Meaning and Importance of Education

Objectives

The main objectives of this modules are to acquain the students about:

i)   the meaning of teaching;
ii)   the characteristics of teaching; and
iii)   the importance of teaching;

Summary

Education is considered to be the aggregation of all the processes by which a person develops capabilities, skills, attitudes and other forms of behaviour of practical values in the society he or she lives in. It is called to be the social process by which people are subjected to the influence of selected and controlled environment, so that they may obtain social competence and optimum individual development. Etymologically, it means to draw out what is ingrained in the child or leading him out of darkness into light. It can be called as the process through which the knowledge, understanding and the potentialities of children have to be brought out. It has been defined by ancient and modern Indian and Western thinkers in different ways. In its narrow sense, education means conscious and deliberate process, well-planned to modify the behaviour of the child in desirable and socially approved channel and to bring about specific knowledge and skills. This view sees education as equivalent to instruction. In the broader sense, it means an act or experience that has formative or additive effect on the personality of an individual. It is said that pupil gets one fourth of his education from his teacher, another fourth by his own intellectual efforts, another fourth from his fellow students and the rest in the course of time through life and experience. The analytical meaning of education says that it is not limited to the knowledge imparted in schools, but a continuous and dynamic process of development of child's innate power. Education is important as essential human value, a necessity for society, important for integration of entities, a giver of

significance to life and necessary to bring prosperity in nation through discovery of lasting values. It is considered as the basis of good life. Undoubtedly, education is the highest achievement of human mind and it is the highest form of morality and is based on the appreciation of a direct and easily comprehensible predetermined aim.

Glossary

1. Education: Education is considered to be the aggregation of all the processes by which a person develops capabilities, skills, attitudes and other forms of behaviour of practical values in the society he or she lives in.

2. Etymological Meaning of Education: The origin of the word "education" is from the Latin root 'educare' meaning to nourish, to raise and to bring up. According to few others, the word education has originated from another Latin term 'educere' which means to lead out or to draw out. Some other educationists believe that the word education has been derived from the Latin term 'educatum' which means the act of teaching or training.

3. Narrow Meaning of Education: In the narrow sense, education is as said by G.S. Mill, "The culture which each generation purposefully gives to those who are to be its successors, in order to qualify them for at least keeping up and if possible for raising the level of improvement which has been attained."Education, thus in narrow sense means conscious and deliberate process, well-planned to modify the behaviour of the educand in desirable and socially approved channel and to bring about in the educand specific knowledge and skills.

4. Broader Meaning of Education: The broader view considers education as an act or experience that has formative or additive effect on the personality of an individual. It is said that pupil get one fourth of his education from his teacher, another fourth by his own intellectual efforts, another fourth from his fellow students and the rest in the course of time through life and experience.

5. Education as a Dynamic Process: Education is not static but a dynamic process, which develops the child from all aspects according to changing situation and times.

6. Education as a Tripolar Process: Education is also regarded as a tripolar process involving the interaction of the personality of the educator on that of the educand in social setting which affect the modification of the behaviour of the educand.

7. Importance of Education: Education is important as essential human value, a necessity for society, important for integration of entities, a giver of significance to life and necessary to bring prosperity in nation through discovery of lasting values. It is considered as the basis of good life.

CONTRIBUTION OF EDUCATIONAL PHILOSOPHERS

OBJECTIVES

After the completion of the class the learners will be able to;

1. Name some renowned western and Indian philosophers
2. Relate some brief life sketch of renowned western and Indian philosophers
3. Enumerate the contributions made by some philosophers in the field of education

INTRODUCTION

Men do not live by bread alone but by values and realities which are above time and worth knowing for their own sake for which they look up to the ideas and thought of those people who can guide others by influencing their ideas and actions with their own and those persons are designated technically as Philosopher. Philosophers leave behind them a scintillating trail of their glorious deeds which inspire the coming generations.Philosophers and thinkers have defined education in their own way or their philosophy of life resulting in the emergence of different concepts and definitions of education.

Thus, the concept of education is like a diamond which appears to be of a different colour (nature) when seen from different angles (point of view) according to Mrs. Maria MilagrisFernandes in her book the foundations of education: the philosophical approach.

VARIOUS CONTRIBUTIONS OF EDUCATIONAL PHILOSOPHERS:

The contributions made by various renowned philosophers in the field of education are highlighted below;

Jean Jacques Rousseau (1712-1778)

One of the finest naturalist philosopher of the eighteenth century propounded philosophy of faith in human reason and a faith in uninterrupted progress of mankind. Rousseau a vagabond without family bonds or social status, with no literacy training has greatly influenced the educational system and the society of Europe to a great extent. His chief contributions are;

1.   His emphasis on the 'discovery' and 'recognition' of childhood traits has brought about revolutionary change in the thinking of educators.

2.   His stress on the 'concrete' led to 'learning by doing'.

3.   He anticipated the modern heuristic method when he declared the child as a discoverer.

4.   He showed the way to the teacher that he must study the child thoroughly.

5.   He propounded the new gospel of faith in nature in place of the old laws.

6.   He showed the value of motivation of creating problems and of utilizing the senses and activities of the child.

7.   Present day emphasizing vocational education finds its root in Rousseau

8.   His conceptions of freedom, growth, interest and activity are noteworthy in educational theory and practice

9.   It is due to Rousseau that the need of sense training and physical activities in the earlier development of the child have been recognized in the modern system of education

10.   He has shown to the world the value of craft

11.   With his stress on facts and enquiry into nature's laws he has given us the basis for scientific tendency in modern education.

JOHN DEWEY (1859-1952)

An American modern thinker, philosopher and educationist served as a professor of philosophy and education at the Columbia Universityfrom 1904.He is one of the significant pragmatist figures whose ideas have influenced not only the thought of people of USA but also the whole world.

His chief contributions are;

1.   Dewey's social theory of education coupled with the logic of experimental method has been very influential in the development of modern education practices His insistence on activities of diverse kinds in schools is also another aspect of his social theory of education.

2.   The greatest change has been the recognition of the worth of the experiences of the child. Thus, instead of the old emphasis on mechanical memorizing of subject-matter, it is essential to stress the meaningful dimensions of the process of learning

3.   Dewey has been one of the significant leaders who have tried to introduce a more human touch in the processes of education

4.   He has been a powerful influence in interpreting the school as a community for the realization of the significance of the immediate experiences and present opportunities of the child if he is to be a contributor to the march of the social process

5.   The pragmatic method of instrumentalist experimentation reacts against all kinds of mysticism, transcendentalism and absolutism

7.   The supreme contribution of Dewey to the philosophy of education is the theory of scientific democratic humanism

8.   Dewey is quite right in pleading for the wide use of the experimental methods of science in education.

SWAMI VIVEKANANDA (1863-1902)

An Indian philosopher who preached universal brotherhood and devoted most of the last fifteen years of his strenuous life in communicating his universal message

of unity and tolerance.He established Ramakrishna mission in 1899 for doing social service. He also founded the Vedanta society at san Francisco for spreading the message of Vedanta.

Hiscontribution to educational thought is of paramount importance and is enlisted as follows;

1. He laid stress on character building education
2. He advocated the education of the masses which implies adult education and free and compulsory education regardless of caste, creed or colour
3. He revived the spirit if humanism in education
4. He considered the education of women as the chief instrument of national regeneration.
5. Placed emphasis on the inclusion of subjects on the cultural heritage of India in the school curriculum.
6. He insisted on the learning of western technology.
7. He prescribed the guru Kul system of method of instruction
8. He emphasised social service, "service to mankind is the highest goal of religion". Assimilation and toleration were the key points in religious education.
9. Developing the child physically, mentally, Morally and spiritually.

RABINDRANATH TAGORE (1861-1941)

Asia's first Nobel Laureate, Rabindranath *Tagore* is a great apostle of peace and universal brotherhood.he established number of educational institutions at shantiniketan and also founded Visvabharati. He broke down barriers which might limit his personality and his message was to break down barriers whenever they were- in our customs, in our thinking, in our lives, in our general functioning and in our traditions. Tagore was a great practitioner.he worked out his ideas and ideals in a constructive way.

Tagorehad a firm belief that "The widest road leading to the solution of all our problems is education".

His contribution to educational thoughts are highlighted below

1. Education should develop a creative mind, values of simple living, international understanding freedom of mind and aim at developing aesthetic sense and prepare an individual for a vocation.
2. He advocated the principle of learning by activity which should be reflected in the curriculum.
3. He pointed out the significance for providing a conducive environment by a teacher with a guiding spirit of human relation and ensure freedom in the school.

MOHANDAS KARAMCHAND GANDHI (1869-1948)

Gandhiji a champion of truth and non-Violencewas a saint-politician-statesman.his contribution to education is unique. He was the first Indian who advocated a scheme of education based upon the essential values of Indian culture and civilization. His important contributions to education are the following:

1. Gandhiji's concept of education was holisticdevelopment of the individual and ultimately produce balanced and harmonious society
2. The basic scheme of education was a practical solution for rural unemployment. Gandhiji succeeded in presenting a type of education, which can provide the necessary economic self-sufficiency and self-reliance for the firsttime ever.
3. He presented a practical scheme of education based on the principles of equity, social justice, non – violence, human dignity, economic well being and cultural self respect.
4. He recommended relating school education to the Indian socio political, economic, cultural and social needs.
5. He suggested a very practical and broad based integratedcurriculum, which is psychologically sound.
6. The method of teaching suggested by Gandhiji is highly pragmatic and pedagogically sound
7. Emphasize on the use of mother tongue for instruction
8. He propagated that highest form of freedom comes through humility and self control.Provide freedom to the child.

Dr. A.P.J Abdul Kalam (1931-2015)

The 11th president of India was a practical educational thinker and visionary who stand for integrating ancient and modern educational ideals for the development of a balanced Indian society.Dr.Kalam viewed education as an endless journey through knowledge and enlightenment.

Dr. Kalamcontributions to education are:

1. Technology Enhanced Education to develop the sense of dignity, self-respect and self-reliance among students.
2. Emphasize on characterbuilding and to cultivate human values in students.
3. Emphasize on developmentof scientific attitude with spiritual foundation.
4. He ensure the creation of enlightened citizens to make the nation prosperous happy and strong.
5. To make the country energy independent.
6. Develop capacity for research and enquiry among students.
7. Encourage young generation to take up entrepreneurship

Conclusion

The study of philosophical foundations of education is incomplete without the in-depth study of various philosophers who have, through their views on life and education laid the foundations for the philosophical thoughts of generation to come.

In our today's class some of the contributions made by renowned philosophers are discussed which are quite sound and practical and can be referred to as a map by teachers and educators for enhancement of educational programmeaccording to the need of the situation.Thus, the statement "plant of education draws its nourishment from the soil of philosophy" has been proved to be true.

GLOSSARY

Discovery: the action or process of discovering or being discoverer

Recognition:identification of someone

Gospel:the good news

Champion:a person who has surpassed all rivals in a competition.

FAQ

Q1. Who is John Dewey?

Answer. John Dewey is an American modern thinker, philosopher and educationist served as a professor of philosophy and education at the Columbia University from 1904. He is one of the significant pragmatist figures whose ideas have influenced not only the thought of people of USA but also the whole world.

Q2. What is the most important contribution made by Gandhiji in the field of education?

Answer.The basic scheme of education,which can provide the necessary economic self-sufficiency and self-reliance was the most important contribution made by Gandhiji in the field of education.

Q3. How did Dr. Kalam View Education?

Answer. Dr.Kalam viewed education as an endless journey through knowledge and enlightenment.

Q4. Write notes on Jean Jacques Rousseau

Answer. Jean Jacques Rousseau (1712-1778), One of the finest naturalist philosophers of the eighteenth century propounded philosophy of faith in human reason and a faith in uninterrupted progress of mankind. Rousseau a vagabond without family bonds or social status, with no literacy training has greatly influenced the educational system and the society of Europe to a great extent.

Q5. What is the method of teaching suggested by Gandhiji.

Answer.The method of teaching suggested by Gandhiji is highly pragmatic and pedagogically sound.

Q6. What is Gandhijis concept of education?

Answer; Gandhiji's concept of education was holistic development of the individual and ultimately produce balanced and harmonious society

Q7. Write notes on Swami Vivekananda

Answer; Swami Vivekananda (1863-1902), was an Indian philosopher who preached universal brotherhood and devoted most of the last fifteen years of his strenuous life in communicating his universal message of unity and tolerance. He established Ramakrishna mission in 1899 for doing social service. He also founded the Vedanta society at san Francisco for spreading the message of Vedanta.

Q8. When did Rousseau anticipated the modern heuristic method ?

Answer; Rousseau anticipated the modern heuristic method when he declared the child as a discoverer.

Q9. What did Tagore advocated to be reflected in the curriculum?

Answer. He advocated that the principle of learning by activity should be reflected in the curriculum.

Q10. Who is the philosopher who stands for integrating ancient and modern educational ideals for the development of a balanced Indian society?

Answer. Dr. Abdul Kalam

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MEANING AND IMPORTANCE OF SOCIOLOGY OF EDUCATION

Introduction:

Education is considered as a key component for the harmonious and holistic development of an individual or a group of individuals. It has crucial roles to play in human life in order to accelerate individual as well as social growth and prosperity. It does not include only one aspect of development but is related with every facets of life. Education, as a process, exists within its societal contexts which can be considered as a major institution in any society. Education and society are inter-linked together, so one's existence cannot be thought of without the presence of another one. Their linkages, association and relationship are comprehensively understood through the study of sociology of education which is defined as the analysis of social processes and patterns within the educational system **(Brookover, 1949).**

Concept of Sociology:

Etymologically, sociology word is derived from two words **'socius'** and **'logos'. 'Socius'** is a Latin word, meaning **'companion'** and **'logos'** is a Greek word, which means **'study of'**. So, sociology means **'the study of companionship'**. In simpler term, it is a systematic study of society which refers to a group of people who interact, reside in a definable area and share a culture. Sociology, according to the **Oxford Advance Learners' Dictionary** is, **"the scientific study of the nature and development of society and social behaviour."** In the words of **Stolley (2005), "Sociology is the scientific study of the development, structure, interaction and collective behaviour of social relationships."** It is called to be systematic and scientific because of its use of scientific methodologies which follow systematic procedures. Its area of investigation includes social processes, relationship, social actions, social issues, social changes, institutions and phenomenon. **Auguste Comte**, a French

Philosopher, is known as the **'father of sociology'**. He stated, **"Sociology is the science of social order and progress."**

Concept of Education:

Etymologically, the word education has been derived from the Latin word **'Educare'** which means **'to bring up' or 'to nourish'**. According to few others, the root word is **'Educere'** meaning **'to draw out'**. Hindi word **'Shiksha'** is derived from Sanskrit word **'Shiksh'** meaning 'to learn'. Another Hindi word **'Vidhya'** which is derived from Sanskrit word **'Vid'** meaning **'to know'.** Though derived from different sources and root words, all terms denote the similar meaning of education as a process of the nourishment of good qualities, attainment of knowledge and drawing out the inner potentialities of every individual. Education helps in developing and enhancing the physical, moral, social, intellectual, emotional and spiritual powers of the child. In the words of **Pestalozzi, "Education is the natural, harmonious and progressive development of man's innate powers."** The similar notion is given by **Froebel** in the following words, **"Education is unfolding of what is already enfolded in the gene. It is the process through which the child makes the internal, external."** Individual growth is always accompanied by social prosperity and wellbeing. Education helps in training senses, mind and behaviour in constructive and socially desirable ways. It does not work or operate in vacuum. According to **Durkheim, "Education is the socialization of younger generation."** These words of **Durkheim** display the relationship between education and sociology or society. **"Education can only be understood when we know for what society and for what social position, the pupils are being educated"** aptly said by **Mannheim (1940). Swift (1969)** also showed the same opinion by defining it as, **"the process by which the individual acquires the many physical, moral and social capacities demanded of him by the group into which he is born and within which he must function."** So, education, as

a unit of society, aims for social welfare and prosperity. Education follows and tries to realize the ideals of society which it serves **(Sharma, 2003).**

Sociology of Education:

After thorough understanding of the concept of education and sociology, it is realized that both are strongly related to one another. On one hand, education helps in understanding the society and its intricate phenomenon and on the other hand; sociology studies the major institution of society called education in more scientific and systematic ways. Sociology of education consists of two words Sociology and Education which are described in detail in the previous section. Every society follows certain methods to socialize its members by transmitting its culture to the generations to come. It includes a number of formal and informal institutions for attainment of its aims. Education is also established for the same purpose and has become a major institution of society. In the light of sociology of education, it is a unit of society which is analyzed from the sociological perspective. This sociological perspective on analysis of education involves the procedure of education and its interrelationship with other areas of society. Sociology of education explains the scientific analyses of the social processes and patterns involved in an education system. Its concept began with the work of **Emile Durkheim** who is known as the **'Father of Sociology of Education'**. He stated that **"The major function of education is the transmission of society's norms and values."** According to **Hansen, "Sociology of education is concerned with the relationship between education and society."** In the words of **Brookover (1949),** it is **"the scientific analysis of the social processes and social patterns involved in the educational system."** He continued, "**This assumes that education is a combination of social acts and that sociology deals with the analysis of human interaction. Such analysis of human interaction may include both formal education occurring in other places as well as the school and the**

multitude of informal communication processes which serve educational functions."

It is basically a branch of sociology that studies the social processes, interactions and relationships in the educational institutions itself. Education and its processes vary and depend upon the nature of the society in which it exists. Society keeps on changing which in result, changes the education and its processes too. These sociological processes are being studied and analyzed with the help of sociology of education. **B.N. Shah** stated, **"Broadly speaking, sociology of education is interested in the study of the educational system in relation to the social system."** According to **Brookover (1949),** there are four areas of sociology of education which include the analyses of, first, the relation of the education system to other aspects of society, second, human relations within the school which comprises of school culture, stratifications, teacher-taught relationship, group structure and power structure within the group, third, the relationship between the school and community which denotes the interactional patterns between the school and other social groups in the immediate community, and the last one, the impact of the school on the behaviour and personality of its participants which may be called as social psychology of the education system **(Brookover, 1949).**

Importance of Sociology of Education:

There are various important points related to the sociology of education which are given in the following manner:

- As Sociology of Education studies the social processes in educational institutions, it helps in brining improvement in the social environment of the schools and in studying the functional importance of education. According to **Brookover (1949), "Improvement in school system can move forward much more rapidly if based upon the scientific analysis of the educational system."**

- It helps in formulation of educational policies and plans for administration of education. Its analyses make the policy makers and planners reflect on the goals and objectives of education from sociological perspective.

- It guides in construction of curriculum in relation to the needs and requirements of the society.

- It establishes the importance of social and cultural framework of education.

- It provides a scientific and systematic analysis of schools or other educational institutions from the sociological perspectives which gives objective and authentic results regarding phenomenon of education and society.

- It helps in linking the components of education such as community, school, teachers and students for the holistic development of the child. Consequently, it enhances the relationship between teachers, students and other stakeholders.

- It analyses the relationship of the educational system with other aspects of society, human relations within the school, the relationship between the school and community and the impact of the school on the behaviour and personality of its participants **(Brookover, 1949).**

- It helps in defining the social roles of teachers, personality of teachers and its impact on students' behaviour. In the words of **Brookover (1949), "the development of teacher personality is a significant aspect of over-all sociology of education."**

- It provides an insight into the role of schools or educational institutions in the growth of the children which leads to the attainment of educational goals and objectives.

- Its analyses provide the type of knowledge that is essential for the achievement of educational system that is better integrated with the life of the community which it serves **(Brookover, 1949).**

Conclusion:

To conclude, it can be stated that education and sociology have links with society and are inter-linked together which results in making one's presence possible with existence of another one. Their relationship is analyzed and studied in the sociology of education which is called as the scientific and systematic study or analysis of social processes in educational system. Within an educational institution, it is the inter-related study of community, school, teachers and students. In addition, it can be said that its area of analysis encapsulates social processes, relationship aspects and goal aspects within the educational system or institutions from the lens of sociology.

OBJECTIVES:

The main objective of this module is to acquaint students with the:
- Concept of Sociology;
- Meaning and concept of Education;
- Conceptual understanding of Sociology of Education; and
- Importance of Sociology of Education.

GLOSSARY:

i. **Society:** A group of people, who interact with one another, reside in a definable area and share a culture.

ii. **Culture:** Culture is a collective term used for the way of living by a society which includes belief, ideas, traditions, customs, behaviors, etc. It is also called as the 'design of life'.

iii. **Sociology:** Sociology is a systematic and scientific study of society. Etymologically, it means 'the study of companionship'. It is defined as the scientific study of development, structure, interaction and collective behaviors of social relationships **(Stolley, 2005).**

iv. **Socialization:** Socialization is a continuous process of socializing the child by which people learn behaviour, beliefs and attitude that make them prepared to function effectively as members of society.

v. **Education:** Education is a process of the nourishment of good qualities, attainment of knowledge and drawing out the inner potentialities of every individual. Education helps in developing and enhancing the physical, moral, social, intellectual, emotional and spiritual powers of the child.

vi. **Educational Goals:** Broadly, educational goals are the statements to describe the knowledge, skill, attitude and attributes to be attained by the learners. They are related with the entire process of education.

vii. **Educational Institutions:** Educational institutions are the places where people of different age group gain education with the provisions of learning facilities and environment.

viii. **Sociology of Education:** Sociology of education explains the scientific analyses of the social processes and patterns involved in an education system.

ix. **Stratification:** Social stratification refers to the system through which society arrange different categories in a hierarchy which may include caste, class, power, religion, etc.

x. **Curriculum:** Curriculum means the totality of experiences a child gets from school within classroom as well as outside the classroom.

FREQUENTLY ASKED QUESTIONS:

I. **What do you mean by education?**

Ans: Education is a process of the nourishment of good qualities, attainment of knowledge and drawing out the inner potentialities of every individual. Education helps in developing and enhancing the physical, moral, social, intellectual, emotional and spiritual powers of the child.

II. **Give etymological meaning of education.**

Answer: Etymologically, the word education has been derived from the Latin word **'Educare'** which means **'to bring up' or 'to nourish'**. According to few others, the root word is **'Educere'** meaning **'to draw out'**. Hindi word **'Shiksha'** is derived from Sanskrit word **'Shiksh'** meaning 'to learn'. Another Hindi word **'Vidhya'** which is derived from Sanskrit word **'Vid'** meaning **'to know'.**

III. **What is the meaning of society?**

Answer: A group of people, who interact with one another, reside in a definable area and share a culture.

IV. **What is the meaning of sociology?**

Answer: Sociology is a systematic and scientific study of society. Etymologically, it means 'the study of companionship'. It is defined as the scientific study of development, structure, interaction and collective behaviors of social relationships.

V. **Who is known as the father of sociology?**

Answer: Auguste Comte

VI. **What is the relationship between sociology and education?**

Answer: Education and sociology are strongly related to one another. On one hand, education helps in understanding the society and its intricate phenomenon and on the other hand; sociology studies the major institution of society called education in more scientific and systematic ways.

VII. What do you mean by sociology of education?

Answer: Sociology of education explains the scientific analyses of the social processes and patterns involved in an education system.

VIII. Who is known as the father of Sociology of Education?

Answer: Emile Durkheim

IX. What are the areas of study in sociology of education?

Answer: It analyses the relationship of the educational system with other aspects of society, human relations within the school, the relationship between the school and community and the impact of the school on the behaviour and personality of its participants.

X. What is the importance of sociology of education?

Answer: Sociology of education helps in formulation of educational policies and plans for administration of education. Its analyses make the policy makers and planners reflect on the goals and objectives of education from sociological perspective. It guides in construction of curriculum in relation to the needs and requirements of the society. It establishes the importance of social and cultural framework of education. It provides a scientific and systematic analysis of schools or other educational institutions from the sociological perspectives which

gives objective and authentic results regarding phenomenon of education and society.

ASSIGNMENTS:

1. **Define education. Describe its relationship with society.**
2. **What do you mean by sociology?**
3. **Elaborate in detail the concept of sociology of education.**
4. **Explain the importance of sociology of education.**
5. **How does sociology of education help schools?**
6. **How does sociology of education help in curriculum construction?**

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SOCIALIZATION AND ITS AGENCIES
(FAMILY, SCHOOL, PEER GROUP AND MASS MEDIA)

Introduction:

Before going directly to the topic, I want to, first, relate it with a movie named 'The Jungle Book'. Most of you must have watched this movie. The main character was 'Mogli' who was brought up in a jungle which obviously had an extremely different environment as compared to our human society. Everyone has witnessed his peculiar habits and skills which he acquired from his caregivers. If you get a chance to meet him personally, will you call him socialized according to human social norms? Did his behaviour show the human characteristics? The obvious answer is NO. His total behaviour was identical to animals in whose companionship he grew up. That shows the differences between human and animal worlds. Socialization is a process which brings the skills in a person required for being called a human being. Without socialization, an individual would not behave like a human being.

Concept and Definition of Socialization:

Society and its intricate behaviours and values are not known to an infant at the time of birth. But as he/she grows up, he/she learns about the physical world in front of him/her and about the meaning and nature of good and bad things and deeds. He/she also comes to know about the behaviours to be approved and accepted by the members of the society and those not to be accepted or approved. This process is known as socialization which shapes our self-concept. It teaches through its various agents including family, school, peer group, neighbours, etc. the way to behave that is acceptable to the society. Children acquire and learn the appropriate behaviours and values from their social world by absorbing its associated social norms and values.

In NCERT's book of Sociology, it is mentioned that **"socialization can be defined as the process whereby the helpless infant gradually becomes a self-aware, knowledgeable person, skilled in the ways of the culture into which he/she is born."** In simple words, it is a continuous process by which people learn behaviour, beliefs and attitude that make them prepared to function effectively as a member of the larger society. It can also be called as the process of internalization of norms and ideologies of society whereby an individual learns to live in social groups, to participate in productive activities and cultural life. In Socialization and Society, John A. Clausen (1968) mentioned that it is **"the means by which social and cultural continuity are attained".** According to Havighurst & Neugarten, **"Socialization is the process by which children learn the ways of their society and make these ways parts of their own personality."** It is a life-long process which remains critical during early years of life. Through this process, a person internalizes, inherits and disseminates norms, values and ideologies. It provides an individual the required skills and necessary habits which are beneficial and mandatory for participating effectively within his/her own society.

Agencies of Socialization:

Through the definitions of socialization given in the previous section, it is already understood that it is a process that starts from birth and continues throughout our life. As it is a process, it needs to be processed through several agencies where different agents help in its successful exercise and execution. But here, we are intrigued by some questions. Whom do we call agencies of socialization? Are we counting only those who help in learning social values and behaviours in formal and systematic way by following certain preset guidelines and frameworks?

The answer is not affirmative because socialization is not limited to few formal agencies or agents but broadly, it starts and continues wherever an individual

goes or learns something. What we see in our environment particularly at homes, in schools and on television, radio and in newspapers influence and socialize us by helping in acquisition of behaviour and attitude. An individual is socialized by agencies and its associated agents, like school, family, neighborhood, peer group, religion, region, mass media, etc., in which he/she participates and acquires the required skills, behaviours and habits. The most influential agents of socialization are described in detail in the following points:

Family:

Family is the most important informal agency of socialization which is a primary social organization or group of people who share an obligatory relationship with one another. It is usually the first unit with which children have continuous contact and the first contact in which socialization patterns develop. From family, child gets his/her first experience of interaction and acquires all the civic virtues required for healthy living. Interaction with family members provides social and socializing experiences to the children. It is in the family that the child becomes aware of the world around him/her. All social and moral values are inherited from family. It is called as a cradle of learning which imbibe the much needed moral qualities. In the words of Ballard, **"Family is the original social institution, from which all other institutions have developed."**

Undoubtedly, there is no parallel or substitute of the family as an agency of socialization. From family, child acquires many of the social patterns, habits, manners and attitudes which determine his/her future adjustment in the larger society. Families do not socialize children in a vacuum but many social factors affect the way a family raises its children. The background and association of family with different social groups such as social class, caste, religion, race and others have its deep impact on children as developing individuals. The internalization of values and norms is basically dependent upon the frequency

and intensity of associated familial environment consisting of certain activities and behaviours. It is a well-known fact that families and its systems vary widely, so consequently, children's experiences are not found to be standard and uniform across cultures and communities. The agency of family consists of different socializing agents. In nuclear family, only parents remain the key agent whereas in joint family, other members like grandparents, uncles, aunts, cousins, etc. may also play the roles of significant agents of socialization. The variations of behaviours, roles, values and skills can be easily witnessed among different members coming from different familial backgrounds.

Peer Group:

After family, a child comes in contact with different group of people with whom he/she loves to play and shares his/her thoughts and feelings. It refers to the friendship groups of children of similar age. Peer groups and its relationships remain important throughout an individual's life. It has importance in shaping individual's attitude and behaviours. It provides children the first major socialization experience outside the realm of their parents. According to Judith Harris (1998), the author of **'The Nurture Assumption: Why children turn out the way they do', "Parents matter less than you think and peers matter more."**

Engagement with group activities provides the opportunities to develop social cooperation, democratic values, competition, independence, etc. These different activities lead to the development of different skills and behaviours necessary for survival in the larger society. According to Halsey, et al (1997), **"This group life is very important for them and has considerable influence on the development of their self-concepts. In playing together, children learn to co-operate. They learn to adjust their needs and desires to the behaviours of peers."** Peer groups help in socializing us and may also induce us to violate social norms. It has positive as well as negative impact on the minds of children.

Schools:

Schools stand for a specialized formal agency set up by the society for socializing the rising generations. It not only educates a child but develops social values, social cognition, social norms, social participation, attitudes and values. School is formal agency or organization where students study definite curriculum and subjects. Along with its definite formal curriculum, schools have hidden curriculum too which is called as "the one that no teacher explicitly teaches but that all students learn". It implicitly affects and conditions children's learning. It is also called as the untaught lessons which have great impact on students' later life.

In schools, teachers, peer groups, textbooks, extra-curricular activities, etc. facilitate socialization of the students. The materials and content being used by teachers in the schools have deep impact on the mindset of children which validates the norms and values given by parents and others informally. Teacher's behaviour towards children and children's involvement in different activities also influence the development of social values and patterns among children. Interaction and engagement with other peers helps in strengthening the individual's social interaction and interpersonal skills.

Mass Media:

Mass media is a collection of media technologies that reach a large audience via mass communication which is intended to reach a mass audience. In the words of Uzniene, **"Medias are important agents of individual socialization and their action mode predetermines positive and negative aspects in the process of socialization".** Our everyday life has changed tremendously by the innovations of mass media. It has increasingly become an integral part of our life. Mass media distribute information to a wide audience with the help of television, films, newspaper, magazines, radio and the internet. Due to this

boon, vast array of information is easily accessible and approachable to the people living in different parts of the world. In today's world, children are spending most of their time in browsing and using internet which has positive and negative impact on their learning. They learn and acquire the behaviours, habits and values from various characters shown on television in movies and serials. Every day we are exposed to numerous images from the media which suggest what we should be like. These suggestions of media invade our thoughts and shape the way we think and interact. Through it, the kind of content exposure children get is reflected in their own behaviours and habits. Mass media together with family and peer group, contribute in the shaping of new patterns and behaviours and also perpetuating the conventional and traditional behaviours, attitude and patterns in society.

