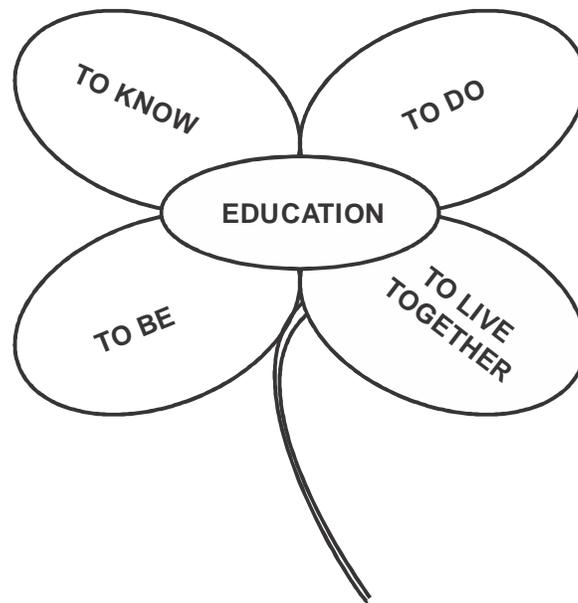


# EDUCATION

Std. XI



Maharashtra State Board of Secondary and  
Higher Secondary Education

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Pune - 411 004.

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**Printers :** Delight Printers, 16-A, Himalaya Estate, Shivajinagar, Pune 411 005.  
Tel.:25535007

**Ist Edition :** 2012

# PREFACE

The subject 'Education' was included in the curriculum of higher secondary curriculum of the Maharashtra State in the educational year 1996-1997. The first restructuring of this curriculum was done in the educational year 2006-2007. The second restructuring was done in 2012-2013. The implementation for the 11th standard is starting from June 2012.

Previously, different publishers published books for this curriculum. These books were found having differences, shortcomings and varied in the presentation of knowledge. It was demanded that the 'State Board of Education' should produce the book to remove the shortcomings. The State Board took an important decision regarding the restructuring of curriculum for the year 2012-2013. It was that the board would produce its own 'books other than language text-books'. Unanimity, quality, disinterestedness and equality can be kept through this activity of textbook production.

According to the expectations expressed in the National Curriculum Plan 2005, the 11th standard Education book has been designed and produced collectively.

At the level of 11th standard, students are selecting this subject 'Education' for the first time. Therefore, the introduction of the subjects like, the basic components of education, the meaning of education, history of education, the various commissions appointed in the field of education, educational thinkers and workers and their contribution, Indian society and education, value education, the current trends in education, use of Library are presented in simple and easy language. Exercises and practicals related to these units are also given.

The attempt has been made through this text book, that the students themselves can develop their creative ability. It is believed that this text book would inspire to understand the meaning of education. It is expected that the book will get the proper welcome.

The State Board is thankful to the members of Board of Studies, co-ordinator and members of the textbook authors committee for the excellent production of the text book.

The State Board is thankful to the reviewers, critics for their expert evaluation. The Maharashtra State Text book production and curriculum research has published the book in appropriate form as well, therefore the State Board is also thankful to them.

Location : Pune

(Sarjerao Jadhav)

Date :

Chairman

Maharashtra State Secondary and Higher Secondary  
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# CHAP. 1 : EDUCATION

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Select the option, match the pairs, fill in the blanks, write notes, give reasons, answer in detail, explain with examples.

# 1 : EDUCATION

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## 1.1.1 Introduction :

The creation of Man, naturally, is the most holy and greatest thing. At the beginning, the needs of man were limited to food, clothing and shelter. Their gradually education was added to them. Man reached many peaks of progress and success by using his intelligence, with the help of education. Education is very important in life as human virtue and good conduct without education, man is like animal is proved.

'Education means the change in behaviour'. By every experience, man makes changes in his behaviour. The change is called education. Man gets different experiences now and then. In the light of this experience, man makes continuous changes in his behaviour, makes improvement, we call this change development. This change or development means education.

## 1.1.2 Meaning of education :

According to the science of origin, the word 'Shikshan' (education) has originated from the root 'Shiksh' . The Sanskrit meaning of the word 'Shikshan' is 'to preach'.

The guru preaches his pupils, and the pupil understands the preaching and makes the appropriate change in his behaviour, this process is called education.

In English, there is an alternative word for 'Shikshan' and that is 'education'. This word has derived from Latin word 'To Educare'. This word 'To Educare' has two meanings. One is 'to bring up' and the second is 'To lead out, to draw out', means to awaken the person's inherent hidden talents and manifest them. Education is also an art of training means to train, to train to acquire specific skill.

Summing up the above said meanings, 'Education means training the developing, inexperienced children's inherent strengths and virtues, skills and develop them.' Of course, experienced, senior persons guide the children and bring out the hidden virtues and help their manifestation.

## 1.1.3 Definition of education :

Many great thinkers, educational experts have expressed their meanings of education according to their viewpoint regarding the way they look at life.

### 1.1.3-1 Ancient Era :

- 1) "Knowledge is that makes man self-reliant and selfless". - Rigved
- 2) "The training required to protect the interest of nation and patriotism, is true knowledge" - Kautilya
- 3) "Education is the realisation of the Self" - Shankaracharya.

4) "Education is self - realisation and service of the people" - Guru Nanak.

### **1.1.3.2 Indian Thinkers :**

- 1) "Education is the manifestation of man's inherent devine qualities". - Swami Vivekanand.
- 2) "Education is the development of the excellent things in man's physical, mental and spiritual aspects and their manifestation". - Mahatma Gandhi
- 3) "Education is the tool to awaken the hidden strengths." - Acharya Vinoba Bhave
- 4) "Education means self-manifestation" - Ravindranath Tagore.

### **1.1.3.3. Western Thinkers :**

- 1) "The perfect development of the excellencies of man's body and soul, is education." - Plato
- 2) "Education is the creation of a sound mind in a sound body." - Aristotle.
- 3) "Education is the process of living by continuously reforming / restructuring the experiences". - John Dewey
- 4) "Education means the development of the natural internal strength and ability of children." - Rousseau

### **1.1.4 The practical meaning of education :**

Ordinary people, through their narrow - mindedness express their views on the meaning of education by saying that - going to schools and colleges means education. Besides, education means to take examinations, take degrees or only literacy.

This is a practice every where to call the collecting of knowledge and information, education. But, this is not the truth.

Knowledge is important in human life. Though, it is true, the use of true knowledge is to make all-around development of the person, to make him a responsible citizen by changing his behaviour in an appropriate way. This is the meaning of education all agree upon.

Education means all-around and entire development of the personality. The all-round development consists knowledge - augmentation, intellectual and thinking development, practical efficiency, professional ability, physical well-being, ideal citizenship, sociality, aesthetic sense, appreciativeness, morality, spirituality, activeness and creativity.

Thus, education is a vast process and so, today while determining the aims, objectives and policies of education, it is necessary to think about all the developments aspects of human life and not only literacy or knowledge and intelligence.

## **1.2. Types of education :**

### **1.2.1 Introduction**

Education is a continuous process. Man is learning something from his birth till his

death, so, the education today is known as a lifelong process. Education of the child starts from the montesary, is an outdated concept. Today, the school education is not sufficient for the preparation of his future life. While living, new knowledge is arising everyday which is not taught in schools. Therefore, man has to make his knowledge up-to-date to live life successfully. So, education is a lifelong process and for that purpose lifelong education or continuous education is necessary.

In the view of the child's educational development, the institution in which he is related and make interactions with has an unique importance. For the proper development of student's education, we have to think about the improvements in these interactions. Therefore, it is necessary to study the mediums of education through which man learns from his birth till the end of his life.

People at all the levels of society got the right of education and the promotion of education started. This concept of education changed over the time. The concepts like education means going to school, or examinations, getting degrees is education, acquire knowledge or wisdom is education or literacy is education are not outdated and the comprehensive meaning of education has come forward, i.e. education is creating good impressions, appropriate behavioural changes, developmental changes, growth of knowledge and skills of course, the education was classified according to whom, where, when and how it is given; and it was named as formal, non-formal, informal, distance and open education, accordingly.

### **1.2.2 Formal education : (Savidhik )**

"The education given through specific mechanism, by setting a certain aim and with planning is called Formal Education."

This type of education is given at schools, colleges and vocational training institutes. School is an institution giving formal education. This institution has arised from people's needs. The school is created to give education. A scientific, methodical and pre-planned education is given in the school. In such type of institutions or schools, curriculum, time-table, teaching methods, teachers, administrator (principal) are purposefully planned and appointed and the working method is also planned accordingly. At some places, experts guidance is also taken. It the needs of life and education change with the changing conditions, the working method of the institution changes and improves accordingly. School is only for the students and students go to school only to learn.

#### **Nature :**

Here, give and take of education are done purposely. Teachers teach purposely. There are books, note-books, notes, home-work, study, exams, students learn, they pass or fail, get degrees. This type of education is called formal education.

### **Well-planned educational process :**

The activity of intake and giving of knowledge is well-planned, well-organized and purposefully in formal education. The education may be in school or college or on the ground of college, it is formal education. Sometimes, a parent is teaching his traditional business to his child, it is also called formal education. For example, it is formal education when a jeweller / goldsmith, carpenter or potter teaches his child jewellery-making, carpentry, pottery etc.

### **Rule-bound education :**

Aims are fixed in formal education. There is planning. There are rules and discipline. The objective is fixed. Teachers teach methodically. Teachers and students are purposeful and alert. A specific curriculum is decided for a specific class. There are various subjects.

The behaviour of the students change through all these curriculums and subjects and the students develop. To make this development all-round and complete, purposeful and well-planned attempts are made. This education is important in the practical life.

### **The reasons behind the promotion of formal education :**

In the earlier days, the boundary of formal education was limited; but now in the business-oriented system the promotion of formal education has been done very speedily and in big proportion.

### **There are many reasons behind this :**

- 1) Because of industrilization, the centre of production has been shifted from home to factory. Therefore, for the required specific skills and workers specific institutions were established, because the vocational training was not possible at home
- 2) Parents started going out for their jobs and business. They could not attend their children all the time, so there was need for formal education.
- 3) Due to business-oriented culture, the requirement of this education increased to acquire specific knowledge and skills.
- 4) To create skillful workers and to run industries with the help of their skills, to make profit the need for formal education arose and many vocational institutes were established.
- 5) A close relation between formal education and employment was created, therefore it was mandatory for the person to learn in the formal educational institutions.
- 6) The person's social status was determined by the formal education, so the formal education become important.

### **1.2.3 Non-formal education : (Avidhik)**

In very ancient times, people lived in troops, bands or groups in India. At that time,

children and young people took education for livelihood at home or in the bands, society easily. The education was only for living.

After an individual is born, he lives with different institutions, he meets various factors, members and he gets many experiences. These experiences change his conduct behaviour - thinking. The experiences in which there is no certainty, method, co-relation, pre-planning and no purpose of giving education, the person who takes education does not know that he is learning and the one who teaches does not know that he is teaching; this type of education, learning through experience, is called non-formal education.

The institutions giving this type of education are called non-formal institutions. For example - family, social-system, language, religion, culture, government, documentaries, radio, television, magazines, newspapers, library, environment etc. All these institutions teach something to children.

In its report on non-formal education, the International commission has defined non-formal education as - "To stay learning is non-formal education".

Non-formal education is a modern concept. This education can be given through group education equipments and open educational institutions.

#### **Development in non-formal education :**

As the knowledge increased, knowledge developed, specific knowledge and skills started to grow. For example, war education, hunting, fishing, agriculture etc. Some specific people acquired specific skills and mastered them. A new form of education started to take place. This education was somewhere near the easy, natural, informal education. This was the non-formal education.

In the later years, non-formal education began to grow. It was settled. Later, the boundaries of knowledge increased, widened. Due to vast population, the people deprived of education or who did not complete their education needed non-formal education. It was difficult to take formal education for all. Therefore, countless young people felt the want of education, that lived outside the boundaries of formal education and fought hard for the livelihood. It was necessary to take the path of non-formal education to fulfill the shortcoming.

#### **The importance of non-formal education :**

Various types of Non-formal education were initiated after the need was felt of specific knowledge. It became important after this. Non-formal education proved supportive to informal education. For example, once the roles of men and women were decided in the society, men required to acquire skills that were necessary to make livelihood for the family. Workers, hunters, farmers, soldiers were appeared. The required education for these professions was given by the elders in the family. At the same time, the elderly women in

the family taught the girls to take care of the household and children.

The non-formal education regarding religion and culture was given at temple, mosque, church etc. The heritage of non-written literature like, proverbs, maxims, folktales, folksongs, was given to next generation from the older generation. So, the non-formal education became important.

With the changing times, the number of mediums of promotion for non-formal education also increased. At the present, in the knowledge-based and vocational teachings, non-formal education is also included with the formal education, due to libraries, newspapers, television, radio etc.

### **The objectives of non-formal education :**

When we think about the aims of non-formal education, we see that it is based on three aims :

1) Knowledge-giving 2) Introduction and development of skills 3) consideration of values

From times immemorial, the knowledge of owrkmanship has been learnt from non-formal education, for example, Paithani-weaving, shawls-making, metal-work, pottery etc.

Therefore, non-formal education is as generalized as incidental education, every individual has to get some type of non-formal education, as every stage of life the effect of non-formal education is evident.

Life is the centre-point on non-formal education. Along with business, one can take this education part-time or at leisure, according to one's interests he can develop his skills and qualities.

### **Various activities for non-formal education :**

There are many activities to broaden the limits of non-formal education - to prepare programme of non formal education, the modernization of traditional non-formal education, to prepare advanced, modern programmes, to prepare programmes for the youth, adult women, arising aspiring leaders etc. who are not going to schools.

It is necessary to implement such types of non-formal education programmes. These programmes help to develop skills in youth. The success of formal, non-formal and incidental education depends upon how much unified they are with each other. It is important that they are co-ordinated.

#### **1.2.4 Informal education :Definition:**

- 1) "The process of behaviour - changing, which occurs without any intentional efforts and which is spontaneous is called informal education."
- 2) "The knowledge which is gained in the natural process of living in called informal

education."

- 3) "The education we get from the surroundings in which we live and grow, is informal education."

For example : Children learn a language, grasp social etiquettes, learn to eat with right hand, respect quests, respect elders etc.

'This education is done according to incidents - Children learn from the behaviour of elders in the family when they live with them and imitate them. This is informal education.'

### **Nature and Development :**

The informal education is as ancient as the origin of mankind and it is generalized. This is continuous process from man's birth till his death. This education gives information, knowledge. Specific skills and values are gained from this education.

There is no specific uniformity, non planning; no specific purpose. Non formality of education. The teacher and the learner doesnot attempt to teach and learn intentionally, with planning or purposefully. There is no formality. There no subjects, no timetable, no curriculum, no exams. The education here is natural, according to occasions, uninvitedly. The incidents of our day-to-day life educate us. It is spontaneous, self-motivated, natural and casual. No purposeful attempts are made.

This education has no specific form. It happens spontaneously. for example, it can happen at home, in the garden, in the surroundings on the farm, on the road etc. The education starts from the birth of a child. The rising of moon, the light of the sun, twinkling of stars, chirping of birds all these things affect the mind of the children and leave their impressions on their minds. A child is curious by birth and the observes his surroundings, the behaviour of other members of the household. He is imitative so, he imitates the human behaviour he sees around him. He learns unintentionally and naturally from it.

Sometimes, different occasions educate the children. For example, camps, picnics, visits to organizations, discussion, libraries, art-councils, women-councils etc. give education through their cultural and other activities. The behavioural patterns, information that are shown in movie,s plays, television, radio programmes, magazines, periodicals, newspapers and cultural programmes, affect the mindset of the children. The experiences make deep impressions. They are easily educated from these impressions.

### **1.2.5 Distance education :**

The revolutionary thought of Deschooling was first expressed by Evan Elich in his book 'Deschooling Society'. Later, Everet Rimer and Paul Goodmore expressed their thoughts in distance education in the books 'The school is dead' and 'Compulsory Miseducation.'

Evan Elich explained the human exploitation through the institutional (formal)

education. And Rimer opined that the traditional schooling system was not right. A book by Prof. R. H. Hutchins - 'The Learning Society' and the report of Education Commission 'Learning to be' published by UNESCO or 'Education of the More' were published, which opposed the existing educational system.

After surveying the 21 nations education systems, 'Learning to be' emphasized on two important points :

- 1) Continuous or lifelong education
- 2) Future-oriented education.

Considering the two points, 'the current education system is proving futile for the present and the future'. Formal education is becoming meaningless. So, it was cleared that the optional arrangement should be made. In that case, informal education, non-formal education, distance education, open education were considered.

### **The concept of Distance Education :**

'Distance education is a novel experiment. Distance education is for those persons (children), who could not for some reasons get regular education and can not get in future. To make available educational opportunity for such people is called distance education and this is the aim of this educational system.'

'Education is given informal and non-formal mediums. Formal education is given in formal and 'non-formal mediums. Formal education is given through specific institutions.

So, it has limitations, but this is not the case with non-formal education. Man learns continuously and he should keep learning continuously, therefore the distance education plan has been worked upon through non-formal education.'

The persons outside the education system and the persons who are interested to learn in large numbers can be taught through various mediums. Such mediums should be taken into consideration while giving education through the concept of 'Distance - education'. the formal education institutions should use the mediums to make their education process more substantial. The concept of distance-education consists of education through correspondence, education through radio and television and other educational technologies.

### **Definitions :**

- 1) "The concepts of correspondence education, Mass Media, inteaching, open university, radio and television lessons have all been included in the structure of distance education." - Hemlata Talesra
- 2) "The various forms of study at all levels which are not under continuous, immediate supervision of tutors present with their students in lecture - rooms or on the same premise : but which nevertheless benefit from the planning, guidance and tuition of a tutorial organization." - Holm Berg

### **The objectives of Distance - Education :**

Educational expert Dr. A. Kumar has stated a few objectives of this education.

- 1) To make available education to those people who want to learn but their income is low, who have not learnt because they are elderly and have problems of transportation.
- 2) To make education available to those people who due to the binding time-tables and rules at formal education, could not learn and make facilities to learn according to their interests and speed of learning.
- 3) To make their knowledge enriched, who want to learn and who are learning.
- 4) To teach them skills that are useful to solve today's problems.
- 5) To give opportunity to those who are away from education.

### **Characteristics of Distance - Education :**

It is necessary to see the important characteristics of distance education to make the concept more clear.

- 1) Distance - education is different from traditional education. The teacher (guide) reaches to the students in this system.
- 2) The use of mass communication mediums is preferred in distance-education.
- 3) This education creates the conditions necessary for open learning.
- 4) Complete freedom is given to students and teachers.
- 5) Mediums like radio, television or other mediums are used to give education. This is also called Multimedia approach.
- 6) Qualitative development is achieved through this type of education, because children are taught according to their interests and speed of learning.
- 7) This education system contributes greatly in the form of open university, education through correspondence, continuous and lifelong education or open knowledge.
- 8) Education is given in personal nature in distance education.

### **Need of Distance Education :**

Today, distance education has become necessary for following reasons :

- 1) Today, the number of learning people in the society is increasing. The number of students in the class-rooms is increasing (students are literally crammed in the class-rooms). The distance between the learner and teacher is widening, distance education is necessary for lessening the gap.
- 2) Any machine or mass communication equipments/mediums are no substitute for the teacher, yet good education is possible with the help of various mediums and people are aware now about it, so distance education is becoming necessary.
- 3) The number of students wanting to learn is increasing and the number of committed teachers is decreasing, so by taking the advantage of the guidance from the good teachers, gap between the guru and disciple can be avoided. For this purpose, distance-

education is proving to be helpful.

- 4) To nurture the quality and talent of the students learning under this system, under the guidance of educational experts and experienced teachers, the necessity of distance - education is increasing.
- 5) Distance education is becoming necessary to keep the educational activity going, and to give effective and utilizing education.
- 6) If various modern age mediums are used like television, radio, film, balchitrawani, correspondence, the learner's understanding is enhanced further, therefore distance-education is widely considered.
- 7) The necessity of distance-education system is felt because people tend to get education according to their interests, liking, leisure time and in the spared time along with their business, and to get more information and entertaining skillful education.

**Inference :**

The person who is hard-working, taking efforts and has liking for education can develop himself through education. Distance - education is an opportunity for such an effort taking person. It is said that, 'It is better to light one candle than to curse darkness.'

**Field :**

While considering the increasing population and the country's development, the field of distance-education needs to broaden, therefore at every stage and level of education this type of education should be arranged.

**Important features:**

If the expansion of this educational system is made in the fields of primary education, secondary education, higher secondary level, university education, social education, women-education, vocational education, the development of society and alternatively of the country will be achieved.

**1.2.6 Open Education :**

Indian education system is based on democratic principle. Every citizen of India has the write to learn. The democracy does not intend that any person is deprived form education for the financial or local reasons, despite his willingness to learn. Therefore, to make the opportunity of education equally available to all, projects like adult education, population education, non-formal education, open education are implemented.

Such projects fulfill the need of education to some extent. One of them is open education project.

**Need of Open Education :**

India is a country of villages. Large portion of the population live in villages. Every child in the country has the right to education, according to the constitution. Primary

education is made compulsory by the law. Still, there are people in this country who are ignorant, illiterate, Therefore, there social life is full of superstitions and fatalism. Many people have wrong attitude towards education specially, the education of girls is ignored. Many girls have to leave school after they are 12/13 years old. The rural population does not know the importance of education, it seems. Many children can not go to school because of poor economic conditions, therefore they are prevented from taking education. Taking their need into consideration, the plan of open education is drawn.

**Meaning and definition :**

- 1) 'To process of giving education to those children who are deprived on various education centres, (at their convenience, in their leisure time) is called open education'.
- 2) The method of open education is similar to distance education.
- 3) In Rimer's opinion - "Open education is the centre of new necessities, new requirements, now thought- processes and new important experiments, knowledge acquisition."
- 4) 'The education where the free thinking and children are made active and ready for continuous educational activities is called open education.'
- 5) 'The common, everyday school education has strict form, time-table, curriculum, however open education has no certain form, time-limit or fixed curriculum. The form of education is open. It is given according to the learner's facility, need and requirement.

**Nature :**

- The method of giving education of children is free and independent. Besides, education is given by correspondence method.
- The education system should chalked out for the children who are willing to learn but can not and according to their convenience.
- The children who are deprived of education due to various reasons, should get it when they have time.
- The children should get education suitable to them and according to their interests.
- The nature of their curriculum should be flexible.
- There should not be restrictions on time and location for their education.
- The education should be according to their liking and useful for their day-to-day life.
- This type of education is called open education.

**Importance :**

Education means making impressions the technique of nurturing moral values. Therefore, every child should get opportunity to learn, to develop his personality, to get proper impression, to change his behaviour in the right manner, to know moral values, to made him ideal and virtuous citizen, because, ideal citizens make ideal society and from the

development of ideal society, development of the nation is achieved. None should seize their right of education. They should be awakened to the realization. The main aim and objective of the open education is to make the children literate and knowledgeable through various activities and programme.

Centres : Solitary Schools (EHS), mobile school, non-formal activities, open university, distance education, education through correspondence etc. are the important centres of giving open education.

### **1.3 Aims of School Education :**

#### **1.3.1 Introduction :**

Education is a man made subject. The rules, principles, and theories of the science of education have been made by men. At all times, thinkers, philosophers and educational experts have expressed need to lay out the aims of education. As an organised action, education should have aims. The aims of education give foresight the organisers of education, therefore, it would not be wrong to state that without aim there is no education.

#### **1.3.2 Meaning:**

When we want success in any work, our vision of the aims and objectives for the fulfillment of that work should be very clear. This is called as aim.

Unless aims and objectives of education are decided, the educational process would not go in the right direction. Curriculum, text books, examination system, all these equipments are incarnate, have a specific form we should have the exact idea of where we want to go with the help of these equipments, this is called thought of aims.

The aims and objectives of education are affected by political, social, economic, cultural, educational, religious, geographical conditions. Besides, the influence of changing needs of social life is also evident, because the aims of school education are decided (to create the required strength) to fulfill these needs. For the personality development of the students, the aims should be of noursing nature to this development.

The aims and obejctives of education are different at the different levels (primary, secondary, higher secondary). We are going to see the aims of secondary and higher secondary levels of education here.

#### **1.3.3 Objectives of Education according to the Maharashtra State Curriculum Plan 2010:**

The following objectives are determined to create able, wise and creative citizens through school curriculum :

- 1) To imbibe the guiding principles and values of Indian constitutions into each student's attitude and behaviour.

- 2) To create the attitude and ability to fulfill the responsibilities as citizens.
- 3) To develop pride for the rich cultural and social heritage of our nation. Along with this, to create ability and skills to understand the reality of the new age.
- 4) To create ability to welcome new knowledge and manage it.
- 5) To develop ability to continuously keep our personality creative, developing.
- 6) To create awareness about the adapting efforts the country is making at the world level. To create appropriate sensitivity and skills in that reference.

**General objectives of the Secondary and Higher Secondary Education :**

(According to Maharashtra State Curriculum Plan 2010):

- 1) To observe, to find similarities, to demonstrate rationale, to tally correctness - incorrectness of a conclusion by inference etc. to develop these abilities.
- 2) To enhance skills regarding information communication.
- 3) To develop necessary skills to gain livelihood, employment and develop professionalism. To create interest for vocational education in students and to make them habitual to working with hands.
- 4) To make them active for environment conservation and augmentation.
- 5) To embed values in students, such as independence, equality, justice, fraternity and respect for diversity.
- 6) To develop ability to fight against the powers that harm the social values and to nurture moral and mental energy to think independently.
- 7) To create awareness about the present from the realization of the past.
- 8) To help everyone to recognize their strength.
- 9) To get introduced to the social and economic challenges before the nation.
- 10) To get introduced to the strengths of Indian cultures.
- 11) To create awareness about the interdependency of globalization, localization, personalization and modernization.
- 12) To create awareness about preserving and protecting the public property and cultural heritage.
- 13) To create awareness regarding the necessity of empowerment of women and the weak and deprived members of the society.
- 14) To help acquiring values like unity in diversity, equal faith in all religious, social harmony and equality.
- 15) To create awareness regarding the use of natural resources by developing them and using them with mutual understanding and sharing.

## **1.4 Four pillars of Education :**

The Dellore commission presented its report on education to the UNESCO.

### **1.4.1. Introduction :**

The recommendations of this commission are very important for the education system of the 21st century. Education is the base of a person's development and the progress of a nation is dependent upon it. According to the commission's recommendations, education is man's hidden and secret treasure. The four pillars of education stated by the commission are as follows :

#### **Four Pillars of Education :**

- 1) Learning to know
- 2) Learning to do
- 3) Learning to live together
- 4) Learning to be

The abovesaid four formulas are called the pillars of education. These four formulas are the ways to gain knowledge for the survival in this age. These ways affect each other.

### **1.4.2 Learning to know**

As said in the fourth chapter of the 'Geeta[ 'Nothing is more sacred than knowledge in this world'. Therefore, an individual should always keep learning to eliminate the darkness within. In today's age of information technology'. And computer it has been mandatory to pursue newer knowledge continuously. Therefore, the concept of 'education' is introduced to gain knowledge. The meaning of education for knowledge is to understand the means of gaining knowledge, to be acquainted with the ways of gaining knowledge.

In the formal education system, the emphasis is given on the pillar : Knowledge based education, because the base for any of the pillar is gaining of knowledge. If the person has knowledge in the first place, then he is able to act accordingly, and to acquire the related skills and deep knowledge. The knowledge is necessary for accepting the changes in education that happen in various fields. To acquire special skills in the selected subjects it is necessary to keep the process of knowledge, gaining going on and this is the key to the learning process. The importance of this pillar is to gain knowledge from it and therefore, in today's education system, the emphasis is given to the attainment of knowledge and understanding.

#### **The continuous process of acquisition of knowledge :**

The acquisition of knowledge is a never ending process and this process is enriched with experiences. Having introduced to the various ways of knowledge acquisition the individual can learn continuously, lifelong while working or at other places besides work. It is important to concentrate the following three factors for knowledge acquisition :

- 1) Development of recollection skills
  - 2) Development of concentration skills
  - 3) Development of thinking ability.
- 1) As for the continuous increase in knowledge, it is difficult to remember everything, therefore, the entire recollection process can be developed, taking into consideration the relationship between events.
  - 2) For the concentration of mind, it is necessary to provide creative learning experience.
  - 3) For the development of the thinking ability of the students, the project method, experiment method, discussion method etc. should be implemented.

**Objectives of the pillar - Learning to know :**

- 1) To get introduced to the newer knowledge.
- 2) To develop inventional / researching attitude by understanding a specific subject deeply.
- 3) To use the acquired knowledge practically.
- 4) To know about the great people in the society to know their thoughts, know about historical houses, things and the history of each and everything.
- 5) To help studying the environment and get introduced to it.
- 6) To get strength to take new challenges.
- 7) To help a person to live with dignity in the society.
- 8) To give motivation to search for new subjects and objects.

In the new millennium, only knowledge - centered nations would survive, so education is a national necessity, this is the thoughts Dr. Raghunath Mashelkar expressed. (In his speech in Pune ' in 2000)

**Means of knowledge acquisition :**

Libraries should be used to add more and more to knowledge. It is advisable to refer reference books, read new books, magazines, brochures, news papers, weeklies. Besides, use of radio, television, various programmes, activities, computer, internet etc. is also recommended for knowledge - acquisition.

Language - skills are also useful for gaining knowledge. The skills such as listening, speaking, reading, writing are useful for personality development.

The level of thinking grows by knowledge acquisition, the person becomes well-cultured and becomes a support for the country's development as an ideal citizen. Therefore, the pillar of learning is very important for knowledge acquisition.

**1.4.3. Learning to do :**

Learning to do means to acquire skills through work, activity, action itself. It is learning its technique, the handling of the work, how to do it practically. To learn the skill to solve the problems that are usually difficult to solve, to fight the obstacles is called 'learning to do'.

Through this pillar, students should be given knowledge to master various skills with practical knowledge that would be useful in day-to-day life, for example, professional, work-experience, social - work etc.

**Objectives of the pillar - Learning to do :**

The objectives of this pillar are determined taking into consideration the principle of using the knowledge for practical purposes :

- 1) To make a person able for business.
- 2) To make the students self-reliant.
- 3) To help the students to understand the importance of hard-work.
- 4) To make an attempt to give opportunity to the person to act independently, so that he can fulfill his needs through it.
- 5) To help to increase the status as a skillful worker / craftsman / sculptor in the society.
- 6) To help to develop hobbies and fine arts.

This type of learning has a direct relation with productivity, so it is useful for livelihood.

**1.4.4 Learning to Live together :**

Man is a social animal. According to this principle, education is necessary to live in a society. It is essential to handle the educational project unitedly for educational development, to enlighten people by give and take by individuals while living in the society.

A capable education system is essential for tackling the problems, obstacles and difficult situation in life.

**Objectives of Learning to Live together :**

Taking into consideration the necessity of co-existence for person's all-round development, the following objectives are stated :

- 1) To create ability to understand others while living in the society.
- 2) To get live every person and respect other's independence, according to the principle of democracy.
- 3) To respect other people's views and thoughts.
- 4) To live life together with each other.
- 5) To learn to understand each other.
- 6) To teach to co-operate with one-another.

This learning is necessary for the happy and peaceful life. It is necessary to learn to live together for the building of social life that is full of attachment, love, sympathy, tolerance and friendship. So that, the feelings of love and co-operation will be developed in the society. The tradition of unity in diversity of India, would grow further.

**Activity :** For the learning according to this pillar, and to create the feelings of living together in the students, the following activities can be implemented.

- 1) To teach lessons of moral education / value education.
- 2) To know the importance of environmental education.
- 3) The importance of family system (United family system)
- 4) Inclusion of disaster management training.
- 5) Importance of core factors.

#### **1.4.5 Learning to be :**

The meaning of 'Learning to be' is that, a person making his all-round development by searching for the cause of his existence and understanding it and to preserve his meaningful existence.

If the general aims of education of the 21st century have to be attained, the person should be given freedom to develop his decision - making capacity. The person's skills and qualities should be mobilized. The learning to be is the learning to develop mind and body, intelligence, sensitivity, ability to appreciate beauty, the power of reasoning, thinking power, imaginative power, recollection power, physical ability, communication ability, leadership quality, personal responsibility and spiritual value. As well as, to meditate, to contemplate for the search of our mind and inner soul is the meaning of learning to be.

#### **Objectives of Learning to be :**

The objectives for developing mind, reason, body are the aims that are learnt for the existence, as follows :

- 1) To develop contemplation, thinking.
- 2) To introspect.
- 3) To search for self-characteristics of nature.
- 4) To achieve concentration of mind
- 5) To develop intelligence and emotions of oneself.
- 6) To balance with nature.
- 7) To nurture zeal for values of human life
- 8) To learn about the virtues and shortcoming of oneself.
- 9) To try to attain spiritual experience.
- 10) To earn maturity in thinking.

From learning this pillar the peace of mind is attained, the self-uplifting is fulfilled, proper taste is nurtured. The awareness of various activities for the welfare and development of all is felt by understanding the good and bad used of knowledge.

