



Farook Training College Innovative Academia (FTCIA)
Online Collaborative Learning Project (OCLP)

Study Materials.



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The entire materials are prepared by the M.Ed students (2020-22) of Farook Training College, Calicut, Kerala.

It is expected that this will be a support for those who need simplified, concise but comprehensive study materials for their examination preparation. It is a smart footstep to self learning and peer learning.

A note of appreciation to all student teachers who are the workforce behind this great endeavor.

Team OCLP

FTC

Core Course – 3

**TRENDS AND ISSUES IN
EDUCATION**

Module 1

New trends and perspectives in curriculum design and in curriculum construction

Prepared By
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RIGHT TO EDUCATION ACT - 2009

- The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right.
- The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A,
- It means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

- Article 21-A and the RTE Act came into effect on 1 April 2010. This was a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution.
- Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his place of residence.
- The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses .

b. Major provisions of the act

- The Act provide free and compulsory education of all children in the age group of six to fourteen years. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups.
- 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prim or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments

- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school,
- An average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.

Cognitivism – Constructivism

Cognitivism argues that the “black box” of the mind should be opened and understood. The learner is viewed as an information processor. Studies focused on the mental processes that facilitate symbol connection.

- Mental processes such as thinking, memory, knowing, and problem-solving need explored
- Knowledge can be seen as schema or symbolic mental constructions

Constructivism is a theory on how people learn. It holds that learning is an active, constructive process.

- People actively construct or create their own • New information is linked to prior knowledge

Piaget's Theoretical Notions

- **Schema** – is a bit of knowledge which make the fundamental structure of knowledge **Assimilation** – adopting a new schema with the help of a pre-existing schema.
- **Accommodation** – Change occurs in already existing schemas to match the requirements of the environment
- **Equilibration**. It is an adjustment mechanism which can be defined as an innate tendency to organize its experiences for obtaining optimal adaptation
- **Factors affecting cognitive development** – Maturation, Experiences, Social environment, Equilibrium
Stages of Cognitive Development – Sensory motor, Pre operational, Concrete operations, Formal operations.

Social Constructivism – Vaigodski

- **Social Interaction Influences Cognitive Development Biological and Cultural Development do not occur in Isolation.**
- **Child constructs knowledge through social interaction**
- **Engagement between the teacher and student**
- **Language itself becomes a very powerful tool of intellectual adaptation**
- **Language is the main means by which adults transmit information to children**
- **Collaborative & cooperative learning**
- **Meaningful instruction in small or whole groups**
Zone of proximal development

Jerome S Bruner's Theory: Effects of Social Interaction and Culture on Cognitive Development

- “Learners are encouraged to discover facts and relationships for themselves.”
- Learn how to learn
- Learner as independent problem-solver Any subject can be taught effectively in some intellectually honest form to any child at any stage of development.

- **Enactive Representation** child's representation appropriate motor responses and activities of things and events in terms of
- Iconic Representation** cognitive development is characterized by the child's representation of things and events in terms of sensory images or mental pictures
- **Symbolic Representation** – able to develop abstract images because they are able to translate experience into language
- **Discovery Learning** and collaborative learning are main learning strategies

The major principles of constructivist curriculum are...

1. Learning is an active process in which the learner uses sensory input and constructs meaning out of it
2. The crucial action of constructing meaning is a mental process: it happens in the mind. Especially for children physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient, we need to provide activities which engage the mind as well as the hands
3. Language involves learning: the language we use influences learning.
4. Learning is a social activity.
5. Learning is contextual

- 6. One needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on.**
- 7. Motivation is a key component in learning.**
- 8. It must be activity based.**
- 9. The totality of experience must be explored**
- 10. Give emphasis on developing creativity of the child**

Emergent curriculum

- Emergent curriculum as a specific type of constructivist curriculum which focuses on the dialogue and cooperation on the basis of emergentism.
- It represents the basic characteristics of the curriculum development and major direction in the future.
- In this curriculum the teachers, students, teaching materials and environment interact in the context of dialogue. .
- It is no longer known conclusive knowledge, but is a dynamic process in which teachers and students develop and explore knowledge through the dialogue. In emergent curriculum, teaching materials. It is the product of the critical reflection of the predefined curriculum
- The objective of emergent curriculum is constructivist conceptions of knowledge

Spiral curriculum

- 1. Topics are revisited – Students revisit the theme or a number of occasions during a course.**
- 2. There are increasing levels of difficulty The scope to be advanced in successive level of difficulty.**
- 3. New learning is related with previous learning New informations introduced are related back and linked to learning in previous phases.**
- 4. The competence of students increases -**

Cultural studies

- **It is an innovative interdisciplinary field of research and teaching that investigates the ways in which “culture” creates and transforms individual experiences, everyday life, social relations and power.**

Diversified curriculum

- **Diversified curriculum means the effective and systematic combinations of pre-vocational and academic subjects.**
- **It is one of the innovative curriculum development which being formed to support the implementation of competency based curriculum.**

- **This form of curriculum allows proper opportunity to every school to use its own characteristics as a centre of excellence in optimizing instructional and administrative.**
- **The mission of Diversified Education to deliver a curriculum of academic challenges, transferable skills development, and career-related learning, as well as prepare students who are flexible and committed to technical competence.**

NCF 2005

- **NPE 1986, assigned a special role to NCERT in preparing and promoting NCF.**
- **Yash Pal Committee Report, 'Learning without Burden' (1993) observes that learning has become a source of burden and stress on children and their parents.**
- **Considering these observations, NCERT decided at its meeting of July 14, 2004, to revise the National Curriculum Framework.**
- **The process of development of NCF was initiated in November, 2004 by setting up various structures like National Steering Committee Chaired by Prof. Yash Pal and twenty-one National Focus Groups on themes of curricular areas, systemic reforms and national concerns.**

Aims of Education

- **Systemic Reforms for Curriculum Change**
- **Teaching of Indian Language**
- **Teaching of English**
- **Teaching of Mathematics.**

- **Heritage Crafts**
- **Educational Technology**
- **Work and Education**
- **Health and Physical Education**
- **Early Childhood Education**
- **Problems of Scheduled Caste and Scheduled Tribe Children**
- **Gender Issues in the Curriculum**
- **Education With Special Needs**

- **Education for Peace**
Curriculum, Syllabus and Textbooks
Teacher Education for Curriculum
Renewal
Examination Reform

Vision and Perspective

- **To uphold values enshrined in the Constitution of India**
- **To reduce of curriculum load**
- **To ensure quality education for all**
- **To shift learning from rote method.**
- **To integrate examination into classroom learning and make it more flexible.**
- **To initiate certain systemic changes**

NCF focused on

- Learning without burden to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children.
- It recommended major changes in the design of syllabus.
- To develop a sense of self-reliance and dignity of the individual which would form the basis of social relationship and would develop a sense of non-violence and oneness across the society.
- To develop a child centred approach and to promote universal enrolment and retention upto the age of 14.
- To inculcate the feeling of oneness, democracy and unity

Guiding Principles

- **Connecting knowledge to life outside the School**
- **Ensuring that learning is shifted away from rote methods**
- **Enriching curriculum so that it goes beyond Textbook**
- **Making Examination more flexible and non-threatening**
- **Discuss the aims of education**
- **Building commitment to democratic values of equality, justice, secularism and freedom.**
- **Focus on child as an active learner**

1.Languages

- **To implement 3-language formula**
Emphasis on mother tongue s medium of instruction
- **Curriculum should contain multi-lingual proficiency**
only if mother tongue is considered as second
language .
- **Focus on all skills**

2. Mathematics

Teaching of Mathematics to focus on child's resources to think and reason, to visualize abstractions and to solve problems.

3. Science

Teaching of science to focus on methods and processes that will nurture thinking process, curiosity and creativity.

4. Social Sciences

Social sciences to be considered from disciplinary perspective with rooms for:

- **Integrated approach in the treatment of significant themes**
- **Enabling pedagogic practices for promoting thinking process, decision making and critical reflection.**

5. Computers

- Introduction of computers in schools is to move from a predetermined set of outcomes and skill sets one that enables students to develop explanatory reasoning and other higher-order skills.
- Enable students to access sources of knowledge, interpret them, and create knowledge. rather than be passive users.
- Promote flexible models of curriculum transaction..

A. Art Education:

- **covers music, dance, visual arts and theatre which on interactive approaches .**

Instruction aesthetic awareness and enable children to express themselves in different forms.

- **Health and Physical Education:**
- Health depends upon nutrition and planned physical activities.
- **c. Education for Peace:**
- As a precondition to snub growing violence and intolerance.
- **D. Work and Education:**
- it can create a social temper and agencies offering work opportunities
outside the school should be formally recognized.

- **School and Classroom environment**
 - Critical pre-requisites for improved performance – minimum infrastructure and material facilities and support for planning a flexible daily schedule**
 - Focus on nurturing an enabling environment •**
 - Revisits tradition notions of discipline**
 - Discuss needs for providing space to parents and community**
 - Discuss other learning sites and resources like Texts and Books, Libraries and laboratories, media and ICT**

- **Addresses the need for plurality of material and Teacher autonomy/professional and media and ICT independence to use such material.**
- **Systemic Reforms**
- **Covers needs for academic planning for monitoring quality**
Examination reforms to reduce psychological stress particularly on children in class X and XII

- **Examination reforms highlight:**
 - Shift from content based testing to problem solving and competency based assessment**
 - Examinations of shorter duration**
 - Flexible time limit**
 - Change in typology of questions**
- **No public examination till class VIII**
 - Class X board exam to be made optional (in long term)**

- **Teacher Education Reforms emphasize on preparation of teacher to**
 - 1. View learning as a search for meaning out of personal experience, and knowledge generation at a continuously evolving process of reflective learning.**
 - 2. View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.**

● **Guidelines for Syllabus Development**

- * **Development of syllabi and textbooks based on following considerations**
- * **Appropriateness of topics and themes for relevant stages of children's development**
- * **Continuity from one level to the next**
- * **Pervasive resonance of all the values enshrined in the constitution of India the organization Of knowledge in all subjects**
- * **Inter-disciplinary and thematic linkages between topics listed for different school subjects, which falls under different discrete disciplinary areas.**

- **Sensitivity to gender, caste, class, peace, health and need of children with disability**
Integration of work related attitudes and values in every subject and all levels
Need to nurture aesthetic sensibility and values
Linkage between school and college syllabi, avoid overlapping
Using potential of media and new information technology in all subjects
Encouraging flexibility and creativity all areas of knowledge and its construction by children.

- **Development of Support Material**
Audio/video programmes on NCF-2005 and textbooks
Source-book on learning assessment,
- **Exemplar problems in Science and Mathematics**
Science and Mathematics kits Teachers' handbooks and manuals.
- **Teacher Training Packages.**
Education, Health and Physical Education, etc.
Taken various initiatives in the area of ECCE (Early Childhood Care Education), Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counseling, ICT, etc.