Conclusion:

At the end, it can be concluded that socialization is a process which helps in learning and acquiring the social skills, behaviours and attitudes needed to be the part of society. This process is not a result of a day's procedure, but it requires different agencies that help in preparing individuals to function effectively as members of society. These agencies can be of formal or informal nature. Family, peer group and mass media are informal agencies whereas school is the formal one. He/she starts being socialized from first school called family and continues to learn from different agents like from schools, peer groups and mass media which lead to fully developed and nurtured personalities, attitudes, habits, skills, values and behaviours. In their families, children learn skills, behaviours and habits regarding their own community, but through mass media, school and peer groups, they develop tolerance and respect for other cultures and communities through continuous exposure.

OBJECTIVES:

The main objective of this module is to acquaint students with the:

- Concept and definition of Socialization;

- Meaning of agencies of socialization;

- Conceptual understanding of family, peer group and mass media as the agencies of socialization; and

- Important place of school in socialization.

GLOSSARY:

i. **Society:** A group of people, who interact with one another, reside in a definable area and share a culture.

ii. **Culture:** Culture is a collective term used for the way of living by a society which includes belief, ideas, traditions, customs, behaviors, etc. It is also called as the 'design of life'.

iii. **Socialization:** It is a continuous process by which people learn behaviour, beliefs and attitude that make them prepared to function effectively as a member of the larger society. It can also be called as the process of internalization of norms and ideologies of society whereby an individual learns to live in social groups, to participate in productive activities and cultural life.

iv. **Agencies of socialization:** An individual is socialized by agencies and its associated agents, like school, family, neighborhood, peer group, religion, region, mass media, etc., in which he/she participates and acquires the required skills, behaviours and habits.

v. **Family:** Family is the most important informal agency of socialization which is a primary social organization or group of people who share an obligatory relationship with one another.

vi. **Peer group:** It is referred to the different group of people with whom child loves to play and shares his/her thoughts and feelings. It refers to

the friendship groups of children of similar age. Peer groups and its relationships remain important throughout an individual's life.

vii. **Schools:** Schools stand for a specialized formal agency set up by the society for socializing the rising generations. It not only educates a child but develops social values, social cognition, social norms, social participation, attitudes and values.

viii. **Curriculum:** It is the totality of experiences a child gets from school within or outside the classroom through educational processes.

ix. **Mass media:** Mass media is a collection of media technologies that reach a large audience via mass communication which is intended to reach a mass audience.

FREQUENTLY ASKED QUESTIONS:

1. **Define society.**

Answer: Society is a group of people, who interact with one another, reside in a definable area and share a culture.

2. **What do you understand by socialization?**

Answer: It is a continuous process by which people learn behaviour, beliefs and attitude that make them prepared to function effectively as a member of the larger society. It can also be called as the process of internalization of norms and ideologies of society whereby an individual learns to live in social groups, to participate in productive activities and cultural life.

3. **Where does socialization happen?**

Answer: Socialization is a continuous process which happens throughout the life of an individual. It starts from family but is influenced by all the factors including events, people, activities that a child comes to encounter everywhere.

4. **What are the agencies of socialization?**

Answer: An individual is socialized by agencies and its associated agents, like school, family, neighborhood, peer group, religion, region, mass media, etc., in

which he/she participates and acquires the required skills, behaviours and habits.

5. Give example of formal agency of socialization.

Answer: School or any other educational institution.

6. Give example of informal agency of socialization.

Answer: Family, Peer Group, Mass Media, Neighborhood, etc.

7. How does family help in socialization?

Answer: From family, a child gets the first experience of interaction and acquires all the civic virtues required for healthy living. Interaction with family members provides social and socializing experiences to the children and child becomes aware of the world around him/her. All social and moral values are inherited from family.

8. What is the importance of peer group in socialization?

Answer: Peer group has importance in shaping individual's attitude and behaviours. It provides children the first major socialization experience outside the realm of their parents. Engagement with group activities with peer members provides the opportunities to develop social cooperation, democratic values, competition, independence, etc. These different activities lead to the development of different skills and behaviours necessary for survival in the larger society.

9. Through what sources, schools socialize the students?

Answer: In schools, the sources such as teachers, peer groups, textbooks, curricular and extra-curricular activities, etc. facilitate socialization of the students. The materials and content being used by teachers in the schools have deep impact on the mindset of children. Teacher's behaviour towards children and children's involvement in different activities also influence the development of social values and patterns among children.

10.What is the role of mass media in socialization?

Answer: The exposure of media invades our thoughts and shapes the ways we think and interact. Through it, the kind of content exposure children get is reflected in their own behaviours and habits which eventually becomes part of their personality. Mass media contribute in shaping of new patterns and behaviours and also perpetuating the conventional and traditional behaviours, attitude and patterns in society.

ASSIGNMENT:

- Define socialization.
- What are the different agencies of socialization?
- Discuss the role of family in the process of socialization.
- Explain the role of mass media in socialization.
- How does school help in socialization?
- In what ways, peer group socializes children?

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CULTURE: MEANING, CHARACTERISTICS AND RELATIONSHIP WITH EDUCATION

Introduction:

Whenever we visit a new place, we encounter so many new things like peoples' dressing styles, food habits, beliefs, rituals, customs, patterns of work, practices, ideologies etc. It makes us say that the people, here, have different culture from ours. So, this small word of seven letters 'culture' encapsulates all things, either material or non-material, representing the way of living or designing of life. **Majumdar and Madan** have rightly said, **"Life of people is their culture."** The concept of culture is among the most widely used ideas in sociology which refers to the ways of life of the members of a society. In order to know a society, it is a prerequisite to understand its culture. It is a well-known fact that society is composite of a group of people who interact with each other, reside in a definable area and share a common culture. This culture is referred to the group's shared values, beliefs and practices. It includes all that is socially transmitted from one generation to another. Culture and society are considered to be the two sides of the same coin. Men acquire culture, being the members of a society. Every society has its own set of beliefs, values, moralities, ideas, etc. That is the reason behind the presence of a variety of culture. It varies from society to society; place to place and nation to nation. Along with culture, education also tends to change. Education and culture cannot be separated from one another as they are inter-dependent. Educational processes and patters are guided by the society's cultural patterns.

Meaning and Definition of Culture:

From anthropological view, the term culture is used in many senses, but, in general, it is referred to the collective behavioural patterns that are transmitted

socially from one generation to another. According to Ralph **Linton (1947), "Culture is the configuration of learned behaviour whose components and elements are shared and transmitted by the members of a particular society."**Here configuration stands for a sort of pattern **(Ottaway).** This term cultural pattern is started being commonly used with the publication of **R. Benedict**'s book **'Patterns of Culture'** in **1935**. In the words of **E. A. Hoebel, "Culture is the sum total of integrated learned behaviour patterns which are characteristics of the members of a society and which is, therefore, not the result of biological inheritance." A.F. Walter Paul** said, **"Culture is the totality of group ways of thought and action duly accepted and followed by a group of people."**

Another definition, given by **Taylor (1971),** says, **"Culture is that complex whole which includes knowledge, belief, art, morality, law, practice and other capabilities and habits, acquired by man as a member of society."**A very comprehensive definition adopted by the **World Conference on Cultural Policies, Mexico City (1982)** considered culture as **"the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group."**According to **Mazumdar, "Culture is the sum total of human achievements, material as well as non-material, capable of transmission, socially, i.e., by tradition and communication, vertically as well as horizontally."**These definitions are comprehensive in nature as they emphasize on the true meaning of culture which is distinct, inclusive of material as well as non-material aspects, connected with social values, transmittable and to be acquired and learned by virtue of being member of a society. Material culture includes all tangible man-made things or objects created byhuman interaction such as clothes, books, tools, vehicles, utensils, TV, radio, etc. whereas non-material culture includes those intangible ideals, attitudes and values which bring modification in behaviour of an individual

such as language, literature, customs, tradition, values, beliefs, etc. Thus, culture can be referred to the system of learned behaviour shared by and transmitted among the member of a group.

Characteristics of Culture:

On the basis of earlier mentioned definitions of culture, its various characteristics are given in the following manner:

1. **Culture is man-made:** The development or existence of culture is not a natural thing coming directly from sky, but is man-made. **Kimball Young (1939)** rightly said, **"The cultural world is the creation of man himself as he has learned how to manage nature and himself throughout his entire existence."**In the words of **Taylor, "Culture consists of the works of man."**

2. **Culture is an acquired trait:**Contrasting to biological heredity, culture can be called as the social heredity **(Ottaway).**Its meaning and definitions say that it is not innate but is acquired and learned by the people through social contacts and interaction, no matter formally or informally. According to **Robertson (1992), "Culture is that which individuals, groups and societies produce and acquire in order to function effectively."**

3. **Culture is a distinct entity:** It has distinctiveness which makes it vary from place to place. It varies widely around the globe. Different societies of the world have their distinct cultural patterns which help in establishing different identities of different nations. Every society is characterized by its distinct and unique culture.

4. **Culture is material as well as non-material:** Culture includes intangible ideas, customs, traditions, beliefs, etc. along with tangible objects and

things created by human interaction. The look at an object gives idea about its culture.

5. **Culture is transmittable:** Cultural traits are transmitted from one generation to another. This transmission is a continuous process. Every generation has freedom to modify cultural heritage and transmit it to coming generations.

6. **Every culture has utility**: A culture is considered to be good if it possesses the quality of being utilized by the individual as well as the entire society. It should be ideal for the group. The decay of any cultural pattern depends upon its level of utility.

7. **Culture is dynamic in nature:** Culture is not static but dynamic. It tends to change according to the changing trends and time. Our own beliefs, ideas, thinking patterns, behaviours, etc. are different from our forefathers'. That's due to the changing nature of culture.

8. **Culture is social, not individual heritage:** Culture is not an individual product, but a social product which is being shared by the members of the group.

9. **Culture is symbolic:** Culture and its transmission are based on symbols which are exclusive to human beings. Symbols are the central component of culture. Symbols refer to anything attached with meaning and used for communication with others. Language is one of the symbols of culture which helps in preservation and creation of culture for retrospective as well as prospective analyses.

Culture and Education:

Each characteristic of culture depicts its strong relationshipand intimate connectionwith society and its major unit called education. Culture is an acquired trait which happens through education, be it formal, informal or non-formal. Culture is transmittable from one generation to another with the

powerful tool of education. Importance and utility of culture is known to the individuals through education. Culture is considered to be dynamic because of an important tool called education. Education helps in resolving the cultural conflict. Education conserves as well as renews the culture and its patterns.

Education is a part of culture which works for its preservation, conservation, modifications, creation and re-creation. So, culture and education cannot be kept separately in different boxes but are to walk and grow together to influence each other. Their relationship is reciprocal in the sense that culture influences and shapes education and, simultaneously, is influenced and shaped by education too. Cultural pattern of a society determines its educational system. For instance, a materialistic society's goals of education and processes are different from the society which believes in development of spirituality and morality. Educational system, simultaneously, affects the culture of that society by shaping and influencing the thinking and behaviour of its members. For example, the culture of patriarchal society is changing with awareness and education regarding rights of women being human being and the dynamics of gender roles in current era.

Culture has its influence on education and its institutions by determining and formulating educational aims and objectives, constructing curriculum, organizing co-curricular activities, selecting methods of teaching, textbooks and creating social environment, rich in good teacher-taught relationship. Similarly, education also has its powerful influence on culture and its patterns. Preservation, transmission, development, continuity of a culture, removal of cultural lag is possible through the use of an effective and strong instrument called education. Therefore, undoubtedly, education and culture are mutually interdependent, complementary and supplementary in all their aspects and activities **(Sharma, 2003).**The major evidence regarding the strong relationship

between education and culture is reflected through one of the aims of education which states about educating child about the cultural heritage.

Role of Schools in Preservation and Promotion of Culture:

School is a miniature of society which is a specially designed formal agency which is set up by the society in order to socialize the generations to come.Acquisition of culture is done through the process of socialization. Schools do not only educate the child by following definite curriculum and certain number of subjects and provide grades on completion of courses opted, but also develop social and cultural values, attitudes, norms and morality which remain with them throughout their life. Schools' total activities and programmes are organized, referring to the cultural ideas and values of a particular society in which they exist. So, schools, in various ways, become the center of promoting, reforming and developing the cultural patterns of society.**National Policy on Education (1986)** observed, **"The curricula and process of education will be enriched by cultural content in as many manifestations as possible. Education can and must bring about the fine synthesis between change oriented technologies and the country's continuity of cultural traditions."**Cultural traits are acquired in the setting of schools, created by different agents such as teachers, peer groups, textbooks, co-curricular activities, methodologies, cultural responsive teaching etc. Teacher-taught relationship and teachers' behaviour towards students put an impact on mindset of students and help in development of cultural values and patterns. Every society's culture is preserved through its education system. Schools are made with the purpose of transmitting cultural heritage and for improving the society by modifying or eliminating the cultural practices which are not found to be beneficial for the society.

In addition, the preservation also includes the process of transmission of culture. Its transmission from one generation to another guarantees the preservation of the same **(Sharma, 2003).** This transmission is done with the help of schools through social interaction, occurring among different members. In the words **of Ottaway, "Culture is entirely dependent on the interaction of individual with the social environment and has to be leant from the social group."** Promotion of culture should be done through schools by imparting the values and morals of the society in which it exists. For promotion of culture, schools should become the effective and useful tools for community integration, community integrated learning, democratic values, etc. There should be respect for diversity through multicultural education instead of monocultural education.According to the **International Conference on Education's (1992)**recommendation no. 78 regarding contribution of education for cultural development**, "In order to be able to better satisfy the demands of contemporary society and to respond to the challenges of the 21st century, the school must open up to its social, economic and cultural environment and become a place for fruitful dialogue, broadening its horizon to cover the cultures of the world, whether regional, national or local."**

Conclusion:

On the basis of all the points given on culture and its relationship with education, it can be, undoubtedly, stated that culture is not only one particular aspect of life, but it is the entire way of life which is dynamic and varies from place to place, society to society and nation to nation. Since time immemorial, the precious cultural heritage is preserved and promoted through education system by its reflection in textbooks, teachers' behaviours, behaviours of peer groups, schools' norms and policies, etc. Education can be called as the cause of the transformation of culture and cultural transformation is the cause of

education and its institutions. Both are interdependent, complementary and supplementary to each other.

OBJECTIVES:

The main objective of this module is to acquaint students with the:

- Concept and definition of Culture;
- Characteristics of Culture;
- Relationship of Culture and Education; and
- Role of schools in preservation and promotion of culture.

GLOSSARY:

i. **Society:** A group of people, who interact with one another, reside in a definable area and share a culture.

ii. **Culture:** Culture is a collective term used for the way of living by a society which includes belief, ideas, traditions, customs, behaviors, etcwhich are transmitted socially from one generation to another.It is also called as the 'design of life'.

iii. **Culture as man-made:**The development or existence of culture is not a natural thing coming directly from sky, but is man-made. Kimball Young (1939) rightly said, "The cultural world is the creation of man himself as he has learned how to manage nature and himself throughout his entire existence."

iv. **Culture as an acquired trait:**Contrasting to biological heredity, culture can be called as the social heredity. Its meaning and definitions say that it is not innate but is acquired and learned by the people through social contacts and interaction, no matter formally or informally.

v. **Culture as a distinct entity:**It has distinctiveness which makes it vary from place to place. It varies widely around the globe. Different societies of the world have their distinct cultural patterns which help

in establishing different identities of differentnations. Every society is characterized by its distinct and unique culture.

vi. **Culture as dynamic:**Culture is not static but dynamic. It tends to change according to the changing trends and time. Our own beliefs, ideas, thinking patterns, behaviours, etc. are different from our forefathers'. That's due to the changing nature of culture.

vii. **Material and non-material culture:**Material culture includes all tangible man-made things or objects created by human interaction such as clothes, books, tools, vehicles, utensils, TV, radio, etc. whereas non-material culture includes those intangible ideals, attitudes and values which bring modification in behaviour of an individual such as language, literature, customs, tradition, values, beliefs, etc.

viii. **Education:**Education is a process of overall development of person. It helps in developing and enhancing the cultivation of physical, mental, emotional and moral powers of the child.

ix. **Culture and education:**Culture is transmittable from one generation to another with the powerful tool of education. Importance and utility of culture is known to the individuals through education. Culture is considered to be dynamic because of an important tool called education. Education helps in resolving the cultural conflict. Education conserves as well as renews the culture and its patterns. Education is a part of culture which works for its preservation, conservation, modifications, creation and re-creation.

x. **Schools for preservation and promotion of culture:**School is a miniature of society which is a specially designed formal agency which is set up by the society in order to socialize the generations to come. Schools do not only educate the child by following definite curriculum and provide grades on completion of courses opted, but also develop social and cultural values, attitudes**,** norms and morality

which remain with them throughout their life.Every society's culture is preserved and promoted through its education system. Schools are made with the purpose of transmitting cultural heritage.

FREQUENTLY ASKED QUESTIONS:

1. Define society.

Answer: Society is a group of people, who interact with one another, reside in a definable area and share a culture.

2. What do you understand by culture?

Answer: Culture is a collective term used for the way of living by a society which includes belief, ideas, traditions, customs, behaviors, etcwhich are transmitted socially from one generation to another.It is also called as the 'design of life'.

3. What is meant by material culture?

Answer: Material culture includes all tangible man-made things or objects created by human interaction such as clothes, books, tools, vehicles, utensils, TV, radio, etc.

4. What is meant by non-material culture?

Answer: non-material culture includes those intangible ideals, attitudes and values which bring modification in behaviour of an individual such as language, literature, customs, tradition, values, beliefs, etc.

5. Discuss culture as an acquired trait.

Answer: Contrasting to biological heredity, culture can be called as the social heredity. It is not innate but is acquired and learned by the people through social contacts and interaction, no matter formally or informally.

6. What makes culture dynamic in nature?

Answer: Culture, by nature, is not static but dynamic. It tends to change according to the changing trends and time. Our own beliefs, ideas, thinking

patterns, behaviours, etc. are different from our forefathers'. That's due to the changing nature of culture.

7. What are the characteristic of culture?

Answer: Culture is man-made, acquired, a distinct entity, social heredity, transmittable, material and no-material and dynamic in nature.

8. What is the relationship between culture and education?

Answer: Culture is transmittable from one generation to another with the powerful tool of education. Importance and utility of culture is known to the individuals through education. Culture is considered to be dynamic because of an important tool called education. Education helps in resolving the cultural conflict. Education conserves as well as renews the culture and its patterns. Education is a part of culture which works for its preservation, conservation, modifications, creation and re-creation.

9. What is the meaning of school?

Answer: School is a miniature of society which is a specially designed formal agency which is set up by the society in order to socialize the generations to come. In schools, teachers, peer groups, textbooks, curricular and extra-curricular activities, etc. facilitate socialization of the students.

10. What is the role of school in preservation and promotion of culture?

Answer: Schools develop social and cultural values, attitudes**,** norms and morality which help in socialization of students. Every society's culture is preserved and promoted through its education system. Schools are made with the purpose of transmitting and preserving cultural heritage. Schools' total activities and programmes are organized, referring to the cultural ideas and values of a particular society in which they exist. So, schools, in various ways, become the center of promoting, reforming and developing the cultural patterns of society.

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SOCIAL CHANGE: MEANING, IMPORTANCE AND ROLE OF EDUCATION IN SOCIAL CHANGE

Introduction:

Very often we hear from our grandparents or parents that most of the things have changed from their time to ours, be it communication system, transportation, values, culture, etc. Change is a universal phenomenon. Change is the law of nature which can be called as the **'only constant thing in the world'** which never changes its specific characteristic of bringing changes. Since last so many years, we are witnessing the changes happening around us. With the passage of time, life style is changing, information and communication patterns and ways are changing, transportation, education system, teaching and learning styles are changing, in short, the culture and the whole society is changing. When the change occurs in the structure and functions of the society, it is called as social change which is not confined to one society or two, but is a universal phenomenon which results from the interaction of different factors which might be within the society or outside it.

Meaning and Definition of Social Change:

Change implies all variations in human society which denotes the differences in anything observed over a period of time. Therefore, social change means observable differences in any social phenomenon over a period of time. It refers to the changes occurring in any aspect of social process, social patterns, social interactions or social organizations (M. E. Jones). Some minor changes also occurs which take place in individual's life or life of a limited group, these may not be considered as social change though they might be the effects of large scale changes.

Social change has been defined by different sociologists in different manners but in the similar direction. In the words of **H. T. Mazumdar, "Social change may be defined as a new fashion or mode either modifying or replacing the old, in the life of people or in the operations of society."**

According to M. E. **Jones, "Social change is a term used to describe variations in, or modifications of, any aspect of social processes, social patterns, social interactions or social organization."** In the words of **Kingsley Davis, "Social**

change is meant only such alterations as occur in social organization, that is, structure and function of the society.” MacIver and Page stated, **“Our direct concern as sociologists is with social relationships. It is the change in these relationships which alone we shall regard as social change.”** It is also defined by **Wilbert Moore** as **“a significant alteration over time in behaviour patterns and culture, including norms and values.”**

In the lecture notes for health science students regarding 'Introduction to Sociology', **Zerihun Doda** elaborated, **“Social change may be defined as the alteration or transformation at large scale level in the social structure, social institutions, social organization and patterns of social behaviour in a given society or social system. It can also be defined as the alteration, rearrangement or total replacement of phenomenon, activities, values or processes through time in a society in a succession of events. The alterations or rearrangement may involve simple or complex changes in the structure, form or shape of the social phenomenon.”**

On the basis of these definitions, it can be stated that only those changes are considered as social change which are occurring in the social processes, system of stratification, social patterns, relationships, behavioral patterns, culture, interactions and organization. It denotes the changes in the structure and functions of the society. This universal phenomenon does not only include the modification or alteration but is associated with the total replacement of old by new forms. The unceasing changeability is an inherent nature of human society. These definitions of social change describe about its chief characteristics such as:

- It is a universal phenomenon, no society remain static.
- It is continuous, social and qualitative in nature.
- It occurs all the time both at micro and macro levels. It is an ever-present phenomenon.
- It is not uniform, but its speed varies from rapid to slow.
- It occurs as an essential law.
- It may be peaceful or violent.
- It maybe endogenous or exogenous.

- Definite prediction of these changes is not possible. It is unpredictable, but mandatory to be occurred.
- It results from the interaction of different factors.
- It includes modifications as well as replacements.
- It maybe planned or/and unplanned.

Importance of social change:

Contamination of water brings ill effects in the form of various diseases, likewise, contamination of unchanging and static society gradually moves towards its doom and decay. The ever-present changing nature of society keeps it lively. Social change is an important part of the sociological studies which help in answering lots of questions related to society and its evolution and development. Societies and its cultures are dynamic in nature. They experience social change that is much needed for transformation and innovation in society. Social change takes place when people of society needs change, when existing system fails to meet the needs and requirements of the existing humans and when new techniques and innovation promise improved and better way of meeting the needs of society and its people. Because of its importance, it has always been one of the most interesting areas of investigation for sociologists. Study of social change provides the evolution of stratification system in a society. It makes us aware of the factors affecting social change from within society as well as from the outside. It brings new ways of thinking and advancement in life style which helps in changing abilities and attitudes of people living in the society.

Factors affecting social change:

Social change does not take place automatically but occurs in a response to several changes, happening around us. It is caused by internal and external factors. It occurs due to the interaction of different factors, be it within the society or outside it. There are many factors which affect social change which are given in the following manner:

- Among natural factors of social change climatic condition, geographical location of a country/state, natural disasters, and emergence of any disease like HIV/AIDS can be important sources of change. Humankind lives in particular geographical locations which affect the social life of people residing there. One can easily find differences in cultural patterns,

ideologies, life styles, values, traditions and beliefs of people coming from different parts of India according to their geographical location. People in plain areas are different from those living in hilly areas. A natural disaster like flood, earthquake, drought and others may destroy entire population, force people to migrate to another safer place, or make them rebuild their community all over again by involving in new social relationships. Migration, urbanization and population growth are also affecting social change. Biological factors like size, density and composition of population are very important in bringing social change. As an example, increasing population of India has led to the increase in poverty, illiteracy, ignorance, bribery, corruption, lack of proper facilities, etc. which are resulting in the form of social, economical as well as cultural problems in the nation.

- Science and technology are considered as the most important factors of social change. The modern technology, means of transportation, facilities of medicine and public health, methods adopted in the field of agriculture and industries, means of communication etc. have affected the beliefs, attitudes, values and behaviour of people across societies. Modern Information and Communication Technology (ICT) has changed the way people think, behave and act. It has brought us into a different world where changes are brought as per the needs and requirements of the society. New innovations and discoveries are bringing social change. Any discovery becomes a factor of social change only when it is put to use, not when it is merely known.

- Psychology of human mind is also among the important factors of social change. Love for bringing changes, discoveries and new inventions depend upon the mind and behaviour of human beings. In consequence, the behaviours, beliefs, customs and rituals also tend to change leading to gradual change in society in a continuous manner.

- Action of exceptional individuals also leads to change in society. Our history is filled with these kinds of examples. The visible changes in condition of women were witnessed after the efforts of educationists and leaders like Raja Ram Mohan Roy, Mahatma Gandhi, Jyotibha Phule, etc. The contribution of Buddha, Mahavira, Shankaracharya and many more in bringing changes in social system and its operations for welfare of its

people. The contribution of people with great aspirations and thoughts is the prominent source of social change.

- Culture encapsulates values, beliefs, traditions, ideals, styles, behaviours, etc. that affect the society, significantly, to a great extent. According to Max Weber, "Social change takes place along with the cultural changes." Social change denotes the changes in social structure and relations and these relations are influenced by material and non-material culture. Alterations in our habits are caused by material culture and the same is found in our behaviours by non-material culture.

Along with these factors, education is an important agent of brining social change which is discussed thoroughly in a separate heading.

Role of Education in Social Change:

Education is considered to be the most important tool or instrument of social change which stands for changes in structure and functions of society. Its role as an agent of social change and social development is widely accepted and acknowledged today. According to Kamat (1982), "Education is elevated to the position of the prime-mover of economic development and social change." In this context, it has a dual role to play. On one hand, it has conservative role which socializes individuals to conform to the norms and values of society and its establishments. On the other hand, in its creative role, education has the capacity to generate a spirit of inquiry and questioning, examining and analyzing the accepted truths and ideas to challenge the established ideology. Social change is the result of the creative or constructive roles of education. In 'Education and Social Change', M. N. Srinivas mentioned that education and social change are related in three manners which are:

1. Education as a condition for social change;
2. Education as an instrument of social change; and
3. Education as the effects of social change.

Education does not only provide conditions for change but tends to change with changing conditions and structures of any society. The education system is largely conditioned by social and political power structure. Along with individual development, it has several social functions such as to complete socialization process, to transmit cultural heritage, to help in formation of social personality, to help in bringing out critical thinkers who can work for improvement in society by

eliminating the ill practices and to stabilize democratic values. Education imparts knowledge, develops skills and attitudes which, consequently, changes the behaviour and mindset of people that ultimately results in changing social relationships that cause social change. Education transforms society with the provision of opportunities and experiences through which individuals can cultivate them for better adjustment with the emerging needs and philosophy of ever-changing society. The report of Education Commission (1964-66), known as Kothari Commission, made an assertion that for achieving "change on a grand scale, there is one instrument and one instrument only that can be used: Education." It is quite apt to quote Francis J. Brown who said, "Education is a process which brings about changes in the behaviour of society."

Conclusion:

On the basis of given points, it can be concluded that change is a law of nature so bound to happen in society too. It makes the society feel lively and its people progressive-minded. It denotes the changes in structure and functions of society which does not happen automatically but in response to other changes in social and non-social elements. That may include natural, demographical, cultural, political, psychological factors along with advancement in science and technology. In addition, education plays a significant role in social change and tends to be changed with changing society and its structures. Undoubtedly, it is an instrument of bringing desirable changes in the society and modernizes it.

Objectives:

The main objective of this module is to acquaint students with the:
- Concept and definition of Social Change;
- Characteristics of social change;
- Importance of social change;
- Factors affecting social change; and
- Important place of education in bringing social change.

Glossary:

1. **Change:** Change implies all variations in human society which denotes the differences in anything observed over a period of time.
2. **Society:** A group of people, who interact with one another, reside in a definable area and share a culture.
3. **Social Change**: Social change means observable differences in any social phenomenon over a period of time. It refers to the changes occurring in any aspect of social process, social patterns, social interactions or social organizations.
4. **Endogenous change:** Endogenous social change refers to the changes caused by the factors that are generated by society or from within subsystem of society. Conflict, communication, regionalism etc. are some of the examples of endogenous social change.
5. **Exogenous change:** Exogenous social change is caused by the external factors. It generally views society as a basically stable, well-integrated system that is disrupted or altered only by the impact of forces external to the system.
6. **Characteristics of social change**: It is universal phenomenon, continuous, social and qualitative. It is an essential law of nature. It may be violent or peaceful. It results from the interaction of different factors.
7. **Importance of social change**: The ever-present changing nature of society keeps it lively and dynamic. Social change is an important part of the sociological studies which help in answering lots of questions related to society and its evolution and development. Social change is much needed for transformation and innovation in society. Social change takes place when people of society needs change, when existing system fails to meet the needs and requirements of the existing humans and when new techniques and innovation promise improved and better way of meeting the needs of society and its people.
8. **Factors affecting social change**: It is affected by natural factors, biological factors, science and technology, psychology of human mind, action of exceptional individuals, cultural changes and education.
9. **Education:** Education is a process of overall development of person. It helps in developing and enhancing the cultivation of physical, mental, emotional and moral powers of the child.
10. **Education as an instrument of social change:** Education is considered to be the most important tool or instrument of social change which stands for changes

in structure and functions of society. Its role as an agent of social change and social development is widely accepted and acknowledged today. Education does not only provide conditions for change but tends to change with changing conditions and structures of any society. It is an instrument of bringing changes in society.

Frequently Asked Questions:

1. What is the meaning of change?

Answer: Change implies all variations in human society which denotes the differences in anything observed over a period of time.

2. What changes are called social change?

Answer: The changes in structure and functions of society are called as social change.

3. What is social change according to MacIver and Page?

Answer: According to **MacIver and Page**, **"Our direct concern as sociologists is with social relationships. It is the change in these relationships which alone we shall regard as social change."**

4. State characteristics of social change.

Answer: It is universal phenomenon, continuous, social and qualitative. It is an essential law of nature. It may be violent or peaceful. It results from the interaction of different factors.

5. What is the importance of social change?

Answer: The ever-present changing nature of society keeps it lively and dynamic. Social change is an important part of the sociological studies which help in answering lots of questions related to society and its evolution and development. Social change is much needed for transformation and innovation in society. Social change takes place when people of society needs change, when existing system fails to meet the needs and requirements of the existing humans and when new techniques and innovation promise improved and better way of meeting the needs of society and its people.

6. What factors are responsible for social change?

Answer: Social change is affected by several factors such as natural factors, biological factors, science and technology, psychology of human mind, action of exceptional individuals, cultural changes and education.