All these things and abilities are important for the development man's knowledge, work and organizational skills. These abilities make man's existence rich.

**Activity :**

The following activities can be carried out for this pillar - Learning to be. Daily rituals (prayers, proverb, moral story), reading of good biographies, moral stories, meditation, contemplation. Arranging picnics, nature-trails, plays based on value education, yoga, meditation etc.

**Exercise :**

Q.1 A) Select the appropriate option from the bracket and rewrite the sentence again (1 mark each)

- 1) According to the science of origin the word 'Shikshan' is made of the root \_\_\_\_\_. (Shikshan, Shiksha, Shik, Shaikshnic).
- 2) The English word 'Education' is derived from \_\_\_\_\_ language. (Latin, Roman, German, Russian)
- 3) Formal education is also called \_\_\_\_\_. (avidhik, savidhik, poornadhik, ardhadik)
- 4) The education without determining any purpose or specific plan is called \_\_\_\_\_. (Distance education, informal education, non-formal education, formal education).
- 5) \_\_\_\_\_ commission has suggested the four pillars of education. (Mudaliyar, Kothari, Hunter, Dellore).

**B) Match the pairs from column 'A' and 'B'.**

**(5 marks)**

**'A'**

**'B'**

- |                               |  |
|-------------------------------|--|
| 1) Non-formal education       | 1) Education which is spontaneous and without any conscious efforts. |
| 2) Distance education         | 2) Pillar - Learning to be   |
| 3) Dellore Commission         | 3) Education based on skills   |
| 4) Informal education         | 4) Education according to time-table                                 |
| 5) Education full of activity | 5) Avidhik shikshan (non formal)                                     |
|                               | 6) Concept of Evan Elich.  |

**C) Fill in the blanks and write the sentence again (1 mark each)**

- 1) The book Deschooling society is written by \_\_\_\_\_.
- 2) The definition Education is the realisation of the self is made by \_\_\_\_\_.
- 3) \_\_\_\_\_ commission suggested the four pillars of education.
- 4) The thoughts on distance-education are expressed in the book 'Compulsory miseducation' by \_\_\_\_\_.

**Q.2 Answer the following questions in 40 words. (3 marks each)**

- 1) Explain the nature of formal education.
- 2) Explain the importance of distance education.
- 3) Explain what is 'informal education'.
- 4) Explain 'education for activity'.

**Q.3 Write notes on : (60 words) (4 marks each)**

- 1) Open education
- 2) Non-formal education
- 3) Learning to live together
- 4) Meaning of education
- 5) Activities for non-formal education.

**Q.4 Give reasons in 60 words. (4 marks each)**

- 1) Activities are important in Education related to action.
- 2) Distance education is necessary.
- 3) It is said that 'education must reach every home'.
- 4) The pillars suggested by the Dellore Commission are called the four pillars of education.
- 5) Knowledge augmentation is very important in the all-round development of a person.

**Q.5 State the difference**

**(3marks)**

Formal education - Non-formal education

**Q.6 Answer in details (150 words) (10 marks each)**

- 1) Write two definitions of education and explain the meaning.
- 2) Write the aims of education at the higher secondary level.
- 3) Explain the four pillars of education suggested by the Dellore commission.

**Q.7 Answer in detail with examples in 150 words(10 marks each)**

- 1) Explain the types of education with examples.
- 2) Write an overview and report on the problems of education as seen in the surroundings, in detail.
- 3) Explain novel experiments in education.

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# **CHAP. 2 : HISTORY OF EDUCATION**

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## **Exercise**

## **Activities / Projects,References.**

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## **2.1. Introduction :**

The all-round development of human life is possible through education, is a truth agreed in all ways.

When we take an overview of the entire history of mankind, we see that the nature of education has been changed over the period of time.

When we think of the ancient era of the mankind, what would have the aims of the so-called education at that time ? May be, the need of learning to lit the fire, to hunt, to make weapons from stones, to search for fruits and roots, to climb a tree and to acquire skills was prominent. As the human brain developed, he began to know about the surrounding environment, his thoughts, intelligence, emotions were gradually developed, the concept of education became clear and firm, and developed. Man went through many transiting periods afterwards, such as firm, wandering, stable, farmer, producer. From agricultural revolution, he emerged into industrial revolution, and then in the scientific era and now he is in space-age, attorn-age, information and technology age, bio-technology age, nano-technology age. Man is travelling further taking with him the marks of merits. Along with these transitions, the empowered educational system got developed and it went on to determine appropriate aims of education according to the changing times.

When we study history, we think about man's all-round development, the kingdoms of those eras and their growth. Similarly, the study of history of man's educational system would prove enlightening. Conditions change as the time flies by and this is the stark natural truth. As the condition changes with the changing time, the reaction of man to that changing condition changes references , thought's & action's. Education has to take notice of these changes. Education makes its progress by taking the changes under its winds.

## **2.2 The nature of education in Vedic era :**

There are differences of opinions about when to place the vedic era in the time period, but it seems that it was approximately two to three thousand years B.C. The philosophy of the vedic era is considered to be the most ancient and highly developed philosophy in the world. Similar to all other branches of knowledge and science the roots of Indian philosophy is found in Vedic literature. Ved are the most ancient and extremely vast literature of the Indians. Nowhere in the world, such an ancient and well-united literature is found; therefore, it is very important not only in regard of the Indian history but also in

respect of the history of man.

Every branch of knowledge is discussed in the Vedic literature and there are further discussions on basic knowledge of physical sciences, social sciences, human sciences. There is an attempt to throw light on all states of human life, namely, birth, childhood, youth, old age, death and re-birth. The duties of students, scholars, soldiers, married man, administrator are mentioned in it. It gives message for peaceful co-existence and most important of all, the nature of the universe, its formation and origin are discussed thoroughly and philosophically.

The various branches of Indian philosophy are influenced by the thoughts of the Upanishadas. German philosopher Chopenhover has said, "Noble and high philosophy and the doctrine of entire life cannot be found in the whole world, as it is found in the Upanishadas. Professor Maxmuller had also said, "I am agreed with Chopenhover after all my experience."

These Upanishadas have considered everything regarding many centuries, generations of philosophers. There are treasures of thoughts that proved useful to many philosophical thoughts. The vision of life, concepts of the ultimate truth, the ideal nature of a man are the thoughts of the highest quality that in the philosophical literature and thoughts in the world the Upanishadas held the most important place. Vedic educational system is 'ancient India's first educational system. This educational system is based on vedic philosophy and thoughts, so it is called vedic educational system. The important thoughts in vedic education is means 'knowledge frees liberates everyone from ties. restrictions.' Therefore, the main purpose of knowledge, education or teaching is liberation.

According to vedic thinking, there are two types of knowledge - para and apara. Para knowledge is higher kind of knowledge, i.e. spiritual knowledge or spiritual manifestation of the self. Apara knowledge is physical material knowledge that is useful for the day-to-day life. Man needs both kinds of knowledge for the fulfillment of his life.

### **2.2.1 The aims of education :**

According to vedic philosophy, there are main aims of education as follows :

#### **Spiritual manifestation of the self :**

Spiritual manifestation of the self or 'moksha' was considered as the ultimate aim of the human life. The human spirit is immortal, imperishable and jubilous, joyful and to experience it evidently is the spiritual manifestation of the self or atmasakshatkar.

#### **Spiritual development :**

The knowledge of spiritual nature liberates man from pain and helps him attain the supreme bliss. By walking on the path of spiritual progress, one can achieve atmasakshatkar

#### **Search of truth :**

The curiosity to know and search for the truth is regarded of utmost importance in the

human life. For this purpose, continuous worship through knowledge is necessary.

### **Moral development :**

Excellent moral education was considered the base of spiritual knowledge. Without moral development spiritual development is not possible. Welfare of mankind is everyone's duty. For that purpose, acceptance of virtues and sacrifice of vice is mandatory.

### **Character - building :**

The disciples gaining the knowledge should be endowed with character, it was considered necessary, for the educational system of those times. The Guru's strived to develop great virtues in their disciples. Penance, donation, non-violence, truth, compassion were the virtues that were mentioned specially. Along with good character, modesty and purity of mind were regarded great virtues.

### **Cultural development :**

To accept good traditions, customs and values existing in the society is the duty of everyone. The cultural development makes the awareness about this duty possible. Students are moulded by the thinking and behavioural pattern that are acceptable to the society, through the culture, unknowingly. Education delivers this cultural heritage to the next generation, Education prepares us to live socially and culturally rich life.

### **To Tend Interest of beauty :**

According to the ancient India's spiritualism, 'Satyam' (truth), 'Shivam' (Auspicious) and 'Sundaram' (Beauty) were considered the ultimate values of human life. Therefore, the value of tendere for beauty, proved to be important. Beauty is seen everywhere in Nature. Man forgets himself while observing this beauty and completely becomes one with it. Man's taste for art originated from it. The bent of mind for arts is a manifestation of the experience of beauty. Art is the expression of the symbolic principles of beauty of man's emotions.

### **2.2.2 The methods of teaching :**

At that time, the learning was done in the Gurukul or ashram. It was an important tradition to learn at the home of the guru. Guru's close acquaintance was expected. The relations between the teacher and the students were cordial and affectionate. The word 'Upnishad' (उपनिषद्) depicts the meaning of this affection, it mean to learn by sitting at the feet of the teacher. The teachers used to create curiosity in the minds of the disciples. And they tried to fulfill the curiosity as well. In those days, learning - teaching was done through listening, reciting, reflecting, discussing, debating, question - answer, conversing etc. All Upnishadas contain conversations in the form of question and answer. The disciples have asked questions unabashedly and the teachers answered them appropriately with examples and illustrations.

### **2.2.3 The general education system in Vedic era :**

In education, in vedic era, the status of the teacher (Guru) was very important. He was considered supreme like God. The shlok 'Gurur Brahma, Gurur Vishnu' (Guru is Brahma and Guru is Vishnu) expresses this meaning of supremacy. Guru was the origin of knowledge, inspiration, motivation, guide and the remover of the darkness of ignorance. They were needed to be truth-lovers, modest and kind. Along with this, they lived simple lives, their thoughts were great, practiced discipline, had restraint of mind and followed devout austerity; these were inseparable parts of their life. Disciples served their teachers whole heartedly. They were with their gurus in the Gurukul. Guru loved their disciples as fathers; and took care of them.

In short, we can say that, in vedic era, in ancient India the Indian educational system was basically spiritualistic and idealistic. The aims of life and education were same. Self-realization or Brahmadnyan was supreme. Education or knowledge was considered as means of liberation. Education was the abode of the four human objects (Purushartha- namely - Dharma, Artha, Kama and Moksha. (Duty, wealth, desire and deliverance.) Freedom could be enjoyed within the limitations of discipline, in this kind of education. Self-restraint, mind-restraint and restraint of sense-organs, were important. Women were treated with respect. They also used to teach at the higher levels. The education system of that era was independent, self-existent. It was not monitored or controlled by the King's authority.

### **2.3 The nature of education in Buddhist era :**

The Buddhist religion is mainly a philosophical religion. The origin of its principles and truth is in the man's inner self. The founder of Buddhist religion Gautam Buddha experienced the supreme truth within himself and he preached that everyone can attain it through proper attempts.

The life-span of Gautam Buddha is considered to be 563 to 483 B.C. He wandered everywhere and with his impressive speech Gautam Buddha promoted his 'Ashtang Samyak Marg.' He and his followers achieved unprecedented success in their good work of spreading the doctrine of religion, and the Buddhist religion was spread not only in India, but outside India also.

The Adhargranth i.e. books supporting the religion, of the Buddhist religion and philosophy are called 'Tripitak', 'Tripitak' is a group of three granthas (books) and it is in Pali language . Pali was the language of that time. Tripitak has three parts :

- 1) Dhamma Pitak
- 2) Vinay Pitak
- 3) Sutta Pitak

#### **2.3.1 The aims of education in Buddhist era :**

- 1) To create ability to attain Nirvana.

- 2) To spread the teachings of Buddha and Buddhist philosophy.
- 3) To develop character by nurturing the moral values.
- 4) To preach, enlighten about how to adopt Ashtang Marga and empower according to it.
- 5) To acquire professional skills.

### **2.3.2 The methods of teaching :**

While taking the consecration of the Buddhist religion, the spiritual preceptors perform religious rite namely 'Pabajja, 'Pravajya' , similar to the Vedic thread ceremony. The beginner student was eight years old at that time and after completing the studies at the age of twenty another religious rite 'Upsampada' was performed. For the 'Pabajja' rite, permission of the parents was necessary. This consecration ceremony was performed by taking the permission of the spiritual preceptors' council. The devotee had to take the following oath asserting his faith in Buddha, Dhamma and Sangh.

Buddham Sharanam Gachhami

Dhammam Sharanam Gachhami

Sangham Sharanam Gachhami

### **The method of teaching contained the following points :**

- 1) Oral education and recitation
- 2) Lectures by experts and scholars
- 3) Discussion and conversation
- 4) Debating
- 5) Conferences of Buddhist Bhikshus (Mendicants)
- 6) Reflection, meditation and contemplation
- 7) Acquisition of knowledge by travelling

### **2.3.3 General education system in the Buddhist era :**

The relations between the guru and disciples in the Buddhist religious education system was similar to the relations in the vedic era. The disciples used to serve the teacher wholeheartedly. They resided with teacher and were with him all the time, so they established loving, respectful and faithful relations with one-another. Gurus also loved the disciples like father; and took care of them.

There was a rule in the Buddhist education, that the laws, discipline and service of the Sangh should be strictly observed by the devotees. They were binded by self-constraint, meditation and auspicious daily life. It was required by the perceptors to draw the attention of the disciples towards discipline, purity and restraint. Discipline was very important in the Buddhist monastery. Hard work and character building were emphasized. If the disciples would waver in performing their duties and hard-work, punishment was due, however, every discipline has a freedom to acquire knowledge keeping within the limitations of discipline.

The Buddhist education was humanitorean, because, it has emphasis on humanitorean values. Disciples from all the castes and religious had free entry into it, but because the thoughts behind the education was that, the material world / life is full of sadness and so the disciples should sacrifice all the worldly gains / joys to attain Nirvana, the Buddhist education did not focus on useful vocational subjects. Therefore, subjects such as mathematics, handicrafts, war-art, physical, chemistry were neglected. Physical training was also neglected as well.

## **2.4 Jain Educational method :**

The Jain religion is very ancient and though Vardhaman Mahaveer is mentioned as the founder of the Jain religion, he is the 24th Teerthankar of the Jain religion. There are 23 Teerthankars before him. Mahaveer's life-span is known to be 599 to 527 B.C. The main and basic philosophical literature of the Jain religion is known as Jain Agam . All the Jain literature is in Ardhamagadhi Language .

### **The Nature of Jain education :**

#### **2.4.1 The aims of Jain education :**

- 1) The ultimate aim of education should be 'liberation from the bounds of Karma'.
- 2) 'Samyak (entire) knowledge', 'entire faith' and 'entire conduct', these Trividh Ratna (Ratna-Tray) should be nurtured through education.
- 3) To observe simple living and high thinking.
- 4) To construct rational analytical viewpoint.
- 5) To observe and attain non-violence. To teach behaviour according to the high ethical values.

#### **2.4.2 The Learning - teaching methods :**

In Jain education, following methods and techniques were used for learning and teaching :

##### **1) Deshana Listening :**

Deshana means religious or moral instruction or preaching. It is important to listen to it sincerely. To listen peacefully with concentration was considered a penance. So, the Jain pennants are known as 'Shravak' or 'Shravika' , because, they 'listen' .

##### **2) Reading religious texts / books :**

The important learning method was to read the religious books and the 'sutras' in it with concentration. This reading had to be with appropriate and correct pronounciations. This technique was called 'amnay'

##### **3) Meditation :**

It was expected that the things should be read sincerely. Every formula and the words

in it had to be learnt by heart and deeply studied and should be meditated, contemplated. Such meditation is called in Jain religion, 'Anutpreksh'

#### **4) Problem-Solving :**

While meditating, the students might have many questions and queries arising in their minds. They had to be cleared and explained by the teacher. This process is known as 'Prachchhana'

#### **2.4.3 The General education system in Jain era :**

For sages, the Jain education was given in the ashrams or in monastery, and for the persons who wanted to marry, there were Jain Pathshalas . The relation between the teacher and the students was like father - son, respectful and loving. The student had respect for his teacher and the teacher had love for his student. Though the students had freedom to learn, they had to observe specific rules, rites and discipline, similar to Vedic and Buddhist educational methods.

#### **2.5 The nature of education in Islamic era :**

Islam is considered to be one of the major religions in the world. It has its own particular philosophy. Islam was originated in the 7th century A.D. The religion does not believe in idol - worship and gives importance to praying and faith is its base. It was originated in Arabastan. Prophet Mahammad Paigambar was the founder of Islam. His life span was 570 to 632 A.D.

The sacred book of Islam is known as Kuran . This book contains the text message of Mahammad Paigambar and it is believed that the message is from Allah and is conveyed through Prophet Mahammad to all the people. The welfare of mankind is Allah's will and the message in Kuran expresses it. The sutra in Kuran are in Arabi language and the verses are called 'Ayat'

The meaning of Islam is peace and total surrender towards God. Islam has stated five very important and sacred religious duties for every individual.

They are called 'five pillars' of Islam.

#### **These five duties are as follows :**

- 1) Kalma - To keep faith that Allah is one and the Mahammad is his prophet.
- 2) Namaz - To pray in the mosque or in solitude five times daily. To pray in the mosque or in solitude five times daily. To pray in public or in a gathering on Friday.
- 3) Jakat - To donate to the poor.
- 4) Soyam- To fast in the month of Ramzan.
- 5) Haj- To go to Makka on a pilgrimage at least once in a lifetime.

### **2.5.1 The aims of education according to Islam :**

- 1) To carryout individual's spiritual and physical development.
- 2) Continuously pursue knowledge.
- 3) Augmentation of moral character.
- 4) To promote the values of Islam.
- 5) To teach the codes of conduct of Islam.
- 6) To give the necessary administrative training to the Kazis, Wazirs and Sipah Salar (soldiers)

According to this, in the primary education of 'Maqtab' writing, reading and basic mathematics were taught. The recitation of sacred 'Kuran' was necessary. Along with this, learning Farsi language, alphabets and grammar was included. Value education was imparted through the stories of sages and Faqirs. The writing skills included writing letters and applications.

In the educational curriculum in 'Madarsa' contained both wordly (common) and religious curriculums. He worldly subjects were grammar, literature, history, geography, mathematics, astrology, agriculture and so on. The religious subjects were the study of Kuran in detail, history of Islam and the study of Islamic rules and laws.

### **2.5.2 Learning - teaching methods :**

In the primary education of 'Maqtab', mainly recitation, story-telling were used, and in the higher studies in 'Madarsa', lectures, discussions, reading of reference books, and self-learning methods were used in learning. Sometimes, senior students used to teach the junior students.

### **2.5.3 General educational system in Islamic era :**

Students had respect towards the teachers. They obeyed the advice and suggestions given by the teachers. Teacher also taught the pupils affectionately.

In Islamic education, obeying discipline and rules correctly was necessary. The wrong conduct got punished. Exorbitant and improper freedom was not given to anyone. There was a freedom to learn within the limits of discipline.

Many Muslim rulers ruled over India.

Their aims of education were not alike but, they all wanted to promote Islam through the medium of education. These muslim rulers encouraged the spread of education. In this era, along with religious education, literature, music, drawing, architecture were also promoted on large basis.

## **2.6 Education on the Pre-Independence era :**

In the beginning of the 18th century, the mughal empire was withdrawing and the

muslim education was also given at very few places.

Afterwards, as English and French communities began to come to India and started to settle down, they began to influence the educational systems there.

### **2.6.1 The Native educational method at the beginning of the British Kingdom :**

Our existing traditional educational method started to change after the beginning of the British Kingdom. The traditional educational system is called Indigenous Native Education Systems. In this education system, there were four types of schools in our country.

#### **1) Houses of Gurus :**

The teachers taught the students at their own houses. The students used to go to the teacher's house as per their convenience and likings of the subjects and learn; but they were not forced to live there. They used to learn there in the day time and return home in the evening. There was a mini-school as such in the teacher's house. This was similar to the modern tuition classes. We should note that, this system was different from the ancient Gurukul or Ashram systems.

#### **2) Sanskrit Pathshala -**

The Sanskrit Pathshala were of course famous for learning Sanskrit. These Pathshalas were to be gathered at some public place or temples. In Bengal, such Pathshalas were called 'Tol'. Some other subjects were also taught there occasionally.

#### **3) Maqtab and Madarsa :**

These types of schools were in Islamic era or in the Medieval, they were quite few. They were organized mainly in the mosques.

At some places, few Hindu students also used to learn with the Muslim students.

#### **4) Primary Schools :**

Local languages, Persian language, arithmetics etc. subjects were taught in these schools.

### **2.6.2 The educational activities of the Christian missionaries :**

We all know that the search for the oceanic route to come to India started in the fifteenth century and in 1498, the Portuguese sailer Vasco-da-Gama was the first to land on the western shore of India at the Kalicut port. Therefore the Portuguese are called the first Europeans to land in India. Later, in 1542, a Je'suite of Chritian religion Saint Fransis Xavier came to India to promote the Christian religion. This promotion of religion is called missionary work. This missionary work was carried out enthusiastically and devotedly. These missionaries took part to spread education with enthusiasm and they started missionary schools for that purpose. These schools provided free of charge education to those children who adopted the Christian religion. The poor students got food, books and other learning

material free of cost as well. These schools taught the doctrine of Christian religion, Portuguese language, Mathematics, local languages and handicrafts. The missionary work also provided higher education.

The British governments in England and India took notice of the missionary work and they began to think about the education of the Indians. They also needed to train Indian workers to improve their administration. So, the British government started to take interest in the educational system in India. With the permission of England's British Parliament, schools were opened. Some schools got grants. Book publications were encouraged. Education through English medium became prestigious.

### **2.6.3 Lord Mecauley's Policy :**

Lord Mechauley was appointed as a Jurist member of Council of Governor General in British India. Lord Bentinck appointed him as the chairman of Bengal's 'Society of the Public Instructions'. At that time, there was a debate between Eastern education versus Western Education and also a difference of opinion whether the grant of one lakh pounds to be given to the Eastern education or to the western education. Lord Mechauley was told to organize a meeting to express his opinion. Mechauley declared the report of this meeting on 2nd February 1835. This became known as 'Mecauley's Policy'.

#### **Mecauley presented the following points in this policy :**

- 1) English language is a key to modern knowledge and it is more useful and important than Sanskrit and Arabi.
- 2) The study of English language will start reconstructing and new age in India.
- 3) Indians can be made experts of English.
- 4) Such class can be created through the English education who would be Indian by blood and colour, but would be an English in respect at taste, mind set, morality and intelligence.

While presenting his policy Mecauley exorbitantly praised English and other European languages and criticized the ancient Sanskrit, Arabi languages and regarded them as inferior. He purposefully disregarded the ancient vast storage at knowledge in India. His point of view to look towards Indian knowledge, language and culture was prejudiced.

Though such was the state, the study of English language and modern western sciences was encouraged by Mecauley's policy.

### **2.6.4 Downward Filtration theory :**

There was debate going on regarding education during the British rule; whether to educate the selected upper class people of the society or to all ordinary people ?

One opinion was that the few selected people would be educated in the view of their usefulness in the administrative sector. Thus, an educated and high-class section devoted to

the government would be formed. Later, the lower-class ordinary people would learn under the influence of those educated people. That is to say, the education would be filtered downwards automatically. This opinion is known as 'Downward Filtration Theory' Lord Mecauley stood for Mecauley's theory.

It was assumed that there was no need to educate the lower-class people deliberately, on the basis of this opinion. The British needed the educated class to run their administration and trade, so with the help of this theory, they decided to educate only the upper class of the society.

### **2.6.5 Charles Wood's despatch :**

British East India company passed a law, namely 'Charter Act' in 1813, to express their responsibility of the education of the Indians. The missionaries got the permission to start educational activities in India by this law. Many organizations got grants and were encouraged to spread of education; but problems were created while doing this. Some disputes were created, so the amendments to the 1813 Act had to be made. For this purpose, a committee of selected members was formed. This committee suggested some measures for the development of education in India. The written drafts of these recommendations was created by John Stuart and presented before the president of then Board of control, Charles Wood. These recommendations later became famous as Wood's Despatch, in 1854.

In this despatch, the committee clearly stated that, 'Indian's education can not be disregarded. The development of Indian education would prove useful to the 'British empire'

The Wood's despatch, consisted of hundred paragraphs, proved to be a milestone in the history of Indian education, so it is called the 'Magna Carta' of Indian education.

#### **The important recommendations in Wood's despatch are as follows :**

- 1) The Indians should be educated in European languages and Western knowledge.
- 2) British government would get efficient and reliable workers through this education.
- 3) The education should be given in English, but the local languages could be used when required.
- 4) An independent education section should be formed.
- 5) Organizations completing the necessary norms and conditions, should be given appropriate grants.
- 6) Universities be established at Mumbai, Madras, Kolkata and other places.
- 7) Sufficient number of schools should be started all over the country.
- 8) The training of the teachers should be given special attention and the government should open enough organizations for their training.
- 9) Special attention should be given to women education.
- 10) The academically backward muslim community should be brought in the mainstream'

education.

- 11) Vocational education should be encouraged.
- 12) Indian languages should also be encouraged. The modern Western knowledge should be translated into Indian languages.
- 13) Highly educated and qualified people, should be appointed in government jobs.

Thus, though Wood's despatch contained many good and useful recommendations, the British government deliberately ignored them, so the suggestions remained on paper. They were not implemented and the optimistic picture of Indian education drawn in the despatch remained incomplete.

#### **2.6.6 Hunter Commission (1882) :**

We saw that Wood's Despatch was published in 1854. But the rule of East India company came to an end in 1858 and the British Parliament got the power to rule. The British government carried out a survey of Indian education during 1865 to 1870 and collected detailed information. Later, the Governor General Lord Rippen established Indian education Commission under the chairmanship of Sir William Hunter to reconstruct the education in India, in 1882. This commission is known as Hunter Commission.

There were twenty-four members in the Hunter Commission. Six of them were Indian. The commission studied the problems in Indian education for ten months and presented its report containing 220 recommendations.

#### **Recommendations of Hunter Commission :**

- 1) Everyone should be provided with primary education.
- 2) The education should be in mother-tongue.
- 3) The monitoring of primary education should be done at the district level and municipality level.
- 4) Curriculum should be based on the local requirements.
- 5) Separate grant should be saved for the primary education. They should be given donations from it.
- 6) The responsibility of secondary education should be given to administrative private organizations, however, they should be given some grant.
- 7) Institutions giving higher education should be given grants depending the number of students.
- 8) The number of school inspectors should be increased. Indian officers should be appointed at the district level.
- 9) Native schools should not have any restrictions they should be encouraged properly. If the schools wished, they could be attached to the government schools.
- 10) Women education should be given importance. Maximum female teachers should be

appointed. There should be hostel facility for the girls.

- 11) Special attention should be given to the education of the Muslim.
- 12) Backward class students should be intentionally admitted to all government schools.
- 13) Government schools should not give religious education, private schools may give it.

We can see from the above recommendations that development of Pre-Independence education in India was boosted more or less by the Hunter Commission.

### **2.6.7 Namdar Gokhale's contribution to primary education :**

Namdar Gopal Krishna Gokhale has been called Gandhiji's political guru. He was a professor and principal of the Fergusson college in Pune at the beginning. He was the president of the Indian National Congress. He was the founder member of the Bharat Sevak Samaj and member of the Imperial legislative council. His contribution to the primary education was great. He strived hard to make primary education compulsory.

As a member of the Imperial legislative council, Gokhale sent a resolution on 10th March 1910 to the British government regarding the primary education being made compulsory. In this resolution, he stated his expectations regarding the grants, administrative arrangements and other facilities related to primary education. But the British government did not pay much attention, so Gokhale insisted to the government on 19th March 1910 that a law should be made for primary education. He presented a bill regarding the subject, based on the laws of England and Ireland, but the bill was rejected. But still, the British government had to decide upon a policy for primary education in 1913. There was an awareness for the primary education among the people due to this bill, and everyone strongly demanded the primary education.

### **Exercise :**

#### **Q.1 A) Choose the correct alternative from the given list :**

- 1) The meaning of Upanishad is \_\_\_\_\_ .
  - a) to obtain knowledge
  - b) to Learn from the Guru.
  - c) to sit near the Guru
  - d) to Sit together
- 2) Ancient Indian Vedic knowledge was protected due to \_\_\_\_\_.
  - a) Oral tradition
  - b) Written tradition
  - c) Discussion
  - d) Debate
- 3) In the stone-age, education was influenced by \_\_\_\_\_.
  - a) Art
  - b) Religion
  - c) Science
  - d) Culture
- 4) According to Wood's despatch \_\_\_\_\_ universities were established.
  - a) Mumbai, Delhi, Aligarh
  - b) Mumbai, Madras, Kolkata
  - c) Benaras, Kolkata, Aligarh
  - d) Madras, Jabalpur, Delhi
- 5) Buddhist Literature is originally in \_\_\_\_\_ language.

- a) Sanskrit b) Pali c) Ardhamagadhi d) Prakrit.

**B) Match the pairs :**

- | 'A'                           | 'B'   |
|-------------------------------|---|
| 1) Wood's Despatch            | 1) Education from upper class to lower class  |
| 2) Hunter Commission          | 2) Compulsory primary education               |
| 3) Mecauley's policy          | 3) Separate grant for primary education.      |
| 4) Gokhale Bill               | 4) Importance to English education            |
| 5) Downward Filtration theory | 5) Formation of universities                  |
|                               | 6) Compulsory secondary education             |
|                               | 7) Education from lower level to upper level. |

**Q.2 Answer in brief :**

- 1) What are the main objectives of the education in the Vedic era ?
- 2) Compare the teaching methods of the Buddhist and Jain.
- 3) What was the curriculum in Islamic education system ?
- 4) What are the main recommendations of Wood's Despatch ?

**Q.3 Answer in detail :**

- 1) Which high and noble values were promoted through ancient Indian education ? Explain with suitable examples.
- 2) Discuss the education of Buddhist era in the light of aims / objectives, curriculum, teaching methods and relationship between Guru and disciples.
- 3) Compare in detail vedic education system and Buddhist education system.
- 4) Take a detailed overview of the education in Islamic era.
- 5) Discuss the changes that occurred in the development of Indian education during the British rule in the pre-Independence era.

**Q.4 Write notes in brief :**

- 1) Contribution of Namdar Gokhale to the promotion of primary education.
- 2) Downward Filtration Theory of education.
- 3) Lord Mecauley's policy
- 4) Teaching method in the Jain era.
- 5) Guru-disciple relationship in Vedic era
- 6) Education in the Madarsa.

7) Curriculum of Buddhist education.

**Q.5 Write composition :**

1) Reflections of vedic, Buddhist, Jain and Islamic education systems in modern education system in India.

**Activities / Projects :**

- 1) Make tables with pictures / images containing the information regarding education in vedic, Buddhist, Jain and Islamic era.
- 2) Take interviews of the expert scholars in this subject.
- 3) Visit the traditional Sanskrit Pathshala, Madarsa, Buddhavihar, Jain Temples and collect more information.

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# CHAPT 3: EDUCATION IN MAHARASHTRA IN THE POST-INDEPENDENCE ERA

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## CONTENT

### **3.1 Structure of Education**

- 3.1.1 The existing structure of education
- 3.1.2 Mudaliyar Commission
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- 3.1.4 National education policy

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- 3.2.5 Higher education

### **Exercise**

### **Activity / Project**

The role of education is very important in the development o :

### 3. EDUCATION IN MAHARASHTRA IN THE POST-INDEPENDENCE ERA

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Introduction:

The role of education is very important in the development of every nation. Therefore the requirements of the nations are reflected in the educational system and educational policies. The requirements change according to time. So, the reconstruction of education also become necessary according to these changing requirements.

Education is an important factor in the human development. The human personality is influenced by education knowingly - unknowingly. Many experts have expressed their opinions on education.

In Plato's opinion, 'Every man has some natural powers originally, in specific degree. To awaken them and lean them to completeness is education. In Gandhiji's opinion, 'The development of excellence in man's physical, mental and spiritual aspects is education.

In Swami Vivekanand's opinion, 'Education is the manifestation of the completeness / wholeness that resides in the man's inner self.'

After reading these defining we notice that the purpose of education is all-round development.

The education system has evolved continuously from the ancient times. The first was Gurukul system. Pupils had to live with the Guru to learn. In the buddhist era, the study of the Buddhist religious books, in the Muslim era, the study of Muslim religious educational methods, education in the British era and then education in the Post-Independence era, the system has been changing in such a way.

Through education, the individual life, social life and national life also have been changed and with the changing times, educational processes are becoming faster. Therefore, the change is occurring at the state level also, similar to the change at the national level. Such changes are necessary at present.