- **NCF 2005 highlights the following aspects:**
The value of Interaction with environment, peers and older people to enhance learning.
That learning task must be designed to enable children to seek knowledge other than text books.
- **The need to move away from “Herbartian” lesson plan to prepare plans and activities that challenge children think and try out what they**

KCF 2007

Based on the National Curriculum Framework 2005, efforts to revise the Kerala School Curriculum began in August, 2006. The first phase of the revision process is culminated by the publication of the Kerala Curriculum Framework 2007.

Focus groups were formed and conducted a detailed study for two months in all the 14 districts under the leadership of the DIETS. 14 position papers were formed after school visits and surveys.

- **Aims of Education IN KCF 2007**
 1. **Social justice - Give emphasis to promote culture of living and co-existence**
 2. **Awareness on environment-To develop a sense of preserving all the available resources in nature.**
 3. **Citizenship-To make each child responsible citizen of the society.**
- **4. Nationalism - Give emphasis to human progress and universal love.**

- **5. Awareness of one's rights -To actualize the rights ensured in our constitution and also the rights enumerated in UN conventions on children's rights.**
- 6. Awareness of Science and Technology - All learners should get opportunity to acquire current developments in the field of science and technology and apply the same in real life situations**
- 7. Scientific temper - Children should propagate the need for a scientific outlook in life.**

- **8. Cultural identity – Regional and traditional forms of knowledge can be utilized for the development of the society.**
9. Vocational skills-To promote vocational education to earn a successful life
- **10. Democratic values – Education should help the learner in imbibing democratic values –equality, justice, freedom, concern for others' wellbeing, secularism and respect for human dignity and rights**
11. Construction of knowledge- The process of education must develop in learners, the ability to construct knowledge themselves.

- **12. Critical approach – Learners must be able to analyze the ideas in vogue at social, political and cultural levels, discern errors and take positions by responding to them**
- **Three Pillars of KCF 2007**
 - 1. Critical Pedagogy**
 - 2. Issue Based Education**
- **3 Social Constructivism**

- **Critical Pedagogy**
- **Critical Pedagogy called for people living under conditions of oppression to develop a new foundation for learning.**
It is a teaching approach that attempts to help students to question and challenge domination, and beliefs and practices that dominate them.
It is a theory and practice of helping students achieve critical consciousness

Module 2

Modern Tools and Techniques for Knowledge Construction and Dissemination

Prepared by
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Web Based Learning

- ➡ Web-based learning is a way to learn, using web-based technologies or tools in a learning process. Web based learning is associated with learning materials delivered in a web browser.
- ➡ Web-based learning refers to the type of learning that uses the Internet as an instructional delivery tool to carry out various learning activities.
- ➡ Web-based learning consists of instruction programs using attributes and resources of the Web to create a meaningful learning and interactive environment.

- ➔ Web-based learning can be also formal or informal. Formal **web-based learning** is purposed and learning activities are organised by teachers. **Informal learning** takes place while you are searching material from the Internet.
- ➔ While e – **learning** refers to learning activities involving computers and interactive networks, **web-based learning** is associated with learning materials delivered in a web browser.
- ➔ **Web-based learning** can be integrated into a curriculum that turns into a full-blown course or as a supplement to traditional courses
- ➔ potential to meet the perceived need for flexible pace, place and face

Features

- ➡ Flexibility and time
- ➡ Learning and understanding
- ➡ Cross-platform and varied software
- ➡ Cost
- ➡ Accessibility and equal opportunity for all

Advantages

- ➡ Ability to link resources in many different formats
- ➡ Can be an efficient way of delivering course materials
- ➡ Resources can be made available from any location and at any time
- ➡ Potential for widening access—for example, to part time, mature, or work based students
- ➡ Can encourage more independent and active learning
- ➡ Can provide a useful source of supplementary materials to conventional programmes
- ➡ Uses multimedia technology
- ➡ Meaningful learning

Disadvantages

- ➡ Access to appropriate computer equipment can be a problem for students
- ➡ Learners find it frustrating if they cannot access graphics, images, and video clips because of poor equipment
- ➡ The necessary infrastructure must be available and affordable
- ➡ Students may feel isolated
- ➡ Self motivation is important

When designing web based programmes (as with any learning programme), the learners' needs and experience must be taken into account. Appropriate technology and reasonable computer skills are needed to get the best out of web based or online learning. Programmes and web pages can be designed to accommodate different technical specifications and versions of software. It is frustrating for learners, however, if they are trying to work on the internet with slow access or cannot download images and videos they need. On the other hand, web based programmes may, for example, encourage more independent and active learning and are often an efficient means of delivering course materials. Web based programmes can enhance teaching and learning by the integration of Information distribution, communication, interactivity, Geographical Independence.

e - learning

- ➡ e-Learning is learning by utilizing electronic technologies to access educational curriculum outside a traditional classroom
- ➡ A course, program or degree delivered completely online
- ➡ The letter 'e' in e-learning stands for the word 'electronic'
- ➡ E-learning is mostly associated with activities involving computers and interactive networks simultaneously
- ➡ E-Learning is not a cup of web pages and online activities. It is a complex learning environment. A well equipped LMS system is essential.

Major Aspects



Convenient

- self-service
- on-demand (anytime, anywhere)
- private learning
- self-paced
- Flexibility



Media-rich

- Easier to understand & more engaging



Repeatable

- As many times as you like

Major Aspects

- ➡ Easier to monitor progress
 - less administrative work
 - can be more precise
- ➡ Consistent
 - Central control of content
 - Same quality of content for all
 - Same quality of education for all

Advantages

- ➡ Improves efficiency both in learning and teaching
- ➡ Increases motivation
- ➡ Deepens understanding
- ➡ Promotes collaborate learning
- ➡ Gives new approach to learning and working
- ➡ Provides new ways interacting
- ➡ Paves way for personality development
- ➡ Increases social skills

Advantages

- ➔ Creates interest in learning
- ➔ Helpful for self-evaluation
- ➔ Wide reach and consistent
- ➔ User convenient
- ➔ Flexible and rich medium for students
- ➔ Useful tool to address students with different learning and cognitive styles
- ➔ Self-pacing for slow and quick learners, reduces stress and increases satisfaction.

Drawbacks of e-learning

- ➡ Unmotivated learners or those with poor study habits may fall behind
- ➡ Lack of familiar structure and routine may take getting used to
- ➡ Students may feel isolated or miss social interaction
- ➡ Instructor may not always be available on demand
- ➡ Slow or unreliable Internet connections can be frustrating
- ➡ Managing learning software can involve a learning curve
- ➡ Some courses such as traditional hands-on courses can be difficult to simulate

Delivery methods of e-learning

- Synchronous learning
- Asynchronous
- learning Blended learning

e-communication

- 1- **Electronic communication (e-communication) refers to the exchange of information by electronic and electrical means over a significant distance.**
- 2- E-communication devices include telephones, mobile phones, VoIP, broadcast networks,
 - fiber optics, satellites and the internet..
- 1- *Blogs*
- 2-
 - The terms blog and web log (or weblog) refer to a website that contains a log or diary of information, specific topics or opinions.
 - A blog author (blogger) links to stories or other websites with relevant and interesting information.

Bulletin boards

- The terms bulletin board, message board and even internet forum are interchangeable, although often one
- bulletin board or message board can contain a number of internet forums or discussion groups.
- A bulletin board (pin board or notice board) is a surface intended for the posting of public messages, so that people can read.
- Bulletin boards are sometimes referred to as message boards. An online board can serve the same purpose as a physical bulletin board.

Forums

- A message board is also known as a forum, an online forum, and Internet forum or a discussion board.
- A message board is an online discussion area in which users with similar interests discuss topics. These conversations or discussions are available in the form of posted messages.
- Discussions are listed in a central place maintained on web pages. Message boards can be specialised or general, global or local, free or subscription-based, public or private, etc.

- **Due to the simplicity and uncomplicated accessibility, message boards have become an excellent source of**
- **discussion and communication on the Internet.**
- **In these friendly discussion spots, members are able to view posts, post new queries or respond to existing queries posted by other members.**
- **A message board may include one or more sub forums, each of which can include numerous topics.**
- **Inside a forum, every new discussion started is known as a thread. There is no restriction on how many messages**
- **can be posted under each thread**

Social Media for Pedagogical Innovation

- In most contemporary learning environments, media is skillfully integrated with the instructional method and the media plays a very influential and critical role in learning and teaching.
 - Media play a critical role in achieving the intended learning outcomes for the students.
 - Media serve to motivate students with clever use of sound, pictures and animation.
 - Media are also very useful in representing contexts and situations from the real world which are harder to bring into the classroom for live demonstrations.
- The learning environments skillfully utilise the strengths of various media attributes with powerful learning strategies such as problem solving, collaborative inquiry and critical reflection to engage learners in meaningful and motivating learning tasks.
 - In such educational settings media take on a very important role in both learning and teaching.
- Learning and teaching is adversely affected when media are not skillfully integrated into the learning experiences.

e-textbooks - e-journals - Digital Library

- The impact of Information and Communications Technology (ICT) is emerging in the library systems, giving way to electronic books (e-books) as well as digital knowledge centres.
- e-textbooks, e-journals and other electronic sources of reading are commonly referred to as e-books.
- Electronic books or E-books can be defined as any kind of digitised information, ranging from a CD-ROM title to an online interactive database or a collection of Web pages; a collection of reactive pages of electronic information that exhibit many of the characteristic features and properties of a conventional book.
- Digital libraries are learning environments which have an application containing a multimedia database of instructional resources that store pre-captured multimedia presentations about topics in a book.
- A digital library could provide access to an unlimited number of copies.
- E-books are easy to carry and they cut down the requirement of papers, save office space and take less time to process information.

e-Governance

·E-governance can be defined as delivery of government services and information to the public using electronic means, chief aided by the applications of Information and Communication Technologies (ICT).

· E-governance requires several elements of good governance, such as transparency, accountability, participation, social integration, public financial management reform and development.

·E-governance solution in the field of educational sector has changed the way administration, which is designed to make the system user-friendly, time saving and cost saving.

·E-governance in education sector facilitates the processing and maintenance of large volumes of information such as registration, admission, student information, classes, time table, transport, attendance, library, salary, expenses, examinations, performance, grades, hostels, security, reports, management, transport, staff details and fees.

·E-governance enables the Government and Citizens to access easily, to improve new class of quality of services and to provide multi-channel service delivery system.

LMS

Learning Management System may be defined, as a virtual environment that aims to simulate face-to-face learning environments with the use of Information Technology. In an LMS, the interaction happens through devices that enable communication either synchronously or asynchronously, allowing the creation of different strategies to encourage a dialogue and active participation of students.

Course Management Systems (CMS)

- A course management system is a set of tools that enables the instructor to create online course content and post it on the Web without having to handle HTML or other programming languages.
- Course management systems have become an integral part of the higher education system. They make teaching and course management easier by providing a framework and set of tools for instructors.
- The administrative aspects of CMS may include class rosters and the ability to record students' grades. With respect to the teaching aspects, however, it could include learning objects, class exercises, quizzes and tests.
- The CMS may also include tools for real-time chat, or asynchronous bulletin board type communications.
- The CMS tool also focuses on all aspects of teaching, learning and teacher-student interaction. Some of the major players in the CMS field include WebCT and Blackboard.
- Some U.S institutions have developed open source projects such as CourseWorks, CHEF and Stellar. Some colleges also develop their own small-scale course management systems.

