Unit - 1

EDUCATION AND CULTURE

Unit Structure

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1.0 OBJECTIVES

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

- define culture and its kinds;
- analyse the role of Education in preservation ,transmission and renewal of culture;
- explain the usefulness of culture base pedagogy and also,
- understand interrelationship of education and culture.

1.1 INTRODUCTION

We human beings are not only social animals, human are also a cultural being. However, the societies in which we live are as much inherited by us from the past as we shape these in the present. This shows how dynamic the societies are. We do not

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always see these dynamic aspects of societies unless we return to the past and study the processes through which different societies have been transformed. In every simple and complex society, there exists standards, norms, customs, values, beliefs and conventional ways of behaving which shape the behaviour and preferences of its members. These behaviours may differ from society to society and from era to era, but they represent a process through which the social heritage or the culture, is passed on from generation to generation. Culture generally includes patterns and products of learned behaviour, as well as the material objects of the society and the artefacts produced.

In this Unit we will understand how culture is not static and how changes are continuous processes which could be detected not only in the physical contexts of societies but also in their educational and cultural contexts. This will lead us to study about culture and the changes which come about in through education. Modernisation is also a factor which affects the society and culture Besides, we will also study the roles and functions of education which plays the role of catalyst to shape the societal and cultural values and norms and also guide the processes of social development and change. In this section, we will try to understand the concept of culture and modernization and also the relationship between education and culture.

1.2 CONCEPT OF CULTURE

Let us try to understand what is meant by culture. As we have stated earlier, human beings by nature are social animals. They need societies for their survival and existence. Being social is also an essential condition for the progress of human life on earth. Conversely, a society is one which is consisted of people. But people do not come together to live as a body for long unless they have commonalities to share. These commonalities include common cultural traits, common habitation areas and distinct identities. Thus, we could say that a society is an entity that is made up of a group of individuals who share a distinct culture and thrive through those institutions which they fashion to ensure their survival and progress in an area that they learn to identify with.

According to E.B. Taylor, "culture is that complex whole which includes knowledge, beliefs, art, morals, law, customs and other capabilities acquired by man as a member of society".

1.2.1 Meaning and Nature of Culture

Definitions

In general language culture means good manners, good behaviours.

Taylor defines culture as "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits, acquired by man as a member of society.

Ellwood says that "culture includes man's entire material civilization, tools, weapons, clothing, shelter, machines and even system of industry.

According to Brown, both material and non-material are dependent upon each other. But culture cannot be defined. It is better to describe it.

The culture of a people is the way of life of that people, the things its people value, the things they don't value, their habits of life, their work of art, what they do and what they like. By material elements is meant the whole of man's material civilization, tools, weapons, clothing, machines and industry. By non-material elements is meant language, art religion, morality, law and government."

The University Education Commission 1948-49 defines culture as "an attitude of mind, and inclination of the spirit ". According to T.S. Eliot, "the term culture includes all the characteristic activities and interests of the people.

Mahatma Gandhiji has described culture in these words," Culture is the foundation, the primary thing. It should show itself in the smallest details of your conduct and personality behaviour how you sit, how you walk, how you dress etc. Inner culture must be reflected in your speech, the way in which you treat visitors and guests, and behave towards one another and towards your teacher and elders".

Culture, Education, Society and Personality are co-related with each other, since culture affects the development of personality and the form of education is affected by the form of social culture. In the society the sources of education are also other than the schools.

Culture by mean the system of norms and standards that a society develops over the course of many generations and which profoundly affects every day behaviour of people in that society.

The main aim of culture is to give to the society by conscious process of learning and experience, patterns of behaviour which are found useful for a harmonious existence and smooth functioning in all occupations and interactions and thereby ensure

1.2.2 Characteristics of Culture

- Culture is social; it does not exist in isolation. It is a product of society. It develops through social interaction. No man can acquire culture without interacting with others.
- Culture is uniformly shared by individuals. It is not something that an individual alone can posses. Culture is sociological sense, which is shared e.g. customs, traditions, beliefs, ideas and morale etc. are all shared by people of a group of society.
- Culture is a learned entity: Culture is not inborn. It is learnt, culture is often called "learned ways of behaviour. Those are not learned behaviour is not culture.
- Culture is transmitted from generation to generation. Language is the main vehicle of education. Language in different form makes the possible for the present generation to understand the achievement of earlier generation. Transmission of culture may take place by reproduction as well as by instruction.
- Culture is Dynamic: Culture is not static it is responsive to the changing conditions of the physical world. Hence culture is dynamic.
- Culture values from Society to Society: Every simple or complex society has a culture of its own. It varies from society to society. Culture of every society is unique to itself.
- Culture is continuous and collective: Culture exists as a continuous process. In its historical growth it tends to become cumulative. Sociologist Linton called culture "the social heritage" of man.
- Culture has adaptive and integrity quality.
- Culture stand for ideals and norms and values of individuals.
- Cultural behaviors became way of life.

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Figure 1.1: Culture

1.2.3 Kinds of Culture

There are different kinds of culture:

- Individual culture
- Communal culture
- National culture
- World culture

Each individual has some personal traits and qualities which guide the habits, thinking and behaviour of the person. These personal likes, dislikes, interests, modes of thinking and patterns of social behaviour constitute his individual culture. Similarly, different communities have their different customs, traditions, beliefs and styles of living which is known as community culture. Likewise each nation has some distinct patterns of ideals, values, modes of thoughts and behaviour. Such national traits are known as national culture. Further with the rise in the means of transport and communication the whole world has shrunk into a small unit. The whole world are now supposed to be having common values of life such as cooperation, empathy, sympathy, social services, social awakening and social sensitiveness which is termed as world culture.

According to contents there are two types of culture in every society:

- Material culture
- Non material culture

Material culture: It includes all those man made things and objects which human society has created for its physical welfare. As for example clothes, utensils, TV, radio, various machines

Non material culture: It includes those ideals, attitudes and values which modify the behaviour of an individual. Language, literature, art, music, religion, customs, traditions etc are some of the example of non material culture.

Activity 1.1

Make a list of non material culture groups which can be found living in different parts of India.

Check your Progress

1. Define culture in your own words?

2. What do you understand by material culture? Explain it with one example.

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3. Explain, how culture is a way of life?

1.3 CONCEPT OF MODERNIZATION

1.3.1 Meaning of Modernisation

The slogan of Modernization is echoing every corner of world. It's a process of change from traditional society to modernity in the field of economic, political psychological and education. Modernization is simply not a concept it is response, how individuals respond to it is important. It is a socio cultural transformation of society. Modernization, a process of change with respect to the development in social, economical & political systems, is not only a concept now; rather it is our thought, our perception. When we talk of modernization, it refers to the change in the way of living (better life style), communication, urbanization, literacy, change in residence, profession etc. Modernisation led us from talk to chat mat to table barter system to online shopping etc. It cannot remain touched without Education. Education has a greater impact of modernisation in India.

Kothari Education commission discussed on transitional problem of modernisation and offered the solution "The only solution to the transitional problem is to move rapid forward and create a new equilibrium based on the full implication of the process of modernisation".

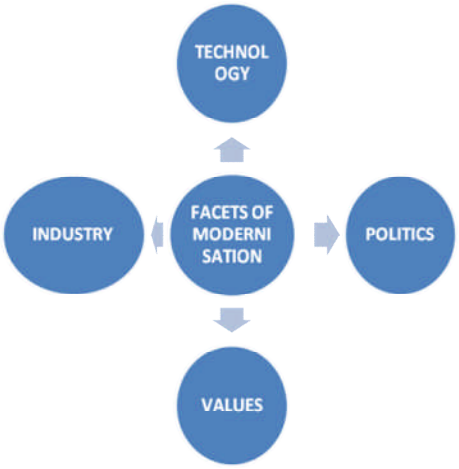

Figure 1.2: Facets Of Modernisation

Modernization of education and cultural renaissance is needed to evolve education from its own culture. India is taking steps forward with the promise of a new renaissance in the making. The most powerful tool in the process of this renaissance and modernization is education based on moral and spiritual values on the one and on the other on science and technology.

In this context we cannot do better than to quote Pandit Jawaharlal Nehru, "Can we combine the progress of science and technology with the progress of the mind and spirit also?" We cannot be untrue to science because that represents the basic fact of life today. Still less can we be untrue to those essential principles for which India has stood in the past throughout the ages. Let us then pursue our pathway to industrial progress with all our strength and dynamism at the same time, remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes. Education should transmit the culture to the new generation and transform the outlook of the young towards life in the light of the past; in the context of multi-cultural influences and in the light of the future requirements of the individual and the society.

1.3.2 Factors of Modernisation

There are many factors of modernisation briefly discussed below-

1. *Universalization of education.* Constitution of India emphasized on Universalization of education to cater the need of the society. The compulsory primary education aims at universal literacy.

2. *Decentralisation of democratic education in India*
   Our nation has adopted decentralization in democratic administration which also includes education as important entity .Democratic attitude stands for freedom of expression and tolerance. Everybody is equal before law.

3. *Urbanization.*
   The fast growth of population in India lead to Urbanization. As in urban area people availing better facilities and amenities , rural people migrate in large number to these cities. Villagers are attracted by the glamorous life of cities and leads to modernization.

4. *Advancement of Science and Technology*
   In other words that the people give up their traditional ways of living, strategies of agriculture and transportation. In early days, the majority of the people in India used to live in villages in old ways in *kachha* (non-concrete) houses and they used to cultivate their lands through ploughs and travel by means of bullock-carts. Now scenario has been given up entirely as the

people now live in well advanced houses, cultivate their fields through tractors and using modern methods of agriculture . Now Instead of using other mode of communication people prefer to travel by aeroplane and super-fast trains. This means in other words that the people are using modern methods of technology and mechanisation

5. *Industrialization*
   In early times the people used to spin cloths through spindles and live in traditional ways and use their old patterns of occupation and places of residence. Due to industrialisation of a country , the people give up their traditional rural and agricultural economy. Its replaced by industrialisation. New factories and mills continue to grow daily and use latest techniques

6. Scientific attitude. A man with scientific attitude is open minded critical in thinking. He adopts planned procedure in solving problems.

7. Explosion of knowledge. With the advancement of science and technology there is explosion of knowledge. Human being started using machines computers wireless apparatus and modern mode of communication.

8. Faith and trust in change which takes place because of modernization.

9. Removal of superstitions has resulted modernization

10. International outlook of human being.

1.3.3 Obstacles on the way of Modernisation

There are many obstacles in India acting as impediments in the way of effective modernization

1. Huge gap between ideals and actuality practicability. There is a wide gap between theory and practice of peoples life which stands in the way of modernization in india.
2. Ascription vs achievement dilemma.
3. Stretch of cultural tradition. Many orthodox people find difficulties to adjust with fast changing social set up of life.
4. Diffused system of expectation and rewards
5. Rigid system of hierarchical stratification
6. Narrow religious belief and customs and traditions
7. Lack of positive attitude
8. Low feeling of oneness of nation

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9. Diversity
10. Poverty
11. Illiteracy
12. Casteism.

In Indian context a balance between material and physical rewards is necessary for the success of the prorgramme of Modernization.

1.3.4 Education in India and Modernization

1. **Aims of education:** In the light of above factors of modernization the aims of education has to be viewed differently. Imparting knowledge with curiosity and develop positive attitude interests values among students.
2. **Science based education**: Science based education must become an integral part of school curriculum. Some study of science should become part of all courses i.e humanities in university level. The quality of teaching science has to be raised and it should develop the spirit of enquiry and experimentation.
3. **Vocationalisation of Education:** Greater emphasis must be placed on vocational subjects and research.
4. **Mass education:** It is very essential to produce educated and skilled citizen and train an adequate intelligentsia to modernize society as fast as possible.
5. **Education for social and national integration**: which is pre condition for modernization
6. **Development of skilled manpower**: The skilled manpower needed for the relevant research and systematic application to agriculture, industry and other sector of life can only come from a development of scientific and technological education.
7. **Dynamic method of teaching**: In modern society people are concerned with something that is to be actively discovered rather than 'to know' aspect.
8. **Harmony between science and spirituality:** The pursuit of material affluence and power should be harmonized with the higher values.

India is on the move again with the promise of a new making of renaissance. The most powerful tool in the process of this renaissance modernization in education based on moral and spiritual values on one hand and science and technology on other hand .

Activity 1.2
Make a list of instrumental factors of modernisation in India.

Check your Progress

4. What is the meaning of Modernization?

5. What do you understand by link of education and modernization?

6. Explain ,obstacles on the way of modernization?

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1.4 RELATIONSHIP BETWEEN EDUCATION AND CULTURE

Culture is a concept which can t be conserved , transmitted and promoted without touched with Education. Education is act as the agent of social change and social control .There is relationship between Education and Culture**.**

1.4.1 Education as an instrument of Culture

Education as a cultural instrument has three functions:

a. conservation,
b. transmission, and
c. renewal of culture.

In relation to culture, education indeed is a process of instilling in young people the conventionally inherited and contemporarily renewed values and beliefs which lie at the heart of cultures. This role of educational aims at cultural conservation. Sociologists commonly conceive the function of education as the transmission of culture from generation to generation. In societies, the school is the major institution fabricated by the adult generation for maintaining and commemorate culture.

Besides imparting the tools necessary for survival, it also transmits knowledge and values to future generations. The values, beliefs and norms of a society are maintained and passed to the next generation not merely by teaching about them but also by re-orienting the entire process of education as per demand with the essential parts of culture.

Education also contributes significantly to the promotion of culture by bringing about change in the beliefs and values manners , attitudes of society and in the norms of behaviour of individuals and groups in accordance with the changing times under the impact of modernization.

In the post-Independence period, attitudes towards women and caste system have undergone a visible change. The beliefs in old customs and rituals have progressively lost their strength and intensity.

The National Policy on Education (1986) also highlighted the three functions of education mentioned in this section, namely, conservation transmission and renewal of culture. It emphasized that education is fine synthesis between change-oriented technologies and the continuity of the country's cultural I traditions.

The curricula and process of education must be enriched by cultural content in as many manifestations as possible. Education has an acculturating role so as to refine the sensitivities and perceptions of individuals for the development of faith in scientific temper, socialism, secularism and democracy.

Activity 1.3

Observe the educational institutions and identify the bases of education and culture.

1.4.2 Cultural Lag

People are concerned not only with the perpetuation of society but with its improvement. The school is not mirror of society where the faith beliefs traditions customs of society are reflected It should serve as a laboratory for testing the traditions, values, beliefs, and attitudes, prevailing in a particular society and taking upon itself the task of making the society a better one, It brings us to the problem of

- Removal of social lags and
- Planning of model society.

Cultural lag is defined as the degree to which certain elements of culture lag behind the changes in its other related aspects. In other words, the huge difference between the material and non material culture is known as social or cultural lag. All the parts of our modern culture are not changing at the same speed and since there is correlation or inter-dependence of parts, a rapid change in one part requires re-adjustment through other changes in various correlated parts.

A culture lag occurs "when the different elements of the society fail to adjust themselves to changes effected in some of its parts." The changes in ideas, beliefs and value systems, for example, will be slower than the changes in material conditions. In our society, the economic system is developing fast, industrial economy is replacing the rural economy. A lot of work is being done by machines or we can say that human labour is being replaced by machines. But the religious and social structures are not changing with the changes in the economic structure. Education is the only element or means to bridge the cultural lag

1.4.3 Impact of Education on Culture

Culture and Education both compliment and supplement to each others in various aspects. Followings aspects influences education on Culture.

1. ***Conservation of culture:*** Every society has its own distinct culture. Hence, it tries to preserve its culture and its distinctiveness in its original form. Education is the only means through which this assignment can be accomplished. Thus, education preserves the culture of a society.
2. ***Transmission of culture*** *from generation to generation*: The famous sociologist Ottaway has defined 'The function of education is to transmit social values and ideals to the young and capable members of the society.'
3. ***Development of culture:*** The function of education is to bring the needed and desirable change in the cultural ideals and values for the progress and continued development of the society without which social progress can not take place. Education cultures an individual modifies cultural processes by research and deeper investigations into all areas of human requirements.
4. ***Continuity of culture*****:** Culture is a life of a society. Without which a society is bound to decay. Education controls the continuity of culture through its diverse activities and programmes. A society establishes educational institutions to preserve and transmit its culture to the coming generations. Children should be motivated to learn more and more from cultural interaction among various cultures. Thus cultural integration and assimilation will enrich the composite culture of a society.
5. ***Personality development:*** Education aims at developing the personality of a child. It employs varieties cultural patterns of thinking, behaviour and cultural values so that children are physically, mentally, morally, socially and intellectually develop with the development of society to the greater extent.
6. ***Removal of cultural lag:*** While material cultural develop at a rapid speed due to scientific and technological advancement non material culture consisting of ideas, values and norms lags behind and create a gulf between the two. Education is the only vehicle by which these gaps can be bridged.

Thus, education and culture are interdependent and complementary and supplementary to each other. However the existing system of education in India has not evolved from its own culture. There is a need that education should be related to our own culture. Education system not related to Cultural Heritage. It

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has been rightly said. "The existing system of education is largely based on the ideals of spreading western science and literature and way of life among a small minority of the population and of training persons for services under the government. It is still academic and book-centered and fails to promote social, cultural, economic or political development on proper lines." A foreign system of education was introduced in India without taking into account the cultural heritage of India. It is cut off from Indian cultural traditions and is alien to masses. Reorganization of education has remained a challenging task right from the beginning after independence.

K.G. Saiyidain an eminent educationist observed, "We are to-day at one of the great cross roads of our history when the pattern both of our culture and our social order is being refashioned. It is obvious that education should always be essentially a forward-looking activity, in normal times when changes take place rather slowly and decorously, its function is mainly conservation— adjusting the child to relatively stable environment. But in periods of crisis like the present, when the older is dying out and the new one is not quite born, when the older forms of culture have lost their grip on the loyalty, at least, of the young and the new "shape of things" is far from being clear, education has a special difficult and critical role to play."

Modernization of education and cultural renaissance is needed to evolve education from its own culture. India is on the move again with the promise of a new renaissance in the making. The most powerful tool in the process of this renaissance and modernization is education based on moral and spiritual values on the one and on the other on science and technology.

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Let us then continue in our path to industrial progress with all our strength and vigour and at the same time, remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes. Education should forward the culture to the new generation and transform the outlook of the young towards life in the light of the past; in the context of cross-cultural influences and in the light of the future requirements of the individual and the society.

1.4.4 Impact of Culture on Education

Like culture influences education, in the same way education also influences culture of a society. It can be discussed in the following manner

1. *The Aim and objectives* of education are mostly determined by the values and patterns of society.
2. *Curriculum* is prepared according to the culture of society. It is framed according to the ideals and needs of the society to realise the cultural values.
3. *Methods of Teaching* and culture are intimately connected. The changing cultural patterns of a society acts powerful influence upon the method of teaching also. The shift from traditional teacher centred teaching to child centred education is an example. Socialised methods like project method seminar, symposium, discussion etc are widely used in the teaching learning process because of the influence of culture.
4. *Discipline* is also influenced by the cultural values. The present cultural patterns of thinking and living are directly linked to our concept of discipline.
5. *Text Books* which are written according to the formulated curriculum and promote and foster cultural ideas and values which are welcomed.
6. *Trained teacher*: Teacher the one who has imbibed the cultural ideas and values of the society only can achieve this mission successfully. Only such teacher is able to infuse higher ideals and moral values in children.
7. *School* is a miniature of society, the overall activities and programmes of the school are organised accordingly to the cultural ideas and values of society.

Hence, school is the centre of promoting, moulding, reforming, and developing the cultural pattern of society.

Check Your Progress

1. Define cultural lag in your own words.

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2. What are the main aspects of education influenced by culture?

Activity 1.4

Observe your local society and cite four examples from within it to identify with the various changes occurs due to cultural influences

1.5 LET US SUM UP

In this Unit we have discussed that education is an instrument which influences the socio- cultural changes in society. Culture and Education are closely related with each other. Education conserve and transmit culture from generation to generation and contribute towards perpetuation. It also promotes and refines the culture in Indian Society, Modernization is also emphasises socio cultural transformation in society. The most powerful tool in the process of modernization is education based on science and technology. The expanding knowledge and growing power of modern society must be combined with strengthening and deepening social responsibility and appreciation of moral and spiritual values. Education is technique while culture is value. Education is the process of creation perpetuation transmission and enrichment of cultural values. As education and culture is inter related ,it responds to the socio cultural changes happening in the society by re-orienting its content and process and by re interpret its goal and objectives. In past decades it is observed acculturation ,multiculturalism are living together have been emphasized as desirable goals of education in 21st century.

In short, culture and education are supplementary and complimentary to each other and both are highly dynamic at the

same time. Hence , Education is a vital ingredient in the process of socialization of the individual which is a tremendously important aspect of culture.

1.6 UNIT END EXCERCISES

I: Answer the following

1. Discuss the characteristics of Culture.
2. What is cultural lag?
3. Write five obstacles on the way of Modernisation.
4. 'Education as a part of Culture has dual function of conservation, transmission and promotion of culture '. Elaborate the statement.
5. Keeping the present-day context in mind, explain modernization factors that characterizes Indian society.
6. Explain the impact of Education on Culture with examples.

II. **Fill in the Blanks**

(cultural lag, social, man made things, modernisation, value)

1----------includes Material Culture

2.Diifference between material and non material culture is called ----------

3.Culture is ----------it does not exists in isolation.