#### **3.1.1 The existing structure of education :**

The government of India declared its National Education Policy in 1986. According to this policy, one common national education programme was announced. According to this national programme, all the students at the specific level in the country, irrespective of their geographical differences should get equal educational opportunity. For this purpose, the curriculum was reconstructed according to each state's historical, geographical, cultural characteristics. The attempt was made to make the national curriculum flexible while changing it according to the needs and conditions of each state. A new education policy was decided after this. This is the policy of 1986. This policy suggested ten core factors in the

curriculum, that have distinguished characteristics. After the Independence, many commissions were appointed for educational purposes. Some of them are introduced below

### **3.1.2 Mudaliyar Commission (1952-53) :**

In 1948, the 'Central Education advisory board' send a proposal to the government that 'a commission should be appointed to reconstruct the secondary education'.

According to the suggestion made by the 'central education advisory board', the government appointed 'secondary education commission' under the chairmanship of Dr. Mudaliyar on 23rd September 1952. Dr. Mudaliyar was an experienced educational expert and the chancellor of the Madras University. The commission consisted of the president, one secretary and one deputy - secretary.

#### **Field :**

To make survey of the factors related to the them secondary education in India and to suggest measures to reconstruct them, to decide the objective of secondary education, to relate secondary education to primary and higher education and to think about compositions in the secondary education; this was decided to be the field of the commission.

The commission had sent a questionnaire to many educational experts, teachers, educational institutions to know their opinions regarding the secondary education. After touring various states, collecting information after actual inspection and after deep thinking the commission presented its 244 pages report to the government on 29th August 1953.

#### **Objectives of Secondary Education :**

Secondary education commission (Mudaliyar commission 1952-53) has stated the Objectives of secondary education as follows :

##### **1) Development of Democratic Citizenship :**

Moulding proper and responsible citizens to run the democratic government smoothly, is the duty of education. Along with creating love and pride for the country, it is necessary to develop the feeling of social responsibility in them. Any country's existence and greatness depends upon the citizens with good character and this can be done by developing moral values through education. Every citizen has freedom of thought, speech and writing in democracy. Therefore, the first aim of education is to create suitable, ideal citizens to run the democratic government successfully.

##### **2) To develop the art of living for successful life :**

Socialization is man's important characteristic. Man alone can not develop himself. He needs others from the society to do this. With each other's help, cordial, loving and friendly relations develop and they make life successful. For this, virtues life discipline co-operation, social awareness and patience should be developed.

##### **3) Development of Personality :**

Personality development is the main objective of secondary education. Co-ordinated development should be achieved of physical, mental, social, intellectual, professional, spiritual, aesthetical aspects of children with the help of education. The creative power should be developed so that the all-round development of personality if possible.

**4) Improvement of Vocational efficiency :**

Secondary education can not create his-class professional knowledge and the mastery over it. That can be achieved by the university education, but to make secondary education self-contained, various types of vocational knowledge should be given at the secondary level, so that the unnecessary tension on the university education can be lessened.

**5) Education for leadership :**

Leadership quality should be developed to create the ability to lead through secondary education. The country needs selfless and tough but well-educated leadership. Leaders required for Local self-government organizations, co-operation movements, labour organizations, legislative assembly, legislative council, parliament should come forward through secondary education. It is expected to change the viewpoint of the development of leadership quality through education.

**6) Development of a sense of True Patriotism :**

It is most necessary to develop the sense of patriotism in every citizen. For this purpose, the objective should be fixed to accept the shortcomings of country unreservedly, to make the true valuation of the country's social and cultural success and to serve the nation as far as possible through education and developed in the students. While developing patriotism, care should be taken not to create hatred for the other country and develop cordial relations. This is the true aim of education.

The commission has shown many flaws regarding secondary education. It is necessary to consider them to improve the quality of education.

**3.1.3 Kothari Commission (1964-66) :**

This is an important commission appointed under the chairmanship of Dr. Daulatsing Kothari to think over education. This commission has thought about the all over education in the country at all the levels and their members and the problems of education before the country at the educational level, collectively. This commission has thought about two points while over-viewing entire education.

- 1) The relation of education with national objectives and values.
- 2) The use of common working method of education and mechanism at the national level.

The main formula of the working method of Kothari commission was

expansion / spread of education. The commission has approved the educational structure of 10 + 2 + 3.

The commission has made recommendations for the primary, secondary, higher secondary and higher education.

**1) Recommendations for primary education :**

- a. Examination for the first standard to be cancelled and the first and the second standard to be considered as a single teaching unit.
- b. Playway method should be used in the first standard.
- c. Ashramshala should be established in great numbers
- d. Importance to the girls' education be given.
- e. Educational quality of primary education be improved.
- f. 'Quality improvement campaign' of schools should be started nationwide.

**2) Recommendations for secondary and higher secondary education :**

- a. Vocational education be given importance at the secondary and higher secondary levels of education.
- b. part-time vocational learning facility be made available on vast basis.
- c. Curriculum arrangement be done on 'ordinary and advanced' levels.
- d. The study of science and mathematics be made compulsory.
- e. Subjects like social - service and social - development be given importance.
- f. 'School Complex' plan be started as the pilot project.
- g. One nationwide school reformation programme be implemented to improve the quality of school education,
- h. The applicable curriculum useful for generating employment, related to subjects like health and physical training should be made available in the optional form.
- i. The curriculum at the secondary and higher secondary level should be perforating of modern happenings and of future.

**3) Recommendations for university education :**

- a. Advanced Study - centres be established by University Grant Commission.
- b. Some colleges be given independent status and given freedom regarding curriculum and examination method.
- c. Under graduation curriculums be made in regional languages. However post-graduation level education should be in English medium.
- d. University grants commission should establish the Central Examination Improvement centre.
- e. Student Welfare Plan be considered an undivisible part of education.
- f. A test examination should be conducted to test the ability for post-graduation

education.

- g. National Education Academy be formed for the development of education.

**National Education Policy : (1986)**

On the threshold of the twenty first century, we have to actualize the dream of the Indian society having religious harmony, democracy, unity, socialism.

To make the dream real, there is need to decide the new national policy and implement it. Keeping this need in mind, the central government has prepared a new educational policy. The policy was finalized in 1986 after deliberation on the formation of today's Indian society and the twenty first century society and after taking into consideration the reactions of people and experts.

**Important features of the 1986 National educational policy :**

- 1) Education for the healthy democracy.
- 2) National unity and integrity / religious harmony.
- 3) Participation of society in education
- 4) Education for equality
- 5) Cultural heritage
- 6) Use of Manpower
- 7) Proper use of national resources
- 8) Continuing education
- 9) Vocationalization
- 10) Promotion of national educational system.
- 11) Physical training, work-experience and art-education.
- 12) Ten core factors.

**Novelty in National Educational Policy :**

- 1) Operation Black Board : The purpose of this campaign was to make available all the material necessary for the generalization of primary education.
- 2) Navoday Vidyalaya : One of the important step of National Educational policy was to establish an ideal school to give opportunities to the intelligent students in the rural area.

- 3) Separation of the relation between degree and job :

The purpose was to give importance to competitive examinations and reduce the load on higher education.

- 4) Management of Education : It is an important part to determine the responsibility of proper planning, government and non-government, central government, and state government to achieve the purpose of education. The participation of local leadership, the cordiality of people, charitable organizations, women and backward classes was

felt necessary in the management of education.

- 5) The role of teachers : The teacher is the important central figure in the educational process.

The success of a teacher depends upon the well-planned programmes and their implementation.

The main feature of this national Educational Policy was to make the role of teacher much higher, superior and important in the field of education.

**Recommendations :**

The National Educational Policy (1986) was re-examined by the Ramamoorthy Committee (1980) and Janardan Committees' recommendations.

**The recommendations made by the committees are as follows :**

- 1) To build a strong and stable base for education, emphasis should be given on technology and science.
- 2) There should be facility to acquire various skills in education. Basic skills like mathematical transactions, social transactions, communication and physical hard work should be included.
- 3) Moral, social, cultural and national values should be given importance in education.
- 4) To attain national harmony in their future life, for students, awareness of social commitment should be created while making social reformation.

For this education teacher should perform a role of mediator.

- 5) To materialise 'common school arrangement' solid work arrangement should be done.
- 6) It is necessary to remove the inequality in education. In today's life, this inequality is becoming an important factor in politics.
- 7) Women education should be preferred at all levels.
- 8) The integrated education method balancing vocational education and general education is important.
- 9) The examination method should be improved in the view of equality and social justice.
- 10) Regional language should be used as the medium of instruction at all the levels of education.
- 11) Considering the expansion and diversity of our country, decentralization of the planning and management of education is necessary.
- 12) Importance to Autonomy should be given in the university education.
- 13) The concept of participant educational arrangement should be at all the levels of education.
- 14) Man should be considered more important than the resources.

Economical, cultural, thoughtful society should be created through the package of

values and there should be social commitment, our country should become developed / advanced nation, this is the expectation the commission has expressed.

### **3.2.1 Pre-primary education :**

National Council for Educational Research and Training (NCERT) has expressed its views in the booklet regarding pre-primary education teachers training, 'In early life, some basic' relations are formed. According to these, child learns significant meanings observing the environment around it and the base of its future education is formed.' This means that the education of a children starts from the womb. The impressions on the mother's mind are carried inside in the womb to the child. The effect is impressive. One to two and half years is an important period for the development process of children.

#### **The concept of pre-primary education :**

We can say that pre-primary education means the education given before the primary education. The period of pre-primary education is unsidered from 2 to 6 years of age. Children are prone to take impressions and imitative. It is important to educate them using our experience.

'Pre-primary education is the basis of all education.' If the personality of the children is not properly developed in the childhood, the disorders that are visible in the future are difficult to repair. Pre-primary education is the beginning of true preparation of life.

Many educational experts, psychologists, socialists and thinkers have put down the importance of primary education. Dr. Montesary opined that, 'The efficiency a child develops in his childhood without much efforts, can take sixty years to be acquired later in life. The formation of child's impressionist mind is done in the pre-primary school.'

A psychologist Erikson has said that, 'Before going to the primary school, if the child gets proper guidance and education, he develops self-motivation, confidence and independent attitude and becomes kind and has the power of decision-making. Besides, he is easily motivated to do work due to the education he gets. And he has the ability to motivate others. Therefore, pre-primary education is necessary to mould the future of children.

#### **The objectives of pre-primary education :**

The objectives of pre-primary education are as follows:

- 1) To develop good hygienic habits in children.
- 2) To develop personal adaptation skills like eating, cleanliness, keep the clothing clean, hyginic habits.
- 3) To make children sensitive towards the rights and authority of others and encourage them to participate in the society, with healthy mind.
- 4) To develop his emotional maturity by guiding the children to make them know their

- emotions and senses properly, to help them to express and monitor them appropriately.
- 5) To motivate them to appreciate aesthetically.
  - 6) To create curiosity for the environment to team about the surrounding.
  - 7) To give them opportunity of self-expression and develop independence and creativity.
  - 8) To develop the ability to express their own thoughts and emotions clearly.
  - 9) To develop healthy physique, muscle co-ordination and basic muscular skills.

The study-group appointed by the Indian government to think over the pre-primary education has laid out some objectives, namely - physical, mental, emotional, patriotic attitude development of children, attempts to develop proper impressions, need of medical check-up for healthy life, availability of good diet for developing physical and mental abilities, proper atmosphere for creating self-reliance, confidence, independent and good habits, development of values, attempts to increase the social and emotional knowledge, development of imaginative and creative tendencies by credit system, creating cordial atmosphere to conserve proper attitude, values, impressions, changes, etc.

### **3.2.2 Primary education :**

Primary education is the basis of democratic education and educational system. It is the link between pre-primary and secondary education. Primary education is necessary to create understanding, intellectual and cultured, ideal citizens. Education is an effective tool for national development.

The literary standard was only 17% at the time of Independence. Primary education was considered as a problem then. It was needed that the government and people should give attention towards the primary education.

#### **Primary education : Concept :**

- 1) For using the knowledge according to our ability we need a tool in primary stage, it is called primary education.
- 2) The start of learning is primary education.
- 3) The education that sows the seeds for the future development, lays the base of social education, is primary education.
- 4) The base of democratic education and overall educational system is primary education.
- 5) The basic tool of social reformation and social development is primary education.

#### **The Objectives of primary education :**

- 1) To give knowledge of writing and reading to the children.
- 2) To make understand mathematics and science, well.
- 3) To educate the students about hygiene and good habits.
- 4) To create discipline and pride for country in the minds of the students.
- 5) To give opportunities to express the hidden talents in the students (e.g. extra -

curricular activities, cultural programmes etc.)

- 6) To help to observe moral behaviour
- 7) To make the students aware of the rights and duties. To make them realise their responsibility.
- 8) To make all-round development of the students.

The educational expert in Maharashtra, J. P. Naik has laid the objectives of primary education as follows :

- 1) To help the children to acquire the skills of writing, reading and mathematics.
- 2) To educate the children about the habits of good manners and etiquettes and hygiene.
- 3) To educate the students to acquire skills in manual work.
- 4) To acquaint them to the natural and social states of our nation.
- 5) To create the necessary attitudes of the awareness of responsibility, co-operation, discipline and patriotism in the students.

### **Higher primary education :**

At the higher primary level, 6th to 8th standards students are included and it is the duty of the teachers to create curiosity in all fields, in the minds of the students.

### **Objectives of higher primary education :**

- 1) To develop basic skills like listening, speaking, reading, writing through the study of mandatory subjects and mother - tongue.
- 2) To develop basic language skills of mother-tongue further at the higher primary levels and to enhance the basic skills of the Hindi and English languages.
- 3) To develop scientific attitude and curiosity.
- 4) To develop scientific outlook.
- 5) To develop skills regarding information and communication technology.
- 6) To know, to introduce to the geographical and cultural knowledge of our nation.
- 7) To create awareness about co-operation and patience.
- 8) To develop a sense of personal and social responsibility towards the conservation and preservation of environment.
- 9) To nurture various art-skills.
- 10) To develop good health habits.
- 11) To develop awareness about the status of hard-work.
- 12) To develop various life-skills.
- 13) To make them aware of the problems such as superstitions pollution, corruption and develop humanitarian attitude.

### **3.2.3 Secondary education :**

- 1) According to the educational expert Rena Foy -  
"Secondary education is a link between primary education and university education ?
- 2) After completing the compulsory primary education, the education given till the 10th standard is secondary education.
- 3) In social point of view, the time period of secondary education mean a limited period between the fully protected childhood and the freedom of youth.
- 4) According to the act of 1965 made by Maharashtra State secondary education board and zonal secondary education board, the definition of secondary education is made as follows :  
'Secondary education means the education given to fulfill the needs of adolescence - i.e. general, technical, vocational or special education.

#### **The objectives of secondary education :**

- 1) To develop the personalities of the students.
- 2) To create pride for our country in the minds of the students.
- 3) To develop democratic leadership.
- 4) To develop the mental abilities of the students.
- 5) To develop vocational education.
- 6) To develop adaptation ability in the students.
- 7) To augment and nurture culture.
- 8) To make able to take the responsibilities of the democratic citizenship.
- 9) To utilize the leisure time.
- 10) To develop appreciativeness and aesthetic sense.
- 11) To develop the inherent hidden talent of the students.
- 12) To develop education to higher the standard of life.
- 13) To sow the thought of oneness - not to differentiate.

### **3.2.4 Higher Secondary Education :**

After the completion of secondary education, higher secondary education starts. After completing the stage of 10 years of school education, the stage of higher education means higher education. At the Indian national level all the commissions are agreed on the structure of 10 + 2 + 3 and today Indian education system is following the same pattern. The higher secondary education in India started from the 1975-76 education year.

#### **The objectives of higher secondary education :**

The government of Maharashtra has mentioned the aims while reconstructing the educational programme :

- 1) To attempt to search for truth and life development while pursuing knowledge.

- 2) To develop the manifestation of the person's hidden strength and develop personality.
- 3) To think about the country's aspirations and requirements.

**Indian Education Commission (1964-66) has aimed at personal development while defining the following objectives :**

- 1) To make intellectual, physical, social, artistic, moral development in students and bring maturity.
- 2) To decide the direction of the profession by taking into consideration the students' ability, aesthetic sense.
- 3) To make available the up-to-date knowledge to the students.
- 4) To make preparations for the higher vocational studies.
- 5) To provide opportunity to develop vocational skills.
- 6) To create proper atmosphere to make the socialist economy successful.
- 7) To create physical ability and proper mental attitude.
- 8) To provide opportunity to the hidden talents of the students.
- 9) To create awareness for the social responsibility to participate in the social life.
- 10) To guide the students about health matters.

**Higher secondary education :**

### **Professionalism**

Attempts have been made since the pre-Independence era to make the secondary and higher secondary education in India professional. The Hartag committee of 1829, had asserted that the vocational / professional branches like industry, commerce etc. should be included. The Abbot Wood report of 1936-37 had thought of vocational training. The polytechnique was established through it. The Sargent committee report of 1944, had mentioned two types of schools (i) common/Ordinary schools. (2) Technical schools.

In 1948, after the Independence, Dr. Radhakrishnan commission (university commission) emphasized on the professionalisation of education.

In 1952-53, Mudaliyar Commission presented the concept of multi-purpose schools and given the freedom to choose the vocational curriculum of the students' choice. Kothari commission (1966-68) has explained the special plan of vocational education through higher secondary education.

The commission has expressed its opinion that, 'In higher secondary education, along with technical training, commerce, book-keeping and vocational courses for girls should be started. The students completing the education in secondary schools and technical training schools should be encouraged to start new ventures / business on their own to start workshops on the partnership basis or to start businesses that are useful for the society.

According to the estimate drawn by the education commission, approximately 30% students go for higher secondary education. Among these 50% students go for higher vocational education.

### **3.2.5 Higher education :**

The structure suggested by the Kothari Commission, shows that three years graduate programme and two years post-graduate programme means university education. This is also called higher education.

The aims of higher education are to create ideal citizens for the country, to mobilize the social and cultural development, to make all-round development of the knowledge of the students.

In 1948, 'University Education Commission' was formed under the chairmanship of Dr. Sarvapalli Radhakrishnan. The commission's report is very important, this commission has considered all the important aspects related to higher education.

- 1) The aim of university education.
- 2) The thinking about research work.
- 3) The structure of university and work field/sphere
- 4) Financial questions.
- 5) Questions regarding teachers and teaching
- 6) Curriculum
- 7) Question regarding language of instruction.
- 8) Religious education
- 9) Hostels for students and questions related to them.
- 10) Women education
- 11) Rural universities.

### **Concept :**

It is necessary to see the origin of the term university. In English, there is the word University for 'Vishwa Vidyalaya'. It has derived from the Latin word Universities and its meaning is 'United Council of scholars' or 'United organization of teachers'. The word Universe is included in the Word University. The meaning of Universe is 'Vishwa'. An up-to-date knowledge of all the subjects in the world/universe, is obtained from the place called Vishwa Vidyalaya.

### **The Objectives of University education :**

The Kothari Commission has stated the following objectives of university education:

- 1) To achieve higher level of knowledge and continuous flow of it.
- 2) To provide able and selfless leadership to the country.
- 3) To provide education for the creation and augmentation of human values.

- 4) To provide education to establish social equality and social justice.
- 5) To acquire the democratic lifestyle and to try for the physical, mental and spiritual development.
- 6) To give knowledge about various activities keeping in mind society's existing and future needs.

### **Types of Universities :**

The types of universities to provide higher education in India are as follows :

- 1) Affiliating and Teaching Universities
- 2) Unitary Universities
- 3) Centrally Administered universities
- 4) Rural Universities
- 5) Agricultural Universities
- 6) Major Universities
- 7) Deemed Universities
- 8) Open Universities

### **New policy of higher education :**

According to new national education policy, some things have to be considered to initiate higher education.

- 1) The reconstruction and expansion of the organization.
- 2) The restructuring of curriculum.
- 3) The development of independent colleges and their independent departments.
- 4) Mobilization of the research attitude.
- 5) Training of the teachers.
- 6) To increase efficiency and to elevate the level of education.
- 7) Co-ordination at the national and state levels.
- 8) Procedure for Motion.

In the view of quality development of university education, following suggestions are mentioned in the national education policy of 1986.

- 1) To create ability to do various experiments in examination methods and curriculum by giving Autonomy to more and more colleges.
- 2) To create curriculums to reconstruct the graduation programmes, such as basic, main, vocational and applicable curriculums.
- 3) To formulate the concept of trained teachers in higher education similar to primary and secondary education.
- 4) To separate higher education from politics.
- 5) To create the unanimously approved code of conduct for the university teachers.

To improve quality by removing the short comings in all the colleges included in higher education, there is need of proper grant, availability of educational resources, appropriate planning, necessary material facilities, proper selection process of students. The education in India can be compared to the education at the world level, if there is transparency in every field of higher education, the attempt should be made to attain this purpose in higher education.

**Exercise :**

**Q.1 Select the correct option from the bracket and write the sentence again.**

- 1) The government of India declared the National Education Policy in \_\_\_\_\_.  
(1976, 1986, 1996, 2006)
- 2) The state of stress and disquietness is \_\_\_\_\_.  
(Childhood, young age, adolescence, old age).
- 3) University Education Commission is established in November 1948, under the chairmanship of \_\_\_\_\_.  
(Kothari, Mudaliyar, Dr. Radhakrishnan, Shevlekar)

**Q.2 Answer in brief :**

- 1) Explain the concept of pre-primary education.
- 2) Write down the recommendations of the Education Commission regarding primary education.
- 3) Explain the concept of University

**Q.3 Write notes on :**

- 1) Operation Black Board
- 2) Vocational curriculum
- 3) Women education
- 4) Ramamoorthy Commission

**Q.4 Write answers in details**

- 1) Explain the aims of pre-primary education stated by the Kothari Commission.
- 2) To what extent the aims of secondary and higher secondary education are attained by diversified curriculum ? Explain
- 3) Write down the recommendations of the university commission about university education.

**Activity / Project :**

Write a report based on the observations of school or co-school activities organized by a school to nurture values or core factors.

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# CHAP. 4 : CONTRIBUTION BY UCATIONAL THINKERS AND WORKERS

## ~~CONTENT :~~

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### **4.1 Introduction**

### **4.2 Mahatma Jotiba Phule**

4.2.1 Brief Lifesketch

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4.2.4 Mahatma Jotiba Phule's Educational Contribution

### **4.3 Maharshi Dhondo Keshav Karve**

4.3.1 Brief Lifesketch

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4.3.3 Maharshi Karve's thoughts on Education

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### **4.4 Karmveer Bhaurao Patil**

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4.4.2 Biography

4.4.3 Karmveer Bhaurao Patil's thoughts on Education

4.4.4 Karmveer Bhaurao Patil's Educational contribution

### **4.5 Dr. Panjabrao Deshmukh**

4.5.1 Brief Lifesketch

4.5.2 Biography

4.5.3 Dr. Panjabrao Deshmukh's thoughts on Education.

4.5.4 Dr. Panjabrao Deshmukh's contribution to Education

### **4.6 Anutai Wagh**

4.6.1 Brief Lifesketch

4.6.2 Biography

4.6.3 Anutai Wagh's thoughts on Education

4.6.4 Anutai Wagh's contribution to Education

### **Exercise**

### **Projects**

#### 4.1 Introduction :

Educational thinkers as well as workers have elaborately manifested the nature of education through their philosophy of life. Their educational works reflect their philosophy of life and the thoughts they have undertaken. Therefore, their biography, thoughts on education and educational contribution as well, prove helpful to the process of education.

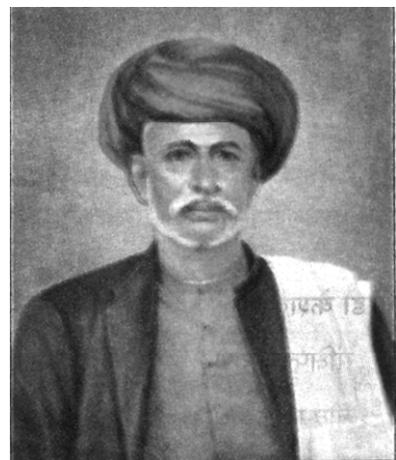
In this chapter, we will study five eminent educational scholars in Maharashtra. Mahatma Jotiba Phule laid the foundation for the education for women. Karmveer Bhaurao Patil founded the 'Rayat Shikshan Samstha' and unfolded the treasures of education for the masses. Maharshi Dhondo Keshav Karve established a Women's University for the augmentation of education for women. Dr. Punjabrao Deshmukh founded 'Shri Shivaji Shikshan Sanstha' and contributed to the educational work. He implemented society oriented programmes through the concept of 'Shri Shivaji Lok Vidyapeeth'. Anutai Wagh gave justice to child education and to the people deprived of education. These five educational scholars have made the name of Maharashtra immortal in the history of education.

We can learn many things through the study of the Biographies of these five eminent thinkers. We can contemplate over it. The education process has gained from the thoughts they have laid down. Their contribution to education has given a certain direction to Maharashtra and hence to India. We are getting guidance. Let us study them one by one.

#### 4.2 Mahatma Jotiba Phule (1827-1890)

##### 4.2.1 Brief Lifesketch :

Date / Year	Incidents
11th April 1827	Birth at Pune
1848	Started the first school for girls in Pune, at Bhide Wada.
1851	Started the second school for girls in Chiplunkar Wada.
1852	Mahatma Phule was publicly felicitated by the government for his work in women education
1853	Started 'Mandali' Samstha for the backward classes
1864	Arranged a remarriage of a widow in Pune, at Gokhale Baug
1868	Opened the water tank in his own house for all castes and creeds.
24th September 1873	Founded 'Satyashodhak Samaj'



in Pune

- |                    |  |
|--------------------|--|
| 1880               | Founded the mills worker union.  |
| 1882               | Presented his thoughts bluntly and clearly in front of the Hunter Commission |
| 4th February 1889  | Blessed the marriage of his adopted son Yashwant.                            |
| 28th November 1890 | Expired.   |

A pioneer of social revolution, an active social reformer, a patron for social equality, Jotiba laid the foundation for women-education and education of the backward class. He worked relentlessly for the eradication of inequality in the society and also against the exploiters of the society in the name of religion, therefore, he is called 'Martin Luther King' of Maharashtra. He attacked blind faith that yielded to god or fate, rituals and sacredness and sowed the seeds of modernity and equality. Let us introduce ourselves to his work.

#### **4.2.2 Biography :**

Jotiba Phule was born in a poor family on 11th April 1827, at Pune. He could pass the matriculation somehow. He was prevented from taking higher education due to poverty. He studied the biographies of Shri. Shivaji Maharaj and George Washington while learning. 'Rights of Man', a book by Thomas Paine had a great impact on Jotiba's thoughts. Un-equality, ignorance, woman-slavery, untouchability were prevalent in the society then. The thought took root in his mind that these needed to be changed and that determined the direction of his future work.

#### **The first school for girls in Pune :**

He aimed at women-education and started the first school for girls in 1848, in Pune, at Buidewade against tremendous opposition. He hardly managed to get female teachers to teach in the school. So, he trained his wife Sau. Savitribai to teach in the school. Women - education was finally started.

#### **Efforts for Social reform :**

At that time, untouchability was a stigma in the society with the social reform at the back of his mind, Jotiba started a school for the backward classes in 1851. At that time, the problem of illegitimate, forsaken children was dreadful. Children of unmarried forsaken and raped women victims were murdered or cast away. He established homes to prevent child-slaughter to answer this problem. The question regarding the widows was also dreadful those days. Widows faced insult in society as well as at homes, harassment, distressful conditions, toil, emotional confinement, head-shaving, from auspicious functions. His advanced views made him arrange widow-remarriage in 1864.

#### **Beginning from his own house :**

having intention of women - education in his mind, Jotiba trained his wife after starting the school for girls, facing the adverse society. The untouchables in society were banned from taking water from public watering places. Jotiba opened the water tank at his own home for all kinds of people.

### **Foundation of Satyashodhak Samaj :**

Jotiba formed 'Satyashodhak Samaj' in 1873. The main objectives were to liberate the Bahujans (Lower Caste people) and to prevent their exploitation by the upper class religious hypocrites, to introduce to the society the true nature of religion, to eradicate untouchability, caste-system, blind faith, irrational and absurd rituals, to back equality among men and women, for prevalence of education. He proved through the philosophy of 'Satyashodhak Samaj' that there is no need of a Brahmin mediator while worshipping God. Satya Shodhak Samaj prevailed that man is not made great by his birth but by his deeds (karma).

### **Appeal for Compulsory Education :**

The British government appointed the Hunter Commission to bring out educational reforms in India, in 1882. Jotiba demanded that the government should make the education compulsory, free and public, for the people of India. He also demanded that a law should be made to punish the ignorant peasants and workers who would not send their children to schools.

In 1888. Jotiba dared to make a similar statement in front of the Duke of Cannought, the representative of the Queen.

### **Bestowed with the title 'Mahatma' :**

In 1888, the society bestowed him with the title 'Mahatma', respectfully for his work in the field of education, removal of untouchability, enlightenment of society, foundation of Satya Shodhak Samaj, attempts to solve the problems of women, his fight for the interests of peasants and workers.

### **Mahatma Phule's Writings : (Literary Works) :**

Mahatma Phule ran the newspaper 'Deen Bandhu' for the enlightenment of the society. He gave direction to the social change through his writings, namely 'Gulamgiri', 'Shetkaryancha Assod', 'Brahmananche Kasab', 'Sarvajanik Satyadharm', 'Ishara', 'as prushyanchi Kaifiyat', 'Satsar', etc. He also wrote a play named 'Tritiya Ratna'. Wrote 'Akhanddayi Kavyarachana. He also wrote a powada on Chhatrapati Shivaji Maharaj.

### **4.2.3 Mahatma Phule's thoughts on education :**

#### **Education is a tool for social reforms :**

Education is necessary to create social equality and fraternity. Education eradicates ill

practices, absurd, dangerous rituals and superstitions in society Jotiba believed that education is an important tool for social revolution. He toiled for the spread of education as he believed that society is strongly built if everyone in the society is educated.

#### **Need for women - education :**

Jotiba felt the need of women education very desperately for the social revolution. In those days' women were deprived of education. Jotiba believed that a well-educated mother would train her children, mould their lives in an appropriate way and make well behaved citizens out of them. Mother is child's first university at home, therefore against all odds he tried to provide education to women.

#### **Development of masses through education :**

The masses' intellectual, moral development is harmed due to the lack of education. Their economic development is harmed because they do not develop morally. Their lives become stationary because they do not grow economically. The reason behind this is the lack of education. Jotiba expressed this thought in a lyric. which means as follows Lack of education leads to lack of wisdom, which leads to lack of morals, which leads to lack of progress, which leads to lack of money, which leads to the oppression of the lower classes. See what state of the society one lack of education can cause.

The backward class people, made wise by education, would be awakened and throw away the burden of slavery and hence the monopoly of the upper class in the society would end, Jotiba had expected this kind of social revolution.

#### **Opposed Lord Mecauley's 'Downward filtration Theory'.**

The British government decided to give education to the Indian people. Lord Bentinck appointed Lord Mecauley as the chairman of the people's education committee. Lord Mecauley established 'Downward Filtration Theory' of education. The theory maintained that if the upper class in the society is educated, the education would filter downward to the backward class people effortlessly, so there would be no need to educate them. Jotiba strongly opposed this theory. He proclaimed that everyone in the society should get education.

#### **Importance of Vocational training :**

He expressed that the children of peasants, workers and public servants of society should be provided with vocational training. The education should make them independent and self-reliant.

#### **Compulsory, free and universal education :**

The British government was collecting money from the Indian people in the form of land revenue, different kinds of taxes, local funds etc. Therefore, Jotiba emphatically maintained that the government should take all the responsibility to educate the people of

India and the primary education should be made compulsory and free. He earnestly expressed his demand before the Hunter Commission (1882).

He also demanded that the state of the peasants should be improved and their children should get free education. He stated this before the Queen Victoria's representative the Duke of cannaught (1888).

#### **Education to differentiate between good and bad :**

Jotiba opined that, 'Education makes man wise and cultured. It also makes him able to differentiate between the good and the bad. The purpose of education is to make man rational, moral and helping'. Man learns to adopt good things and throw away bad things by the means of education, Mahatma Jotiba believed.

#### **Teachers in Primary schools :**

The primary school teacher should be well trained. The teachers should be trained for how to teach the students, how to invoke interest in learning in them. Jotiba opined that the teacher should develop a loving, cordial relationship with students, so that the backward class students would take interest in learning and it would boost education in general.

#### **4.2.4 Mahatma Phule's educational contribution :**

Mahatma Jotiba Phule was a pioneer of social revolution, a great social reformer, the first patron of women-education and education for the backward classes. His contribution to the educational field is very valuable.

#### **Jotiba's contribution to women - education :**

In those days, women - education was regarded useless by narrow-minded and backward people. Women education meant an act against religion and harmful to society. He strongly opposed the irrational thinkings of the so-called religious forch-bearers in the society and started educating women. In 1948, he started the first school for girls, thus initiated the movement of women education.

#### **Education of the backward classes :**

Backward class people were living like animals, due to untouchability, lack of education, social inequality, poverty, ban on public life. Jotiba realized that the education only impressive tool to transform the situation. He started a school for the backward classes in 1851 and opened the doors to learning. This is his major contribution. Concept of Compulsory, free and universal education :

Mahatma Jotiba boldly asserted his opinions in front of Hunter Commission and the duke of Cannaught. The concept of compulsory, free and universal education was thus put forward and propagated.