Blended Learning

Blended learning is the concept that includes framing teaching learning process that incorporates both face to face teaching and teaching supported by ICT. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching, individualized computer assisted learning. It includes:

**FACE-TO-FACE
TEACHING**



**BLENDED
LEARNING**



**DIGITAL
LEARNING**



1. Face to face teaching
2. Student interaction with course content
3. Peer group interaction
4. Group discussion and exchange of ideas
5. Accessing e-library
6. Virtual classroom
7. Virtual classroom
8. e-tuitions
9. Accessing and maintaining educational blogs
10. Webinars
11. Viewing expert lectures in YouTube
12. Online learning through videos and audios
13. Virtual laboratories

Main Characteristics of Blended Learning

- Students have the option of the two modes
- Teachers are well versed with both the modes
- Students get face to face interaction as well they interact in virtual space
- Students get full experience in using new technology
- Students get training in different life skills
- All round development of personality is targeted
- Physical development is possible with in school campus

- Students get wide exposure and new perspectives of the course content
- It has a human touch
- It provides multicultural and multi dimension approach to teaching learning process
- Makes teaching learning process child centered
- Student constructs knowledge rather than just consuming

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Prerequisite of Blended Learning

1. Well trained teachers
2. Teachers with scientific attitude
3. Teachers with wider outlook and positive approach towards change
4. Complete facilities like well-furnished computer lab, internet connection, provision for video chatting
5. Students have access to internet at their private computers
6. Flexibility in the system
7. Fully aware and agreed Parents
8. Formative evaluation and continuous internal assessment

Advantage of Blended Learning

- As part of learning is done through ICT, online or offline mode so teachers and students get more time in the classroom for creative and cooperative exercise.
- Students gain advantage of online learning and CAI without losing social interaction element and human touch of traditional teaching'
- It provides more scope for communication. Communication cycle is completed in blended learning which is not possible if we follow only traditional approach

- Students become more techno savvy and they gain enhanced digital fluency
- Students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, discipline
- It updates course content and so gives new life to established courses

Relevancy of Adapting Blended Learning in India

- In our country due to large population the formal school system is not able to provide equal educational opportunities to all, so blended learning will be a good option as it will make the area of educational opportunities wider and education will be able to reach to more children.
- In our country due to large population the formal school system is not able to provide equal educational opportunities to all, so blended learning will be a good option as it will make the area of educational opportunities wider and education will be able to reach to more children.

- Generally problem of indiscipline, irregular attendance and dropouts etc.
- Still the education for all is a major challenge. Constitution provides the provision of free and compulsory education for all the children up to age 14 but our system is not able to meet this goal also.

Implementation of Blended Learning in Indian Education System

- Implementing blended learning needs a full dedication on the part of educational authorities and managements of educational institutes.
- It needs a well-planned design that include all from individuals top to bottom of the educational hierarchy.
- These sectors can be motivated to give their financial inputs for blended learning execution as these sectors will be most benefited if, the output from these educational institutes are more efficiently groomed for the global market.

- Teacher training programmes both in-service and pre-service have to be reoriented to prepare teachers for blended learning approach.
- The finance and efforts that are put in for various projects to meet education for all should be re directed in preparing our primary schools for blended learning as it will cater many problems simultaneously and both finance and efforts are more fruitfully utilized.

Moodle

Moodle™ stands for [Modular Object-Oriented Dynamic Learning Environment](#). Founded and developed by Martin Dougiamas in 2002, Moodle™ was designed to provide educators, administrators, and learners with an open, robust, secure and free platform to create and deliver personalised learning environments.

Moodle™ is a user-friendly Learning Management System (LMS) that supports learning and training needs for a wide range of institutions and organisations across the globe.

Important Features

- **flexibility and scalability, Moodle™ has been adapted for use across education, business, non-profit, government, and many other community systems of all sizes.**
- **Freely available for all users**
- **Designed with a simple and flexible**

Moodle™ is Open Source

- 1. Free**
- 2. No vendor lock**
- 3. Security**
- 4. Security**
- 5. Customisation:**
- 6. Innovation**
- 7. Scalable**
- 8. Future-Proof**

Moodle™ for Education

- Moodle™ provides a central learning hub to connect eLearning tools and simplify the teaching and learning process.
- Moodle™ allows for unique learning methods such as gamification, competency-based education, mobile learning, accessible gradebooks, interactive online classrooms, and much more.
- Additionally, due to its inherent flexibility and easy-to-use interface, Moodle™ can be used to reach a wide range of needs
- Moodle™ has the added benefit of providing easy adaption for both faculty and learners who may have experienced the platform elsewhere previously.

Moodle™ for Workplace Learning

eLearning ensures employees are prepared by facilitating collaboration and providing personnel with anywhere, anytime access to the educational resources they need to excel in their positions. Moodle™ provides a flexible learning solution to help educate and empower employees.

Blackboard

- **Blackboard is a Web-based course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities to complement face-to-face teaching.**
- **Blackboard enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes, an academic resource center, and more.**
- **The degree to which Blackboard is used in a course varies.**
- **In contrast, other courses may be conducted entirely through Blackboard, without any on-campus sessions.**

Webinar

Webinar is a live web based video conference that use the internet to connect the individual Hosting in the the webinar to an audience the viewers and listeners of the Webinar from all over the world. Hosts can show themselves speaking, switch to even invite guests from other locations to co-host the Webinar with them

The term ‘webinar’ is relatively new in the field of education. This is a combination of web and seminar. The basic idea of webinars is to conduct seminars in online mode. However, the meaning of webinars in a broader sense is not restricted to online seminars only. They now also include meetings, conferences, demonstrations, training or teaching, or events that are designed to give information either one-way or interactively.

Webinar Features

- 1. Display slides**
- 2. Stream video**
- 3. Talk to your audience**
- 4. Recording everything**
- 5. Edit**
- 6. Chat**
- 7. Conduct surveys and polls**

Benefits

- **Webinars Are a Cost-Effective Learning Tool**
- **Webinars Offer Great Flexibility and Convenience**
- **Webinars Encourage Interaction Through Anonymity**
- **Webinars Are an Effective Learning Experience**
- **Webinars Provide A Wide Variety of Lessons**
- **. Webinars Are Easy to Use**
- **Webinars Offer Educators a Wider Reach**

The diagram shows the acronym MOOC in large, dark blue letters. Below each letter is a horizontal bracket connected by a vertical line to a definition. The definitions are: MASSIVE (100,000+ students), OPEN (Anyone, anywhere), ONLINE (entirely over the Internet), and COURSE (very similar to college courses).

M

MASSIVE

There may be
100,000+
students in a
MOOC.

O

OPEN

Anyone,
anywhere
can register
for these
courses.

O

ONLINE

Coursework
is delivered
entirely over
the Internet.

C

COURSE

MOOCs are
very similar
to most online
college courses.

MOOC

MOOCs (**Massive Open Online Courses**) are a relatively recent online learning model with infinite possibilities of offering freedom for access to higher education.

- freely, and the urge to learn should be met without demographic, economic, and geographical constraints. In this framework, creative use of technologies makes a wide variety of open education provision.
- The evolution of MOOC based on the ideals that knowledge should be shared

MOOC PROVIDERS: SOME OBSERVATIONS ON PEDIGREE

- Udemy
- Udacity
- Coursera
- EdX

CHALLENGES

1. Relying on user-generated content can create a chaotic learning environment.
2. Digital literacy is necessary to make use of the online materials.
3. The time and effort required from participants may exceed what students are willing to commit to a free online course.
4. Once the course is released, content will be reshaped and reinterpreted by the massive student body, making the course trajectory difficult for instructors to control.

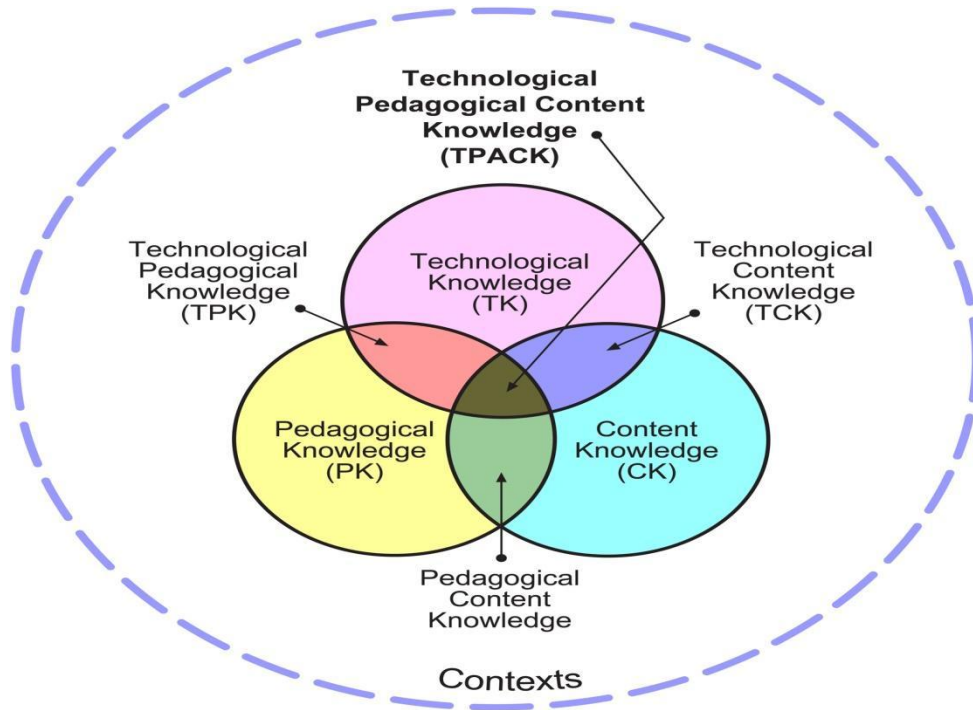
5. Participants must self-regulate and set their own goals.

6. Language and translation barriers.

7. Accessibility barriers for differently-abled users

8. Access barriers for people from low socio-economic neighbourhoods and countries with very little internet access

Technological pedagogical content knowledge



What is TPACK

TPACK is a Framework that teachers can use to help them identify knowledge they might need to focus on to be able to teach effectively Ritu Technology

Technological knowledge

This is the knowledge and mastery of Technology so that an educator can use & confidently plan used to technology in the classroom including then it is not required

Content knowledge

This is the knowledge of the subject content such as concepts theories Idea Framework evidence and proof and established practice including way to develop such knowledge

Pedagogical knowledge

This is the knowledge and practice of teaching and learning that an educator can use such as classroom management taxonomies planning and assignment

Technological Content knowledge

TCK links together technology and the content knowledge to bring about learning that is built up strong subject knowledge and a mastery of “more than the subject they teach.”

Pedagogical content knowledge

PCK links together the pedagogical and content knowledge to bring about learning that is built up strong subject knowledge and teaching & learning strategies

Technological pedagogical knowledge

TPK “ an understanding of how teaching and learning can change when particular technologies are used in particular ways. Knowing a range of tools & their appropriateness within different strategies.