4. Casteism is a obstacle in the process of----------.

5. education is a technique whereas culture is a ----------

III. Select the correct option

1. What is a main factor of modernisation
   a. Industrialization
   b. Culture
   c. Society
   d. Human being

2. Culture is ----------
   a. rigid
   b. flexible.
   c. Partly rigid
   d. constant

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Unit - 2

EDUCATION FOR DEVELOPMENT

Unit Content

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    2.2.2 Obstacles to National Integration
    2.2.3 Role of Education in Promoting National Integration
2.3 International Understanding
    2.3.1 Meaning and Need of International Understanding
    2.3.3 Obstacles to International Understanding
    2.3.2 Role of Teachers and Education in International Understanding
2.4 Citizenship
    2.4.1 Teaching Citizenship Education
    2.4.2 Global Citizenship
2.5 Summary
2.6 Exercise
2.7 References

2.0 OBJECTIVES

After studying this unit, you will be able to:

- define the terms National Integration, International Understanding and Citizenship
- explain meaning of the term National Integration
- justify the need of International Understanding
- explain the role of education in promoting International Understanding
- understand the need of being a Global Citizen
- discuss the role of education in attaining citizenship in its true essence
- formulate and verify the characteristics of education

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2.1 INTRODUCTION

In the previous unit we have seen how culture and education are closely related with each other. Education conserves and transmits culture from generation to generation and contribute towards perpetuation. Hence, it was rightly concluded that, education is a vital ingredient in the process of socialization of the individual which is a tremendously important aspect of culture.

In this unit, we shall be seeing the role of education in maintaining national integration, developing international understanding and understanding the role of a national and global citizen.

2.2 NATIONAL INTEGRATION

National integration is the cherished desire of peace-loving people of India. The country showed its humanitarian values at the time of freedom movement adhering to non-violence-strategy to release the country from the foreign shackles. This sub- continental country needs unity and integrity for its survival with all peculiarities of differences in its culture.

2.2.1 MEANING AND NEED OF NATIONAL INTEGRATION

Meaning:

National integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important in the building of a strong and prosperous nation.

Need:

In India national integration is needed due to following reasons:

- **Threat of Foreign Aggression**
  National integration is vital for India's survival especially at a time when the country is under the threat of foreign aggression and internally the people are divided on the basis of castes, religions, regions, communities, languages and Races

- **For the Development of National Character**
  National integration is an essential element for the development of national character. These days there is lack of national character. Corruption is increasing day-by-day. We are sacrificing national interests for the sake of money. National character can be formed only when we have the feeling of national integration.

- **For Success of Democracy**
  India is a democratic country. National integration is an essential pre-requisite for the success of our democracy. It is a basic need for the success of democracy; otherwise, the fissiparous tendencies in the country may lead to serious consequences.

- **For Diversity**
  National unity is essential for any country at any time. There is unity in diversity in India but now unity is in danger. Therefore, national unity is essential in order to maintain the eternal value of unity in diversity.

- **For Peace**
  National integration is essential for keeping peace at national and international level.

Modern age is the age of science. It has changed the whole world in a family. Every nation is dependent on one another. Therefore, scientific achievement should be used for constructive work in order to provide peace to humanity. This feeling can develop only when we have the thought of national integration.

2.2.2 OBSTACLES TO NATIONAL INTEGRATION

Following are the major barriers that come in front of National Integration (in India)

- **Communalism**
  Communalism is one of the great obstacles on the way of national integration. There are many communities, tribal groups and parties in India trying their best to snatch the fruit of independence for satisfying their selfish desires ignoring the interest of the society as a whole. As a result of which, every now and then, we have communal riots taking place in different parts of our country.

- **Casteism**
  In ancient times Indian society was divided into a number of castes, sub-castes and sub-castes based on birth. The people of high castes develop a feeling of superiority towards the low caste. This causes bitterness among the people. It becomes very difficult to develop a sense of oneness among the people.

- **Regionalism**
  Regionalism is also an obstacle on the way of national integration. Now our country has been divided into a number of states. This develops a rivalry between different regions, different states and also within the slate. Now the people of

Assam, Meghalaya and Manipur have started agitation against the outsiders living in these states which go against national integration.

- **Provincialism**
  People of different province think themselves as Gujarati, Marathi, Bengali, Punjabi etc. without thinking themselves to be Indians. This tendency of provincialism should be checked because it lends to disunite us.

- **Linguism**
  India is a land of many languages. This variety of language is an indication of cultural enrichment. But it is a matter of regret that a number of 'linguistic conflicts exist in our country. People have developed a tendency of unwillingness to grant to other languages the same rights as they claim for their own. Quarrel or conflict over languages will definitely disintegrate us.

- **Religious Prejudices**
  Every community is free to develop its religion but not at the cost of other religions. India is a secular country but still there are sudden out breaks of violence in the name of religion. Our people do not have sufficient knowledge about different religions and ways of life of others. So, they become suspicious of others religion and hate them which creates an obstacle on the way of national integration.

- **Economic Conditions**
  Economic conditions affect national integration. At one end are those millions who suffer from poverty and on the other end those who maintain a life of economic sufficiency. The provision of employment opportunities to those young men shall prove helpful to national integration.

2.2.3 ROLE OF EDUCATION IN PROMOTING NATIONAL INTEGRATION

In view of promoting national integration in November 1960, the Education Ministers of all the States met to consider this matter. The problem of national integration was considered in all its gravity. It was then decided that a committee be constituted under the leadership of Dr. Sampurnananda for promoting national and emotional unity in the country.

The committee apart from considering other aspects of the problem, devoted thought to the role of education in promoting national integration. The Committee was set up in May 1961 and it began it's; work soon thereafter.

Education and the Recommendations of National and Emotional Integration Committee: The Committee recommended that the aim of education should be merely to give or exchange knowledge, but also to bring about the all-round development of personality of the students. Through the medium of education, the qualities of sacrifice and tolerance should not be evolved in the student behaviour so that, the feeling of national unity may be fostered.

The important recommendations of Committee are as follows:

(i) Recognition of Education Institutions: Recognition should be granted only to those educational institutions which do not practiced discrimination on the grounds of caste, creed, religion, clan etc.

(ii) Basis of Admission: The basis of admission to educational I institutions should be the merit of student and not caste, clan, religion, class etc.

(iii) School Uniform: The uniform of students in every school should be identical.

(iv) Oath to be taken by the students: Every year, students should be required to take oath twice to devote themselves to the service of their country and countrymen. The oath was to the effect that "India is my country; all Indians are my brothers and sisters. I love my country. I am proud of its glorious traditions and that I will always strive to make myself worthy of my country."

(v) National Anthem: Students should be taught the meaning of our national anthem and sing properly in chorus.

(vi) Respect for the National Flag: Students should be taught the importance of the national flag and to show due respect to the national flag.

(vii) Celebration of National Days: Students and teachers in co-operation with other members of the Community should celebrate such national days as 15thAugust, 26thJanuary,2ndOctober etc.

(viii) Organization of lectures of National Unity: The gathering organized for the various activities and purposes of school should be utilized for laying emphasis upon national integration.

(ix) Exhibition of Films and Organizing Tours: The exhibition of films depicting various aspects of national development and national Unity. Organizing tours to places of historical importance.

(x) School Project: Project should be initiated in schools for the specific purpose of acquainting students with their country. These projects should increase knowledge about various parts of the country and thus stimulate love for the country.

(xi) Open Air Theatre: At least four times in a year, play should be staged in schools for the benefit of students. The themes of these plays should be ancient India, contemporary India, and unity at the time of freedom movement and the promotion of national integration.

(xii) Reorganization of the Curriculum: The Curriculum of schools should be organized on the basis of modern India's democratic and secular values.

(a) Primary Level: Importance should be laid on prayer meeting, singing national songs telling stories of great-men, folk-song, patriotic song and social studies.

(b) Secondary Level: Priority should be given to moral and ethical education, Co-curricular activities, knowledge of languages and literature and social studies.

(c) University Level: Special emphasis should be placed upon the various social science, languages, literatures, culture and art.

CHECK YOUR PROGRESS

1) Give the meaning of National Integration

2) Why do we need National Integration in India?

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2.3 INTERNATIONAL UNDERSTANDING

Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. There are some of the ways and means of organising education for promoting the feelings of internationalism and the teacher plays a very vital role in contributing international understanding.

2.3.1 MEANING AND NEED OF INTERNATIONAL UNDERSTANDING

Meaning:

Dr. Radhakrishnan has rightly said, "It is essential for us not to live apart but to live together, understanding one another's fears and anxieties, aspirations and thought. We must work for racial harmony. we may be American; we may be Russian but we are essentially human beings. Let us learn to live in a world community."

Education for International Understanding means a cosmopolitan education which will produce a loyalty to world citizenship. It also refers to international efforts at co-operation and harmony in the exchange of teachers and students, rehabilitation of backward cultural areas, mutual understanding through school instruction and the like.

Need:

The need of international understanding is felt essential all quarters in modern times. The countries are coming close to each other now-a-days through rapid communication revolution. The sense of unity, co-operation and mutual relation are to be fostered among people to ensure a peaceful living in the globe, TV programmes on the role of UNESCO, UNO and World Bank for international understanding.

It basically means people coming together, and understanding each other’s differences and cultures, and mixing those cultures all together so that we might all have an understanding of each other, and merge together in a peaceful way

2.3.2 OBSTACLES TO INTERNATIONAL UNDERSTANDING

The problems of all the men of all the countries are the same. The people of the world are fighting to conquer nature and to master science and technology. Their aim is to bring peace in the world with prosperity and sufficiency of everything. But this peace, pros-perity and sufficiency cannot be achieved without international understanding. If there is tension in the mind of man, if there is the fear of war, man cannot try for peace People of the world will have

to crush the tension of war and destructive elements to conquer peace and prosperity. For this aim, we will have to fight for inter-national understanding and will have, to strive for one world Government.

Now, the world has realized that the national barriers must be broken. These barriers divide men and nations. Men have reali-zed this because they wish to survive and not to be perished. Now men have started thinking over the problem of international under standing. As such the men are thinking to have one world authority a World Government based on international understanding and good will. This International Government or Government will ensure peace and progress it will give the chance of prosperity to the people of the World.

If we want to serve the human race, we will have to consider this point. If really we are interested in living and progress, some sort of a world state based international understanding is sure to be founded. This is the age when all the barriers are breaking down, when science with technology is trying to remove poverty and maintaining peace. The goal appears to be in our grip. We have simply to held it and make it our state. If we do not solve this problems, the problems of international understanding, we are sure to he ruined.

It would not be here to describe something about two great world wars and their consequences. This will enable us to lay force on international understanding. We all know that First World War (1914-1919) and the Second World War (1939-1945), shattered the entire economic edifice of the world. It gave birth to fear, distrust and suspicion. As a result of these wars, the nations are always in the fear of the next world war, and so they have become self-centered.

All the nations are fighting single-handed to defeat poverty and unemployment but they can do nothing separately. The people will have to be international minded giving up narrow national outlook. They will have to co-operate with one-another in defeating poverty and unemployment. The feeling of nationalism must be changed into internationalism. A concern of universal brotherhood friendliness and good will must prevail. As soon as this feeling arises in our mind, the problem of international understanding will arise itself.

We have come to the conclusion that there is great need of international understanding to defeat poverty and to bring prosperity among the nations of the world. There are certain conditions for maintaining international understanding. The more important ones are—

(1) First of all, we shall have to scrap all military pacts and will have to renounce narrow nationalism.

(2) We will have to try that no further blocks or pacts are going to be framed. We will have to wipe off the differences and conflicts for international understanding.

(3) There is the great need of common ideology among all the nations of the world. International brotherhood cannot be con-sidered without the common ideology. So long as there are the conflicting political ideologies, mutual fear, suspicion and political and economic exploitation will exist in the world, and this will be the greatest hindrance in the way of international understanding.

(4) For the foundation of international understanding, exploi-tation, racial hatred and narrow national interest must be completely avoided. All the nations of the world must be joined together and they must obey the order of the international body. Justice, both political and economic, equality and co-operation must be the principle of the one-world body.

In the end, it may be said that there is great need of inter-national understanding today to wipe off poverty from the world and to secure peace and order. The idea of international under-standing is not a dream. The world of today is marching ahead and if the people have to exist in the world, the feeling of international understanding will not be far away. This is the way for peace and prosperity of the world.

2.3.3 ROLE OF TEACHER IN INTERNATIONAL UNDERSTANDING

The teacher is even more important than the curriculum because he is medium through which the curriculum is implemented and its goals are achieved. A teacher can make the following contributions towards international understanding:

i) Broad Outlook

The teacher must have broad outlook among his students. He must have international outlook and world - mindedness to promote international understanding among his students.

ii) To understand man as man

The major objective of the teacher should be to enable children to "understand man as man", first then as a Indian, American, Jew, Hindu or any other

iii) Removing idea of violence and war

The teacher has to keep in mind that, "since war begins in the minds of men, it is in the minds of men that defence of peace must be constructed." Every person should grow up with faith in man and courage in himself.

iv) Emphasizing peace: The teacher must emphasize that the maintenance of peace is the only panacea for all the ills of the present sick world and to build that peace in the minds of man is our major task.

v) Cultivating right values: The teacher should inculcate among children the right values of life, like co-operation, friendliness, love for justice, love for truth and love for humanity.

vi) Educating adult society: The teacher should make an all-out effort to educate the adult society for peaceful co-existence and international understanding.

vii) Correct Interpretation: The teacher should not give a biased view of other countries. He should give correct facts, correct knowledge and correct interpretation of history, culture, life style etc.

viii) Use of effective methods of teaching: The teacher should teach in such a way that ideal of 'world citizenship', 'live and let live' may be developed.

CHECK YOUR PROGRESS

1) Explain any one obstacle to International Understanding.

2) Why do we need to work towards International Understanding?

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2.4 CITIZENSHIP

Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state.

A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between:

- The individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and
- The citizen – entitled to the civil and political rights recognized by the national constitution of the country concerned

All human beings are both individuals and citizens of the society to which they belong. Therefore, human rights and citizen rights are interdependent.

Men, women and children all come into the world as individual human beings. Thanks to the immense historical conquest of human rights, we are equal, in rights and dignity, to all other human beings. When citizenship education has the purpose of 'educating future citizens' it must necessarily address children, young people and adults, who are living beings, having the status of human beings endowed with conscience and reason. It cannot, therefore, exclude consideration of individuals as subjects, each with individual characteristics.

Moreover, human rights include civil and political rights, the latter obviously relating to the rights and obligations of citizens. Thus a comprehensive human rights education takes account of citizenship, and considers that good citizenship is connected with human rights as a whole.

Conversely, citizenship education which trains 'good' citizens, ie. citizens aware of the human and political issues at stake in their society or nation, requires from each citizen ethical and moral qualities. All forms of citizenship education inculcate (or aim at inculcating) respect for others and recognition of the equality of all human beings; and at combating all forms of discrimination (racist, gender-based, religious, etc.) by fostering a spirit of tolerance and peace among human beings.

Thus, when we speak of the purposes to be ascribed to either citizenship education (producing citizens with moral qualities) or human rights education (comprising a knowledge of the social and political rights of all human beings, and their recognition) we inevitably end up with the complementarity between citizenship and human rights.

Depending on the cultural traditions of each education system, we shall have, in some cases, civics education, comprising a knowledge of human rights and their exercise, and in others, human rights education, stressing civil and political rights as the basis of citizenship, and hence the national features assumed by these rights and guaranteed by states.

Bearing in mind this complementarity, citizenship education means not only 'educating citizens' but also 'training children for adulthood and citizenship'.

Citizenship education has, therefore, three main objectives:

- Educating people in citizenship and human rights through an understanding of the principles and institutions [which govern a state or nation];
- Learning to exercise one's judgement and critical faculty; and
- Acquiring a sense of individual and community responsibilities

These three objectives correspond both to educating the individual as a subject of ethics and law, and to educating citizens. These objectives suggest four major themes for citizenship education:

- The relations between individuals and society: individual and collective freedoms, and rejection of any kind of discrimination
- The relations between citizens and the government: what is involved in democracy and the organization of the state
- The relations between the citizen and democratic life
- The responsibility of the individual and the citizen in the international community

2.4.1 TEACHING CITIZENSHIP EDUCATION

The introduction and continuance in schools of a democratic culture forbid dogmatism in any kind of civics education. The methods and approaches chosen are those based on discussion among pupils and between pupils and teachers, and make provision for children and young people to speak and express themselves. Modes of expression may be varied: in addition to oral exchanges, drawings, songs, poems, different kinds of written

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material are excellent instruments for reflection on citizenship, democracy, justice, freedom and peace.

In a democracy, citizenship education seeks to educate citizens who will be free to make their own judgements and hold their own convictions. Compliance with existing laws should not prevent citizens from seeking and planning better and ever more just laws. Respect for law, which is one of the objectives of civics education, calls not for blind submission to rules and laws already passed but the ability to participate in drawing them up.

One of the practical tasks of citizenship education is therefore to look at the rules governing a school, improve them and reformulate them.

The values transmitted by citizenship education are not dogmatic principles laid down once and for all. A living culture calls for the creation of new values, although they should all be judged by the criterion of respect for others and for human dignity.

Thus, with regard to the laws and values accepted by an entire social group, citizenship education can in no way be a catalogue of set questions and answers. Citizenship education should be the forum which gives rise to and nurtures a genuine culture of discussion. Whatever the problem posed, such as the ongoing development of humanity or the stability of the rule of law, an exchange of ideas, notions, judgements and individual opinions is necessary. Even among young children, dialogue of this kind is possible.

Citizenship education needs also to be taught in ways that bring out the ever-constant link between knowledge and practice. The interaction between concepts and action gradually produces the ability to think in terms of values and to refer to them. Values are universal when they concern human rights: for example, the values of liberty, dignity, solidarity and tolerance. As they are firmly anchored and promoted in different cultures they can also concern a region of the world or even a special country, nation or religion. All should be made the subject of discussion and reflection and be studied in each course of citizenship education.

In other words, citizenship education is based on knowledge, practice and values that constantly interact. To be precise, let us say that awareness of the necessary reference to values gradually gives rise to practices and action which are themselves related to knowledge and skills about human rights and the institutions that regulate life in society. Pupils benefiting in this way from citizenship education learn step by step that citizenship unfolds and develops in a society imbued with values and in the human community as a whole.

2.4.2 GLOBAL CITIZENSHIP

The large worldwide population flows that are a characteristic feature of the modern world mean that schools cater for children from different cultural backgrounds. This cultural heterogeneity should be regarded as an opportunity for citizenship education.

In this situation, children are all required to mingle with and thus learn about and understand cultures other than their own. Far from blurring the cultural diversity of pupils, citizenship education can bring out the value of differences while respecting and affirming the universality of human rights principles. Respect for others - a universal principle - means, in the daily life of the school, a dialogue with others, and taking an interest in other family lifestyles, social habits and cultural practices. Citizenship education is the ideal forum, since discussion on social issues can be organized so that opinions can be expressed on ways of looking at the world, in other words, on cultures.

This is a new form of action to combat racism. Racism is frequently due to the ignorance in which children are reared in respect of cultures other than that which is the majority culture of their country. Through a knowledge of these other cultures and the very existence of multicultural life in the classroom, children are fortified against despising the 'Other' and against hostile indifference, both of which are sources of racist behaviour.

CHECK YOUR PROGRESS

1) Why is there a need to teach Citizenship Education?

2) Explain the role of a global citizen.

2.5 SUMMARY

National integration and international understanding can be developed only through the right education which will provide aware-ness, for healthy attitudes, create desirable interest, and promote critical thinking and appreciation among the students. It is the responsibility of the educational institution to generate a suitable atmosphere in which children can develop the feelings of oneness and world unity.

Students should feel that they are the members of one world, one community. They should be encouraged to practice tolerance, mutual help and respect for others. The feeling of world citizenship is to be fostered among students through co-curricular activities in school.

The problem posed by citizenship education is how to blend together the particular and the universal, the national and the international, the individual and society. The difficulty can be solved by integrating human rights education in this new subject, civics education. This approach opens up new paths for education for peace, human rights and democracy.

Thus, citizenship education addresses both the individual and the citizen and provides an avenue for each individual citizen to acquire an understanding of the issues of peace in the world, and the challenges of the globalisation of economic, environmental and cultural problems. Since sustainable development of human beings and the world they live in is linked to the quality of education, the time has come to regard citizenship education as a vital part of any education system and any teaching programme.

2.6 EXERCISE

1. Discuss the importance of National Integration. Explain the role of education in this regard.
2. What is meant by National Integration. Discuss its need and importance in the 21st Century.
3. What are the barriers in the way of achieving National Integration? How can education overcome these?
4. What is meant by International Understanding? Explain its importance in the 21st century.
5. 'The teacher plays a very significant role in imparting Internationalism.' Comment.
6. Why do we need to work towards International Understanding?
7. Why is there a need of Global Citizenship?
8. State and elaborate in the objectives of Citizenship.

2.7 REFERENCES

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Unit - 3

CONCEPT OF SUSTAINABLE DEVELOPMENT

UNIT STRUCTURE

3.0 Objectives
3.1 Outcomes
3.2 Introduction
3.3 Concept of Sustainable Development
    3.3.1 Meaning and definition of sustainable development
    3.3.2 Definition of sustainable development
    3.3.3 Some more definitions of sustainable development
    3.3.4 Important aspects of sustainable development
3.4 Need for sustainable development
3.5 Principles of sustainable development
3.6 Summary
3.7 Exercise
3.8 References

3.0 OBJECTIVES FOR THE UNIT

At the end of the unit, the student will be able to

- define sustainable development
- trace the history of sustainable development
- the three important aspects of sustainable development
- explain the need for sustainable development
- explains why economic development has to be integrated with social development
- examine the examples of sustainable development in India and abroad.
- explain the principles of sustainable development
- evaluate the objectives of sustainable development
- apply the concept of sustainable development to daily life experiences.

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3.1 OUTCOMES

1. Deeper Understanding of the difference between economic growth, development and sustainable development.
2. Application of concept of sustainable development to environmental and social challenges.
3. Sensitization to the urgency for sustainable development.
4. Evaluate the principles of sustainable development in today's world.

Connecting to previous unit:

In the previous unit, we have studied about development and its connect to social concerns like citizenship, international understanding, so development is not just economic activity for making profit, limited to few powerful people. Even in this unit we will see that how economic activities are intertwined and inter-dependent on environment and social equity. For development to be far sighted and useful, it is important that we are educated about right perspective of development. The development which focuses on present gains, use of resources without losing sight of conservation of environment and mindful social health for present and future comes under substantial development.