#### **Spread of education through Satyashodhak Samaj :**

Satya Shodak Samaj was established in 1873. Works like education for boys and girls,

providing different learning opportunities, social awakening through education etc. were accomplished by Satya Shodhak Samaj.

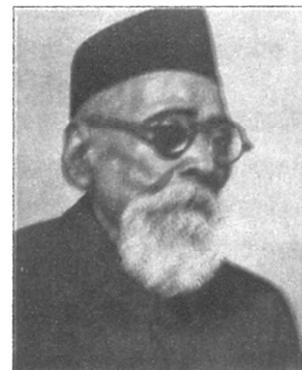
### **Impact of Jotiba's Writings :**

Jotiba was a very good writer and he whipped the orthodox and pompous torch bearers of religion in the society in his newspaper 'Deen Bandhu', and enlightened the society. He presented the problems of farmers and expressed his thoughts on eradication of untouchability, importance of women-education, need to serve the society instead of blindly following age-old orthodox beliefs and rituals, in many of his literary works, and activated educational and social reformation. He tried to bring social equality, this was the impact of his writings.

### **4.3 Maharshi Dhondo Keshav Karve, (1858-1962)**

#### **4.3.1 Brief Lifesketch :**

<b>Date / Year</b>	<b>Incidents</b>
18th April 1858	Birth - Sherawli, Dist. Ratnagiri
1884	Passed B.A., with special subject Mathematics, in Elphinston College, Mumbai.
1891	Joined Fergusson College of Pune, as a Maths professor.
1893	Married a widow
1899	Founded 'Anath Balikashram Sanstha.
1907	Foundation of Women High school at Hingane.
1910	Founded 'Nishkam Karmamath' Sanstha
20th June 1916	Foundation of Women's University
1936	Founded ' Maharashtra Gram Shikshan Mandal.
1944	'Samata Sangh' was started
1958	'Bharat Ratna' bestowed by the Government of India.
18th April 1962	Celebrated his 105th birthday
9th November 1962	Expired.



Maharshi Karve, the modern age sage ; 'Rishi' dedicated his long lived life to the education of women and social welfare. He regarded social service as God and women education as a way of worshipping God. Maharashtra and India are blessed by such a great Maharshi. He always preferred education of women and founded a university for women and it was an invaluable contribution. Let us get introduced to his works.

### **4.3.2 Biography :**

Maharshi Karve was born on 18th April 1858 in a village named Sherawli, near Murud in Ratnagiri District. In his childhood he was inspired by a great patriot from Murud, namely Mandlik. He adopted virtues like service to the society, selflessness from Mandlik. His primary teacher taught him the importance of the service to the society. He passed B.A. in 1884, after completing his highschool. He worked as a professor from 1891 to 1914 in Fergusson College in Pune, He decided to commence social work at that time.

#### **Social Work :**

When he saw the misery of widows in the society, he decided to impart education to them and make them self-reliant. He started the orphanage for girls and mobilized the education for women - from young girls to elder women.

When his first wife expired, he married a widow. He faced tremendous opposition from the society. He then founded 'Nishkam Karmamath' Samstha. That means an institution that works selfless by for the welfare of the society.

#### **S.N.D.T. University (Shrimati Nathibai Damodar Thakarsi Womens University)**

Fascinated by the concept of women education, Maharshi Karve tried to provide opportunities for the women to learn-from primary education to higher studies. He topped his efforts with the foundation of Women's University and gave priority to curriculums useful to women : He travelled all over the world to attend conferences as 'educational expert. He met the world-known scientist Einstein and the meeting proved inspirational. In 1942, the Women's University celebrated its silver jubilee. Dr. Radhakrishnan praised the university. After seeing the expansion of women education, Mahatma Gandhi also appreciated Maharshi Karve.

#### **Shower of titles :**

Maharshi Karve achieved a difficult undertaking of women emancipation disregarding the strong opposition from the society. Thus he proved himself a Karma Yogi. In 1942, Benaras University bestowed him with D. Lit. In 1951 and 1954, Pune University and Women' University felicitated him with D. Lit. In 1957, Mumbai University felicitated him with the prestigious title L.L.D. In 1958, the Government of India awarded Annasaheb Karve highest civilian award, 'Bharat Ratna'.

#### **Birth - Centenary :**

On 18th April 1958, the Governor Shri. Prakash and President of India Dr. Rajendra Prasad attended his birth-centenary ceremony and felicitated him. His health was good till end. He also celebrated his 105th birthday. The pilgrimage of life ended when he merged into the Infinite on 9th November 1962. His thoughts and contribution to education are still

proving inspirational in the form of the S.N.D.T. University.

#### **4.3.3 Maharshi Karve's thoughts on education :**

##### **Education : A tool for social reform :**

Education is an important tool for social reform. Only education can help to conserve culture, was Maharshi Karve's belief. Women had no status in society. The state of widows was deplorable. The old customs and traditions in society has to be changed for the betterment of women and for this, there was no alternative for education. Such were Maharshi Karve's thoughts on education.

##### **Thoughts on women-education :**

Maharshi Karve regarded women - education as a service rendered to nation. He thought that working for women education is like worshipping God. The journey of women education from girls' orphanage to the women's university was possible because of such dedication.

##### **To establish an educational institute is a sacred deed :**

To form an educational institute and run it faithfully is a sacred deed, he believed. The purpose behind starting an educational institute must be sacred. One should work for it enthusiastically. The educational institute should prove that the true value of education is dependent upon the development of an individual and society. For this reason, Maharshi Karve established Women's University for the higher education of women. Women started getting higher education by choosing the appropriate curriculum.

##### **The concept of Women's university :**

Mahatma Jotiba Phule started schools for girls and the process of women - education began. After gaining inspiration from this process, Dr. Karve started many projects like orphanage for girls, high schools, plans to educate the widows etc. and the need for women's university was felt strongly. After reading information about Japan Women's University, the concept of women's university was presented and was materialized. Thakarasi offered donation and the S.N.D.T. University was started.

##### **The Medium of Education - Mother Tongue**

The major obstacle in women's education was the English medium. It was difficult for them to learn. So, in the Women's university the medium of instruction and learning was mother tongue. It is easier to learn in our mother tongue. The subject is understood quickly and clearly, therefore Maharshi Karve opined that the mother tongue should be the medium of learning.

##### **Facility to learn English :**

Though the medium of learning was mother-tongue, he knew the importance of English. Subjects like science and technology have to be taught in English, so the facility

to learn English was made available in the university.

### **Variety in the Curriculum :**

Along with the traditional subjects, other subjects like Home Science, Cookery were added in the curriculum. There was facility of playing many national, international games, sports. Various subjects like dance, music, drawing, construction, were added. He also insisted on Mass PT and Military education.

### **Teacher and social transformation :**

Maharshi Karve worked as a professor for 23 years. After that he started working for social reforms. He formed orphanage for girls. He himself married a widow and emerged as a model for other people. He spread the thought of women education in rural areas through his speeches. He made transformation in the society through the Women's university.

### **4.3.4 Maharshi Karve's contribution to education :**

Maharshi Karve's life was like the life of a sage. He dedicated all his life for the welfare of the society. He spread and preached the doctrine of women education all over the nation for the welfare of women and wished that they get humanitarian treatment from the society. His contribution to the educational field is invaluable.

### **Spread and vigilance of women education :**

There were many misgivings regarding women in India. It was considered that kitchen and children were her fields only. Women education was necessary to bring about changes in traditional rituals like child-marriage, harassment of widows, irrational customs etc. He toiled to spread the importance of women education in rural areas also. The educated women could stand against irrational, harmful customs and traditions. The credit goes to Maharshi.

### **Foundation of Women's university (20th June 1916)**

He founded women's university to impart higher education to women. He laid out curriculums appropriate for their physical and mental conditions S.N.D.T. University is Maharshi's major contribution to the field of education.

### **Spread of education in Rural area :**

Maharshi Karve established Village Primary Education Society in rural areas. He always tried to get donations for the aid of women education organization. After these efforts, women's education was started in rural areas.

### **Importance of Mother tongue in Higher studies :**

He maintained that the medium of learning in the Women's university should be mother tongue and thus seconded the concept 'learning through mother tongue', by Mahatma Gandhi and Rabindranath Tagore.

### **Preference to subjects useful for the livelihood of women :**

For the all-round development of women subjects like Home-science, Healthcare, Botany along with culinary science, child care were introduced along with the traditional subjects in the curriculum of the women's university. The concept was of Maharshi Karve.

### **4.4 Karmaveer Bhaurao Patil : (1887-1959)**

#### **4.4.1 Brief Lifesketch**

##### **Date / Year**

##### **Events**

22nd September 1887

Birth - Kumbhoj

Dist. Kolhapur

1910

Foundation of 'Dudhgaon Vidya Prasarak Mandal' at Dudhgaon in Sangli District

1919

'Satya Shodhak' Samaj Conference, at 'Kale'

1919

Founded 'Rayat Shikshan Samstha' at 'Kale'

1924

Shifted to Satara

1927

Started Chhatrapati Shahu boarding at Satara

1927

Mahatma Gandhi visited the institution

1935

Started training college for the primary teachers

1937

Started primary schools in many villages

1940

Start of the first high-school in Satara.

15th June 1947

Started Chhatrapati Shivaji College at Satara

1958

The Government of India bestowed with 'Padma Bhushan'. D.Lit. by Pune University.

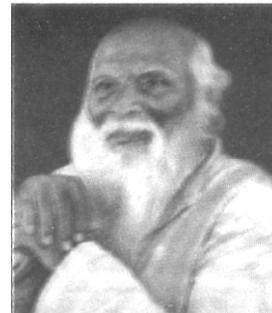
9th May 1959

Expired

Karmaveer Bhaurao Patil had compassion with backward classes . He take efforts with devotion and selflessness for expantion of knowledge reach to unreach. Without expecting any monitory gains, he worked for social uplifting patiently and to accomplish this task, he chose the medium of education. He walked the path of self-reliance and taught the doctrine of self-reliance and taught then doctrine of self-reliance to the students of his institution and empowered them. He advocated the philosophy of 'earn and learn', as well as 'be self reliant' and became a great educational thinker. Introduction to his work would prove inspirational.

#### **4.4.2 Biography :**

Karmaveer Bhaurao Patil was born on 22nd September 1887 in Kumbhoj, in Hatkanangale taluka, in Kolhapur district. The name of his birthplace was 'Kumbh' means 'a



pitcher', 'spire'. He proved the name by quenching other people's thirst for knowledge, by giving them 'Kumbh' of wisdom and knowledge. For educational purpose he stayed at a Jain boarding in Kolhapur. After completing his education, he started working as a salesman of 'Kirloskar' ploughs. He travelled to see them at many places. He could see the economic, social and educational condition of the farmers and workers. He had differences of opinion with the capitalists and resigned from the work. He strongly felt the need to educate the masses. So, the process of founding the Rayat Shikshan Samstha started.

### **The beginning of Educational undertakings :**

Bhaurao was inspired by the company of Rajarshi Shahu Maharaj, to begin the educational work. Jotiba Phule was also his inspiration. At that time the movement of Satya Shodhak Samaj was going great guns. A conference of Satyashodhak Samaj was organized at Kale in 1919.

In this conference, Bhaurao not only expressed his thoughts about the education in rural Satara, but he founded the Rayat Shikshan Samstha. In 1924, the institution was transferred from Kale to Satara. He started a boarding in which boys from all castes lived together, he was thus a unique social reformer. This boarding was named Rajarshi Shahu Boarding. Mahatma Gandhi visited this boarding in 1927. Maharaja Sayajirao Gaikwad visited the boarding in 1933 and appreciated it. 'Maharaja Sayajirao Highschool' was started by his name.

### **The progress of higher education :**

He established Chhatrapati Shivaji College in 1947 in Satara. The philosophy behind this establishment was that the students would live in a boarding, work and learn. 'Earn and learn' project had started. Karmaveer decided, that the logo of Rayat Shikshan Samstha would be Banyan Tree. The Sanstha should have branches from 'KG to PG' , was decided. Different streams like Arts, Commerce, Science, Educational Science, Law, Engineering would have colleges in different villages, were similar to the branches of a tree. He started many schools, high schools, colleges in many districts in Maharashtra and promoted education. Today, we see many doctors, advocates, professors, teachers, social-workers, modern agricultural degree-holders in rural areas, all credit goes to Karmveer Bhaurao Patil.

### **Karmaveer's philosophy of education :**

Self-reliance, self-learning, self-esteem and independence were the four aspects of his philosophy. He proved that 'self-reliant education is our motto'. The students were fascinated by the idea of toil is workship and free education in exchange of hard-work. The philosophy of education that Bhaurao promoted was a practical of his work-oriented

thinking. He tried to blend the working class with the intellectuals through his institution.

**Testimonial :**

In 1958, the Satara district Vidyarthi Congress gave Rs. 1,10,111/- and Testimonial to Bhaurao at the hand of Sant Gadage Baba. This testimonial appreciated his educational undertakings and Rayat Shikshan Sanstha.

**Padmabhushan and D. Lit :**

The Government of India felicitated the Karmaveer. He was bestowed with 'Padma Bhushan' in 1958 His educational work was truly evaluated and his name was well-known all over the country. Everyone congratulated him. Pune University also felicitated him with D.Lit.

**The End of Life :**

He had a heart disease. He was admitted in the end to Sasson Hospital, Pune. One day, he expired while speaking, the day was 9th May 1959. The great social revolutionary, educational scholar, who had awakened the ignorant and poor in Maharashtra and who fought for them, went to the God. He left his thoughts on education behind him.

**4.4.3 Karmaveer Bhaurao Patil's thoughts on education :**

**Self-reliant education :**

Students should work hard on their own, should earn education by becoming self-reliant, was the thinking of the Karmaveer. That is why he used to say, "Work hard, perspire and take college education in exchange." So, he decided 'self-reliant education is our creed', as the motto of Rayat Shikshan Sanstha.

**Education with self-respect :**

Karmaveer abhorred injustice and adored truth. Self respect was one aspect of his nature. He taught self-respect to students. He did not like his students to seek others' help or showing helplessness. He taught his students to take their own efforts and complete the education with self-respect, on their own and face the world with head held high.

**The need of education for social deliverance :**

Education is the foundation of all reforms. Education is the root of man's growth. Man becomes learned and wise by education. The ignorance in the society would not be demolished unless the flag of education is fluttered everywhere in the society. Society could not be awakened. Only education can demolish ignorance, slavery and low-esteem in the society, he believed. Education is needed to eradicate communalism in the society; so that the deliverance of the society is possible, so that the deliverance of the society is possible, were the views of the Karmaveer.

**Thoughts regarding students :**

Karmaveer always asserts to students the importance of hard-work. He wished that the

student of Rayat Shikshan Sanstha would have self respect, self-reliant, annoyed by injustice. He would tell his student to 'earn and learn' by their own. He always emphasized on character building. 'While leaving the institution, the students should become well-cultured, having good character and responsible citizens; If they have farms, they should do farming, instead of becoming clerks. They should go to industries. They should become teachers and educate others. Such were his expectations from the students.

#### **Thoughts regarding teacher**

Teacher should have good character, virtuous and the one to increase the prestige of hard-work, he thought. He always tried to increase the status of the teachers in the society. He wished that the economic standard of the teachers would become high 'A teacher should be a leader, a server of the village, and not only a graduate, preaching knowledge. He should have strong mind and strong arms and inspired to impart knowledge to the ignorant people, such was his wish.

#### **The need of hostels for the combined education of all :**

Karmaveer tried very hard to have facilities of hostels for the students of all religions and castes, studying together.

Karmaveer inspired to have the facility of hostels for the schools and colleges of the Rayat Shikshan Sanstha.

#### **The concept of many branches of learning :**

He did not want only Arts, Commerce and Science colleges. He started B.Ed.,D.Ed. colleges to train excellent teachers. He emphasized on the facilities to learn law and technology.

#### **4.4.4 Karmaveer Bhaurao Patil's educational Contribution :**

Karmaveer Bhaurao Patil was a true Karma Yogi, promoting education based on principles such as equality, freedom, fraternity and self-reliance, through Rayat Shikshan Samstha. He emphasized on the honour of hard work. He was the first educational expert to turn desolate land into the pleasure garden and to earn dollars from stones / metal. His 'earn and learn' project started a new era in India's educational field. We will now see his contribution to education.

#### **■ Rayat Shikshan Sanstha :**

Karmaveer actualized his own thoughts on education and promoted education through Rayat Shikshan Sanstha. Today, every village in Maharashtra has schools, college. We can see well educated people. The principle of self-reliance is adopted. Many have found the appropriate way to live life. The graduates from Rayat Shikshan Sanstha are doing excellent social-work. This is all possible due to Karmaveer Bhaurao's inspiration.

#### **■ 'Earn and Learn' Scheme :**

While building the school and college campuses, Karmaveer emphasized on students' hard-work. He suggested various ways to engage the students in various tasks and started the 'earn and learn' project. The doctrine is now followed nationwide. Everywhere in the nation the N.S.S. has adopted 'earn and learn' principle.

The status of hard-work is increased. The confidence of the students is increased. This is a great boon that Karmaveer Anna has donated.

■ **Creating self-respecting and self-reliant Students :**

The students should work hard to earn their learning. He preached the principle of self-reliance in his institution. The self-reliant people have self-respect. Therefore, the self-respecting and self-reliant students were produced, and are being produced today as well. Such students help in the development of the nation.

■ **Social Unity at the hostels :**

Karmaveer Bhaurao Patil insisted that every school, college should have hostel facility. Students from different religions and castes lived together, so the social unity was boosted. Other institutions also adopted the same principle. Thus, this proved to be a great contribution.

■ **Colleges established in rural areas :**

Karmaveer was 'Bhagirath' to bring the 'Ganga' of education to every peasant's abode in the rural area. In the rural area all over Maharashtra, colleges have been started along with schools. The higher education is made possible.

**4.5 Dr. Panjabrao Deshmukh (1898-1965)**

**4.5.1 Brief Lifesketch :**

<b>Date / Year</b>	<b>Events</b>
27th November 1898	Birth - At Papal, Dist. Amaravati
1918	Got scholarship in matriculation exam.
1926	Came back to India from England. Got D. Phil. Bar-at-Law, M.A., Sanskrit degrees, started working as a lawyer.
1930	Became minister of agriculture and law.
1932	Foundation of Shri. Shivaji Shikshan Sanstha
1950	Foundation 'of Lok-Vidyapeeth.
1952	Became the minister for agriculture, worked for 10 years.
1955	Founded 'Bharat Krushak Samaj;



1956	Started a novel experiment named 'Rural Institute'.
1952, 1957, 1962	Elected as MP for three times.
10th April 1965	Expired.

Dr. Punjabrao Deshmukh was the fortune-maker of Vidharbha, a pioneer of social revolution, a true heir to Mahatma Phule's movement for women education and a great educationalist. His contributions to the fields of spread of education, women upliftment, Independence movement, modernization of agriculture etc. is very great. His personality revealed the confluence of knowledge, action (Karma) and worship. He promoted a revolutionary idea, i.e. the establishment of Lok Vidyapeeth. He contributed greatly to the rural agriculture and industrial development. His educational thinking is still proving useful to the agricultural nation like India. We will now study the Biography of the educationist.

#### **4.5.2 : Biography :**

Dr. Panjabrao Deshmukh was born on 27th November 1898, in 'Papal' village in a peasant family. He took his primary schooling in 'Papal'. He completed his highschool in Amaravati and graduated from Pune's Fergusson College. He took M.A. honours in Sanskrit in 1920 in England; and did M.Phil with the subject 'Origin and development of religion in Vedic literature'. After this, he studied Bar-at-law and returned to India.

#### **The Beginning of work :**

After returning from England as a barrister, he began to work as a lawyer in Amaravati. Soon, he entered the public sector. His thinking was modern, so despite the opposition from family members to did an intercaste marriage.

#### **Honourable Posts :**

He started social work to facilitate the society by his knowledge and experience. Along with his practice as a lawyer, he became the president of Amaravati District Congress Committee. In 1930, he was elected for the regional legislative assembly. At the same time, he became minister of education, agriculture and co-operation in the regional ministry. India's constitution committee was established in 1946. He worked as a member in the committee. He was elected as MP in 1952, 1957, and 1962. He was the minister for agriculture in the cabinet ministry from 1952 to 1962.

#### **Social Work :**

Dr. Panjabrao Deshmukh has contributed admirably to the society. He opposed communalism. After he became the president of Amaravati district council in 1928, he opened all public wells for the untouchables. He did Satyagraha for entry to untouchables in Ambabai Temple. He started 'Shraddhanand Chhatralaya' for the students of all religions and castes. He created facilities like primary schools to higher studies to educate the society. He encouraged the farmers to implement modern technology. He toiled continuously

to uplift the society, for the progress of the society.

#### **Excellent work in agricultural sector :**

He established Shetkari Sangh (farmers' organization) in 1927, for he knew the problems faced by peasants. He started a newspaper 'Maharashtra Kesari' to promote the organization and to create awareness among the peasants. He implemented many projects after he became the minister for agriculture in 1952. He enlightened people to use modern technology. He brought the Japanese method of rice cultivation to increase the production.

He founded 'Bharat Krushak Samaj' in 1955. He also founded 'National agricultural, co-operative buying-selling organization' . He did the important work to solve the problems faced by the farmers.

#### **Work in educational field :**

Dr. Panjabrao Deshmukh Learned in 'Single teacher's School' so he knew exactly what was wanted to empower the educational sector since his childhood. He understood that to make primary schooling available to all, economic financial backing was needed, also dedicated teachers, proper curriculum, was needed. He also thought about including subjects like agriculture, PT in the curriculum and promoted the importance of women-education. He started primary schools, high schools and colleges based on his thinking. He could spread the doctrine of education through many branches of Shri. Shivaji Shikshan Sanstha, Amaravati.

#### **Shri. Shivaji Lok Vidyapeeth for mass education :**

He founded Shri.Shivaji Lok Vidyapeeth in 1950. This is a concept similar to open university. He started adult education for the adults in rural areas. He worked for the rural development by starting training centre for the village-organizers that worked in their own villages, agricultural training programmes for one/two years for the youth, welfare centre, many training programmes under the rural institute.

He came from a small village, but his dreams were big and thoughts were matured, so he could achieve great heights. He passed away on 10th April 1965, but he left behind his thoughts on education. Let us get introduced to them.

#### **4.5.3 Dr. Panjabrao Deshmukh's thoughts on Primary Education :**

'As water is needed to the plants, similarly education is mandatory to the society', was the 'mantra' Dr. Punjabrao Deshmukh gave. The underdeveloped society had to be awakened to the importance of education. Dr. Panjabrao emphasized on compulsory education. He increased the revenue of the council by increasing taxes to provide for the compulsory education. On the basis of this increased income, he started 100 centres to give compulsory education. It was the outcome of Dr. Punjabrao's efforts that the Amaravati district ranked second in India for starting compulsory, free of charge and generalised education for

masses.

### **High-school education :**

Dr. Panjabrao was of opinion that the students should get high-school education along with boarding facility. Therefore, Shri. Shivaji Shikshan Sanstha established hostels alongside high-schools. He worked very hard for the high-school education for the girls.

### **College Education :**

Dr. Panjabrao started many colleges in Vidarbha to facilitate the students from backward classes with college education. Therefore, we rural student could graduate.

### **Change through Lok Vidyapeeth :**

Dr. Panjabrao expressed a thought that college education should not produce only great scholars but servants to the society and nation, through Lok Vidyapeeth. The 20 aims of Lok Vidyapeeth seem similar to the concept of open university. The Lok Vidyapeeth decided to change the traditional and out-of-date method of education.

### **The concept of rural education :**

'Rural reformation through education and education through rural reformation', was father of the National, Mahatma Gandhi's thought. Dr. Panjabrao drew inspiration from that thought and emphasized on rural education. He believed that the reformed villages would help reforming the nation. It was necessary to educate masses to remove ignorance, backward thoughts, poverty, ill-health and social and economic inequality in rural areas. For this purpose, he started Janata College, Gandhi Gramodyog Mandir, Kasturba Medical and welfare centre, in Shri. Shivaji Shikshan Sanstha. He founded Rural Institute to make revolution through education; many activities were carried out through it.

### **Respect for Women Education :**

Dr. Panjabrao promoted women education. He started many courses for the women in Shri. Shivaji Shikshan Sanstha.

### **Views on Physical education :**

Dr. Panjabrao believed that the physical fitness should be excellent, According to the Sankrit dictum ' Sharir madhyam khalu dharma sadhanam' , So, he started C.P.Ed. course to give physical training in Amaravati. He also started college for physical training.

### **Zeal for Agricultural education :**

After becoming the agricultural minister of India in 1952, Dr. Panjabrao asserted the use of modern technology in agriculture. He promoted agricultural education by founding 'Bharat Krushak Samaj'. He tried to promote the agricultural education among the farmers through exhibitions, work-shops, discussions, conferences etc.

### **4.5.4 Dr. Panjabrao Deshmukh's contribution to education :**

The fortune-maker of Vidarbha, Educationist Dr. Panjabrao Deshmukh contributed in various fields. He worked appreciably as the minister of agriculture. He worked as an action-oriented social reformer, but he is well-known as an educationist for his contribution to education. We will now get an overview of his contribution to education.

### **Work on compulsory, free education for the masses :**

Mahatma Phule opposed the 'downward filtration theory' by Lord Mechauley, and insisted that the nation should get compulsory, free and generalized education. Dr. Panjabrao carried forward the inheritance of Mahatma Phule's thoughts and tried very hard to materialised the concept of compulsory, free, generalized education for all. He opened 100 centres, for mandatory primary education. (schools were started in every village in Amaravati District). This was a major contribution to the educational field.

### **Foundation of Shri. Shivaji Shikshan Sanstha :**

He established Shri. Shivaji Shikshan Sanstha in 1932, to do social work with missionary attitude and honesty. The 'ganga' of knowledge reached to the abodes of the farmers. He donated knowledge and gave 'Sanjeevani' to the society. The 'plough' culture was converted to urban culture, by giving education. He provided the working class with education and gave significance to their hard-work. The activities of the sanstha are expanding. Many high schools, hostels, colleges are working for the noble cause of education.

### **Work of Shri. Shivaji Lok Vidyapeeth :**

He presented the concept of rural university before Dr. Radhakrishnan commission, to reform university education. Dr. Panjabrao fixed 20 aims and established Shri. Shivaji Lok Vidyapeeth. He started many activities in the university. They are still running today. Activities such as Janata College, Adult education classes, classes for village-organizers, curriculums for agriculture of one to two years, Gandhi Gramodyog Mandir were started.

### **'Rural Institute' - a novel experiment :**

'Rural Institute' was established in 1956. In this institute many useful courses for the masses are conducted; some of them are as follows : separate polytechnics for boys and girls, junior college of science and vocational, diploma in science of agriculture, animal - conservation and dairy, Panchayat Raj Training Centre, Anganwadi workers training class, Janata Krishi Vidyalaya, Gramsevak training centre, Anganwadi Sevika Kendra etc.

### **Contribution to Agricultural Education :**

After he became the minister for agriculture, Dr. Panjabrao started many projects in the interests of the farmers. He included modern technology in the agricultural education. He introduced the Japanese method of rice cultivation. He founded 'Bharat Krishak Samaj'

and started many projects in the interests of the farmers.

#### **4.6 Anutai Wagh (1910-1992) :**

##### **4.6.1 Brief Lifesketch :**

<b>Date / Year</b>	<b>Events</b>
17th March 1910	Birth - Morgaon, Pune
1923	Marriage at the age of 13 and became a widow.
1925	First in the vernacular final exam.
1929	Headmistress at Chandwad
1933	Teacher in 'Hujurpaga', for 13 years.
1945	Teacher at 'Bordi' for 12 years.
1957	Experiments in child-education at 'Kosbad'
1964	Start of 'Gram Sevika Vidyalaya' at 'Kosbad'.
1980	Award from the cabinet ministry for social welfare
1945 to 1992	Book-writing for 'Balshikshan', production of instruments, many activities.



Froebel and Montesary held important positions in the field of child-education. Gijubhai Vadheka, Tarabai Modak contributed in child education. In 'Kosbad', 'Anutai Wagh' wrote books for child-education, made educational instruments and worked for the adivasis as well. Let us get introduced to her.

##### **4.6.2 Biography :**

Anutai was born in Morgaon near Pune; Balkrishna Dhundiraj Wagh and Yamuna were her parents. Her father was intelligent, hard-working, kind, generous and reformer. He was frequently transferred, so Anutai's initial education was not continuous. At the age of 13 (1923) she was married to Shankar Waman Jategaonkar. She became widow in the same year. She made gradual educational progress after that.

She started her job as the Headmistress at Chandwad's primary school in 1929. After four years she taught in Pune's Hujurpaga school and became a renowned teacher for 13 years. She matriculated from a night-school.

##### **Meeting with Tarabai Modak :**

She met Tarabai in Borivali during a teachers' camp. She sent Anutai to 'Bordi' as 'the front soldier'. She experimented on how to run montesaries in village scientifically and on lower budgets (for twelve years) from 1945 onwards.

##### **Work in the adivasi area in Kosbad :**

Since 1957, Tarabai and Anutai experimented in rural child-education in the interior

parts of Kosbad's adivasi area, they would be written in golden letters in the history of rural child-education. Anutai taught the adivasi children through games, collecting conches, shells, leaves, seeds, tamarind seeds, petals, clay-work, painting, pairing feathers, making colour-tables from cardboard, fill bottles by gravel, crush dry cake of cowdung , pound/ thrash brick, grate soap etc. She did many experiments in child-education.

### **Employmnt of adivasis through vocational training :**

To make baskets from the threads drawn from the banana tree skin, mats from the date trees, make baskets, boxes, rattles from date trees, plates, bowls and leaves tacked together to make small day-bricks, make paper, such was the education through craftsmanship and earning through it was the 'mantra' Anutai gave to 'Kosbad'

### **'Anganwadi Project :**

During the seven years from 1949 to 1956, Anutai ran 15 anganwadis. She daily went to the anganwadi with a mirror, combs, oil, handkerchiefs, cymbals, craft material. She and her colleagues used to go there with brooms, sweepers, fans on their shoulders. They searched for children everywhere and cleaned them. They chatted with children, told stories, sang songs and rhymes.

### **Various Activities :**

Anutai worked to solve the problem of the earning of adivasis for their food. She took carpentry classes. She trained them to make durable objects from the materials available in the surroundings. They earned their living from the work. She started the 'Vikaswadi' project. Started 'Gramsevika Vidyalaya' in 1964. She conducted classes of 'nutritious food training' with the help of the UNISEF. Started 'Anganwadi workers training classes'. Conducted courses for Gram Sevika, Balsevika, Anganwadi Sevika, Dr. Chitra Naik guided her in this endeavour.

### **Literature for the children :**

She wrote 25 books for 'Shikshak Chitramala. Nursery rhymes, songs for children, Preeti Geete, stories, nutritious food songs, small plays, Gamnat-Jammat' etc. She took help from N.C.E.R.T. and I.C.C.W., Delhi.

### **All India Pre-school Education :**

Anutai used to participate in the 'All India pre-school education' institutes inferences to learn more about child-education. She participated in the seminars, held exhibitions of her instruments. 'Kosbad' win the first prize at the national level at Bangalore, Therefore, the conference held it's session at 'Kosbad'. 400 representatives were present at that time. On 18th March 1980, central social welfare ministry felicitated Anutai with a national award for her child welfare programme.

Anutai holds a respected place in the educational field because of her work for

children and adults as well in the adivasi areas. She worked continuously till the age of 82. In 1992, she gave away the responsibility of child-education to her colleagues and went to God.

#### **4.6.3 Anutai Wagh's thoughts on educations "**

##### **Understanding the children :**

We can mould the children in a good way if we can understand their fidgety nature. There is need to teach his according to his mentality. Anutai experimented in many ways with abovesaid thought in her mind.

##### **Education through games :**

One can play with the objects found in the surroundings and learn from it. She showed this by her actions.

##### **Experience from work education :**

'Experience from work' education is continuously going on in Kosbad, to make durable goods from waste materials is taught there. Adivasis make mats, plates, bowls from leaves and earn their living. This fact has been proved there.

##### **Education through songs :**

She believed that learning is made easy through songs, so she wrote many songs for the children. She also wrote stories. They made the learning process easier.

##### **'To make human' is a true education :**

Adivasis have many problems. Tremendous efforts are needed to humanize them, so was Anutai's view. If we humanize them, it would be a 'true education', Anutai used to say.

##### **Need for training centres :**

Anutai was of the opinion that every teacher needs training. The individual can adopt new ideas during the period of training, is encouraged to work. Therefore, 'Kosbad' holds many training programmes.

##### **Place of Anganwadi, Montesary in the process of education :**

Anganwadi and Balwadi (Montesary) have an important place in the child-education of India. Anutai experimented with the concepts of anganwadi, balwadi, she was fascinated by the thoughts of Frobel, Montesary regarding pre-primary education and wanted to implement them in India.