7. How does action of individuals lead change in society? Give example.

Answer: Action of exceptional individuals also leads to change in society. Our history is filled with these kinds of examples. For example, the visible changes in condition of women were witnessed after the efforts of educationists and leaders like Raja Ram Mohan Roy, Mahatma Gandhi, Jyotibha Phule, etc. The contribution of Buddha, Mahavira, Shankaracharya and many more in bringing changes in social system and its operations for welfare of its people. The contribution of people with great aspirations and thoughts is the prominent source of social change.

8. **Explain the relationship between cultural and social change.**

Answer: Culture encapsulates values, beliefs, traditions, ideals, styles, behaviours, etc. that affect the society to a great extent. According to Max Weber, "Social change takes place along with the cultural changes." Social change denotes the changes in social structure and relations and these relations are influenced by material and non-material culture. Alterations in our habits are caused by material culture and the same is found in our behaviours by non-material culture.

9. **What is the role of education in social change?**

Answer: Education is considered as the most important tool for bringing social change which stands for changes in structure and functions of society. Its role as an agent of social change and social development is widely accepted and acknowledged today. Education does not only provide conditions for change but tends to change with changing conditions and structures of any society. Social change is the result of the creative or constructive roles of education.

10. **What was the assertion of Kothari Commission on education regarding changes in society?**

Answer: The report of Kothari Commission, (1964-66), made an assertion that for achieving "change on a grand scale, there is one instrument and one instrument only that can be used: Education."

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Social Mobility: Meaning, Importance and Role of Education in Promoting Social Mobility

Introduction:

Society is a group of people who interact, reside in definable area and share a common culture. In the words of **MacIver, "Society is a web of social relationship."** A society comprises of different strata, made on the basis of class, caste, creed, race, colour, ethic group, language, religion, region, gender, etc. As all these categories are not nature made, but man-made, it characterizes itself by its hierarchical nature where arrangement of people is done in terms of superiority and inferiority in status. This hierarchical arrangement in strata or layers is called as social stratification. Those on top have more privilege as compared to the people at lower level. The fluidity or rigidity of social stratification depends upon the nature of society. An open society is having fluid system of stratification, whereas closed society, like ours, has rigid system of stratification. As a society keeps on moving with changing time and scenario, it tends to change its function and structure also. Undoubtedly, every society is dynamic, so are its people who aspire to move upward in their social status. The great change in condition of people can be witnessed if compared with the primitive society, its people and their lifestyles. This great change is caused by the dominant role of social mobility. Mobility is, literally, the ability to move. Socially, it denotes the movement of an individual or a group of individuals from one social strata, status or position to another, be it upward or downward. It is an important area of study for sociologists as well as educationists. Social mobility indicates the social change and social progress. In order to study society and its progress and development, it is mandatory to be acquainted with the concept of social mobility.

Conceptual Background of Social Mobility:

The ever-evolving dynamic nature of society makes its people move from one status or condition to another. This movement from one status to another, either upward or downward, is called as social mobility. The movement of people from one place to another is not mobility but migration. In the words of **Doda (2005), "Social mobility is a type of movement but it is not physical movement over**

geographical space although social mobility could involve and be brought about by physical mobility.” Social mobility is related to social status, be it closed like caste or open like class, though the speed, intensity and nature may vary significantly. It is purely situational which depends upon the nature of society. The definition of **Wallace & Wallace** says that **“Social mobility is the movement of a person or persons from one social status to another.”** According to **Young and Mack, “social mobility means movement within the social structure.”** In the words of **Lipset and Bendix, “Social mobility is the process by which individuals move from one position to another in the society.”** Further **Sorokin** stated**, “By social mobility is meant by any transition of an individual from one position to another in a constellation of social group and strata.”** In a comprehensive definition, given by **Havighurst & Neugarten**, it is said that **“the term social mobility means movement from one social position to another involving the consolidation of the various elements of the new social position, new friends, and new organizational membership.”**

According to **Bogardus, “Social mobility is any change in social position, such as occupational changes where persons move up or down the occupational scale or relation to office whereby a follower becomes a leader, or a leap from a low economic class to a high one, or vice versa.”** As per the definition given in **Encyclopedia Britannica**, social mobility is “**movement of individuals, families, or groups through a system of social hierarchy or stratification**.”

With the analysis of these definitions, it can be stated that social mobility is not the movement of people from one place to another for search of better livelihood, but the movement of individuals or group of individuals from one social stratum to another within the social structure. Its nature can be explained in relation to occupation, income, organizational membership, etc. It denotes the change or transformation in social status and social position of an individual or group. For example, poor person may become rich; a teacher may become a principal, a rickshaw puller may become a business man, and so on. On contrary to these examples, a businessman may become bankrupt; an officer may lose his/her job, etc. It is a movement which might be both upward as well as downwards depending upon its direction. This movement leads to the greater changes in society as a whole. According to **Havighurst (1970), “The nature and extent of social mobility is sometimes taken as an index of the quality of the society**.”

Types of Social Mobility:

Social mobility describes the movement which follows certain direction. In accordance to its direction, social mobility is of two types which are elaborated in the following points:

1. **Horizontal Social Mobility:**
   It refers to the transition of an individual or a group of individuals from one social group to another situated at the same level within the single stratum. It happens usually without any noticeable changes. It is indicative of the change in position, within the range of the same status. If a school teacher leaves his/her job and joins another school without changing income and status level, it is called as horizontal social mobility. This mobility includes occupational, inter-religious, inter-group, family and territorial mobility. This mobility is also called as lateral social mobility.

2. **Vertical Social Mobility:**
   Sorokin says, "By vertical mobility, I mean the relations involved in a transition of an individual (or social object) from one social stratum to another." In it, a change in status of the individual or group of individuals is witnessed unlike horizontal mobility. In vertical social mobility, the individual may come up and down in the social position. It includes a radical social change in an individual's position. According to the direction of transition or movement, there are two types of vertical social mobility:

   i. **Ascending Social Mobility:** As the name suggests, it refers to the movement of an individual from lower to a higher position. For example, the promotion of an officer to a bank manager, promotion of a school teacher to principal, etc. It denotes the upward social mobility. So, it is also called as social climbing.

   ii. **Descending Social Mobility:** Contrary to ascending mobility, descending mobility denotes the downward movement of a person from higher status to the lower one. It occurs, generally, due to political, economic and behavioral changes. It is, generally, caused by inefficiency and poor performance.

Importance of Social Mobility:

Social mobility maintains the dynamic nature of society. It is considered as a pertinent feature of a society's social structure. The quality of our social life is indicative of the nature and extent of social mobility. It is important for holistic development of an individual. It helps in developing social efficiency, social progress, welfare and happiness in the life of an individual as well as society as a whole. It keeps society moving towards stability. It helps, directly or indirectly, in growth and prosperity of any society. It also opens the gate of various opportunities for individual's growth and change in lifestyles, personal relationships, income, social status and class membership. According to **Havighurst (1970), "A society with high upward mobility is thought to be a good society because it offers a relatively high degree of opportunity for upward mobility**."

Role of Education in Promoting Social Mobility:

Education, as a process of overall development, aims at the individual and social well being. It plays progressive and conservative role in bringing social change and maintaining social norms respectively. Social mobility is said to be situational which depends upon the features and nature of society. A society with educated individuals is destined to move upward. Lack of education and aspiration for it leads the society to its backward position. Education promotes social mobility and functions as a promoter of upward social mobility. It encourages the growth and removes the backwardness of a society. Education develops knowledge and enhances the skills, abilities and capabilities of individuals which, as a result, help in gaining higher status, position or prestige and promotes upward social mobility. **Reid** asserts, **"The functions of the educational system are to provide people with the qualifications and aspirations to meet society's occupational needs. Built into the system is that assumptions that people will or should want to be upwardly mobile. Underlying such reasoning is, then, the belief that social mobility is a desirable characteristic of that society and that the education system exists to promote and facilitate it."**

The direction of movement depends upon certain factors such as political factors, level of aspiration, intelligence, occupation and education. Among them, education's role is more prominent than others. It raises the status of individuals in the society and opens arena for better employment opportunities. In addition, it

motivates people to aspire and act for higher place in social ladder. Education helps in extirpating rigidity of social structure and removes discrimination based on sex, caste, or any other close systems of society. The intensity of the fluidity of the system of social stratification depends upon the education of individuals in society. For instance, education, undoubtedly, is playing role of a catalyst in bringing changes in life of women in patriarchal society like India. They move upwardly due to their education.

Regarding the important place of education in upward social mobility, **Doda (2005) notes, "The avenues of social mobility are the doors through which a person moves upward in the social hierarchy. The major avenue to social mobility in most modern societies is access to appropriate modern education**." Thus, education and its important role in promotion of social mobility cannot be denied by anyone. It is among the most important agents of bringing changes in the society and its structure.

Conclusion:
At the end, it can be stated that the movement of people from one place to another is migration whereas movement of people from one social status to another is called as social mobility which maybe upward or downward depending upon the factors affecting it. Among several factors, education plays an important role in promotion of social mobility especially upward social mobility. Education has become a means to achieve higher status in society and to remove backwardness of society.

Objectives:
After completion of this module, students will be acquainted with:
- Conceptual understanding of social mobility;
- Types of social mobility;
- Importance of social mobility; and
- Role of education in promotion of social mobility.

Glossary:

1. **Society:** A group of people, who interact with one another, reside in a definable area and share a culture.
2. **Strata of society**: A stratum of society is a group of people who are similar in their education, income and social status. A society comprises of different strata, made on the basis of class, caste, creed, race, colour, ethic group, language, religion, region, gender, etc.
3. **Social stratification:** A society comprises of different strata which are not nature made, but man-made. The hierarchical arrangement in strata or layers in society is called social stratification.
4. **Social mobility:** The ever-evolving dynamic nature of society makes its people move from one status or condition to another. This movement from one status to another, either upward or downward, is called as social mobility.
5. **Migration**: The movement of people from one place to another is not mobility but migration.
6. **Horizontal social mobility:** It refers to the transition of an individual or a group of individuals from one social group to another situated at the same level within the single stratum.
7. **Vertical social mobility:** In vertical social mobility, the individual may come up and down in the social position. It includes a radical social change in an individual's position.
8. **Ascending and descending social mobility**: Ascending social mobility refers to the movement of an individual from lower to a higher position. For example, the promotion of an officer to a bank manager, promotion of a school teacher to principal, etc. It denotes the upward social mobility. Contrary to ascending mobility, descending mobility denotes the downward movement of a person from higher status to the lower one. It occurs, generally, due to political, economic and behavioral changes. It is, generally, caused by inefficiency and poor performance.
9. **Importance of social mobility:** Social mobility maintains the dynamic nature of society. It is considered as a pertinent feature of a society's social structure. The quality of our social life is indicative of the nature and extent of social mobility. It is important for holistic development of an individual. It helps in developing social efficiency, social progress, welfare and happiness in the life of an individual as well as society as a whole. It keeps society moving towards stability. It helps, directly or indirectly, in growth and prosperity of any society.

It also opens the gate of various opportunities for individual's growth and change in lifestyles, personal relationships, income, social status and class membership.

10. **Education and social mobility:** A society with educated individuals is destined to move upward. Lack of education and aspiration for it leads the society to its backward position. Education promotes social mobility and functions as a promoter of upward social mobility. It encourages the growth and removes the backwardness of a society. Education develops knowledge and enhances the skills, abilities and capabilities of individuals which, as a result, help in gaining higher status, position or prestige and promotes upward social mobility.

Frequently Asked Questions:

1. What is social mobility?

Answer: The ever-evolving dynamic nature of society makes its people move from one status or condition to another. This movement from one status to another, either upward or downward, is called as social mobility.

2. Define society and its different strata.

Answer: Society is a group of people, who interact with one another, reside in a definable area and share a culture. A stratum of society is a group of people who are similar in their education, income and social status. A society comprises of different strata, made on the basis of class, caste, creed, race, colour, ethic group, language, religion, region, gender, etc.

3. What is social stratification?

Answer: A society comprises of different strata which are not nature made, but man-made. The hierarchical arrangement in strata or layers in society is called social stratification.

4. What are the two types of social mobility?

Answer: Horizontal and vertical social mobility.

5. Define vertical social mobility with its two types.

Answer: In vertical social mobility, the individual may come up and down in the social position. It includes a radical social change in an individual's position. There are two types of vertical social mobility. First, ascending social mobility, this refers to the movement of an individual from lower to a higher position. It denotes the

upward social mobility. Contrary to ascending mobility, descending mobility denotes the downward movement of a person from higher status to the lower one.

6. Define horizontal social mobility. Give example.

Answer: It refers to the transition of an individual or a group of individuals from one social group to another situated at the same level within the single stratum. If a school teacher leaves his/her job and joins another school without changing income and status level, it is called as horizontal social mobility.

7. Why is social mobility important?

Answer: Social mobility is important because it maintains the dynamic nature of society. It is considered as a pertinent feature of a society's social structure. It is important for holistic development of an individual. It helps in developing social efficiency, social progress, welfare and happiness in the life of an individual as well as society as a whole. It keeps society moving towards stability. It helps, directly or indirectly, in growth and prosperity of any society. It also opens the gate of various opportunities for individual's growth and change in lifestyles, personal relationships, income, social status and class membership.

8. Give example of vertical mobility.

Answer: The promotion of an officer to a bank manager, promotion of a school teacher to principal, etc.

9. State characteristics of social mobility.

Answer: For characteristics of social mobility, it can be stated that it is not the movement of people from one place to another for search of better livelihood, but the movement of individuals or group of individuals from one social stratum to another within the social structure. Its nature can be explained in relation to occupation, income, organizational membership, etc. It denotes the change or transformation in social status and social position of an individual or group.

10. What is the role of education in promotion of social mobility?

Answer: A society with educated individuals is destined to move upward. Lack of education and aspiration for it leads the society to its backward position. Education promotes social mobility and functions as a promoter of upward social mobility. It encourages the growth and removes the backwardness of a society. Education develops knowledge and enhances the skills, abilities and capabilities of individuals which, as a result, help in gaining higher status, position or prestige and promotes upward social mobility.

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MEANING AND IMPORTANCE OF TEACHING

Objectives:
The main objective of this module is to acquaint students with:
- Concept, meaning and definitions of teaching;
- Characteristics of teaching; and
- Importance of teaching.

Glossary:
1. **Education:** Education is the process of bringing desirable changes in behaviour of learners through different agencies or ways.
2. **Training:** Training is a systematic series or sequence of activities which involves instruction and practice to bring desirable changes in habits and behaviours in a particular aspect of life or vocation such as teacher training, training for computer skills, etc.
3. **Instruction:** Instruction is known as detailed information for doing or operating something.
4. **Teaching:** Teaching is a social process which is an integral part of the process of education. It is considered as an art of providing assistance to another in order to make learning happen by imparting knowledge and information, creating appropriate conditions and engaging learners in productive activities. In other sense, it is a process in which one person makes something known to another person.
5. **Traditional concept of teaching:** Traditionally, teaching acts for imparting instruction and knowledge to the learners in a teacher-centered classroom setting where students are considered to be passive listeners.
6. **Modern view of teaching:** In the modern view, teaching facilitates and provides situations to make students learn and acquire the desired knowledge, skills and attitude in more constructive ways with active participation of learners.
7. **Teaching:A bi-polar process:** As teaching is an interactive process, it is called by **John Adam** as a bi-polar process including teacher and student only.
8. **Teaching as a tri-polar process:John Dewey** said that teaching is a tri polar process which includes teacher, students and society or curriculum.

9. **Characteristics of teaching:** It has certain characteristics such as being interactive, goal-directed, rational, reflective, continuous, professional activity, diagnostic and remedial in nature, conscious and intentional process. Its purpose is to reach the goals of education.

10. **Importance of teaching:** It is very important for achieving goals of education, socializing the learners, developing the required skills and knowledge, providing guidance and counseling, diagnosing learning problems, transmitting social and cultural norms and values. It has importance from social, cultural, emotional, moral, spiritual and intellectual point of view.

Frequently Asked Questions:

1. **What do you understand by education?**

   Answer: Education is the process of bringing desirable changes in behaviour of learners through different agencies or ways. It is the process of overall development of children.

2. **What is the meaning of training?**

   Answer: Training is a systematic series or sequence of activities which involves instruction and practice to bring desirable changes in habits and behaviours in a particular aspect of life or vocation such as teacher training, training for computer skills, etc.

3. **Define instruction.**

   Answer: Instruction is known as detailed information for doing or operating something.

4. **What do you mean by teaching?**

   Answer: Teaching is a social process which is an integral part of the process of education. It is considered as an art of providing assistance to another in order to make learning happen by imparting knowledge and information, creating appropriate conditions and engaging learners in productive activities.

5. **Describe the modern and traditional concepts of teaching.**

   Answer: Traditionally, teaching acts for imparting instruction and knowledge to the learners in a teacher-centered classroom setting where students are considered to be passive listeners. Whereas in the modern view, teaching facilitates and provides situations to make students learn and acquire the desired knowledge, skills and attitude in more constructive ways with active participation of learners.

6. **Describe teaching as a tri-polar process.**

   Answer: **John Dewey** said that teaching is a tri polar process which includes teacher, students and society or curriculum.

7. **Teaching is a goal directed activity. Explain.**

   Answer: As teaching aims at achieving the aims of education and planned accordingly, it is a goal-directed activity.

8. **List out some characteristics of teaching.**

   Answer: The chief characteristics of teaching are give in the following manner:

   - Teaching is an interactive process which includes teachers, students and society;
   - Teaching is a goal-directed activity;
   - Teaching is dynamic, rational and reflective;
   - Teaching is a continuous process;
   - It is a way of changing behaviour, be it, cognitively, socially, aesthetically, emotionally and psychologically; and
   - It is transmission of culture and cultural patterns

9. **What are the three phases of teaching?**

   Answer: Pre-Active, Inter-active and Post-active phases of teaching.

10. **Why is teaching important?**

    Answer: It is very important for achieving goals of education, socializing the learners, developing the required skills and knowledge, providing guidance and counseling, diagnosing learning problems, transmitting social and cultural norms and values.

Introduction:

Education is the process of all-round development of the child which happens through various ways or agencies. In the process of education, different terms are used for attainment of its goals such as training, instruction and teaching. Here, training is a systematic series or sequence of activities which involves instruction and practice to bring desirable changes in habits and behaviours in a particular aspect of life or vocation such as teacher training, training for computer skills, etc. Training involves instruction which is known as detailed information for doing or operating something. Along with training, instruction

is inherent in teaching also. Unlike these two, teaching is a very comprehensive process. Teaching is one of the most effective and widely used ways of education which intends to induce learning through inter-personal relationship. It encompasses mutual interaction, communication of ideas, values, skills, information and knowledge to the students. It is different from training and instruction, but includes both into its process.

Meaning of Teaching:

Teaching is a social process which is an integral part of the process of education. It is considered as an art of providing assistance to another in order to make learning happen by imparting knowledge and information, creating appropriate conditions and engaging learners in productive activities. In other sense, it is a process in which one person makes something known to another person. Traditionally, teaching acts for imparting instruction and knowledge to the learners in a teacher-centered classroom setting where students are considered to be passive listeners. On the contrary to traditional concept of teaching, in the modern view, teaching facilitates and provides situations to make students learn and acquire the desired knowledge, skills and attitude in more constructive ways with active participation of learners. According to **James Eison (1990), "Teaching in intellectually, emotionally and physically demanding; teaching excellence also requires an inordinate investment of time."** Being a goal directed social activity; it tends to be influenced by political system, social and philosophical notions, values and culture of the nation in which it exists. Various definitions are given in the following manner, for clear conceptual understanding of teaching:

- According to **B. O. Smith, "Teaching is a system of actions intended to produce learning."**
- **Yoakum & Simpson (1934)** said, "**Teaching is the means whereby the experienced members of the group guide the immature and infant members in their adjustment of life.**"
- In the words of **Morrison, "Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter."**
- **Thomas Green** said, **"Teaching is the task of teacher which is performed for the development of a child."**
- According to **Ryburn**, **"Teaching is a relationship which keeps the child to develop all his powers.**"

- **Clarke** defined teaching as **"activities that are designed and performed to produce change in students' behaviour."**
- In the views of **John Brubacher, "Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so."**
- **Flander's** definition says**, "Teaching is an interaction process. Interaction means participation of both teacher and student and both get benefit by this. The interaction takes place for achieving desired objectives."**
- **Abbatt and McMahon** said, **"Teaching is helping other people to learn."**

On the basis of earlier given definitions of teaching, it is clear that teaching is an interactive, meaning-based and goal-directed activity or process which aims at production of learning in an organized, systematic and structured manner. As it is an interactive process, it is called by **John Adam** as a bi-polar process including teacher and student. But an addition to this idea, **John Dewey** said that it is a tri polar process which includes teacher, students and society or curriculum. In the first view, teaching is considered as a narrow activity which means to impart knowledge to the students within the classroom. Opposing the narrow meaning, the later view shows the broader meaning of teaching which says that every person or object can be involved in teaching one or other thing from birth till death instead of being confined to the classrooms only.

Characteristics of Teaching:

The characteristics of teaching are reflected through its different definitions given by different authors and educationists. The main points are given in the following manner:

1. Teaching is an interactive process which includes teachers, students and society;
2. Teaching is both formal and informal;
3. Teaching is a goal-directed activity;
4. Teaching is dynamic, rational and reflective;
5. It is performed by teachers, more mature personality, and its effectiveness depends upon the effective characteristics of teachers. According to **Parker J. Palmer (1998), "Good teaching comes from the identity and integrity of the teacher."**
6. Teaching is a continuous process;

7. It is a way of changing behaviour, be it, cognitively, socially, aesthetically, emotionally and psychologically;
8. It has multiple phases like pre-active, inter-active and post-active phases of teaching;
9. It is a professional activity;
10. It is transmission of culture and cultural patterns;
11. Teaching is considered as an art as well as a science;
12. Teaching is not a one-sided activity but happens constructively with active participation of both teachers and students in a conducive environment;
13. Teaching is not an independent activity but dependent upon many social, political, psychological and philosophical factors;
14. Teaching is a complex process which goes with proper planning and systematic organization of learning;
15. It does not only include planning and its execution but also get and give feedback for improvement;
16. Teaching is diagnostic and remedial;
17. Teaching is worthy of being assessed, analyzed and interpreted;
18. Teaching is surrounded by ethics and morals;
19. It includes cultivation of collaborative relationship for learning;
20. Good teaching is always democratic in nature;
21. It is flexible process which incorporates several materials, strategies, techniques and methods to reach its goal effectively and efficiently;
22. Teaching is dominated by communication skills; and
23. Teaching is a conscious and intentional process.

Importance of Teaching:

Teaching is a social process of providing education. Its importance is not restricted to one or two sections of society, but influences everyone related to it such as teachers, students and society. Teachers, through teaching, get a platform to show and apply their knowledge and skills in socially and morally desirable ways. They teach for bring changes in the behaviour of students according to the pre-set aims of education. Students get the opportunity to be prepared for their social life by acquiring knowledge, skills and attitude. They get sense of self-awareness, togetherness, community integration, emotional stability, intellectual strength, rationality, reflective thinking, creativity, social relationship, personal guidance and morality. Likewise, society is also benefitted by teaching which helps in inculcation of democratic values in the

members of the society. Teaching is directed towards the goals of education and these goals are determined keeping in view the needs and requirements of the society. The importance of teaching can be described in the following points:

- Teaching helps in achieving the goals and objectives of education in a comprehensively planned, thoroughly structured and systematically organized way.
- It socializes the learners to be part of the larger society. It tries to inculcate the values, norms and attributes desired by the society.
- Teaching involves instruction for reaching its pre-determined goals.
- Teaching provides opportunities for experiential learning through demonstration, activities, experiments, self-assessment exercised, etc.
- Teaching makes students acquire new knowledge, skills and attitude required for their success in their later life. It motivates them and stimulates their interest to learn in more effective way.
- This interactive process helps in clarification of thoughts and ideas.
- It gives scope for research to find solution to the problem faced by teachers in teaching.
- This social process gives opportunity for making meaningful connection with teachers and other peers.
- It makes students learn the skill of adjusting with the environment.
- It provides guidance and personal counseling to the students.
- It builds facilitating and encouraging environment where students can explore, relate and learn.
- Teaching enriches creativity of teachers as well as students by giving freedom, opportunity and proper exposure.
- It motivates students and encourages their natural curiosity to learn and fearlessly try something new.
- It helps in diagnosing the learning problems of students and helps them in solving their problems.
- It prepares students for their future roles and responsibilities by providing life-like situations to enhance learning.
- It develops the spirit of team-work, sense of community, confidence, democratic values, co-operation, etc.
- Teaching process keeps into mind the welfare of students and society as a whole.

- The textbooks, materials, curricula and syllabi are utilized, appropriately, considering the needs and requirements of society and learners, through the conscious and intentional process of teaching.
- Teaching helps in transmitting the social and cultural norms, values, beliefs and ideas from one generation to another;
- It includes evaluation and assessment of learning outcome of students which make them know their strengths and weaknesses. This assessment should support the learning instead of hindering it.
- It is dynamic in nature which changes with changing social and political scenario.
- This goal directed process is not meant only to impart knowledge but to develop critical thinking, higher order thinking skills, decision making, self-concept, self-realization and the ability to reflect on ones' own work and thoughts.

Conclusion:

After thorough understanding of the concept of teaching and its importance, it can be concluded that teaching is a social process which requires mutual interaction and communication of ideas in order to impart knowledge, develop attitude and enrich the skills among students. This interactive process aims at production of learning which is done between teacher and students in a social setting. This systematically planned activity gives benefit to those who are directly or indirectly related to it like teachers, students and society. In addition, it can be said that teaching, being a dynamic process, is directed towards the goals of education, which revolves around the over-all development of the child, and these goals are determined according to the needs and requirements of the society. It helps in individual as well as social growth and development.

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MAXIMS OF TEACHING

Objectives: The main objective of this module is to acquaint students with:
- Meaning and concept of maxims of teaching;
- Understanding of different maxims of teaching; and
- Importance of the maxims of teaching.

Introduction:

Teaching is a social process of providing education where teachers deal not with the machines but with the human minds, souls and behaviours that are not uniform in any of its aspect. Teachers' major concern is the holistic development of children's all aspects including physical, emotional, social, spiritual, aesthetic, moral and intellectual domains. Other professions, dealing with humans, can afford some amount of specialization; physicians with diseased body, psychiatrists with distorted personality, but the teacher does not deal with a single aspect, instead, with the entire complex human organism **(Kochhar, 1985).** Therefore, teaching is not mere standing in the class, providing information from textbooks and, at the end, testing the knowledge of the students. But it is an intricate and challenging job planned systematically to reach the pre-determined goals of education. The intricacies and complexities of this process demand rigorous planning in correspondence to the guiding principles and rules of bringing effectiveness in teaching. The principles and maxims of teaching are the guiding force behind successful teaching learning process. Success of this process depends upon the knowledge, comprehension, skill and attitude development in learners resulted by their active involvement and participation. Attainment of the objectives or goals of education relies upon the ways teachers create an environment in the classroom, conducive to learning. An effective and efficient teacher follows the maxims of teaching in order to achieve his/her goals or objectives.

Maxims of Teaching:

Etymologically, maxim, word is originated from a phrase of **Medieval Latin 'Propositio Maxima'** meaning '**largest or most important proposition or axiom'**. It also has root in a **French** word **'maxime'** meaning **'precept or principle'**. So, maxim word stands for principles, rules or generally considered truths which are based on rich experiences in the target area. According to **Collins Online Dictionary, "Maxim is a brief expression of a general truth, principle or rule of conduct." Oxford Advanced Learner's Dictionary** states, **"Maxim is a well-known phrase that expresses something that is usually true or that people think is a rule for sensible behaviour."**

Every profession or activity has its own maxims to reach its ends. Likewise teaching also has certain maxims which are given and prescribed by various educationists, since the time teaching came into existence, in the form of rules of conduct for teaching. These maxims are based on rich experiences of teachers and educationists. It has psychological and educational bases. Psychological and educational, in the sense, that it emphasizes on learners' holistic development which is in connection with the educational goals. It has universal significance and is considered to be trustworthy. For effective teaching-learning, every teacher must be aware of it and be well versed with the maxims of teaching. Different maxims of teaching are described in the following points:

- **From known to unknown:**

    The learners never enter the schools with blank mind, but possess some amount of knowledge about the world around them which they have already acquired informally, being member of the agencies such as family, peer group and neighborhood. This maxim depicts about the importance of connection between previous knowledge of students and the new knowledge, they are supposed to acquire. According to **Mangal & Mangal (2009), "known can always prove a reliable base for making acquaintance with the unknown."** If you look into the books of

learning elementary English, you will find, a for apple, b for ball, c for cat and d for dog instead of a for avocado, b for butterfly, c for caterpillar and d for dragon fruit. Why is it so? It is because, the former words are simple to pronounce and known to the learners while the latter are difficult materials and concepts unknown to the students. Foundation of new knowledge should always be based on students' prior background knowledge. For example, while teaching a lesson on noun, the teacher can link its definition with students' previous knowledge regarding the name of persons, they know, name of places, they have visited and name of object they have seen. Previously built schema helps in learning new information.

- **From simple to complex:**

  Simple things are easy to understand and learn. The natural order of learning proceeds from simple to complex. In the words of **Mangal & Mangal (2009), "Proceeding from simple to complex or easy to difficult always provides an appropriate learning order or sequence."** The knowledge of simple concepts equips the students with basic understanding and leads to the grasping and understanding of the complex concepts and phenomenon. By learning simple things, students feel interested, motivated, encouraged and confident. On this basis, they become receptive to the complex matters. Simple and easy contents are used to motivate the students and generate their interest. It should gradually move towards complex contents or information. In teaching mathematics, addition and subtractions are taught first before teaching complex concepts such as division and multiplication.

- **From concrete to abstract:**

  Concrete things are those which can be seen directly and have a form to be visualized whereas abstract things are imaginative in nature, so sort of confusing, difficult and subjective. It is difficult to teach abstract things to

children in the beginning. The child grasps the ideas more easily when presented in concrete form where they can use their more and more senses. Abstract ideas are more prone to be forgotten. The most appropriate example is teaching counting with the help of beads and stones and then proceeding to digits and numbers. Abstract ideas should be supported with concrete objects. This maxim says that good teaching should lead from concrete to abstract. In order to learn the abstract ideas and concepts, children should be given maximum opportunities for acquiring direct experiences with the help of concrete materials and living examples as much as possible.

- **From analysis to synthesis**

  Analysis means decomposition into simpler and smaller components in order to study a complex concept or thing. Synthesis means formation of something complex or coherent by combining simpler things. When teacher breaks the complex concept into different simpler parts or elements, it is called analysis whereas synthesis stands for combination of parts to make a whole. Complex concepts can be taught through its simpler and smaller units and can lead to the idea of the complex whole. Analysis makes the thing comprehensible and easier and clearer for understanding of the broad framework. Teaching should always go from analysis to synthesis for effectiveness and efficiency. The former makes the thing easy to grasp and the latter makes it definite and fixed. Good teaching is neither purely analytic nor purely synthetic, but the judicious mix of both **(Kochhar, 1985).**

- **From particular to general**

  General ideas, facts and principles are always difficult to understand because of its abstract nature. It should not be presented in the beginning of the teaching as described in the maxim of concrete to abstract. **Mangal & Mangal (2009)** states, **"A teacher should always begin with the**

learning or experiencing of the particular cases or instances and then persuade his/her students to generalize or conclude." Particular facts are simpler to follow. According to **Kochhar (1985), "The study of particular facts should enable the children themselves to arrive at general rules or principles**." While teaching verb in class, if it is said that all action words are verb. This rule can lead to confusion. But if is began by particular activities like listening to the teacher, reading, walking, eating, etc. it will be easy for students to understand the particular examples of verb and to come to the conclusion regarding its universal definition.