In this unit we shall concentrate on what is substantial development, the need for it, objectives ad principles of substantial development. You have to be alert and aware of various programs and plans undertaken in cities, towns and villages for promoting substantial development.

3.2 INTRODUCTION

LET'S PONDER : SOME EXAMPLES

Bombay High Court regarding allotment of Aarey Colony for construction of Metro III car shed, *warned that planned and sustainable development is the need of the hour, development cannot be at the cost of environment and ecology.*

Suman told Anil , "*Don't get your car from tomorrow, let us cycle to the university."*

Anne told her grandmother, " Now we have to carry our own reusable bags to the super market, instead of getting our groceries in plastic bags, like you used to when you were small, granny."

The society secretary said, "*We are to install solar panels in our building is a unanimous decision."*

The Department Canteen put up the board ," Bring your own mug to the office, paper cups will not be provided".

"Green spaces like parks, lakes, forests are the lungs of the cities, without which the cities will be breathless and suffocating." Said the teacher to her eight grade students.

These kinds of statements are not new for us to hear nowadays. In our own small way, we are contributing to preservation of the environment and carrying on our economic and social activities. The economic growth from individual to national growth have to be alert to environmental and ecological preservation. This is nothing else but the concept of sustainable development, which we have to understand and educate others about. But what is sustainable development?

3.3 CONCEPT OF SUSTAINABLE DEVELOPMENT

Development has been associated with advent of industrialization and technological advancements in 18th and 19thcentury, this has made our life comfortable but as we enter the 20th century it was realized that this fast growth in the name of developed civilizations was at the cost of our one planet- earth. The ruthless and unplanned use of resources has brought us to a point of ecological imbalance and lopsided progress. With global warming, pollution of all types, increasing socio-economic gaps, poverty, illnesses have made it crucial that we have to take sustainable development seriously. Now, sustainability and development are two sides of the same coin and have to go hand in hand with each other otherwise it spells the destruction of our and planet's existence

3.3.1 MEANING AND DEFINITIONS OF SUSTAINABLE DEVELOPMENT

By 1970s, 'progress, growth and development linked to economic advancement was being challenged as it was the growth of only advanced countries at the stake of developing countries. It was assumed in earlier decades that the economic growth can help to overcome global inequalities. On the contrary many more challenges came up like environmental deterioration, climate changes, scarcity of resources along with widening economic gap between haves and have-nots.

It was considered that *development and conservation* had been regarded as conflicting ideas, because conservation was understood as the protection of resources, and development as the exploitation of resources (Paxton 1993), So, the term sustainable

development came up as a middle path to bring together sustainability and development. It was realised that development has to consider not only economic progress but also how to sustain the available resources, especially non-renewable resources for the future generation. Thus, the goal was to have sufficient resources for all and not just economic efficiency.

Sustainable development and sustainability appeared on the scene in the 1980s as there was a growing concern about the balance and sustenance of living beings. It was realised that economic growth is not the only one area.

"Unsustainable development has degraded and polluted the environment in such a way that it acts now as the major constraint followed by social inequity that limits the implementation of perpetual growth." Emil Salim, *Institutionalising Sustainable Development.* Mismanagement of resources can have unapprised consequences which can lead to irreversible damages, can harm the society to such an extent such that it can lead to mass destruction of environment and people.

3.3.2 DEFINITIONS OF SUSTAINABLE DEVELOPMENT

Brundland Commission : Sustainable development is development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. (World Commission, 1987).

The Brundland report has brought to light the following concerns:

a. The economic growth is divisive, it is widening the gap between rich and poor, developed and developing.
b. The comforts and wants of few are met and others are struggling to fulfill even their basic needs. The quality of living is also at extremes as if the earth is shared not by all but owned by few and resources used for their advantages.
c. There is a need for sustainable population as all get the equitable if not equal advantage of the resources available and there is no exploitation of developing and underdeveloped population.

Thus, sustainable development is not just thinking about the present but a conscious effortto think about future, to take steps for secure future of others, as the quote by Nelson Henderson, "The *true meaning of life is to plant trees, under whose shade you do not expect to sit.*" This is in true sense sustainable development, where the future with its roots and fruits are sown in present. Sustainable development is an integration of three important angles- ***ecological, economic and social.*** These three are intertwined and cannot be compartmentalised.

Figure 3.1 Sustainable Development: Interconnectedness

3.3.3 SOME MORE DEFINITIONS OF SUSTAINABLE DEVELOPMENT

1. Sustainable development involves **the simultaneous pursuit of economic prosperity, environmental quality and social equity**." (World Business Council on Sustainable Development)

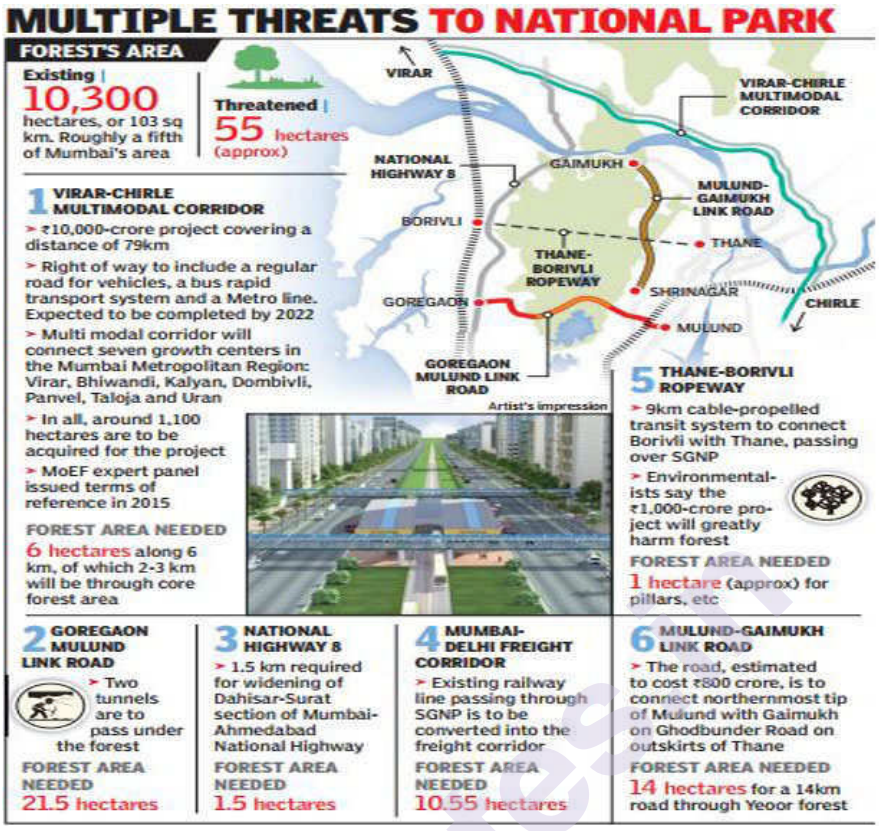
2. " Sustainability is meeting the needs of all humans, being able to do so on a finite planet for generations to come while ensuring some degree of openness and flexibility to adapt to changing circumstances. " (Jerry Sturmer, Santa Barbara South Coast Community Indicators)

3. "Human beings are at the center of concern for sustainable development. They are entitled to **a healthy and productive life in harmony with nature.** " (Rio Declaration, adopted by the United Nations conference on Environment and Development in 1992)

3.3.4 THE IMPORTANT ASPECTS OF SUSTAINABLE DEVELOPMENT

1. Economic Perspective of sustainability

Economic sustainability believes in macroeconomics, that is development is not just limited to profit or market valuables, but a wider perspective of economic growth as means for social equity or conscious use of resources especially non-renewable. It is not just limited to population control or regulated consumption of goods and resources but also mindful choice of goods, technologies, resources with goal of social integrity and environmental protection.



Building multimodal corridors (picture below) can definitely connect places and increase trade and profit but will destroy fertile hectares of forest areas. Such development is lopsided with concentration of immediate goals of profit and monetary gains but at cost of the environment, the people living there, their social risk and liabilities. But economic perspective should make conscious efforts to balance economic profit with minimal ecological damage and guided by social equity and justice, which means the development gains reach the remote parts of the society and not just limited to handful few. Under environmentally sustainable development production, consumption and expansion must be guided by conscious social action.

2. **Environmental Sustainability:** A sustainability which maintains biodiversity balance. It emphasis on reduce waste, emission of harmful gases in the air, toxic effluence which is harmful to the environment and human health. Thus environmental sustainability is about a thinking and sensitive economy, the industries, factories and other development are done keeping in mind the damage they can have on the environment. The use of non-renewable resources has to be limited and even renewable resources the use has to be done judiciously. The earth is not one or two developed countries of few powerful people's monopoly, and for survival of all, earth has to sustain.

3. **Social Sustainability:** Our society is diverse with wide spectrum of people from different economic and cultural background. While it is important to work for increased production for increased economy, it is simultaneously essential to keep the workers' health as an important criterion of development. The working conditions, medical, health care facilities, educational opportunities for all comes under social justice and sustainability. Development should not misunderstand the end and means interpretation, the humans as well as the nature are end in themselves and cannot be treated as tools or instruments for someone else's progress and development. Social gap of haves and have nots to bridged rather than widened more with unbridled economic growth. Social integrity, respect for local/ indigenous resources is essential as for economic expansion local resources are dissolved and disappear for developed countries taking over the market with their products, goods and services. Recently, in Indian context too, commercialization of food, medicines and even unhealthy food habits are being finding new markets in rural and tribal regions. The rural scenario in Maharashtra itself is changing with growing demand for junk food and cold drinks as children are influenced by mass media and market full of attractive offers such that health and healthy lifestyle of rural side is compromised.

A sustainable development thus envelopes grassroots level to the policy making governance as it needs decentralised, democratic and inclusive ideology. The pluralism and diversity have to be respected and should not become an open ground for rich and powerful people to play with the natural, human and material resources for the benefit of handful people, the balance between means and ends has to be maintained.

https://www.conserve-energy-future.com/what-is-sustainable-development-and-its-goals.php

CHECK YOUR PROGRESS:

1. Fill in the blanks:
   a. _____,_____ and _____ are important aspects of sustainable development .

   b. Sustainable development involves the simultaneous pursuit of economic prosperity, _____quality and _____."

2. Define sustainable development according to Brundland Commission.

3. What is meant by environmental sustainability?

4. Difference between social and economic perspective and social perspectives on sustainable development.

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5. https://www.youtube.com/watch?v=3eBLZR5fU9Q
   After watching this video answer the following questions
   - What is sustainable development?
   - What are the three key aspects for sustainability?

3.4 NEED FOR SUSTAINABLE DEVELOPMENT:

The need for sustainable development **is to balance** environmental, social and economic needs, thus, making way for well-being of present and coming generations. Man being self centric has always been a consumer and hardly a replenisher of the earth's resources. But with over-population, increasing industrialization , technological advancements, pollutant increase and each one for their own progress, there has been neglect and alienation of nature and man. To build peace, control damage of our eco system and promote well being of all , there is urgent need for sustainable development. The following points explain the need for sustainable development :

1. To ensure **quality and safe future for the next generation**. The present generation has to be morally responsible for handing over a safe and healthy earth to the coming generations.

2. **The resources have to conserved, preserved and used judiciously,** for example deforestation and exploiting earth for its resources has brought us to environmental crisis, social imbalance and depletion of resources. Reforestation, conserving available resources and educating people of judicious use of resources is the need of the times.

3. To **have a stringent watch and check over the mindless exploitation** of the resources and if need be, stop the harm that is impeding in the recent future.

4. There is an urgent need for humans **not to take for granted earth** and its capacity to fulfill our wants as a one-sided relationship. Now is a need for human taking **leadership to take ownership** of preserving and regenerating earth's resources. Understanding this ownership is not of owning the rights on earth but owning up to the duties and responsibilities towards our planet. We are not *just the takers of the earth but Care takers of earth and its resources.*

5. There is a need **for integration of environment with economy and social responsibilities.** There is an increase need for participatory approach towards development. Participatory approach of development facilitates the local communities to play a central role in the planning, implementation and funding of activities for the benefit of all, conscious of avoiding exploitative imbalance.

6. There is a **need for knowledge and skill sharing of environment friendly economic development**. There has to be innovative strategies for conflict resolutions and social development, with collaborative planning and implementation taking help of local communities, educationists, NGOs, government policies, at national and international level.

7. The need for sustainable development is for developing respect for local resources , empowering the local communities, preserving local ways of preserving earth's resources, regeneration of local resources , at the same time thinking wider of being a global citizen. We should act locally and think globally.

CHECK YOUR PROGRESS

A) Write in 1 -2 sentences

1. Write any two examples of environmental imbalance

.

2. How can we act locally and think globally as a part of sustainable development mindset?

3. What does shared responsibility and ownership mean ?

B) Write note on Need for sustainable development

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3.5 PRINCIPLES/ OBJECTIVES OF SUSTAINABLE DEVELOPMENT:

The main principle of sustainable development is ***our vision, our perspective and rethinking*** about development. The world view that we all are a small part of the entire universe, a piece of the complete picture and have to think of well-being not of one individual, one country but different nations. We are a part of the whole and what happens at one end will affect other parts of the world too, we are connected beyond boundaries across time and place.

Sustainable development stands on 3 pillars – economy, environment and social.

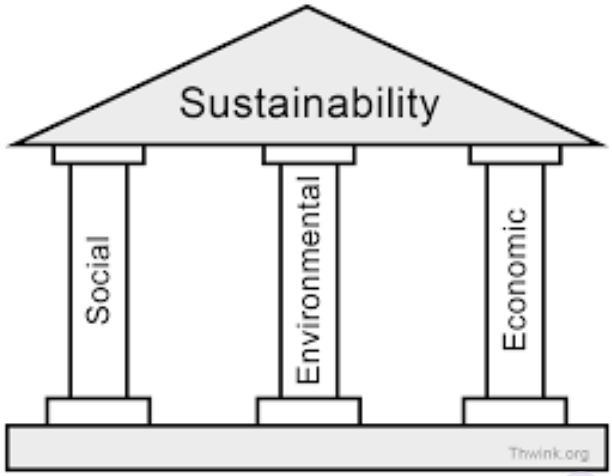


Figure 3.2. Three Pillars of sustainable development

https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjp3IidnNvjAhXGfisKHeO6C1cQjRx6BAgBEAU&url=https%3A%2F%2Fwww.thwink.org%2Fsustain%2Fglossary%2FThreePillarsOfSustainability.htm&psig=AOvVaw0jcTRwRX-YlZmES__TLqXs&ust=1564443181116959

The principles of sustainable development are:

1. ***Environmental and economic amalgamation:*** The understanding and bonding between economic development and environment is not just a matter of principle but it's a requirement in today's times. If we need place for metro trains shed then forest cannot be torn down for it, we need to think of strategies, plans and ideas to have both metro trains for better trade as well as forests for maintain the ecological balance. The production and consumption planning has to be made after keeping in mind the consequences of damages to environment. *Economy and ecology have to go hand in hand* for future sustainability not part ways or be exploited one for the other's gains. The untimely, uncontrollable natural disasters, global warming, melting of glaciers etc is the result of our attitude that nature is for our servitude. This will also help to bridge the gap between developed and developing countries. Gandhiji had put it very well that,"The world has **enough** for everyone's **need**, but not **enough** for everyone's greed", summaries how economic development without thoughtful control of our greed can only lead to destruction of the individual, nation and the earth. Certain indigenous, local ways of life style can help in balancing economy with environment as in past humans didn't face these concerns as industrialisation and technological misuse and overuse has brought in.

2. ***Management of Natural Resources:*** Following the above principle leads to we are responsible for the preservation of the resources, conserving the biodiversity, focusing on our ecological heritage. The attitude that the natural resources are meant for our luxuries and benefits can lead to only slow death of nature, of our present and a sudden destruction of the future or at least a life of suffering and insufficient resources for a good living. Our actions have already resulted in poor quality of air, water, soil, harsh effects of sunlight and balance of other elements of nature. Thus, conservation of natural resources can be a savior for humankind today and for a better future.

3. ***Prevention is better than cure and better safe than sorry:*** These idioms have been meaningfully stated to remind us that if we don't wake up from our complacency and slumber then what we will face the consequences that will be fatal not for our quality life on earth but even for our sustenance in near future. It is better to educate an activate ourselves towards preventing any further damage to the environment, so before planning for any new development and economic leap it is better to be far-sighted and plan accordingly, keeping in mind the environment and social dynamics. It is said that with the kind of rush in capturing maximum from the natural resources for few powerful countries ,the injustice will be on the environment as well as still developing countries and societies. This injustice will lead to fight for survival, thus leading to rule of the jungle and might is right. It is said that the third world war if it takes place will be for Water, thus it is time now to open our eyes to the fact that there is no solution than being cautious, far sighted , safe than sorry and accept sustainable development.

4. ***Shared Responsibility and taking onus (ownership):*** Sustainable development is not one individual's or even one nation's work, it is a cooperative effort as the damage done also is mammoth ignoring sustainable aspect of development. The wisdom, support, creativity and efforts of maximum number of people is important. Each one of us irrespective of nationality, religion and ideologies have to come together to build a stronger, safer earth for all to stay and for coming generations. It is an joint effort with leadership and ownership taken by all to think of ways for a better tomorrow. It has to focus on personal, social, ecological and economic well-being as different parts of one whole thing. The people involved have to think of balance and integrity of nature, at the same time also seek economic progress. It is important that we live within environmental limits and manage the economic development with strategies for sustainable development taking shared responsibility.

5. ***Waste Minimization, rehabilitation and reclamation:*** Sustainable development emphasizes control of over-exploitation of resources and promote of waste minimization using knowledge of science and technology for rehabilitation and reclamation.

6. ***Ensuring a strong, healthy and just society:*** The social sustainability aspect of sustainable development focuses on the majority of people must benefit from development not just a few of them, it stresses on environmental justice and social sustainability. In actual situation, few powerful and strong nations alone may have control on the resources and may exploit other nations for its use. But in sustainable development it is important for us to ensure that the resources are judiciously used and distributed as it is not the monopoly of one or two countries but it belongs to all, so ensuring a strong, healthy and just society also is a part of sustainable society. Similarly, in context of smaller society, resources must be used judiciously by all for the benefit of all. Thus, achieving universal primary education, improving mental health, improving child mortality levels, promoting gender equality, waste minimization, recycling etc, are some of the examples of social sustainability of development.

Let's Ponder

EXAMPLES OF SUSTAINABLE DEVELOPMENT: INDIA

1. DHARANI, BIHAR

Once struggling to get basic electricity like most villages in India, Dharnai has now changed its fate and become the first village in India to completely run on solar power. Residents of Dharnai had been using diesel-based generators and hazardous fuel like cow dung to meet the electricity requirement for decades, which were both costly and unhealthy. Since the launch of Greenpeace's solar-powered 100 kilowatt micro-grid in 2014, quality electricity is being provided to more than 2,400 people living in this village in Jehanabad district.

2. The first village in **Telangana region** to win the Nirmal Puraskar

in 2004-05, Ramchandrapur came into focus a decade ago when the villagers pledged to donate their eyes for the visually challenged. Among its many achievements, all the houses in the village have smokeless chullahs and toilets with tap-water facilities. It is the first village in the state to construct a sub-surface dyke on the nearby river and solve drinking water problems by constructing two over-head tanks in each house. The village does not have drainage system and all the water generated from each house is diverted to the gardens, which are planted by the villagers in each house.

https://www.thebetterindia.com/85354/inspiring-indian-villages-sustainable-development/

Conclusion:

Sustainable development ensures development with judicious and equitable use of resources , ensuring that present needs are satisfied but future quality of life is not compromised.

It also lays stress on the conservation of resources. A sustainable world is one where basic needs of all are satisfied and whereby one can get access to clean energy, healthy food, pure water , where the deprived have equal rights and where one can enjoy work and growth without harming the ecosystem.

CHECK YOUR PROGRESS:

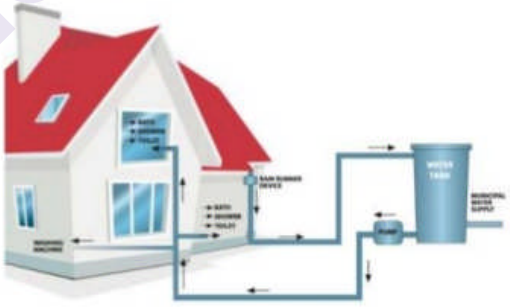
1. State any two principles of sustainable development with examples.

2. Which are the three pillars of sustainable development?

3. "The world has **enough** for everyone's **need**, but not **enough** for everyone's greed". Explain with reference to sustainable development.

4. Name two actions which are to be considered as unsustainable.

5. Picture Study : Explain this strategy for sustainable development and write its advantages



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6. Watch this video and answer the following questions:
   https://www.youtube.com/watch?v=neGf9Z7K4LE
   What are the principles on which sustainable development is based?

7. *"If we destroy nature, nature will destroy us "*. A statement by the late Nobel peace prize winner Laureate Wangari Maathai regarding sustainable development. Discuss

3.6 CONCLUSION

Thus, this unit has covered what is understood by meaning of sustainable development, how it is important to draw a balance between economic development but along with ecological conservation and social equity. The need for sustainable development and the principles on which sustainable development is based has also been discussed. The efforts taken by small towns, villages, cities to fulfill the goals of sustainable development have been highlighted with help of some examples, more such examples and endeavors can be referred to learn more about sustainable development. Thus, this unit helps us to be more concerned about our own earth and how individual as well as social goals can be achieved without compromising one for the other.

