills

Use Your Brain

- What are different methods and techniques of study?

9.4. What should be the place of study?

It is important to have an engaged mind and concentration while studying. Retaining concentration also depends on the place we choose to sit for studying. Surrounding makes a positive or negative impact on the study.

Generally, following are the places for studying.

- Classroom
- Library
- School campus
- Home
- Study group
- A study room
- Specific place
- Other

Remember it

Do's	Don't's
• Fix up study time for effective and impactful study.	• Studying in a chaotic situation
• Using mobile for academic work.	• Extensive and undesirable use of mobile, TV and social media
• Plan daily routine and time table for study.	• Waste of time
• Choose appropriate peer friend or study group	• Thinking that study is only for exams.
• Appreciate and encourage self.	• Laziness and carelessness
• Concentration, consistency, practice	• Continuous Complaining
• Discussions with friends	• Over confidence

9.5. When to study?

• **Discuss with your classmates.**

I get up at 4 am to study. I can study well early morning.

My study is effective late night. It is peaceful.

My study is effective in the evening.

My study is effective in the afternoon.
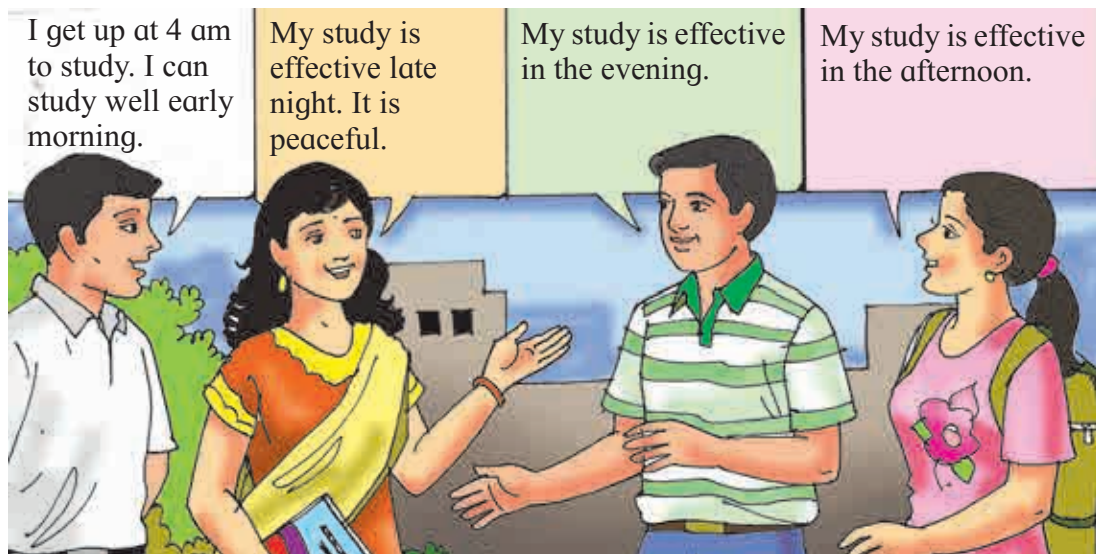
9.9 : Discuss with student friends

• Which time of the day do you find most effective for your study? why?

Remember it

Out of 24 hours of the day, fix up the time for your study whenever you study with full concentration. Everyone's study time with concentration could be different. For achieving success, consistent and regular study is important.

Do This

• Read the interviews of the meritorious students of Xth and XIIth of last three years published in newspapers. What inspiration did you get from these successful students?

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✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ **Exercise** ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶ ✶

Q.1   Fill in the blanks below.

Off-line resources of Study

		C.D.		Computer
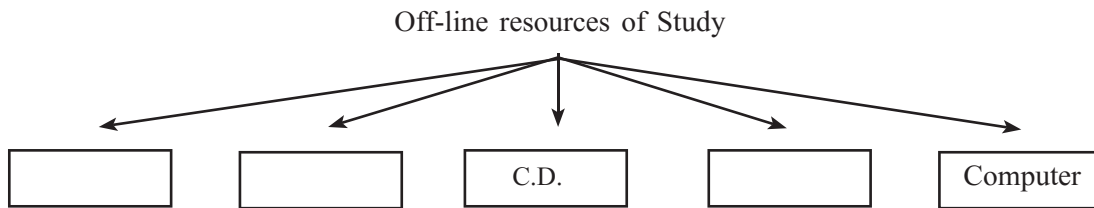
Q.2   Fill in the blanks with different study tricks.