Technological pedagogical content knowledge (TPACK)

This is truly meaningful, deeply skilled teaching with or without (because sometimes it can be the best choice) Technology. It differs from three individual concept because to embrace all three simultaneously requires a deep understanding of how all three can work together to bring about the best technologically and pedagogically sound learning based upon a deep understanding of subject matter

Free and Open source software

Free and Open-source Software (FOSS) is the software that is distributed with source code that may be read or modified by users.

- § The software program must be freely distributed.
- § The source code must be included with the program
- § The source code must be able to be modified by the user.
- § Modified versions of the source code may be redistributed.

- FOSS license must not require the exclusion of, or interfere with, the operation of other software.
- Unlike traditional software distributed in an unchangeable compiled format, free and open source software is delivered with both compiled and non-compiled formats, allowing open code modification.
- All software developers do not favour the use of open-source software, but many have accepted it because it allows for quicker repair of software issues and may ultimately lead to higher quality applications.

Introduction to GNU/Linux

- Linux is a free open source operating system (OS) based on UNIX that was created in 1991 by Linus Torvalds.
- Users can modify and create variations of the source code, known as distributions, for computers and other devices.
- The most common use is as a server, but Linux is also used in desktop computers, smartphones, e-book readers and gaming consoles, etc.

- Distributed worldwide under a General Public License (GNU), meaning GNUs not UNIX, there are
- literally hundreds of Linux distributions around the world.
- Many desktop Linux distributions have intuitive graphical user interfaces (GUI), which allow greater ease of use than their predecessors.
- Objects and data are easily manipulated and have resizable icons, windows, buttons, folders and other features similar to Windows.

- GNU is a computer operating system, similar to Unix, composed wholly of free software.
- GNU was the original focus of the Free Software Foundation (FSF).
- However, non-GNU kernels, most famously the Linux kernel, can also be used with GNU software.
- The combination of GNU software and the Linux kernel is commonly known as Linux or less frequently GNU/Linux.

Linux distribution

- Linux users usually obtain their operating system by downloading one of the Linux distributions, which are available for a wide variety of systems ranging from embedded device and personal computer to powerful supercomputer.
- A typical Linux distribution comprises a Linux kernel, GNU tools and libraries, additional software, documentation, a Window system, a Window manager and a Desktop environment.
- · Most of the included software is free and open-source software, made available both as compiled binaries and in source code form, allowing modifications to the original software.

- Usually, Linux distributions optionally include some proprietary software that may not be available in source code form.
- · Almost all Linux distributions are similar to Unix; the most notable exception is Android operating system, which does not include a command-line interface and programs made for typical Linux distributions.
- · A Linux distribution may also be described as a particular assortment of application and utility software,
- packaged together with the Linux kernel in such a way that its capabilities meet the needs of many users.

File System

- A file system is a process that manages how and where data on storage disk, typically a hard disk drive (HDD), is stored, accessed and managed.
- · Regardless of type and usage, a disk contains a file system and information about where disk data is stored and how it may be accessed by a user or application.
- · A file system typically manages operations, such as storage management, file naming, directories/folders, metadata, access rules and privileges.
- · Commonly used file systems include File Allocation Table 32 (FAT 32), New Technology File System (NTFS) and Hierarchical File System (HFS).

Hierarchies

- Hierarchy describes a system that organises or ranks things, often according to power or importance.
- Also known as a pecking order or power structure, a hierarchy is a formalised or implied understanding of who's on top or what's most important.
- A hierarchical database is a design that uses a one-to-many relationship for data elements.
- Hierarchical database models use a tree structure that links a number of disparate elements to one owner or parent primary record.

- The idea behind hierarchical database models is useful for a certain type of data storage, but it is not extremely versatile.
- Limitations of hierarchical database mean that it is confined to some very specific uses.
- Hierarchical databases were popular in early database design, in the era of mainframe computers.
- Hierarchical models make the most sense where the primary focus of information gathering is on a concrete hierarchy such as a list of business departments, assets or people that will all be associated with specific higher-level primary data elements.

User interfaces

- User Interface (UI) is a broad term for any system, either physical or software based, that allows a user to connect with a given technology.
- One main type of user interface is called a graphical user interface (GUI).
- GUI includes the interfaces for the modern operating systems as well as other kinds of software programs
- that are made to be driven mainly by icons or images rather than text commands

Types of files

- The Linux operating system has files of many different types. Though for the operating system they are all equivalent. To find the type of a file, the command to be used is : `file file-name`

Permissions

- In order to allow for reading, writing or executing in a file or a directory, permissions are required in Linux operating system.
- The permissions are divided into three parts:
 - § Permissions for the owner (user) of the file.
 - § Permissions for the group to which the owner belongs.

Ubuntu

- Ubuntu is an open-source operating system (OS) based on the Debian GNU/Linux distribution.
- Ubuntu incorporates all the features of a Unix OS with an added customisable GUI, which makes it popular in universities and research organisations.
- Ubuntu is primarily designed to be used on personal computers, although server editions do exist.
- Ubuntu consists of many software packages, which are licensed under GNU General Public Licence. This allows users to copy, change, develop and redistribute their own version of the program.
- Ubuntu comes with a wide range of software programs, including FireFox and LibreOffice.

Introduction to Educational Software

- Educational software can refer to a computer software whose primary purpose is either teaching or self-learning of contents.
- In the 1960s some of the American universities laid the basis of a solid theoretical and practical foundation
- for a set of softwares to be used both by teachers in classrooms and students by their own concerning typical school topics.
- The main types of educational software can be classified on the basis of their teaching approach such as
 - Home learning, Courseware, Edutainment and Reference software·
 - Home Learning

§ A wide set of titles devoted to the home learning are grouped with particular attention being paid to children.

§ The term edutainment is used for describing those products which combine computer games and educational software.

§ Edutainment encompasses children-friendly tools which have an educational value and which results in an optimal teaching solution for young children.

§ Many topic-specific products were created and commercialised together with multimedia.

§ Reference software is migrating from CD-ROMs to the web and is becoming free and open-source.

The benefits of using educational software

1. Multimedia contents and interaction with the user are the main strong point of educational software and the features that mainly differentiate them from traditional media such books and television.
2. Multimedia contents give the software the capability of attracting the user and specially children.
3. Cartoons, characters, dialogues, sounds and movies are able to stimulate the curiosity of younger users and push them to the exploration of the software.
4. Multimedia contents represent an upgrade of the learned topics.
5. A high level of interaction with the software enables the user to explore the software and establish the level of detail of the information provided.
6. All these features can drastically modify the way of learning of the users changing a passive approach into the wish of learning.

GeoGebra

- GeoGebra is an interactive geometry, algebra, statistics and calculus application software, intended for learning and teaching mathematics and science from primary school to university level.
- Constructions can be made with points, vectors, segments, lines, polygons, conic sections, inequalities, implicit polynomials and functions, which can be changed later.
- Elements can be entered and modified directly via mouse and touch, or through the Input Bar
- Teachers and students can use GeoGebra to make conjectures and to understand how to prove geometric theorems.

The main features of GeoGebra are :

- § Interactive geometry environment (2D and 3D)
- § Built-in spreadsheet
- § Built-in CAS
- § Built-in statistic and calculus tools
- § Allows scripting
- § Large number of interactive learning and teaching resources.

Stellarium

- Stellarium is a free software planetarium, licensed under the terms of the GNU General Public Licence, available for Linux, Windows and Mac OS X.
- The fisheye and spherical mirror distortion features allow Stellarium to be projected onto domes.
- Spherical mirror distortion is used in projection systems that utilise a digital video projector and a first surface convex spherical mirror to project images onto a dome.
- Stellarium systems are generally cheaper than traditional planetarium projectors and fish-eye lens projectors and are thus used in budget and home planetarium setups where projection quality is less important

PhET Interactive Simulations

- PhET Interactive Simulations is a non-profit Open Educational Resource (OER) project founded by Nobel
- Laureate Carl Wieman in 2002, whose vision was to improve the way science is taught and learned.
- The stated mission of PhET is “To advance science and math literacy and education worldwide through free interactive simulations.”
- The project acronym “PhET” originally stood for “Physics Education Technology”, but PhET later expanded to other disciplines.

- The PhET project now designs, develops, and releases over 125 free interactive simulations for educational use in the fields of Physics, Chemistry, Biology, Earth Science and Mathematics.
- PhET Interactive Simulations incorporates research-based practices on effective teaching to enhance the learning of science and mathematics concepts.
- The PhET simulations are designed to be flexible so that they can be used as lecture demonstrations, labs, or homework activities.
- They have shown in their research that understanding of concepts improves when students explore simulations in addition to traditional labs.

Scilab

- Scilab is free and open source software for numerical computation providing a powerful computing environment for engineering and scientific applications.
- Scilab includes hundreds of mathematical functions with a high level programming language which allows access to advanced data structures, 2-D and 3-D graphical functions.
- Scilab is able to interconnect with third party technologies and applications.
- Scilab can act as a unique platform to bring together codes written in different programming languages in a
- single, unified language, thus facilitating their distribution, their back-up and use.

The main features of Scilab

§ Maths and Simulation : For usual engineering and science applications including mathematical operations and data analysis.

§ 2-D and 3-D visualisation : Graphics functions to visualise, annotate and export data and many ways to create and customise various types of plots and charts.

§ Optimisation : Algorithms to solve constrained and unconstrained continuous and discrete optimisation problems.

§ Statistics : Tools to perform data analysis and modeling

§ Control System Design and Analysis : Standard algorithms and tools for control system study.

§ Signal Processing : Visualise, analyse and filter signals in time and frequency domains.

§ Application Development : Increase Scilab native functionalities and manage data exchanges with external tools.

§ Xcos – Hybrid dynamic systems modeller and simulator : Modeling mechanical systems, hydraulic circuits, control systems, etc.

Module 3

Trends in Methodology, Pedagogy and Evaluation

Prepared by
Jumana
kavitha
Nivedh

Modern pedagogy

Pedagogy is essentially a combination of knowledge and skills required for effective teaching and can be traditionally defined as the art of teaching that makes a difference in the intellectual and social development of students.

Modern pedagogy

- Modern pedagogies can be comparatively defined as a new model of learning partnership between and among students and teachers aiming towards deep learning goals and enabled by pervasive digital access.
- In the modern pedagogies, the foundation of teacher quality is a teachers pedagogical capacity comprising their repertoire of teaching strategies.
- And their ability to form partnerships with students in mastering the process of learning.
- Modern pedagogies have the potential to engage all students.
- Not just those who are already highly motivated to learn within and outside the classroom.

Modern pedagogy

- Everyone becomes a teacher in the new pedagogies ,and everyone becomes a learner.
- Modern pedagogies foster a new kind of learning.
- It is more engaging and more connected to real life.
- That better prepares young people for life and work in today's world.

Pedagogical transactions integrating ICT

- Information and communication technology (ICT) can provide flexible and effective ways to professional development for teachers.
- Improve pre-service and in-service teacher training, and connect teachers to the global teacher community.
- As new concept of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills.
- Modern developments of innovative technologies have provided new possibilities to teaching professions.
- But at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching.