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3.7 EXERCISE

1. The Brundtland Commission defined sustainability as
   a. Optimum use of natural resources
   b. natural environment is not to be exploited for human development
   c. all control of resources must be shared by developed and developing countries
   d. Meeting the needs of the present without compromising the ability of future generations to meet their own needs

2. The Brundtland Commission definition included which of the following concepts:
   a. The concept of present needs to be used judiciously for better future
   b. The concept of increasing the ability of future generation for meeting their needs
   c. The ability of using technology so that future needs are met
   d. The future generation can meet their own needs

3. The three pillars of sustainability includes:
   a. Ecological, social and economic factors
   b. Knowledge, sharing and energy
   c. Human, animal and plant factors
   d. All of the above

4. Which of the following is an example of balancing development with environment?
   a. Solar energy
   b. Rain Water harvesting
   c. Clean Sanitation for all
   d. All of the above

Q.1 Explain with examples the urgent need for sustainable development in today's times.

Q.2 Examine the principles which promote social and environmental development for sustainable development

Q.3 Deduce the primary goals of sustainable development on the basis of the concept of sustainable development ?

Q.4 Write down 5 ways you will adapt to contribute to sustainable development

Q.5 A 2008 report by the Global Footprint Network and Confederation of Indian Industries suggests that *India has the world's third biggest ecological footprint,* that its resource use is already twice of its bio-capacity, and that this bio-capacity itself has declined by half in the last few decades. In the light

of above sentence, explain why India needs to adapt sustainable development.

Q.6 Ignoring the needs and principles of sustainable development can lead to adverse consequences. Do you agree? Justify your answer.

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Watch the video for understanding History of sustainable development:https://www.youtube.com/watch?v=fcf3uFoLwgk

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Unit - 4

ROLE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

UNIT STRUCTURE

4.0 Objectives
4.1 Introduction
4.2 Place of Sustainable Development in School Curriculum
4.3 Role of Teacher in Sustainable Development
    4.3.1 Introduction
    4.3.2 Role of Teacher
4.4 Role of UNESCO
    4.4.1 Introduction
    4.4.2 Role of UNESCO
4.5 Summary
4.6 Exercise
4.7 References

4.0 OBJECTIVES

After studying this unit, you will be able to:

- explain the place of sustainable development in school development
- explain the role of a teacher in sustainable development
- explain the role of UNESCO in sustainable development

4.1 INTRODUCTION

In the previous unit you have studied about the meaning, need & objectives of sustainable development. In this unit we will study about the place of sustainable development in school curriculum as well as role of a teacher & role of UNESCO in sustainable development.

Most of the environmental problems are man-made and can be resolved by humans only for which education can play a key role. Over the years we are facing rapid deterioration in the quality of environment including pollution of air, water and land, loss of ecosystems and species etc. Climate change has now become one

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of today's most serious global challenges to sustainable development and requires immediate and urgent action to address its adverse impacts.

4.2 PLACE OF SUSTAINABLE DEVELOPMENT IN SCHOOL CURRICULUM

Good quality education is an essential tool for achieving a more sustainable world. This was emphasised at the UN World Summit in Johannesburg in 2002 where the reorientation of current education systems was outlined as key to sustainable development. Education for sustainable development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required creating a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning

A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. Integrating the objectives, concepts and learning experiences of Education for Sustainable Development into syllabuses and teaching programmes is very important. If the curriculum is defined as 'the sum of all the formal and informal teaching and learning experiences provided by a school', then Education for Sustainable Development cannot just be added to the curriculum as a new subject. Rather, it is a dimension to be emphasised in every aspect of school life.

Sustainable development can be achieved by integrating these activities in school curriculum

1. **Academic calendar-** Academic calendar plays very important role for the smooth functioning of all the curricular as well as co-curricular activities. Many National as well as international days can be celebrated in the school related to sustainable development. Throughout the year activities can be conducted to sensitize students towards sustainable environment –For example- Tree plantation, one act play, guest lectures, display, concerts, field trips, visits, exhibitions etc.

2. **Interdisciplinary learning -** Education for Sustainable Development can be taught in all school subjects in such a way that the learning objectives of the subject are achieved as well the knowledge of sustainable development is given through it. This can be done either through infusion of it into each subject area or by introducing special subject in the curriculum.

3. **Inculcation of Knowledge and values-** Through curriculum transaction we can give knowledge of sustainable development related issues to the students. The values that are used to select the knowledge that is taught in lessons should take account of student learning needs, local community interests and ways of learning to live sustainably.

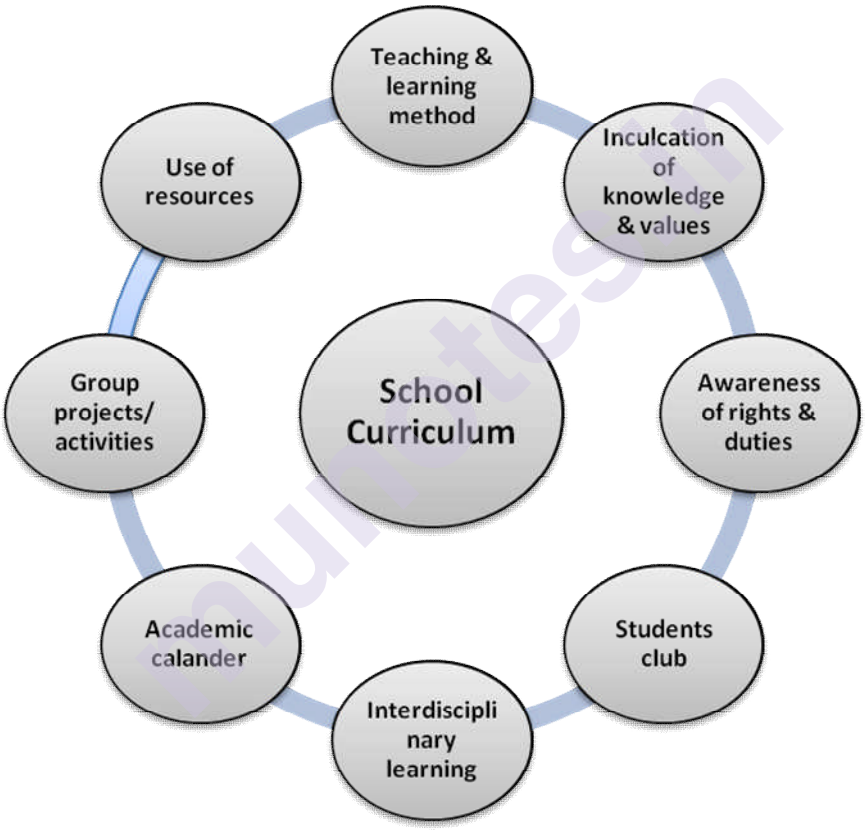

Figure 4.1: Scope of Sustainable development in School Curriculum

4. **Teaching and learning methods-**How students learn is often more important that what they learn. This is because of the 'medium' is as important as the 'message'. If the medium is correct then definitely the message will reach to the students. Student-centered interactive approaches can help students to feel their responsibility towards sustainable environment.

5. **Awareness of Rights & duties –**Awareness of their rights & duties should be taught through the subjects. Democracy has to be practices in all aspects of school life & personal life. It will

help them to understand their rights &duties towards sustainable environment.

6. **Group projects/activities -**It is very easy to integrate group projects into the formal curriculum. Projects that start off as small classroom tasks can be presented to the whole school, and maybe even can be undertaken as a competition. It can be conducted in the school campus and also in local community by a class or club which can provide valuable learning experiences to the students. Examples are surveys on Environmental awareness, health issues, maintaining &caring for a garden, visiting and helping senior citizens, working in a child centre or orphanage, monitoring local air or water quality, and so on. Such activities help the students to help each other & share knowledge with each other.

7. **Use of Resource in the campus (Green Campus)–**The concept of Recycle, Reuse, & Reproduce can be the motto in the school campus. Schools can undertake environmental audits of resources such as water and energy used and the amount of waste produced in the school. This will help the school to gather information about problem areas and the associated costs. Auditing and the consequent saving of resources can save schools money by reducing the cost of resources such as water and electricity. Small Recycling activities can be conducted in the school premises Example are - Paper Recycling, vermi-composting, use of e-waste in the laboratory ,rain water harvesting, installation of solar panels, etc.

8. **Establishing Student Clubs-**Many extra-curricular activities can be organised by/for students at lunch time, after school, at weekends, and during vacations. Student clubs (e.g. Environment Clubs, Nature club, Scouts, Guides, etc.) are an ideal way of integrating sustainable development issues into young people's thinking and activities.

CHECK YOUR PROGRESS

Explain the Place of Sustainable development in school curriculum

4.3 ROLE OF TEACHER IN SUSTAINABLE DEVELOPMENT

4.3.1 INTRODUCTION

Education must effectively empower all people to make responsible and informed decisions, both individually and collectively, thus preparing them to successfully deal with present and future challenges and to commit their active participation in the construction of common future for all. Teachers and learning communities are key components in the dissemination of those sustainability principles that will lead to the necessary changes in attitude of students.

It is important that, irrespective of the academic subject the teacher's major overall responsibility is to mould the student's socially and emotionally well-adjusted individuals and understand their responsibilities towards sustainable environment.

4.3.2 ROLE OF TEACHER

Now let's see how the teachers can help the students

1. **Use of Teaching strategies in the classroom -** The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

Examples of some teaching strategies are:

- **Cooperative learning-**It means students work together in groups to complete a project or task. The goals are for students to learn how to contribute to a team, demonstrate individual responsibility, and also share accountability for the outcomes of the group. Activities based on awareness on sustainable development can be taught through this method.

- **Experiential learning –**Experiential learning provides opportunity to the students to learn through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research, and projects.

- **Use of latest Technology in the classroom-**Incorporating technology into teaching is a great way to actively engage the

students. It will help them to update with the latest knowledge through internet. Examples are - Use of Blogs and other 'Social Networking Websites', Video Conferencing, Google Earth, Google earth is a free Google Earth programme (http://earth.google.com) to view recent satellite images of your community right down to the level of being able to identify individual buildings etc.

- **Problem solving-** In a problem solving method, children learn by working on problems. This enables the students to learn new knowledge by facing the problems to be solved. The students are expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept.

- **Critical thinking-**It helps students to formulate their own opinions and drawing conclusions regardless of outside influence. It teaches the discipline of analysis and seeing the connections between ideas, and being wide open to other viewpoints and opinions. Teacher can use these techniques for teaching critical thinking skills in every lesson and subject to sensitize students towards sustainable environment.

- **Role playing-** Role playing is an interesting example of an active learning and teaching strategy. It can incorporate drama, simulations, games, and demonstrations of real life cases related to any topic.

- **Brainstorming**-This technique encourages new ideas among students which would never have happened under normal circumstances, it helps students to provide their inputs.

2. **Learning beyond the classroom-** Studying within the boundaries of the classroom is not always sufficient for educational excellence. Sometimes teachers need to take classes outside the classroom. They can organize field trips/ visits that are relevant to the lessons taught. Moreover taking a small walk or occasionally conducting classes outside in touch with nature can be refreshing. Through such sessions students can learn a lot and easily remember whatever has been taught to them.

3. **Professional development-**Engaging in regular professional development helps teachers to update their knowledge time to time. Professional development programmes are a great way to enhance teaching and learning process in the classroom.

4. **Curriculum constructor-**Teacher should function as curriculum constructors rather than curriculum transmitters – this can be

done by using appropriate content, learning experiences and assessment techniques.

5. Teacher should be able to inculcate sensitivity and foster positive attitude and values towards environment.

6. **Use available resources -**Teacher should use locally available resources (low cost and no cost) for contextualizing children's' learning.

7. Teacher should adopt school based and community oriented approaches.

CHECK YOUR PROGRESS

Explain teaching strategies used by teacher for sustainable development

4.4 ROLE OF UNESCO IN SUSTAINABLE DEVELOPMENT

4.4.1 INTRODUCTION

UNESCO is the lead UN agency for Education for Sustainable Development (ESD) and is responsible for the overall management, coordination and implementation of the Global Action Programme (GAP) on ESD (Education for sustainable development).The GAP focuses on generating and scaling up action, around five priority action areas. These are to advance policy, transform learning and training environments, build the capacities of educators and trainers, empower and mobilize youth and accelerate sustainable solutions at a local level.

4.4.2 ROLE OF UNESCO

- UNESCO supports key partners, raises awareness and visibility, advocates ESD (Education for sustainable development) at an international level and supports Member States in integrating

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ESD (Education for sustainable development)into education plans and programmes.

- UNESCO supports countries to develop and expand educational activities that focus on sustainability issues such as climate change, biodiversity, disaster risk reduction, water, cultural diversity, sustainable urbanisation and sustainable lifestyles through ESD .
- It advises policy-makers on how to integrate ESD into education policies, curricula and teacher training.
- UNESCO emphasizes on Empowering learners to live responsibly and to address complex global challenges means that education has to promote critical thinking, imagine future scenarios and make decisions in collaborative ways.
- UNESCO encourages training teachers to ensure that schools integrate ESD. For instance, online courses are available for secondary school teachers on climate change education.
- UNESCO creates discussion around ESD through organizing and participating in international meetings and events; by publishing key resources such as “Education for Sustainable Development Goals: Learning Objectives” .
- UNESCO organises various series of symposia on the future of ESD, the objective of which is to stimulate discussion on ESD beyond the GAP (Global action Programme) and in the context of the 2030 Agenda for Sustainable Development and to help UNESCO plan beyond the first phase of the GAP which ends in 2019.
- UNESCO led the UN Decade for ESD (2005-2014). The 2014 UNESCO World Conference on ESD, held in Aichi-Nagoya, Japan, marked the end of this Decade and saw the launch of the Aichi-Nagoya Declaration on ESD and the roadmap for the implementation of the GAP (Global action Programme) on ESD.
- UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people develop knowledge, skills, values and behaviours needed for sustainable development.

UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4

CHECK YOUR PROGRESS

Explain the role of UNESCO in sustainable development

4.5 SUMMARY

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.

4.6 EXERCISE

Answer Briefly

1. Explain the place of sustainable development in school curriculum
2. What is the role of teacher in sustainable development?
3. Explain teaching strategies used by teacher for sustainable development
4. Explain the role of UNESCO in sustainable development

Short answers questions

1. Sustainable development
2. School Curriculum
3. Teaching strategy
4. UNESCO
5. Interdisciplinary learning
6. Academic calendar
7. Experiential learning
8. Cooperative learning

Choose the correct option from the following

1. **----------** plays very important role for the smooth functioning of all the curricular as well as co-curricular activities in the school.
   a. Academic calendar b. Sustainable development
   c. experiential learning d. Interdisciplinary learning

2. The process in whichStudents work together in groups to complete a project or task is called as ----------.
   a. Learning b. Cooperative learning
   c. Experiential learning d. Interdisciplinary learning

3. ESD stands for **----------**
   a. Education for Sustainable development
   b. Environment for sustainable development
   c. Education for smooth development
   d. Educate for sustainable development

4. UNESCO stands for ----------
   a. The Union of National Environmental, Scientific and Cultural Organization
   b. The United Nations Educational, Scientific and Cultural Organization
   c. The United Nations Environmental, Scientific and Cultural Organization
   d. The Union of National Educational, Scientific and Cultural Organization

5.GAP stands for----------
   a. Global Active programme
   b. Global Action Programme
   c. Global Action Plan
   d. Global Active plan

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Unit - 5

FUNDAMENTALS OF SOCIOLOGY OF EDUCATION

UNIT STRUCTURE

5.0 Objectives
5.1 Introduction
5.2 Meaning and Scope of Sociology of Education
5.2.1 Meaning of Sociology
5.2.2 Meaning of Sociology of Education
5.2.3 Scope of Sociology of Education
5.3 Distinction Between Sociology of Education and Educational Sociology
5.3.1 Meaning of Educational Sociology
5.3.2Distinction between Sociology of Education and Educational Sociology
5.4 Concept of Peace Education and Aims of Peace Education
5.4.1 Concept of Peace
5.4.2 Concept of Peace Education
5.4.3 Aims of Peace Education
5.4.4 Check your progress
5.5 Summary
5.6 Unit Exercise
5.7 References

5.0 OBJECTIVES

After reading this unit, you will be able to:

- define Sociology and Sociology of Education
- explain the meaning of Sociology of Education
- state the Scope of Sociology of Education
- distinguish between Sociology of Education and Educational Sociology
- describe the concept of Peace and Peace Education
- state the Aims of Peace Education

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5.1 INTRODUCTION

Man is a social animal. He lives in a society and develops himself to become the productive member of the society. A society is a group of people who coexists in organised manner. It is a system of inter-relationships that connects the individual in a common culture. It includes all aspects of life that people choose to share i.e. home, work, life, religion, school, politics etc. are all aspects of society. The term 'social' refers to the interactions and relations that take place between people. Hence, human beings live in society and become social.

During the 19th century social science emerged as separate science in Europe and its objective was to study the society. The founding fathers of Sociology like Auguste Comte, Herbert Spencer and Emile Durkheim, besides many other social thinkers, wanted to establish the idea of society as a matter of study which was a distinctive study in itself. They examined the entire society as a whole unit. Society is always more than the actions, thoughts, values, belief in and wishes of its individual members. Though it is a complex and abstract reality, all human beings live in a society.

5.2 MEANING AND SCOPE OF SOCIOLOGY OF EDUCATION

5.2.1 MEANING OF SOCIOLOGY

The word 'Sociology' was derived from both, the Latin and Greek origins. The Latin 'Socius' meaning 'companion' and the Greek 'Logos' meaning 'the study of'. Hence, the word literally means the study of companionship, or social relations.

In 1837, **Auguste Comte**, a French philosopher first coin the word 'Sociology'. By sociology he meant, 'the application of scientific method in the study of the relationship between the society and the individual'. A society is where a group of people lives as a community. A society could be a village, a school, a rest house, a college or a university. These are part of human beings and their social environment. Socialization takes place in different groups of human beings in their social environment and they influence each other.

Sociology can be defined 'as the study of man and his environment in their relation with each other.'

According to Duncan, 'Sociology is the scientific study of the processes of interactions of persons.

According to E.T. Hiller,‘ Sociology is the study of relations between individuals, their conduct and reference to one another and standard by which they regulate their association’.

Thus, Sociology primarily concerns itself with social relationships. It studies the interactions between the people in a society. A network of social relationships is called the society. The main focus of sociology is the social relationships of humans. It is a scientific study of human behaviour in groups. Sociologists are most interested in knowing how these people interact with each other, how groups influence individuals and how the individuals influence the group. Sociology makes an attempt to explain how these influences function and bring changes in the personality development of the individual.

Sociology helps us to understand the social world in which we live and which shapes our lives. It helps us to understand ourselves better, since it examines how the social world influences the way we think, feel, and act. Sociology does not solve the problem, but get information to help the people solve problems. It offers a perspective (a world view). View of the world is referred as sociological perspective. It expands our awareness of social relationships, various cultures and social institutions that shape both, our lives and human history.

5.2.2. MEANING OF SOCIOLOGY OF EDUCATION

Briefly, Sociology of Education is defined as, ‘a study of the relations between education and society’. It is an investigation of the sociological processes involved in an educational institution. To **Ottaway (1962)**, it is a social study and in so far as its method is scientific, it is a branch of social science.

Peter Harold (1968) defines Sociology of Education as “the study of origins, organisations, institutions and development of human society’. This approach explains how society and the institution develop. It studies the interactions within the society and also society and other institutions.

Emile Durkheim, defines Sociology of Education as “a systematic study of sociological perspective”. Perspective is a view of the world. It enables us to gain a new vision of social life. In other words, it helps us to find out why people do what they do, like eating, talking and many more. Durkheim further stated that sociology of education is the “study of education”. He applied a sociological approach to the understanding of education system. He came up with an idea that education should be studied from the sociological perspective which helps students to understand sociology of education.

In Sociology of Education, we try to understand the problem of education from a sociological perspective. It is concerned with educational aims, methods, institutions, administration and curricula in relation to the economic, political, religious, social and cultural forces of the society in which they function. As far as the education of the individual is concerned, sociology of education highlights on the influence of social life and social relationships on the development of personality. Sociology of education emphasizes sociological aspects of educational institutions. The problems encountered are essentially the problems of sociology and not the problems of educational practice. Sociology of Education, therefore, may be explained as the scientific analysis of the social processes and social patterns involved in the educational system.It is the study of how public institutions and individual experiences influence education and its outcomes. It mainly focuses on the sociological problems in the field of education.

5.2.3 SCOPE OF SOCIOLOGY OF EDUCATION

- The scope of Sociology of Education is vast and it covers the following fields:
- It is concerned with such general concepts such as society itself, culture, community, class, environment, socialization, internalization, accommodation, assimilation, cultural lag, subculture, status, role and so forth.
- It is further involved in cases of education and social class, state, social force, cultural change, various problems of role structure, role analysis in relation to the total social system and the micro society of the school such as authority, selection, and the organization of learning, streaming, curriculum and so forth.
- It deals with analysis of educational situations in various geographical and ethnological contexts. E.g. Educational situations in rural, urban and tribal areas, in different parts of the country/world, with the background of different races, cultures etc.
- It helps us to understand the effectiveness of different educational methods in teaching students with different kinds of intelligences.
- It studies the effect of economy upon the type of education provided to the students, e.g. education provided in IB, ICSE, CBSC, SSC Board institutions.
- It helps us to understand the effect of various social agencies like family, school on the students.
- It studies the relationship between social class, culture, language, parental education, occupation and the achievement of the students.

- It studies the role and structure of school, impact of peer group on the personality of the students.
- It provides an understanding of the problems such as racism, communalism, gender discrimination etc. the problems such as racism,
- It studies the role of schools in socialization of the students.
- It suggests ways to develop national integration, international understanding, the spirit of scientific temper, globalization among the students.
- It promotes research studies related to planning, organization and application of various theories in education.

CHECK YOUR PROGRESS

1. Define Sociology.

2. Explain the meaning of Sociology of Education.

3. State the scope of Sociology of Education.

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5.3 DISTINCTION BETWEEN SOCIOLOGY OF EDUCATION AND EDUCATIONAL SOCIOLOGY

5.3.1 MEANING EDUCATIONAL SOCIOLOGY

Before understanding the distinction between Sociology of Education and Educational Sociology, let us understand the meaning of Educational Sociology.