Study Tricks
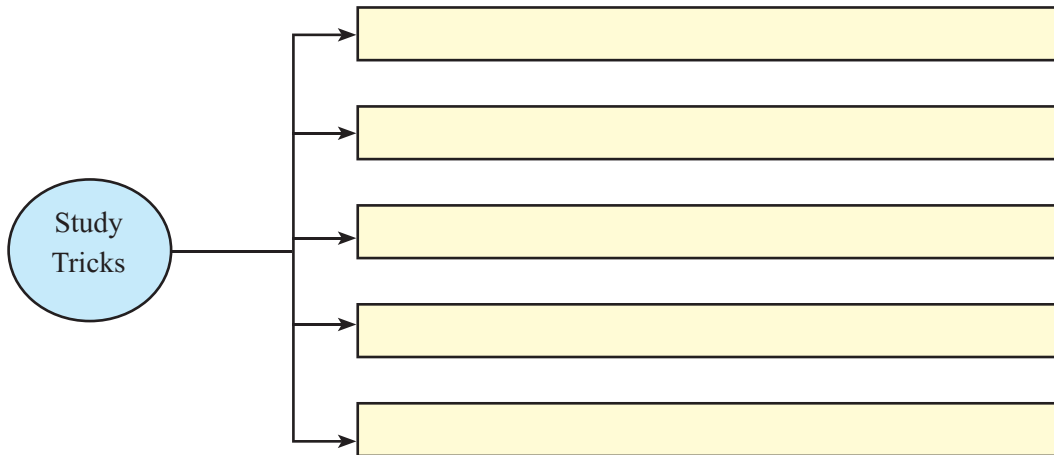
Q.3   Describe learning style of your two friends.

Q.4   Fill in the blanks with different study skills.

Study Skills
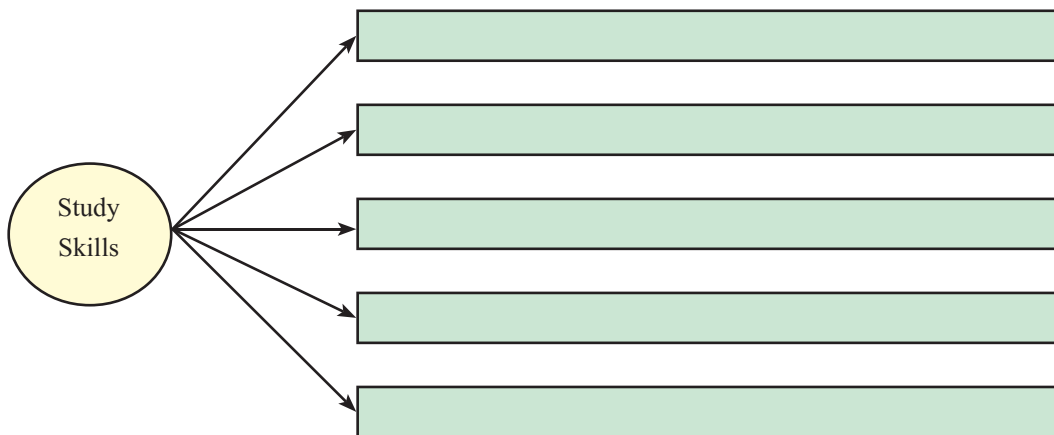
Q.5   Write descriptive answers for the following.

(1)   According to you what are the best places for studying? Justify.

(2)   For your effective and impactful study which things will you avoid?

(3)   According to you, why is it necessary to study?

(4)   Describe the importance of on-line study resources in your own words.

(5)   Describe the need of off-line study resources in your own words.