- **From empirical to rational**

  The knowledge based on first-hand information and observation is called as empirical knowledge which is concrete, simple and particular whereas rational knowledge implies abstractness and argumentative approach. Personal experiences and empirical findings lead to the development of rational point of view. Rational knowledge can be attained through the concrete facts or empirical evidences. In the words of **Kochhar (1985), "It is always good to begin with what we see, feel and experience than with what we argue, generalize and explain."**

- **From induction to deduction:**

  This maxim says that generalized rules should always follow the particular examples. The process of moving from examples to rules or conclusion is called induction. On the contrary to it, process of giving examples after rules is called deduction. Induction helps in better comprehension of the concept. Following induction, teacher places particular examples and facts in front of students. On the basis of the similar properties and characteristics, students reach to generalization of concept, rule or principle **(Mangal & Mangal, 2009).** A teacher should go from induction to deduction in his/her teaching for clearer

understanding of the concept being taught. Deduction is the result of induction.

- **From psychological to logical:**

  The teachers' teaching content and styles revolve around the abilities, interest, needs, mental make-up, aptitude and developmental levels of the students. This consideration makes teaching psychological in nature which should be first priority of any teacher. First there should be selection of subject matter according to the psychology of the students, then arrangement, sequencing and organization of teaching activities in a logical manner. These are essential for effectiveness of teaching. The content, to be taught, should have logical basis along with its psychological footings.

- **From actual to representative:**

  In order to teach the parts of flower, if a representative figure or picture of flower is used by teacher, it will not be as effective as the actual display of flower in the classroom or school garden. The real, actual or natural objects or experiences make learning vivid and efficient for students. It gives them opportunity of concrete learning which is more desirable and long lasting. In addition, representative forms should be used at higher levels where students are already familiar with the actual objects.

Conclusion:

A good teaching always relies on the effective and efficient use of various principles and maxims of teaching which help in achieving the objectives of teaching and goals of education. These maxims which are linked with one another assist teachers in realizing their goals through proper means. In conclusion, it can be said that these generalized notions regarding effective practices of teaching lead to the more productive and fruitful teaching learning process.

Glossary:

1. **Teaching:** Teaching is a social process which is an integral part of the process of education. It is considered as an art of providing assistance to another in order to make learning happen by imparting knowledge and information, creating appropriate conditions and engaging learners in productive activities.

2. **Maxims:** Maxim means principles, rules or generally considered truths which are based on rich experiences in the target area.

3. **Etymology of Maxims:** Etymologically, maxim, word is originated from a phrase of **Medieval Latin 'Propositio Maxima'** meaning '**largest or most important proposition or axiom'**. It also has root in a **French** word **'maxime'** meaning **'precept or principle'**. So, maxim word stands for principles, rules or generally considered truths which are based on rich experiences in the target area.

4. **Maxims of Teaching:** The maxims of teaching are the rules, principles and guiding force behind successful teaching learning process. An effective and efficient teacher follows the maxims of teaching in order to achieve his/her goals or objectives.

5. **From known to unknown:** This maxim depicts about the importance of connection between previous knowledge of students and the new knowledge, they are supposed to acquire. Foundation of new knowledge should always be based on students' prior background knowledge.

6. **From induction to deduction:** This maxim says that generalized rules should always follow the particular examples. The process of moving from examples to rules or conclusion is called induction. On the contrary to it, process of giving examples after rules is called deduction. Induction helps in better comprehension of the concept. Following induction, teacher places particular examples and facts in front of students. On the basis of the similar properties and characteristics, students reach to generalization of concept, rule or principle.

7. **From simple to complex:** Simple things are easy to understand and learn. The natural order of learning proceeds from simple to complex. The knowledge of simple concepts equips the students with basic understanding and leads to the grasping and understanding of the complex concepts and phenomenon.

8. **From actual to representative:** The actual or natural objects or experiences make learning vivid and efficient for students. It gives them opportunity of concrete learning which is more desirable and long lasting. In addition, representative forms should be used at higher levels where students are already familiar with the actual objects.

9. **From psychological to logical:** First, there should be selection of subject matter according to the psychology of the students, then arrangement, sequencing and organization of teaching activities in a logical manner. These are essential for effectiveness of teaching. The content, to be taught, should have logical basis along with its psychological footings.

10. **From particular to general:** General ideas, facts and principles are always difficult to understand because of its abstract nature. It should not be presented in the beginning of the teaching as described in the maxim of concrete to abstract. Particular facts are simpler to follow.

Frequently Asked Questions:

1. What do you understand by maxims?

Answer: Maxims are the principles, rules or generally considered truths which are based on rich experiences in the target area.

2. What is the meaning of maxims of teaching?

Answer: The maxims of teaching are the rules, principles and guiding force behind successful teaching learning process. An effective and efficient teacher follows the maxims of teaching in order to achieve his/her goals or objectives.

3. What are the psychological and educational bases of maxims of teaching?

Answer: Maxims of teaching have psychological and educational bases. Psychological and educational, in the sense, that it emphasizes on learners' holistic development which is in connection with the educational goals. It keeps in mind the psychology of children and goals of education.

4. Give one example of 'known to unknown' maxim of teaching.

Answer: While teaching a lesson on noun, the teacher can link its definition with students' previous knowledge regarding the name of persons, they know, name of places, they have visited and name of object they have seen. Previously known concepts help in learning new information related to the definition of noun.

5. What are the benefits of using 'simple to complex' maxim of teaching?

Answer: The benefits of this maxim are given below:

- The knowledge of simple concepts equips the students with basic understanding and leads to the grasping and understanding of the complex concepts and phenomenon.
- By learning simple things, students feel interested, motivated, encouraged and confident.
- They become receptive to the complex matters.
- Simple and easy contents are used to motivate the students and generate their interest.

6. What is the importance of going from concrete objects to abstract ideas in teaching?

Answer: Abstract things are difficult to learn for children in the beginning of learning. The child grasps the ideas more easily when presented in concrete form where they can use their more and more senses. Abstract ideas are more prone to be forgotten. Abstract ideas should be supported with concrete objects. In order to learn the abstract ideas and concepts, children should be given maximum opportunities for acquiring direct experiences with the help of concrete materials and living examples as much as possible.

7. Give one example of 'concrete to abstract' maxim of teaching.

Answer: The most appropriate example of 'concrete to abstract' maxim of teaching is introducing the concept of counting with the help of beads and stones and then proceeding to digits and numbers.

8. What is the meaning of analysis?

Answer: Analysis means decomposition into simpler and smaller components in order to study a complex concept or thing.

9. What do you understand by synthesis?

Answer: Synthesis means formation of something complex or coherent by combining simpler things.

10. How does teaching become effective through 'particular to general' maxim of teaching? Give example.

Answer: While teaching verb in class, if it is said that all action words are verb. This rule can lead to confusion. But if is began by particular activities like listening to the teacher, reading, walking, eating, etc., it will be easy for students to understand the particular examples of verb and to come to the conclusion regarding its universal definition.

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DEVICES OF TEACHING

Objectives:

The main objective of this module is to acquaint students with:

- Conceptual understanding of devices of teaching;
- Meaning of narration as a device of teaching;
- Concept of explanation and description as devices of teaching;
- Important place of questioning in teaching; and
- Concept of illustration as teaching device.

Introduction:

Effectiveness of any activity or process is destined to be linked with or dependent on the ways or manners in which it is performed. The ways or manners may include the use of strategies, tools, techniques, methods and devices for reaching the destination. Similarly, teaching is an activity or process to reach the goals of education which can be proved effective when incorporated with effective use of methods, techniques, tools and devices of teaching. Teachers and their teaching tend to fail if it rewards products over processes of reaching the product. This process includes the effective and judicious use of all strategies, methodologies and devices in order to attain the pre-determined goals of education. In order to achieve the goals of education, teachers use certain skills commonly termed as devices of teaching.

Devices of Teaching:

Considering the goals of education, objectives of teaching and variant features of students and environment, a teacher should always pre-plan his/her teaching by incorporating devices of teaching. According to **A. H. Garlick, "Teaching devices are the teacher's tool and if good work is to be produced, the right tools must be used in the right way."** In order to plan effective teaching and produce purposeful learning, teaching devices are used which are the plans, schemes or tricks applied by teachers in teaching learning process **(Malik & Pandith, 2012).**

- **Narration:**

Narration is a device used by teacher which means telling stories, giving account of events or recalling some past incidents of life. It is one of the most influential and important devices used for communicating ideas and knowledge **(Kochahar, 1985).** This device is a versatile and powerful learning activating tool. If abstract ideas are taught through narration, it gives it a concrete shape through effective communication and use of language which is comprehensible to the learners. It allows students to have more immediate emotional experiences that they can relate to. Its effectiveness depends upon the effective use of oral communication that helps in creating mental image of the event in minds of the students. It makes learning easier and interesting with long lasting effects. The quality of any device relies upon the person who uses it. Therefore, the quality of narration is dependent upon the abilities and capabilities of the narrators i.e., teachers which include their speech, language and way of narration. It should be done in a pleasant and natural tone where students feel comfortable. It should never be simple reading from textbooks, magazines or novels. It should be planned properly according to the level of students. It gives holistic knowledge about a topic in more interesting way which becomes easy to grasp and understand the subject-matter. It helps in making emotional connections. This device is more effective in the case of teaching literature, geography and history. In the words of **Panton, "Narration is an art in itself which aims at presenting to the pupils, through the medium of speech, clear, vivid, interesting, ordered sequence of events, in such a way that their minds reconstruct these happenings and they live in imagination through the experiences recounted either as spectators or possibly as participants."**

- **Explanation:**

Almost more than half of the syllabus in schools is taught with the help of a device called explanation where teachers make the facts, principles and events clear and comprehensible to the students. According to **Mangal & Mangal (2009), "through the device of explanation, the complex and difficult portion of the presented material is simplified in such a way that students can easily and effectively grasp the inherent ideas and concepts."** Explanation needs proper planning and inclusion of innovative techniques to hold or maintain the motivation and interest of students throughout the process. In the words of **Panton, "Explanation**

forms a kind of bridge between telling and revealing knowledge to the learners, and it involves a number of other techniques such as narration and description. Throughout the process, the teacher must keep in close touch with the minds of his/her students, suggesting lines of thought, questioning them, answering their questions, setting them on practical work, examining the results obtained, discussing significant problems, etc." For effective explanation, its purpose should be told clearly to the students beforehand. It should follow logical sequencing of ideas in coherent manner and be incorporated with suitable and simple language as per the level of students. If not planned properly, it tends to become monotonous, more teacher-centric and one-sided process. For better result, it is suggested to use other relevant devices like discussion, description, narration, illustration, questioning, answering, etc. along with the use of explanation. All 'wh' questions are solved through proper explanation. It brings clarity in the minds of students regarding new concepts or ideas presented in the classroom.

- **Description:**

  Description is an account of event, person or activities in the form of words. It refers to the act of representing an object, person or event with the help of words, oral or written in its full form or shape in order to provide the learners the total definite picture of the same **(Mangal & Mangal, 2009**). Like explanation and narration, it also becomes effective with judicious and effective use of language and speech in more organized and structured way. It is helpful in the subjects like Science, History, Geography, etc. While using description as a device, teacher should keep in mind the comprehensibility and level of students. The teacher should try to bring it to the reflective level of learning instead of the low levels like memory and understanding. Here, the teacher requires full command over subject matter as well as the language being used in the classroom. It should be combined with other relevant devices like explanation, illustration, visual aids, questioning, discussion, etc. for better output. If description is done with the help of words only; it will be boring for students. So, it should be supplemented with useful and relevant teaching aids and materials **(Mangal & Mangal, 2009).**

- **Questioning:**

Along with other devices of teaching, questioning is an important part of teaching learning process. It plays an important role in learning, teaching as well as testing **(Kochhhar, 1985).** Questioning is a device or a tool which bridges the gap between the presentation of the content and students' comprehension of the same. It makes students more reflective and critical in their thinking and develops the problem solving abilities of the students. It helps in preparing students for gaining new knowledge and to keep them motivated throughout the process of teaching and learning. Questions are helpful in diagnosing the slow learners and in preparation of their remedial measures. Without questions, teaching becomes mere one-sided process where teacher keeps on describing or explaining the concept to the students without checking whether students are comprehending him/her or not. Effective questions are those for which students actively participate with self-composed responses. Good questions are those which are well structured and organized according to the subject matter taught. Its effectiveness depends upon the voice and way of asking questions in the classroom. Ill-prepared teachers or questions may lead to bring obstacle in the process of teaching and learning instead of smoothening its functioning.

- **Illustration:**

Illustration as a teaching device is described by **Mangal & Mangal (2009)** as, **"the use of means and materials- verbal or concrete-for helping students to acquire correct knowledge of the presented material by making it quite clear, interesting, intelligible and comprehensible. In this device the teacher has to elucidate, explain or exemplify represented facts and phenomenon by means of certain aid material in a verbal or concrete form or both."** It means the use of different concrete materials in order to clarify different ideas and concepts. It makes the content or concept easy and clear to be grasped and understood by the students. Illustrations may be either verbal or non-verbal/visual. It helps in developing interest and curiosity level of students. According to **Kochhar (1985), "Illustration means such things-models, pictures, charts, etc., which help in the explanation of difficult ideas and processes by throwing light upon them. They make an appeal to the senses and the imagination of the learners, make the idea clear and enable the children to grasp correct knowledge. They help in simplifying matter and giving vividness to explanations. They**

stimulate interest and excite curiosity in learning. They introduce variety in the lesson and secure better attention." He further added, **"Wisely selected, timely exhibited and intelligently and tactfully used illustrations are a great asset to teaching."** It helps in getting attention of the learners and keeping them motivated throughout the process of teaching and learning.

Conclusion:

To conclude, it can be said that teachers and their teaching is called effective by their choice and execution of proper skills, techniques and strategies in the classroom. Teaching device is a tool in the hands of teachers for bringing desirable changes in the behaviour of the students as per the aims and objectives of education. All devices discussed are of their own importance and have value in teaching learning process. Effective teachers know how to combine them intellectually in order to bring out better results. Teaching does not mean the filling of empty minds of students, but is a process where students gain knowledge, skill and attitude to live with their surroundings peacefully. So, teachers need to use teaching devices according to their content and context in a more effective and efficient way to attain their major goals and objectives.

Glossary:
i.   **Teaching:** Teaching is a complex social process planned and done with the purpose of producing learning.
ii. **Teaching Approach:** Teaching approach is the level at which assumptions and beliefs about learning and teaching are specified.
iii. **Teaching Method:** Teaching methods are the overall plan for the orderly presentation of material and is based upon the approach to teaching.
iv. **Teaching Devices:** According to **A. H. Garlick, "Teaching devices are the teacher's tool and if good work is to be produced, the right tools must be used in the right way."** In order to plan effective teaching and produce purposeful learning, teaching devices are used which are the plans, schemes or tricks applied by teachers in teaching learning process.
v.   **Narration:** Narration is a device used by teacher which means telling stories, giving account of events or recalling some past incidents of

life. It is one of the most influential and important devices used for communicating ideas and knowledge.

vi. **Explanation:** Explanation is used as a device of teaching where teachers make the facts, principles and events clear and comprehensible to the students.

vii. **Description:** Description is an account of event, person or activities in the form of words. It refers to the act of representing an object, person or event with the help of words, oral or written in its full form or shape in order to provide the learners the total definite picture of the same.

viii. **Questioning:** Questioning is an important device which plays an important role in learning, teaching as well as testing. Questioning is a device or a tool which bridges the gap between the presentation of the content and students' comprehension of the same.

ix. **Illustration:** Illustration means the use of different concrete materials in order to clarify different ideas and concepts in order to make the content easy and clear to be grasped and understood by the students. Illustrations may be either verbal or non-verbal/visual. It helps in developing interest and curiosity level of students.

#

Frequently Asked Questions:

Q1. What do you understand by teaching?

Answer: Teaching is a social process, occurring between teacher and students in learning environment which aims at the production of learning.

Q2. Define devices of teaching.

Answer: According to **A. H. Garlick, "Teaching devices are the teacher's tool and if good work is to be produced, the right tools must be used in the right way."** In order to plan effective teaching and produce purposeful learning, teaching devices are used which are the plans, schemes or tricks applied by teachers in teaching learning process.

Q3. What is narration?

Answer: Narration is a device used by teacher which means telling stories, giving account of events or recalling some past incidents of

life. It is one of the most influential and important devices used for communicating ideas and knowledge.

Q4. Give meaning of explanation.

Answer: Explanation is used as a device of teaching where teachers make the facts, principles and events clear and comprehensible to the students. Almost more than half of the syllabus in schools is taught with the help of a device called explanation where teachers make the facts, principles and events clear and comprehensible to the students.

Q5. Define description.

Answer: Description is an account of event, person or activities in the form of words. It refers to the act of representing an object, person or event with the help of words, oral or written in its full form or shape in order to provide the learners the total definite picture of the same.

Q6. What are the ways to make description effective?

Answer: There are different ways to make description effective which are given in the following manner:

- While using description as a device, teacher should keep in mind the comprehensibility and level of his/her students.
- The teacher should try to bring it to the reflective level of learning instead of the low levels like memory and understanding.
- The teacher also requires full command over subject matter as well as the language being used in the classroom.
- It should be combined with other relevant devices like explanation, illustration, visual aids, questioning, discussion, etc. for better output.

Q7. What is the importance of using questioning in the classroom?

Answer: Questioning is an important device which plays a prominent role in learning, teaching as well as testing**.** Questioning is a device or a tool which bridges the gap between the presentation of the content and students' comprehension of the same content. Questions are helpful in diagnosing the slow learners and in preparation of their remedial measures. Without questions, teaching becomes mere one-sided process where teacher keeps on describing or explaining the concept to the students without checking whether students are comprehending him/her or not.

Q8. What are the qualities of a good question?

Answer: Good questions are those which are well structured and organized according to the subject matter taught. It should be as per the level of learners. Effective questions are those for which students actively participate with self-composed responses.

Q9. Define illustration.

Answer: Illustration means the use of different concrete materials in order to clarify different ideas and concepts in order to make the content easy and clear to be grasped and understood by the students. Illustrations may be either verbal or non-verbal/visual.

Q10. What are the benefits of using illustration as a teaching device?

Answer: Illustration helps in getting attention of the learners and keeping them motivated throughout the process of teaching and learning. It helps in developing interest and curiosity level of students.

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Teaching Strategies: Meaning, Characteristics and Importance

Introduction:

In a comprehensive way, teaching is considered as an activity, undertaken to make learners acquire knowledge, develop skills and attitude which ultimately prepare them for their future roles and responsibilities in true sense. It helps in making children fit for the larger society by imbibing the social and cultural norms and values. Being a planned activity, teaching aims at attaining goals of education where emphasis is given on individual as well as social development of the children. Teaching occurs between teacher and students or a group of students in an academic environment conducive for proper learning. In the words of **B. O. Smith (1960), "Teaching is a system of actions intended to produce learning."** In another definition by **Thomas F. Green (1971),** it was defined as **"the task of a teacher which is performed for the development of a child."** According to **H. C. Morrison (1934), "Teaching is an intimate contact between a more mature person and a less mature one which is designed to further the education of the latter."**

On the basis of these definitions, it can be said that teaching is designed with the purpose of producing learning and helping students/learners in the process of their overall development. It aims at achieving the pre-determined goals of education. Teaching is not a rigid or fixed activity, but tends to change with changing time and context. Its flexibility makes it more effective. Teaching learning is a complex process which involves learners, teacher, teaching learning material, suitable teaching strategies and conducive learning environment leading to meaningful learning **(NCERT, 2013).** For making teaching more effective and learning more long lasting, teachers use different teaching strategies which are specific steps, actions, behaviours or thoughts, teachers use to enhance learning and its production. Here, we will be focusing

on teaching strategies, its meaning, salient features or characteristics and importance.

Meaning of Teaching Strategies:

Etymologically, the word **'strategy'** came from the ancient Greek word **'strategia'** or **'stretegos'** meaning **'art of troop leader', 'office of general' or 'the art of the general'**. Its original meaning is associated with the **'steps or actions taken for the purpose of winning a war'**. The war like meaning has faded away, but the features such as control and goal-directedness remain the same in modern version of the world **(Oxford, 1990**). Likewise, teaching, as an interactive social process, also entails control and goal directedness. According to **Oxford Advanced Learners' Dictionary,** strategy means **"a plan that is intended to achieve a particular purpose."** In correspondence to teaching, these are the plans adopted by teachers according to their objectives for achieving their purposes. In their book, *'Essentials of Educational Technology'*, **Mangal & Mangal (2009**) have defined the term teaching strategy as **"the plans, means and specific ways especially devised and employed by the teachers for guiding, directing and showing path to the learners for the realization of the set instructional or teaching learning objectives."** It may also be defined as specific plans or ways devised and employed for the realization of the goals. Every goal directed activity's accomplishment depends upon the strategies adopted for reaching the goals. In simple term, teaching strategy stands for the type of strategy the teachers use in carrying out their teaching and/or instructional works **(Mangal & Mangal, 2009)**.

In their book *'Teaching Practice: Problems and Perspectives',* **E. Stones and S. Morris (1972)** wrote, **"Teaching strategy is a generalized plan for a lesson which includes structure, desired learner behaviour in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy."** The definition denotes that strategy is a plan which is structured in such a way to reach the goals of learning or teaching. Different objectives of

teaching ask for implementation of different strategies which work as the means by which delivery or transfer of educationally structured content is provided to the receivers' end. The teaching strategies describe how the ends will be achieved by different means or resources.

In other words, it is an organizational plan or set of systematic procedures designed to convey subject matters to the learners. Teaching strategies are the integral part of effective teaching which is pivotal and pervasive instrument for providing instruction **(Beck, 1998)** as per educational goals or objectives. There are different teaching strategies such as recitation, discussion, explanation, role play, games and simulation, independent work, questioning, cooperative task groups, discovery, drills and debate, etc. No teaching strategy is better than others in all circumstances. It should be selected rationally. Teachers have freedom of selecting the appropriate teaching strategy or set of strategies according to their instructional objectives. They are free to even integrate diverse teaching strategies also for accomplishing their goals. The decision regarding the selection of appropriate teaching strategy is strongly influenced by the outcomes the teacher wants learners to achieve. Learning is the process of acquiring new information and abilities so those teaching strategies must be selected that help students to think about, understand and remember the information that is directly aligned with the outcomes teachers want students to achieve (Stahl, 1997).

Characteristics of Teaching Strategies: Every teaching strategy has distinct characteristics which make it pivotal in the process of teaching and learning. The general features and characteristics are given in the following manner:

- Teaching strategy is meant for a generalized plan, procedure, ways or means of carrying out the task of teaching. Thus, it makes teaching systematic and purposeful.

- Teaching strategy involves setting the goals of teaching, determining the steps or actions to be carried out for achieving the goals and mobilizing available resources or means for execution of action.

- Strategy of teaching helps in realization of educational objectives. It serves the effective purpose of reaching the educational goals.

- It is always related with teaching learning objectives and learners.

- Teaching strategies are selected according to the learning objectives formulated by teachers.

- Teaching strategies are diverse in nature which range from simple lecture or narration to more interactive discussion, brain storming and role play. Categories of strategies range from grouping to individualized; direct to indirect; structured, interactive to self-directed; and teacher focused to student focused.

- Strategies can be changed or modified depending upon teaching learning situation.

- By nature, it can be autocratic which is content and teacher centered or democratic which qualifies to be student centered and democratically organized.

- Different teaching strategies are simply different ways of helping students to learn or in other words, are different ways of helping them to achieve the learning outcome.

- It becomes a means for transferring the content of education from teacher to learners. It helps teachers to decide how to initiate learning process to engage learners; how to transact the concept and what teaching learning materials can be selected to make transaction enjoyable and learning meaningful **(NCERT, 2013).**

- It makes learning more effective, easy and fruitful. In order to make it effective, there should be a match between learning objectives and teaching strategies.
- It doesn't only consider the logical presentation of content but also psychological aspects of learners such as their interest, needs and motivation level.
- It helps in implementing the principles and maxims of teaching into the classroom to the maximum.
- It includes the activities both on the part of learners and the teacher for creating appropriate teaching-learning environment for the realization of objectives.
- It requires a number of well-planned tactics for its effective implementation.

Importance of Teaching Strategies:

Teaching strategies are very important in bringing desirable changes in the behaviour of learners in a systematic and well-planned way according to the pre-determined learning objectives. Different strategies have different characteristics and importance in the field of teaching and learning. Here, general importance of teaching strategies is given in the following way:

- Teaching strategy is the pivotal and pervasive instrument for providing instruction **(Beck, 1998).**
- It can be used for engaging students in critical thinking, collaborative work, creative thinking and developing skills and attitude.
- Effective use of teaching strategies brings positive learning outcome in the students.
- It gives scope to teachers to think critically and rationally about their own practices inside and outside the classrooms.

- It helps in generating interest of students and it promotes deep and long lasting learning.
- It helps in maximizing the students' learning by involving them to actively participate in teaching learning process.
- Through teaching strategies, teachers deliberately create the opportunities to let students think reason and debate their understanding.
- If effective strategies are adopted by teachers, students develop the sense of responsibilities for their learning and help in construction of knowledge.
- It helps in creation of conducive and congenial environment for learning.
- It improves the quality of teaching and learning. Experiments with new teaching strategies improve teaching.
- It helps in building good teacher-taught relationship.
- It transforms the dull content into interesting one.
- It makes learning more relevant to students by fulfilling their aesthetic, physical, emotional and cognitive needs.
- It promotes values among students when they work in group through mutual assistance and shared decision making.
- It promotes greater understanding and increased retention by often providing for active and hands-on-learning experiences.
- It develops social skills among learner.
- It is the most basic instructional tool.

Conclusion: In conclusion, it can be said that teaching is a social process which is exercised for the purpose of producing learning. This learning becomes effective and productive by incorporating certain strategies according to the instructional needs and requirements. These strategies are defined as the plans adopted in teaching for reaching the instructional objectives. These teaching strategies are diverse in nature and are selected and used by teachers as per their

needs for realization of their goals of teaching. Undoubtedly, effective use of these strategies helps in creation of conducive and congenial classroom environment and development of required skills, knowledge and attitude in learners.

Objectives:
The main objective of this module is to acquaint students with:
- Concept, meaning and definitions of teaching strategies;
- Salient features and characteristics of teaching strategies; and
- Importance of teaching strategies for teachers as well as for students.

Glossary:
i. **Teaching:** Teaching is a complex social process of producing learning.
ii. **Teaching Approach:** Teaching approach is the level at which assumptions and beliefs about learning and teaching are specified.
iii. **Teaching Method:** Teaching methods are the overall plan for the orderly presentation of material and is based upon the approach to teaching. Method is the level at which theory is put into practice and at which choices are made about the particular skills and content to be taught and order in which it will be presented.
iv. **Etymology of strategy:** Etymologically, the word **'strategy'** came from the ancient Greek word **'strategia'** or **'stretegos'** meaning **'art of troop leader', 'office of general' or 'the art of the general'**.
v. **Strategy:** The strategy is plan for realization of pre-set goals. According to **Oxford Advanced Learners' Dictionary,** strategy means **"a plan that is intended to achieve a particular purpose."**
vi. **Teaching Strategy:** In correspondence to teaching, the strategies are the plans adopted by teachers according to their objectives for achieving their purposes. Teaching strategy is a plan which is structured in such a way to reach the goals of learning or teaching. These strategies describe how the ends will be achieved by different means or resources.

vii. **Learning Outcome:** It is the statement that describes significant and essential learning which learners have achieved and are able to demonstrate at the end of the course.

viii. **Instructional Objectives:** It is a statement that is specified in measurable and behavioural terms what learners will be able to do as the result of the instruction.

ix. **Different Teaching Strategies:** Teaching strategy is the integral part of effective teaching that is pivotal and pervasive instrument for providing instructions as per educational goals or objectives. There are different teaching strategies such as recitation, discussion, explanation, role play, games and simulation, independent work, questioning, cooperative task groups, discovery, drills and debate, etc.

Frequently Asked Questions:

i. **What do you understand by teaching?**
   Answer: Teaching is a social process, occurring between teacher and students in learning environment. It is intended to produce learning.

ii. **What is strategy?**
   Answer: A strategy is any plan that is intended to achieve a particular purpose.

iii. **What is the etymological meaning of strategy?**
   Answer: Etymologically, the word **'strategy'** came from the ancient Greek word **'strategia'** or **'stretegos'** meaning **'art of troop leader', 'office of general' or 'the art of the general'**.

iv. **How will you define teaching strategy?**
   Answer: In correspondence to teaching, these are the plans adopted by teachers according to their objectives for achieving their purposes. It may also be defined as specific plans or ways devised and employed for the realization of the goals. In simple term, teaching strategy stands for the type of strategy the teachers use in carrying out their teaching and/or instructional works.

v. **What is learning outcome?**
   Answer: Learning outcome is the statement that describes significant and essential learning which learners have achieved and are able to demonstrate at the end of the course.

vi. **What is the meaning of instructional objectives?**

Answer: These objectives are the statements that are specified in measurable and behavioural terms what learners will be able to do as the result of the instruction. Strategy of teaching helps in realization of educational objectives.

vii. **State features of teaching strategies.**

Answer: The general features are given in the following manner:

- Teaching strategy is meant for a generalized plan, procedure, ways or means of carrying out the task of teaching.
- Teaching strategy involves setting the goals of teaching, determining the steps or actions to be carried out for achieving the goals and mobilizing available resources or means for execution of action.
- It is always related with teaching learning objectives and learners.
- Teaching strategies are diverse in nature which range from simple lecture or narration to more interactive discussion, brain storming and role play.
- Strategies can be changed or modified depending upon teaching learning situation.
- Different teaching strategies are simply different ways of helping students to learn or in other words, are different ways of helping them to achieve the learning outcome.

viii. **Give some importance of using teaching strategies for teachers.**

Answer: The importance of teaching strategies is given in the following way:

- Teaching strategies can be used for engaging students in critical thinking, collaborative work, creative thinking and developing skills and attitude.
- It gives scope to teachers to think critically and rationally about their own practices inside and outside the classrooms. It helps in maximizing the students' learning by involving them to actively participate in teaching learning process.
- Through teaching strategies, teachers deliberately create the opportunities to let students think reason and debate their understanding.
- It helps in creation of conducive and congenial environment for learning. It improves the quality of teaching and learning. Experiments with new teaching strategies improve teaching.
- It helps in building good teacher-taught relationship.