Pedagogical transactions integrating ICT

- ICT can be used as a core or a complementary means to the teacher training process.
- There are many examples of ICT, particularly internet and web-based communication technologies, being used to support teachers on-going professional development and networking.
- Teachers ICT skills can be developed and ICT-pedagogy integration can be promoted in their teaching by providing ICT-based training environments.
- The approach of using ICT to support teachers on-going professional development and networking can be very effective.

Cultural integration

- Culture is reflected in students multiple social identities and their ways of knowing and of being in the world.
- Cultural integration is a form of cultural exchange in which one group assumes the beliefs, practices and rituals of another group without sacrificing the characteristics of it's own culture
- Integrating cultures usually refer to several cultures coming together to form a new, multicultural society and each culture keeps it's characters, features and values.

Advantages of cultural integration

- Promotes humanistic values.
- Improves productivity and profitability.
- Helps to create a pool of talent.
- Exchange of innovative ideas.
- Other benefits of diversity

Constructivist approach

- Constructivists approaches of education promote enquiry-based learning.
- It's supports the creation of new knowledge based on the students natural curiosity about their own experiences.
- Knowledge building is reciprocal because students play an active role in crafting and developing experiences for themselves and their peers.
- Learning is made relevant and accessible for all students in the classroom as they are able to see themselves in curriculum.

Reflective Teaching

Reflection

❑ “Reflection is a type of problem solving that chained several ideas together by linking each idea with its predecessor in order to resolve an issue”

-dewey-

❑ A process of self-observation and self-assessment

Reflective teaching

- Uses reflection to improve classroom practices
- Thinking about the process and product
- A metacognitive strategy that helps teachers to think critically upon their experiences , actions and decision during the teaching – learning process

CYCLE OF REFLECTIVE TEACHING



Gibbs Reflective Cycle



Strategies promoting reflection

- Teacher's Diary/journal
- Collaborative Journal
- Students feedback
- Recording lesson
- Peer observation

Critical Pedagogy

Introduction

- ❑ **Paulo Freire**- philosopher of critical pedagogy
- ❑ Pedagogy of oppressed(1968)
- ❑ Critical pedagogy-teaching approach to attempts to help students question and challenge domination, and the beliefs and practices that dominate them
- ❑ Help students critically conscious

Critical pedagogy

- ❑ Critical-examining and judging analytically without any bias
- ❑ Provides an opportunity to reflect critically on issues in terms of their Political, social, economical and moral aspects and to take action against the oppressive elements of society
- ❑ Cardinal principle-concept of we or community feeling which demands collective decision making through open discussion and by encouraging and recognizing multiple views
- ❑ Acceptance of multiple views on social issues and a commitment to democratic forms of interaction

Characteristics

- ❖ Aims to liberate students from oppression
- ❖ Empower students and enable them to help themselves
- ❖ Envisages transformative world a democratic and egalitarian world
- ❖ Transforms learner from the role of passive listener to active participants
- ❖ Encourage students to attempts change through social reconstruction
- ❖ Emphasis teaching through critical dialogue and dialectical analysis of everyday experience

Characteristics

- Promote emancipation and intellectual growth
–emancipation from oppression
- Liberatory education-raises students consciousness, preparing them to engage in larger social struggle for liberation
- Develop conscientization – learning to perceive social , political and economic contradictions(develop critical awareness) to take action the oppressive elements

Role of Teacher

- Co-learner
- Researcher-know students ,i. e, their culture, knowledge base, language etc
- Facilitator who guides , shares and coaches the students
- Records the progress of students and evaluate their activities.
- Enable students to become responsible partners in their own learning
- Deep respect with teacher and students

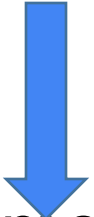
Role of students

- Plan and organize their own learning
- Assess own performance
- Take up responsibility of their learning
- Actively involved in learning process
- Collect information
- Engage in problem posing dialogue
- Collaborates with teachers in learning
- Identify specific problems and finding solution

CCE

**Continuous Comprehensive
Evaluation**

Evaluation



assessment



measurement

☐ Measurement

1. Quantitative in nature
2. the process by which we ascertain the quantity of a thing.
3. Assignment of numerical index to the thing we assess

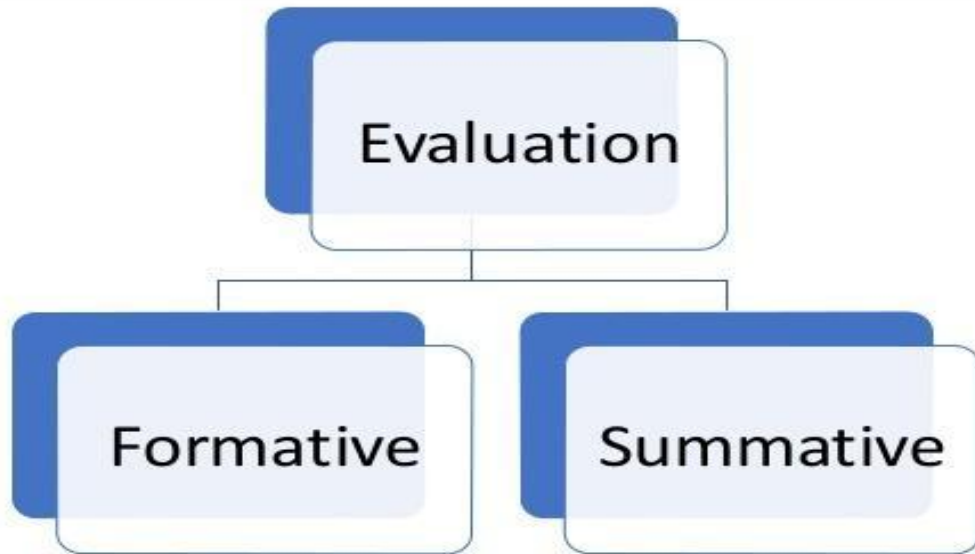
assessment

- Process of gathering meaningful information about the students level of performance to improve teaching learning process.
- Describes the conditions that exists at a particular time.
- Include measurement and organize measurement data into interpretable forms
- Helps in making decisions regarding the students development

evaluation

- Qualitative in nature
- The process by which we judge the value of a thing.
- It is the process of determining the extent to which an educational objective attained.
- Includes measurement and subjective judgement on the outcome measurement.

TYPES OF EVALUATION



Continuous and comprehensive evaluation

- NPE 1986 –emphasized the inclusion of scholastic and non-scholastic aspects of evaluation.
- Kothari commission 1964-66;on completion of course a certificate should be include record of internal assessment(comprehensive).
- NCF 2005- mandates the establishment of school based CCE
- RTE ACT 2009- MANDATES CCE in assessing students
- With effect from 2005 –MHRD – scheme of CCE as part of evaluation.

CCE

- Integrated and most progressive developments in school education.
- Aim to reduce stress of exams and over emphasis on cognitive domain
- Intending to eliminate rote-learning
- To have a uniform and comprehensive system of education for children across the country
- A system designed to assess students from various perspectives

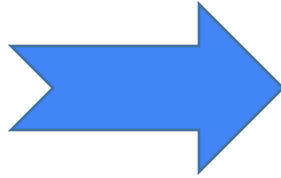
CONTINUOUS



COMPREHENSIVE



EVALUATION



CCE

Continuous

- Both formative and Summative assessment
- Evaluation carried out at various stages of educational programme-from beginning to end
- Regularity in assessment

Comprehensive

- Both scholastic and non-scholastic aspects of child
- Covers all aspects of students development

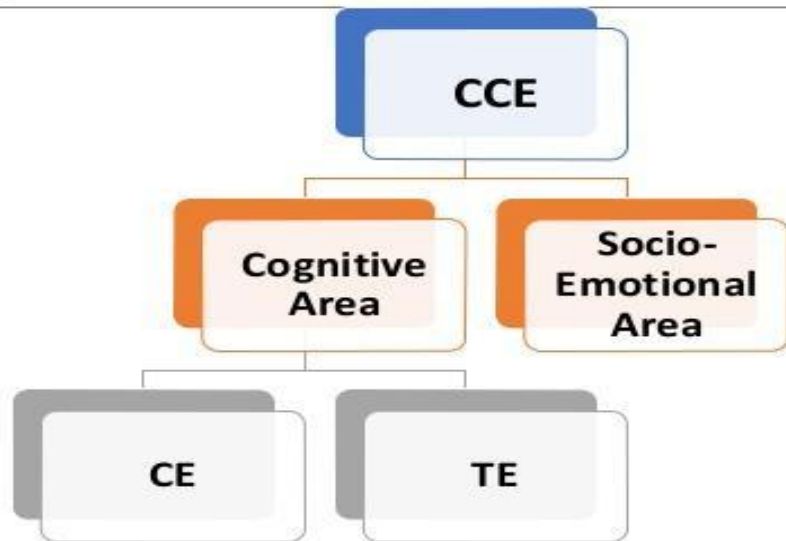
Evaluation

- Process by which we judge the value of a thing.

Socio-emotional area

- Communication skills
- Interpersonal skills
- Empathy
- Coping with emotions
- Coping with stress
- Problem solving skills
- Decision making
- Critical thinking
- Creative thinking
- Self-awareness

KERALA CURRICULUM FRAMEWORK (KCF) 2013



strength

- Evaluation a continuous process
- Emphasis is now both on knowledge as well as performance
- Identify learning progress at regular intervals
- Employ remedial measures- needs and potential
- Learners actively involved in learning process
- Recognize and encourage specific abilities of child

Measures to overcome

- Number of students should be limited to 30-40
- Adequate training for teachers to construct assessment tools
- Proper infrastructure facilities and teaching materials should be provided
- Financial support
- Evaluation objective as far as possible

Process Oriented Approach

- **Process Skills**

- Those skills which help an individual to acquire knowledge
- Route by which children explore and gain evidence which they use in developing ideas
- Helps the students to interact with the things in their environment
- Necessary to deal with everyday life
- Important role in the development of understanding of the natural world

- **Process Skills**

- Making operational definition
- Observing
- Formulating hypothesis
- Classifying
- Identifying variables
- Measuring
- Interpreting data
- Communicating
- Designing , making, preparing
- Relating



- Manipulating
- Comparing
- Calculating, Computing , Solving
- Inferring
- Generalizing
- Predicting
- Criticizes etc.
- Imagines



Mind Mapping

Mind Mapping

- Tony Buzan
- Thinking Tool
- Popularly called “The Swiss Army Knife of the Brain”
- Informal intuitive diagrams used to represent only one single idea
- The Mind Map Books



Mind Map

- A diagram used to visually organize information
- Often created around a single concept
- A visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topic
- Mind maps, like web or spider diagrams incorporate colours , symbols and pictures
- Encourages students to begin with a central idea and go in-depth of the idea
- Used as tool for taking notes, for illustrating brainstorming activities or for sketching out thinking