Educational sociology is the application of general principles and findings of sociology to the administration and processes of education.

Emile Durkheim was the first person who indicated the need for a sociological approach to education. He considered education "to be essentially social in character and in its functions and as a result the theory of education relates more clearly to sociology than any other science." He emphasized that education is not static but a dynamic and ever-changing process. Every society has its own socio-cultural needs which requires the education to meet them. As these needs change continuously, the education must also change. Thus, society is the prime factor in deciding the pattern of education which can satisfy the needs of the society. Educational sociology is by definition 'a discipline which studies education sociologically', with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially. It evolved as a discipline to prepare the educators for their future tasks.

Ottaway explains Educational Sociology as "Educational Sociology starts with the assumption that education is an activity which goes on in a society, and its aims and methods depend on the nature of the society, in which it takes place".

According to **George Payne**, the father of Educational Sociology, "Educational Sociology is the science which describes and explains institutions, groups and social processes in relation to the educational system in its evolution and changing function." He discussed the influence and effect of education and group life on each other and laid emphasis upon the study of all those social influences which influence human beings in their growth and development.

Educational Sociology uses the results of sociological researches in planning educational activities and in developing effective methods to implement these plans. The main aim of educational sociology is to study social interaction. It studies all social activities, human groups, social institutions and agencies which fulfil the needs of education.

Francis Brown defined Educational Sociology as that discipline which applied the general principles and findings of sociology to the process of education. It is the application of sociological principles and methods to the solution of problems in an educational system.

5.3.2 DISTINCTION BETWEEN SOCIOLOGY OF EDUCATION AND EDUCATIONAL SOCIOLOGY

The terms 'Sociology of Education and 'Educational Sociology' are used in the discipline as different approaches. The usage of the two terms rests on the preference of the expert. The concern and focus is still on the society, whether it is Educational Sociology or Sociology of Education.

Educational sociology is the application of general principles and findings of sociology to the administration and processes of education. The approach means the application of sociology to the institutions of education as a separate societal unit. Whereas, Sociology of Education is an analysis of the sociological processes involved in the educational institution. It emphasizes the study within the institution of education. It highlights on sociological aspects of educational institutions.

The sociology of education is concerned with general concepts, such as society itself, culture, community, class, environment, socialization, internalization, accommodation, assimilation, cultural lag, sub-culture, status, role etc.It further involves the effect of the polity and economy on education, the social forces and determinants that effect educational and cultural change; the social institutions involved in the educational process, various problems of role structure and role analysis in relation to the total social system and the micro-society of the school; the school viewed as a formal organisation, involving such issues as authority, selection, the organization of learning and streaming; the relationship between social class, culture and language, and between education and occupation and so forth.

The challenges of Educational Sociology are derived from the field of education. Educational Sociology throws light on the importance of the interactions of different elements of the society with an individual. It emphasizes the progress of the society through the medium of education. It tries to answer the questions -- as to what type of education should be given to children? What should be the curriculum? Why children become delinquent? It throws light on those institutions organizations and social interactions that were important in educational process. It uses educational interactions that helps in the development of the personality of the individual so that he becomes a better social being.

Educational Sociology evolved as a discipline designed to prepare educators for their future tasks. It uses the results of sociological researches in planning educational activities and in developing effective methods to implement these plans. On the other hand, sociology of education is that branch of knowledge which presents a sociological theory of education developed through the analytical studies of the interactions between individuals in formal or informal educational situations.

CHECK YOUR PROGRESS

1. What is Educational Sociology?

2. Distinguish between the Sociology of Education and Educational Sociology.

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5.4 CONCEPT OF PEACE EDUCATION AND AIMS OF PEACE EDUCATION

5.4.1 CONCEPT OF PEACE

Peace is very important in each and everyone's life. It is a global concept and every one of us needs to be filled with peace for leading our life peacefully. It is regarded as one of the humanities highest values and we cherish it from birth till death. Yet there is no consensus on the meaning of the peace.

Peace was first defined as merely **'the absence of war or direct violence'.** Its simple meaning was that of absence of death

and destruction as result of war or physical violence. It is also known as **'positive peace'**.

But surely peace is more than that. It should mean not only absence of war, but violence in all forms, such as extreme poverty, starvation, avoidable diseases, discrimination against minority groups, conflicts, exploitation, injustice, denial of human rights and so on. Peace cannot be built in such violent social structures, because it leads to violence. Absence of all such obstructive factors to a good life can be called as 'negative peace'. Thus, Peace is both the absence of personal or direct violence i.e. positive peace and the presence of social justice and equality, and the absence of structural or indirect violence i.e. negative peace.

As per the Declaration and Programme of Action of a Culture of Peace General Assembly Resolution A/53/243, 1999, "Peace is not only the absence of conflict, but also required a positive, dynamic participatory process where dialogue is encouraged, and conflicts are solved in a spirit of mutual understanding and co-operation".

"Peace is the behaviour that encourages harmony in the way people talk, listen and interact with each other, discourages actions to hurt, harm, or destroy each other." (Bey and Turner, 1995)

Peace is a comprehensive concept, hence it is difficult to find any universally accepted definition of peace. It depends upon the context in which it is considered. Each definition discussed above is true in its own context. Each has its own meaning. They all can be combined together and can give us a holistic meaning of peace. Thus, all ranges of shades of meanings of peace can come under three basic sources:

1. Inner Peace: It is harmony and peace with oneself, good health and absence of inner conflicts. It is a sense of joy, freedom, insight and feelings of kindness, compassion and content and appreciation of art.

2. Social Peace: It is harmony arising from human relationships at all levels. It is conflict resolution, love, friendship, brotherhood, tolerance, democracy, community building, human rights, and morality.

3. Peace with Nature: It is harmony with natural environment and mother earth. Peace with nature implies stopping the violation of her dignity through environment and ecological degradation, exploitation, etc.

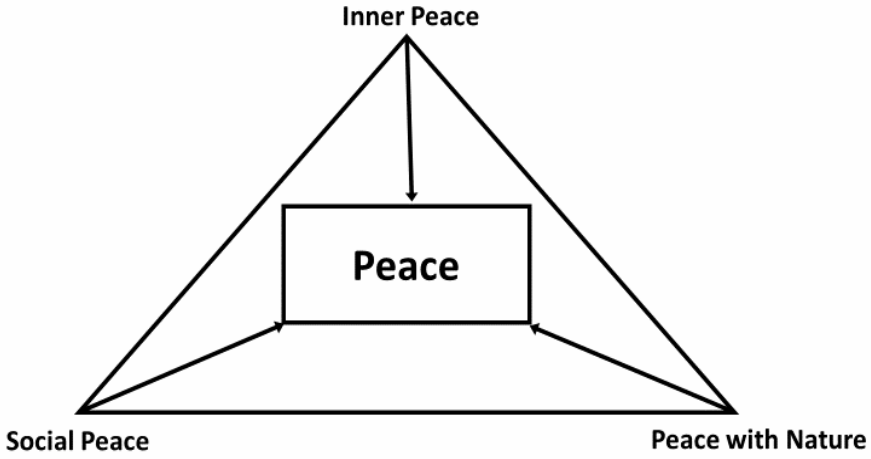

Fig.5.1 Sources of Peace

Source: Peace Education, Framework for Teacher Education, UNESCO, New Delhi.

This holistic meaning of peace is more useful than the fragmented meaning of it.

5.4.2 CONCEPT OF PEACE EDUCATION

No education system is complete without some form of component similar to peace education. It may take such forms as moral, value or citizenship, democratic or global education. The differentiating feature of peace education is the focus it has on the problem of human violence. In short, peace education can be defined as an educational response to the problem of human violence. It has the following basic features: It aims at protecting children's minds from being influenced by violence in the society. It prepares them for building a peaceful world by empowering them with necessary knowledge, attitudes, and skills. It humanizes the child, teaching and learning, and school.

Following are some of the definitions of Peace Education;

Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures - R. D. Laing (I 978)

Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet - Fran Schmidt and Alice Friedman (1988)

Peace education in UNICEF refers to the "process of promoting knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level."

Thus, we see many definitions which have focused on peace education as a process that develops knowledge, skills, attitudes and values among learners, brings behavioural change, which empower the learners to tackle their problems and lead a peaceful life.

Peace Education means to learn about peace and to learn for peace. Learning about peace means obtaining knowledge and understanding of what contributes to peace, what damages it, what leads to war, what peace mean on each level and what is my role in it? Learning for peace means learning the skills, attitudes and values that one needs in order to contribute to peace and help maintain it. For example, this means learning to deal with conflicts without the recourse to violence, learning to think creatively, learning to apply the methods of active non-violence or learning to deal with cultural differences in a constructive way.

From the above definitions we can say that peace education is holistic and interdisciplinary field that seeks to promote knowledge, skills, values and attitudes for peace. It is an educational response to the problem of human violence. One must acquire necessary skills such as problem solving, critical thinking, decision making, effective communication, conflict resolution etc. and values like self-respect, respect for life and nature, tolerance, compassion, love, co-operation etc. to face the challenges of today's world and resolve the conflicts non-violently. Peace education tries to inculcate such higher human values and develops a new attitude and a set of behavioural skills which is necessary for peaceful living. It aims at building a culture of peace which will benefit the entire humanity.

5.4.3 AIMS OF PEACE EDUCATION

The overall aim of the Peace Education is to educate every student to become peacemakers and to devote their talents, potentials, capacities and energies towards the creation of a civilization of peace based on the culture of peace.

Declaration of the 44th session of the International Conference on Education held at Geneva in 1994 has listed the following aims of peace education:

1. To develop sense of universal values in every individual.
2. To prepare citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility.
3. To educate the individual and develop the ability to recognize and accept the values which exist in the diversity of individuals.
4. To strengthen peace, friendship and solidarity between individuals and people.
5. To develop the ability of non-violent conflict – resolution among the individuals.
6. To cultivate the ability to make informed choices, basing their judgments and actions not only on the analysis of present situations and the vision of a preferred future among the individuals
7. To teach the citizens to respect the cultural heritage, protect the environment and social harmony.
8. To cultivate citizens in the line of solidarity feeling and feeling of equity at the national and international levels in the perspectives of a balanced and long-term development.

Thus, peace education aims at vide variety of subject. Peace and education go hand in hand. They are inseparable. A society cannot progress without education and education system must be based on universal principles of peace for the proper development of the society.

Peace education can be taught in formal and informal school setting with following objectives;

1. To foster changes in order to make the world a better and more humane place.
2. To develop values and skills to assist the students in striving for the fullness of life.
3. To help students develop a rich vision of peace to work for a visible global society.
4. To create constructive behaviour for dealing with problems so as to minimize and eliminate conflict.
5. To explore peace both as a state of being and as an active process for the promotion of positive human relations.

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Therefore, the peace education is an inclusive approach towards a holistic way of living which should be practiced at all levels of education.

CHECK YOUR PROGRESS

1.Explain the concept of Peace.

2. Define Peace Education. Briefly explain the concept of Peace Education.

3.State the aims of Peace Education.

5.5 SUMMARY

The unit dealt with the fundamentals of sociology of education. We discussed the meaning of sociology as scientific study of the processes of interactions of persons. We further defined Sociology of Education as scientific analysis of the social processes and social patterns involved in the educational system.

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We discussed the scope of sociology of education and understood the meaning of Educational sociology. It is the application of general principles and findings of sociology to the administration and processes of education. The distinction between Sociology of Education and Educational Sociology was discussed.

Further, the concept of peace was analysed in brief. Peace is both the absence of personal or direct violence i.e. positive peace and the presence of social justice and equality, and the absence of structural or indirect violence i.e. negative peace. The holistic meaning of peace includes Inner Peace, Social Peace and Peace with Nature. The concept and aims of Peace Education were studied. Peace Education is a process of promoting knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, to resolve conflict peacefully; and to create the conditions conducive to peace. The overall aim of the Peace Education is to educate every student to become peacemakers and to devote their talents, potentials, capacities and energies towards the creation of a civilization of peace based on the culture of peace.

5.6 UNIT EXERCISE

A. Answer the following in brief.

1. Define Sociology.
2. Explain the meaning of Sociology of Education and state its scope.
3. Distinguish between the Sociology of Education and Educational Sociology.
4. What do you mean by 'Peace'? Elaborate the concept of Peace Education.
5. State the aims of Peace Education.
6. Explain the meaning and aims of Peace Education.

B. Multiple choice questions:

1. Application of principles of sociology to education is known as
   (a) Sociology of Education (b)Social Science of Education (c) Educational Sociology (d) Social foundations of Education

2. Absence of war or direct violence is known as
   (a) Inner Peace (b) Negative Peace (c) Positive Peace (d) Social Peace

3. Educational Sociology deals with which aspect of Education?
   (a) Social (b) Political (C) Economical (d) Psychological

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4. Schools are social institutions because they
   (a) suggest ways and means of social progress
   (b) are established by society
   (c) suggest solutions to problems
   d) preserve and instil in future generations the Knowledge, ideas and customs of our culture

5. Peace education is holistic. It is based on philosophy that teaches
   (a) love (b) discrimination (c) conflict (d) violence

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Unit - 6

MULTICULTURISM IN INDIAN CONTEXT

UNIT STRUCTURE

6.0 Objectives
6.1 Introduction
6.2 Characteristics and Goals of Multicultural Education
    6.2.1 Characteristics of Multicultural Education
6.3 Dimensions of Multicultural Education
6.4 Approaches to Multicultural Curriculum Reform By James A. Banks
6.5 Summary
6.6 Exercise
6.7 References

6.0 OBJECTIVES

The following are the objectives of this unit:

- to enable the student to understand the concept of Multiculturism in the Indian context.
- to enable the student to understand Characteristics and Goals of Multicultural Education.
- to develop an understanding of Dimensions of Multicultural Education and approaches to of Multicultural Education.

6.1 INTRODUCTION

In Unit 5 of this section, you have studied the meaning and scope of sociology of education. You have also studied the concept of Peace Education and aims of Peace Education. You have the fair Idea of Sociology of education and educational sociology. Now in the Unit 6 we shall focus on Multicultural Education in the Indian Context, its Characteristics and Goals. In this Unit you will learn about Dimensions and approaches to Multicultural Education.

Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued

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contribution within an inclusive cultural context, which empowers all within the organization or society. (Yusof, 2003).

'Multiculturalism' is now used not only to define disadvantaged and marginalized groups like tribal, linguistic-cultural-religious minorities, LGBT, disabled, etc., but also immigrants who may come under ethnic, religious minorities as well as minority nations and indigenous peoples.

Multiculturalism in India is the best example of multicultural society where people speak 122 major languages and 1599 other languages. Unity in diversity is the beauty of India and the Indian Constitution assigns equal rights, privileges and duties to all people irrespective of gender, caste, class, community, language and religion. The Indian society has been multi-cultural, multi-religious, multi-racial, multi-ethnic and multi-linguistic from time immemorial. At the same time our country has been confronted with forces of divisiveness. Hence the biggest challenge before major multicultural countries like India is to preserve the pluralistic tradition and to bring the various communities into the mainstream society by promoting the spirit of multiculturalism.

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class.

James A. Banks, considered the "father of multicultural education,"

Banks and Banks 1995 – Define Multi cultural Education as a field of study and an emerging discipline whose major aim is to create equal educational opportunities from diverse racial, ethnic, social class and culture.

James Banks 2001 - The primary goal of multicultural education is to transform the school so that male and female students, exceptional students and students from diverse cultural, social class, racial and ethnic groups experience an equal opportunity to learn.

6.2 CHARACTERISTICS AND GOALS OF MULTICULTURAL EDUCATION

India is arguably the oldest civilization on this planet. And with the passage of time it has become culturally, linguistically,

religiously and ethnically one of the most diverse countries of the world. With 35 States & Union Territories and 200 languages, it can easily be termed as the cultural melting pot of the world. To maintain this cultural diversity, every aspect of our life should be taken care of. And what could be better than education to start with.

Multicultural education is the need of the hour, to make education really effective, and to ensure that the knowledge of India's cultural diversity is available to all children in India. When the Indian constitution guarantees free as well as mandatory education to children between the age of six to fourteen years, it ensures that the cultural values of a civilization like India, passes on and on. In today's India, children, attend one of the two types of schools: private funded schools or government funded schools - all depending on their family's orientation and wealth. But the curriculum in both types of schools, predominantly chartered by the central government and guided by the constitution of India, is basically pluralistic in nature. Thus, the main goal of multicultural education is quality education for all its children

6.2.1 CHARACTERISTICS OF MULTICULTURAL EDUCATION

- India is a unique country in the world in the base of culture, because there are so many cultures in this country and one of the oldest cultures in the world. So, multicultural education is demand of Indian scenario. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.

- Multicultural education may also contribute to the lives of students of color beyond the classroom. It may facilitate the development of positive self-esteem, leading to students who feel better about themselves and their work. This positive view extends to the home cultures of the students as well, demonstrably increasing pride in and comfort with their home cultures. Multicultural education may also enhance the skills of students of color with other racial and ethnic groups, increasing positive cross-cultural interactions. Lastly, multicultural education may provide these students with the tools to have better navigate dominant paradigms of the mainstream White world.

- Multicultural education is a progressive approach for transforming education that holistically analyzes and addresses current shortcomings, failings, and discriminatory practices in

education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. (Paul Gorski 2000) Multiculturalism is not restricted to people of color it is a universal issue that needs implementation in educational institutions, on all levels. Equality does not have to mean monolingual or bilingualism in every building, but it does require a multicultural awakening in curriculum development, which provides Equity. --

- **The seven basic characteristics of Multicultural education**

i. Multicultural education is anti-racist education.: Multicultural education is antiracist education Antiracism, indeed antidiscrimination in general, is at the very core of a multicultural perspective. Eliminate typical stereotypes of multicultural perspective Although the beautiful and heroic aspects of our history should be taught, so must the ugly and exclusionary.

ii. Multicultural education is basic education: Multicultural Education Is Basic Education Multicultural education must be understood as basic education. The major stumbling blocks to implement a broadly conceptualized multicultural education is the ossification of the canon, which assumes that the knowledge that is most worthwhile is already in place.

iii. Multicultural education is for all student: Multicultural Education Is Important for All Students. The widespread misperception: multicultural education is only for students of color, or “disadvantaged” or “at-risk” students. Multicultural education is, by definition, inclusive. Because it is about all people, it is also for all people

iv. Multicultural education is pervasive: Multicultural Education Is Pervasive A true multicultural approach is pervasive. It permeates everything: the school climate, physical environment, curriculum, and relationships among teachers and students and community. Multicultural education is a philosophy, a way of looking at the world.

v. Multicultural education for social justice: Multicultural Education Is Education for Social Justice Developing a multicultural perspective means learning how to think in more inclusive and expansive ways. Multicultural education invites students and teachers to put their learning into action for social justice. Preparing students for active membership in a democracy is also the basis of Deweyian philosophy

vi. Multicultural education is a process : Multicultural Education Is a Process Curriculum and materials represent the content of multicultural education, but multicultural education is above all a process. First, it is ongoing and dynamic Second, it is a process because it involves relationships among people Third, and most important, multicultural education is a process because it focuses on such intangibles as teacher's expectations, learning environments, student's learning styles, and other cultural variables that are absolutely essential for schools to understand how to be successful with all of their students. -The process of multicultural education are generally more complex, more politically volatile or more threatening to vested interests. -Must be accompanied by unlearning conventional wisdom as well as dismantling policies and practices that are disadvantageous for some students at the expense of others.

vii. Multicultural education is critical pedagogy: Multicultural Education Is Critical Pedagogy Knowledge is neither neutral nor apolitical, yet it is generally treated by teachers and schools as if it were. It is important to understand that as teachers, all the decisions we make, no matter how neutral they seem, may impact in unconscious but fundamental ways the lives and experiences of our students. According to Banks, the main goal of a Multicultural curriculum is to help students develop decision- making and social action skills. By doing so, students learn to view events and situation from a variety of perspectives. A Multicultural approach values diversity and encourages critical thinking, reflection and action. Critical pedagogy acknowledges rather than suppresses cultural and linguistic diversity. "A genuine multicultural orientation that promotes minority student empowerment is impossible within a transmission model of pedagogy." (Cummins)

Critical pedagogy is not simply the transfer of knowledge from teacher to students, even though that knowledge may contradict what students had learned before. Critical pedagogy is also an exploder of myths. Critical pedagogy is based on the experiences and viewpoints of student rather than on an imposed culture.

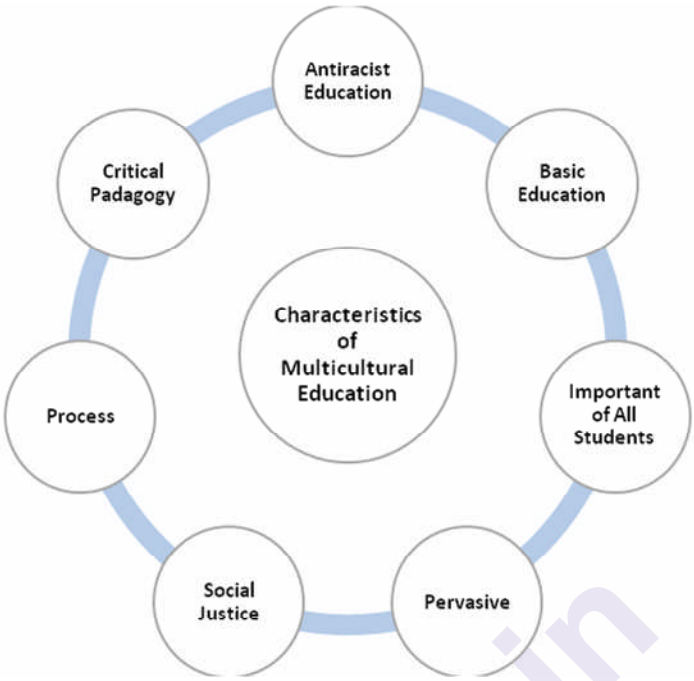

Figure 6.1: Characteristics of Multicultural Education

Multiculturalism is defined as the state of co-existence of diverse cultures. Culture includes, racial, religious, linguistic, etc. which may have differences and distinctions in customary behaviours, cultural assumptions and values, patterns of thinking and communicative styles. It also aims at the preservation of different cultures and their identities within a unified society as a state or nation.