- It promotes greater understanding and increased retention by often providing for active and hands-on-learning experiences.

ix. **How are teaching strategies important for student?**
   Answer: Effective use of teaching strategies brings positive learning outcome in the students. They feel highly motivated to participate in teaching learning process. It helps in generating interest of students and it promotes deep and long lasting learning. It makes learning more relevant to students by fulfilling their aesthetic, physical, emotional and cognitive needs. It develops social skills among learner.

x. **On what basis, a teacher should select teaching strategies?**

x. **Answer**: There are different teaching strategies such as recitation, discussion, explanation, role play, games and simulation, independent work, questioning, cooperative task groups, discovery, drills and debate, etc. No teaching strategy is better than others in all circumstances. It should be selected rationally. Teachers have freedom of selecting the appropriate teaching strategy according to their instructional objectives, content, context, learning goals and learners.

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GENERAL AIMS OF EDUCATION WITH RESPECT TO CONTEMPORARY SOCIETY

#

INTRODUCTION

All activities can be classified as aim and aimless. An activity which has a beginning, and end and an intervening process between the two can be said to have an aim. Dewey has define an aim , "An aim implies an orderly activity, one in which the order consists in the progressive completing of a process." Here the word 'orderly' refers to the systematic nature of the activity. An aim gives a sense of order to the activity. The word 'ordered' refers to the direction implied in the activity. It influences the activity at each successive step. Therefore, an aim is that which gives a sense of order and direction to an activity. The importance of aims in education has been emphasised by scholars, philosophers and educators through all ages. Education must have aims as "activity with an aim is all one with acting intelligently." This means a system of education which is not clear about its aims or which works towards undesirable ends is bound to fail. B.D. Bhatia rightly observed that "Without the knowledge of aims, education is like a sailor who does not know his goal or his destination and the child is like a rudderless vessel which will be drifted along somewhere ashore."

Some of the general aims of education with respect to contemporary society are as follows:

Individual Aim

According to Sir Percy Nunn, "Individuality is the ideal of life," and he further added that "A scheme of education is ultimately to be valued by its success in fostering the highest degree of individual excellence." The interests of the individual are supreme and superior to that of the society. It is only because of individuals that a society is there. Social institutions exist only for the well-being of the individual. The individual is greater than society because "nothing good enters into the human world except in and through the free activities of individual men and women." All great

men were free individuals. Aim is based upon the fact that individual is an architect of his own fact. He is responsible for his own destiny. Education therefore must cater to the complete development of an individual.

Social Aim

Man is essentially a social animal. He is born into social heritage. He has become what he is due to the influences upon him of other social beings - parents, teachers, schoolmates, brothers, sisters, friends, enemies, colleagues, etc. Therefore, he is only a unit of larger whole 'society' usually the state. Man enjoys the facilities of health, housing, food, education, transport, communication and so many other comforts of modern living which cannot be enumerated exhaustively. He enjoy these comforts only because of his membership in an organised society. The supporters of the social aim of education believe that society or state alone is real, and the individual is only a means and therefore, must always work for the welfare and progress of the society. They, therefore hold that an individual should be educated for the good of society. The function of education according to the social aim is to work consistently for the welfare of the state, subordinating the welfare of the individual to that of the state. The state has the right to shape and mould the individual, so as to suit its own purposes and progress. It uses education as the most convenient means for preparing individuals to play different roles in society.

Knowledge

Knowledge has almost been wide accepted as the aim of education since the time of sophists, 400 B.C. Knowledge is a powerful agent for intellectual satisfaction. It is essential for adjustment and growth of society and also a means of never ending happiness. Healthy adjustment is possible only when the individual possesses knowledge of the same. It is knowledge that makes human mind a thinking agent. It provides a linkage between the teachers, the pupils and the social environment. The present civilization has come to pass through the dissemination of knowledge through the medium of education. Cisero puts it as, "As a field, however fertile, cannot be fruitful without

cultivation, neither can a mind without learning .” It is stated by the advocates of this aim that the function of the school is the communication of knowledge of all subjects. Socrates has also said that "one who had true knowledge could not be other than virtuous.” So, education cannot but have knowledge as its important aim. Knowledge is a means of never ending happiness. It has helped man overcome disease and misery, superstition and imaginary fear. Knowledge is man's valuable asset. It is an essential means of promoting human welfare.

Vocational Aim

The vocational aim is the direct outcome of industrial and scientific advancement. It is also called 'bread and butter aim'. It can train individuals to become socially efficient. They will, therefore neither be drags nor parasites on the society. They will contribute to increase production and national wealth. The advocates of the vocational aim argue that all the knowledge a pupil gains in the school, all the culture the pupil acquires in the school will be of no use, if he cannot make both ends meet when he enters life. Vocationalization of education is an important slogan of modern democratic education. Without a proper emphasis on vocational aspects of education, those who merely go to school suffer all their lives. Vocational education strikes a balance between economic and industrial progress. It is a purposeful activity and prepares students for a useful life and useful occupation. In the words of Gandhiji, "True education ought to be a kind of insurance against unemployment. Vocational aim of education will reduce the impact of verbalism and mere intellectual domination. Vocational training is also suitable for the person with lower intelligence.”

Character Building

Character is the cream of life. Education consists in the cultivation of certain human values and development of attitudes and habits which constitute the character of a person. Gandhiji gave top priority to character education. By this, he meant that the purpose of education is to develop courage, strengths and virtue. Raymount states " The teacher's ultimate concern is to cultivate, not wealth of music, nor fullness of knowledge, nor refinement of feeling,

but strength and purity of character." The Secondary Education Commission has observed, "Education is the training of character to fit the students to participate creatively as citizen". Character is the product of innate endowment, influence of environment and constant contemplation. Good acts and habits are the basis of good character and therefore character formation is a continuous process from life to death and education should be given to cultivate strength and purity of character.

Complete Living

This aim has been formulated and brilliantly expounded by Herbert Spencer. Education, according to this great thinker, should acquaint us with the laws and ways of complete living. Complete living implies living one's life to the full in its various aspects, which clamour for development and expression. Every aspect of one's personality should find expression through various types of activities and experiences.

Role of Education

1. Education should enable man to know the art of self-preservation.
2. Education should enable one to earn his living and secure the necessities of life. Man cannot live merely on air and water. Education should be such as will equipped the child to get a job, to make him efficient to earn his living.
3. Education should impart knowledge about bearing and rearing children who carry the message of the previous generation. Only thus can it ensure survival.
4. Education for complete living aims at preparing the pupils to perform well, social and political responsibilities.
5. Education must prepare one to utilise one's leisure well by enjoying the refinements of culture, art, literature and the like. This will promote physical and mental health.

Harmonious Development

Education should produce a well-balanced personality. A human child is blessed with a number of powers and capabilities. Development of all

these powers of the child should be harmonious in order to produce a well-balanced personality. Harmonious development of personality as the true aim of education has been supported by all progressive educationists.

i) Gandhi's view, Gandhiji believed that the whole man is the subject of education. He said: "By education I mean an all round drawing-out of the best in child and man - body, mind and spirit."

Democratic Aim

Education should aim at teaching and inculcating democratic values in the children. Democratic values imply respect for the individuality of each and every person, provision for free expression and fearless airing of differences of opinion, and cooperative and collective decision making. Some of the important values or principles of democracy are (i) Respect for Individuality (ii) Equality (iii) Tolerance (iv) Cooperative Living (v) Faith in Change through Persuasion

According to University Education Commission: "Education is the great instrument of social emancipation by which democracy establishes, maintains and protects the spirit of equality among its members." Education therefore, must work for inculcating democratic values in the students. According to Ross, "Schools ought to stress the duties and responsibilities of individual citizens. Everywhere there should be spirit of teamwork, the emphasis should always be laid on community. The true function of a school in a democracy, therefore is to provide for the enrichment of individual life. It is a prepared environment in which he may best blossom." Thus, the schools should aim at producing such individuals who are social, disciplined, creative and adaptable.

Religious Aim

E.D. Burton states, "Religion and education are natural allies. Both recognise and have to do with spiritual as over against an exclusive attention to the physical and material. Both seek to emancipate man." A.N. White-head explains religious education as, "A religious education is an education which inculcates duty and reverence." Dr. Radhakrishnan has also said,

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

Education for religious quality in experience should build into the character of children, the power to mobilize and organize their life energies for the realization of the growing body of ideal value to which they become committed. The ability to act decisively, effectively and courageously on behalf of tested ideals is the ultimate test of religious devotion to them.

Conclusion

Aims in education are an integral part of the educative process. It gives direction to an activity and helps us to act with meaning. It is necessary to assess the outcomes of the educative process. Educational aims give continuity and significance to education. Of the above mention aims of education, not a single aim is complete in itself. Therefore, we need to synthesis the aim according to the circumstances and situations.

Objectives

The main objectives of this chapter are to aquaint the students about:

i)   the meaning of general aims of education;
ii)   the differences between different aims of education; and
iii)   the role of education.

Summary

All activities can be classified as aim and aimless. An activity which has a beginning, and end and an intervening process between the two can be said to have an aim. Dewey has define an aim , "An aim implies an orderly activity, one in which the order consists in the progressive completing of a process." Here the word 'orderly' refers to the systematic nature of the activity. An aim gives a sense of order to the activity. The word 'ordered' refers to the direction implied in the activity. It influences the activity at each successive step. Therefore, an aim is that which gives a sense of order

and direction to an activity. The importance of aims in education has been emphasised by scholars, philosophers and educators through all ages. Education must have aims as "activity with an aim is all one with acting intelligently." This means a system of education which is not clear about its aims or which works towards undesirable ends is bound to fail. Educational aims give continuity and significance to education. Of the above mention aims of education, not a single aim is complete in itself. Therefore, we need to synthesis the aim according to the circumstances and situations.

Glossary

1. **Aim:** An activity which has a beginning, and end and an intervening process between the two can be said to have an aim.
2. **Knowledge:** Facts, information and skills acquired through experience or education; the theoretical or practical understanding of a subject.
3. **Character:** The mental and moral qualities distinctive to an individual.
4. **Education:** The process of receiving or giving systematic instruction, especially at a school or university.
5. **Democracy:** A system of government by the whole population or all the eligible members of a state, typically through elected representatives.

FAQs

Q1. What do you understand by social aims of education?

Ans: The supporters of the social aim of education believe that society or state alone is real, and the individual is only a means and therefore, must always work for the welfare and progress of the society. They, therefore hold that an individual should be educated for the good of society. The

function of education according to the social aim is to work consistently for the welfare of the state, subordinating the welfare of the individual to that of the state. The state has the right to shape and mould the individual, so as to suit its own purposes and progress. It uses education as the most convenient means for preparing individuals to play different roles in society.

Q2. Why knowledge is considered as an aim of education?

Ans: Knowledge is a powerful agent for intellectual satisfaction. It is essential for adjustment and growth of society and also a means of never ending happiness. Healthy adjustment is possible only when the individual possesses knowledge of the same. It is knowledge that makes human mind a thinking agent. It provides a linkage between the teachers, the pupils and the social environment. The present civilization has come to pass through the dissemination of knowledge through the medium of education.

Q3. What do you understand by vocational aim of education?

Ans: The vocational aim is the direct outcome of industrial and scientific advancement. It is also called 'bread and butter aim'. It can train individuals to become socially efficient. They will, therefore neither be drags nor parasites on the society. They will contribute to increase production and national wealth. The advocates of the vocational aim argue that all the knowledge a pupil gains in the school, all the culture the pupil acquires in the school will be of no use, if he cannot make both ends meet when he enters life. Vocationalization of education is an important slogan of modern democratic education.

Q4. What do you understand by " Complete Living as an Aim of Education"?

Ans: Complete living implies living one's life to the full in its various aspects, which clamour for development and expression. Every aspect of

one's personality should find expression through various types of activities and experiences.

Q5. What do you understand by " Harmonious Development as an Aim of Education"?

Ans: Education should produce a well-balanced personality. A human child is blessed with a number of powers and capabilities. Development of all these powers of the child should be harmonious in order to produce a well-balanced personality.#

Innovative Methods of Teaching: Project-Based Teaching and Team Teaching

Objectives:
The main objective of this module is to acquaint students with:
- Concept of teaching method;
- Conceptual background of Project Based Teaching;
- Merits and demerits of Project Based Teaching;
- Conceptual understanding of Team Teaching; and
- Merits and demerits of Team Teaching.

Introduction:

Teaching is a process of molding character of students in a way to make them active and productive members of society. This social process is planned and executed with the purpose of producing learning and reaching the goals of education. Functions of teaching can be fully accomplished with its proper planning and execution. An effective teaching is the one where students are actively participating in teaching learning process. The product of teaching depends upon the processes involved in it. As a complex task, teaching needs systematic planning and organization which helps in imparting knowledge, developing understanding and skills and the most importantly facilitating learning. Teaching methods are used for effective and efficient realization of the instructional objectives. Teaching methods are the overall plan for the orderly presentation of material and is based upon the approach to teaching. Approach is the level at which assumptions and beliefs about learning and teaching are specified whereas method is the level at which theory is put into practice and at which choices are made about the particular skills and content to be taught and order in which it will be presented. It is an instrument for determining what and how much is taught and how meaning and form is conveyed. Traditional concept of teaching focuses on authority of teachers over teaching, content and processes, but with the innovation of various new techniques and methods of teaching, it has become more students-centric and tends to produce more creative and constructive learning and learners. There are different methods of teaching such as lecture, discussion, problem solving, laboratory, inductive, deductive, demonstration, project, direct method and play-way method, etc. The choice of a suitable and appropriate method depends upon the learners, subject-matter, topic, available resources and attitude of teachers. Different methods of teaching have distinct features and advantages which are taken into consideration while selecting it. So, with that point, it is necessary to be acquainted with the new innovative methods especially project-based teaching and team teaching.

Project-Based Teaching:

As the name indicates, this method of teaching involves project based learning which gives students a chance to learn by doing project. This teaching method organizes learning experiences around projects. Here, it is imperative to know the meaning of project. According to **Stevenson, "Project is a problematic act carried to completion in its most natural setting."** In the words of **Kilpatrick, "A project is a whole-hearted purposeful activity proceeding in a social environment." Ballard** says, **"A project is a bit of real life that has been imported into school."**

Through these definitions of project, it is quite clear that it is related to the real-world problems or activities which are conducted in the natural setting or the social environment. This project is the heart and core of project based teaching method. This method is the outcome of the core ideas of the pragmatic school of philosophy, propagated by **John Dewey.** He once mentioned, **"What is to be taught should have direct relationship with the actual happenings in life."** The central idea behind these words of **John Dewey** forms the basis of project-based teaching. It is evident that children retain more information when they learn by doing and through self-expression. Dewey proposed that learning by doing has great benefit in shaping students learning (Bell, 2010). It provides the golden opportunity of dealing with real-life experiences. It involves learning by doing, experiential learning, active learning and inquiry based learning as its genesis is an inquiry. Through this method, students are encouraged to pursue their natural curiosity of learning novel things through real experiences. In this teaching method, students' choice of problem is the key element. This provides them an opportunity to learn at their own pace and time. Here, students **"solve real-world problems by designing their own inquiries, planning their learning, organizing their research and implementing a multitude of learning strategies"** (Bell, 2010).

Project based teaching is an innovative and systematic teaching method which promotes student engagement through their involvement in deep investigations of complex problems or questions. Project works help students plan, observe, analyze and synthesize by developing self-learning habits among them. In the words of **Westwood, "Project based learning requires students to plan, implement and evaluate projects that have real-world applications beyond the classroom."** According to **Bell (2010), "Project-Based Learning (PBL) is a student-driven, teacher facilitated approach to learning… PBL is an approach to instruction that teaches curriculum concepts through a project. The project is guided by an inquiry question that drives the research and allows students to apply their acquired knowledge."** It helps in flourishing the required knowledge and skills of students who drive their own learning through inquiry as well as work collaboratively to research and create

projects that become reflection of their knowledge. Project work may be of different kind which includes laboratory work as done in science or science related subjects, field work as done in physical and social sciences and library work.

Merits and demerits of project based teaching:

Project based teaching is considered to be a psychologically sound method which is child driven or child centric rather than being subject-centered. It provides students the autonomy to choose their project and work accordingly. It develops learning responsibilities, independence and discipline among learners. It helps in development and promotion of social values such as cooperation, team work and collaboration through its democratic way of teaching. It is practical and applied in nature which integrates physical as well as mental activities. It makes students better problem solvers and higher order thinkers. Apart from these merits, it has few demerits also such as financial constraints, time-consuming activities and practical difficulties in its execution due to lack of infrastructural facilities, students' strength in the classroom, lack of trained teachers, etc. In spite of having some shortcomings, it is highly appreciated method of teaching where students get chance to deal with real-world problems and be involved in inquiry based learning. As per the notion of **Bell (2010), "students flourish under this child driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy."**

Team Teaching:

Name of the method suggests that it involves teaching work or activities organized by a team of teachers which is an attempt to bring improvement in the process of teaching through their collaborative efforts. It had its origin in America in the mid-1950s. It reached England in the early 1960s where first root was established in school rather than university **(Kochhar, 1985).** It is defined by different writers in different manner.

In the words of **Shaplin and Olds (1964), "Team teaching is type of instructional organization, involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility, working together for all or a significant part of the instruction of the same group of students."**

Davis (1966) says, **"Team teaching assumes that the 'whole' of the participants, working together, will make a greater contribution than the 'sum' of the participants working alone."**

The definition of **Olson (1967)** says about team teaching as **"an instructional situation where two or more teachers possessing complementary teaching**

skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping techniques to meet the particular instructional needs of students.”

According to **Buckley (2000), “Team teaching involves a group of instructors working purposively, regularly and cooperatively to help a group of students learn. As a team, the teachers work together in setting goals for a course, designing a syllabus, preparing individual lesson plans, actually teaching students together and evaluating the results**.”

On the basis of these definitions, it can be said that as an innovative method of teaching, team teaching shifts the role of instruction from an individual to a team that provides students the opportunities to actively participate in learning. Team teaching is based on the assumption that no one teacher possesses the expertise of teaching the whole course. So, team teaching requires cooperation of two or more teachers to provide instruction to a large group of students in flexibly varied ways fitted to the learning tasks. Team teaching may be done in authority directed (hierarchical) teams, self-directed (democratic/synergetic) teams, or coordinated or mixed teams. On the basis of disciplines, it may be single-disciplinary or interdisciplinary teams. Teachers in this method, work as a team under the direction of a team leader who allocates the works and duties of the individual teachers. The group varies in size and composition according to the teaching activities and the formulated objectives to be achieved. In other sense, it is considered as highly organized method which demands total cooperation and understanding of the teachers involved, sharing of ideas and evolving common methods of working. It is a flexible instructional organization where teachers, students and other academic personnel work to enhance effectiveness of teaching.

Merits and demerits of team teaching:

According to **Kochhar (1985), “Team teaching is one of the innovations in instructional organization to ensure optimum use of resources, interests and expertise.”** It is flexible method of teaching that provides specialization in teaching with effective utilization of resources. It improvises the supervisory arrangements in teaching within the team of teachers. It provides the teachers opportunities to use a variety of instructional procedures and methods. It involves the spirit of cooperative planning, collaboration, unity and sincere sharing of ideas. It gives variety of ideas, develops interpersonal skills and sense of collective responsibility. In team teaching teachers, with mutual concern, work to impart course content; knowledge, values and skills. Any method cannot be without some shortcomings. The demerits or difficulties in execution of team teaching are distribution of responsibilities, maintenance of understanding, time-consuming, and unsuitability in the present educational set-

up and teachers' resistance of change. These difficulties can be overcome by proper planning and execution with mutual concern of the team.

Conclusion:

On the basis of the discussion, it can be concluded that teaching as a process moves towards accomplishment of educational goals of producing learning through various means and resources. Its success is reflected through the learning of students as well as teachers. For success of teaching various methods are adopted and used by teachers. Among innovative methods of teaching, project based teaching organizes learning around projects which give opportunity of leaning by doing, activity based learning and experiential learning where students engage themselves in deep inquiry and investigations of complex problems. Another method is team teaching where teachers work collaboratively and cooperatively as a team to provide varied instructions to the learners. Through mutual concern among teachers, it helps in development of knowledge, skills and values. It is a flexible method of teaching to meet the educational needs of learners.

Glossary:
i. **Teaching:** Teaching is a complex social process of producing learning in a social setting.
ii. **Teaching Approach:** Approach is the level at which assumptions and beliefs about learning and teaching are specified.
iii. **Teaching Method:** Teaching methods are the overall plan for the orderly presentation of material and is based upon the approach to teaching. Method is the level at which theory is put into practice and at which choices are made about the particular skills and content to be taught and order in which it will be presented.
iv. **Project:** Project is related to the real-world problems or activities which are conducted in the natural setting or the social environment. This project is the heart and core of project based teaching method.
v. **Project Based Teaching:** Project based teaching is an innovative and systematic teaching method which promotes student engagement through their involvement in deep investigations of complex problems or questions. Project works help students plan, observe, analyze and synthesize by developing self-learning habits among them.
vi. **Project Based Learning (PBL):** Project Based Teaching facilitates project based learning. According to **Bell (2010), "Project-Based Learning (PBL) is a student-driven, teacher facilitated approach to learning… PBL is an approach to instruction that teaches curriculum concepts through a project. The project is guided by an inquiry question that drives the research and allows students to apply their acquired knowledge."**

vii. **Child-Driven/Child-Centered Learning:** It is a kind of teaching where focus of instruction is shifted from teachers to students which helps in flourishing the required knowledge and skills of students who drive their own learning. It also helps in development of learner autonomy, independence and learning responsibilities among learners.

viii. **Team Teaching:** As an innovative method of teaching, team teaching shifts the role of instruction from an individual to a team that provides students the opportunities to actively participate in learning. It involves teaching work or activities organized by a team of teachers instead of individual teacher which is an attempt to bring improvement in the process of teaching through their collaborative efforts.

ix. **Hierarchical Team:** The structure of this team is linked with the pyramid where a team leader works at the apex, master teachers just below and others at the base.

x. **Synergetic /Democratic Team:** This team is formed through cooperation of two or more teachers working together as professional equals.

Frequently Asked Questions:

i. **What do you understand by teaching method?**
Answer: Teaching method is the overall plan of the orderly presentation of material. It is the level at which theory is put into practice and at which choices are made about the particular skills and content to be taught and order in which it will be presented.

ii. **What do you understand by project?**
Answer: Project is related to the real-world problems or activities which are conducted in the natural setting or the social environment.

iii. **What is Project Based Teaching?**
Answer: Project based teaching is an innovative and systematic teaching method which promotes student engagement through their involvement in project work through deep investigations of complex problems or questions. Project works help students plan, observe, analyze and synthesize by developing self-learning habits among them.

iv. **Is Project Based Teaching a child centric method? Explain.**
Answer: Yes, it is a child centric method of teaching. Child centric teaching focuses on the active involvement of students where instruction is shifted from teachers to students. Project method helps in flourishing the required knowledge and skills of students who drive their own learning while doing project works. It also helps in development of learner autonomy, self-learning, independence and learning responsibilities.

v. **What are the advantages of this method?**

Answer: Project based teaching is a psychologically sound method which is child driven which provides students the autonomy to choose their project and work accordingly. It develops learning responsibilities, independence and discipline among learners. It helps in development and promotion of social values such as cooperation, team work and collaboration through its democratic way of teaching.

vi. **What are the disadvantages of project based teaching?**
     Answer: Project method has certain disadvantages such as such as financial constraints, time-consuming activities and practical difficulties in its execution due to lack of infrastructural facilities, students' strength in the classroom and lack of trained teachers.

vii. **Define team teaching in your own words.**
     Answer: Team teaching is a method which believes in shifting the role of instruction from an individual to a team that provides students the opportunities to actively participate in learning. It involves teaching work or activities organized by a team of teachers instead of individual teacher which is an attempt to bring improvement in the process of teaching through their collaborative efforts.

viii. **Give types of team used in team teaching.**
     Answer: there are two types of team which are:
     1. **Hierarchical Team:** The structure of this team is linked with the pyramid where a team leader works at the apex, master teachers just below and others at the base.
     2. **Synergetic /Democratic Team:** This team is formed through cooperation of two or more teachers working together as professional equals

ix. **What are the chief characteristics of team teaching?**
     Answer: Team teaching is a flexible method where team of teachers work to reach the needs of instruction. Its chief characteristics are:
     ▪ It provides specialization in teaching with effective utilization of available resources.
     ▪ It improvises the supervisory arrangements in teaching within the team of teachers.
     ▪ It provides the teachers opportunities to use a variety of instructional procedures and methods.
     ▪ It involves the spirit of cooperative planning, collaboration, unity and sincere sharing of ideas.
     ▪ It gives variety of ideas, develops interpersonal skills and sense of collective responsibility.
     ▪ In team teaching teachers, with mutual concern, work to impart course content; knowledge, values and skills.

x.   **What are the drawbacks of this method?**

Answer: The demerits of team teaching are distribution of responsibilities, maintenance of understanding, time-consuming, and unsuitability in the present educational set-up and teachers' resistance of change.

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Types of Education

Introduction

Education is the process by which a human child is transformed into social being. The ways in which education takes place or the processes are carried out in educating the child are known as modes of education. Education is not confined to the four walls of classroom but it can be received through various modes and agencies. Basically there are three types of education i.e., formal, informal and non - formal education.

Formal Education

Since ancient time, education is consciously imparted through different institutions. The *Guru-Shishya Parampara* (Teacher-Pupil tradition), prevalent during ancient days, desired the pupil to live in the *ashram* of the *Gurus*, called *Gurukuls*, for getting education. This kind of institutionalised effort to provide education may be termed as formal education. Thus, formal learning is the learning that is typically provided by an institution, is structured (in terms of learning objectives, learning time or learning support), and often leads to certification. Depending upon the way of delivery of formal education, it can be classified in different categories.

Face-to-Face Mode

When the learner is in direct contact with the instructor in a face-to-face situation, it is called the face-to-face mode of imparting education. Such a situation exists in case of classroom teaching in the schools where teacher and the pupils physically remain present in a face-to-face manner at the time of getting education. This is regarded as the most effective mode of education as there is a greater scope for a learner to interact with the teacher

and the teacher also can explain as per the need and requirement of the learner. It is also known as the traditional or the conventional mode of providing education.

Distance Education Mode

As an alternative to face-to-face mode of education here, the learner and the teacher may geographically be located at different places and the education is imparted using means other than direct interaction or face-to-face teaching-learning. However, even though the two are not face-to-face to each other, the learner is vitally in touch with the teacher. In a way, the distance mode has also some inbuilt component of face-to-face interaction between the teacher and the taught.

Teleconferencing is a mode where the teacher and the taught are connected with the help of satellite and there are possibilities of interaction through communication technology. Distance mode through teleconferencing is used as an adjunct to the correspondence education. Distance education through video-conferencing is similar to teleconferencing where both the instructor and the learners can see and interact with each other although both may remain physically thousands of kilometres apart. This is done in various ways through internet like Skype or through a satellite based two-way interaction systems as is the case of teleconferencing.

Characteristics of Formal Education

    i)   **Planned with a Particular End in View**

        Formal Education is planned with a particular end in view. It is given in school, college and similar other institutions which are established with the purpose. In this way it is direct schooling, instruction and tuition.

ii)   Well-defined and Systematic Curriculum

Formal education has a well- defined and systematic curriculum. This curriculum is based on certain aims and objectives. These aims are in conformity with the needs of the society and the state.

iii)   Includes Activities Outside the Classroom

In modern progressive schools, the process of education is not merely restricted to the four walls of the class-room. There are more activities outside the class-room than inside it.

iv)   Observes Strict Discipline

Formal education observes strict discipline. The pupil and the teacher are both aware of the fact and engaged themselves in the process of education.

v)   Goals

Goals of formal education are explicit. They are generally deduced from the broad societal or national goals, and are formulated in such a way that they are achieved in the long-term perspective. However, in order to achieve the goals, short term objectives are formulated and pursued in the educational operation.

vi)   Entry Requirements

Educational institutions or the State determines entry requirements to formal education. Hence, to acquire a certain kind of learning experience, one has to fulfil the entry requirements. For example, one cannot take admission in a college unless he/she completes school education.

vii)   Delivery System

Delivery of learning experiences is rigidly structured, teacher centred and resource intensive. Transaction of learning experiences mostly takes place within the institution isolated from the environment. All this does not mean undermining of the learner. But, the degree of control in the delivery system rests more with the teacher and the institution than with the learner.

viii) Operational Control

The operation of formal education is controlled by a hierarchical administrative-academic structure wherein a number of functionaries like the headmaster/principal, vice- principal, and teacher operate in a hierarchical order.

ix) Achievement of Learning Objectives

Unlike informal education, specific procedures or mechanisms are followed to assess the achievement of learning objectives in formal education. These mechanisms are student assessment through conduct of tests and examination.

Informal Education

Informal education, as the phrase itself indicates takes place in any kind of informal learning environment. There is no formality attached to such education. This form of education is the most primitive form of education and the most broad-based in its nature and scope. As we have already stated, the first social environment for informal education is the family or home of a child. He learns a lot of life skills, attitudes, social manners and knowledge of his immediate world through his interaction with family members like mother, father, brothers, sisters and others. Beyond the framework of family, a child acquires a lot of knowledge or skills from a

host of informal agencies of education. The child's peer groups, neighbourhood, village community, market places and so on.

A child also gets a number of learning experiences through his/her interaction with different kind of environmental situations he/she encounters every day. Agencies like television, radio, films, newspapers, magazines, books, readings, etc. do help in the process of socialisation of the child. But learning experiences are not purposefully designed. However, when a child interacts with such agencies, he/she acquires a lot of learning experiences, which are educative.

Let us discuss the nature of informal education in details :

i) **Incidental and Spontaneous**

Informal education is incidental and spontaneous. There is no conscious effort involved in it. Courtesies, gentleness, etc. learnt in a market point or in a hotel amounts to informal education.

ii) **Not pre-planned nor Deliberate**

Informal education is an educative activity which is neither pre-planned nor deliberate. The child learns many habits, manners and patterns while living with others or moving in different spheres like home, society, groups etc.

iii) **Not Imparted by any Specialised Agency**

Unlike formal education, informal education is not imparted by any specialised agency such as school or college.

iv) **No Prescribed Timetable or Curriculum**

Informal education is not given according to any fixed timetable or through formal means of education. There is not set curriculum

required. Informal education consists in experiences and actual living in the family or community.

v)   Negative Education

Informal education may take to negative also. Instances are not rare when one learns stealing, or some other forms of misbehaviour from the experiences which the child may casually have in the street, market, cinema hall or in some other such places.

vi)   Informal Education is Experiential in Nature

This means the learner learns a lot through interacting with the learning environment.

vii)   Informal education is a lifelong process

Informal education is a lifelong which starts at the time of birth and continues till the death of a human being.

Non-formal Education

The genesis of non-formal education is traced back to the 1960's and 1970's. During this period, there was concern about unsuitable curricula; a realisation that educational and economic growth were not necessarily in step, and that jobs did not emerge directly as a result of educational inputs.   Many countries were finding it difficult (politically or economically) to pay for the expansion of formal education(Smith, 2004). The above development reflected that formal education systems could not cope up with the socio-economic changes around them. Secondly, UNESCO in its landmark report of the International Education Commission, 1972 'Learning to be', propagated the idea of lifelong education and the learning society.   Third, the idea of 'deschooling' which was launched by the great American educationist Ivan Illich also pointed to the redundancy of the formal education system like the school

to meet the learning requirements of human beings. All these developments contributed to the emergence of non-formal education system throughout the world.