- **Purpose**
- **Idea Generation** –Starting with a central idea-additional ideas emit from the core - always starts with a central idea/image
- **Note Making** – a great tool to capture the ideas as presented by others
- **Memorization** –use of keywords, colour, images, etc. aids retention and recall
- **Presentation** – idea in a single, customized page

Benefits

- Help students to transform any concept, idea or problem
- Facilitate better understanding of relationships and connections between ideas and concepts
- Easy to communicate new ideas and thought processes
- Allows student to easily recall information
- Makes easy to organize ideas and concepts
- Helps in note taking

Portfolio Assessment

meaning

- Latin word “*Portafoglio*”- *a case for carrying loose papers*
- “*porta*”- *means carry*
- “*foglio*”-*means sheet*
- *Collection of works or documents that are representative of a person’s skill and accomplishment.*

Meaning

- A systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects.
- Collection of all products formed during the various stages of learning activities
- Purposeful collection of student work
- Documenting student's growth
- Performance assessment tool

What a portfolio includes

- Systematic collection of a student's work over a specified period of time according to a specific set of guidelines
- Physical collection of student work that includes materials such as
 - Written assignments, journal entries, completed tests, art work, lab reports, physical projects, models, charts, and other material evidence of student learning progress, and academic accomplishments including awards, honors, certifications and recommendations
- KCF (2013) : a student portfolio includes

- Activity log, other learning documents, pictures, collections, writings, learning materials, creations made through ICT, creative work, worksheets
- Activity log - strategies adopted for the transaction of the lesson, prior planning made by the learner to complete transaction of lesson, interventions made at various stages of activities, details of product formed, information given by teachers (Cognitive area)

Type of portfolio



process

- Documents the stages of learning
- Provides a progressive record of student growth

product

- Demonstrates mastery of learning task
- Contains only best work

On the basis of purpose

- Development portfolio
- Assessment portfolio
- Showcase portfolio
- Reflective portfolio

Development of portfolio

- Step1 :decide on the purpose of portfolio
- Step2: decide on the type of items include in portfolio
- Step3: decide on who will select the items to be include in portfolio
- Step4: establish procedure or evaluating/ scoring portfolio

Classroom Assessment Techniques (CAT)

Classroom assessment techniques are simple in-class activities used in formative assessment and are designed to give feedback both to teachers and students on how well students are learning or are prepared to learn the subject matter under consideration.

They are small scale data gathering techniques used continuously by the teachers to determine what students are learning in a given class.

Focused Listing

Teacher asks the students to list the main points of the class

Minute Paper

Teacher asks questions related to the topic during the last few minutes of class and ask students to answer in one or two sentences

- Tests how students are gaining knowledge
- Used as a review of previous class, to clarify, correct and elaborate the topic

Muddiest point

- o Similar to minute paper but focus on the area of confusion
- o Teacher asks the students which area is not clear

Pro and con Grid

- o Teacher asks the students to list the advantages and disadvantages of the concept learned
- o Students list pros/cons, costs/benefits, advantages/disadvantages of an issue or topic

Application card

- o Students were provided with one or more real life situations for an important principle, generalizations, theory or procedure

Background Knowledge probe

- o A short simple questionnaire was given to the students at the start of the course or before the introduction of a new unit or topic
- o Use to uncover students pre-conceptions

Empty outlines

- o Students are asked to outline some portion of lecture or lesson in a limited time

Directed paraphrasing

- o Students are asked to explain the learned content in their own words
- o Teacher provides guidelines regarding the length and purpose of the content of the lesson

Defining matrix

- o Teacher prepares a handout with a matrix of three columns and several rows
- o First two columns list the similar concepts
- o Third column lists some important features of both concept
- o Students are asked to find out which characteristic belongs to each group

New Trends in Examination

- Open Book Examination
- Online Examination
- On Demand Examination
- Institution Based Examination
- Technology Assisted Assessment

Open Book Examination

An “open book examination” is one in which examinees are allowed to consult their class notes, textbooks, and other approved materials while answering questions. In open book examination the students have the freedom to consult the textbooks, reference books and other reading material to answer questions set by examining agencies or the educational institutions. It is ideally suited to programmes that especially aim at developing the skills of critical and creative thinking.

Open Book Examination

Examinees are allowed to consult their class notes, text books and other approved material while answering questions

- Freedom to consult materials to answer the questions
- Types
- Restricted –materials approved by course instructor
- Unrestricted- free to bring any material

Open Book Examination

Merits

- Free from pre-examination tensions
- Less demand on memory
- Examination becomes learning process
- Higher cognitive abilities
- Reduce anxiety

Demerits

- Difficult to ensure equitable resources
- More space
- Concept of standard textbook may vary

Online Examination

Online examination is a new technique of conducting assessment of students by using internet which facilitates the conduct of examination without face to face contact between the examinee and examiner. It is the process used to measure certain aspects of information for a set purpose where the assessment is delivered via a computer connected to the internet. It is primarily used to measure cognitive abilities. It facilitates immediate feedback

Online Examination

- Conducting examination without face to face contact between examiner and examinee
- Used to measure cognitive abilities
- Assessment delivered through computer connected to a network

Online Examination

Merits

- Immediate feedback
- Scoring speed
- Reduce chance of copying
- Time saving
- Any time anywhere

Demerits

- Require good broadband facility
- Acquittance with keyboard is a limiting factor
- Risk of loosing data

On Demand Examination

The innovative concept of On-Demand Examination, is one in which the assessment takes place when the learner considers himself/herself ready to take an examination on one or more subjects. On-demand examination is not only independent of time but also allows the learners to improve their performance till they are satisfied with the mastery level set by them individually. In ODE, the examination is self-paced and degree of performance is learner controlled.

Under ODE, a unique question paper having defined number of items is generated randomly (on the day of the examination) out of the already developed question bank on the basis of question paper design and the blueprint of the subject. The question paper is unique for each student.

On Demand Examination

- Assessment takes place when the learner considers himself/herself ready to
take an examination on one or more subjects
- not only independent of time but also allows the learners to improve their
performance till they are satisfied with the mastery level set by them
individually

On Demand Examination

Merits

- Conducting examination when student is ready
- Reduces stress and anxiety of failure
- Reduces malpractices
- Respects individuality
- Allows students to decide level of performance

Demerits

- Difficult to prepare unique question paper
- Experienced teachers required for preparing question bank

Institution Based Examination

In institution based assessment, individual institutions of higher education design, implement and evaluate their own assessment programmes by addressing specific needs and progress of students. Assessment instruments vary by discipline, programme and institution. Institution-based assessment is an approach in evaluating students' academic progress in which teachers are given greater responsibility to design quality assessments that align with their students' learning outcomes.

Institution Based Examination

- Individual institutions of higher education design, implement and evaluate their own assessment programmes by addressing specific needs and progress of students
- Assessment instruments vary by discipline, programme and institution

Technology Based Assessment

Technology assisted assessment refers to the application of information and communication technology to the assessment process. Technology is used to help teachers to track and assess their students as well as their own performance in the classroom. Technology is used to facilitate communication between students and teachers and to create digital records of students' growth and development that can easily be passed along from grade to grade. Technology Assisted Assessment is a broad term that encompasses the diverse methods by which technology can be used to assess the performance of the students.

Technology Based Assessment

- Application of information and communication technology to assessment process
- Assess students and keep track of students progress
- Used to facilitate communication between students and teachers
- Used in the production of e-portfolio
- In short, diverse methods by which technology can be used to assess the performance of students

ISSUES IN ASSESSMENT

Commercialization of assessment

An examination is more or less like **'speculation'** in the share market. Students cram up solved answers to certain expected questions just a week before the examination. If by the bounty of their fortune the same questions are set in the paper, they are to be declared 'successful' or else they are to try their luck once again with the same speculating tendency. The companies that create and sell standardized achievement tests and question bank are all owned by large corporations. Like all for-profit businesses, these corporations attempt to produce revenue for their shareholders. Test companies not only manufacture the tests, they also manufacture the courses and programs that can be taken to "prepare for the test."

Poor test quality

For several important reasons, standardized achievement tests should not be used to judge the quality of education. The overarching reason that students' scores on these tests do not provide an accurate index of educational effectiveness is that any inference about educational quality made on the basis of students' standardized achievement test performances is apt to be invalid. There are a wide range of differences in the people who take standardized tests: they have different cultural backgrounds, different levels of proficiency in the English language, different learning and thinking styles, different family backgrounds, different past experiences. And yet the standardized test treats them as if they were all identical. The existing system of examination with its yardstick fails to measure properly the merit of such a student. A student of gifted intelligence and talent can never remain confined to the narrow zone of his text books. Question papers are not set on scientific basis. Improper weightage to content, objectives and level of questions, importance to questions that demands rote memorization than analytical questions, repeated questions also deteriorates the quality of test.

Domain dependency

This issue concerns whether formative assessment can be maximally effective if theory and development are focused at a domain-independent level. To be maximally effective, formative assessment requires the interaction of general principles, strategies, and techniques with reasonably deep cognitive-domain understanding. That deep cognitive-domain understanding includes the processes, strategies and knowledge important for proficiency in a domain, the habits of mind that characterize the community of practice in that domain, and the features of tasks that engage those elements. This claim has at least two implications. The first implication is that a teacher who has weak cognitive-domain understanding is less likely to know what questions to ask of students, what to look for in their performance, what inferences to make from that performance about student knowledge, and what actions to take to adjust instruction.

The second implication is that the intellectual tools and instrumentation we give to teachers may differ significantly from one domain to the next because they ought to be specifically tuned for the domain in question. The specifics of formative assessment may differ significantly from one domain to the next. A possible approach to dealing with the domain dependency issue is to conceptualize and instantiate formative assessment within the context of specific domains. Rooting formative assessment in pedagogical skills alone is probably insufficient. Rather, formative assessment would be more profitably conceptualized and instantiated within specific domains

Measurement issues

A basic definition of educational measurement is that it involves four activities: designing opportunities to gather evidence, collecting evidence, interpreting it, and acting on interpretations. The formative assessment literature gives too little attention to that third activity, in particular to the fundamental principles surrounding the connection of evidence – or what we observe – to the interpretations we make of it. Formative inferences are not only subject to uncertainty, they are also subject to systematic, irrelevant influences that may be associated with gender, race, ethnicity, disability, English language proficiency, or other student characteristics.

Formative assessment entails making inferences about what students know and can do. Therefore, formative assessment is assessment, at least in part. This fact implies that relevant measurement principles should figure centrally in its conceptualization and instantiation. Incorporating measurement principles doesn't mean that validity should be sacrificed for reliability, as some advocates fear, or that inappropriate psychometric concepts, methods, or standards of rigour intended for other assessment purposes should be applied. But it does mean we should incorporate, rather than ignore, the relevant fundamental principles

System issues

The 'system issue' refers to the fact that formative assessment exists within a larger educational context. If that context is to function effectively in educating students, its components must be coherent. Assessment components can be considered internally coherent when they are mutually supportive; in other words, formative and summative assessments need to be aligned with one another. Those components must also be externally coherent in the sense that formative and summative assessments are consistent with accepted theories of learning, as well as with socially valued learning outcomes. External coherence, of course, also applies to other system components, including pre-service training institutions which must give teachers the fundamental skills they need to support and use assessment effectively. In any event, if these two types of coherence are not present, components of the system will either work against one another or work against larger societal goals. We must account for the fact that formative assessment exists in an educational context. Ultimately, we have to rethink assessment from the ground up as a coherent system, in which formative assessment is a critical part, but not the only critical part.