6.2.2. Goals of Multicultural Education

India is a multi-ethnic, multi-language, multi-caste, multiregional country, the inclusive growth of the country depends on the development on these different minority groups and this inclusive growth demands all social groups to get equal access to services and opportunities for economic and social development.

Generally speaking, multicultural education is predicated on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. In practice, educators may modify or eliminate educational policies, programs, materials, lessons, and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives. Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effective educational approaches are required that value and recognize their cultural backgrounds. In

this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

The goal of multicultural education is to help students understand and appreciate cultural differences and similarities and to recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups. It is a practice that hopes to transform the ways in which students are instructed by giving equal attention to the contributions of all the groups in a society. Special focus may be placed on minority groups that have been under-represented in the past.

Goals of Multicultural Education.

1. Educational Equity
2. Empowerment of Students and Their Parents and Caretakers
3. The Development of a Society that Values Cultural Pluralism
4. Intercultural/Interethnic/Intergroup Understanding in the Classroom, School, and Community
5. Freedom for Individuals and Groups
6. An Expanded Knowledge of Various Cultural and Ethnic Groups
7. The Development of Students, Parents, and Practitioners (teachers, nurses, journalists, counselors, principals, custodians, documentary producers, bus drivers, curriculum coordinators, etc.) Whose Thoughts and Actions are Guided by an Informed and Inquisitive Multicultural Perspective

The National Association for Multicultural Education Advancing and Advocating for Social Justice & Equity. There are six points of consensus regarding multicultural education that are central to NAME's philosophy, and serve as NAME's goals:

- To respect and appreciate cultural diversity.
    - To promote the understanding of unique cultural and ethnic heritage.
    - To promote the development of culturally responsible and responsive curricula.
    - To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.
    - To eliminate racism and discrimination in society.
    - To achieve social, political, economic, and educational equity. ---

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The Goals of Multi-Cultural Education

1. To help individuals gain greater self-understanding by viewing themselves from the perspectives of other culture.
2. To provide students within cultural, ethnic and language alternative.
3. To Provide all students with the skills, attitudes and knowledge needed to function within their community, cultures, n and across other ethnic cultures.
4. To reduce the pain and discrimination that members of some ethnic and racial groups experiences because of their unique racial, physical and cultural characteristic.
5. To help students to acquire the reading, writing and mathematical skills needed to function effectively in a globalised technological world.
6. Educators must realize that group membership is not an important part of personal identity for many individual members but more important identities are individual identities such as religion, social class, gender, or sexual orientation.
7. Education and Global citizenship – To help individuals from diverse, racial, cultural, language and religious groups to acquire the knowledge, attitude and skills needed to function effectively within their cultural communities, their national civic culture, their regional culture in the global community.
8. To help students to develop positive attitude towards the different racial, ethnic, cultural and religious group.
9. To promote democracy and democratic living
10. To help students to acquire knowledge and commitments needed to make reflective decision.
11. To transform school so that male and female students exceptional students from diverse cultural, social class, racial and ethnic groups experience the equal opportunity of learning.
12. To help students to acquire knowledge attitude and skills needed to function effectively in pluralistic democratic society.

CHECK YOUR PROGRESS 1

Notes: a) Write your Answer in the spaces given below.

I) What is the main goal of Multicultural Education?

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6.3 DIMENSIONS OF MULTICULTURAL EDUCATION

As we proceed further into the 21st century, multiculturalism becomes more relevant to obtaining a truly global society. Dr. James A. Banks defines the meaning of multicultural education and its potential impact on society when it is truly integrated into American classrooms. In his lecture, Democracy, Diversity and Social Justice: Education in a Global Age, Banks (2006) defines the five dimensions of multicultural education that serve as a guide to school reform when trying to implement multicultural education (Banks 2010). The goal of multicultural education is to encourage students to value their own cultures and the diverse cultures of those around them without politicizing their differences but rather,

Content Integration

Content integration is a key feature in multicultural education and refers to the ways in which a teacher will use ideas from a range of cultures or ethnicities to describe a concept, generalization and issues within their subject area or disciplines. An example of this may be when the teacher brings an ethnic minority actor into the discussion as an example of whatever is being taught.

Knowledge Construction Process

The knowledge construction process teaches students to understand how knowledge is understood and interpreted within different cultural groups. This characteristic of multicultural learning help students to identify how knowledge is a reflection of a certain culture's experience and value system. It helps students to deconstruct this knowledge system and build knowledge themselves.

Prejudice Reduction

Prejudice reduction are lessons specifically aimed at teaching students to develop a positive view of different ethnic and cultural groups. These type of lessons will often include positive imagery of ethnic minorities. Research has shown that classes such as these can help students to develop a positive image of other cultural groups.

Equity Pedagogy

This part of multicultural education deals with how lessons are taught when facing a class of mixed race. Research has shown that Mexican American and African American students learn better in a cooperative learning environment as opposed to a competitive one. Equity pedagogy aims to deal with this difference in learning style and employ styles of learning that will best achieve the academic ability of the students.

Empowering School Culture and Social Structure

This is a term that describes how a schools culture must change in order to accommodate students from different cultures and make them all feel a sense of equality. This is done by employing learning methods as described above and making a concerted effort to change the attitudes and beliefs in a school to suit a multi-ethnic group of students.

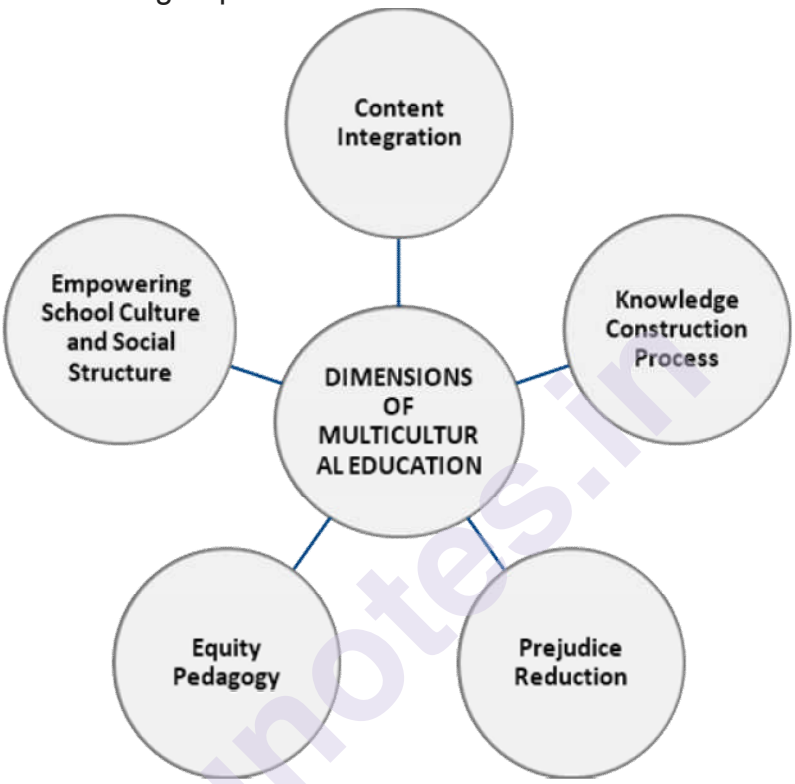

Figure 6.2: Dimensions of Multicultural Education

To implement multicultural education effectively, teachers and administrators must attend to each of the five dimensions of multicultural education described above. They should use content from diverse groups when teaching concepts and skills, help students to understand how knowledge in the various disciplines is constructed, help students to develop positive inter group attitudes and behaviors, and modify their teaching strategies so that students from different racial, cultural, and social-class will experience equal educational opportunities. The total environment and culture of the school must be transformed so that students from diverse ethnic and cultural groups will experience equal status in the culture and life of the school.

CHECK YOUR PROGRESS 2

1. What are the Dimensions of Multicultural Education?

6. 4 APPROACHES TO MULTICULTURAL CURRICULUM REFORM BY JAMES A. BANKS

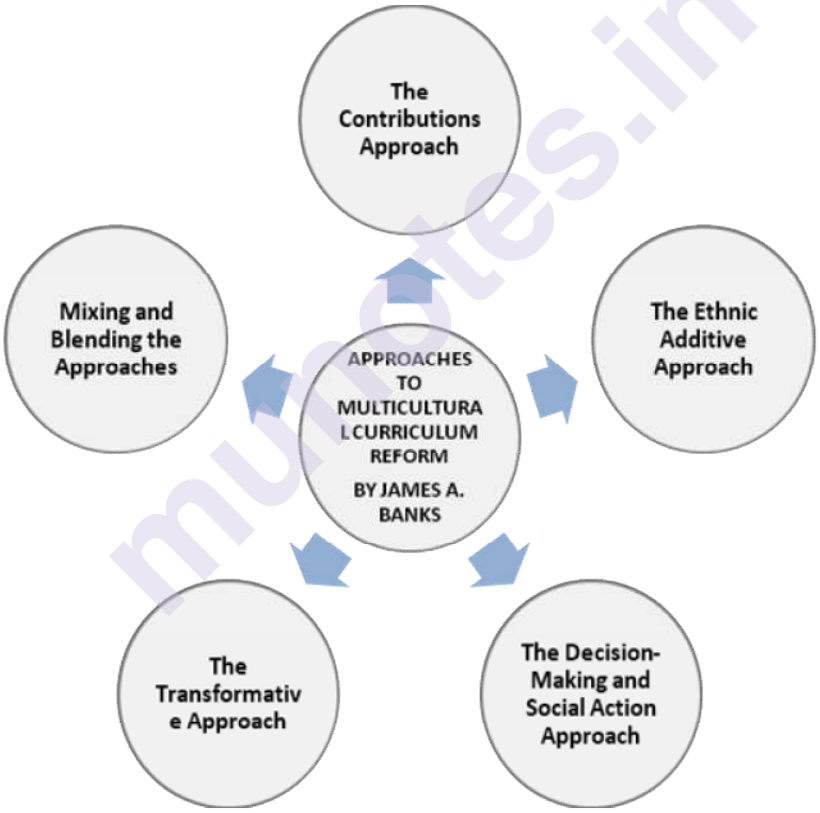

Figure 6.3: Approaches to Multicultural curriculum reform

The Contributions Approach

Several identifiable approaches to the integration of ethnic content into the curriculum have evolved since the 1960s. The Contributions Approach to integration is one of the most frequently used and is often used extensively during the first phase of an ethnic revival movement. This approach is characterized by the addition of ethnic heroes into the curriculum that are selected using criteria similar to those which were used to select mainstream

heroes for inclusion into the curriculum. The mainstream curriculum remains unchanged in terms of its basic structure, goals, and salient characteristics.

The Heroes and Holidays Approach is a variant of the Contributions Approach. In this approach, ethnic content is limited primarily to special days, weeks and months related to ethnic events and celebrations. Cinco de Mayo, Martin Luther King's birthday, and Black History Week are examples of ethnic days and weeks that are celebrated in the schools. During these celebrations, teachers involve students in lessons, experiences, and pageants related to the ethnic groups being commemorated. When this approach is used, the class studies little or nothing about the ethnic groups before or after the special event or occasion.

The Contributions Approach is the easiest approach for teachers to use to integrate the curriculum with ethnic content. However, it has several serious limitations. Students do not attain a global view of the role of ethnic and cultural groups in U.S. society. Rather, they see ethnic issues and events primarily as an addition to the curriculum, and consequently as an appendage to the main story of the development of the nation and to the core curriculum in the language arts, the social studies, the arts, and to other subject areas. The teaching of ethnic issues with the use of heroes, holidays, and contributions also tends to gloss over important concepts and issues related to the victimization and oppression of ethnic groups and their struggles against racism and for power. Issues such as racism, poverty, and oppression tend to be evaded in the Contributions Approach to curriculum integration. The focus, rather, tends to be on success and the validation of the Horatio Alger myth that every American who is willing to work can go from rags to riches and pull himself or herself up by the bootstrap.

The Contributions Approach often results in the trivialization of ethnic cultures, the study of their strange and exotic characteristics, and the reinforcement of stereotypes and misconceptions. When the focus is on the contributions and unique aspects of ethnic cultures, students are not helped to understand them as complete and dynamic wholes.

The Ethnic Additive Approach

Another important aspect to the integration of ethnic content to the curriculum is the addition of content, concepts, themes, and perspectives to the curriculum without changing its basic structure, purposes, and characteristics. The Add live Approach allows the teacher to put ethnic content into the curriculum without restructuring it, which takes substantial time, effort, training and rethinking of the curriculum and its purposes, nature, and goals. The Additive Approach can be the first phase in a more radical

curriculum reform effort designed to restructure the total curriculum and to integrate it with ethnic content, perspectives, and frames of reference. However, this approach shares several disadvantages with the Contributions Approach. Its most important shortcoming is that it usually results in the viewing of ethnic content from the perspective of mainstream historians, writers, artists, and scientists because it does not involve a restructuring of the curriculum. The events, concepts, issues, and problems selected for study are selected using Mainstream-Centric and Euro-Centric criteria and perspectives. When teaching a unit such as "The Westward Movement" in a fifth-grade U.S. History class, the teacher may integrate her unit by adding content about the Lakota (Sioux) Indians. However, the unit remains Mainstream-Centric and focused because of its perspective and point of view. A unit called "The Westward Movement" is Mainstream- and Euro-Centric because it focuses on the movement of European Americans from the eastern to the western part of the United States. The Lakota Indians were already in the West and consequently were not moving west. The unit might be called, "The Invasion from the East," from the point of view of the Lakota. An objective title for the unit might be, "TWO Cultures Meet in the Americas."

The Additive Approach also fails to help students to view society from diverse cultural and ethnic perspectives and to understand the ways in which the histories and cultures of the nation's diverse ethnic, cultural, and religious groups are inextricably bound.

The Transformative Approach

The Transformative Approach differs fundamentally from the Contributions and Additive Approaches. This approach changes the basic assumptions of the curriculum and enable students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. The key curriculum issue involved in the Transformation Approach is not the addition of a long list of ethnic groups, heroes, and contributions, but the infusion of various perspectives, frames of reference, and content from various groups that will extend students' understandings of the nature, development, and complexity of U.S. society. When students are studying the Revolution in the British colonies, the perspectives of the Anglo Revolutionaries, the Anglo Loyalists, Afro-Americans, Indians, and the British are essential for them to attain a thorough understanding of this significant event in U.S. history. Students must study the various and sometimes divergent meanings of the Revolution to these diverse groups to fully understand it.

When studying Indian history, language, music, arts, science, and mathematics, the emphasis should not be on the ways in which various ethnic and cultural groups have "contributed"

to mainstream Indian society and culture. The emphasis, rather, should be on how the common Indian culture and society emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that make up Indian society. One of the ironies of conquest is that those who are conquered often deeply influence the culture of the conquerors.

The Decision-Making and Social Action Approach

His approach includes all of the elements of the Transformation Approach but adds components that require students to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit. In this approach, students study a social problem such as, "What actions should we take to reduce prejudice and discrimination in our school?" They gather pertinent data, analyze their values and beliefs, synthesize their knowledge and values, and identify alternative courses of action, and finally decide what, if any, actions they will take to reduce prejudice and discrimination in their school. Major goals of the Decision-Making and Social Action Approach are to teach students thinking and decision-making skills, to empower them, and to help them acquire a sense of political efficacy.

Mixing and Blending the Approaches

The four approaches to the integration of ethnic content into the curriculum that we have described are often mixed and blended in actual teaching situations. One approach, such as the Contributions Approach, can also be used as a vehicle to move to other and more intellectually challenging approaches, such as the Transformation and the Decision-Making and Social Action Approaches. It is not realistic to expect a teacher to move directly from a highly Mainstream-Centric curriculum to one that focuses on decision making and social action. Rather, the move from the first to the higher levels of ethnic content integration into the curriculum is likely to be gradual and cumulative.

CHECK YOUR PROGRESS

1) Name the Approaches to Multicultural education given by JAMES A. BANK

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6.5 SUMMARY

Multicultural education is an idea stating that all students, regardless of the groups to which they belong such as those related to gender, ethnicity, race, culture, language, social class, religion sexual orientation, or exceptional should experience educational equality in the schools. Some students, because of their particular characteristics, have a better chance to succeed in school as it is currently structured than students from other groups. Multicultural education is a continuing process because of the idealized goals it tries to actualizes educational equality and the eradication of all forms of discrimination can never be fully achieved in human society

6.6 UNIT EXERCISE

1. What do you mean by multicultural education in India? Explain the characteristics of multicultural education.
2. State the goals of multicultural education.
3. Explain the approaches to multicultural education given by James A. Bank.
4. Illustrate the approaches to multicultural education given by James A. Bank.
5. Describe the dimensions of multicultural education.
6. Identify some classroom areas that could be included in the multicultural education. Justify your answer with illustration.
7. True or False. If false, state the reason.

a) To help students to acquire knowledge attitude and skills needed to function effectively in pluralistic democratic society.

b) Multicultural Education is to promote dictatorship.

c) Multicultural education is only for specific group of people.

8.Fill in the blank.

a) _____considered the “father of multicultural education,”

b) Multiculturalism is defined as the state of co-existence of _____.

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6.7 REFERENCES

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Unit - 7

ISSUES IN EDUCATION

Unit Structure:

7.0 Objectives
7.1 Introduction
7.2 Human Rights Education
7.3 Issues in Human Rights Education
7.4 Multicultural Education
7.4.1 What is Culture?
7.4.2 What is Multicultural Education?
7.4.3 Goals of Multicultural classroom are
7.4.4 Dimension of Multicultural Education
7.4.5 Issues in Multicultural Education
7.5 Education for Values
7.5.1 Objectives
7.5.2 The main Objectives of Education for Values is are
7.5.3 Issues of Education for Values

7.0 OBJECTIVES

At the end of the unit student will be able to

- define human rights education
- examine the need for human rights education
- explain the issues concerning human rights education
- define multicultural education
- examine the need for multicultural education
- explain the issues concerning multicultural education
- define education for values
- examine the need for education for values
- explain the issues concerning education for values
- explain the ways to resolve the issues in education

7.1 INTRODUCTION

The world is a global village with one part of world influencing in more than one way. There is a need therefore, for respect of the dignity of human life and acceptance of diversity. In the world where hostility, war and intolerance are increasing the seeds of peace, harmony and value systems have to be strengthened right from impressionable age of the youth. These values can be transmitted to a larger scope of people at almost

same time with the means of education as its medium and therefore there is a need for education for human rights , multicultural and value-based education.

7.2 HUMAN RIGHTS EDUCATION

a) HUMAN RIGHTS EDUCATION:

Sub Topic A

What are Human Rights ?

Human rights can be regarded as the common feature or point of intersection of many recent trends in education such as conflict resolution, law-related education, development education, issues-related education, peace education, anti-bias education, multicultural education, and global education.

What is Human Rights Education?

Human rights education is the knowledge, skills and attitude towards promotion of human rights. Education is needed for understanding importance of human rights.Human rights education is all learning that develops the knowledge, skills, and values of human rights.

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes which are directed to:

(a) The strengthening of respect for human rights and fundamental freedoms;
(b) The full development of the human personality and the sense of its dignity;
(c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
(d) The enabling of all persons to participate effectively in a free society;
(e) The furtherance of the activities of the United Nations for the Maintenance of Peace." (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2)

Human rights education teaches both about human rights and for human rights. Its goal is to help people understand human

rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

Check your progress:

1. Define Human Rights Education.

2. What is the relationship between human rights and human rights education

3. Explain the need for Human Rights Education in your words.

7.3 ISSUES IN HUMAN RIGHTS EDUCATION

1. Education has to provide solid foundation for human rights: Human rights education has to happen at all levels- primary, secondary and tertiary. Teaching from the primary level will give a structure and increasing level of depth in human rights education. Thus, such a structure will be ingrained in students from their formative age and be an integral part of their school education.

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2. Human Rights Education must have a wider coverage: This type of education should not be limited to only to formal but also non-formal settings, ensuring that it has a wider coverage of reaching the youth, even those who cannot afford formal or higher education. Educationalists should also ask themselves the question, then, how do our educational establishments – from primary to tertiary level – reflect the values we propagate?

3. Interdisciplinary Impact: Human Rights Education should not be limited to only Humanities stream. It should be a part of those faculties or disciplines which does not have human rights education in their curriculum can also have some relevant content added in their syllabus.

   Human rights can clearly be examined through different disciplines in order to provide students with an overview and deepen their understanding, from the arts, humanities and languages to the sciences. The curriculum can thus have. Human rights as core element around which creative curriculum can be built , and can have interdisciplinary impact to it.

4. Developing best ways to teach human rights: Human rights education cannot be transmitted as a lecture method, it has to be accompanying the student on first-hand experience of sensitive journey to know and empathize about human rights education

   through story-telling, oral tradition; through written works of philosophy and literature; through drama and role-playing; through art work, drawing, even cartoons; through public speaking; through sports; and through health education and science in the service of human rights.

   Conclusion: An important model of human rights education was presented which outlined how participative learning (a “hands-on” learning), active learning (whereby the student seeks to learn) and experimental learning (the process of making meaning from direct experience) can all play a part in HRE. This model was shown to break down perceived barriers between schools and their communities, and on a larger scale, between nations with histories of suffering. The panel also touched upon the importance of religious and cultural traditions which have informed notions of dignity, law and human rights. This is a worthy reminder that the concept of human dignity was invented in 1948, or that the idea of human rights or principles of equality were of an entirely secular origin

Check your progress:

1. Explain with examples from present times the issues in Human Rights Education

2. Examine the effective ways of transacting Human Rights Education in different levels of educational stream

3. Describe the inter-disciplinary impact of Human Rights Education.

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7.4 MULTICULTURAL EDUCATION

b) MULTICULTURAL EDUCATION

7.4.1 WHAT IS CULTURE?

Culture consists of shared beliefs, values, traditions, knowledge of a particular group. It consists of perspectives, symbols, interpretations, accepted norms that distinguishes one group from another.