#### **4.6.4 Anutai Wagh's contribution to education :**

##### **Management of pre-primary education :**

Anutai thought about how to manage pre-primary education in the educational process, neatly. She experimented in this direction and contributed greatly.

##### **Literature for the children :**

Anutai wrote songs and stories for the children and this is an important donation made

to the educational field. The 'anganwadis and balwadis still use the literature, how to run a balwadi, nursery rhymes, Tilluchi Karamat , playing with words , nutritious food songs .

### **Use of objects found in the surroundings in education :**

We can use the objects found in the surroundings to understand the concepts of education. If the teachers use this method while teaching, it could be made effective. Anutai herself experimented with the method and proved it's usefulness.

### **Efforts for the education of the adivasis :**

Anutai proved the fact with her experience that education could be well-managed by working and living in the adivasi area. It has guided the workers working in the adivasi area.

### **Importance of training centres :**

There are many problems to run anganwadi and balwadi. Teachers can learn to face them, solve them in the training centres. Therefore, Anutai organised many training sessions at Kosbad. Teachers were training there. There is need of training centres in all areas, this fact is made clear. This is a major contribution.

### **Exercise :**

#### **Objective Questions :**

#### **Q.1) An appropriate option given below and complete the sentences.**

- a) Mahatma Jotiba Phule founded \_\_\_\_\_.
- 1) Satyashodhak Samaj    2) Bharat Krishak Samaj  
3) Mahila Vikas Samaj    4) Bahujan Samaj
- b) Maharshi Dhondo Keshav Karve founded \_\_\_\_\_.
- 1) Deemed University    2) S.N.D.T.' University  
3) Lok Vidyapeeth    4) Open University
- c) Karmaveer Bhaurao Patil founded \_\_\_\_\_ sanstha.
- 1) Shri Shivaji Shikshan    2) Rayat Shikshan  
3) Swami Vivekanand    4) Saraswati Shikshan
- d) Dr. Panjabrao Deshmukh founded \_\_\_\_\_ university.
- 1) S.N.D.T. Women's university    2) Shri. Shivaji Lok-Vidyapeeth    3) Open University  
4) Deemed University
- e) \_\_\_\_\_ emphasized on child-education.
- 1) Mahatma Jotiba Phule    2) Karmaveer Bhaurao Patil  
3) Anutai Wagh    4) Maharshi Dhondo Keshav Karve

#### **Q.2) Match the pairs :**

##### **'A' group**

- 1) Dr. Panjabrao Deshmukh  
2) Karmaveer Bhaurao Patil

##### **'B' group**

- 1) S.N.D.T. women's university foundation  
2) Satyashodhak Samaj foundation

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 3) Maharshi Dhondo Keshav Karve | 3) Bharat Krishak Samaj foundation   |
| 4) Mahatma Jotiba Phule         | 4) Rayat Shikshan Sanstha foundation |
| 5) Anutai Wagh                  | 5) National Congress foundation      |
|                                 | 6) Meadow School Foundation          |

**Q.3) Fill in the blanks :**

- 1) ----- started 'earn and learn' scheme.
- 2) ----- educationist was awarded 'Bharat Ratna' in 1958.
- 3) ----- started 'Mahila Anath Balikashram' (Orphanage for girls).
- 4) ----- was the educationist that worked for child-education at Kosbad.
- 5) ----- laid the concept of 'Shri. Shivaji Lok Vidyapeeth'.

**Q.4 Write the notes :**

- 1) Jotiba Phule's thoughts on women education.
- 2) 'Earn and lean' scheme
- 3) Shri. Shivaji Lokvidyapeeth
- 4) Activities by Anutai Wagh at Kosbad.
- 5) The aims of the women's university explained by Maharshi Karve.
- 6) Bharat Krishak Samaj
- 7) Satyashodhak samaj
- 8) Samata Sangh
- 9) Orphanage for girls (Mahila Anath Balikashram)
- 10) Experiments in education by Karmaveer Bhaurao Patil.
- 11) Activities of 'Rural Institute' Amaravati.

**Q.5 Answer in brief :**

- 1) Explain the work regarding women - education by Mahatma Jotiba Phule.
- 2) Explain Mahatma Jotiba Phule's thoughts on primary education.
- 3) What were the thoughts of Mahatma Jotiba Phule on higher education ?
- 4) How did Maharshi Dhondo Keshav Karve mobilized the movement of women education in Maharashtra ?
- 5) Explain the work of Maharshi Karve with reference to the widow - remarriage and the problems faced by the widows.
- 6) Explain the work of Dr. Panjabrao Deshmukh in the field of education.
- 7) Explain the achievement of Dr. Panjabrao Deshmukh in the field of agriculture.
- 8) Explain the contribution of Karmaveer Bhaurao Patil to the education.
- 9) Explain the work of Anutai Wagh in child-education.

**Activities / Projects**

- 1) Participate in the essay competition, drawing competition, symposium based on the

works of Mahatma Phule on the occasion of his death anniversary.

- 2) Collect the information regarding 'Shahu boarding', 'earn and learn' project, 'Dhaninichi Baug' \* by going to Satara. Note down the characteristics.
- 3) Create a project / educational literature in the pictorial form showcasing Maharshi Karve's life-journey.
- 4) Collect the information regarding various activities carried out in the 'Rural Institute' of Dr. Panjabrao Deshmukh.
- 5) Collect the information regarding the activities carried out in the school at Kosbad, started by Anutai Wagh.
- 6) Collect the information about the following educationist in Maharashtra :

Savitribai Phule	Chhatrapati Shahu Maharaj
Tarabai Modark	Lokhitwardi Gopal Hari Deshmukh
Lokmanya Tilak	Dr. Babasaheb Ambedkar
Maharshi Vitthal Ramji Shinde	J. P. Naik
Gopal Ganesh Agarkar	

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# CHAP. 5 : INDIAN SOCIETY AND EDUCATION

**Content :**

## **5. Introduction**

### **5.1 Mutual relationship between education and society; socialization,**

5.1.1 Meaning of sociology

5.1.2 Educational sociology.

5.1.3 The mutual relationship between education and society.

### **5.2 The salient features of Indian Society**

5.2.1 Multi-cultural nature

5.2.2 Multi - linguistic nature

### **5.3 Problems faced by Indian society**

5.3.1 Population explosion

5.3.2 Gender difference

5.3.3 Health problems

5.3.4 Threats to national unity

5.3.5 Social and economic inequality

5.3.6 Illiteracy

5.3.7 Pollution

5.3.8 Superstitions, Customs, traditions.

### **5.4 The role of education in social development :**

5.4.1 Various cast and Tribes

5.4.2 Gender

5.4.3 Education for minorities

5.4.4 Children with special needs

5.4.5 Educational facilities for the Disabled.

### **5.5 Learning society**

5.5.1 Learning society a new Concept

5.5.2 Characteristics

5.5.3 Importance

## **Exercise**

### **Activity / Project**

#### **5.1 Introduction :**

People of all castes and tribes dwell in Indian society. Therefore, multi-cultural and multilinguistic aspects have become the salient features of the Indian Society. So, there are multifaceted problems before the society. This chapter deals with these problems. Education can be a key factor in social development, so that this chapter also takes an overview of the role of education in social development. This chapter also tries to explain the concept, features and importance of Learning society.

#### **5.1. Mutual relationship between education and society :**

Man is a social animal. Co-existence is his natural instinct. Society is formed due to this instinct. Man has learned and developed the society.

##### **5.1.1 Meaning of Socialization :**

- 1) The process through which an individual adapts with the social environment and lives his life as a respectful, co-operative and able individual in the society, is called socialization'. - Driver
- 2) The process through which an individual acquires social behavioural types, values and others' expectations and develops ability to perform specific roles in the society, is called socialization - Ruskin

#### **Education - A social process :**

Though a child is born in a family, it has to learn how to behave, speak and live, as his life is related to the society. Society guides and monitors the satisfaction of its natural instincts and this is possible through the medium of education.

Everyone strives to gain status in the society. For this purpose, every individual tries to learn the social behaviours such as customs, traditions or ideals through the mediums such as suggestions, empathy and imitation. He also tries to know what the expectation from the society are.

He tries to assimilate all these things through imitation. Therefore, education is called a social process. In Brown's opinion, education is a thoughtfully monitored process; in which the behaviour of an individual can be changed and therefore the entire society can be changed.

##### **5.1.2 Educational Sociology :**

We can get the meaning of educational Sociology from the definitions made by

George Pane and Brown.

'Educational Sociology means the science that helps to make the description and analysis of the institutions, social groups and social processes / proceedings and the social relations that enrich the human experience and organize his experiences'.

- **George Pane**

'Educational Sociology means the study of the internal actions in the cultural environment that is comprised of the various behavioural characteristics of the individual and other individuals, social groups.' - Brown

Educational Sociology means the science that aims to reform the learning-teaching activities that are included in all types of educational methods and studying how for the fulfillment of that aim the human factors are helpful in this educational proceedings.

The above discussion explains the mutual relationship between education and society.

### **5.1.3 Mutual Relationship between education and society.**

- 1) Education is the tool to transmit the philosophy and values that are acknowledged by the society to the people.
- 2) Man learns socially accepted behaviour, action through imitation, i.e. education.
- 3) The purpose of education is to create the ideal citizen.
- 4) An individual learns social responsibilities and duties through the medium of education.
- 5) The study of interaction in cultural environment is possible due to education.

### **5.2 The salient features of Indian Society :**

The two main features of Indian society are 'multi-cultural' and 'multi-linguistic'.

#### **Multi-cultural :**

Every society has its method of living. This is called culture. The lifestyle is made up of the customs, ideas, traditions, rituals, art and values of that particular society. This is called culture.

#### **Culture is divided into two parts :**

- a) Physical : Includes man-made consumable articles.
- b) Non-physical : Includes thoughts, viewpoints and behavioural types.

The radical change in physical and non-physical cultures makes revolution in cultural.

This cultural change has made the Indian society multi-cultural. Let us study it.

#### **5.2.1 The nature of multi-cultural society :**

- 1) The society that consists of different groups speaking different languages, having different origins and religions the reside on the same geographical sphere, is called multi-cultural society.
- 2) The people living in multi-cultural society acquire the skills to use one or more

cultures in reality.

- 3) There are people with different castes and religions in India. Therefore, cultural exchange is possible.
- 4) The cultures of different castes and religions are tried to be moulded in one mould.
- 5) According to the principle of giving justice to all religions, everyone is guaranteed of equal opportunity.

### **5.2.2 Multi - Linguistic Nature**

Language is the best medium to communicate between individuals. India has people of many castes and religions. They have to use various languages to communicate with each other. The conservation of culture, old customs, rituals, beliefs is possible because of language. Therefore, India has become multi-lingual.

#### **Structure of multi-lingual society :**

The society in which people speak many languages and live and each - other, is called multi-lingual society. We will now study the reasons behind it.

- 1) Geographical location : It is said that language changes at every 12 miles. So, language changes according to the geographical location.
- 2) Various castes and religions : To communicate with various castes and religions, various languages have to be used.
- 3) Political changes / transformation :  
Languages used in official proceedings change or are determined according to the political changes.
- 4) Migrations : Migrations affect the local language.

Thus multi-culture and multi-linguistics the main features of Indian society.

### **5.3 Problems faced by Indian Society :**

While becoming developed nation from developing nation Indian society has been facing many problems. Many social problems have exploded. A true social unity has not been achieved. At the core, the society is becoming hollow because of these problems and this is a bad sign in the point of view of humanity. The social problems can be solved through education.

#### **The problems of Indian Society :**

The list of problems would be too long. The unity is harmed due to these problems. They can be cured through education. Let us see the problems :

- 1) Population explosion
- 2) Gender Differences
- 3) Health problems
- 4) Threats to national unity

- 5) Social and economic inequality
- 6) Illiteracy
- 7) Pollution
- 8) Superstitions, customs, traditions

### **5.3.1 Population explosion :**

In our nation, the extent of population is huge. The life of an ordinary man has become hazardous, when we think of natural resources and means. To fulfill the basic human needs, i.e. food, clothing and shelter, is becoming difficult. When we consider today's population, the schools, colleges, teachers, educational material, modern machinery and equipments and other material facilities are more or less not adequate to provide education to all, therefore there is need for population education. This topic is discussed in a separate chapter.

### **5.3.2 Gender Differences :**

Indian society was a male-dominated society before Independence and has been post Independence. But, after the Independence, women are educated and now working along with males ably or becoming more efficient in some sectors than their male colleagues. But, the mindset has not changed from within and at some levels of the society, the male-dominance is evident. Therefore, there are widening gaps between the thoughts of men and women and the fact is proving harmful to the unity and development of the national. The government is implementing many plans for the equality between men and women, but with little success. The efforts should be made through education.

### **5.3.3 Health problems :**

Health problems are serious in India. There is lack of awareness regarding personal and social health. Therefore, the society is facing serious diseases like polio, cholera, malarial, T.B., asthma etc.

Many people are under the influence of superstitious, customs and irrational traditions and go to hypocrites and imposters for cure instead of medical treatments.

Many people become victims due to under-nourished children and women face problems during delivery. The government has made medical services available at its level. There is need to create awareness regarding personal and public health in the society to use the available services properly.

### **5.3.4 Threats to National Unity :**

India is a diversified nation and therefore, national unity is an important issue. There are many threats to national unity. Communalism, blindly following religion and regionalism are some of the threats harmful to the society.

- 1) **Communalism :** Communalism is a big threat to the national unity. Communalism

is not natural, but man-made. In ancient times, society was divided into four classes. This arrangement was based upon work and virtues, but later it was considered on the basis of birth. Differences were created between every castes, upper caste and lower caste and they widened as the time went by. They were observed in profession, agriculture, customs, traditions, marriages, social status etc. Many social thinkers karve tried to change the situation. The government also has implemented many plans at its level. However, there is little success in eradicating communalism. These evil, undesirable practices need to be removed by education.

- 2) **Blindly following the religion** : In India people follow different religions. All religions preach the same doctrine, but the narrowmindedness and religious obstinacy create differences, riots, hatred in the society. This blindness should be removed through education.
- 3) **Regionalism** : Regionalism is a major threat to the national unity. When regionalism becomes strong, the Indian people would tend to think only about their region instead of the nation as a whole and that would be truly hazardous to our national unity. For example, the language problem between Maharashtra and Karnataka or the problem of Periyar dam between Tamil Nadu and Keral. The government should practice vigilance that regionalism is not created regarding such subjects.

### **5.3.5 Social and economic inequality**

#### **Social inequality :**

Social inequality is observed regarding regionalism, communalism, religions, different languages communication etc. The ancient times had four castes arrangement and the status in the society was determined by it; on the same note, now the Indian society has levels such as upper class, middle class and lower class. These are the reasons behind social ineuality.

#### **Economic inequality :**

Economic inequality is a major problem in Indian society. There are two classes in the society namely wealthy and poor. There are people who struggle for their food and on the other side, there are people who are surrounded with wealth. Therefore, there are parched people and absorbing people. The condition is unsatisfactory. The national unity faces hazard.

### **5.3.6 Illiterarcy :**

The root of all the problems is illiteracy. Social progress is hazarded by illiteracy. Superstitions, health problems, differences between men and women, all are outcomes of illiteracy. The seed of education is needed to be sown for the total eradication of illiteracy.

The government has implemented many plans to literate the illiterate people, but without much success. The degree of literacy should be increased with great efforts. Everyone has to try hard to achieve this.

### **5.3.7 Pollution :**

Pollution means the imbalance between man, nature and animals life. Man has encroached the nature to have facilities for his and now it has resulted in pollution. To lower the hazards of pollution, environmental awareness needs to be created. People should be made aware of the ill-effects of the imbalanced environment.

### **5.3.8 Superstitions, customs, traditions :**

Indian society has many superstitions. Irrational and out-of-date customs and traditions cause problems. Many unpleasant incidents happen for the want of 'male child', 'heir to property' etc. Slaughter of female foetus / embryo is seen everywhere. Child-marriage is still in practise. The state of widows is not very encouraging. Use of magic charms and spells, hypocrisy, tying of charmed cord is encouraged in many area. Some ill-practices have made the human life difficult. Therefore, literacy would increase through education superstitions, customs and traditions could be controlled.

## **5.4 The role of education in social development :**

Education is an effective medium for social development. Much amount is paid for education after defence. The factors in social development include opportunities of education for the children of different castes and tribes, gender, minorities and having special abilities. The social developmental aspects-wise role of education is explained further.

### **5.4.1 Various castes and tribes :**

In earlier days, an individual of specific caste and tribe had do the specified profession; but as the man became educated, he got vocational training and acquired many skills. With the various skills, man trodded the pinncles of success. As the result, education removed the idea of taking the traditional professions.

The reservation method has been purposefully brought in the process of education, so the distance between the established and non established was lessened. The sectors who were deprived of education were brought into the main stream of education and their first generation started its education. They were given special facilities like scholarships and compulsory and free of charge education. The sectors who had never been in the learning process, came forward on the strength of their intelligence. They made progress in their areas. Therefore, the social development became more faster.

#### **5.4.2 Gender :**

Women also should take education along with men. Savitribai stated on the basis of education that women should not only educate themselves but should take initiative for the upliftment of the society along with their families. The limited 'kitchen and child' world of woman could change due to education, women got right to learn and teach along with men. Women stood equal with men for the social work and for the upliftment of the society. This is the outcome of education.

#### **5.4.3 Education for the minorities :**

The minorities include Jain, Muslims, Christians, Bauddha, Parshis etc. The minorities organizations were encouraged to bring the minorities in the main-stream education. The government started schools and colleges. Gave special grants, declared special concessions and scholarships. Therefore, the minorities came in the main-stream of education. They began to help social development, as they felt interested and closeness with the society. They felt the feeling of oneness, the feeling of giving back to society. The national educational policy of 1986, has stated that the minorities will get the opportunity to learn, with their culture and language unharmed.

#### **5.4.4 Children with special abilities :**

The children with special abilities get intellectual food through education. The genius children proved their genius. Excellent education was made available through S.S.C. board, C.B.S.E. board exams. Vidya-Niketan, Navoday Vidyalaya. The syllabus gave opportunity for the hidden talent to come forward.

#### **5.4.5 Educational facilities for the disabled :**

There is need of education for the physically challenged individuals like mute, deafs, blinds, crippled, taking into consideration their needs. Mentally challenged children are also developed by education. Many organizations working for the education to the deprived people are encouraged. Grants are arranged. Special concessions, scholarships are given.

Special care should be taken that no one could be deprived from taking the education and everyone should get the equal opportunity. Thus, the personality development is mobilized. It helps to develop the society. Education makes mutual relationship stronger in the society. Men perform transactions between them sympathetically. Therefore, social development can be achieved faster.

#### **5.5 Learning Society :**

The new concept of Learning society has been introduced in the educational field. Its relation is with education and with lifelong and continuous education. UNESCO established International Educational Development Commission and planned to all the social encourage

factors and individuals to take education. It is appropriate that every member should take education and develop himself. Every member and individual should learn on his own and become studious. For the purpose, a Learning society should be created. Therefore, we shall study the concept, features and importance of Learning society.

### **5.5.1 Learning Society : A new concept**

**Defination** 'Every member should learn on his own, to learn new things in the society, new viewpoints, new thoughts, scientific viewpoint. The studious should understand the knowledge regarding the abovesaid subjects and continue to learn about that. This educational process is known as the learning society.'

The above definition explains that, in today's fast life, every member of the society would have to search for the ways to educate himself with the aid of modern equipments such as modern technology, computer, telecommunication centres, TV, etc. The dependence on schools, colleges and technical and vocational institutions might not be possible in future. Every individual would have to search for the ways to learn and teach. The changing social environment would inspire the individual and would itself become the way of education. The existing institutes providing education have to make changes in themselves. Mainly, they would have to change the methods of teaching and syllabus. They would have to start new curriculums according the needs and demands of the society. This is expected from the Learning society.

### **5.5.2 Characteristics of the Learning society :**

Some characteristics of studious society are as follows :

- 1) The differences in education such as formal, informal, professional should be removed.
- 2) The ignored members in the society should be brought into the mainstream of education, to provide education to all.
- 3) The ignored members should be made aware of the importance of education.
- 4) Education is not the market of knowledge, but it should become the tool to fulfill individual's needs and to upgrade his life.
- 5) Vocational training must be given preference as a means of livelihood.
- 6) Education should be creative.
- 7) Education should make the individual cultured, social, self-reliant, self contain, self respecting.
- 8) The ignored sector should be brought in the mainstream of society and education.

### **5.5.3 Importance of the Learning 'society' :**

UNESCO has expressed its expectations that the Learning society is the one who is self-contained. Self-reliant and self-respected. The importance of such Learning society is

as follows :

- 1) By lessening the short-comings of the existing society and accepting the new values, the cultured society can be formed.
- 2) Knowledge - oriented democratic society can be established. A society, that accepts democratic principles at economic, social, political and educational levels and having faith in knowledge can be created.
- 3) Equal opportunity for progress will be there in the future society. The future Learning society will be totally knowledge-devoted, devoted to democracy, self-contained, self-reliant and cultured.
- 4) To create the new society having socialist society-structure, based on values such as freedom, equality, religion free, fraternity, justice and decentralization of power, the studious society is important.
- 5) The studious society is important for having the opportunity to develop according to our ability, to choose the profession of our choice and attain economic growth, to take job and to get opportunity of personality development.
- 6) The Indian society has many levels such as much wealthier, economically forward, economically less forward, upper middle class, middle-class, below the poverty line, above the poverty line, much poor, unemployed, landless labour, beggars. The studious society is important to establish lower levelled society.
- 7) The Learning society can play an important role in building literate society. The measure of illiteracy is greater in women, adivasis, wanderers, nomadic tribes.
- 8) In Indian society, unity is harmed by separative tendency, narrow mindedness, communalism, classicism, differences in religions, language and regions. The Learning society can create the unity in diversity and create self-contained society.
- 9) The learning society is important in creating the self-contained society. The society fulfilling its own needs and economically contained can make the nation self-contained and strong to increase the export of Indian goods, the Learning society can play an important role.
- 10) Scientific attitude is necessary for the development of the individual, society and nation. The western nations have become successful due to the effectiveness of scientific and technical knowledge. India is trailing behind due to superstitious, ill-practices, dillusions and ignorance. The scientific approach will help in the progress. For that purpose, the learning society is important.

**Exercise :**

**Q.1 Fill in the blanks :**

- 1) \_\_\_\_\_ is man's natural instinct.
- 2) Multi-culture and \_\_\_\_\_ are the two main features of Indian Society.
- 3) Man is a \_\_\_\_\_ animal.
- 4) People of all various castes and religions \_\_\_\_\_ in indian society.
- 5) The society in which people speaking many languages live together is called \_\_\_\_\_ society.
- 6) Every society has its own way of living, it is called \_\_\_\_\_.
- 7) The society in which people of different cultures, origins, religions live in the same geographical area, is called \_\_\_\_\_ society.
- 8) The regional limitations should be sacrificed, otherwise it could prove hazardous.
- 9) Instead of the social development, personal development is emphasized in \_\_\_\_\_ ways.
- 10) Strict laws could be made against \_\_\_\_\_ violators.
- 11) The national educational policy of \_\_\_\_\_ the minorities would get opportunities of education as per the constitution, their culture and language unharmed. This should be implemented.
- 12) The genius children got the opportunity to prove their \_\_\_\_\_.
- 13) On the basis of \_\_\_\_\_ education according to its daily needs and changes, the society fulfills its \_\_\_\_\_.
- 14) \_\_\_\_\_ is developing according to the technical supremacy.
- 15) The society in which people learn and upgrade their lifestyle by wishing to learn more, is called \_\_\_\_\_ society.

**Q.2 Answer in Brief :**

- 1) Explain the concept of socialization.
- 2) Explain the concept multi-culture.
- 3) Explain the meaning of multi-lingual.
- 4) Explain the concept of Learning society.
- 5) Explain the concept eradication of corruption.
- 6) Explain that unemployment is a problem

**Q.3 Answer in brief**

- 1) Explain the meaning of education in the social point of view.
- 2) Population explosion a problem. Discuss
- 3) Explain the hazards to the national unity.

- 4) Suggest measures for the balance and conservation of environment.
- 5) What are the characteristics of the Learning society ?

**Q.4 Write answers in details :**

- 1) Describe in detail the mutual relationship between education and society.
- 2) Explain the features of the Indian society multicultural and multi-lingual.
- 3) What are the problems faced by the Indian society?
- 4) What are the characteristics of the Learning society? Explain.
- 5) Explain the importance of the Learning society.
- 6) For the true social development, education is an effective medium. Explain.
- 7) Suggest measures for the development of national unity in multi-lingual Indian society.

**Activities / Projects :**

- 1) Suggest the measures to stop the slaughter of female foeticide ?
- 2) Suggest measures to remove economic and social inequality.

# CHAP. 6 :

## VALUE EDUCATION AND CORE UNITS

### Content

#### 6.1 Introduction

#### 6.2 The concept of Value Education

#### 6.3 Values

- 6.3.1 Patriotism
- 6.3.2 National Integration
- 6.3.3 Secularism
- 6.3.4 Equality among Men and Women
- 6.3.5 Scientific Viewpoint
- 6.3.6 Dignity of Hard-work.
- 6.3.7 Sensitivity
- 6.3.8 Neatness
- 6.3.9 Punctuality
- 6.3.10 Benevolence

#### 6.4 The need of value education in the current situation.

#### 6.5 National Education Policy

#### 6.6 The core Units

#### 6.7 The core Units

- 6.7.1 The history of Indian Freedom movement
- 6.7.2 Indias Constitutional Responsibilities
- 6.7.3 Essential meaning to nurture National Pride.
- 6.7.4 India's common cultural heritage
- 6.7.5 Equilibrium, democracy and religious dis-interestedness.
- 6.7.6 Equality of Gender
- 6.7.7 Conservation of Environment
- 6.7.8 Eradication of social obstacles
- 6.7.9 Role Model of small family
- 6.7.10 Inculcation of scientific temper

### Exercise

### Activities/Projects

## **6.1 Introduction :**

Man is the most evolutionized animal on earth. Along with his physical needs, needs of his mind are essential, as well as it is important that his mind is enriched and strong. The embedding of values develops the mind, value of life add meaning to the human life/ existence. Besides, they help in the welfare of the society and country. Therefore value education is included in the Indian education. In 1986, while deciding the 'National Education Policy', a thought was expressed that the education system should create social and moral values. From the educational year 1997, Maharashtra Government decided to start 'Value Education' formally at the school level. In this chapter, we will be introduced to the values of life.

India is a sovereign, independent, democratic and religiously disinterested nation. Indian citizens are geographically, linguistically, culturally religiously, economically and socially diversified. It is necessary to develop national integrity in the minds of the citizens. It was considered essential to embed some thoughts in the mind of every individual from the start of the education process, therefore the core units were included in the National Education Policy. In this unit, we will study the concept of core units, aims and meaning.

## **6.2 The concept of value education :**

The all-round development of human being is the aim of education. There are different aspects of personality development, such as physical, mental, emotional and spiritual. Value education is essential while considering of their development.

### **Meaning of values :**

Aims that are self-evident and desired for well being of individual and society are called as values. Values are those which are desired and pursued lifelong. Man lives in society. Some 'approximation' are determined regarding man's conduct in the society through the social inter-actions and cultural history. Life Values are created in this process. Therefore, it can be said that the creation of 'goodness' / 'truth' is value. These values are necessary for the smooth-running of the social life and enrichment of culture. Some values like non-violence, truth and peace are eternal and traditional, but as the human society progresses, new moral values are produced. For example, values like social justice, devotion to science equality among men-women exist since ancient times, it is essential now to preserve them for the creation of the new society. Values can be classified differently.

**Values derived from Indian tradition :** Truth, non-violence, compassion, peace, forgiveness, longing for knowledge, co-operation, preservation of culture etc.

**Values in the India Constitution :** Independence, equality, democracy, socialism, religious disinterestedness (secularism), justice, fraternity, tolerance etc.

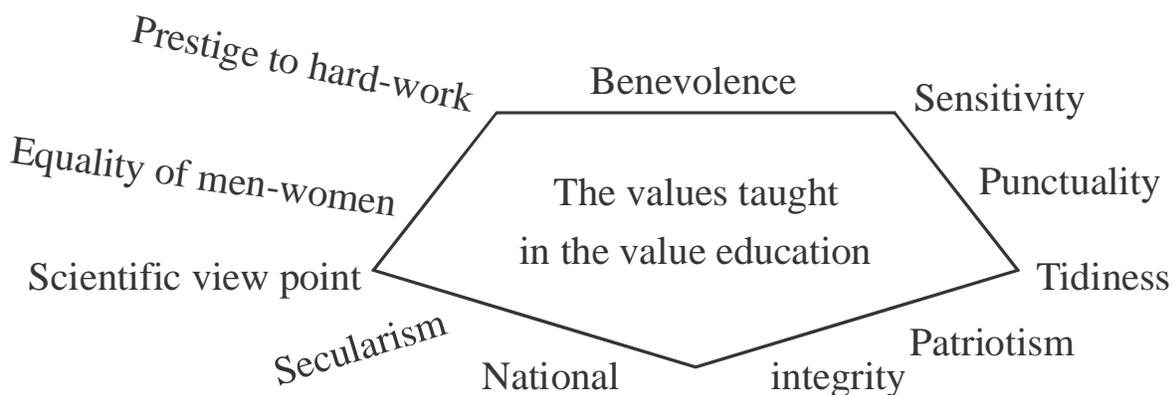
**National and International values :** Patriotism, national pride, co-operation, international harmony / understanding, world-fraternity, humanitarian attitude, love etc.

**Social values :** Public hygiene, loyalty towards society, social justice, dignity of labour, charity scientific viewpoint etc.

Thus, the list of values is long. These values make life complete and enriched. Education is the tool of social-reformation. Therefore, many educational experts and thinkers insisted on the value education, we will take an overview :

<b>Year</b>	<b>Committee / Commission</b>	<b>Recommendations on value education</b>
1948-49	Radhakrishnan Commission	Moral and spiritual education should be given at all educational levels.
1952-53	Mudaliyar Commission	Family, school and society should give moral education by mutual co-operation.
1959	Shriprakash Committee	Spiritual and moral education will be a means to preserve the unity and independence of nation.
1961	Sanpoornanand and committee	Moral education is essential for emotional integrity.
1964-66	Kothari Commission	Mentioning again the recommendations of Radhakrishnan committee Moral education should be given through stories. Comparative study should be done of various religions. Value education to be given in indirect way.
1978-87	Tarkunde Committee	Scientific view point to be developed, balance in physical and educational fields and augmentation of cultural values should be emphasized.
1986	National Educational Policy	Education should be value-based. In culturally diversified society global and eternal values should be encouraged.
2005	National curriculum Plan	Value-education should be emphasized.

From the year 1997-98, value education was made a compulsory subject at the school level. This decision was taken to nurture the values necessary for life at the time of personal development. Taking into consideration the age of the student at the school level, the government ascertained the following ten values :



These ten values were ascertained to obtain personal development to national development. For the education of these values, the planning of syllabus is necessary. Though the values are not taught as an independent subject, they should be embedded through daily teaching, various activities and school environment. Value education should not take a technical form. For this purpose, the role of the teachers is important. It is expected that they should attempt to embed the values through different mediums, such as projects, activities, group-songs, cultural programmes, national festivals etc. The teachers should do this activity by mutual co-operation. Besides, the parent's contribution is also necessary in value education.

The brief introduction of ten values is given below :

### **6.3 Values :**

#### **6.3.1 Patriotism :**

##### **Concept of Nation :**

A Nation is a living thing. It is developed gradually as centuries after centuries pass by.

When a group of human beings lives in a specific region and is identified with that part of the region, is united with the same traditions and aspirations, their mutual interests are united, when a series of great, sacrificing, toiling people is created in the society, then this emotional form is called a Nation.

Some experts have stated the principles of nationality as follows :

- 1) Geographical unity
- 2) Racial unity
- 3) One language
- 4) Common culture and tradition
- 5) Common religion
- 6) Common political aspirations
- 7) Common history
- 8) Common government

These principles are seen in India in the form of society. The concept of Nation in India is not narrow. Therefore, though there is diversity in language, race, religion, culture, India is a Nation.

Patriotism is a great value in the human life of a sovereign nation. Patriotism means feelings of love and worship for the country and the readiness to sacrifice for the nation. In the Sanskrit aphorism 'Janani Janmabhoomishcha swargadapi gariyasi' , it is said that the mother and motherland are greater than heaven. If the independence and sovereignty of a nation should remain in tact, unharmed, it is necessary that patriotic youngsters are born. We should take pride in our nation, society, our culture, literature, art as well as national flag, national anthem, constitution etc. Besides, we should be ready to use the natural resources economically and we should preserve and nurture them. Public property is national wealth. All should be prevented from causing any harm to it.

It is essential that the nation should become prosperous and self-reliant. For that purpose, the acceptance and use of 'Swadeshi' (article made in our own country) has to made purposefully. We should strive for the industrial, scientific and cultural development of the nation. In this way, patriotism is a motivation for the all-round development of the country.