Non-formal education has a lot of resemblances with formal education, but differs from it in certain aspects.

Let us study the following definition:

"Non-formal education: Any organised educational activity carried outside the established formal system-whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clienteles and learning objectives. "

From the above definition, it is clear that non-formal education, like formal education is an organised activity, which takes place outside the formal educational structure. It also intends to achieve pre-determined educational objectives. But, unlike formal education, non-formal education always caters to the learning need of a specific target group. In a country, one can find a number of initiatives and programmes, which are non-formal by nature. In India, adult education programmes, basic education programmes, literacy programmes, health awareness programme, programmes meant for school drop-outs, agricultural extension programmes and the like constitute non-formal education programmes.

Characteristic of Non-formal Education

i)   Goals and Objectives

Non-formal education programmes are always conceptualised to achieve short term and special educational goals and objectives. For example, in any kind of literacy programme, the objective is only to achieve literacy

among the illiterates and the programme is geared towards the achievement of that objective only.

ii)   Timing

Non-formal education programmes are generally run for a short period on a part time and recurrent basis. For example, agricultural extension programmes are short term programmes but are provided again and again to the farmers.

iii)   Curricular Experiences

Curricular experiences are generally formulated keeping in mind the specific needs of the target group. These are more individualised rather than broad based and general in nature. For example, programmes meant for village level health workers contain specified and pertaining to health care in the context of village environment.

iv)   Teaching-Learning Process

The teaching - learning process is generally learner oriented and flexible in nature. Transaction of learning experiences is centred on community resources.

v)   Administrative Mechanism

It is self-governing and democratic in nature. Activities in non-formal education programmes are mostly organised keeping in mind the convenience of the organisers as well as the learners.

vi)   Assessment of Learning Objectives

Like formal education, measures are also taken to carry out both formative and summative assessment by mid-term review and final review.

vii) Conscious and Deliberate

Non-formal education is consciously and deliberately organised and systematically implemented.

viii)   To be Organised for a Homogeneous Group

Non-formal Education should be organised for a homogeneous group. Such a group has to be identified in terms of their learning needs.

ix)   Serving the Need of the Identified Group

Non-formal Education should be programmed to serve the needs of the identified group.   This will necessitate flexibility in design of the curriculum and the scheme of evaluation.

Conclusion

Education of human being is perhaps the most cherished goal of any human civilization that ever existed or yet is to come in this world. Every society believes in education as a potent instrument of social change, and for this reason, great importance is attached to school. In order to meet the huge demand of education and with the advancement in technologies, lots of ways and means are available to provide education to every door step. It may take place formally, informally and sometime consciously in a non-formal manner.

Objectives

The main objectives of this module are to acquaint the students about:

  i) the definition of education;

  ii) the types of education i.e., formal, informal and non-formal education; and

  iii) the characteristics of formal, informal and non-formal education;

Summary

Education as a means of transformation of a human child in the positive way takes place in three ways i.e., formal, informal and non - formal modes. When learning is typically provided by an institution, in structured form (in terms of learning objectives, learning time or learning support), and often leads to certification it is known as formal modes of education. It may be Face-to-Face Mode or distance mode of education. A child also gets a number of learning experiences through his/her interaction with different kinds of environmental situations he/she encounters every day informally, such is known as informal education. it may happen Incidentally and spontaneously .it is experiential in nature. And the last types of education are non-formal education, which like formal education, is an organized activity that takes place outside the formal educational structure. It also intends to achieve pre-determined educational objectives. But, unlike formal education, non-formal education always caters to the learning need of a specific target group.

Glossary

i) Teacher: A teacher is a person who helps others to acquire knowledge, competences or values.

ii) Curriculum: The subjects comprising a course of study in a school or college.

iii) Knowledge: Facts, information and skills acquired through experience or education; the theoretical or practical understanding of a subject.

iv) *Gurukula* : A *gurukula* or *gurukulam* was a type of education system in ancient India with shishya living near or with the guru, in the same house.

v) Distance Education Mode: It is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via post. Today it involves online education.

FAQs

1. Discuss the importance of non-formal education?

Ans: Non-formal education is an organised activity, which takes place outside the formal educational structure. It is important as it intends to achieve pre-determined educational objectives. But, unlike formal education, non-formal education always caters to the learning need of a specific target group. In a country, one can find a number of initiatives and programmes, which are non-formal by nature. In India, adult education programmes, basic education programmes, literacy programmes, health awareness programme, programmes meant for school drop outs, agricultural extension programmes and the like constitute non-formal education programmes.

2. What is formal education?

Ans: Formal education is the learning that is typically provided by an institution is structured

(in terms of learning objectives, learning time or learning support) and often leads to certification.

3. Define Face-to-Face Mode of education?

Ans: When the learner is in direct contact with the instructor in a face to face situation, it is called face-to-face mode of imparting education. This is regarded as the most effective mode of education as there is a greater scope for a learner to interact with the teacher and the teacher also can explain as per the need and requirement of the learner. It is also known as the traditional or the conventional mode of providing education.

4. Discuss some of the characteristics of formal education?

Ans: Some of the characteristics of formal education are:

   i)   Planned with a Particular End in View
   ii)   Well-defined and Systematic Curriculum
   iii)   Includes Activities outside the Classroom
   iv)   Observes Strict Discipline
   v)   Goals
   vi)   Entry Requirements

vii) Delivery System
viii) Operational Control
ix) Achievement of Learning Objectives

5. What are the nature of informal education?

Ans: The nature of informal education are:

i) Incidental and Spontaneous
ii) Not pre-planned nor Deliberate
iii) Not Imparted by any Specialised Agency
iv) No Prescribed Timetable or Curriculum
v) Negative Education

Informal Education is Experiential in Nature#

Model Membrane Systems

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OBJECTIVES:

This module aims to
1. Acquaint the students briefly with the properties of biomembranes and their importance
2. The relevance for developing model membrane systems
3. The different types of model membrane system and their application
4. Briefly explain the techniques employed to create the membrane systems

INTRODUCTION:

The most basic function of biological membranes is to define a boundary, whether between or within cells and organelles (Fig 1). Biological membranes vary tremendously in composition even within a eukaryotic cell, and their organization must be dynamic in order to mediate and modulate conformational changes, signaling, trafficking, and recognition. The study of properties of the biomembranes is rather difficult due to small size of the cell (typically several μm), small thickness (5-10 nm), considerable inhomogeneity and anisotropy. In addition it is difficult to study separately the properties of the lipid bilayers and influence of proteins to the bilayer. Because they play such a fundamental role and because natural membranes are so complex, many different model systems have been created *in vitro* that retain the essential lipid bilayer structure, but simplify the system so that the roles of individual components can be assessed and that their organization and dynamics can be visualized. Biophysical and biochemical studies of the membrane properties have been performed on various models of membrane structure, such are lipid monolayers, multilayers, bilayer lipid membranes (BLM), multi- or unilamellar vesicles and supported bilayer lipid membranes (sBLM).
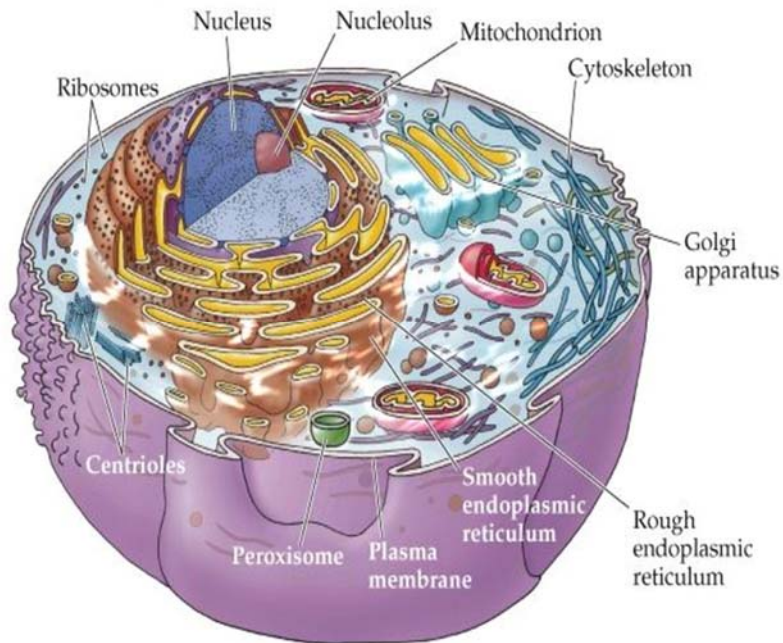
Fig 1: The cell and its compartments

Historically, the first models of membrane structure were the lipid monolayers, that played considerable role in establishing the bilayer nature of biomembranes at the first third of the twentieth century. The stable bilayer lipid membranes have been reported in 1962 by Mueller and co- workers. Finally in 1965, Bangham with co-workers discovered the liposomes, which has become most popular and widely used model system for the study of biomembranes. Lipid membranes on a solid support have been reported by McConnel et al. in 1988.
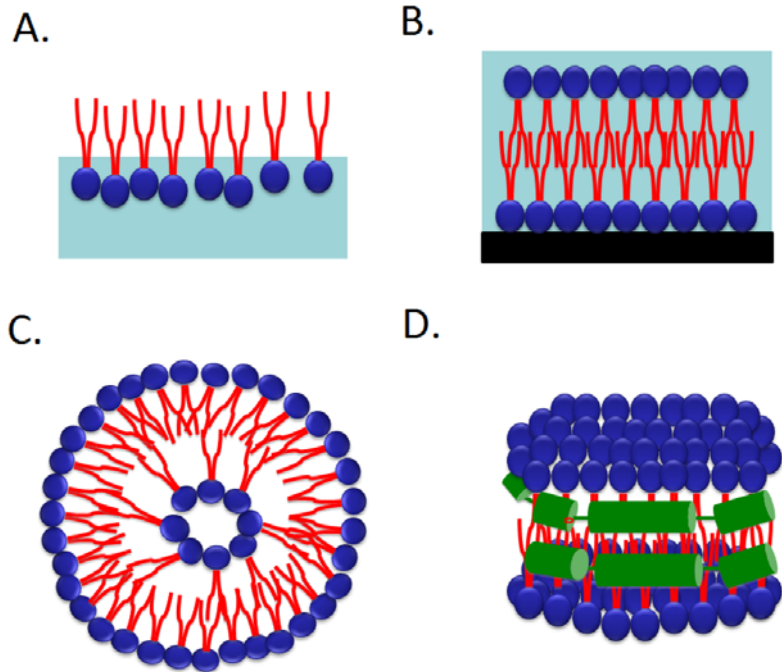
Fig 2. Schematic drawings of (**A**) monolayer, (**B**) supported lipid bilayer, (**C**) liposomes and (**D**) nanodisc. Phospholipids contain two fatty acid tails, shown in red and a hydrophilic head group, shown in blue. Light blue (**A & B**) and black in B represent water and a substrate respectively. Nanodiscs contain membrane scaffold proteins, shown in green.

LIPID MONOLAYERS

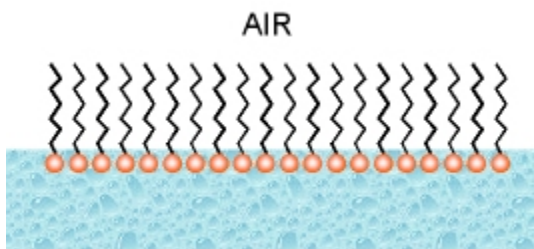Lipid monolayers are formed spontaneously at an air-water interface (Fig 3).

Fig 3: Lipid monolayer at air-water interface

This is due to the amphiphilic nature of the lipids. When lipids are dissolved in a non aqueous volatile solvent and introduced onto a polar liquid surface,

the solvent will evaporate leaving the lipid molecules oriented at the liquid-gas interface. The polar head groups pulling the molecule into the bulk of the water and the hydrophobic chains are oriented into the air. Sweeping a barrier over the water surface causes the molecules to come closer together and eventually to form compressed and ordered monolayer – much like forcing together balls on a billiard or pool table (Fig 4)
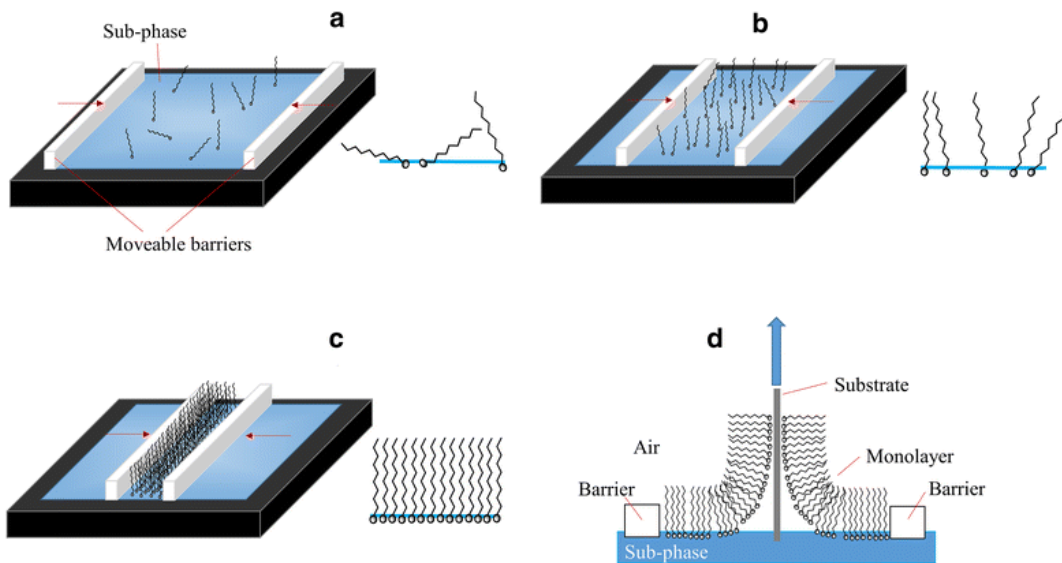

Fig 4: Langmuir-Blodgett monolayer system

The formation of thin oil films on an air-water interface has been firstly reported in eighteenth
century by Benjamin Franklin when he dropped a teapoon of oil onto a pond and noticed that the waves spread over half an acre were calmed almost instantly. Considerable progress in studies of monolayers has been achieved thanks to the work by Irving Langmuir. Langmuir studied the relationship between the pressure and area on an aqueous surface. Further Katherine Blodgett, who worked with Langmuir, developed the technique of transferring the films onto solid substrates (Fig 4). It is a simple method to

create a phospholipid monolayer at an air–water interface. Basically, a desired amount of lipid or lipid mixtures are dissolved in organic solvents such as chloroform or chloroform/ethanol mixtures, followed by spreading the lipid/solvent mixtures on the water surface. By evaporating out the solvent, the phospholipid molecules self-assemble vertically as a monolayer film at the air–water interface, with their hydrophilic head groups immersed in the water and their hydrophobic tail pointed to the air as shown in Fig 4. The phospholipids form stable monolayers at an air-water interface. If the monolayer is composed of the mixture of different phospholipids, then depending on the structure of phospholipids the monolayer could be less or more densely packed. This technique is one of the most common approaches used to study the membrane protein structure and activity. This method has been extensively used for more than a century. Reconstitution of membrane proteins helps obtain further information on their organization and structure in the Langmuir membrane . A major advantage of using the Langmuir monolayer system is that parameters such as thickness, surface pressure, molecular area and subphase thickness can be well controlled. However, a limitation of Langmuir monolayers is that the lack of a layer comparing to the natural cell structure (bilayer) and the high surface tension of water that can cause protein denaturation. Despite this limitation, there are several successful studies using this approach Binding of transmembrane proteins like Rhodopsin, bacteriorhodopsin and gramicidin have been successfully reconstituted and studied in monolayers at the air–water interface. Also, phospholipid monolayers are simple model membrane systems that are perfectly suited to study the binding of peripheral proteins onto a membrane surface. Peripheral membrane proteins spontaneously bind onto phospholipid monolayers at the air–water interface by injecting themselves into the subphase underneath the lipid monolayer.

Monolayer technique allows us to study not only pure lipid monolayers but also their mix-
tures with proteins and short peptides and the mechanism of protein-lipid interaction.

PLANAR LIPID BILAYERS:

A. BILAYER LIPID MEMBRANES/BLACK LIPID MEMBRANES (BLM):

Ever since it was discovered that biological membranes have a core of a bimolecular sheet of lipid molecules, lipid bilayers have been a model laboratory for investigating physicochemical and functional properties of biological membranes. Stable bilayer lipid membranes (BLM) have been reported in 1962 by Mueller and co-workers. Due to amphiphilic nature of phospholipids, they spontaneously form the lipid bilayers in a water phase. (fig 5).
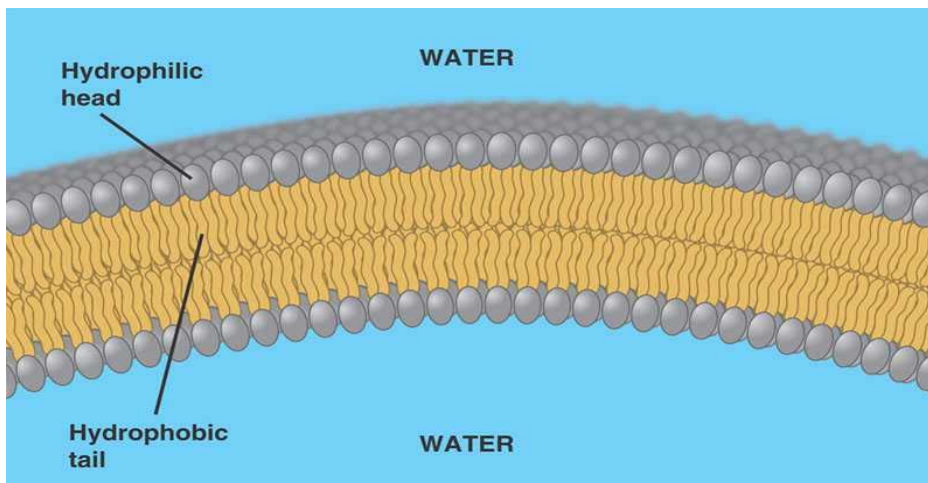
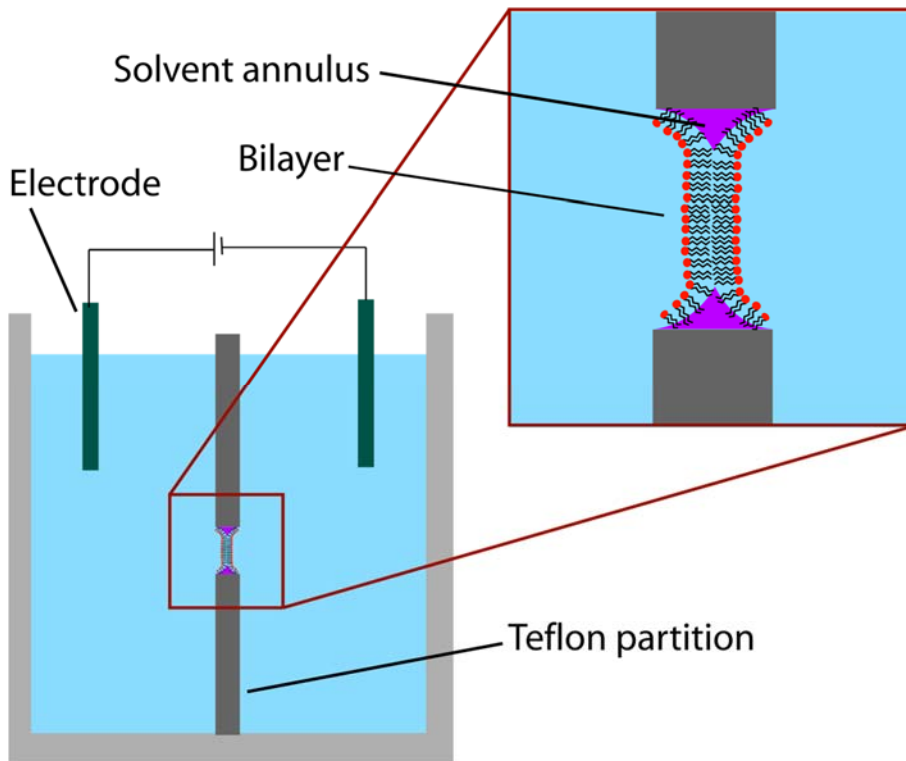

Fig: 5 Bilayer lipid membrane (BLM)

Fig 6 Experimental arrangement for Planar BLM formation and study

In 1972, Montal and Mueller proposed the method of formation the BLM from monolayers. According to this method the Teflon cup divided by the wall with circular hole of a diameter approx. 0.3 mm is filled with electrolyte just below the lower orifice. Then the small amount of lipid dissolved in chloroform is added at water surface at both compartment of the Teflon cup. After the chloroform is evaporated, the level of the water phase is increased by slow addition of electrolyte using the syringes. As soon as the level of the electrolyte surpasses the upper orifice of the hole the BLM is formed. The term 'black' refers to the fact that they are dark in reflected light because the membrane is only a fer nanometers thick, the light reflecting off from the back face destructively interferes with the light reflecting off from the front face.

Using various methods, like variation of the hydrocarbon solvent and the kind of phospholipids used, it is possible to obtain BLM with desired thickness. Other methods have also been developed for formation the BLM

that contained proteins. Various physiochemical data provide evidence that the properties of lipid bilayers are close to that of biomembranes.

B. SUPPORTED BILAYER LIPID MEMBRANES (sBLM) AND TETHERED BILAYER LIPID MEMBRANES (tBLM):

sBLMs are BLMs prepared by the fusion of small unilamellar vesicles on solid supports such as SiO_2, glass and modified gold surface by van der Waals, electrostatic, hydration and steric forces. The supported lipid bilayer has polar hydrophilic headgroups facing the aqueous surroundings and two hydrophobic tails that face the interior of the membrane which more closely resembles biological membranes than the Langmuir monolayer (Fig 7,8). The supported lipid bilayer can confer many key functions to biological membranes.

Using Langmuir-Blodgett technique, it is possible to obtain supported lipid membranes. The simple method of formation of lipid film on a metal support has been proposed by Tien and Salamon. The silver wire of a diameter approx. 0.3 mm coated by Teflon was immersed into the lipid solution in n-decane. Then the tip of the wire was cut by sharp knife and immediately immersed into the electrolyte, where the formation of thin film occurred spontaneously. The disadvantage of this method consist in the fact that the film formed on rather rough metal surface is inhomogeneous and is composed of monolayers, bilayers or even multilayers. Application of dc voltage during film formation resulted improvement of the film characteristics and the membrane became more homogeneous. However, most homogeneous films can be obtained using smooth gold surface with chemisorbed alkanethiols. According to this method, the surface of the gold is accurately cleaned and then immersed in a solution of alkanethiol. Second monolayer can be formed immersion of the gold electrode into the lipid solution(by Langmuir-Blodgett technique) or by liposome fusion. The supported lipid membranes (sBLM) are considerably more stable than BLM . The disadvantage of sBLMs is that the alkanethiol monolayer is closely adjacent to a gold. Therefore it is impossible to incorporate large integral proteins into these membranes and also impossible to use these membranes to study the mechanism of ionic transport due to lack of water phase

between the bilayers and gold. This drawback has been solved by development of so called tethered membranes (tBLM). tBLM are similar to sBLM, however, instead of alkanethiols, specially synthesized molecules with hydrophilic spacer are used for the formation of the monolayer tethered to a gold support (Fig 9). The hydrophilic space between gold and BLM can be provided also by lipopetide layer and/or by a polymer layer. The nature of this type of model lipid bilayer allows the membrane to be exposed to fluids on both sides, more like a naturally occurring membrane.

Hence, sBLM and tBLM, due to their high stability and due to the unique properties that mimic the real biomembrane can be used in nanotechnologies, especially in development of sensitive biosensors.
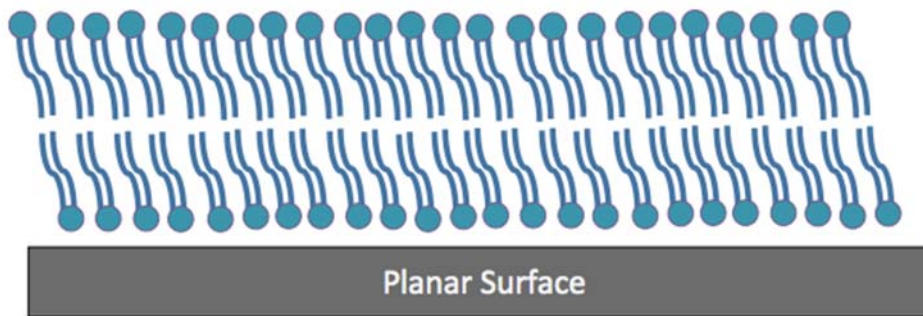
Model Lipid Bilayer

Figure 1. Model lipid bilayers consist of biological or artificial membranes and potentially an interacting solid substrate.

Fig: 7
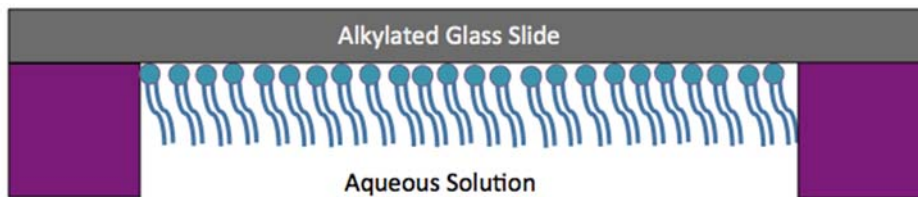
Figure 3. One of the fist formed supported membranes, using a lipid monolayer and alkylated glass slide.

Fig 8

Tethered Membrane

Polymer attaching
membrane to surface

Planar Solid Surface
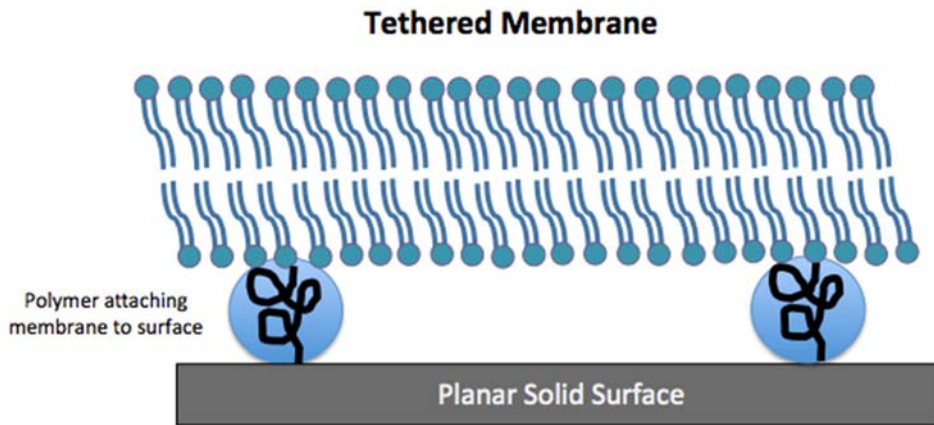
Figure 4. Tethered lipid bilayer connected to a planar substrate by polymers.

Fig:9

CLOSED LIPID BILAYERS (Liposomes and vesicles):

Liposomes (vesicles) are widely used models of lipid bilayer of biomembranes (Fig 10). The formation of liposomes has been firstly reported by Bangham. They are formed from water dispersions of the lipids by various methods. Vesicles and unilamellar liposomes are possibly the simplest models of closed cell membrane . They are freestanding in water, they are single-walled, they are closed onto themselves, and they hence separate an aqueous compartment from the environment. As membrane models, the vesicles have the advantage that they can be formed in different sizes, SUVs (small unilamellar vesicles, <100 nm in diameter), LUVs (large unilamellar vesicles, <1000 nm in diameter), and GUVs (giant unilamellar vesicles, >1000 nm in diameter). Hence, it is possible to study effects of membrane permeability barriers and curvature.

Liposome (Lipid vesicle)

Outer aqueous compartment

Inner aqueous compartment

Bilayer membrane
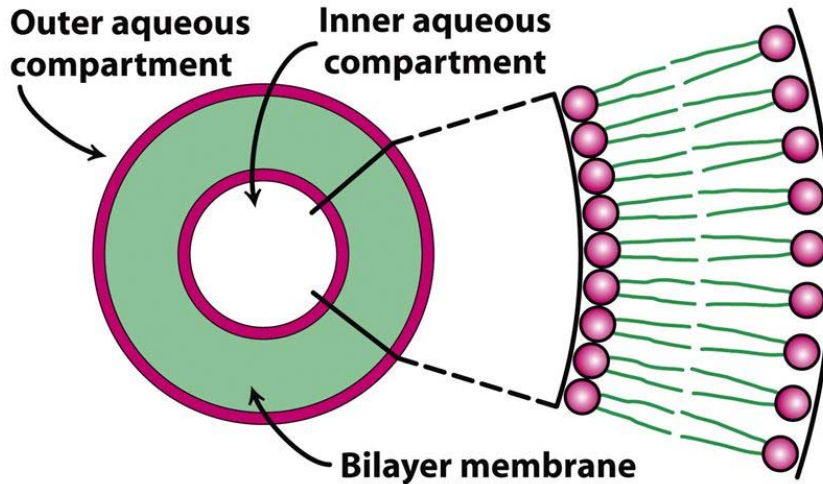
Figure 12-12
Biochemistry, Sixth Edition
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Fig 10

| 50nm | 50nm | 50nm |
| Small unilamellar vesicle | Large unilamellar vesicle | Multilamellar vesicle |
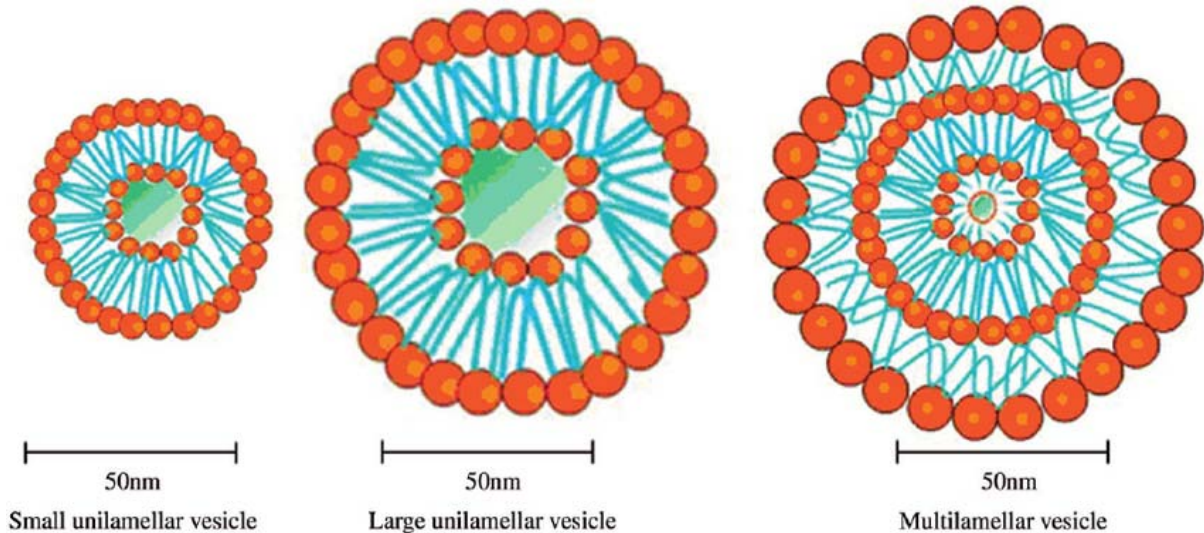
Fig 11

Depending on the method of formation one can obtain multilamellar or unilamellar liposomes of a different size(Fig 11). Multilamellar liposomes are the simplest structures in respect of the preparation. Typically the desired amount of the lipid is dissolved in chloroform or in a mixture chloroform-methanol. This mixture is allowed to evaporate under the stream of nitrogen

in a glass volume of a spherical shape. For this purpose usually rotary evaporator is used in order to make thin film of the lipids on a large surface of the glass.