As long as it was a homogenous society, mono culture and micro cultural patterns was accepted norms but with the world becoming a global village, things started changing and there was a need to move from ethnocentrism to pluralism and cultural relativism. Such a shift has historical, socio-cultural implications and is not easy as it may seem, it is not just acceptance and tolerance but appreciation and celebration of dominant equally with minority cultures. Thus, as society became multicultural, heterogenous, plural; education too had to change to meet the needs and goals of the diverse cultures. It is not limited to few chapters in the text book or just content it is contextualizing the culture in its historical, political and social perspectives. Thus, multicultural education is a holistic understanding of knowledge, values, attitudes and skills of a culture in its context.

7.4.2 WHAT IS MULTICULTURAL EDUCATION?

Gay (2000) and Ladson-Billings (2004) defined multicultural education as adopting a culturally responsive pedagogy with trained instructors facilitating it. Thus, multi-cultural education needs to relook at what is taught, how it is taught and by whom it is taught. This the major issue of multicultural education.

Multicultural education aims at equipping students with the necessary knowledge, skills and attitude for effective living in a pluralistic society. Multicultural education promotes a perspective of acceptance, celebration of other cultures. The cultural differences in multicultural education is not looked upon as a liability but is valued and cherished. Multi-cultural education is a sensitive to needs, interests and challenges of students belonging to diverse cultures. It aims at creating equal opportunities and conducive environment for people belonging to different ethnic background, race, linguistic variation, social class, religious affinity. Its objective is to provide rich and comprehensive understanding of diverse cultures and their traditions.

7.4.3 Goals of Multicultural classroom are:

1. To develop respect, responsibility to the cultural diversity, reverence to earth, regard for human dignity and appreciation of the pluralism in nature and culture.

2. To encourage multiple perspectives and be open minded to interpretations from different angles.
3. To fight against prejudice, discrimination, bias and develop scientific temper to promote rational and objective thinking

4. To develop self -awareness, awareness of one's own and other cultures.

India is a second largest country based on the population. There are so many culture, religion, caste and ethnic group in my country. It is not possible to include every cultural ritual in the curriculum.

7.4.4 Dimension of Multicultural Education:

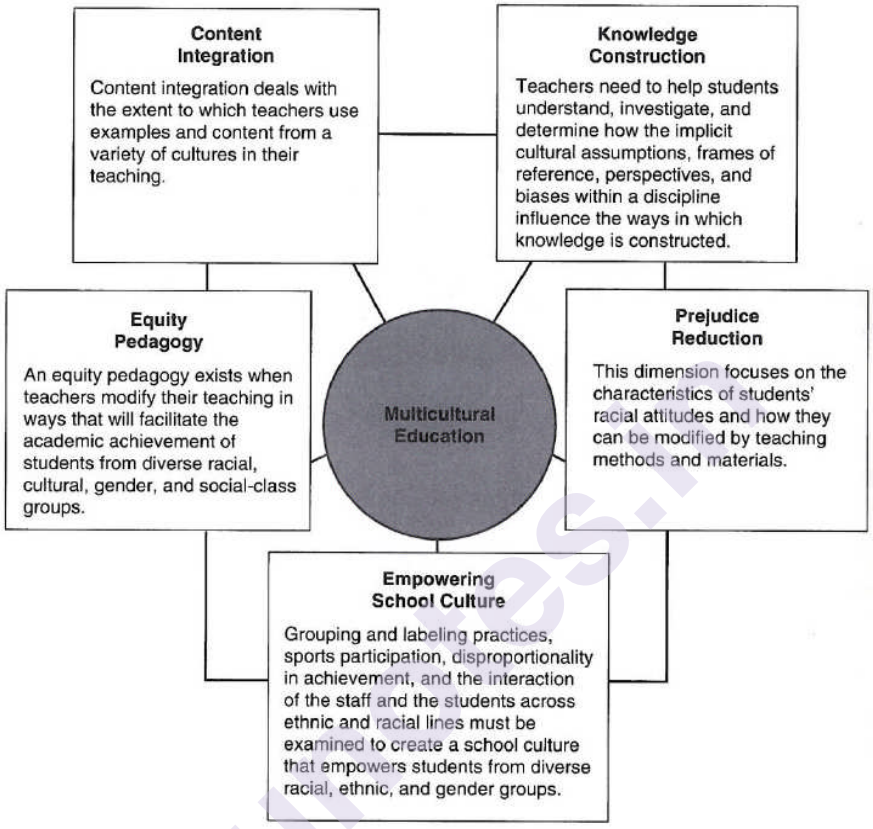

Figure 1.4 The Dimensions of Multicultural Education

Source: Copyright © 2009 by James A. Banks.

James A. Banks, professor of education and director of the centre for multicultural education at the University of Washington in Seattle, is recognized as a leading scholar in the field of multicultural education. He has detailed find critical dimension of multicultural education.

- Content Integration- deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concept, generalization and issues within their subject area or disciplines. These include subjects like history, languages as well as math and science

- Knowledge Construction: student learns how to build knowledge him or herself. It includes changing the ways in which teachers and students view and interact with knowledge, helping them to become knowledge producers, not merely the consumers of knowledge produced by others. Multicultural

theories assert that the values, personal histories, attitudes, and beliefs of researchers cannot be separated from the knowledge they create.

- Prejudice Reduction: describes lessons and activities used by the teacher to help student to develop positive attitudes towards different racial, ethnic and cultural group.

- Equity Pedagogy: exists when teachers modifies their teaching in ways that will facilitate the academic achievement of student from divers racial, culture and social class groups. An equity pedagogy assumes that students from diverse cultures and groups come to school with many strengths. Teachers practice culturally responsive teaching when an equity pedagogy is implemented.

- Empowering School Culture and Society Structure: created when the culture and organization of the school are transformed in ways that enable student from diverse racial, ethnic and gender groups to experience quality and equal status.
An empowering school structure facilitates the practice of multicultural education by providing teachers with opportunities for collective planning and instruction, and by creating democratic structures that give teachers, parents, and school staff shared responsibility for school governance.

7.4.5 Issues in Multicultural Education:

1. Lack of intercultural competence: in a classroom if the teacher lacks the intercultural competence, it can become a challenge. Teacher may be deficient in comprehending students' cultures, may have insufficient or even faulty knowledge, may lack in the skill of working with students of plural background, may not have a favorable attitude, all these can be a hurdle in a multicultural classroom. (Gopal,2011). Teachers have to be equipped and trained to use several approaches to teach in a diverse classroom.

2. Understanding Multicultural Curriculum: Curricula which absorbs all types of diversity is only burdensome and overload of information. In a multi cultural classroom, the challenge is not to include all information indiscriminately, add about all religions, or languages etc which is neither possible nor necessary. There is a need for common curriculum broad enough to serve the diverse population. A universal design of a curriculum can be achieved by means of materials and activities that provide for alternatives to people of wide diversities.

3. Not only in social studies and languages: Multi cultural education is understood by teachers especially mathematics and science that multicultural education is in the realm of social studies and languages and math and science are same everywhere. But that is a inadequate and wrong notion. Multicultural education has to be broadly defined not limiting it to subject content and including an understanding of the content in the diverse cultural perspectives, so that there is more appropriate acceptance of multi- cultural understanding and lesser resistance towards a multi-cultural classroom.

4. Low academic achievement of students coming from a totally diverse culture: The academic content is in the students' second language, where student takes time to interpret, translate the language and then understand the content, this process can lead to low academic achievement. There is sometimes reluctance to participate and involve in the classroom activities, if the approach is different from the cultural background. For example, students from remote parts of tribal region prefer to be silent and absorb studies and are not used to direct questions, frank reply in classroom. This can also hinder their academic achievement. Teachers have to sensitive to this and slowly help the students to accept the different approaches to classroom interactions.

5. Teaching Methodology: Teachers have to adapt different teaching methodologies keeping in mind the diversity of classroom. Teachers have to modify their styles and approach to gain trust and confidence of students of a culture which is different. Diversified teaching methods like role play, stories, problem solving, simulations and cooperative learning can be adopted which can cater to students from different cultures.

6. Shift from inclusion of ethnic content to structural reforms in education system: By 1980's the movement which started in America for inclusion of African Americans in the mainstream school started in1950s had taken rots and it was not merely a superficial level of accepting students from diverse cultures in the folds of schools but also inclusion of history, writings of people from diverse cultural background. There was also a need to question the cultural traditions, interpretations, bias, prejudice, negative beliefs with scientific research evidence.

7. Balance between cultural assimilation and loosing cultural identity: it is a challenge to maintain a balance between inclusion, assimilating different cultures and not letting a minority culture lose its identity and cultural richness.

8. Attitude of teachers towards multiculturalism: The teachers are the main implementers of true value and attitude towards multicultural education. But if they themselves are not objective, biased and are stereotyped the they cannot pass on the understanding of multicultural education. Sometimes teachers find it difficult to implement multicultural perspectives in syllabus and instill values of pluralistic society. Teachers have to find innovative ways of integrating values and appreciation of diverse society in classroom teaching, staying within the limits of syllabus. The bias and lopsided favoritism in the text book has to be handled well by the teacher. Sometimes, discussion of concerns of diverse cultures can lead to conflicts in classroom, which have to delicately handled by the teacher bringing different perspectives to the class.

9. Communication of diverse views: The method of teaching, approaches to subjects and linguistic barriers have to be managed by the educational institutes in amicable way, the structural and functional reforms, the policies towards multicultural education have to be handled well. A course, units or chapters can be added to sensitize students towards ethnic groups and other tribal groups.

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Check your progress:

1. Explain the need for Multicultural Education in your words?

_____

_____

_____

_____

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2. What are the dimensions of Multicultural Education.

3. Critically examine the different issues in Multicultural Education.

4. Cite your experience of a multicultural classroom.

5. Multicultural classroom can give rise to divisiveness. Do you agree? Justify your answer.

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7.5 EDUCATION FOR VALUES

Sub Topic C

c) Education for Values

7.5.1 Introduction:

Education is not for just cognitive development or for acquiring knowledge for passing exams. Education is developing intellect, but at the same time character -building is important part

of it, instilling values of good citizenship, being cooperative, humane and fellow-feeling are also important.

Education is a social institution to promote discipline, responsibility, democratic living, cohesiveness along with academic engagement. Education for values promotes a life with cherished values and ideals in the society which is needed for smooth functioning of the society.

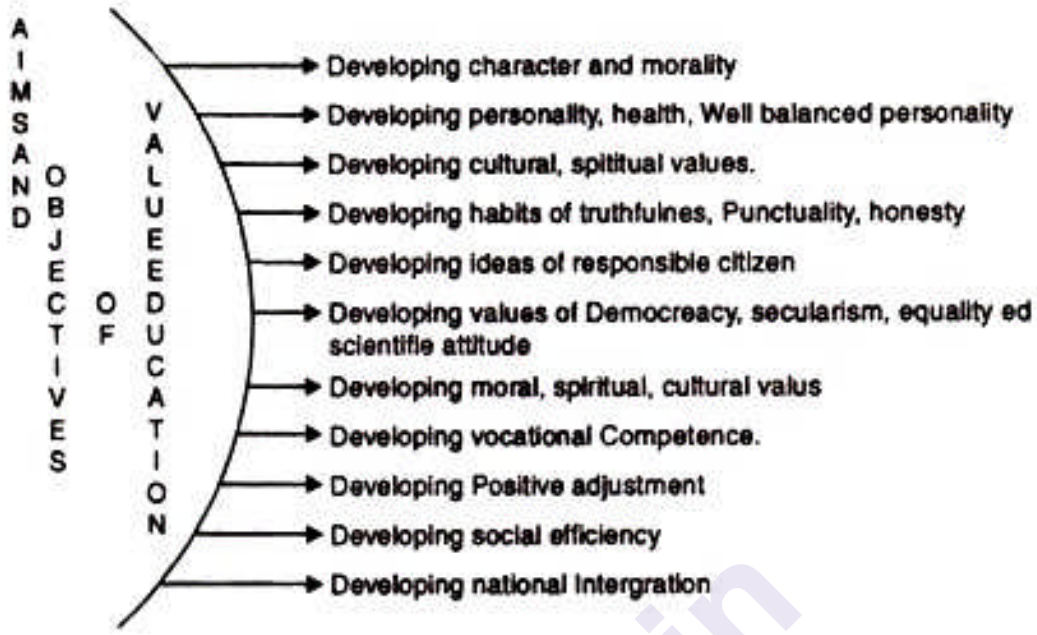
Education for values is not dogmatic, authoritarian indoctrination or propagation. On the contrary, it is a process of direct inculcation of a set of right values, it is a process of working on one's outlooks, beliefs and perceptions with a view to develop capacities of reflective thinking and independent judgement on issues that are critical concern to oneself and to humanity.

1. The aim of education for values is not to develop passive conformity and thoughtless subservience to set norms, but it encourages contemplation, rational acceptance to display voluntary responsible behaviour. It is not a matter of habit but a conscious effort to bring about desirable changes in oneself and the society. Education is the means to bring about these changes in the affective dimension of educational objectives concerned with development of feelings, values, attitudes etc. It has been observed that the focus of education has been more on the cognitive development and affective development of attitude and values are ignored and neglected. Thus, there is an urgent need for development of values through education as a part of the curriculum as well as hidden curriculum. Education for values is a process of transmitting, conserving and creating all that is considered as good and right in the society

7.5.2 The main Objectives of Education for Values is are:

1. To develop integral and holistic development of the individual
2. To create attitude and values towards a more sustainable human society
3. To instill values of lobe, cooperation, humanity and harmony in all sections of the society
4. To develop values as the means as well as the goals of education.
5. To develop in students critical thinking to identify what is of value in their life.
6. To develop psychological, spiritual and cultural values.

http://www.ncert.nic.in/departments/nie/depfe/Final.pdf



7.5.3 Issues of Education for Values:

Recommendations from Some of the Educational Commissions and Policies :

There are different concerns of integrating values in education system, from understanding what values to evaluation of values are instilled in the learner. Values in education and education for values have been an important element in our education policies right from Radhakrishnan Education Commission (1948) to National Curriculum Framework (2005) and other education national education policies. Education, in all these recommendations summarized that, will be incomplete if spiritual training is excluded (University Education Commission, 1948), identified the “absence of provision for education in social, moral and spiritual values” as a serious defect in the curriculum (Education Commission 1964-66), education have to be made into a “forceful tool for the cultivation of social and moral values.” (National Policy on Education, 1986), education aims equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens (NCF 2005).

Education for values have shifted from religious and moral values to education for harmony and peace as per the need and times of the society. Education for values is important as it is the main agency for individual transformation and social change. Education for values aims at empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary every day world, filled with challenges. Some of the issues in executing education for values are :

1. **Defining values:** The root of education is values but the question arises what are values, how to distinguish it from religious values to more social and spiritual values, which are the values to be instilled in the education is also a challenge. Education for values have to define values which are not limited to any religion but has an over encompassing texture of values for reaching out to humanity. These values are derived from overall nationalistic and universal which focus on democratic, socialistic, secular social order. These values promote social cohesiveness, ensuring quality lifestyle for all, equality, conservation of environment, preservation of culture and self-actualization. These values speak of 3-fold relationship – values with self, values with society and values with environment.

2. **Harmonizing tradition with modernity:** An outlook which requires assimilation, synthesis and retention of what is valuable and adaptation to the present rather than wholesome rejection of values of Indian culture and tradition needs to be developed in our young children
http://www.ncert.nic.in/departments/nie/depfe/Final.pdf

3. **Multicultural society :** India is a land of multi culture, multi-faith, therefore there is aneed for values like scientific temper, rationality, receptivity, inclusivity, objectivity, tolerance, detachment from dogmatism, violence, terrorism, etc, awareness to one's prejudices, biases, negative rigid thoughts, ethnocentrism, etc. Thus, education fro value shave to promote pluralism, unity in diversity and celebration of multi-cultural thoughts.

4. **Education for values beyond classroom:** Education for values have to promote skills, attitudes and capacities not bound to four walls of classroom, but extending to social connect and practicing the values in the society. The focus therefore cannot only be improving of academic knowledge, practical and technical skills mostly tied to market needs and employability but also holistic education focusing on the emotional and relational skills conducive to health and wholeness of the society and the nation. The aim of holistic development of students can thus be located in education for values. www.ncert.nic.in/departments/nie/depfe/Final.pdf

5. **Transaction of education for values:** Education for values is not to just add to the lecture method of verbal instructions, in authoritarian manner for rote learning the values. The way of transaction is the essence of education for values. Education for values is about thinking, reflecting, feeling being sensitized so the methods of transaction have to be dialogue, discussion, simulated scenarios, role play, through narration of stories, field

visits, multisensory experiences, educational films, multimedia and social media. The environment for value transaction should not be threatening or judgmental. The teachers' response has to be encouraging, objective, unbiased and objective.

6. **Integration of education for values in curriculum:** The dilemma is whether education for values have to be an independent subject and course work or integrated in the curriculum. It has been stressed in NCERT books on value education that it is not necessary to adopt a course on value education. As such, values can be inculcated explicitly in the teaching/learning process, or implicitly through the school's "*hidden curriculum", s*uch as teachers' choice of teaching methods, personal examples and messages conveyed to their students through classroom interactions (Halstead, 1996).It can be well integrated in making suitable and deliberate adjustments in the regular curriculum, as hidden curriculum and also a part of co-curricular activities. Assemblies, mock parliament, Mock United Nations , visits to old age homes, orphanages, celebration of national and international days, cultural programs in harmonious way etc. can be ways to integrate values in educational programs.

7. **Evaluation of education for values:** The plan of instilling education for values has to have objectives and outcome pre-determined. Some of the questions to be asked before- hand are: What is the purpose of education for value as, what objectives does it seek to achieve? How are these objectives integrated in the curriculum, which learning experiences have to planned for achieving these objectives? So one of the challenges of education for values is planning the evaluation to assess the achievement of the objectives.

8. **Approaches to Education for Values :** As per the requirement and the situation one must decide the different approaches to education for values:
   a. Cognitive Development Approach is seen as a movement through stages of moral development. This helps students to improve reasoning and to not differentiate right and wrong decisions. Includes dilemma activities, small group discussions, decision- making tasks to further develop students' values. Role Plays explores multi-layered values in complex moral scenarios.

   b. Service Learning approach involves activities at school and in the community, where schools should provide experiences as opportunities to practice making a choice of actions.

c. The Social Action and Participation assumes that individuals learn values best by practicing them. There are numerous examples of social action and participation projects, including EfS (education for sustainability), “circles of democracy” (coined by Goodman, 1994) in the classroom, human rights education, social justice etc.

d. The Trait approach refers to values that are classified more important than others and involves teaching a set of qualities such as honesty, loyalty and compassion.

Values Clarification allows students to be more socially aware and become critical thinkers. It also helps students understand and accept everyone’s values and beliefs. Includes practical activities to clarify feelings towardsperson/event/issue.https://www.researchgate.net/publication/281605526_Values_education.

Thus, education for values emphasize the idea that values are caught not taught, values instilling requires role model, practicing values in the classroom and beyond, integration of values in education in its various programs.

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Education in Values : A Source Book, NCERT1992

Check your progress:

1. Explain the significance of education for values.

2. Examine the issues in education for values.

3. 'Values are caught , not taught'. Explain with reference to the challenges of transacting education for values.

4. Explain how hidden curriculum can be a means for education of values.

Check your progress:

1. Elucidate the relationship between Human Rights Education and Multicultural Education

2. There is a dire need for teaching Human Rights Education in schools and colleges in today's times. Explain.

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3. Choose the correct alternative
   a. Human Rights Education teaches
      1. about human rights and for human rights
      2. about self- control
      3. about social movements

   b. Multicultural Education is a balance between
      1. Values and Human Rights
      2. Cultural Assimilation and loosing cultural identity
      3. Empowerment and Development

   c. Education for values focuses on
      1. Cultural Cohesion
      2. Subservience to social norms
      3. Critical thinking of the purpose of values.

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Unit - 8

TRENDS IN EDUCATION

UNIT STRUCTURE:

8.0 Objectives
8.1 Introduction
8.2 Open Learning
- 8.2.1 Essential Characteristics of Open Learning Systems
- 8.2.2 Need and Importance of Open Education
- 8.2.3 The Concept of Open Learning and Distance Education System
- 8.2.4 Advantages of Open Learning

8.3 Online Learning
- 8.3.1 Introduction
- 8.3.2 Characteristics of Online
- 8.3.3 Modes of Online Learning

8.4 Information and Communication Technology
- 8.4.1 Introduction
- 8.4.2 Components of an ICT system
- 8.4.3 Characteristics of Information and Communication Technology in Education
- 8.4.4 Need of ICT in Education
- 8.4.5 Importance of ICT In Education

8.5 MOOC
- 8.5.1 Brief history of MOOC
- 8.5.2 Types of MOOC
- 8.5.3 Advantages and Disadvantages of MOOC

8.6 Summary
8.7 Exercise
8.8 References

8.0 OBJECTIVES

After studying this unit you will be able to:

- understanding the new trends in education
- explain the concept and meaning of open learning
- explain the characteristics, need and advantages of open learning
- explain the need , importance and advantages of open distance learning
- explain the concept and meaning of online learning
- write the advantages and disadvantages of online learning
- differentiate between synchronous and asynchronous learning

- describe the concept of Information and Communication Technology
- describe the need and importance of ICT in Education

8.1 INTRODUCTION

The field of education has seen a drastic change in the past two decades. The changing scenario of world economy and advancement in information and communication technology has resulted in the beginning of many new trends in education. Modern day education is all about innovation, accessibility, and suitability. From kindergarten to university, students are encouraged to learn through interactive and practical tools. Higher education is more career-oriented today than ever before. The barriers of time and age have also been removed, while geographical boundaries don't matter anymore. These revolutionary trends have benefitted those people who want to get practical knowledge for their personal and professional growth. We are highlighting some of the most popular trends in education that can help you to become the innovative leader the world needs today. In this unit, we will concentrated on some of these major trends of education.