MODULE 4

Trends in Financing Education

Prepared by
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TRENDS IN FINANCING EDUCATION

Public investment, private investment and international sources of finance

- Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local.
- The main sources of education finance are public finance, private sources of finance and international sources of finance.

Private Investment

- **On an average, private sources of finance represent about 20% of total national educational finance.**
- **Generally, private sources include mostly households, but also communities, civil society organisations and the private sector.**
- **Households do so by incurring both direct and indirect costs of education. Societies also incur a significant economic indirect cost by having a large share of their population in school instead of working.**

Public Investment

- **Public finance refers to the total of the resources allocated and spent in education by the various levels of governments (centraregional and local) as well as by public educational institutions.**
- **Public financing includes both direct public expenditure on education and subsidies to mostly households, such as tax reductions, scholarships and loans, living allowances, etc.**

Impact of globalisation on education– financing

- Globalisation can be defined as the process by which businesses or other organisations develop international influence and start operating on an international scale.
- The effect of globalisation on education bring rapid developments in technology and communication across the world of ideas, values and knowledge.

- Education systems of developing countries should play a major role in their development by providing quality access to education and training for all, at least at the basic education level.
- Globalisation's impact on education is generally cast in terms of educational reforms.
- Educational reforms can be broadly classified into three types namely competition-driven, finance-driven and equity-driven educational reforms.

- Competition-driven educational reforms aim primarily to improve economic productivity by improving the quality of labor and of educational institutions.
- Competition-driven educational reforms include :
 - Decentralisation
 - Introduction of achievement standards
 - Improved management of educational resources
 - Improved teacher recruitment and training
 - Changes in the curriculum and pedagogy aimed at improved educational quality and relevance.
- Finance-driven educational reforms are motivated by the need to improve the economic climate and conditions for economic growth in a country by reducing public spending and increasing efficiency and quality in service delivery

Early childhood education

- Education is commonly and formally divided into stages such as pre-school, primary school, secondary school and higher education college, university or apprenticeship.
- Education and care for young children goes by many names like child care, day care, nursery school, pre-school, pre-kindergarten, and early education.
- The foundations for the children's social skills, self-esteem, perception of the world and moral outlook are established during these years, as well as the development of cognitive skills.

- During the first few years of life, a child learns a lot about themselves and the world around them, and parents are their first teachers.
- But for healthy development, children need active stimulation and interaction with others. This is where early childhood education is the most beneficial

- Much research goes into pre-school curricula and many organisations strive to preserve and advance the education of young students as well as increase awareness about the importance of early childhood education.
- Though early childhood education is mostly not mandated, it is doubtlessly an important and fundamental stage of learning.
- Curriculum and activities: Many different curricula or teaching approaches can create a enriched learning environment for children
- Some core quality characteristics include:
- **Well-planned:** Whether a pre-designed modeler homegrown, a curriculum should reflect current research on child development and it should include specific learning goals for children.

- Based on a child's developmental needs: Activities, materials and schedules should be appropriate to a child's ages and should support all three key developmental domains namely cognitive, physical and social-emotional.
- Balanced: A good curriculum provides a balance of play and structured activities, teacher-initiated and child-initiated exploration.

Primary education

- Primary school education is most often referred to as elementary school or grade school and is usually composed of grades one through six.
- The main purpose of primary education is to give children a strong foundation in the basics of a general curriculum, with emphasis on reading and math.
- Primary education is for children who are approximately five to eleven years

- The subjects targeted by primary education are reading, math, social studies, science, physical education and health.
- Subjects are meant to be taught for general exposure and to lay the groundwork for more rigorous study later on.
- Skills that lead to reading fluency and comprehension, as well as number recognition and basic mathematical operations, are among those most emphasised by educators during primary school.
- A quality primary education seeks to help all students succeed, especially those who have learning problems or disabilities. Special educators, tutors and interventionists are often used by elementary schools

Secondary education

- Secondary education normally takes place after primary education and may be followed by higher education or vocational training.
- A secondary school usually provides educational instruction for students during the period from ages 14 to 18 and consists of grades nine through twelve.
- The secondary education curriculum usually includes courses such as English, mathematics, science, history and a foreign language.
- Other common subjects offered during highschool include industrial arts, homemaking, health, physical education and music.
- · Special or alternative high schools may enroll students who seek intensive fine arts instruction or those who may need child care while attending classes

Higher education

- Higher education is the education after the secondary level, provided by a college or university.
- The international definition of post school education divides it into two parts namely higher education and further education.
- A higher education qualification at degree level takes a minimum of three years to complete, more typically four.
- Higher education will be at a level which would qualify someone to work in a professional field and it will usually be taught in an environment which also includes advanced research activity.
- Higher education generally means university level education and offers a number of qualifications.
- Master's degree comes in various categories, such as a Master of Arts, Master of Science, and Master of Theology

- The second type of graduate degree, and one considered higher than a master's degree, is a doctoral degree.
- Doctoral degrees are awarded for a particular course of study beyond the master's degree.
- Doctoral degrees can be professional degrees, such as the Doctor of Ministry, or academic degrees, such as the Doctor of Philosophy.
- Those who earn doctorates often assume the title 'Doctor.'
- · The amount of time one must study before earning such a degree varies greatly by the field and the institution.

- Following the recommendations of New Education Policy of 1986 and Programme of Action, 1992 the Government of India initiated different schemes to support children of secondary and higher secondary schools at different points in time.

SarvaShikshaAbhiyan (SSA)

- SarvaShikshaAbhiyan (SSA) is a comprehensive and integrated flagship
- programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode.
- SSA has been launched in 2001-2002 in partnership with the State Governments and Local Self Governments.
- The SSA programme aims to provide useful and relevant, elementary education to all children in the 6 to 14 age group.

- The SSA programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objective
- The SSA programme covers the whole gamut of elementary education sector and is flexible enough to incorporate new interventions like specific interventions for girls.
- SSA adopts a planning process, wherein the felt needs of the served communities and educational needs of learners are well taken care of and the plan fits into the broad framework of SSA.

The major characteristics of SSA

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools.

Aims and objectives of SSA

- SSA aims to provide useful and relevant elementary education for all children in the 6 to 14 age group.
- SSA aims to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The following are the main objectives of SSA:

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp.
- All children complete five years of primary schooling.
- All children complete eight years of elementary schooling.
- Focus on elementary education of satisfactory quality with emphasis on

Basic Features of SSA

- Institutional reforms in states.
- Sustainable financing in partnership with states.
- Community ownership of school based interventions through effective decentralization.
- Institutional capacity building for improvement in quality.
- Community based monitoring with full transparency in all aspects of implementation.
- Community based approach to planning with a habitation as a unit of planning.
- A mainstreaming gender approach.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- The Rashtriya Madhyamik Shiksha Abhiyan is a scheme of Government of India to enhance access to secondary education and improve its quality.
- The implementation of the RMSA scheme to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India.
- RMSA leverages support from a wide range of stakeholders including multilateral organisations, NGOs, advisors and consultants, research agencies and institutions

Objectives of RMSA

- The RMSA scheme envisages to improve its gross enrolment ratio for classes IX-X, by providing a secondary school within reasonable distance of any habitation.
- Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.
- Remove gender, socio-economic and disability barriers.
- Provide universal access to secondary level education by the year 2017, i.e. by the end of the 12th Five Year Plan.
- Enhance and universalise retention by the year 2020.

Additional Skill Acquisition Programme (ASAP)

- Additional Skill Acquisition Programme (ASAP) is a scheme jointly implemented by the Departments of General Education and Higher Education, Government of Kerala.
- The ASAP programme seeks to equip students currently enrolled in the Higher Secondary and Under Graduate Courses in Arts & Science Colleges, with industry/business relevant skills.
- ASAP aims at creating employment opportunities for the unemployed youth, enhancement of skill sets of the labour force, emphasising industry linkage and enhancing employability of students by introducing additional skill acquisition programmes in their career.
- · The additional skill acquisition programme focuses on enhancing the chances for employment for students studying for the Higher Secondary Courses and Undergraduate Courses.

- Enrolment of students to ASAP is done at the college level.
- Counselling services are imparted to students to guide and help them choose the right skill development sector.
- Courses designed for Additional Skill Acquisition are primarily for sectors that have a substantial skill gap.
- The sectors for ASAP are Hospitality, Retail, Health care, IT & ITES, Event Management, Business Services, Media and Entertainment Industry, Banking and Finance sector etc. A few of these sectors are included under ASAP and more will be added in due course.
- Each skill development/up-skilling programme is designed to ensure recognition, both nationally and internationally and to ensure effectiveness and labour market acceptance.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

- Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a centrally sponsored scheme, which aims at providing strategic funding to eligible state higher educational institution.
- The central funding is norm based and outcome dependent and flows from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions.

Objectives of RUSA

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.

- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.
- RUSA also supports reforming, restructuring and building capacity of institutions in participating state.
- RUSA aims to create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster.

Student loans

- Student loans and scholarships play a crucial role as meritorious students, from families with or without necessary means, need an incentive or encouragement to keep on working hard in their studies and go to the next level of education in their academic career.
- The government endeavours to provide primary education to all and sundry on a universal basis as higher education is progressively moving into the domain of private sector.
- The higher education is getting more and more expensive and hence the need for institutional funding is necessary in this area.

- The government of India in consultation with Reserve Bank of India (RBI) and Indian Banker's Association (IBA) has framed a comprehensive educational loan scheme to ensure that no deserving student in the country is deprived of higher education for want of finances.
- The new government scheme covers all type of courses including professional courses in schools and colleges in India and abroad.
- The government of India has launched a scheme to provide full interest subsidy on loans taken by students belonging to economically weaker sections from scheduled banks under the Educational Loan scheme of the Indian Banks' Association.
- The student loans are meant for pursuing any of the approved courses of studies in technical and professional streams, from recognised institutions in the country.

Scholarships, fellowships and grants

- All scholarships, fellowships and grants are referred to as national awards. The three terms are often used interchangeably.
- A scholarship is a form of financial aid awarded to meritorious students so that they can meet the cost and financial expenses of studying in some of the top educational institutions and universities of the world.
- Almost every country has various types of scholarships on offer for students and the eligibility criterion for each scholarship varies from institution to institution.
- Scholarships usually provide support for undergraduate or graduate education.

- Fellowships support postgraduate projects which may be pursued outside the normal curriculum.
- The Ministry of Human Resource Development, Department of Higher Education administers only those scholarships/fellowships which are being offered by the foreign countries under Cultural Exchange Programmes and other programmes.
- The subject fields are generally chosen for those subject fields, facilities for which are available in the donor country and also keeping in view the national needs.

- National awards cover a broad range of academic, co-curricular and professional interests, including, but not limited to: study abroad, science research, public service interests, graduate school, international research, study or independent projects.
- Grants are the most inclusive, representing any grant of money in exchange for a purpose or a project.
- The Central Government provides grants to University Grants Commission and establishes Central Universities in the country.