### **6.3.2 National Integration**

To have feeling of love, affection towards every individual of our country is called love for nation. Indian constitution has given common rights and rules to everyone. But, the constitutional integrity is not sufficient, the minds and hearts at all the Indians should become united.

Our India is vast. People of different religions reside here. Their diet and dressing / garb are different. Many languages and dialects are spoken. There are many castes and tribes. Traditions, customs, way of living / lifestyles and cultures are different. But the philosophy of India is pervading and comprehensive. India is a united and sovereign country. To embed

this, national integration is necessary. Therefore, language, religion, caste, dressing, customs, diet differences should not become obstacles in the unity of India. Though there are different religions, the doctrine is same and we should take this in consideration. 'We are all Indians' - this feeling should prevail. The diversity in society is not a weakness; it is a strength and Indian culture is enriched by this diversity; this should be taken into consideration.

When we embed the feeling of integration, we do not think only about our own progress, but we think about the progress at all other people, the economic progress of our country and strive for the social reformation. National integration will create peace and harmony. Political stability will be established and the essence of all this is that the international image of India will go high. Therefore, to express respect for the nation, to work for the future progress of the nation and commitment for creating homogeneous society is called national integration. If the excessive importance is given to the personal life and aspirations, selfish thoughts are prevalent and the out-of-date concepts of superiority-inferiority made important, then the unity and integration is harmed. The gap widens. But, this narrow-mindedness is not of use. There should be feeling of fraternity and affection for everyone in the society. There should be heart-to-heart dialogue for the loyalty towards nation. The 'Pasaydaan' written by Sant Dnyaneshwar is a prayer for global fraternity. It is essential to pursue equality for all, practice broad-mindedness through global vision.

### **6.3.3 Secularism :**

India is the only nation in the world having so many different religions, no other country in the world has so. For many centuries, people of different religions like Hindu, Islam, Parsi, Yahudi, Christian, Shikh, Jain, Buddhist live together. Indian philosophy is broad-minded and tolerant. Besides, Indian constitution has adopted the principle of secularism.

'Dhru dharayati Sah Dharmah' - the individual adopts this philosophy and behaves according to it, for all his life; this philosophy is called 'Dharm' - Religion. Every religion thinks about the welfare of mankind. The base of every religion's faith is conservation of humanity. So, the upliftment of mind is necessary to believe that all religious philosophies are superior. An individual may be of any religion, he should be looked upon as a human being.

Secularism means to have faith or loyalty towards all religions, for this purpose it is important to know the principles or philosophies of various religions, their ways of worshipping, rituals and customs, festivals, lifestyles and respect them. There should not be feeling of hatred towards any religion. Other religion or person following it should not be insulted or mentioned insultedly.

Every person has right to adopt any philosophy he thinks right and behave according to it, in democracy. Therefore, everyone has the right to follow the religion of his choice. Stability , peace and good-planning are essential for the progress of nation. And, there should be mutual understanding and friendliness among the citizens of India, where different religions, castes and creeds exist. For this purpose, tolerance towards all religions should be embedded in the minds of the people.

#### **6.3.4 Equality among men and women**

Women are always considered inferior in the male-dominated Indian society. The ability of woman is limited to household work. Really speaking, in the ancient times, till the time of their marriage girls along with boys used to learn Vedas after their auspicious thread ceremony . In the vedic era, women also used to participate in the scholars' debates and conferences. There were some rules to show respect to women. No one could kill a woman, it was a crime. On the crowded road, women were allowed to go first, while crossing the river money was not charged of them. She treat as Laxmi of house. There are dictums in the religious books, that the family who did harm to women or tormented them, would be ruined. But, later when foreigners invaded the country women became vulnerable. Her status decreased. She could not learn and earn. There were social and moral restrictions on her. She was suffocated due to polygamy, widowism, child-marriage, ban on re-marriage, etc. However, later the influence of British rule, thinkers like Raja RamMohan Roy, Mahatma Phule, Savitribai Phule, Pandita Ramabai, Maharshi Karve, Agarkar, changed the viewpoint of looking at woman. Educational facilities were provided and the equality among men and women started to take place.

In the India constitution, all Indian citizens are equal before law. Constitution has given the same status to women along with men. Men-women equality means similar opportunity to women along with men in the fields of education, society, politics and economy.

Women is equally able as man in physical ability and intelligence. Therefore, the women should be made self-reliant, and able without discrimination between man and woman. The law of equality needs the help of people's education. The traditional mentality in upbringing of the girl needs to be changed, as well as the view of looking at woman. The inner qualities of man and woman need to be focussed rather than their outer appearance. The equality among man and woman means they should be complementary to each other. Today, educated women are seen in the various fields of life showing their dexterity.They are very less number. Therefore, the man-woman equality value needs to be embedded since childhood.

### **6.3.5 Scientific Viewpoint :**

Day by day, the use of science and technology is increasing in daily life in all the world. The world is changing rapidly and new inventions are taking place. Science has brought new objects, facilities and machines in all the fields. The material life has become enriched and easy due to science.

Scientific view point means, the awareness of using the scientific equipments and when to use them, how to use them, how to make changes / alterations in them, if necessary and how to attain human welfare through them.

Though the progress is made because of science, some attitudes come between us and the progress. Superstitions, blind faith of religion, rituals that are performed due to ignorance and selfishness become obstacles in the way of development. Besides, if we keep dwelling in the memories of the Ramayan, Mahabharat and Vedic eras and the progress of those times, we would remain backwards comparing to other countries. The society, still dreaming about the past should be awakened and motivated to participate in the present day competitions in the world; for that hard-work and proper thought process is necessary. Therefore, it is necessary to increase faith in truth, in cause and effect theory, and have experimental attitude. Scientific attitude is not only the scientists' cup of tea. If everyone in the society seeds every incident with open eyes, becomes experimental and takes decisions with rational thinking, the progress will be achieved.

Science is rule-bound and economical. These rules and economy are necessary for the comfortable life. Every individual must take into consideration how to use the natural resources, how to nurture and conserve it. The evil of pollution is corrupting air, water, earth, food, everything. In such situation one should not think about momentary pleasures, but should think about the long-term happiness. For the purpose, one has to practise good habits, search for optional fuels, use resources economically. So, everyone should follow scientific view point.

The term 'Scientific Literacy' is used widely now-a-days. Scientific literacy means the understanding of the basic scientific knowledge that is necessary for the fulfillment of citizens' duties and to take proper decision. Efforts should be taken to create scientific attitude and scientific literacy.

### **6.3.6 Dignity of Hard-work**

'Effort is God', such statement underlines the importance of hard-work. The history from the ancient man to today's space-age is a history of intellectual ability as well as it is of human efforts/toils. Ideas can be created by intelligence, but they can be materialized only through hard-work. The meaning of prestige of hard-work is to acknowledge the hard-

work which is essential for the healthy development of individual, society and nation and to act according to it in practical life.

Toil bring self-reliance. The feeling of 'we can do this' makes us happy. It is said that 'empty mind is evil's residence. The person who works hard develops himself and his mind. Hard-work makes our fitness. We can get practical knowledge while working and can fight the difficult situation. Take any field, the hardwork brings success, e.g. industry, literature, arts, science, commerce etc.

Scientific inventions have invented equipments that saves foil; and the increase in the opportunities in the intellectual field, it is a trend to consider hard-work inferior. Therefore, it is essential to embed the value of hard-work. If hard-work is considered as an art or sport, it can become enjoyable; and it can bring prosperity. No work is inferior and is not to be ashamed of. It is essential that the students do their own work, this thought is very important. Everyone's hard-work is equally important, be it a farmer working on the farm, a worker working in a factory and a person working in the service sector. So, it is wrong to consider any work as inferiors and everyone should work spontaneously and devotedly and have respect for every foiler. This is giving prestige to hard-work. It is important to impress the thought on mind that there is no success without hard-work.

### **6.3.7 Sensitivity :**

Sensitivity is an element of emotional intelligence and it deals directly with heart. Other animals do not have this ability. Therefore, this is an important sign of human being. Human mind has two types of power, intelligence and emotion, can enable us to reach to others, connect with them and understand them, identity with them. Everyone should behave keeping in mind that others also have feelings and emotions. If we share other people's sadness with their happiness. We want to remove their sadness. Sensitivity can be felt that way. Sensitivity can not be seen without knowing the minds of other people.

In today's everchanging, speedy science-age we are in the company of machines and mediums and gadgets all the time. In such ase, human emotions and feelings get suffocated. Sensitivities become blunt. Man is becoming self-centered and narrow-minded because of urbanization, westernization, unemployment, corruption, capitalism etc. He thinks only about his own progress, happiness and disregards other's feelings, problems. But, if man does not understand and feel compassion towards his neighbours, orphans, poor, patients, elderly men, weak, the social and economic inequality will increase in the society. This inequality eventually harms the national integrity, unity and progress. Therefore, it is essential to produce sensitivity in person.

Sensitivity does not mean 'tenderness', it means 'delicate feelings'. It is the development

of the ability to absorb minute feelings. It brings the empathy for the injustice, sadness, inequality, poverty in the society and the determination to remove the unhappiness and also brings the generosity to participate happily in others' happiness. Attempts should be made to develop sensitivity in the people for removing clashes, complications, quarrels in human life and make it pleasant and easy.

#### **6.3.8 Neatness :**

The value of tidiness is a part of man's aesthetic sense. In day-to-day life we give importance to composedness and systematicness, because we admire tidiness. The simple meaning of tidiness is to keep things in their proper place, keep them co-ordinated. It means, the well organized dressing, cupboard, house, articles etc. Tidiness does not mean showing - off, simplicity also can show tidiness. But, tidiness can be thought of further. When arranging the articles, things, luggage, furniture, dresses, the thought should be given to their composedness, balance and proportion / symmetry. These principles / elements are seen naturally in vegetation and animals. Nature creates them in that way and we get delighted by the view. Besides, in shops, show-rooms, markets, things are arranged in such artistic way that it enhances beauty and attracts customers and facilitates them as well. Everyone should adopt this tidiness in their personal life, and family life. The sense of proportion and the systematic arrangement of the available things can be supportive to tidiness.

The proportion, balance in our outer conduct should also be reflected in our thoughts and speech. If seen in this light, if the person's behaviour at personal, family or social levels is done with awareness, regularity and constructively, it is called tidy behaviour. The person adopting this value encourages others to practise tidiness. If he is persistent about social cleanliness, taking care of social, public places, then he will persist about tidiness in every work-planning.

#### **6.3.9 Punctuality :**

Punctuality is necessary element to accomplish any work successfully by planning it perfectly. To make any action well planned, to decide preferences in action, to make choice and to accomplish the decided action means punctuality. Man has to do many works in life. Sometimes, there is a workload. At that time, decision has to be taken about which work to be done on priority basis, regarding our purpose and our ultimate welfare. The person who knows the value of time, can take the right decision. It requires skill and cleverness to accomplish qualitative work in the given time.

In today's machine-age and hectic life, the need at punctuality is felt as never before. We have to co-ordinate the available time and the extensiveness of our work that is to be

completed. For that purpose, proper planning is required. We need to monitor ourselves and follow a time-table. It is important to remember that the person has 24 hours of the day to use, be he is young or old or in any position. Yesterday's leisurely time can not be used today or tomorrow's time can not be utilized today. Therefore, it is appropriate to say that it is the self-management instead of time-management. It should be decided which work is important and which are less important by rationality thinking. Besides, unexpected delays, problems may occur, the time spent in solving them should be taken into consideration. In short, punctuality means, getting maximum work done in minimum period of time, with proper planning.

While completing our work in time, we should aware of the value of other people's time. Therefore, it is important to go on time to other people, to functions, to complete the projects and presentations in schools and colleges in the stipulated time. But, this does not happen and we are teased for our 'Indian Time' so it is not a deed to take pride in. When we embed the value of punctuality in us, we realise that we can do extra work along with our daily routine. This habit is the key to success in life and in business.

#### **6.3.10 Benevolence :**

Man lives in society, so there is continuous interaction with the other members of the society. These interactions, business need to be smooth and easy. For this, it is essential to think about others besides us. We should treat others as we wish they would treat us. The way good people behave in the society, that is called benevolence. Therefore, we should watch out that others are not disturbed by our behaviour, we are not causing inconvenience to them, they are not insulted by our conduct, this is called benevolence.

It is necessary to behave affectinately with out relatives, neighbours, business-people and to solve their problems. It is also important to assert ourselves in sweet and soft manner. Though sometimes we do not agree with others, but we should debate with them in calm manner without insulting them. The person we are dealing with may be elder or younger in age, by business, by economic status, by position, we should respect him and show the respect in our speech and conduct. Though, we do not agree with the views and opinions against our own or opposite our own, we should listen to them calmly and accept them if they are of the majority of people.

It is said that, 'Satyam Bruyat, Priyam Bruyat'. But, it does not mean that speaking sweetly means flattening anyone or become a panegyrist or hypocrat. It is sometimes necessary to tell unpleasant truth and other people's faults with restraint. It is advisable to hard request instead of order, pleasantness instead of impudence, while speaking. If we can not practise the art of pleasant communication, there is fear of separation between people. Clashes, quarrels may result from it. The feelings of unity, fraternity lessens and separation

starts. These things should be avoided for social health. Benevolence may prove the solution for preventing it.

One can start practising benevolence by adopting small mannerisms, etiquettes. We can create cordial atmosphere by saying 'sorry', if we get late or do some mistake, and by saying 'thank you' to express our gratitude if someone helps us. Our cultured personality is expressed by some kinds of behaviour, such as smiling when we meet someone, welcome or greet someone, express our feelings on various occasions properly. Of course, all these things should become the part of our personality. This should happen casually, easily. We should hate hypocritical behaviour, or artificial appearances. If we approach others with natural affection, we may experience that they also treat us cordially.

While practising benevolence, our personality should become peaceful, controlled, humble and sincere. It is necessary to make place for women, elder in crowded places, to take initiative to make a queue. Not only this, but in some grave occurrence it is benevolent to show tolerance to ease the atmosphere and make jest / jokes. But the jokes should not hurt anyone. Endurance and nobleness is created in the atmosphere and in the human interactions through benevolence.

#### **6.4 The Need of value education in the current situation :**

Food, clothing and shelter are basic needs of human being. They fulfill his physical needs, but man is different from other animals in one element, and that is his mind. It is essential to develop mind along with the body and to make proper impressions on it. Properly developed mind can think about the welfare of others and the progress of the world. Then, the thought is expressed through his conduct and action. Value-education is important for the formation of mind.

Man is not alone in this world. He lives in the family, and society. Man's humanity is important in the family, society and nation. Values take the man from wildness to humanity. The deed of embedding values is started from the family. Family is the school for learning value-based living. The values are transferred informally by the parents' sayings, advice, practical deeds, observation, their disagreement on faulty behaviour, punishment etc. The parents unintentionally embed values in children, such as co-operation, truth, humility, cleanliness, sacrifice, love etc. Children spend most of their time with family before going to school and after they start their schooling. There, they get opportunity to interact with neighbours, relatives, other members of the society. Children's mind is formed by the incidents in the family, parents' behaviour, their decisions, their faiths and beliefs, thoughts and conducts etc.

However, the methodical development of the mind is also the responsibility of the formal education. The school going children are prone to impressions and imitations.

Children learn proper ways of behaviour by watching the behaviour of the teachers, their teaching and the response they give to the students. The student of today is the citizen of tomorrow. He should be well-behaved. Therefore, values should be taught through education. Traditional values are rapidly vanishing due to nuclear families, urbanization, rapidly changing social system, social mobilization. Mental stability and peace is vanishing due to material progress and chasing material pleasures. Man has become narrow-minded. Social peace is also disappearing due to selfishness, corruption, destructive elements, increasing imbalance of nature etc. Narrow-mindedness such as 'I, my family, my caste, my religion' is increasing. To stop this downfall, there is need of value education.

Due to the progress in science and technology, group communication mediums are developed. But, instead of spreading knowledge and education, they give importance to cheap entertainment. They create wrong impressions. They spread values that are instrumental in spreading personal, family, communal and party selfishness, that is why, it is the responsibility of education to produce knowledgeable citizens who can think what to decline and what to accept, that would make the developing India a developed country.

The appropriate values should be intentionally embedded to fully materialize the dream of democratic, socialistic, and secular society which is the aim of the Indian constitution. No education system can be neutral towards values. If the proper values are not nurtured by the education, improper values will take their place.

Taking all things into consideration, the thought was presented while deciding the 'National Educational Policy' in 1986, that the education should produce social and moral values, which making the basic changes in the education system. It has been accepted that, we have failed to produce aush education system in the booklet : 'Educational Challenges : The True face of the Policy'. Therefore, it was insisted to have value education in the chapter named 'The Rethinking of the meaning of education and educational process', in the National Educational Policy (1986). It has been said about the value education in this chapter, that 'education should encourage global and eternal values to maintain unity and uniformity in our culturally diversified society. This value education should help to decrease revengeful attitude, communalism, violence, fatalism.'

Value education can be given through the daily lessons at the school level. However, along with the lessons in the school curriculum, and while implementing various curricular and extra-curricular activities, value education can be given. There is a saying 'values are not to be taught, but to be caught.' The meaning is, children adopt values from the surrounding people unintentionally. Values can not be embedded purposefully. Therefore, there is a great responsibility of the teachers and parents to embed the values. The behavioural change is not made easily. It is dependent upon the effectiveness of the impressions. An attempt has

to be made through various mediums and different ways to change it purposefully in the context of value education.

### **6.5 National Educational Policy :**

After Independence, India saw a dream of united, secular, democratic and socialistic Indian society. The requirement of National Educational policy was felt essential to make that dream real. In this view, the central government prepared a draft of educational policy, taking into consideration the then condition of the Indian society and the expected Indian society of the 21st century. The draft was finalized in 1986, after considering the reactions of the experts and the ordinary people. It is called the 'National Educational Policy'. The aims of this policy were determined to make the expected changes in the society as follows

#### **The objectives of the National Educational Policy :**

- 1) To make attempts for the physical, mental, intellectual and aesthetic development.
- 2) To nurture scientific view point and democratic attitude.
- 3) To create confidence to face the unfamiliar circumstances.
- 4) To create awareness regarding physical, social, technical, cultural and economic conditions.
- 5) To create healthy mind for the dignity of labour.
- 6) To adopt the principles of secularism and social justice.
- 7) To create patriotism and will to make sacrifice for the nation.
- 8) To create student's mentality for the international understanding and co-operation.
- 9) To nurture moral values.

According to the 1986 National Educational Policy, The Indian constitution was regarded as the base for the education policy of India. it was decided to put emphasis on the principles of caste, religion, race, equality among men and women and social justice, and it was decided that these principles should be attained through education. The aims were determined that, national attitude should be nurtured, our culture should be studied and suitable attitude for the national development should be created through education. It was suggested that 'ten core elements' should be included in the education.

### **6.6 The concept of core Units :**

The concept of core elements has arrived from the need of preserving unity in diversity in India. India has diversity in geography, language society and religion. The curriculum of different stages has to be decided considering the need of the people of the states. But, the common need of all the states is unity of nation. So, obviously, it was necessary to include some common elements in the curriculum of the primary schools to preserve this unity. These common elements are core units.

#### **Ten core Units in National Curriculum :**

According to the national educational policy, one common curriculum was suggested for all the India states. Of course, there is geographical diversity in different Indian states. Every state has its own history. Cultural diversity is also there. Therefore, it was decided to allow the states to make changes in the curriculum according to their characteristics. But, the condition was to include the ten 'core units' in the curriculum anyway.

The elements were not be taught as independent subjects. They were distributed in the aims, curriculums, meanings of the text-books etc. It is expected that the teachers should attempt to nurture the core elements while teaching the lesson.

**The ten core Units are as follows :**

**Core units :**

- 1) History of Indian Freedom Movement.
- 2) India's constitutional obligations.
- 3) Content essential to nurture national identity.
- 4) India's common cultural heritage.
- 5) Equilibrium, democracy and secularism.
- 6) Men-women equality.
- 7) Conservation of environment.
- 8) Eradication of social obstacles.
- 9) Role model of small family
- 10) Adaptation of scientific attitude

Objectives and brief meaning of every core elements is given below :

**6.7 Core units :**

**6.7.1 The history of Indian Freedom movement**

**Objectives of the core unit :**

- 1) To give information regarding India's Independence movement.
- 2) To teach the values developed during the Independence movement.
- 3) To tell about the sacrifice made by the people at all levels of the society and create respect for them.
- 4) To create love for the nation and independence.

**Meaning :**

While the British rule was becoming stronger, it had to face opposition. There were many riots nationwide. Some of the examples are the opposition to the division of Bengal, Home rule movement, Abhinav Bharat movement, Khilafat movement. The fight for freedom was nationwide in 1857, but it was unsuccessful. In 1942, there was Quit India movement. In the attempt to get freedom, many revolutionary leaders tried revolutionary ways and in

the leadership of Mahatma Gandhi, many fought in the peaceful way. United, the Indians were successful to remove the British from the rule, power. The aim of the Indian Independence movement was to free the nation from the British rule. But the fight was not merely political, it was social, economical, of the thoughts, cultural etc. Indian society became introspective during the independence movement. It felt deeply the mental slavery existing in the society.

The society got the inspiration to get free from traditions, superstitions, poverty, caste-systems rulership etc. Many social-reformers like Raja Ram Mohan Roy, Mahatma Phule, Ishwarchandra Vidyasagar, Dayanand Saraswati, Agarkar, Dr. Ambedkar tried to free the society from these bindings. They fought against the inequality of men-women through women-education, prevention of child-marriage, widow-marriage etc. Many people promoted education to make social enlightenment and social reformation, revolution. People like Lokhitwadi, Dadabhai Navroji, backed the economic nationalism. Mahatma Gandhi's concept of Swadeshi was an instance of economic social equality. These various attempts transformed the Indian society. Indians participated in this political, economical, social movement, forgetting their differences. Values like national integrity, secularism, equality and global peace were developed through this. Therefore, the true information regarding the history of India's independence movement should be given in this core element.

### **6.7.2 The Responsibilities of India's Constitution :**

Objectives of the core unit :

- 1) To make understand the responsibilities of Indian Constitution.
- 2) To create awareness about basic rights and duties.
- 3) To create awareness of Indianness in students.

**Meaning :** State is an important social institution and its rules are called constitution. The constitution reflects the expectations and feelings of the nation.

It is necessary to include the constitutional responsibility in the curriculum from the school level; so this come element is included.

The rights of equality, freedom, to live, religious freedom, right to vote, are included in the Indian constitution. But, in the social interest and well-being of the society and for better life, the right have restriction on them. For example, while using language or speaking right, disrespect of the court/justice/judiciary, threat to peace, encouragement to crime, kingling of religious feelings, are strictly prohibited. Constitutional responsibilities mean the expectations actions and behaviour from the citizens and government to create the social system based on justice and equality. For that purpose, it is essential that everyone should accept and follow democracy, socialism and secularism stated in the preface of the constitution. For that, citizens should accept democratic lifestyle by thoughts, mind and

conduct. It is essential to provide equal opportunity for all, equal status to all and to prevent economic inequality and centralisation of wealth. And it is also necessary not to behave in a way, that would harm national unity and integrity and create social tension regarding the religious issues.

### **6.7.3 The meaning necessary to preserve national pride :**

Objectives of the core unit :

- 1) To create awareness and respect regarding national symbols.
- 2) To embed the importance of national festivals on the minds of the students.
- 3) To teach about the rivers, mountains, geological features.
- 4) To create pride regarding the historical places, sculptures, and modern places of pilgrimage.

#### **Meaning :**

It is important to nurture national pride to create unity and integrity in the minds of all the people in the society which is culturally diversified. The tricolour flag of India, with the Ashok chakra (wheel) in its centre, the national anthem Jan-Gan-Man, and the national emblem with three lion-heads are the national symbols of India. As they have evolved through the independence movement, everyone should know about them. People celebrate different festivals because of cultural diversity, but Independence Day on 15th August and Republic Day on 26th January are national festivals. Our national flower is lotus, national bird peacock and national animal is tiger.

India's geographical structure is characteristic and varied. Himalaya mountain range is in the north, Hindi Mahasagar is in the south, Arabian sea and Bay of Bengal surround the Indian sub-continent. There are rivers like Ganga, Yamuna, Narmada, Brahmaputra, Godavari, and mountain ranges like Sahyadri, Satpuda, plateaus like Deccan and Chhota Nagpur, deserts like Rajasthan and Deltas in Bengal. The land of India is fertile and enriched by rivers (Sujalam, Suphalam)

The progress done by India in the ancient time can be seen in the temples of various styles, stoop- a Buddhistic monument, caves and sculpture, architecture and drawing from the early eras. India is enriched in fine arts like music, instrumental music, dance, plays. There are many places of pilgrimage in India. Besides, there are scientific pilgrimage places evolved by the scientific progress made by modern India. This includes dams like Bhakra-Nangal, Jayakwadi etc. and places like power-stations, defence academy, Bhabha Atomic Research Centre, Space Research centre, Rocket launching centres. They are the monuments of our scientific progress.

It is our national duty to preserve the knowledge in social, cultural and educational sectors and the rich tradition of art and to give this heritage to the next generation.

#### **6.7.4 India's common cultural heritage :**

Objectives of this core unit :

- 1) To make realise about the enriched ancient Indian culture.
- 2) To help understand the integrity of the cultural heritage of the different regions.
- 3) To encourage to preserve the rich heritage of Indian culture.

#### **Meaning :**

The concept of culture is a vast and encompassing concept, touching all the spheres of life. Culture includes many things that are developed by the society since early ages till today, such as knowledge, science, literature, arts, sports, values, traditions, customs, lifestyles etc. When the other countries in the world were backward, India had made great progress in philosophy, agriculture, arts, language, literature, science etc. We should accept what is good in all this and get rid of out-of-date, undesirable customs and traditions in our culture.

Though, there are many religions like Hindu, Jain, Buddhist, Islam, Christian, the main aim of all the religions is the 'welfare of Mankind'. There are many languages and dialects in India. The purpose behind the formation of the states based on languages spoken in those regions, is to preserve the regional culture of each language and the facility to govern the state. Therefore, the language-difference should not become the cause of separation, but it should become the medium of strengthening the knowledge.

Many saints tried to channelize the religion and philosophy by moulding them into humanitarianism and socialism and removing the differences in society and traditional rituals. And many social reformers attempted to bring the society out of the narrow-minded setup. In political sector, many politicians created the tradition of the government working for the welfare of the people. We should preserve this heritage. In the ancient universities of Nalanda, Takshshila, fourteen kinds of knowledge and sixty-four kinds of arts were taught along with philosophy. We can imagine the early age progress by studying Yog, Ayurved, Surgery, space technology, architecture etc. It is essential to preserve this tradition and enhance it further.

#### **6.7.5 Equalibrium, Democracy and Secularism :**

Objectives of this core unit :

- 1) To make clear which type of equality is expected in social life, with reference to the constitution.
- 2) To explain what can be done to make the democracy successful.
- 3) To tell about the provisions for the secularism in constitution and what changes are

expected in the behaviour of the citizens ?

**Meaning :**

The Indians had vowed to establish republic by accepting the democratic system after the Independence. According to India's constitution, the building of free society, democratic, socialistic and secular nation is expected. Therefore, by including this core element, the formation of new society is being expected.

According equalism, basically all human beings are equal by birth. It is against the principle of equality to give special rights to some selected people by discriminating between persons, based upon the social and economical elements which are created by man such as birth, race, family, caste, religion, creed, wealth, colour, gender. Therefore, it is expected to make available the equal opportunities of development and political rights, for everyone.

India has accepted democratic government system. The government is run by the members elected by the people. But, democracy is not only the form of government but it is the form of social, moral and economic arrangement. We should understand its comprehensive meaning. For that purpose, there should be acceptance for right to vote, fixed periodical election process and equal opportunity for the progress to all. The role of people's leader and media is important for removing superstition and ignorance in the society and give opportunity to people to express themselves and solve their problems.

There are many religions in India, namely Hindu, Islam, Buddhist, Jain, Shikh, Christian etc. They have different methods of worship, religious places, customs etc. But, the Indian policy is of religious tolerance. According to secularism, state gives freedom to people in their personal life to pursue any religion, but does not declare any particular religion as the authorised religion. Besides, it gives assurance not to discriminate between the people for the religious cause and gives preference to social interest and welfare.

**6.7.6 Equality among men and women :**

Objectives of this core unit :

- 1) To embed that all members have equal responsibility in home-management.
- 2) To help erase the image of woman's dependency on others which is seen as a tradition.
- 3) To create awareness about the rights and abilities of woman.
- 4) To create dislike regarding the destructive social traditions that discriminate between man and woman.

**Meaning :**

If the ratio of man-woman in the world is compared to the ratio of man-woman in India, the number of women in India is always less than the number of men. The reasons behind this are - slaughter of girl embryo, slaughter of newly born girl, disregard of girls'

nutrition, medical care and upbringing, inadequate medical facilities, untimely motherhood.

Apart from sex organs, there is no difference in their physical structure, actions, feelings, thoughts, intelligence etc. Many able women have made their impressions in various fields, such as politics, science, economy, society, education and culture. But, due to cultural and social customs, boy and girl are brought up differently since their childhood. And the woman gets inferior position.

According to constitutions all Indian citizens are equal before the law and there is ban on the discrimination based on gender. Considering the position of women, government is given some rights to give some concessions to women, Attempts should be made at all levels that the opportunity of equality should not be taken away from women due to women's ignorance, illiteracy, ignorance regarding the concessions and un attentiveness of the society. It is essential to pay attention towards the education of women, their health, right of inheritance, their participation in decision-making. Therefore, this element is included in the core elements and efforts are made to create awareness in the next generation through education.

#### **6.7.7 Conservation of Environment :**

Objectives of the core unit :

- 1) To create awareness of environmental conservation in students.
- 2) To embed the care for environmental conservation in students.

#### **Meaning :**

The conditions surrounding us is called environment. Environment if consisted of animated elements as animals, vegetation, micro-organisms, as well as in animated elements such as rivers, earth, air, light, water, rocks, minerals. The vegetation and animals are recreated through birth process. Due to water-cycle, water is vapourised and there is rain. The elements of air / atmosphere and food are transformed because of oxygen cycle, carbon cycle, nitrogen cycle. However, elements like land / soil and minerals are not created. Man has been extensively using resources like animals, vegetation, energy-resources, other natural resources since stone-age till space-age. He has axed jungles, excavated mountains, pushed back oceans to develop agriculture, industries, cities etc. Due to rapidly increasing population and modern lifestyle the use of energy resources increased and side-by-side the proportion of waste articles and gases is also increasing. Air, water and soil are polluted due to this. There is also sound-pollution. If the pollution is not controlled, it affects the animated and unanimated elements very badly.

Those resources should be used by planning well, that are not renewable and are useful for human existence and life. Besides, initiative should be taken to preserve and nurture the renewable elements like animals and vegetation / plants. The purpose of inclusion of this

core element is that we should, as a trustee, give the earth and resources to the next generation by living life with restraint and awareness of the environmental conservation.

### **6.7.8 Eradication of social obstacles :**

Objectives of this core unit :

- 1) To create respect for all religions.
- 2) To make the students aware of the need of removing untouchability.
- 3) To embed on the students' mind that men and women can work in every field with equal ability.
- 4) To encourage to lessen illiteracy.
- 5) To take the students towards the purpose of 'humanity is my religion' and 'Indian is my caste'.
- 6) To embed on students' mind that narrow-mindedness is destructive to the nation.

### **Meaning :**

After Independence, it was necessary that the united, connected and well-organized society should have been created. The traditional Indian social system had four classes. They were further divided into subcastes. This proved as obstacle in the integrity of the society. The social differences were deeply rooted in the minds of the people and the society began to decline gradually contrary to the progress of the society, the gap, differences increased. India has diversity. However, instead of the creation of rich culture, the differences such as superior-inferior, wealthy-poor, different religions, language-differences, different creeds, began to increase. Along with this, due to inequality between man and woman, women were neglected and insulted, their health, freedom, education, personality and entire development were neglected.

The abovesaid differences are important obstacles in the progress of the society. It has to be taken into consideration that the new generation should be trained to take initiative to remove these obstacles, for they are not good for the unity and progress of India. The aim of the new education system is to remove the evil customs, castes, untouchability, blind faith, communalism and for the purpose this elements is included in the core elements.

### **6.7.9 Role model of small family :**

Objectives of this core unit :

- 1) To explain the concept of small family.
- 2) To keep the ideal of small family before the students.
- 3) To embed the advantages of small family on the minds of the students.

### **Meaning :**

The elements of family is responsible for increase in population. When the number of people taking birth is more than the number of people dying, the population increases.

India is second in the term of population in the world.

The reasons behind increase in population in India as follows :

- Population keep increasing continuously due to illiteracy, superstitions, discrimination between boy and girl, child-marriage.
- The rate of death has been decreased because, due to the progress in medical sciences and health sciences, many contaminous and critical diseases are controlled.
- Due to ignorance and superstitions, there is indifference and misunderstanding regarding family-planning.

Many problems are created due to increasing population. Dearth increases and there is shortage of consumable products essential for daily life. Unemployment increases and so criminal behaviour increases. Poor health and increasing pollutions become threatening. The extensive use of energy resources creates imbalance.