8.2 OPEN LEARNING

In the previous unit you have studied about the issues in education, in this unit we will discuss about different trends in education. In today's context there are major three trends in education which are Open learning, Online learning and use of Information and Communication Technology in Education. First we will see about Open learning.

Open learning is an innovative movement in Education that emerged in the 1970s and evolved into fields of practice and study. The term refers generally to activities that either enhance learning opportunities within formal education systems or broaden learning opportunities beyond formal education systems. According to Collins Dictionary open Learning is a system of further education on a flexible part-time basis.

Cambridge dictionary defines Open learning as a way of studying that allows people to learn where and when they want, and to receive and send written work by mail or email.

We may define "open education as a system of education that does not operate through traditional conventions which are essentially restrictive in nature – admission restrictions, attendance restrictions, restrictions on the candidature for examinations, restrictions on the period of time to be devoted to a course,

restrictions on the number of examinations given and taken in a year, restrictions on subject combinations for a particular degree, restrictions on the modes of didactic communication and the didactic tasks, etc. The larger the number of such restrictions left unobserved, the higher the degree of the “openness of the types of education under consideration. We should make clear our point that “correspondence/distance education institutes may or may not be “open in the sense we have referred to above, or may be open only to a limited degree. And in the same way, even a traditional college/university may become “open to a recognisable degree.

Some examples of open education institutions are

- Yashwantrao Chavan Maharashtra Open University (YCMOU), Nashik,
- Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha
- University of Mumbai (IDOL), Mumbai
- Indira Gandhi National Open Distance Education University (IGNOU), Delhi
- The Open University, UK

8.2.1 ESSENTIAL CHARACTERISTICS OF OPEN LEARNING SYSTEMS:

1. The system must guide a student by eliciting, interpreting and analyzing goals at the beginning point and throughout the student's contact with the program of instruction.

2. The system must formulate learning objectives in such a way that they serve as the basis for making decisions in instructional design, including evaluation, and in a way that they will be fully known to, accepted by, or capable of modification by students.

3. The system must facilitate the participation of learners without imposing traditional academic entry requirements, without the pursuit of an academic degree or other certification as the exclusive reward.

4. Costs of the system must not be directly and rigidly volume sensitive. As an operating principle, after reaching a critical minimum enrolment, unit costs should show a diminishing relationship to total systems costs.

5. To provide the flexibility required to satisfy a variety of individual needs, the system should make it operationally possible to employ sound, television, film, and print as options for mediating learning experiences.

6. The system should use testing and evaluation principally to diagnose and analyze the extent to which specified learning

objectives have been accomplished. In other words, the system should be competency-based.

7. The system must be able to accommodate distance between the instructional staff resources and the learner, employing the distance as a positive element in the development of independence in learning.

8. The system must accept the learner and his surroundings as the environment for learning, and must concentrate on enriching that environment.

9. The system must seek and maintain the active cooperation of community and regional resources which can be an aid in making the learning environment a part of daily living and fostering the notion of the "learning society."

8.2.2 NEED AND IMPORTANCE OF OPEN LEARNING:

Opening education gives opportunity to more people of all ages to enrol in formal and informal programs regardless of where they live, their age, previous experience, schooling, or socio-economic condition.

- ❖ It provides open access to learning in homes, libraries, on jobs, in communities as well as in schools; in other words the broadening or opening of the learning environment is available.

- ❖ Open learning is not restricted to place, credit earned in previous learning, credit earned in exam, recognition of life and work experience.

- ❖ Use of multiple open channels for learning via radio, TV, mail or other media makes it more convenient.

- ❖ Open learning provide an open curriculum relevant to the life and learning styles of different people which help them in curriculum development, and participating in decision-making regarding their own learning.

- ❖ Encouraging the open participation of part-time learners who combine working with learning.

- ❖ Open learning seeks open accreditation between the regular and open schools.

- ❖ It provides open cooperation, resource and staff sharing between the regular and open schools, libraries, public and private schools, business, industry and community resources

– in program policy, program development, ,program delivery ,program access and program evaluation

8.2.3 THE CONCEPT OF OPEN LEARNING AND DISTANCE EDUCATION SYSTEM :

It focuses on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Open and distance learning (ODL) is one of the most rapidly growing fields of education now a days and it has substantial impact on all education delivery systems. The new ODL system is growing fast because of the development of Internet-based information, technologies, and in particular the World Wide Web. The concept of ODL education came from idea where the learners and the teachers can not be in a class room and each other to make the entire education system flexible.

Though open learning and distance education serve the same purpose by providing a chance of education who can't attend regular mode. Still they do differ a bit. Open learning lets one appear in exams without need of any attendance whereas in case of distance education one has to attend a few classes (PCP).

The open learning gives learners choices about:

- medium or media, whether print, online, television, or video
- place of study, whether at home, in the workplace, or on campus;
- pace of study, whether closely paced or unstructured;
- Support mechanisms, whether tutors on demand, audio conferences, or computer assisted learning; and entry and exit points

Open Access

The term open access implies a lack of: ·

- formal entry requirements;
- prerequisite credentials; and
- An entrance examination.

8.2.4 ADVANTAGES OF OPEN LEARNING:

- **Overcoming physical distance**
  Open and distance learning can overcome problems of physical distance for learners in remote locations who are unable or unwilling to physically attend a campus also where the learners and teachers geographically separated in that teachers in urban settings instruct learners in rural settings.

- **Open and distance learning can solve time or scheduling problem**
  Those students or groups who are unwilling or unable to attend classes frequently or sometimes the learners may engaged in fulltime or part time work or engage in family and community commitments. Open and distance education solves the issue of time and scheduling for them.

- **Expanding the limited number of places available**
  Open and distance learning can expand the limited number of places available for campus based institutions which is very few in number.

- **Open and distance learning can make the best use of the few teachers available when:**
  •there is a lack of trained teaching personnel relative to demand;
  •teachers are geographically concentrated; and
  •teachers with certain expertise are in short supply.

- **widens women's opportunities to learn**
  It gives opportunity to women to enrol for various courses without disturbing their schedule.

CHECK YOUR PROGRESS

1. Write the advantages of Open Learning?

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2. Explain the concept of Open and Distance learning?

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8.3 ONLINE LEARNING

8.3.1 INTRODUCTION:

Dear student in the previous point you have studied about open education now we will study about online learning. Open learning can be taken through online medium. Online learning or E-learning refers to the delivery of networked distance learning or education program in the form of digital content by electronic means. It refers to the technically supported construction of knowledge and skills.Online learning has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place ,now we will see which are the factors for the motivation for online learning program are:

- It increases the availability of learning experiences for learners who cannot or choose not to attend traditional face-to-face teaching,
- Assembling and disseminating instructional content more cost-efficiently
- Providing access to qualified instructors to learners in places where such instructors are not available.

8.3.2 CHARACTERISTICS OF ONLINE LEARNING:

- It is a Delivery of the digital content , any type of content is easily accessible on one click
- Use of a computer or electronic device is essential
- It creates a learner-oriented environment for the teachers and students.
- It focus on the distance learning mode
- It is networked, you can connect anytime and anywhere
- Response time is much faster as compared to distance learning
- Quick and Easy Updating of Course Content
- Course Content is customized
- Interaction with a Course Expert and Other Students becomes very easy

8.3.3 MODES OF ONLINE LEARNING:

There are two modes of online learning that is Synchronous and Asynchronous Synchronous Learning

Synchronous Learning

Meaning: Synchronous e-learning involves online studies through instant learning mode such as chat and videoconferencing etc. This kind of learning tool is real-time. It is like a virtual classroom which

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allows students to ask, and teachers to answer questions instantly, through instant messaging, which is why it is called synchronous. In other words, we can say that the learning process that takes place by using computer that is connected to the Internet.A lecture is an example of synchronous learning in a face-to-face environment, because learners and teachers are all in the same place at the same time. Another example of a synchronous learning event would involve students watching a live web stream of a class, while simultaneously taking part in a discussion. Synchronous learning can be facilitated by having students and instructors participate in a class via a web conferencing tool. These synchronous experiences can be designed to develop and strengthen instructor-student and student-student relationships, which can be a challenge in distance learning programs.

Characteristicsof synchronous learning

- virtual Communication between two or more people
- Provides Distance learning
- Real time or Concurrent learning is possible
- Immediate feedback
- It is Scheduled learning

Asynchronous Learning

Meaning: Asynchronous learning can be carried out online and offline. Asynchronous learning is a student-centred teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. Asynchronous learning is based on constructivist theory, a student-centered approach that emphasizes the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus education, distance education, and continuing education. This combined network of learners and the electronic network in which they communicate are referred to as an asynchronous learning network.

The online learning resources used to support asynchronous learning include email, electronic mailing lists, threaded conferencing systems, online discussion boards, wikis, and blogs. Course management systems such as Campus Cruiser LMS, Desire to Learn, Blackboard, WebTV, Moodle etc. It has been developed to support online interaction, allowing users to organize discussions, post and reply to messages, and upload and access multimedia. A benefit of asynchronous learning is that you're able to be self-paced.A type of two ways online communication that occurs with a time delay to respond at convenience. It is nothing but a learner centered teaching-learning

in which online learning resources are used to enable information sharing not limited by place and time between people in a network.

Characteristics:

- Intermittent, on demand access
- Pre- produced
- just-in-time
- individual or poorly collaborative
- Independent learning

A significant difference between synchronous and asynchronous learning is the instant messaging and immediate feedback. With synchronous learning you have got instant messaging and immediate feedback from your fellow students or teacher. Asynchronous learning doesn't include that if you're having trouble answering the questions and you're not able to ask them directly. Then again, with asynchronous learning you can be self-paced. This is not possible with synchronous learning.

Example – watching an online lecture and during this lecture the teacher will be asking some questions

Synchronous learning

You have to watch the lecture at a certain time. You are able to interact with your students about the answers. The teacher is also able to read your answers immediately and to interact with the students during this lecture. The lecture has to be given online**.**

Asynchronous learning

You are able to watch the lecture at your own pace. You you're not able to discuss your answers with your classmates immediately. This lecture can be given **o**ffline

Advantages of Online Learning:

- **Online learning is so effective** because students can finish their work quickly and conveniently. A person can attend different courses at a time.

- **Economic:** Students can learn with any device that is connected to the Internet. In addition it helps them to save money as students and teachers will no longer commute to class.

- **Time saving:** The teacher or trainer doesn't need to give the same class repeatedly to different groups of students. He or she only needs to prepare the content once and then share it with different groups at anytime. Students have freedom to choose the time for study

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- **Self-paced learning:** Students or trainees can take courses from their own devices anytime and anywhere. So, those who don't have time for traditional classes can learn online when they have the time. Responsibility and self-discipline is developed among the students

- **IT keeps up with the updated content:** the internet is truly able to keep up with the rapidly changing world and knowledge.

Disadvantages of Online Learning

- Online courses cannot cope with thousands of students that try to join discussions. Also, online learning can be difficult, if it is meant for disciplines that involve practice.

- **Human relationships** that develop in a group cannot be developed through online learning, online learning cannot offer human interaction.

- **Isolation** Since students don't have to be physically present in a classroom, it might be more difficult (or nearly impossible) for them to get in touch with other learners ultimately leads into Isolation.

- **Plagiarism:** Keeping in mind that your students are using a computer and not being monitored at all times, they could potentially plagiarize essays and other assignments.

- **Cheating:** Along similar lines, it can be easier for students to cheat on online exams.

- **It does not suit everybody** If you are unable to manage your time between home, work and study then online learning can prove to be disadvantageous.

- **Affects Your Health** The computer is required by the online learning process. It may affect your posture and can strain your eyes

CHECK YOUR PROGRESS:

1) Differentiate between synchronous and asynchronous learning.

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8.4 INFORMATION AND COMMUNICATION TECHNOLOGY

8.4.1 INTRODUCTION:

Earlier we have studied about online learning now we will study about ICT, or information and communications technology (or technologies). ICT is the infrastructure and components that enable modern computing. Although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems that combined allow people and organizations (i.e., businesses, non profit agencies, governments and criminal enterprises) to interact in the digital world. According to UNESCO "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters".

Teacher is the main part of the educational field in our society. In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. ICT helps of a teacher to present his teaching attractively and able to learn for the learners at any level of educational programmes.

8.4.2 COMPONENTS OF AN ICT SYSTEM:

ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast -- all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics. ICT commonly means more than its list of components. ICT includes the computer hardware, software, application of telecommunication technologies, projection devices, Local Area Network (LAN), Wide Area Network (WAN), digital cameras, Compact Disks (CDs), Digital Video Disks (DVDs), cell phones, satellites, and fiber optics, E-books / E-journals/ E-databases, Computer-mediated conferences– Video conferencing, Telemedicine, Virtual reality, Telecommunication satellites etc.

Figure 8.1 Components of ICT

8.4.3 CHARACTERISTICS OF INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION:

ICT in education is any hardware and software technology that contribute in the educational processing. ICT in education is any information Technology that focuses on the acquisition, storage, manipulation, management, transmission or reception of data required for the educational purpose. Example – Student's record, their admissions, updates of activities.

ICT in education is any technology that deals with the exchange of information in teaching learning process. Example- Use of teleconferencing, PowerPoint presentations, etc. ICT in education is the support material in the hands of the human resource involved in the educational process in order to enhance the quality of education.

8.4.4 NEED OF ICT IN EDUCATION:

- Education as a lifelong process therefore anytime and anywhere access to ICT is the need of the hour
- As the world has became short and new knowledge is increasing day by day therefore there is requirement to get access the information
- Education should meet the needs of variety of learners and teachers; therefore ICT plays important role in meeting this need
- ICT is requirement of the society that the individuals should possess technological literacy.
- We need to increase access and bring down the cost of education to meet the challenges of illiteracy and poverty- ICT is the answer.

8.4.5 IMPORTANCE OF ICT IN EDUCATION:

- It gives immediate access to information and the source of various information
- It gives access to variety of learning resources,
- It reduces time in the process of learning and accessing the content.
- Through ICT learning can be done anytime, anywhere, and in a Collaborative way,
- Multimedia approach can be used effectively in education
- Access to Online Libraries, Repositories, access to Open Courseware and Open Educational Resources is easily available
- Teaching of different subjects made interesting by using various information and resources
- Through ICT Distance Education and Online Education is possible for everyone
- The student can use multiple communication channels, e-mail, chat, forum, blogs, etc.,
- ICT enables better accesses to children with special needs
- For Blended learning by combining conventional classroom learning with E-learning systems
- To process administrative and assessment data
- To exchange and share ideas -among teachers for the professional growth
- To carry out internet-based research to enhance educational process

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CHECK YOUR PROGRESS:

1) Explain the need and importance of ICT in Education

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8.5 MASSIVE OPEN ONLINE COURSES (MOOC)

MOOCS are asynchronous, open-access, Web-based courses geared toward enrolling hundreds or thousands of students at a time. MOOCs deliver content via recorded video lectures, online readings, and online assessments, as well as various degrees of student-student and student-instructor interaction.
By their nature, MOOCs can accommodate students of similar interests from a wide range of backgrounds, experience, and location around the world. Similarly, most MOOCS are free of cost, further increasing their accessibility to anyone interested. Some MOOCs offer certifications, which range from statements of accomplishment for meeting minimum course standards to verified certificates for passing proctored exams; most MOOCs, though, do not count for college credit.

8.5.1 A BRIEF HISTORY:

MOOCs were first started in 2008, created by George Siemens and Stephen Downs, and was called “Connectivism and Connective Knowledge/2008” or CCK08. It was created as a credit course for the University of Manitoba. CCK08 had 25 students who had paid fees for the course and around 2200 learners who took the course for free.

MOOCs really took off in 2012, when Professors Sebastian Thrun and Peter Norvig of Stanford University offered the online course called “Introduction to Artificial Intelligence”. This course had approximately 1,600,000 students participating from 190 countries. After the success of Intro to Artificial Intelligence, Thrun and Nrovig started Udacity, a business model for online knowledge sharing. There are also a few other MOOCs providers, include Coursera and EdX.

8.5.2 TYPES OF MOOC:

1. xMOOCs

xMOOCs are based on traditional course structures and make use of established teaching approaches and materials. Students will watch pre-recorded lectures, complete required readings, and participate in discussions as produced and curated by the course instructor or an instructional team from a higher education institution. xMOOCs are typically self-contained and rarely if ever utilize content external to the main content delivery and learning platform.

2. cMOOCs

cMOOCs are based on connectivist learning models that privilege collaboration as a form of active learning. Students in a cMOOC will work together to locate, evaluate, and contribute

course content, uploading materials (tweets, blog posts, blogs, wikis, etc.) to the course using the learning platform. A cMOOC instructor or instructional team facilitates learning by finalizing, aggregating, and assessing the students' contributions to the course.

Even as other asynchronous online courses have been available for decades, MOOCs are one of the most recent evolutions in online learning, due to their asynchronous nature, global reach, relationship to college credit, and fully-online design and delivery. Due to their immediate and ongoing popularity for both current students and lifelong learners, MOOCs seem to be signalling several important trends that will continue for the foreseeable future.

As educational technologies, instructional design and online learning/content delivery platforms keep evolving, more learners with more needs and motives will be drawn to taking online courses – a growing demand that in turn will spur further improvements in technology and delivery. From this it seems that future online learning options will need to focus on leveraging technologies to create personalisable learning experiences that meet diverse student needs (accreditation, affordability, and access, among others) instead of simply looking toward content delivery.

8.5.3 ADVANTAGES AND DISADVANTAGES OF MOOC:

The Advantages of MOOCs:

1. Courses are offered for free
2. Access to courses offered by professors at the top schools
3. Courses are available to a vast and diverse audience across the globe
4. Learners' performance can be monitored easily using the data captured during the start of courses
5. Both professors and learners get world-wide exposure, thus improving pedagogical techniques and knowledge sharing
6. Can be used as a tool in a blended learning program, where students can access more information than what is provided in the class

The Disadvantages of MOOCs:

1. Can't provide for personalized courseware and attention from a tutor
2. It is difficult to keep track of students' assignments and involvement

3. Learners with disabilities and a poor Internet connection can't use MOOCs
4. Language can be a barrier while offering MOOCs
5. MOOCs can't be used as a credit-earning course at universities

Though there are a few drawbacks, MOOCs have a lot of potential for reinventing the way we learn. It will be interesting to see how they progress and grow over time.

CHECK YOUR PROGRESS

1) What are the advantages and disadvantages of using MOOC?

8.6 SUMMARY

According to Education Commission (1964-66), in this world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. Our success in the great enterprise of national reconstruction depends upon the quality of education and persons passing out of our schools and colleges, so it is necessary to renovate the educational system. It should be reconstructed according to the needs of the present society. Change in Science and Technology have had considerable impact on the educational system which aims at developing the ability of people to keep pace with each other in order to effectively apply technology to raise the level of efficiency. Therefore, the educational system must be changed. Now a days we can see the changing trends in education,, now students have options of going for open learning , online learning .Such kind of facility in Education definitely help the students to keep pace with the changing society without disturbing or compromising things.

Looking at the efficiency, accuracy and the productivity of computers, different Commissions have been set up and have given their reports in the Indian context. New Educational Policy (1986) emphasized computer literacy .During the 7th Five Year Plan. A huge sum of Rs.700 Crores allotted for computer literacy and expansion of Computer programs at all levels of education." Ramamurthy Committee on school education also gives emphasis on computer education.

Computers are one of the powerful tools to facilitate learning and motivate the students. With the advancement of modern technology in the world, it is more urgent to use new pedagogy and also to develop efficiency in the way the students learn. There is a need to renovate our teaching methods to make classroom teaching effective. Most of the changes have been attributed to the "Information Revolution". Many of the transformations taking place are associated with the much rapid flow of information and greater capacity for its storage. In the present Information ICT have a pivotal role to play to cater the needs of the students.

8.7 EXERCISE

1. Explain the meaning of Open learning?
2. Explain the concept of Distance and Open learning in Education?
3. Write advantages of open learning.
4. Explain the meaning and characteristics of online learning?
5. Explain the modes of learning?
6. Explain the difference between synchronous and asynchronous learning?
7. Explain the concept of MOOC.
8. Explain the need and importance of ICT in education?

Write the meaning of the following:

1. Plagiarism
2. Synchronous learning
3. Asynchronous learning
4. Self-Paced learning
5. Online learning
6. Open learning
7. Open and Distance learning
8. MOOC

Give examples of the following:

1. Open learning Institutions
2. Online learning Institutions
3. Modes of Synchronous learning
4. Modes of Asynchronous learning
5. ICT used in education

Choose the correct option from below:

1. A way of studying that allows people to learn where and when they want, and to receive and send written work by mail or email is called as ----------
   - **a.** Open learning
   - **b.** Distance learning
   - **c.** ICT
   - **d.** Cooperative learning

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2. With ---------- you have got instant messaging and immediate feedback from your fellow students or teacher.
- **a.** Synchronous learning
- **b.** Asynchronous learning
- **c.** Self-Paced learning
- **d.** Online learning

3. ---------- refers to the delivery of networked distance learning or education program in the form of digital content by electronic means.
- **a.** Online learning
- **b.** Open learning
- **c.** Cooperative learning
- **d.** Distance learning

4. Through ---------- Distance Education and Online Education is possible for everyone.
- **a.** ICT
- **b.** PPT
- **c.** cooperative learning
- **d.** hardware

5. ICT includes the ----------
- **a.** computer hardware
- b. software,
- c. Video conferencing, Telemedicine, Virtual reality, Telecommunication satellites
- d. All of the above

6.Types of MOOC are _____
- **a.** cMOOC and zMOOC
- **b.** aMOOC and bMOOC
- **c.** xMOOC and cMOOC
- **d.** zMOOC and xMOOC

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