After the thin film is formed, it is then hydrated by addition of desired volume of the water or

buffer. The dispersion of lipid in water is achieved by vigorously vortexing for several minutes at temperature higher than the temperature of phase transition of phospholipids. The concentration of lipids varied from method to method, but typically it is few mg/ml. The multilamellar liposomes are rather large and their diameter is several μm.

Unilamellar liposomes can be prepared by various methods. The simplest one consists in

sonication of the multilamellar liposomes by ultrasound in an ultrasonic bath. This method resulted in formation of relatively small liposomes of a diameter approx. 20 nm. Commercial kits for preparation unilamellar liposomes are currently available, e.g. Avestin Inc. (Canada). Liposomes can be modified by various compounds, e.g. peripheral or integral proteins. In the case of integral proteins the liposomes are prepared from a water dispersion of lipids that contains the desired concentration of proteins

Applications of liposomes in medicine and pharmacology can be divided into diagnostic and therapeutic applications of liposomes containing various markers or drugs, and their use as a tool, a model, or reagent in the basic studies of cell interactions, recognition processes, and mode of action of certain substances. Because of their biocompatibility, biodegradability, low toxicity, and aptitude to trap both hydrophilic and lipophilic drugs and simplify site-specific drug delivery to tumor tissues, liposomes have increased rate both as an investigational system and commercially as a drug-delivery system. Many studies have been conducted on liposomes with the goal of decreasing drug toxicity and/or targeting specific cells.

CONCLUSION:

Model membrane systems are crucial to understanding the complexity of biological membranes since the size, geometry, and composition of these

model membranes can be tailored with great precision. Experimental membrane models continue to advance in complexity and insights into essential biological processes such as membrane fusion and trafficking, signaling, cell-cell recognition, and organization into tissue, as well as insight into the origins of life and the creation of entirely artificial entities that may exhibit essential features of living systems.

GLOSSARY:

AMPHIPHILLIC MOLECULE: a chemical compounf possessing both hydeophillic and lipophillic properties; also known as amphipathic molecule.

PHOSPHOLIPIDS: a class of lipids having two hydrophobic fatty acids tails and a hydrophillic head consisting of a phosphate group.

LIPOSOME: a spherical vesicle having at one or more phospholipid bilayers.

UNILAMELLAR LIPOSOMES: liposomes made of single lipid bilayer; may be of different sizes like SUVs, LUVs, AND guvS.

MULTILAMELLAR LIPOSOMES: large liposomes having multiple lipid bilayers.

LANGMUIR-BLODGETT METHOD: technique of forming a monomolecular layer or monolayer of an amphiphillic substance (like phospholipids) on the water surface and then transfering it to a solid substrate.

BLM: bilayer lipid membrane; thin polar membrane made of two layers of lipid molecules.

sBLM: supported bilayer lipid membrane

tBLM: tethered bilalyer lipid membrane

FAQs:

1. What is the basic composition of a biomembrane?
   Phospholipid bilayer forms the basic structure of all biomembranes in which glycolipids, cholesterol, glycoproteins, proteins etc are also present.

2. What is the purpose of developing artificial model membrane systems?
   To study the various complex properties and functions of cellular membranes under *in vitro* conditions.

3. What are liposomes ?
   Liposomes are spherical vesicle having at one or more phospholipid bilayers.

4. What are planar lipid bilayers?
   Bimolecular lipid membranes wich are synthesised/assembled in vitro to study the complex properties of biological membranes.

5. What is meant by Langmuir monolayer?
   It is a mono molecular film of amphiphillic molecules formed at the air-water interface.

6. What are sBLM?
   sBLMs are BLMs prepared by the fusion of small unilamellar vesicles on solid supports such as SiO_2, glass and modified gold surface.

7. How are tBLMs different from sBLMs?
   Unlike sBLMs, tBLMs are tethered to the solid substrate via a lipopeptide or a polymer so that there is some space between the membrane and the solid substrate.

8. Phospholipids form lipid monolayers spontaneously at the air-water interface.

Why?

Because they ar amphillic/amphiphatic molecules, their hydrophillic heads facing the water surface and their hydrophobibic tails oriented towards the air.

9. What is the difference betwwen liposomes and miscelles?

Liposomes consists of lipid bilayers wheareas misccelles are formed from lipid monolayers with the hydropophic tails facing inwards.

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EDUCATION IN CONTEMPORARY INDIA

UNIT 1:

ESSENCE OF EDUCATION

LECTURE 5:

Education and Economic Development

Introduction

"Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for a life time."

-Laozi

This statement was said by Laozi, an ancient Chinese philosopher and writer. The quote shows the real value of being equipped with certain skills, knowledge and attitude that we acquire through education from different sources, no matter formally, informally or non-formally that tends to help us throughout our life. Education, in its true sense, is considered as one of the most influential factors of development which is also called as the "engine of growth. The belief that education is an engine to growth rests on the quality and quantity of education in any country" (Olaniyan & Okemakinde, 2008). Every country, whether developed or developing, has the impact of their education and educated members in its developmental areas. In other way, it can be said that every country's development index, in the light of social, cultural, technological and economic terms, is dependent upon its education which can be considered as the solution of most of the problems.Among the most common criteria for judging or evaluating a nation's development is presence of some economic and non-economic factors. Economic criteria are inclusive of per capita income, gross domestic product (GDP), the level of industrialization, living standard of people,scientific and technological advancement and infrastructure. There are non-economic factors such as Human Development Index which shows the level of and access to education, literacy level and provision of health services. These factors are bases of a nation's development. These two factors are interrelated to one another. If good education and health services are provided to the people of the country, it will surely rise to

the level of development with high income, productivity and standards of living.Undoubtedly, education has a major role to play in social and economic progress of any nation and for improvement in the distribution of income. Following this view, it can be said that education plays an instrumental role in bringing economic development in the nation.These two are related to one another. Here, it is imperative to understand the two concepts namely education and economic development and its relationship with one another.

Concept of Education and Economic Development

Education is the process of overall development of the child from all aspects including social, moral, intellectual, spiritual, aesthetic and emotional. It brings changes in the behaviour and attitude of learners through attainment of certain skills, attitude and knowledge. A quality education helps in bringing inner potentials of individuals into visible shape where he/she becomes aware of his/her capabilities and caliber. Considering the importance of education, it is made a right of every individual as per the Article 26(1) of the Universal Declaration of human Rights (1948). Education is not only confined to the limits of classrooms and schools but also gained through various experiences ofeveryday life. Supporting this perspective, it is said that an experience of life that results in learning is education. In the words of Lodge, "Whatever broadens our horizon, deepens our insights, refines our reactions and stimulates our thoughts and feelings, educates us." This education transforms a human being into a human capital with higher level of productivity and efficiency through the input of better education, health and moral values. The provision of formal education is found to be a productive investment in human capital which leads to economic development. It is apt here to quote the statement given in NCERT B.Ed. textbook (2014) which asserts that "It is believed that education is not only an instrument of social change, but also an investment in national development."

Economic development of any nation is associated with the economic growth that is an increase in the level of output, along with the improvement in social and political welfare of its people with good quality of life. Development is meant by economic growth that comes from high scale employment, income and resultant appreciation in the quality of people's life. The World Bank in its 1991 World Development Report pointed out that the ultimate goal of development should be

the complete enhancement of the quality of life, people are living. In that report, economic development is defined as "a sustainable increase in living standards that encompass material consumption, education, health, and environmental protection. Development in broader sense is understood to include other important and related attributes, as well, notably more equality of opportunity and political freedom and civil liberties. The overall goal of development is, therefore, to increase the economic, political and civil rights of all people across gender, ethnic groups, religions, races, regions, and countries." It is also mentioned that the most common features of countries; achieving rapid development in post war period is their investment in education of men and women. Therefore, it is evident that growth and development of economy is always related to the quality of education, people are getting and have access too.

Relationship between Education and Economic Development

The significant place of education in economic development was recognized in economics from the beginning of 20th century especially with the writings of Adam Smith, the profound economist and writer of 'The Wealth of Nation'. Since his time, economic theory has been increasingly conscious of the value of education in economic and social development. John Stuart Mill also advocated public education for inculcation of prudence, economy and self-improvement. In order to understand the relationship between education and economic development, it is appropriate to quote Phil Pepper, who says, "The primary economic development tool for any country is the education level." Relationship of education and economic development, as mentioned in the report of Ministry of Education, New Zealand Government(2010), can be understood through three points as given in the following manner:

1. Basic human capital approach where it is considered that education brings improvement in skills and abilities of the individuals for greater productivity and improvised abilities to optimally utilize the existing resources which can contribute to economic growth and development. Without any doubt, it is believed that "the economic prosperity and functioning of a nation depend on its physical and human capital stock" (Olaniyan & Okemakinde, 2008). Human capital theorists believe that an educated population is a productive population. This theory emphasizes on the importance of education in

increasing the productivity and efficiency of people by increasing their level of "cognitive stock of economically productive human capability" which is the result of individuals' innate abilities and investment on them (Olaniyan & Okemakinde, 2008). Further, it is added that the investment in human capital, as propounded by Theodore W. Shultz in his presidential address of American Economic Association on 'Investment in Human Capital', lead to rapid economic growth in society.

2. As per innovative approach, education improves the capacity of the economy for developing new ideas or technologies in the form of innovation.Innovation comes from innovative and skilled human capital. It can be viewed as a critical input for innovative researches and other developmental activities. According to this view, education is intentionally imparted for increasing the resources required to create new ideas. Thus, any increase in education will directly accelerate technological progress.

3. Transfer of new knowledge and ideas is also possible through education. Here, it means the practical application of new knowledge gained through education. In the word of Lewis (1955), "It is not enough that knowledge should grow; it should also be diffused and applied in practice." Growth of an economy is promoted through spreading of knowledge and application of new technologies, processes and products.

Hence, continuous supply of high level skilled people with technical, professional, vocational education is one of the essential elements envisaged in the model of economic growth and development. This development is not possible without investment in human capital. The researches on productivity of education have explicated the relation between human capital and development. In the words of Ilhan (2001), "Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances."The quality of education has a great impact on income of individual and growth of economy. Education equips the individual with certain skills and capabilities which are essential for development of a nation's economy. According to the World Bank Report (2007), there is strong evidence that "the cognitive skills of the population, rather than mere school enrollment, are powerfully related to individual earnings, to the

distribution of income, and to economic growth." Addition to this, Kamat (1982) stated, "Education is elevated to the position of the prime-mover of economic development and social change."

Education as an investment and consumption

Before knowing whether education is an investment or consumption, it is imperative to be acquainted with the meaning of both terms. In economic sense, investment denotes purchase of goods which are used for wealth in future. It is any mechanism used for generating future income. If done in durable goods, it tends to bring more profit and returns. In this way, education is an investment which brings more profit and returns in future. J. K. Galbraith considered education as investment. He declared, "A dollar or rupee invested in the intellectual improvement of human beings will regularly bring a greater increase in national income than a dollar or a rupee devoted to railways, dams, machine tools, or other tangible capital goods." According to human capital framework, it is viewed as investment as it entails costs in the present and increases productivity and income in future. In other words, it involves certain costs for a rather short period that yields monetary or non-monetary benefits for much longer period.

There are economists who see education as consumption good and have discussed about the consumption value of education. Consumption is an act of buying and using the product for getting benefits in the present unlike investment which is incurred now for future benefits. When education is valued only for the sake of getting degree, it becomes consumption. When learning is merely for pleasure or satisfaction without any economic motives, it can be viewed as consumption. But, education has both, consumption as well as investment value which cannot be denied by anyone. In the same context, Schultz says, "Although education is in some measure a consumption activity rendering satisfaction to the person who receives an education, it is predominantly an economic activity undertaken for the purpose of acquiring capabilities that render future satisfactions or that enhances the future earnings of the person as a productive agent." After looking at both views, it is clear that education is both investment as well as consumption. The activities of an educated person such as enjoying non-monetary benefits like reading novels, enjoying higher status, etc. are activities of consumption and the monetary benefits obtained from earnings or income are seen as investment.

Conclusion

To conclude, it can be stated that education is an important tool of economic development. An educated person grasps new information quickly and tries to apply new and unfamiliar inputs and processes more effectively which results in better productivity and efficiency. In a dynamic and uncertain environment of technological and scientific advancement, more highly educated workers have a big advantage in the terms of getting high income, producing more quality goods and becoming more efficient in economic activities.These are the outcomes of quality education. Education, undoubtedly, helps in painting the new picture of society in a more sustainable way. The investment in education is of high importance which leads to more developed economy resulting in development of a nation.

Objectives

The main objective of this module is to acquaint students with the :

- conceptual understanding of education and economic development;
- relationship between education and economic development;
- benefits of education in economic growth and development; and
- concept of education being an investment and consumption.

Glossary

I.   **Education**: Education is the process of overall development of the child from all aspects including social, moral, intellectual, spiritual, aesthetic and emotional. It brings changes in the behaviour and attitude of learners through attainment of certain skills, attitude and knowledge.

II. **Formal Education:** The education delivered and received though formal educational institutions such as schools, colleges or universities which is acquired through systematic formal training, conscious efforts and instructions.

III. **Monetary and Non-Monetary benefits of Education**: Education has both monetary and non-monetary benefits. The activities of an educated person

such as reading novels, enjoying higher status, etc. are non-monetary benefits and the monetary benefits are obtained from earnings or income.

IV. **Economic Growth**: It is indicated by the increase in a country's Gross Domestic Product (GDP). GDP is the economic model that reflects the value of a country's output. It is the total monetary value of the goods and services produced in a period of time.

V. **Economic Development**: Economic development of any nation is associated with the economic growth that is an increase in the level of output, along with the improvement in social and political welfare of its people with good quality of life.

VI. **Human Capital**: Human capital is meant by the acquired knowledge, skills, habits and social attributes which can be developed through education, health facilities and services, housing and social services, job trainings etc. Improvement in it leads to the growth of man power.

VII. **Investment:** In economic sense, investment denotes purchase of goods which are used for wealth in future. It is any mechanism used for generating future income. If done in durable goods, it tends to bring more profit and returns.

VIII. **Education as Investment:** Education is viewed as investment as it entails costs in the present and increases productivity and income in future. In other words, it involves certain costs for a rather short period that yields monetary or non-monetary benefits for much longer period.

IX. **Consumption:** Consumption is an act of buying and using the product for getting benefits in the present unlike investment which is incurred now for future benefits.

X. **Education as Consumption**: When education is valued only for the sake of getting degree, it becomes consumption. When learning is merely for pleasure or satisfaction without any economic motives, it can be viewed as consumption.

Frequently Asked Question (FAQs)

1) What do you mean by education?
Ans: Education is the process of overall development of the child from all aspects including social, moral, intellectual, spiritual, aesthetic and emotional. It brings

changes in the behaviour and attitude of learners through attainment of certain skills, attitude and knowledge.

2) What do you understand by economic growth?

Ans: Economic growth is indicated by the increase in a country's Gross Domestic Product (GDP). GDP is the economic model that reflects the value of a country's output. It is the total monetary value of the goods and services produced in a period of time.

3) What is the meaning of economic development ?

Ans: Economic development of any nation is associated with the economic growth that is an increase in the level of output, along with the improvement in social and political welfare of its people with good quality of life.

4) How is economic development defined by World Development Report (1991)?

Ans: In World Development Report (1991), economic development is defined as "a sustainable increase in living standards that encompass material consumption, education, health, and environmental protection. Development in broader sense is understood to include other important and related attributes, as well, notably more equality of opportunity and political freedom and civil liberties. The overall goal of development is, therefore, to increase the economic, political and civil rights of all people across gender, ethnic groups, religions, races, regions, and countries."

5) Define human capital in your own words.

Ans: Human capital is meant by the acquired knowledge, skills, habits and social attributes which can be developed through education, health facilities and services, housing and social services, job trainings etc. Improvement in it leads to the growth of man power.

6) What is the relationship between education and economic development?

Ans: Continuous supply of high level skilled people with technical, professional, vocational education is one of the essential elements envisaged in the model of economic growth and development which is not possible without investment in human capital. The researches on productivity of education have explicated the relation between human capital and development. The quality of education has a

great impact on income of individual and growth of economy. Education equips the individual with certain skills and capabilities which are essential for development of a nation's economy.

7) What is investment?
Ans: In economic sense, investment denotes purchase of goods which are used for wealth in future. It is any mechanism used for generating future income. If done in durable goods, it tends to bring more profit and returns.

8) Describe education as an investment.
Ans: Education is viewed as investment as it entails costs in the present and increases productivity and income in future. In other words, it involves certain costs for a rather short period that yields monetary or non-monetary benefits for much longer period.

9) What is consumption?
Ans: Consumption is an act of buying and using the product for getting benefits in the present unlike investment which is incurred now for future benefits.

10) Describe education as consumption.
Ans: When education is valued only for the sake of getting degree, it becomes consumption. When learning is merely for pleasure or satisfaction without any economic motives, it can be viewed as consumption.

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MEANING AND IMPORTANCE OF PHILOSOPHY

INTRODUCTION

Philosophy is one of the oldest and the most original and respected discipline in the province of knowledge. The discipline is concerned with rational approach to answering questions of how one should live (ethics); what sorts of things exist and what are their essential natures (metaphysics); what counts as genuine knowledge (epistemology); and what are the correct principles of reasoning (logic). It is the systematic and thorough attempt to relate the universe and human life to each other in a meaningful way.

There are many views regarding the origin of philosophy:

According to Plato, philosophy finds its origin in wonder or curiosity created in the mind of man. This curiosity motivates him to think in diverse ways.

According to the exponent of modern western philosophy, Descartes (1956-1650AD), philosophy originated from the feeling of skepticism in the mind of man. (Man tries to discover proof to confirm his doubts).

Third view is that human mind is restless. It is always active in the search of truth or reality. When man faces miseries or difficulties in this world, he is shaken and he tries to find the ways and means to solve these problems. Thus, all the scientists and scholars of social sciences are philosophers first.

Philosophy finds its origin into religion. God would have never left the man without guidance when he was created. Thus guided principles - what is right or wrong, what is proper or improper, what is heaven or hell and so on which can lead a man to a right direction is philosophy.

Philosophy is thought to have truly begun under Socrates, an ancient Greek Philosopher who is considered the most famous and important philosopher of all time.

MEANING OF PHILOSOPHY

Etymological Meaning of Philosophy

The term 'Philosophy' has been derived from the Greek words, *'Philos'* and *'Sophia'*.

Philos means love and Sophia means wisdom. Thus, philosophy literally, means the love of wisdom.

Pythagoras classified men and women of the world into three groups:

1. Those that love pleasure

2. Those that love activity

3. Those that love wisdom

The person who has love for wisdom or truth may be called as Philosopher but mere love of wisdom is an emotional expression which does not signifies a person to be a philosopher but   requires a real possesion of it, provided that this love is in active form . The person will be restless in search of truth and facts behind any phenomenon. In order to solve these problems, he ponders over them rationally by utilizing his experiences. All these experiences enhance his wisdom. In this way every man is a philosopher at his own level. According to Schopenhour, every man is a born metaphysician. Pythagoras is said to have been the first man to called himself a philosopher which he defined as the one who is attempting to find out. A philosopher is not concerned with human beings alone; his concern is with all creation, the universe in its completeness. His thought has to reflect the total import of existence in its togetherness. So technically, philosophers are designated only to those people who can guide others by influencing their ideas and actions with their own .

Plato, the great Greek philosopher will have us believe in his book Republic, " He who has a taste for every sort of knowledge and who is curious to learn and is never satisfied may justly be called a philosopher."

Specific Meaning of Philosophy

One may call philosophy as that deep thinking and meditation which concerns itself to the God, the Soul and the Nature. Henderson and his colleagues have well said, "Philosophy is a rigorous, disciplined and guarded analysis of some of the most difficult problems which man has ever faced."

Wider Meaning of Philosophy

It is a particular way of looking at things. Philosophizing involves thinking, criticism and the process of solving the philosophical problem through different philosophical methods.

Indian Approach to Philosophy

Ancient Indian Rishis and Saints used the term 'Darshan' for philosophy which is derived from the sanskrit word "Drishti" meaning to see. i.e, the symbol of visual knowledge which means to gain such a knowledge which can be obtained through eyes, such a knowledge alone can be real or true. This perception is not physical, it is rather metaphysical or intuitional in nature. It leads a man to the realization of truth(Atman). Thus, truth is the direct realization of self. Intuition of self (Atman) is nothing but liberation from the bond of this mundane life (moksha). Thus, darshan is actually conducive to achieving moksha. In the words of Dr. S Radhakrishnan " Darshan is a logical exposition of the nature of reality." Indian philosophers have rightly called philosophy as a lamp of all disciplines.

Various scholars have defined Philosophy from various angles. It is interesting to go through these views:

1. According to Plato (428-348 BC), Philosophy aims at a knowledge of the eternal nature of things which is infact knowledge of true nature of different things in philosophy.
2. According to Aristotle (384-322 BC), Philosophy is a science which investigates the nature of being, as it is in itself.

3. Aristippus thinks that philosophy is " the ability to feel ease in any society."
4. Kant called "philosophy is the science and criticism of cognition ."
5. Fichte considers philosophy as the "science of knowledge."
6. Aldous Huxley, men live in accordance with their philosophy of life , their conception of the world.

Thus philosophy can be defined practically in the following words: Rational approach of answering unsettled questions and redefining various entities of the universe in its own way. Methods to be followed for this purpose are thinking, intuition and experiences and aim of all these experiences is the enhancement of knowledge.

Philosophy is the rational attempt to formulate, understand and answer fundamental questions. It is the love for knowledge or passion for learning or a guide to a way of life.

From the above definition and explanation the hallmark of philosphy are enumerated as:

1. An attempt to search for ultimate truth and reality.
2. It is an attempt to think in the most general and systematic way about everything in the universe, about the whole of reality.
3. The methods to be employed and questions to be raise are universal but the interpretations and the applications of the findings will vary from place to place.
4. It is not a theory but a vision of life.
5. It has always been considered as a way of life.
6. It is a living force.
7. It is digging beyond the obvious.

SCOPE OF PHILOSOPHY

Scope of philosophy is so vast that Cisero (106-43) B.C. , a roman scholar called it "the mother of all arts" and" the true medicine of mind." Francis Bacon (1561-1626), an english philosopher regarded philosophy as the great

mother of the sciences. Coleridge (1772-1834) a noted poet, considered it as the science of sciences.

Broadly speaking following types of problems come under the scope of philosophy:

1. PROBLEMS OF REALITY

Metaphysics: It is the branch of philosophy which deals with the problems of reality.

Questions usually discussed are - what is the nature of the universe we live in? what is reality?

It has the following constituents:

1.Theology: Under this, philosophy studies about the existence of God, his nature etc.
2. Ontology: It is the study of ultimate reality - the nature of existence.
3.Cosmology: Problems connected with the origin and imposition of the creation (cosmos) are   studied here.
4. Cosmogony: Concerned with the theory of origin and development of the universe
5. Philosophy of the self: It is mainly concerned with the philosophical interpretations of the self
6. Eschatology : Any system of doctrines concerning last, or final matters as death or the after life.

PROBLEMS OF KNOWLEDGE

This area of philosophy is known as Epistemology.

Questions usually discussed are - how do we get knowledge?

How does a man know what is real?

What is the Origin of Knowledge?

Types of knowledge

Methods of knowledge

Validity of knowledge

Sources of knowledge

PROBLEMS OF VALUE

The branch of philosophy which deals with this problem is Axiology.

The problems of values inclede such questions:what are the principles of life? How do they support the view of rreality? Problems of values include standards or norms of conduct.

Axiology is further classified as logic, ethics and aesthetics.

Logic is the study of the rules and techniques of reasoning through inductive, deductive methods. Imagination and reasoning dominate this method of enquiry.

Ethics is concerned with morality and the questions of why a man should behave in a particular manner is answered here. It is also called moral philosophy.

Aesthetics is concerened with beauty, tastes and appreciation. It analyses beauty and ugliness, their characteristics and standards of measuring the two concepts.

Different areas explained here may be represented briefly in the following diagram

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                          ┌─────────────────┐
                          │   Philosophy    │
                          └────────┬────────┘
          ┌────────────────────────┼────────────────────────┐
┌──────────────────┐    ┌──────────────────┐    ┌──────────────────┐
│   Metaphysics    │    │   Epistemology   │    │     Axiology     │
│(Nature of Reality)│   │   (theory of     │    │(Theory of Values)│
│                  │    │   knowledge)     │    │                  │
└────────┬─────────┘    └────────┬─────────┘    └────────┬─────────┘
         │                       │                       │
    ┌────┴────────┐         ┌────┴────────────┐     ┌────┴────────┐
    │  Theology   │         │Origin of knowledge│    │    Logic    │
    └─────────────┘         └─────────────────┘     └─────────────┘
    ┌─────────────┐         ┌─────────────────┐     ┌─────────────┐
    │  Ontology   │         │Types of knowledge│    │    Ethics   │
    └─────────────┘         └─────────────────┘     └─────────────┘
    ┌─────────────┐         ┌─────────────────┐     ┌─────────────┐
    │  Cosmology  │         │   Methods of    │     │  Aesthetics │
    └─────────────┘         │   lnowledge     │     └─────────────┘
    ┌─────────────┐         └─────────────────┘
    │  Cosmogony  │         ┌─────────────────┐
    └─────────────┘         │Validity of knowledge│
    ┌─────────────┐         └─────────────────┘
    │Philosophy of self│    ┌─────────────────┐
    └─────────────┘         │Sources of knowledge│
    ┌─────────────┐         └─────────────────┘
    │ Eschotology │
    │ (soul after │
    │   death)    │
    └─────────────┘
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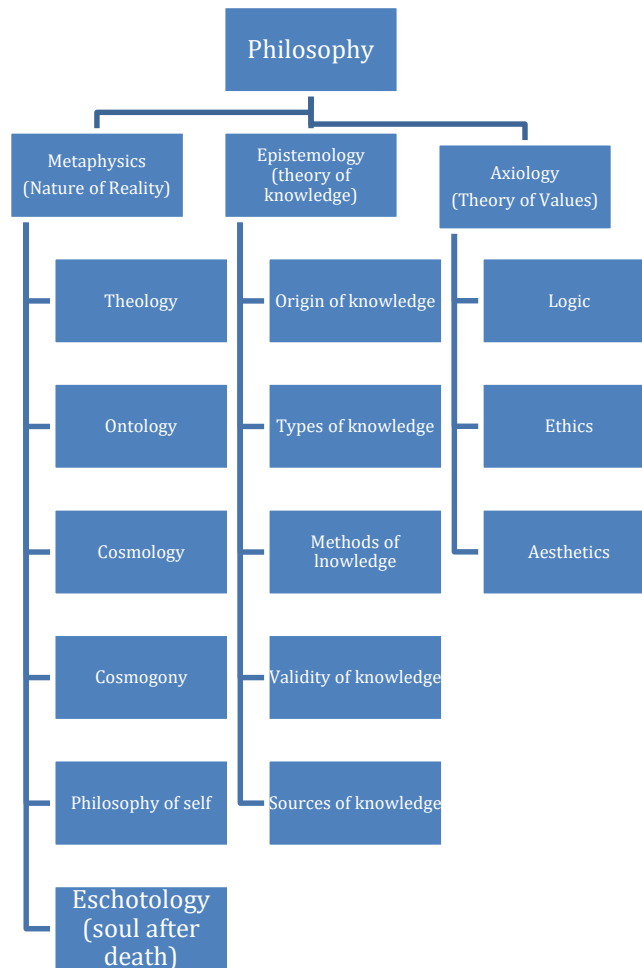
FUNCTIONS OF PHILOSOPHY

Philosophy mainly performs three types of functions:-

1. Normative - The word 'Normative' refers to the 'norms' or 'standards'.
    So the normative functions of Philosophy means setting of norms, goals, principles, standards, etc.
2. Speculative- In this function, Philosophy strikes a synthesis within the array of facts and bits of knowledge gathered from various sources. It leads the man from common sense approach to rational and perspective approach.

3. Critical- In this function, it classifies concepts, test hypothesis, establishes consistency, presents unity of outlook, and inspires logical reasoning.

IMPORTANCE OF PHILOSOPHY

1. Philosophy serves as a map that gives a direction to life.
2. The study of philosophy enables us to think clearly and critically about important issues
3. The study of philosophy, inculcate the spirit of exploring about deeper, bigger questions which underpins our thought.
4. The focus in the study of philosophy is to learn not what to believe, but how to think and also sharpens our analytical abilities

CONCLUSION

Philosophy is not a theory but a vision of life (darshana). Philosophy is the systematic and thorough attempt to relate the universe and human life to each other in a meaningful way.it is "open mindedness" which, according to Dr. Prem Nath,' is cultivated through the rigorous discipline of the mind'. Philosophical open mindedness is philosophical wisdom which implies an understanding of the universe, in terms of human experience, in the true perspective. Philosophy is thus, a philosophical process of solving some characteristic problems through characteristic methods, from a characteristic attitude and arriving at characteristic conclusions and results.