The prevention of increasing population is necessary in the view of the development of the nation. If the family is small, everyone's needs can be fulfilled properly. Children's upbringing, education and development can be attained. Educated, earning and healthy population add to the resources of the nation. It is necessary to create awareness about the increasing population in the students, therefore this element is included in the core elements.

#### **6.7.10 Sowing of scientific mindset / attitude :**

Objectives of this core unit :

- 1) To encourage the students to think scientifically.
- 2) To learn to tackle problems by considering the available information.
- 3) To acquire ability to adopt to the speeding and changing atmosphere.

#### **Meaning :**

Science is the well-organized knowledge produced as the result of research and use of scientific thinking system. The basic tasks of science are to search for the cause of any incidence, speculate about it through the search and finally taking control over the incidence. It is essential to embed scientific attitude in the minds of the citizen for the progress of the nation. Scientific mindset / attitude means curiosity, the attitude of asking basic questions, openness of mind, unprejudiced viewpoint, intellectual honesty and the awareness of responsibility towards society and environment.

Many inventions were made, questions were answered due to scientific thinking. Industrial and information technology culture was born. All levels of society got the benefits of health and transportation resulting in the uplifting of the standard of life. However, still some people in the society fell victim to the traditional thinking. Social progress is harmed due to customs, superstitions, ignorance. Sometimes, the social media

take the wrong role. If these social obstacles are to be removed, all the people have to be embedded the scientific attitude. The ability to think positively and scientifically should be created. For this purpose this element is included in the core elements.

**Exercise :**

**Q.1 A) Select the appropriate option from the given options :**

- 1) What is the right meaning of the provision of 'equality' in the constitution ?
  - a) to give equal education to everyone in the country.
  - b) to give equal wages to everyone in the country.
  - c) to have equal religion of all the people of the country.
  - d) to give equal opportunity of development to everyone in the country.
- 2) Which at the following resources is not renewable ?
  - a) Water
  - b) mineral oil
  - c) sunlight
  - d) plants
- 3) What is the correct meaning of secularism ?
  - a) No one should state his religion openly.
  - b) Everyone should follow the same religion.
  - c) Everyone should follow every festival and rituals of all religions.
  - d) Religion should be kept limited to the personal life.
- 4) Which of the following statement is irrelevant regarding values ?
  - a) The proper aim for the society is value.
  - b) Peace is all eternal value
  - c) Value is a restraint by law.
  - d) Values work for the welfare of the nation.
- 5) 'Though our conducts and thoughts are different, we all are Indian', which value this statement expresses ?
  - a) Sensitivity
  - b) National Integrity
  - c) Gender equality
  - d) Benevolence.

**B) Fill in the blanks with proper word and complete the sentence.**

- 1) The awareness that the use of science can attain human welfare is called \_\_\_\_\_ .
- 2) To do any work devotedly without considering it inferiors means \_\_\_\_\_.
- 3) National flag, National anthem and \_\_\_\_\_ are national symbols.
- 4) In the context of population India is \_\_\_\_\_ in the world.

**Q.2 Write Notes :**

- 1) Neetness
- 2) The need of value education in the current situation.

- 3) The concept of secularism.
- 4) The necessity of national unity.
- 5) Equality and equality of opportunity.

**Q.3 Answer in brief :**

- 1) How unity in diversity is observed in India.
- 2) What are reasons responsible for the status of woman remaining inferior in India ?
- 3) Why it is said that India has a rich heritage of different arts ?
- 4) What are the benefits of small family ?
- 5) What is scientific outlook ?

**Q.4 State whether the following statements are true or false with reasons :**

- 1) Benevolence means always talking sweetly to everyone.
- 2) Hard-work is essential for the healthy body and mind.
- 3) Sensitivity means tenderness.
- 4) Our Independence movement was only political.
- 5) Freedom can not be enjoyed without equality.

**Q.5 Answer in details :**

- 1) What are the obstacles in the progress of Indian society. What are the provision made in the Indian constitutions for removing them.
- 2) What is punctuality and what steps should be taken to embed punctuality ? Explain.
- 3) State the reasons for inclusion of core elements in the curriculum and explain any one core element.
- 4) Which basic rights are given by the Indian constitution to the citizens ? What are the reasonable / rational restraints on them ?

**Activity / Project :**

- 1) Take an interview of the principal of a school regarding the activities carried out for value education in the school and make a report.
- 2) Meet three teachers in any school. Understand the efforts they are taking to embed core elements while teaching their subjects. And make a report.
- 3) Arrange a discussion regarding the exact difference between the words given below, by making small groups in a class and make a report.  
Equality and equality of opportunity.  
Freedom and wild behaviour / wantonness.
- 4) Present a street play or make posters on 'eradication of superstition'.
- 5) Give information of the reasons of water-pollution by visiting the lake, river, well in your vicinity and give information regarding the measures taken to control it.  
Make a report :

# CHAP. 7 :

## THE PRESENT CURRENT TRENDS IN EDUCATION :

### CONTENT :

#### **Introduction**

#### **7.1 Population education :**

Meaning and need of population education, A) The reasons of increase in population  
B) means to control population.

#### **7.2 Health education :**

Meaning and need of health education.

A) Importance of Yoga

B) Stress management - Stress :

Meaning, reasons, causes, symptoms, stress management.

#### **Exercise :**

#### **Activity**

#### **Introduction**

Education is an important tool to reform the human society according to its requirements. Many new ideas appear before us in this fast age of knowledge and information explosion. The world has become closer due to new inventions and technologies. The information travels from one end of the world to the other, in a few seconds. Therefore, similar to the information regarding various products, information of the education system, exams, equipments the psychological study of students and medicines also, reach to us very fast. The periodicals, magazines etc. that used to reach to us after many days, can be read sitting at home.

If we want to make progress with the present day world, we have to match the speed of our education system, thoughts system with the speed of the society and to do this we need to bring some change in our education system; then only the education system can be made an effective tool of social change. For that purpose, we have to understand what are the present current trends and their meaning.

#### **Trends :**

The dictionary meaning of the word 'trend' is to incline. The society is inclined

towards a specific thought, means it is a trend. Most of the people accept or follow the thought.

When old, out-of-date traditions, customs vanish and the new traditions and customs take their place, it is said that the new trend has arrived.

**The reasons and conditions behind the acceptance of a trend :**

- 1) The revolutions that are brought by inventions, and the explosion of knowledge.
- 2) The progress made in the different branches of knowledge through the explosion of information and inventions.
- 3) The protest made by the new generation against the stability of traditional education and the attempts made by the educational thinkers to change it.
- 4) The human attitude of 'fondness of novelty'.
- 5) The dissatisfaction arising from the changing aspirations and requirements of man.
- 6) The aspiration of making India equal with the progressive countries.

In short, the trends are originated from activities, inventions, modernization, change, novelty, political policies, fulfillment of needs, explosion of knowledge, progress in science and technology, changing social conditions and the increasing number of people wishing to learn. We will study the trends in the population education and health education.

**7.1 Population education :**

Population growth is a challenge before nation and it has become a great problem. Therefore, not only the basic needs like food, clothing, shelter, but the environment also is suffering from excessive stress. Alternatively, the ease of man and environment is disturbed. Therefore, it is necessary to understand the concept of population education along with environmental education.

Today's child is tomorrow's citizen. Therefore, it is a duty of education to make the next generation cultured and wise by means of education. The next generation should be made aware of the benefits of the family-planning that are useful for individual and the society; so that all will be happy.

**Population Education - Meaning :**

Malthus has been named as the pioneer of the science of population. In 1798, he drew the attention of the entire world to the question of population by writing 'An essay on the principles of population'. The following few definitions will tell us the meaning of the concept population education.

- 1) Population education is an educational process that explains the mutual relation between the factors responsible for determining the status of life and the factors themselves.

- 2) Population education is that education given with the aim of making the view point and the conduct of the students to look at the issue of population rational and responsible.
- 3) Population education is not the summary of statistics of population, it is the study of elements related to it and the measures to solve the issue.
- 4) The education that help to gain knowledge about the factors responsible to determine the individual's status of lifestyle, the relationship between these elements and the process of revolution among them, is population education.
- 5) Population education is to develop new disciplines and professional fields in order to assist individuals and society to understand population interaction and the effect of population factors on the quality of the individual and collective lives.
- 6) Population education is the comprehensive thinking of preparing measures that are useful for the human progress by recognizing the severity of effects on environmental resources that are caused by the growth of population, and to implement them with responsibility.

#### **The need of population education :**

The need of population education is for the nations suffering from the rapid growth of population and also for the nation experiencing decrease in the population as well.

India is a developing country. Population is increasing rapidly here. As we have seen in the abovesaid definitions, it is causing a bad effect on environmental resources and therefore many problems have been created, such as, scarcity of water, food, shelter etc. for this purpose, it is necessary to provide population education to remove superstitions, ignorance, and implement family-planning, good habits, proper management of natural resources and helping in the progress of the nation.

On the contrary, population is decreasing in some countries like Switzerland, Norway, Belgium. Duly to shortage of manpower they are facing many problems. Exactly opposites conditions can be seen there from the points discussed above. Therefore, population education is included in the school education because it increases the life-standard of people's life. And it is possible to make the students aware of the population or the family-size in their impressionistic age, so they can take the decisions on their own about their families when they grow up.

Besides, population education is an effective medium to convey the thoughts to the students and in that way to the ordinary people in the society, the thoughts such as man-woman equality, the upliftment of women, tree-plantation, conversation, creating awareness regarding environment, reasons behind scarcity of food, importance and benefits of the protection of public property, mutual relationship between population - standard of life - progress, rational thinking etc.

### **Objectives of population education :**

- 1) To study the speed of population growth at the personal, family, national and international levels.
- 2) To create proper attitude regarding mutual relationship between the speed of a population growth and social economic development process.
- 3) To create awareness about the present day situation created by the population growth in students, teachers, parents and society.
- 4) To make aware of the relation between population growth and resources, industrial and economic progress, peoples' living standards, social and cultural situations, environment.
- 5) To give information regarding the causes, effects and measures for population growth.

### **The factors affecting the population growth :**

The following factors affect population growth :

- 1) **Fertility** : The number of children a woman actually gives birth to is called fertility. The country in which the fertility of the woman is high, the population of that country is also high. Comparatively, the fertility of Indian women is high due to child-marriage, the long term togetherness of men-women, ignorance, superstition etc.
- 2) **Fecundity** : The maximum capacity of a woman to give birth is fecundity. If the woman can give maximum number of birth, this capacity is called fecundity. Higher fecundity is instrumental in population growth.
- 3) **Increase in birth rate and decrease in death rate** : Birth-rate means the number of newly born children in one thousand people in every year and death rate means the number of dying people in one thousand people every year. The country in which the death rate is low compared to the birth-rate, there is population growth. In India, the proportion at death-rate is high compared to the other developing countries due to some reasons i.e : poor quality food, contagious diseases, polluted environment. Shortage of medical facilities and accidents etc. In India, in 1981, birth-rate was 33.9 and death-rate was 12.5, in 1991 it was 29.5 and 9.8 and in 1993, it was 28.4 and 9.2. That means, compared to birth-rate, death-rate is lower, so the population is increasing.
- 4) **Migration**: Man goes and settles from one place to another, for some reasons, that is called migration. Migration is internally in the country or from one country to another. When the migration is internally in the country, then the population of the related city and state is affected, but when it is from one country to another country, then the population of the related country is affected.

### **The causes of population growth :**

- 1) Decreasing birth-rate at low speed : The proportion of the births in every thousand

people is high in India compared to the countries like China, the birth-rate in India is decreasing very slowly. The birth-rate was 26.2 in 1991 and after 18 years, in 2009, it has become 17.6 (loss 8.6)

- 2) Decreasing death-rate at high speed : As discussed above, the death-rate was 12.5 in 1991 and in 1997 it was as low as 7.48. The survey by S.R.S. Bulletin in Maharashtra done in January 2011 shows birth-rate is 17.6 and death-rate 6.7. The total life-span is increased. At the earlier census the average life-span of man was 52 years and now it is 66 years.
- 3) The early-age / immature marriage : Today girls are considered as the wealth of alien people. Therefore, parents want to wed their girls as soon as possible. As a result, the age of marriage of girls is very young. The senior journalist Usha Ray from Delhi, had conducted a study, according to it, an advanced state like Maharashtra the age of the girl at the time at marriage is below 18. It is 49% in rural area and 29% in urban area. As a result, girls become pregnant at the age of 15 to 19. 50 lakh adolescent girls are married in Maharashtra. If this the condition in Maharashtra, we can imagine what would be the condition in other states (Rajasthan, Bihar, Uttar Pradesh etc.) The thinking process of people does not change though there are very strict laws. Therefore, though child-marriage is a crime, people wed their daughters secretly in temples etc. Girls under the age of 15 get married. So, the period of motherhood expands. They give birth to maximum children. Every three years the number of girls under the age of 15 giving birth is 1 crore. People tend to escape the law rather than to follow it.
- 4) Generalization of marriage : In regard to social and religious attitudes in India, everyone has to marry, so every young Indian marries and feels that it is his duty to create children. So, the population increases.
- 5) Influence of fatalism : 35% of India's population is illiterate. The ignorant who believe in destiny / fatalism and to some extent educated people believe that 'child is the mercy of God', so population grows.
- 6) Superstition, and customs traditions - To 'carry forward the family legacy' many people want a boy even after a number of girls are born. Because of this superstition and customs-traditions these people do not use family-planning measures, therefore population increases.
- 7) Warm weather : Girls mature at early age due to the warm weather in India, so the parents wed them while they are young; therefore growth in population.
- 8) Lack of sex-education : Most of the people in India are illiterate, so their mentality does not allow them to know about family planning, birth-control, contraceptives etc.

Many efforts are taken to make the education generalised, it can not reach to everyone. So population increases because of lack of public education. The proportion of illiterate women is more.

- 9) Migration : Internal migration and country to country migration increase the population.
- 10) Unemployment Due to unemployment sexual pleasure is regarded as entertainment. This is also one reason of population growth.
- 11) Lack of family-life education : It is necessary to have limited number of children in the family for their good upbringing. 'Small family-Happy family' is the mantra for managing the responsibility of parenthood, but many people are not aware of this. Therefore, they are not aware also of the benefits of family planning, birth control etc. So, they can't comprehend the ill-effects of population growth :

### **Cultural Problems**

- 1) Illiteracy
- 2) Disregard of vocational education
- 3) Lack of quality education
- 4) Disregard of women education
- 5) Discrimination

### **Health & Medical Problems**

- 1) Poor quality food
- 2) Starvation
- 3) Scarcity of pure water
- 4) Pollution
- 5) Health
- 6) Black market
- 7) Corruption, Scarcity / dearth
- 8) Lack of medical services (rural)
- 9) Inferiors quality of medicines

### **Social Problems**

- 1) Division of family
- 2) Increasing number of child-labour
- 3) Lack of proper socialization, child criminality
- 4) Problems of the aged / old people
- 5) Increasing mendicancy / begging
- 6) Secretive / open prostitution

## **Economic Problems**

- 1) Increasing poverty
- 2) Increasing unemployment
- 3) Slow economic progress
- 4) Lack of natural resources
- 5) Scarcity of daily articles / consumable goods
- 6) Inferior standard of life
- 7) Inadequate shelter

### **Measure for controlling population growth :**

- 1) To create awareness about population growth : Activities should be organised to create awareness regarding population education in the students. Students can be guided by creating awareness through organising various programmes, such as debates, eloquution councils, singing competitions, play competitions, drawing ampetitions, television, films, exhibitions, national festivals etc.
- 2) To implement family life education programme.
- 3) To implement family planning programme.
- 4) To create awareness about the increasing population.
- 5) To implement good quality educational and educational literature programmes.
- 6) To promote women-education.
- 7) To prolongate the age for marriage.
- 8) To create awareness about using natural resources properly.
- 9) To increase resources of population awareness program.
- 10) To participate in the family programmes, regarding them as a national duty.

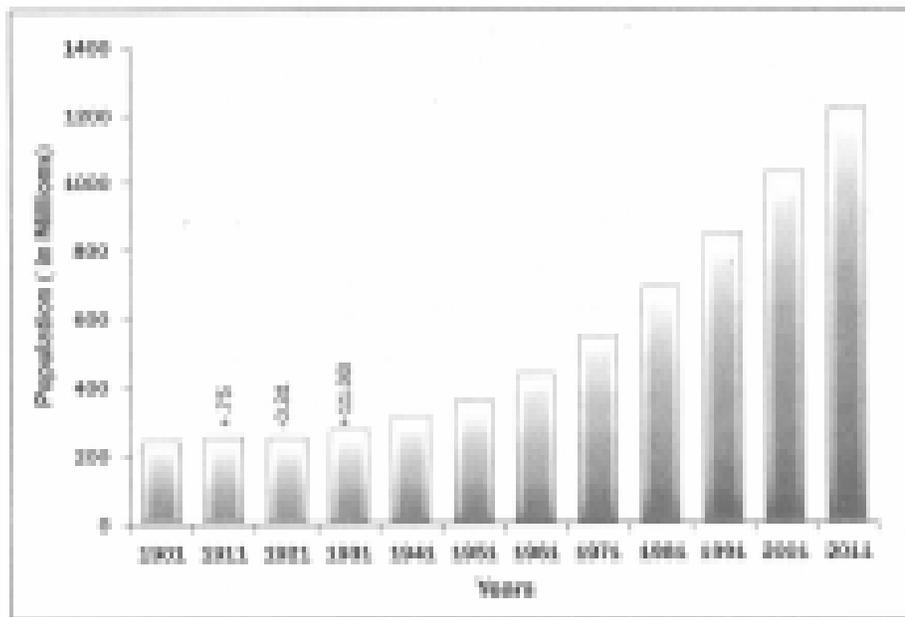
## **A brief overview of the growth of population in India**

Table No. 9

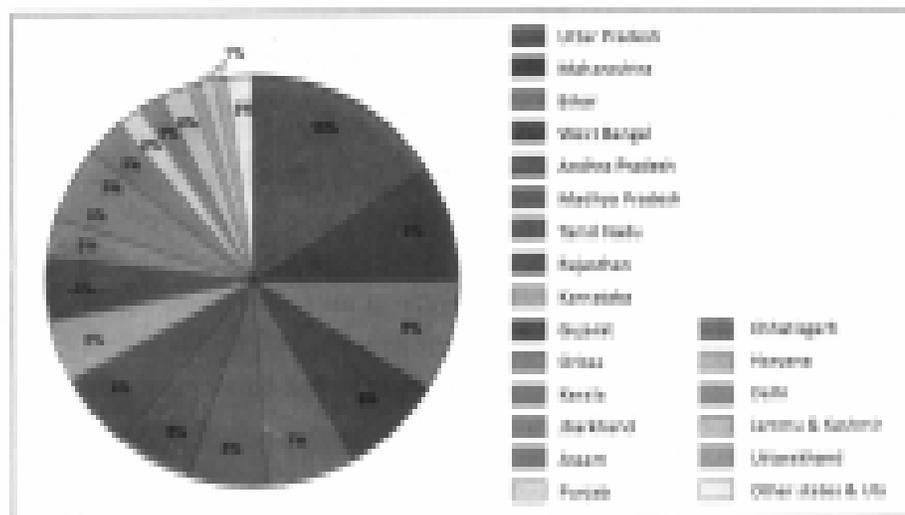
The growth in the population in India (1901-2011)

<b>Year of Census</b>	<b>Population million</b>	<b>growth/loss million</b>	<b>growth / loss percentage</b>	<b>Features</b>
1891	236	-	-	
1901	236	0.0	0.0	stable
1911	252	+ 16	+ 5.7	population
1921	251	-1	-0.3	
1931	279	+28	+11.1	Regular

1941	319	+40	+14.2	slow
1951	361	+42	+13.3	growth
1961	439	+78	+21.5	Quick
1971	548	+109	+24.8	growth
1981	673	+135	+24.7	
1991	844	+161	+23.5	Quick growth,
2001	1,027	+183	+21.3	but the
				proportion of
				growth is less
2011	1,210	+183	+17.8	Regular growth



**Table showing the proportion of population according to each state**



Source : Datta and Sundaram, Page No. 47

Looking at the table, one can see that after 1921, the population of India is continuously increasing and after 1971, it started growing rapidly. In the terminology of population science, this rapidly increasing population is called 'explosion of population'.

## **7.2 Health education :**

Health education means bringing together good health habits and knowledge of health.

It is necessary for every individual to follow certain rules and use them properly. If this does not happen, the health of the society and alternatively of the country is harmed.

### **To use education for the preservation of health is health education :**

Therefore, health education is looked upon as a branch working for the national, personal and social health for the welfare of man and for increasing the national income. There are four types of health, i.e physical, mental, emotional and social. Physical health consists the person's diet, conduct, vaccinating, disease-preventive system etc. and in mental health stress management is very essential. Students' suicides after exam results is an evidence of the weak mental health. Therefore, it is important to give attention to health education.

### **Meaning of health education :**

- 1) According to the dictionary of educational science, health education means the application of education to preserve health.
- 2) Health education means the systematic planning to develop the students' knowledge, habits and attitude for the betterment of their physical, mental, emotional and social health. This definition is applicable to the health education of school and college.
- 3) Health education is the process of developing the proper attitude and knowledge to make positive change in the man's health habits.

The modern concept of health education gives preference to the attitude towards health. Therefore, if the person is given the knowledge about health or make him health literate to maintain his good health. It would prove a big investment for his future life and the person would be ready to face the new problems.

- 4) Health is not merely freedom from diseases, it is total physical, mental and social well-being.
- 5) Excellent health means physical, mental, emotional, social and moral / spiritual health.

### **Objectives of Health Education :**

- 1) To make the students able to look with scientific viewpoint according to traditional and modern health concepts.
- 2) To create a role model of the expected health habits.
- 3) To preserve the personal and social health of the students as a family member and the member of the society.
- 4) To give proper knowledge to get primary health facilities.
- 5) To give sex education.
- 6) To give information of physical activities, sports, yoga and their planning in educational programmes.
- 7) To give information of the organizations working for the health conservation and health protection.

### **Need of health education :**

- 1) It is essential to understand that health does not mean not to have any disease, it is the well-being of a person regarding his physical, mental and social condition. Health is wealth. In the word 'Swasthya' 'Swa' means self and 'stha' means stability. Therefore, it is important to give health education.
- 2) People have to be encouraged to change their lifestyles and wrong habits, for this purpose not only to give information is important, but also it develop knowledge, skills and abilities / attitudes for the people to solve their own problems. Still, there are people who do not go for vaccination, do not admit the pregnant women to the hospitals, reject the concept of family planning.
- 3) The medical facilities would not prove effective until people do not use them for their personal health as well as the health of the society. The government also should take this into consideration that unless people use the facilities, the medical services would not develop and the economic, social and health conditions of the society would not improve.
- 4) Health education is also essential for the individual to know the importance of his personal, family's, society's and state's health. Health education is also needed to know the importance of genetics, environment, nourishment, digestion and balanced diet health-protective.

The following activities can be taken in the school/college, so that the school health is not endangered.

### **Activities for health education :**

- 1) To implement the health-protection system in the school surroundings.
- 2) To care of the building that have all the facilities (air, water, sunshine etc.)

- 3) To keep the school surrounding clean and pleasant.
- 4) To provide first-aid facility in the school and surroundings.
- 5) To make co-ordination to keep the physical and mental health of the students, teachers and parents in good condition.
- 6) To make the students follow the good and healthy habits.
- 7) To convince about the importance of health through health check-up, exhibitions regarding health, lectures etc.
- 8) To give information about the importance of exercise, prevention of contagious diseases etc. by the educational and professional counsellors.
- 9) To visit organizations working for health education and embed the importance of health education, such as primary health centre, UNISEF, Red-cross, blood-bank, Rotary and Lions Club.

### **Health problems in India :**

There are many reasons for the lack of healthcare in the developing country like India. Health problems are created due to social, economic, environmental reasons, slum areas, and the lack of viewpoint of the people regarding healthcare. The major problems consist of the contagious diseases, nourishment, cleanliness of environment, medical services and population.

### **Yoga for sound and hearty health :**

Yoga is India's traditional science. India has given to world the science of Yoga to the world along with grammar, mathematics and Ayurved. Yoga has been called the core of Indian Philosophy. The word Yoga has originated from the root 'yuj' , means joining, to held together, to put together.

In this age of information and communication technology, man has made tremendous changes in his lifestyle. The change in food, exercise, medicines, daily routine, material facilities etc. have affected the health of man. Man has lost his happiness, peace and health while chasing the material pleasures. As the body and mind are dependent on each-other, the mind has great impact on the body. So, if we desire mental happiness, peace of mind, satisfaction, pleasure and good health, there is no other alternative than Yoga education.

### **Yoga :**

- 1) 'To control the thought waves that are created every now and then in man's mind, concentrate the mind on one thing, means Yoga'. - Patanjali
- 2) 'Yog means skill in karma' - Bhagwadgeeta
- 3) 'May it be happiness or sadness, man should balance his mind. Teachers also should control his mind, working skills and the attitudes, thoughts in mind.'

There are types of Yoga, such as Bhaktiyog, Dnyan yog, Karma Yog, Rajyog, Ashtang

Yog, Hath Yog. Among these, Asthang Yog is more important and famous.

**Eight means of Ashtang Yog :**

- 1) Yam
- 2) Niyam
- 3) Aasan
- 4) Pranayam
- 5) Pryatyahar
- 6) Dharana
- 7) Dhyan
- 8) Samadhi

Among these the last four means are hard to reach; however the study of Yam, Niyam, Aasan and Pranayamis easy and useful to everyone.

All round development is the climax of human life. There were many misgivings about the science of Yoga, but because of different Yoga Guru, promotion and spread of Yoga, it was supported by scientific inventions. And, now it has been proved that Yoga is not only a philosophy, it is a scientific theory that can be experienced in reality.

**Features of Yoga :**

- 1) The means to live an excellent, healthy life.
- 2) An unmatched preventive measure curd for the psychosomatic diseases.
- 3) A life system that can give mental peace, happiness and pleasure.
- 4) A disease-preventive that increases natural immunity.
- 5) Easily attainable for the young, old, much older / aged patients, weak etc.

**Importance of science of Yoga :**

- 1) Useful for personal health and stability.
- 2) Useful for developing student's mentality and their IQ increasing.
- 3) Quality, love and the feeling of co-operation increase.
- 4) Useful for social well-being and social helth.
- 5) Useful for the communication between the relations.

For all these, Asanas and Pranayam is very useful. The Lifestyle based on Yoga is very essential to remain healthy physically, mentally and emotionally in today's competition age.

**Stress Management :**

Today's age is an era of competition, a very hectic one. Therefore, people are under tension due to various reasons in their day-to-day life. The individual experiences mental stress along with physical stress due to nature of work, responsibilities, time-management etc.

**What is stress ?**

When in a difficult situation individual's ability to cope up with the condition falls short or his health gets affected, then it is said that the individual has stress. The individual is unable to take the responsibility of fulfilling his/her duty or his/her daily task, when he is stressed, he becomes irritated, feels weakness or is depressed. When the individual irritated, feels weakness or is depressed. When the individual finds himself in such situation, it is said that he is stressed.

**Definition :** The factors that create stress are called stress-makers. The stress means the effects of the stress-makers. The nature of stress is depending upon the type of stress-maker. Frustration, conflict, pressure and change are the main types of stress-makers.

**Frustration :** When the fulfillment of the person's aim is hindered and it remains incomplete, it is not completed according to his wish, the frustration takes place. The person can tolerate some kinds of frustration, but some frustrations he can not handle.

**Conflict :** conflict is created when the persons faces the dilemma of what is to be done and what is not. The conflict occurs when the two things are desired or bath are not desired, one is desirable and another is not. Conflicts are of many types.

**Emotional conflicts :** Conflicts occur due to the positive and negative emotions such as anger, love, envy, hate etc.

These conflicts are called emotional conflicts.

**Mental conflicts :** Mental conflicts arise from various emotions, their dealings, proving different mental abilities. Conflicts of thoughts : The thinking differences in individuals create conflicts of thoughts.

**Business Conflicts :** Business conflicts arise from daily transactions.

**Religious conflicts :** Religious conflicts arise from the rivalry between religious, and differences of opinion.

**Moral conflicts :** Moral conflicts arise from the following of moral values and value impressions.

**Pressure :** The stress is created in a person if he has pressure to attain specific aim or to behave in a specific way. That include exams, business pressures, family tensions etc. For example, the tension of a newly-wed when she come to her inlaw's house, not attaining the dead-line in a job, the exams approach, etc.

**Change :** Stress is created when major changes occur in the person's life. Some natural and manmade disasters such as hurnicane, earthquake, bomb-blast etc.

### **Causes of Stress :**

The stress experienced by the person or the severity of the stress is depending upon the following causes.

- 1) **The nature of the causes of stress :** A particular thing would create stress or is not depending upon the issues related to it. For example, the importance of an incidence for that person, the proximity of the person to that incidence when it occurs, direct and indirect experience etc.

When the stress is related to the important aspects of the life of the person, it is severe. For example, death in the family of spouse, suspension from job, grave illness etc.'

If the time period of stressful situation is long, then the severity of stress is more, e.g. illness, quarrels. When the person is surrounded by problems, the stress is severe, e.g. important exams, like MPSC, UPSC, HSC, SSC, GET etc. they experience some stress always but as the exam draws near, the stress increases. The persons experiencing riots, earthquakes, fires etc. has more stress than the persons who have not experienced them.

**2) The feelings of the person regarding stress-making incidences :**

The person feels how much stress regarding a particular situation is depending upon the feelings of that person about the stress-making situation. Therefore, two persons experience stress in more or less proportion in the same situation.

When the person's ability to face the stressful situation, his skills or means are inadequate, besides if his confidence is low, he has inferiority conflict, he can experience stress in simple situations.

**3) The capacity of the person to tolerate stress :**

Every person has a different capacity of tolerating the stress. Some people have it more and some have less. The capacity is related to the aspect of the person's nature or personality. The capacity to tolerate stress is more in persons who are optimistic, industrious and having clear conscience. And, the capacity to tolerate stress is less in persons who are pessimistic, lazy, timid and irrational.

**4) Availability of social and other supports :**

The persons who have a strong support of family, relatives, friends etc. and who have enough money and other resources in abundance, experience less stress. On the contrary, the persons who have no support of money, man-power etc. feel helpless, lonely and they feel more stress in stressful situations.

The talkative persons can make close relations. Therefore they get social support and feel less stress. Many women are more talkative than men and so they feel less stress in stressful situations.

**The following reasons can cause stress :**

- 1) Contemplativeness, ultrasensitivity, aggressiveness due to increasing age.
- 2) Problems related to educational adaptation : high expectation from the parents, teachers from a less talented student.
- 3) Exams e.g Stress of entrance exams.
- 4) Ragging and fear of ragging or Bullying in schools
- 5) Disturbances from aggressive students.
- 6) Adolescence.
- 7) Lack of Adaptation - Inability to adapt with the surrounding situations.

- 8) Comparison with others
- 9) Changing atmosphere in the family.
- 10) The weak controlling system in the school.
- 11) Less communication between education and students.
- 12) Modern living system (lifestyle) : eg. time-management, competition, standard of life, problem created by divided families.

Considering the abovesaid reasons, stress can be classified into physical stress, social stress, family stress and professional stress.

### **Causes of Stress**

<b>Physical</b>	<b>Social</b>	<b>Family</b>	<b>Professional</b>
Own illness	Pollution	Economic problems	Training
change in whether	Corruption	Division of work	Competition
Noise	Unemployment	Difference of opinion	Obstacles in
	Crime	Death of a family	communication
harassment	Changes in	member	Time management
Journey	technology	Difference in lifestyle	Journey

### **Symptoms of Stress :**

- 1) To stay sad for most of the time.
- 2) Lack of interest in the sports or activities that had been interesting in the past.
- 3) To keep the friends away.
- 4) Increased irritation.
- 5) Lack of appetite, weight fluctuation.
- 6) Difficulties in concentration.
- 7) Problems in sleeping, increase or sleeplessness
- 8) Feeling lonely
- 9) Fatigue
- 10) Weeping for small reasons
- 11) Lack of confidence
- 12) Impatience
- 13) Increase in Blood Pressure etc.

### **Stress Management :**

The health of the individual may not be deteriorated further if he learns to cope with the stress properly. Stress can be managed by solving the problems that are causing stress, giving social support, counselling etc.

**1) Stress management through problem - solving :**

Problem - solving means removing the issue that has been causing stress. There may be many problems in life. Following measures can be taken to solve them.

- 1) To define the exact nature of the problem. Though it may be much complicated, it should be viewed neutrally and recognized.
- 2) To think about various alternatives for solving the problem. It is necessary to think about as many solutions to decrease the severity of the problem.
- 3) To determine any one solution by evaluating many different alternatives. By comparing various options, it is essential to determine one option by considering its effects and risks.
- 4) To take action according to the selected option.

For example, a student fails in one specific subject; so it is advisable to take help of the proper person to solve this problem at its root. Measures must be taken such as practice, reading, repairing the mistakes etc.