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Terminology

1) Action Research – कृती संशोधन
2) Activity Based Learner – कृतीयुक्त अध्ययनकर्ता
3) Adjustment – समायोजन
4) Adolescence – कौमार्यावस्था
5) Applied Research – उपयोजित संशोधन
6) Assumption – गृहितक
7) Audio Aids – श्राव्य साधने
8) Audio Learner – श्राव्य अध्ययनकर्ता
9) Block Development Officer – गटशिक्षणाधिकारी
10) Check List – पडताळा सूची
11) Chief Executive Officer – मुख्य कार्यकारी अधिकारी
12) Childhood – बाल्यावस्था
13) Computer Game – संगणक गेम
14) Corporate Social Responsibility (CSR) – उद्योजकता सामाजिक दायित्व
15) Cyber Crime – सायबर गुन्हे
16) Cyber Threats – सायबर धोके
17) Data Analysis – माहिती विश्लेषण
18) Data Collection – माहिती संकलन
19) Demonstration Method – दिग्दर्शन पद्धती
20) Deputy Education Officer – उपशिक्षणाधिकारी
21) Development – विकास
22) Earn and Learn – कमवा व शिका
23) e-Content Development – ई-आशय विकसन
24) Education Extension – शिक्षण विस्तारअधिकारी
25) Education Officer (EO) – शिक्षणाधिकारी
26) Educational Administration – शैक्षणिक प्रशासन
27) Educational Management – शैक्षणिक व्यवस्थापन
28) Educational Psychology – शैक्षणिक मानसशास्त्र
29) Educational Research – शैक्षणिक संशोधन
30) Educational Sociology – शैक्षणिक समाजशास्त्र
31) e-Encyclopaedia – ई-विश्वकोष
32) e-learning – ई-अध्ययन
33) e-Library – ई-ग्रंथालय
34) Field Visit – क्षेत्र भेट
35) Formal Education – औपचारिक शिक्षण
36) Fundamental Research – मूलभूत संशोधन
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38) Growth – वाढ
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47) Learning by doing – कृतीद्वारे अध्ययन
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49) Learning Society – अध्ययनशील समाज
50) Lecture Method – व्याख्यान पद्धती
51) Life Oriented Education – जीवनाभिमुख शिक्षण
52) Life Skill – जीवन कौशल्य
53) Logical-Mathematical Learner – तार्किक-गणितीय अध्ययनकर्ता
54) Lower Primary Education – निम्न प्राथमिक शिक्षण
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60) Narration Method – कथन पद्धती

61) New Trends – नवप्रवाह

62) Newspaper – वर्तमानपत्र

63) Non-Formal Education – अनौपचारिक शिक्षण

64) Non-Government Organization (NGO) – अशासकीय संस्था

65) Open School – मुक्त विद्यालय

66) Open University – मुक्त विद्यापीठ

67) Panel Discussion – पथकचर्चा

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69) Peer Group – समवयस्क गट

70) Periodical – नियतकालिक

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72) Population – जनसंख्या

73) Prenatal Stage – जन्मपूर्व अवस्था

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76) Project Method – प्रकल्प पद्धती

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78) Quantitative Tools – संख्यात्मक साधने

79) Questionnaire – प्रश्नावली

80) Rating Scale – पद्निश्चयन श्रेणी

81) Research Problem – संशोधन समस्या

82) Sample – नमुना/न्यादर्श

83) Sampling – नमुनानिवड/न्यादर्शन

84) Secondary Education – माध्यमिक शिक्षण

85) Social Learner – सामाजिक अध्ययनकर्ता

86) Social Media – सामाजिक माध्यमे

87) Solitary Learner – स्वकेंद्री अध्ययनकर्ता

88) Source of knowledge – ज्ञानाचे स्रोत

89) Stages of Development – विकासाच्या अवस्था

90) Standing Committee – स्थायी समिती

91) Study Habits – अभ्यास सवयी

92) Study Skill – अभ्यास कौशल्य

93) Study Technologies – अभ्यास तंत्रे

94) Study Tricks – अभ्यास क्लृप्त्या

95) Textbook –पाठ्यपुस्तक

96) Upper Primary Education – उच्च प्राथमिक शिक्षण

97) Variable – चल

98) Verbal-Linguistic Learner – शाब्दिक–भाषिक अध्ययनकर्ता

99) Visual Aids –दृक साधने

100) Visual Learner – दृक अध्ययनकर्ता

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Notes

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

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