OBJECTIVES
The main objectives of this module is to acquaint the students about the:

1. concept of philosophy;
2. scope of philosophy;
3. functions of philosophy; and
4. importance of philosophy

GLOSSARY

1. Discipline: A branch of knowledge, typically one studied in higher education.

2. Etymology: The study of the origin and history of words or a study of this type relating to one particular word.

3. Cosmogony: It is the study which is concerned with the theory of origin and development of the universe

4. Ontology: It is the study of ultimate reality - the nature of existence.

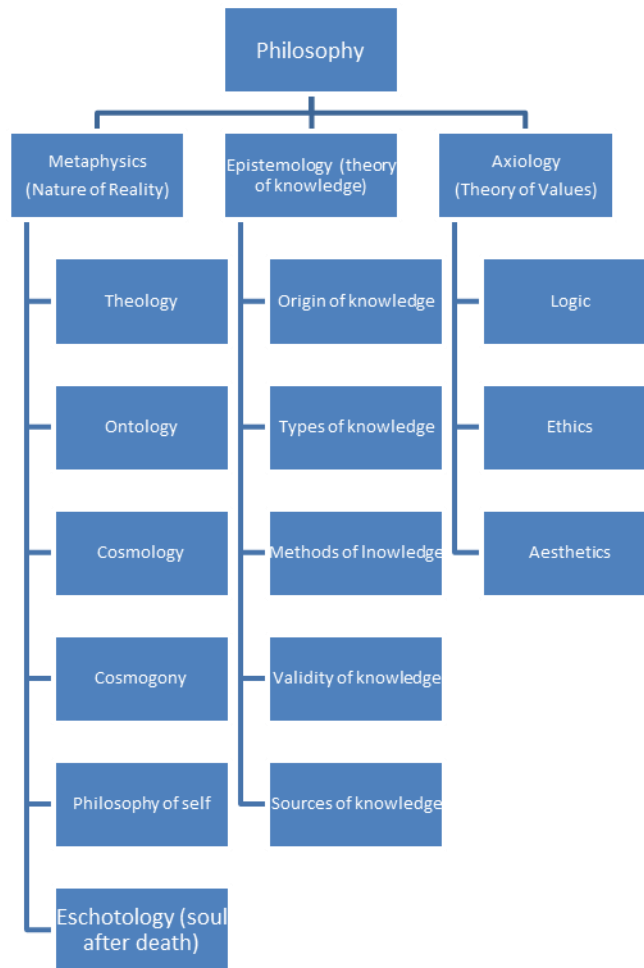5. Eschatology : Any system of doctrines concerning last, or final matters as death or the after life.

FAQs

1. What is philosophy?

Ans: Philosophy is the discipline concerned with rational approach to answering questions of how one should live (ethics); what sorts of things exist and what are their essential natures (metaphysics); what counts as genuine knowledge (epistemology); and what are the correct principles of reasoning (logic).

2. Enumerate the scope of philosophy.

Ans: The scope of philosophy is so vast that Cisero (106-43) B.C. , a roman scholar called it "the mother of all arts" and" the true medicine of mind." Broadly speaking philosophy is classified as metaphysics, epistemology and axiology which is further again classified as shown in the following chart.

```
                          Philosophy

        Metaphysics      Epistemology (theory      Axiology
     (Nature of Reality)   of knowledge)       (Theory of Values)

          Theology         Origin of knowledge        Logic

          Ontology         Types of knowledge         Ethics

          Cosmology        Methods of lnowledge      Aesthetics

          Cosmogony        Validity of knowledge

       Philosophy of self  Sources of knowledge

       Eschotology (soul
         after death)
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3. What are the functions of philosophy ?

Ans: Philosophy mainly performs three types of functions. They are:

a) Normative function
b) Speculative function
c) Critical function

4.What are the importance of the study of philosophy ?

Ans: Some of the importance for the study of philosophy are:

a) Philosophy serves as a map that gives a direction to life;
b) The study of philosophy enables us to think clearly and critically about important issues;

c) The study of philosophy, inculcate the spirit of exploring about deeper, bigger questions which underpins our thought; and

The study of philosophy is to learn not what to believe, but how to think and also sharpens our analytical abilities.

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https://www.quora.com/What-are-the-contributions-of-philosophers-to-education

SCHOOLS OF PHILOSOPHY

OBJECTIVES:

After the completion of the day's lesson the learner will be able to

1. Trace the reason for the generation of different school of philosophy
2. Enumerate the fundamental principles behind every school of philosophy
3. Enlist the exponents of various school of philosophy

INTRODUCTION

Philosophy according to Oxford Collins co build dictionary (2006) is "the study or creation of theories about basic things such as the nature of existence, knowledge, thought or about how people should live".

In contemporary philosophy, specialties within the field are more commonly divided into metaphysics, epistemology and axiology.

Metaphysics, which deals with the problems of reality is further classified as Theology, Ontology, Cosmology, Cosmogony, Philosophy of the self and Eschatology. For the purpose of the present discussion we will classify ontology i.e, the study of ultimate reality based on the nature of origin of life into Monism, dualism and pluralism.

Monism ; origin of life traced to one factor.

Dualism; Origin of life traced to two factors i.e, mind and matter.

1. If the mind is real and ideas are real then we called it an idealist philosophy and
2. If the matter is real than it is further more classified
   a. as materialist; physical matter is real and
   b. naturalist; nature is real.

Also if the origin of life is traced to many factors and where experience is real then it belong to pragmatist philosophy.

Philosophers bearing common ideology were grouped together and form philosophical school of thoughts that influence the society and education during their respective periods. Some of the dominating ones are Idealism, Naturalism and Pragmatism, which will be highlighted here.

IDEALISM

Idealism is born out of Plato's "theory of ideas". Generally derived from the Greek word 'idein' meaning to see.

Idealism signifies two terms: 'idea' and 'ideal' in this way, the real word is 'idealism', but adding the letter 'l' for pronunciation facility it is known as idealism. Which is a philosophical belief claiming that the ultimate nature of reality is based on mind or ideas? Material things are imaginary, and that material things do not exist independently but only as constructions in the mind.

Idealism holds that spiritual world is more important than material world. The chief reason is that material world is destructible and mortal. Hence, it is untrue and myth. On the contrary, the spiritual world is a world of ideas, feelings and ideals. The knowledge of which reveals the reality of mind and soul.

In this way, according to idealism only spiritual world is the essence of reality which is undying, immortal and true and recognizes human ideas, feelings and ideals more important than natural and scientific phenomena or material objects and emphasizes that human development should be according to moral, ethical and spiritual values so that a person acquires knowledge of unity in diversity.

EXPONENTS OF IDEALISM

Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Plato, Kant, Frobel, William T Haris.

DEFINITION OF IDEALISM

According to Brubacher, "Idealist points out that it is mind that is central in understanding the world. To them nothing gives a greater sense of reality

than the activity of mind engaged in trying to comprehend its world. For anything to give a greater sense of reality would be a contradiction in terms because to know anything more real than mind would itself be a conception of mind".

FUNDAMENTAL PRINCIPLES OF IDEALISM

The fundamental principles of idealism are as under

1. Idealism believes in two forms of the world-Spiritual world and material world

Idealism gives more importance to spiritual world as compared to material world as the idealist believe that spiritual world is real and the ultimate truth whereas the material world is transitory and mortal. To know the reality of the spiritual world is to know the reality of mind and soul, it is a sort of self realization-the main aim of human life.

According to idealist, knowledge of mind and mould can be obtained through ideas only. Hence, they have given more importance to ideas over the objects and material things.

2. To idealist, man is more important than material nature. It is because man can think and experience about material objects and material phenomenon. Hence, the thinker or the one who experiences is more important than the object or the phenomena experienced. Man is endowed with intelligence and a sense of discrimination. Thus, he is not a slave of the environment as animals are, but he moulds and transforms the environment for his own good and welfare of the society. In short, he creates his own world of virtue and his creativity achieves higher and higher levels of art in many areas.

3. According to idealist the prime aim of life is to achieve spiritual values. They are –truth, beauty and goodness. The realization of these values is the realization of god. In the pursuit of these absolute values man rises higher and higher in the moral plane till he attains divinity.

4. Idealist gives much importance to the self of the individual. Hence they insist upon the fullest development of the personality of an individual as the development of personality means achievement of perfection.
5. Idealist believes that implicit in all the diversities is an essential unity. This implicit unifying factor is of spiritual nature. This may be called universal consciousness or divinity. This underlying force maintains the existence and working of all entities. Idealist call this power as god, realization of the power of god in one's self is to attain divinity and fullest development of personality, which may be called spiritual fulfillment.

In the present world of today which is full of stresses, strains, conflicts, envies and material struggles, the need of idealistic education is greatly essential for peaceful living of human beings devoted to social good and national welfare. In western countries where material affluence has touched the highest peak, people are turning back to moral and spiritual ideals and values.

Throwing light on the importance of Idealism, the idealist philosopher emphasizes on the spiritual capacities to attain completes self-development and the development of society of which the self is a part.

NATURALISM

The ideas of naturalism were first seen in the works of the Ionian Pre Socratic philosophers. One such was Thales who subscribes to principles of empirical investigation to explain the nature of reality. According to naturalism, material world is the real world. Naturalism is also termed as materialism and the ultimate reality is of nature or matter. It may be noted that naturalist do not believe in spiritual development. They deny the existence of any such things as supremacy of God, immortality of soul and the freedom of will. To them there is nothing else than matter, which is ultimate reality and the ultimate truth. It is a system whose salient characteristics are the exclusion of whatever is spiritual.

Naturalism is concerned with 'natural self' or 'real self'.

EXPONENTS OF NATURALISM

Democritus, Epicurus, Bacon, Francis, JA Comenius, Rousseau, Herbert Spencer

Definition of naturalism

James Ward says, 'Naturalism is the doctrine that separates nature from God, subordinates spirit to matter and set up unchangeable laws as supreme'.

According to R.B. Perry, 'naturalism is not science but an assertion about science. More specifically it is the assertion that scientific knowledge is final leaving no room for extra-scientific or philosophical knowledge.'

Fundamental principles of naturalism

1. Naturalism regards nature as the ultimate reality. God, soul, mind the heaven and the hell, freedom of will, moral values, prayers and super human wonders are all illusions. Hence, man should realize that the present life is real life. Except this world there is no other world beyond it, neither any other life beyond this and make this life happy and comfortable

2. Idealist regards the mind, as spiritual and the body as just matter which decays.
   But, for the naturalists, man is matter and his mind is the result of his brain function. Thus, mind is subordinate to nature.

3. Naturalist believes that knowledge gained primarily through observation is of the highest value and of utmost worth. And nature alone is the source of all knowledge, as all values exist in nature.

4. Thoughts depend on physical circumstances. They are activated only when some external stimuli affect the body organ of an individual.

5. Everything that comes to us from nature is good but it generates in the hands of man to
   Creates societies to meet some of his need.

Naturalism has brought to the forefront the importance of the recognition of child in the process of education .It has very clearly drawn the attention of the educators to study the child carefully and provide education accordingly.it advocates that education should be child centered and has stressed that educative process should be made pleasurable and enjoyable. It also indicates that educational institutions should be set up in natural settings. And also bring to light the significance of progressive methods of teaching like 'learning by doing', learning by observing and learning by inductive approach.

PRAGMATISM

Pragmatism is also known as practical philosophy or utilitarian philosophy. Its origin can be traced from the sophist's philosopher of ancient Greece who held that man is the measure of all things. According to James, the term 'pragmatism' is derived from the Greek word 'pragma' which means action or practice or activity from which in the words 'practice' and 'practical' have been derived.

Pragmatism is based on the thoughts of a number of nineteenth-century American philosophers who believe that reality is constantly changing and that we learn best through applying our experiences and thoughts to solve problems. Pragmatism holds that whatever fulfills one's purposes and develops his life is true. Only those theories are true which work in practical situations.

Pragmatists are of the opinion that beliefs and ideas are true if they are workable and profitable otherwise false. It suggests an emphasis upon the practicalities of life and the practicable is the real.

Charles B Pierce introduced this word philosophy.

EXPONENTS

 John Dewey, Williams James, C.B.Pierce

Definitions of pragmatism

In the words of Ross, "Pragmatism is essentially a humanistic philosophy, maintaining that man creates his own values in the course of activity that reality is still in the making and awaits its part of completion from the future, that to an unascertainable extent our truth are man-made products. "

Hence, only those things are true which can be experimented. Pragmatists firmly believe that through various activities a human being creates his own values and ideals.

Fundamental principles of pragmatism

1. Experience is the central idea in pragmatism, which is of various natures, and they are always changing. So, no final, eternal valid system of ideas or values can be fixed up. Rather there are no ideas or values which are any truths, they are manmade products, they are not divine and they are not eternal. Spiritual character of existence has little significance

2. Truth is that which works in practical situations.
3. Action is real and gets priority over thought and ideas are the tools
4. Man is an active being who possess the ability to solve his problems through the logic of experiments and scientific methods
5. Utilitarian aspect is supreme and Past has little value, present and future are more important.

Pragmatism wants to develop such a dynamic, flexible and adaptable mind, which is always resourceful and enterprising and is able to create new values for an unknown future. It advocates the inculcation of those essential qualities and devotion to values which prepares an individual to face successfully all the present and the future problems and challenges of life which an ever changing social and physical milieu confronts him on the path of progress and development.

To be precise pragmatism is an attitude and away of living which opposing the old doctrines of idealism and naturalism, inspires the individual to look ahead and create new values for an unknown future. So that, he leads a better, a happier and a richer life,

Conclusion

Understanding some of the dominating philosophical thoughts of the particular time and their contributions to education and social change is essential for educators not only so that they possess an individual philosophy but gain more awareness to the philosophies of their students and administrators and to have had a profound influence on approaches to teaching and learning, as well as on the progression of human society and equipped teachers to understand their role as a teacher.

GLOSSARY

Idealism: any of various systems of thought in which the objects of knowledge are held to be in some way dependent on the activity of mind.

Naturalism: the philosophical belief that everything arises from natural properties and causes, and supernatural or spiritual explanations are excluded or discounted.

Pragmatism: an approach that evaluates theories or beliefs in terms of the success of their practical application.

Exponents: a person who supports an idea or theory and tries to persuade people of its truth or benefits.

FAQ

Q1. Name the various school of philosophy under study.

Answer. the three school of philosophy undertaken for the study are; idealism, pragmatism and naturalism.

Q2. What is the real world according to naturalism?

Answer. Materialism is the real world according to naturalism.

Q3. Idealism is born out of whose theory?

Answer. Idealism is born out of Plato's "theory of ideas".

Q4. What is the fundamental principle of pragmatism?

Answer. Fundamental principles of pragmatism are experience, which is the central idea that provides truth, which can work in practical situations.

Q5. What is the prime importance of the idealist?

Answer. The spiritual life of man is the prime importance of the idealist.

Q6. On what basis or ideas are the schools of philosophy classified?

Answer. Ontology is the main basis for the classification of various school of thought under study as it is the study of ultimate reality based on the nature of origin of life classified into Monism, dualism and pluralism where Monism means origin of life traced to one factor. Dualism means Origin of life traced to two factors i.e., mind and matter where

1.   If the mind is real and ideas are real then we called it an idealist philosophy and

2.   If the matter is real than it is further more classified

a.   as materialist; physical matter is real and

b.   naturalist; nature is real.

Also if the origin of life is traced to many factors and where experience is real then it belong to pragmatist philosophy.

Philosophers bearing common ideology were grouped together and form philosophical school of thoughts namely Idealism, Naturalism and Pragmatism.

Q7. Name the exponents of idealist school of philosophy.

Answer; the exponents of idealist school of philosophy are   Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Plato, Kant, Frobel, William T Haris

Q8. Who are the exponents of pragmatist school of philosophy?

Answer; John Dewey, Williams James, C.B.Pierce are the exponents of pragmatist school of philosophy.

Q9. Name the exponents of naturalist school of philosophy?

Answer; Democritus, Epicurus, Bacon, Francis, JA Comenius, Rousseau, Herbert Spencer are the exponents of naturalist school of philosophy.

Q10. Enumerate the fundamental principles of naturalism.

Answer.

1. Naturalism regards nature as the ultimate reality. God, soul, mind the heaven and the hell, freedom of will, moral values, prayers and super human wonders are all illusions. Hence, man should realize that the present life is real life. Except this world there is no other world beyond it, neither any other life beyond this and make this life happy and comfortable.
2. Idealist regards the mind, as spiritual and the body as just matter which decays. But, for the naturalists, man is matter and his mind is the result of his brain function. Thus, mind is subordinate to nature.
3. Naturalist believes that knowledge gained primarily through observation is of the highest value and of utmost worth. And nature alone is the source of all knowledge, as all values exist in nature.
4. Thoughts depend on physical circumstances. They are activated only when some external stimuli affect the body organ of an individual.

Everything that comes to us from nature is good but it generates in the hands of man to create societies to meet some of his need.

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RELATIONSHIP BETWEEN EDUCATION AND PHILOSOPHY

#

Introduction

Education is a growing science and philosophy is the cornerstone of the foundation of education. While the goal of philosophy is to explain the baffling mysteries of universe, the place of man in the universe and variegated problems created out of his wisdom and folly, the chief means of philosophy is education which has been correctly described as the dynamic side of philosophy. Education is a practical activity of philosophical thought. Every educational practice is illumined with the backdrop of philosophy.

Fichte, therefore, very rightly observed "the art of education will never attain complete clearness without philosophy".

Before discussing the relationship between philosophy and education first we would understand what is education

Definition of Education

Education enriches life by increasing the power and inclination to reason.it is not only a process of development but also an instrument of developing the innate powers of an individual which has the capacity to develop them and make them manifest. Education is infact, apprenticeship of life.

Education is the dynamic side of philosophy and is used as a powerful device by the philosophers who hold a vital belief to convert others into their point of view.

Education is essentially a philosophical enterprise. 'Philosophizing is the main business of philosophy. Therefore, there is a need for a philosophy of education.

Interdependence between Philosophy and Education

Philosophy and education are closely inter-related. Education is the application of philosophy or philosophy of education is applied philosophy.it

is the application of philosophy to the study of the problems of education that is known as philosophy of education.

In fact, philosophy is the groundwork or foundation out of which comes the objectives of education. Philosophy and education walk hand in hand. In this relationship, philosophy and education are reconstructive; they give to and take from each other in ebb and flow of thought and action; they are means to one another, and ends; they are process and product.

According to Ross, "philosophy and education are like the sides of a coin, presenting different views of the same thing, and that one is implied by the other". In the words of sir john Adams, "education is the dynamic side of philosophy". If one is contemplative the other is active side.

John Dewey exerts that philosophy may be defined as the theory of education in its most general phases. He also view education as a laboratory in which philosophical distinctions become concrete and are tested.

Spencer states that true education is practicable only to true philosopher.

Gentile; education without philosophy would mean a failure to understand the precise nature of education.

Fichte the art of education will never attain complete clearness without philosophy.

From the above given statements and views we can easily maintain that philosophy and education are closely inter-related. Philosophy prescribes the goals and essentials of good life and education is the best means to achieve those goals. Philosophy deals with the ends and education with the means. Philosophy is the background of education. The only need is to view philosophy and interpret it in the context of time and different approaches to life and its problems

It has been rightly said that without philosophy, education would be a blind effort and without education philosophy would be cripple.

IMPACT OF PHILOSOPHY ON EDUCATION

Philosophy permeates its influence on every aspect of education. It determines aims of education curriculum or contains methods or techniques of teaching concept of discipline defines the role of teacher in the educative process and so on it solves all the problems of education.

Philosophy and Aims of Education

Education is a planned and purposeful activity. The purpose of education in itself is the aims of education. The aims are formulated by philosophy based upon deep insight and fundamental thinking.

In the words of Rusk philosophy formulates what it conceives to be the end of life, education offers suggestion how this end is to be achieved.

In the light of changing philosophy of life the aims of education are at variance they change with the changing philosophy of life. Different philosophies have prescribed different aims of education

1. Idealism recommends exaltation of human personality as the main aim of education
2. Naturalism emphasizes self-preservation as the fundamental aim of education
3. Pragmatism believes in the socialization of an individual as the aim of education

Philosophy and Curriculum

There are two sides of philosophy, one is the theory and the other is practice.

Curriculum being the contents of education may be deemed as the practical side of philosophy. philosophy of education being an abstract though forceful entity, prescribes a curriculum for the achievement of tits aims.

According to Rusk, "nowhere is the dependence of education on philosophy more marked than in the question of the curriculum."

Curriculum is constructed in accordance with the aims of education that are ultimately guided by the objectives of life over which philosophy has great

bearing. In the light of different philosophies, different types of curriculum have been prescribed.

Idealist emphasis higher values of life and prescribe the study of ethics, religion, logic, literature and humanities

Naturalist prescribe those subjects and experience which give due consideration to the present experiences, interests and activities of the child their main concern is physical sciences and direct experiences.

Pragmatist lay more stress on the study of functional subjects such as language, social studies, general science and various activities.

Philosophy and Methods of Teaching

Method is a means by which a contact is developed between the students and the subject matter

The choice of methods of teaching depends depends on the philosophy of education accordingly the naturalist lay emphasis on motivation, direct experiences and on maintaining interest of the child

The idealist believe in lecture and discussion method. Their sole concern is to create suitable environment in order to influence the development of an individual.

Pragmatists recommend socialized techniques, projects and problem solving methods and other activities as the teaching techniques.

Philosophy and the Concept of Discipline

Philosophy reflects the philosophy of life and the philosophical prepossessions or particular ideologies.a belief prevalent in the past like, spare the rod and spoil the child signifies a philosophy behind it.

Naturalist believes in the concept of discipline by natural consequences.

Idealist favour inner discipline- discipline of mind or intellect.

Pragmatist stress free discipline and self- discipline, inner or outer discipline.

Philosophy and Teacher

In the process of education, teacher is the pivotal point, the heart of the matter. Education takes place through the interaction between the teacher and the taught. the teacher influences the personality of the child and instills in him a thoughtful awakening, a new life and beliefs.

To be a successful teacher it is essential for him to know the philosophy of education and its related ingredients. Different philosophies of education have prescribed the role of a teacher in the light of their principles.

Idealism assigns a very important role to a teacher who has to inspire and influence his pupils and mould them to become spiritual beings.

Naturalism regards teacher as the stage manager who has to provide educational environment

Pragmatism define role of a teacher as a friend, a guide and a philosopher.

Philosophy and Textbook

Textbook is an important teaching learning material, it must reflect the prevailing values in life fixed by philosophy.it should be in accordance with the prevailing accepted social ideals, norms and standards.it must be written in accordance with the philosophy of the time, cultural, social and political background of a society or nation.

Conclusion

Philosophy and education are two different fields of studies but they are closely linked together. The common subject for both philosophy and education is man. education which is concerned with the modification of the natural man, looks to philosophy for the ideal to which to lead him.

Thus to conclude, "Education without philosophy is blind and philosophy without education is invalid."

OBJECTIVES

The main objectives of this module are to acquaint the students to:

1. recall the definition of education and philosophy;
2. establish the relationship between education and philosophy; and
3. generalize the impact of philosophy on education.

#

GLOSSARY

i) Interdependence: The fact of depending on each other.

ii) Illumined: Enlighten (someone) spiritually or intellectually.

iii) Socrates: He was a classical Greek philosopher credited as one of the founders of Western philosophy, and as being the first moral philosopher of the Western ethical tradition of thought.

iv) John Dewey: He was an American philosopher, psychologist, democratic socialist, and educational reformer whose ideas have been influential in education and social reform.

v) Sir John Adams: He was a Scottish education scholar.

FAQs

1. What is philosophy?

Ans: Philosophy is the discipline concerned with rational approach to answering questions of how one should live (ethics); what sorts of things exist and what are their essential natures (metaphysics); what counts as genuine knowledge (epistemology); and what are the correct principles of reasoning (logic).

2.What is education?

 Ans: An instrument of developing the innate powers of an individual which has the capacity to develop them and make them manifest.

3.Establish the relationship between education and philosophy.

Ans: Philosophy and education are closely inter-related. Education is the application of philosophy or philosophy of education is applied philosophy. It is the application of philosophy to the study of the problems of education that is known as philosophy of education.

In fact, philosophy is the groundwork or foundation out of which comes the objectives of education. Philosophy and education walk hand in hand. In this relationship, philosophy and education are reconstructive; they give to and take from each other in ebb and flow of thought and action; they are means to one another, and ends; they are process and product.

4. Enumerate the impact of philosophy on education.

Ans: Philosophy permeates its influence on every aspect of education. It determines aims of education curriculum or contents methods or techniques of teaching concept of discipline defines the role of teacher in the educative process and so on it solves all the problems of education.

5.What are the different aims of education prescribed by different philosophers?

Ans: The different aims of education prescribed by different philosophers are:

i) Idealism recommends exaltation of human personality as the main aim of education
ii) Naturalism emphasizes self-preservation as the fundamental aim of education

Pragmatism believes in the socialization of an individual as the aim of education.

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NEED OF EDUCATIONAL PHILOSOPHICAL KNOWLEDGE TO A TEACHER

Introduction

Education is the sacred necessity of life. It works like a catalyst for a better social desirable life. The catalytic action of education in this complex and dynamic growth needs to be planned meticulously and with great sincerity by the human personality 'teacher'. Rabindra Nath Tagore rightly said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." (Rabindranath Tagore) A teacher is a person who helps others to acquire knowledge, competencies or value. They also play a great role towards education and shape up both present and future of a student. A basic understanding of the philosophical themes on the part of all teachers regarding ancient and contemporary philosophical systems of thought will enable them to reorient their own philosophy and beliefs, help them to understand the problematic situations in the classroom discipline, under-achievement of students and many such other problems and ultimately enable them to determine the manner in which they will handle these problems.

What is Educational Philosophy?

Educational philosophy may be defined as the application of the fundamental principles of a philosophy of life to the works of education. It is the practical application of philosophical assumption to the various aspects of education to answer such educational questions as aims, values, curriculum, methods, discipline and so on. It is the educationist approach to solve educational problems by referring to the philosophy of a society or nation-its goals, ideals, values, norms of behaviour, especially the nature of reality, the corpus of knowledge and the value system. According to Ross, "Philosophy and education are like the sides of a coin, presenting different views of the same thing and that one is implied by the other."

Who is a Teacher?

Education is considered as the most powerful weapon of life to get victory and success. This great responsibility and job is given to the teachers to nourish and shape up the lives of young ones and future of their country through teaching and learning process. Therefore, teachers are mentors and play an active role in inculcating independent thinking in students. However, to do that as a teacher, one must have a teaching philosophy of his own as students always look up to their teacher and therefore, it becomes necessary for teacher to have thoughts to inspire them.

Why the need of Educational Philosophical Knowledge is required to a Teacher?

Possessing the knowledge of educational philosophy and understanding them will enable the teacher to answer specific questions as:

i) Why to educate?
ii) Whom to educate?
iii) What are the contents of education?
iv) Who is to educate?
v) How to educate?
vi) Where to educate?

Why to Educate?

Educational philosophy helps in determining the aims of education. A teacher or an educator finds himself helpless in arriving at the aims of education if he lacks knowledge of related circumstances and problems. The teacher and the taught must be very clear about the aims of education so that right efforts are made in the right direction.

Aims will serve as a map, which provides directions to move ahead. It is always needed to make informed movements and is not possible to make students learn something until the teacher knows why and how he/she wants to teach. Once you know your path, you will be helping your students to plan to reach into their destinations.

All other aspects of education, i.e., curriculum, the methods of teaching and the types of discipline etc., are dependent on the aims and objectives of education.

Whom to Educate?

Knowledge of educational philosophy by a teacher enabled them to identify the child for whom the education is meant and teaches a teacher the concept of not prejudicing the personality of each student. But rather enable them to consider all students equally which should not affect the unique potential and capabilities of each student. Educators are required to teach creativity, autonomy and curiosity to all students without compromising with their intellectual levels. The idea is to avoid giving up on a pupil, who is a low-level learner. Philosophy teaches that ideology, where you train with an unbiased attitude background will help ensure that these values are cultured in the students.

Knowledge of educational philosophy by a teacher would enable them to be able to view and analyze from the perspective of their students. Apart from understanding why students are behaving in a particular way, teachers would also be able to know how students perceive their actions. This helps them adapt better teaching strategies and guidance, eventually resulting in improvement.

What are the Contents of Education?

Contents of education or curriculum must have sound philosophical support. Educational philosophy provide adequate support to the educator while he is engaged in formulating the contents for the young members of a society. It is educational philosophy that determines what items of knowledge must go to build a sound epistemological base for the young learners.

Who is to Educate?

In the process of education teacher is the pivotal point, the heart of the matter and its role is to educate. The teacher influences the personality of the child and instills in him a thoughtful awakening, a new life and beliefs. To be a successful teacher it is essential for him to know the philosophy of education and its related ingredients. Teachers are termed as the future makers of the community.

They can leave a profound impact on students and help them make independent decisions in the near future. The core values that your students learn from you today are going to be applied and used in the society as they grow up. Philosophy also teaches about unifying each pupil and the teacher as one body to ensure

harmony. The idea is to work together to create a better citizen, who diligently serves his community and keeps check on his/her morality. Through the educational philosophical knowledge, teachers can understand how to deal with the students and unite them as one. Even the students will then be able to confidently speak to the teacher as if he/she is their friend.

Where to Educate?

The teacher must understand that school is a place where the principles of philosophy are put into use. Behind every school and every teacher is a set of related beliefs-a philosophy of education-that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role and what should be taught and by what methods.

Besides, school is not the only agency for this purpose. There are other agencies also to translate philosophical thought into practice. The teacher should also keep this aspect in view.

How to Educate?

This involves the techniques of imparting information and knowledge so that children acquire wisdom to make their lives worth living. Every educational system is based upon specific teaching methodologies as what should be the teaching methodology? The answers are given by philosophy. So education is dependent on philosophy for guidance in many areas.

Conclusion

Education is a practical activity. Every educational practice is illuminated with the backdrop of philosophy. The speculative, normative and critical function of philosophy affects not only the direction of moral guidance that the teacher gives but also affects the direction and emphasis on the curriculum, the teachers attitude from day to day, even from hour to hour. No practice is good and scientific unless rooted in philosophical thought which gives logic, rationale, sequence and system to education. Since philosophy speaks the language of analysis and reason, there is hardly any problem of the teacher which cannot be solved by philosophy.

Relationship between education and philosophy is very close. They are called the two sides of the same coin. That's why educationists and teachers must have basic information about various educational philosophies in order to know the whole nature of a specific educational ends.

Objectives

The main objectives of this module are to acquaint the students about:

i)   the need of educational philosophical knowledge required to a teacher;
ii)   the need to educate about educational philosophy, whom to educate, who is to educate, where to educate, how to educate; and
iii)   the contents of education.

FAQs

1. What is philosophy?

Ans: Philosophy is the discipline concerned with rational approach to answering questions of how one should live (ethics); what sorts of things exist and what are their essential natures (metaphysics); what counts as genuine knowledge (epistemology); and what are the correct principles of reasoning (logic).

2. What is educational philosophy?

Ans: Educational philosophy may be defined as the application of the fundamental principles of a philosophy of life to the works of education.

3. Why the need of educational philosophical knowledge is felt for a teacher?

Ans: It will enable the teacher to answer specific questions as what to teach, when to teach, how to teach, who is to teach, whom to teach and where to teach thereby making a teacher not merely a teacher but a true teacher. It is the practical application of philosophical assumption to the various aspects of education to answer such educational questions as aims, values, curriculum, methods, discipline and so on.

4. What are the Contents of Education?

Ans : Contents of education or curriculum must have sound philosophical support. Educational philosophy provide adequate support to the educator while he is engaged in formulating the contents for the young members of a society.

5. How does aim play a vital role in education?

Ans: The teacher and the taught must be very clear about the aims of education so that right efforts are made in the right direction. Aims will serve as a map, which provides directions to move ahead. It is always needed to make informed movements and is not possible to make students learn something until the teacher knows why and how he/she wants to teach. All other aspects of education, i.e., curriculum, the methods of teaching and the types of discipline etc., are dependent on the aims and objectives of education.

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