**2) Stress management through social support :**

Stress is lessened if the person gets support from others while facing the stressful situation. The person having many friends has less ailments and if he falls ill, its severity is not much. e.g. students are very stressed when exams of 10th and 12th come near, but students with many friends feel less stress.

**3) Stress management through school counsellor / counselling :**

Counsellor does many things like understanding our feelings by keeping our problem, name in a secret, lessons our complications, increases confidence and helps to solve the question. Now, there are many psychological tests to get help from.

**4) Stress management through time-management :**

Time moves on. No one has control over it, but we can control our time. Therefore, Stephen Cowey classified work in the following categories :

- 1) Important and urgent works
- 2) Important but less urgent works
- 3) Urgent but less important works
- 4) Less Urgent and less important works

**Besides this, good planning also helps, as given below :**

- a) Daily planning : Daily routine works, home-work play, entertainment take our time, but, the apart from these activities the leisure time should be used for self-study.
- b) Weekly planning : Classify and record the works done on every day of week and time taken to complete them.
- c) Yearly planning : Determine the direction of study by classifying stages such as

beginning, midway and end.

- d) Leisure-time planning : Some time should be kept away for entertainment, but beware that it should not cross the limits.
- e) Use of Yoga in stress management : Stress can be managed through Yogasan and Pranayam.

**Exercise :**

**Q.1 : Select the appropriate option and write the sentence again :**

- 1) Thought process means thinking trends means —
  - a) To accept old out-of-date customs and traditions.
  - b) To eradicate all old customs and traditions.
  - c) To discard all old out-of-date customs and traditions and create new customs and traditions.
  - d) To mix old and new customs and traditions.
- 2) The number of actual children given birth by a woman means —
  - a) Fertility b) Fecundity c) Population d) family life.
- 3) Health means —
  - a) Freedom from disease
  - b) Freedom from medicines
  - c) Physical, mental, social well-being
  - d) Freedom from bad habits
- 4) The factors that create stress in a person are called —
  - a) pressures b) conflicts c) elements d) stress-makers
- 5) The first five means of Ashtang Yog are recognized as —
  - a) Antarang b) Bahirang c) Bahyarang d) none of these

**Q.2 Answer in one sentence :**

- 1) What are the Antarang means of Ashtang Yog ?
- 2) What is non-violence ?
- 3) According to the 2011 census, what is the population of India ?
- 4) What is stress ?
- 5) What is conflict ?
- 6) What are stress-makers ?

**Q.3 Answer in brief :**

- 1) What are the objectives of health education ?
- 2) What are the objectives of population education ?

- 3) Explain the importance of health education.
- 4) How will you reduce the stress in daily life ?
- 5) Explain the causes of stress.

**Q.4 Write Notes :**

- 1) Awareness of population education.
- 2) Healthy habits
- 3) Need and essentiality importance of health education.
- 4) Health check-up of students
- 5) Importance of Yoga education

**Q.5 Answer in details**

- 1) Define the causes of population growth and suggest measures.
- 2) Suggest different activities for the population education awareness.
- 3) Define the types of stress-makers and explain the concept of stress management.
- 4) Define the causes of stress and suggest measures for stress management.

**Activity / Project :**

- 1) Survey twenty - five families in your proximity and prepare a table recording the education of the women, men, boys and girls and the income of a family.  
And make a graph, based on the record.
- 2) Search for the incidents in your family that create stress and define the measures you would take to tackle it.
- 3) Visit the family in your neighbourhood having many children. Discuss the effects of large family and make a record.
- 4) Make a poster showing causes of population growth and measures to control them and put it on the notice board.
- 5) Make a poster for creating awareness regarding stress.

# CHAP. 8 :

## SUPPORT SYSTEM OF LIBRARY EDUCATION

### CONTENT :

#### 8.1 Introduction

#### 8.2 Library service

8.2.1 Importance of library service

8.2.2 Types of library service

8.2.3 Transaction of Books

8.2.4 Provision of references

8.2.5 Collection of information

#### 8.3 Library - Reference service

8.3.1 Meaning of reference centre

8.3.2 Ways of collecting of reference and information resources.

#### Exercise

#### Activity / Project



## **8.1 Introduction :**

Reading ability is a very important ability in the thinking and emotional development of man. According to the saying 'If you will need you survive', our ship can float and reach the other end of the vast ocean of knowledge successfully if we read. The treasure of knowledge all over the world is included in many books. The library service includes the conservation of books, to make them available for references, the scientific knowledge required for it and service.

### **Meaning :**

'Library means the place where types of printed and handwritten information kept together.' In bygone days, kings and noblemen had a treasure of books and it was the symbol of their status. Due to the advanced techniques in paper and printing technology the proportion and extent of books increased. The spread of literacy increased the number of readers. The need of libraries grew because of these two reasons. In ancient years Greek and Chinese travellers visited the Takshshila university's rich library and had recorded the facilities they found there. It was then the world famous university. The library science was developed for the use of library, to make available information references, for that purpose of marking arrangement of the books neatly. Dr. Rangnathan is called the grandfather of library and information science in India. The service that is provided through the medium of library science is called library service.

The task of the library service includes collecting the sources of information of various types deciding which information is needed by who and when and to make it available in minimum time according to the need. Besides, preserving the reference material means, protecting it and supervising it are the tasks included in the service.

## **8.2 Library Services :**

Library service is extended at many levels. Libraries are mandatory for schools. The projects like 'one village one library' are implemented at the government level. Many charitable trusts, clubs, councils as well as social service organizations make the library service available. Government departments, boards, councils run their own library. The library service available in colleges and universities helps to raise their status and fame.

### **8.2.1 The importance of Library Service :**

When we go to a library, we see many different kinds of books on various subjects by various writers. They include periodicals, government information brochures, invention papers, magazines, weekly, monthlies, special editions etc. At many places, maps, atlas, tables, C.D.s, slides, projects are also available. This library is a source of information for many people of different levels, such as readers, researchers, teachers, students. Therefore,

the services provided by the libraries are very important. We will understand this importance with the help of following points :

**1) Collection and organization of the information resources :**

If we go to the library, the librarian gets the book of our choice from the cupboard. But, the books are to be arranged in such order as to be made available in less time and less hard-work. Some rules, principles are to be followed while arranging them e.g. while collecting and arranging books like fictions, poetry-collections, creative literature, books are arranged by the time-period of writers, poets, the initials of their surnames etc. So, separate cupboards, drawers, compartments are made subjectwise and writerwise and we can pick the right book to give to the serviceman of the library.

**2) To make available his book to every reader and its readers to every book :**

We wish that when we go to the library, we can easily view the books magazines, periodicals, and their names and the names of the writers. Specific method has to be used while arranging the books as to make it easy to view them. Library service is important in the view of the planning, organization, management for this task. the library service is important and in regards of the easy availability of the books, and to get reader for every book.

**3) To save time and energy:**

If we want to get the particular book we want from countless books, periodicals, magazines in the library in minimum time and toil, the library service proves important. The librarian of the library and servicemen have the responsibility of helping many readers at the same time. For that, if the servicemen can spend their minimum time on searching for the books, they can attend a number of readers. They can use their available time for the library management.

**4) Library is an evergrowing organization :**

It is essential to make our library more and more rich by taking the help of the newer books, means of information and modern technology. Every library has a chance for development and growth. It is important to increase the number of readers, means the extent of library. The success of library service is dependent upon the maximum number of readers that can be provided with the load of knowledge. Therefore, in the terms of growth of the number of books, information, means, readers, the library service is important.

**Aims of library services :**

Library is an organization that gives information, services. The main aim of the libraries is to fulfill the readers, needs of reading and information. The library service takes part in the selection of books, characteristically arranging them, classification, make tables,

making the reference service available. Besides, inter-library transactions, summary services, translation services are also made available with the help of the experts. The task of making available the information and statistics needed for research in xerox is also included in the library service at the personal level.

**The purpose behind this is as follows :**

- 1) Maximum readers should be benefitted by the library service.
  - 2) To encourage maximum people to become members of the library and attract readers towards the library
  - 3) To improve the image of the library, to increase the fame and status.
  - 4) To add to the wealth of books by getting donations, prizes with the help of the use and fame of the library.
  - 5) To make advanced facilities available.
- These are the aims of library service.

**8.2.2 Types of library services :**

Considering the aims of library service, we will classify the services provided by the libraries :

- a) Extended services that are provided internally in a library, b) Extended services that are provided outside a library.

**A) Services that are provided internally in a library :**

These services are those that are taken up for the maximum use of the reading services in a library and for use of means in a library. We get personal services in this, as well as the library people train us to make the use of reading means. The following tasks are included in it.

**1) Information about library work:**

We can get formal or informal information about the building of the library, its departments, sectionwise arrangements of books, various means of reading, the information given in them, by the workers in a library. The extended service of a library also provides us with information regarding how to get a specific information about a particular subject, how to use tables and classifications. For this purpose, the rules and regulations of a library and other information is given by means of brochures or lectures or written intimations.

**2) Information regarding books :**

When we come across a book / volumes, we have no idea about the different parts of that book, such as initial pages, title pages, sub-title pages, the back side of the front page, the index, preface, chapters, passages, sectionwise titles, references, notes, foot-notes, etc. If we get all this information our reading process will become more meaningful and easy. For this purpose, the library workers give us the guidance and information.

### **3) Guidance for taking care of books :**

The library workers guide and enlighten about how to get the books out from a cupboard, how to open volumes while reading, what care should be taken while turning over the pages, what mistakes should be avoided etc. Besides, the internal extended service also guide us about what precautions should we take to prevent the damage caused by mice, cockroaches, white ants etc.

### **4) Arrangement of the means of reading :**

When we go to a library, we see that all the books and equipments are arranged systematically. Text books, volumes, reference books, reference equipments, leaflets, pictures, cutting, tables, posters, periodicals, films, slides, cassettes, audio-visual means, C.D., floppy, D.V.D. are arranged in such a fashion that is suitable for the readers and save their time and energy. This type of work is done by the extended service of the library.

### **5) Information about references :**

This service tells us how to use encyclopedia, dictionary, atlas, calendar, guides, geographical material, biological material, when we require. This service provides us guidance about how to obtain reference - information by using all this material.

### **B) Extended services :**

The tasks that performed to attract more and more people to take the membership of a library, are called the extended services that are provided outside a library. Their main aim is to create awareness about the existence and importance of the libraries in the readers. These include following tasks :

- 1) A leaflet is published regarding the information and services of the library.
- 2) To publish advertisement in the local newspapers.
- 3) Library bulletin : Review, overview, arrangement of new books are published.
- 4) To organize book-fairs in local fairs, pilgrimages, festivals.
- 5) To held exhibitions of rare literary works.
- 6) To participate in social work,
- 7) To organize activities like career guidance, educational guidance etc.

### **8.2.3 Transaction of Books :**

We take the books, periodicals, magazines to read at home, again return them, change them. But, there is a systematic method of doing this, or there would be a problem in the transactions or keeping the records.

'The method of giving the books to the readers outside the library, at home and getting them back and making the record of it, is called transaction method or transaction technique'. Thought, it is possible to use various methods for doing this, the Browne transaction method is mainly used for this purpose. This method saves the time consumed

of readers and the librarian. Maximum transaction of books is possible before school time, in the recess or after the school closes, according to the available time. The mistakes are very few while using this method. The information regarding how many books are taken by a student or a teacher, when they are expected to be returned, can be obtained in a second without any mistake. The following material is essential for the transaction through Browne's method.

**a) Book-letter :**

A book letter consists information such as the name of the library, index number, book-writer, account no, name of the book, the date on which the book is taken, reader's name, the date on which the book is returned etc. This letter is used at the time of transaction. The dimensions of the letter is 5½ inches to 3 inches.

**Book-letter**

Name of the library :

Index number

Account No.

Writer

Name of the book

Details of  
when the book  
is given

Reader's name  
and number

Date on which  
the book is  
returned

*Figure No.1*

**b) Book-envelop :**

Book-envelop is stucked on the inner side of the cover page or inside the back page. This envelop is used to keep the book-letter. Book-envelop is either like a carry-bag type or has a slanting cut on it and stucked at the specific place on the hard cover. Index number and account number are written on it.

Book-envelop

0157.4

Index number

DEG

Fig. No. 2.

125

Account number

**C) Due date note :**

In every book, there is a blank page at the beginning or in the end. Due date note should be attached there. It is used to inform the readers when to return the book. This method helps the readers to return the book in the stipulated time. While reading the date on the note reminds us to return the book on that date. But, if it is not properly attached, it may get lost.

**Due Date Note**

Name of the Library _____		
Index No. _____		Account No. _____
Writer _____		
Name of the book _____		
Return the book on the _____ date or before the date given below :		
Due Date	Due Date	Due Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

*Figure No.2*

**d) Membership card :**

Every reader has to get a membership ticket for taking the books. The reader gets one book for one ticket. Therefore, we can take as many book home as the number of membership tickets we get from the library. At the back side of the ticket the rules of library are written and on the front side the information of the member is written.



## Membership ticket

<b>Front side</b>	
Library name	_____
Member's name	_____
Member's no.	_____
Residence	_____
Phone No.	_____
ClassDivision	_____
Member's signature	_____

### Back side

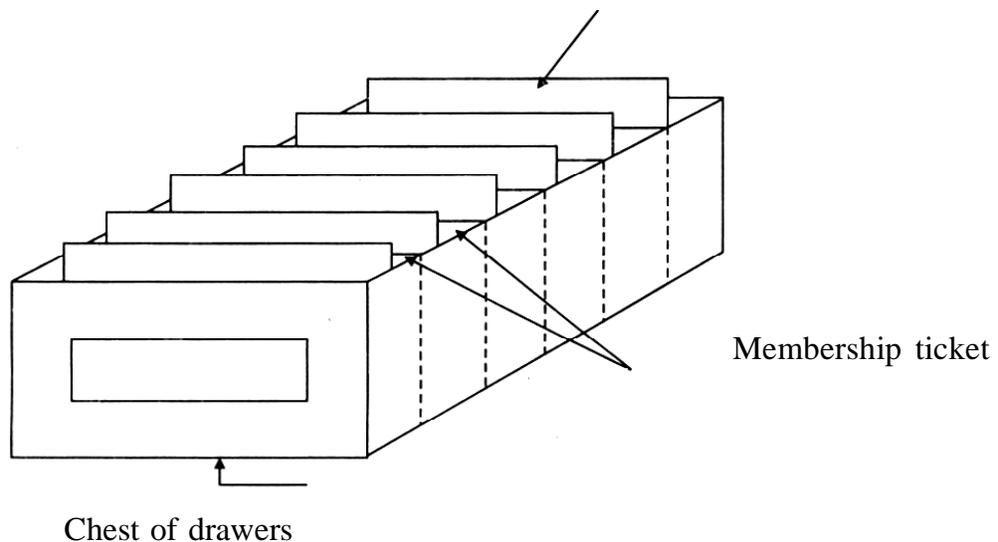
#### Rules :

- 1) The responsibility of the given book on this ticket is of the member's.
- 2) Preserve the ticket. If lost, inform the library instantly.
- 3) After returning the book it is reader's responsibility to take the ticket.

### e)Chest of drawer :

Each book-letter has the date of returning the book written on it. A date guide is taller than the book-letter and membership ticket and it is kept in the chest of drawers. Book-letter are arranged according to the date of returning the book behind the Date-Guide date. This guide can be of card-board, plastic or metal.

Fig. No.5



#### **f) Catalogue cabinet:**

Book-letter is kept in the membership ticket and it is kept in this catalogue cabinet. The width is matching the width of a book-letter and membership ticket and the length is more than 10 feet approximately.



#### **Transactions according to Brown method :**

We will now see how the transactions are made in this method. When we go with our membership ticket to a library we demand a certain book which we have already decided to take or choose from the covers we see in the showcases. The librarian takes our ticket and give us the desired book. He stamps the due date on the due-date ticket which is in the book-envelop in the book; and keeping the book-letter in the membership ticket puts it according to the expected due date in the date-guide.

When the reader returns the book, the librarian takes out the book-letter membership ticket from the date-guide seeing the due-date note, according to the account number. As the height of the book-letter is more than the membership ticket, these letters are kept in the drawer according to account numbers. Therefore, it is easy for the librarian to find the letter after the book is returned. He gives back our membership ticket and keeps the book-letter in that particular book, again. The book is kept back in the cupboard in its specified place according to the index number on the book.

If the book is returned after the due-date, a fine is assessed according to the rule; so it is our responsibility to return the book back on time.

#### **Transactions for teachers - students :**

At the beginning of every educational year each teacher gets textbooks, handbooks, exercise books, question-sets, according to his subjects and they are recorded in a register. Each teacher has four pages each on his name. After the result every year, all the books, material on his account is taken back. It is recorded in the register. Teachers are given 5, 7, 9 tickets in such proportion for other reading. Therefore, the teachers can read other materials too. If some books are unavailable in the library, the librarian brings them from the nearby libraries for 1-2 days on his own responsibility. The general rule is that the newspapers, magazines, periodical should be read sitting there in the library.

According to 'Book-Bank' plan, books are distributed to the students at the beginning of the school year. Text books are distributed under the 'book-bank' plan from the Zila Parishad, on demand. The backward - class students, economically backward class students

get them for a year. After the final exam, the books are taken back. If they are not returned, the librarians have rights to hold the results back. A separate register has to be maintained to record the transactions. There are columns according to all the classes and records are written there.

The following is a sample of this :

### **Book-Bank plan Register**

Student name	Class and division	Subjects							Student's Signature	Date of giving the Book	Lib sign	Date of Return
		Marathi	Hindi	English	Science	Maths	History	Geo-				

A class-box is arranged, so that the students of class 5th to 7th, make it habit to handle the books, take interest in reading and make use of their leisure time. This box contains small books, that can be completed in 20-25 minutes. It is seen that fairy states with fairies, demons and wizards stories are included in them with attractive pictures. One box contains 80-90 books. Students are attracted towards these books because the font size is big and there are attractive, artistic pictures and they take interest in reading. The book are about Shivaji Maharaj, revolutionaries in the Independence movement, saints, national leaders and their biographies and inspirational stories. If there is a facility to take the books to home, then the reading culture is boosted.

The 8th, 9th standard students should get books having subjects like fiction, novels, plays, science, computers.

The personality of 10th, 11th, 12th standard students can be developed if they read books on career guidance, competitive exams, general knowledge, fiction-novels, poetry-collection, plays etc. But, it is necessary to make time-table for the transaction of books for home-reading according to all standards and divisions.

This time-table can be made as follows :

### **Students transaction Time-Table**

Standard & Division	Number of students	Number of readers	Day of transaction	Time
11th Arts A	90	72	Monday	Recess
11th Arts B	85	70	Tuesday	Recess

The transactions are done in this way. The usefulness and importance of the library is decided whether the transaction is done easily and in minimum time. For that, the librarian's

skill, management, ability and planning are most important.

#### **8.2.4 Provision of references**

References are very important for the teachers, students and researchers. The twentieth century is known as the age of information explosion and the twenty-first century is known as information technology age. If the teachers' standard of teaching has to be elevated, they have to refer to different types of information, statistical information, activities etc. and the availability of reference material is essential for clearing the doubts of the students, to enhance their curious attitude, add to their knowledge, mobilize their researching attitude etc. While going to the library, one thinks mainly about the origin of a particular word, meanings of dictums, maxims, grammar, famous persons, their biographies, thoughts, historical incidents, scientific inventions, concepts. The librarian's role and co-operation is extremely important while providing this service. The habit and discipline of getting the desired information can be cultivated through the provision of references. References are very important for the consolidation of various information, and nurturing the hobbies of students - teachers according to their interests. The reference material includes encyclopedia, dictionary, atlas, calendar, guide, geographical material, biographical equipments, index etc.

The selection and provision of references are made easy if the librarian prepares the list taking into consideration our needs and interests and selects the reading material. The task of providing reference is made easy if the list is easily available for the readers according to the subjects and nature. It is essential to collect the information, reference material for the mobilization of reading, researching, for this purpose references should be easily available and they should fulfill the need. This is called information consolidation. The base of the reference provision service is information consolidation. It is important to reorganize the consolidated information. Internet is the most important means today for collecting references. The required information is made available in a fraction of second from the various websites on the Internet. But, for this purpose the library must have facilities and equipments like computer-internet printer etc. In short, the provision of references and keeping them updated is very important to make the advanced knowledge, information available to the readers.

#### **8.2.5 Information consolidation :**

Information is the centre-point of economic, industrial, social progress of any nation. In the development of the information means, information technology has a surprisingly high influence on the library service and information science. Information technology is extremely important for acquiring, consolidating, processing, researching the information.

In the book 'consolidation of information : A handbook on Evaluation, Restructuring and Repackaging', written by Sarasevik and Wood and published by UNESCO, the definition of

'the concept of collection of information useful for the applicant, is given.

The collection of information useful for the applicants means, to provide information to the proper applicants or society members to take instant decisions, solve problems and fulfill the need of information and to select, analyse and if possible, restructure the newly published public knowledge and present it in the new form.

The information and statistics given on time and accurate can perform an important role in making policies, taking decisions, and in projects or various research programmes. The use of information increases its importance. It is said that 'the information not been used is like a lost or buried wealth.'

Considering the above points, information consolidation means 'consolidations of articles to give brief information to the suitable group of applicants about reliable and newer knowledge.'

The following thoughts were expressed about information consolidation in the discussion / symposium held to discuss information consolidation and analysis in Sri Lanka, organized by UNESCO.

The task of collecting useful information in the view of suitable applicants, is done to give them reliable information about newer branches of knowledge. In this, work is done to determine the responsibility of the individuals or sections organizations for the evaluation and consolidation of articles. The individuals or group of persons are called the elements of this task.

#### **Features of information consolidation :**

- 1) In information consolidation, task like the selection of information, analysis, arrangement and its presentation in new form are included.
- 2) These task are done to satisfy the needs of information of applicants in various forms, to take decisions, to solve problems, for development, planning and research etc.
- 3) The knowledge in public form is published in various types of articles and it is made available to the applicants in different form.

The tasks of information analysis and collection are done since many years. It had started a century ago. The 18th century scientist Glemin had made a handbook for keeping control on the ever increasing information and to make available quickly the conclusions of experiments to other scientists and had worked for information consolidation through it.

#### **Objectives of information consolidation :**

- 1) Information consolidation is done to make the task of information transfer more effective.
- 2) The task of information consolidation is done to increase the usage of information in large scale in the various factors in developmental tasks.

- 3) Maximum applicants use the information according to their needs which is evaluated and collected.
- 4) Information consolidation is done to save time that would be spent in collecting information through different mediums and make it available.
- 5) Information consolidation is done for the expansion, modernization and completeness of information.

**Benefits of information consolidation :**

Applicants get many benefits of information consolidation

**They are :**

**1) Decision making :**

Before taking decision in a particular situation, information has to be obtained regarding the nature of problem, challenges, effects etc. Analysis with help of information to be done to know the good and bad effects of a decision. Various measures can be suggested with the help of information consolidation. So, the decision-making process is made flawless. The possibility of uncertainty lessens.

**2) New and qualitative knowledge :**

The benefits of information are depending upon how deep and vast the knowledge is. The reality of any subject and its relations to other things can be understood through information consolidation. Therefore, the relation of that subject can be established with other factors to increase the quality of that information; this benefit can be obtained from information consolidation.

**3) Acceptability :**

In the complicated atmosphere of information, consolidation is beneficial to obtain proper co-operation and response from different persons and groups, organizations. The role of information consolidation is important in the acceptance of the obtained information and to make the accepted information available collectively.

**4) Productivity :**

Information consolidation is important to get information about new currents, techniques, methods in production programmes; so that the ability of production task is increased and the effectiveness of the products is increased.

**5) Inventions of information sources and usefulness :**

The various resources are useful for information consolidation. The search for new resources is possible due to information consolidation. Besides, the task of making the resources able to give as much useful information as possible, is done by information consolidation.

### 6) Acquisition of success :

Information consolidation helps various persons, groups and organizations to attain their aims. The conclusions obtained from this are widely acceptable, but they guide to take decisions whether there is need for change, and if there is, then where and what. This is possible due to information consolidation.

### 8.3 Library - reference service :

At times, many queries, questions may arise in our minds while reading books, articles. We take guidance from teachers, friends etc. But, still doubt persists; whether the guidance is appropriate ? Many sub-questions may arise. Therefore, while searching for more assured, reliable options, the librarian can give prompt. Information regarding an article issue in which we can get the needed knowledge. e.g. what is Lokpal bill ? What is its work limitation ? What are the benefits ? etc. Reference service is the service that gives prompt information personally through various mediums, such as books, periodicals, magazines, websites.

Groups	Need of Information	References service provided
1) Students	Study, exams, co-curricular activities	List for reading, general information
2) Teachers	Teaching, students' guidance, writing	Reference list, summary Index, extended outside services
3) Researchers	Research	Records of current happenings, reference books, information, independent files made with the help of the explanation of the subject
4) Engineers	Building, production and other technical tasks	Standards and patents, Index, summary and handbook
5) Medical Professionals	Bio-medical tasks, pre-medical activities	Bio-medical journals, summary, Index
6) Lawyers and Judges	Lawful / Legal tasks-actions	Laws, by-laws, case-laws, digest and citations
7) Industrialists, traders		Industrial Literature, periodical market survey, Laws-rules, articles, literature research related to economic mechanism.

### 8.3.1 Meaning of reference service :

#### Definitions :

**Dr. D. J. Phosphet** : 'Reference service means, the cooperation given in the humanitorean attitude and the service provided through the medium of reading literature to give more happiness to the readers from giving of knowledge.'

**Mrs. Margaret Hutchins** : 'The help given to the readers coming to the library personally, to search and provide the information they want.'

In short, the reference service contains the tasks that are performed by the librarian or library workers to make available the information required by the reader / applicant coming to the library, in minimum of time and suitable way. The library is at the centre of this activity, that makes the reference service available. Therefore, the library is called a reference centre. The expansion of the centre reaches to various factors. What are the factors, what is the need of reference and the references that are provided for this need are shown in a table, we will study it.

Any factor given below can demand information or literature by contacting the library. The following points will show the mediums through which the contact can be made

#### 1) **Applicant personal demand** :

The applicant himself goes to the library and tells about his need and reference material, so that can be co-ordinated.

2) **The demand from the representative of the applicant** : Anyone on the behalf of the applicant can make demand of the required reference, such as the assistant of the researcher, personal secretary, college, friend, relative etc. Therefore, the help is given by considering the need and nature of the reference.

3) **Demand / Enquiry by telephone** : If the applicant is busy or has no time to visit the library or the distance is big, then he makes contact with the librarians through telephone and defines the need / nature of the reference he wants. However, if the conversation is specific and in less time, then only the reference can be made available easily.

4) **Informative contact** : The applicant requests to be given the information by letter, telegram, fax, web etc. sometimes a written note is sent via messenger. This type of contact is more convenient or appropriate than telephone or representative.

5) **Contact via E-mail** : Reference material can be sent online by sending requests via e-mail. Sometimes, by scanning Such references can be sent in seconds. The information, books on websites can be used.

### 8.3.2 Ways of collective refernces and information resources :

Different types of books and reference resources are to be made available in the

libraries. They have to be consolidated first. The more the consolidation well-planned and carefully made, the status and usefulness of the library increases. The quality of readers' emotions and thoughts should be improved by the literature in the library, therefore, the value of books/volumes is important. The material in the library should add to the readers' thoughts, knowledge. The reading should give the reader pure joy, and his constructiveness, creativity should grow, besides he should become mentally and emotionally matured. For this purpose, Dr. Raganathan has stated some guiding principles in the reference and information resources consolidation. These principles can be briefly stated as follows :

- a) An advisory board / council should be appointed for the selection of the books. One expert of the subject should be included in the council.
- b) Books should be as per demand and selection. The usefulness of a book should be determined after considering who would be benefitted by the book, and the age-group and level of the readers.
- c) There should be variety of books. They should consist different subjects, different types of literature.

Different ways are used to consolidate references and sources of information. They can be used by their availability and requirement. These ways are as follows :

- 1) Current lists of books : A united list of all the books published by different publishing houses. A detailed list is printed of the books published in that week in the newspapers e.g. Majestic Prakashan, Mumbai; Rasik Sahitya, Pune, Sahitya Soochi, Pune; Pustak Pandhari, Pune. The lists are published by 'Indian Publisher and Bookseller.'
- 2) Catalogue of the publishers : Each publication prints its own list of publications and distributes it. That includes the name of the book, writer, publisher, subject etc. The number of pages, price and cover are printed.
- 3) Book-reviews : Book-reviews are published by critics and readers in various newspapers. The readers select books with the help of these reviews, according to their needs and interests.
- 4) Lists published by literary councils, and auther: Various types of literary councils, conferences are working at regional level. They distribute lists of books according to writer, publisher or publication. The selection of books is also make easy with the help of these lists.
- 5) Readers' demand : Many times, readers, demand a particular book. The selection at books is made easy by making an independent list of such books.

Thus, the consolidation of reference and information sources is made by various methods and ways.

Know from the librarians in your schools and colleges, the method of demanding the books.

**Types of libraries :** Libraries are categorized based on their task / work, aim, method of working.

**1) National Libraries :**

The services that are available for the entire nation and run with the donation / help given by the government are known as national libraries. All the publications published in the country are collected in this library. National libraries prepare national book-lists. National lists perform the role of reference centre. The National Library is at Kolkata, in India. Previously, it was called Calcutta Public Library, the Imperial Library.

**2) Public libraries :**

Public library is an arrangement that gives knowledge, entertainment, information to the readers through the mediums of reading materials. These libraries have many aims such as, spread of literacy, growth in knowledge, education at all levels of the society, good use of the leisure time. The tasks of public libraries are to convey the essential information to the common man to his home in his language, to preach to newly literate people etc.

**3) Educational libraries :**

The libraries in schools and colleges are known as educational libraries. They fulfill the educational requirements of the students, professors and researchers. The library is the soul of every education centre, so it is important that it is updated. The role of libraries is important in fulfilling the needs of study and creating interests in other types of reading. These libraries are important for acquiring newer knowledge outside the stipulated curriculum.

Apart from this, professional libraries, historical libraries, personal libraries and special libraries are some other types of libraries. Special libraries have collection of information of specific subjects, such as law, medicine, etc.

**Library is the close friend in our school life :**

**The use of libraries in our educational life :**

Libraries is an important support system essential of educational journey. In our daily school life we can add to our intellectual wealth with the help of libraries, as well as remove the obstacles in our study of various subjects. We can use libraries to clear the doubts that arise in our daily life and study. They can help us to develop the teaching skills. According to the saying 'a friend in need is friend indeed', libraries help us at every step

of learning and teaching. Books in the cupboards, magazines on the stand, periodicals arouse our curiosity regarding the information they contain. Libraries provide means to fulfill that curiosity. How we can use them can be understood by the help of following points :

- 1) We can read the daily newspapers that arrive at the library. With the help of the news, we can understand, know about the happenings around us. We can get information about various articles in the newspapers, editorial, curriculum, educational institutes.
- 2) We can know about the views of many experts on various subjects in magazines, periodicals.
- 3) We can make collection of proverbs, graffiti, poems etc.
- 4) We can know about the incidents in history and their background.
- 5) We can select book by viewing many books by a specific author.
- 6) We can take an overview after studying books written by many writers on one subject.
- 7) With the help of the Internet, we can read and appreciate books and also read online lists of books, articles, poems etc. We can give our reactions as well.

**Activity No.1 :**

Read two books in the library and make a project with the available references.

**Activity No.2 :**

Visit the public library in your village or city and make a report collecting the information about its work.

**Activity no. 3 :**

Visit your school / college library and make a survey. Make record. Take an interview of the librarian and know about the nature of the working method of the library.

**Activity No. 4 :**

Work as an assistant to the school librarian. See how the practical transactions take place.

**Exercise :**

**Q.1 Fill in the blanks : (1 mark each)**

- 1) The transaction of book at the school level is of \_\_\_\_\_ method.
- 2) The pioneer of library information science in India is \_\_\_\_\_.
- 3) The \_\_\_\_\_ note is helpful for the returning of the book by reader.

- 4) \_\_\_\_\_ is used to habituate the 5th to 7th standards to read.
- 5) The national library of India is at \_\_\_\_\_ .
- 6) The information which is not in use is like a buried \_\_\_\_\_.
- 7) To increase the effectiveness of information transfer \_\_\_\_\_ of information is done.

**Q.2 Answer in brief (3 marks each)**

- 1) Explain the importance of library service.
- 2) Explain the types of library service.
- 3) Write note - providing reference.
- 4) What is information consolidation ? What are the characteristics of information consolidation ?
- 5) Define the benefits of information consolidation,.
- 6) Explain the various types of libraries.

**Q.3 Write answers (Marks 4/5)**

- 1) What are ways available to consolidate references or information resources ?
- 2) Explain how we can make transactions of the books in the library according to the Browne Method ?
- 3) What is information consolidation ? What are the aims of information consolidation ?
- 4) What are the ways to contact the library for the reference service ?
- 5) Explain the methods of consolidating references and information resources.
- 6) Explain in detail how the books in the library are selected.

**Q.4** What is the meaning of library ? Explain in detail the various types of library services (marks 10)

**Q.5** Explain the different materials and their tasks in the library transactions. (Marks 10)

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