Module 5

Modern Trends in Curriculum Design, Construction and Development

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Gender Issues

- India is reputed to have a progressive education policy with regard to the focus on gender. National-level surveys show that nine out of every ten girls ever enrolled in school could not complete schooling; and, only one out of every 100 girls enrolled in Class I reaches Class XII in rural areas and 14 out of every 100 girls enrolled in Class I reach Class XII in urban areas.
- One of the major reasons why children, both boys and girls, in both rural and urban areas dropout is lack of interest in studies, hostile environments, poor teaching, non-comprehension and difficulties of coping.
- Once girls are given access to schools, the assumption is that as girls and women have entered the public sphere, empowerment will follow implicitly.

- The content, language, images in texts, the curricula, and the perceptions of teachers and facilitators have the power to strengthen the hold of patriarchy.
- The school becomes an enclosed space, like the domestic sphere where discriminations and violations are not talked about or questioned.

Social and Economic issues-

SES is relevant to all realms of behavioural and social science, including research, practice, education and advocacy.

- Low SES and its correlates, such as lower education, poverty and poor health, ultimately affect the society as a whole.
- Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups.

- Inadequate education and increased dropout rates affect children's academic achievement.
- Improving school systems and early intervention programs may help to reduce these risk factors, and thus increased research on the correlation between SES and education is essential.

Environmental Issues in Education

- A healthy environment needs well-trained leaders capable of executing creative solutions to future challenges.
- Environmental education build awareness of the way of life that conserves resources for future generations.
- Educational programs aimed at children and adults are critical in fostering a healthier and safer planet.
- If the youth don't have a basic understanding of science and ethics, they will not be able to handle the environmental challenges that they may face at some stage of their lives.

- Environmental education programs reconnect children to nature and foster an appreciation of the earth.
- Environmental education, a vital component of efforts to solve environmental problems, must stay relevant to the needs and interests of the community and yet constantly adapt to the rapidly changing social and technological landscape.
- Environmental problems have become increasingly difficult to understand and to evaluate.
- Environmental education must teach about science itself and about the use of the scientific method to help evaluate and respond to environmental threats.

Education for Sustainable Development

- Education for Sustainable Development (ESD) is about the learning needed to maintain and improve the quality of life and the quality of life of generations to come.
- ESD is about equipping individuals, communities, groups, businesses and government to live and act sustainably; as well as giving them an understanding of the environmental, social and economic issues involved.
- ESD is a lifelong process from early childhood to higher and adult education and goes beyond formal education
- Since learning takes place at different stages in people's lives, ESD has to be considered as a life-wide process.
- ESD has become an important element of environmental policy making and sustainable development strategies.

Education for Peace

- Education for peace acknowledges the goal of promoting a culture of peace as the purpose shaping the enterprise of education
- The major frontiers of education for peace are:
 - Bringing about peace-orientation in individuals through education;
 - Nurturing in students the social skills and outlook needed to live together in harmony;
 - Reinforcing social justice, as envisaged in the Constitution;
 - The need and duty to propagate a secular culture;
 - Education as a catalyst for activating a democratic culture;

Good teachers are models of peace values, such as, the art of listening, the humility to acknowledge and correct one's mistakes, assuming responsibility for one's actions, sharing concerns, and helping each other to solve problems transcending differences, even if they do not preach peace.

- A teacher who, from a peace perspective, can critically evaluate his/her attitudes, habitual modes of thinking, and approach to teaching is an asset for education for peace.
- In peace-oriented pedagogy, the focus is not merely on retention of concepts, memorisation of texts, or achieving individual goals and excellence but on learning to reflect, share, care, and collaborate with each other.
- The methods of teaching should be creative, child-centred, largely experiential, and participatory.

Value Crisis

- Values constitute an ethical skeleton only when an individual integrates these standards into everything he does to such an extent that he feels consciously able to actively govern his own life.
- The solidarity of the education system insures the solidarity in the fostering of certain values in a child.
- Whatever a child learns at the school becomes his life's determining factor.
- Though home is the very preliminary place to nurture certain values in a child but it is the school where a child is exposed to a virtual society or a society in miniature giving him encouraging ambiance to learn and experiment simultaneously.

The education system is facing value crisis due to the following reasons:

- Rate of illiteracy.
 - Less numbers of teachers.
 - Higher drop-out rate of pupils.
 - Lower education spend by the concerned authorities.
-
- Education for the youth has a very limited purpose, as their priority is to score good marks in the examinations and to utilize their mark sheets for insuring lucrative jobs.
 - Students are content with bookish knowledge only required for passing and do not bother to nurture any value for the upliftment of the society.

Value Education

From a historical viewpoint, a value may be defined as a thing that is good. Operationally the concept of values may be defined as ‘factors which affect human behavior’ intellectually, value may be defined as a concept which is accepted by the subconscious mind, is understood by all and perceived by the individual.

- Categories of Values
 - Personal Values
 - Social Values
 - Moral Values
 - Spiritual values
 - Universal Values
 - Cultural Values:

- Value development is not a sudden transformation of personality of the individual. Values are not only caught but should also be developed systematically through planned efforts.
- Values are not just about one's general obligations; they are an intrinsic part of one's relationship with oneself, with others and with one's surroundings.
- It is an imperative need in the present context of things that the whole of educational system should be restructured to include value education in the process of education.

Life Skill Education

• Skills are abilities. Hence it should be possible to practise life skills as abilities.

- Self-esteem, sociability and tolerance are not taught as abilities: rather, learning such qualities is facilitated by learning and practising life skills, such as self-awareness, problem-solving, critical thinking, and interpersonal skills.

- Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way.

- Life skills education contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights.

Following the study of many different life skills programmes, the WHO Department of Mental Health identified five basic areas of life skills that are relevant across cultures:

Decision-making and problem-solving.

Creative thinking and critical thinking.

Communication and interpersonal skills.

Self-awareness and empathy.

Coping with emotions and coping with stress.

Life skills education contributes to:

- Basic education.
- Gender equality.
- Democracy.
- Good citizenship
- Child care and protection.
- Quality and efficiency of the education system.
- The promotion of lifelong learning.
- Quality of life.

Joyful Learning

Joyful learning is a kind of experience in which students find pleasure in the learning process.

- A suitable learning environment with proper learning sequence is essential for learning
- Teachers use strategies to reduce stress and build a positive emotional environment, which help students to gain emotional resilience and learn more efficiently.
- When students are engaged and motivated and feel minimal stress, information flows freely and they achieve higher levels of cognition and make connections.
- The joy of learning does not come from quiet classrooms and directed lectures, but from classrooms with an atmosphere of exuberant discovery.

- When teachers use strategies to reduce stress and build a positive emotional environment, students gain emotional resilience and learn more efficiently.
- The classroom environment, lessons, materials should be developed and teaching strategies and techniques should be used accordingly to respond to learner's characteristics.

Inclusive Education

Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that things definitely change when a child with disabilities attends classes alongside peers who do not have disabilities.

- When children are educated together, positive academic and social outcomes occur for all the children involved.
- Placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment

- These are the principles that guide quality inclusive education:

All children belong, All children learn in different ways, It is every child's right to be included.

- Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present.
- Inclusion is about providing the help children need to learn and participate in meaningful ways.
- The benefits of inclusive education are :

Work on individual goals while participating in the life of the classroom with other students their own age. Involve their parents in their education and in the activities of their local schools. Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying. Develop friendships with a wide variety of other children, each with their own individual needs and abilities. Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Infrastructural Deficiency

Although schools in India are required to maintain a good infrastructure of facilities, many of the school lack the infrastructure.

- Some of the basic infrastructure that a school must possess are :
- The schools need to have concrete buildings with proper ventilation.
- Drinking water facility is absolutely necessary in all schools.
- Proper facilities for toilet and sanitation are a must.
- A very positive atmosphere conducive for learning.
- The main hindrance to proper school infrastructure is shortage of educational funds.
- The issue of financing is of utmost importance to the growth and development of education.

Issues Related With Professional Updation

- Professional Updation is the payment of fees paid by a student or a business executive to professional bodies like Institution of Engineers or Chartered Accountants etc.
- Professional Updation can also be the fees paid by a student or a business executive to study educational courses like Business Management, Information Technology, etc. in an institution or university.
- Some professions are dynamic and ever changing and need continuous changes in tax laws, commercial laws, accounting practices, new concepts in management and other disciplines which a new age professional shall keep himself updated to be in tune with times.
- In the wake of the changing times and countering the obsolescence of the professional, continuous professional updation programmes are undertaken by educational institutions and companies.

Teacher Absenteeism

- Inadequacy of teachers coupled with high rate of teacher absenteeism renders the learning conditions in schools from bad to worse.
- Teachers are deployed for certain non-professional duties .
- Teachers are also required to undergo mandatory 20 days in-service education and training every year.
- It has been observed that teachers and students are also required to receive high officials and VIPs.
- Teachers are also required to participate in various awareness programmes.

Further absence rates are higher during rainy season, extreme weather conditions, festivals, towards the end of the calendar year, harvesting period, festivals, etc.

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- The main hindrance to proper school infrastructure is shortage of educational funds.
 - The issue of financing is of utmost importance to the growth and development of education.
 - To accommodate the large school going population, the educational system of Indian requires a strong educational infrastructure in order to keep pace with the developing economy and provide it with quality manpower.
 - Education can accelerate economic growth and investment is a key indicator to expand and improve quality of education.
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- Thus Indian education requires more investment, which can lead to good quality education.

Dropout

- . The dropout problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete secondary education and multiple factors are responsible for children dropping out of school.
- Risk factors begin to add up even before students enroll in school that includes:
 - Poverty.
 - Low educational level of parents.
 - The weak family structure.
 - Pattern of schooling of sibling.
 - Lack of pre-school experiences.

- Students could drop out as a result of a multitude of school factors such as uncongenial atmosphere, poor comprehension, absenteeism, attitude and behaviour of the teachers, and failure or repetition in the same grade, etc.
- When students experience school failure, they become frustrated with lack of achievement and end up alienated and experience exclusion leading to eventual dropout.
- It is important to carefully design preventive measures and intervention strategies that could be adopted in order to help all adolescent dropouts.
- Child related factors such as disinterest in studies and poor comprehension are one of the significant causes for dropping out .

Stagnation

- The failed students repeat the same class and course whereas their other colleagues pass that class and study in the next upper class. This process has been called the process of stagnation.
- Stagnation in education means the detention of a student in a class for more than one year on account of his unsatisfactory progress.
- Probably, the problems of dropout and stagnation exist in a greater degree at the university stage of education.
- The causes of stagnation are of three categories namely economic, educational and social.
- Qualified teachers should be appointed to create better quality in the instructional programme to attract children.
- The curriculum may be made modest, simple and interesting so that it can be implemented most efficiently.

- Adequate and attractive school buildings should be provided.
- Provision of part-time schooling may be made for the benefit of children who cannot attend the school during regular hours on account of domestic and economic disabilities.
- Effective supervision and inspection may be provided in school
- To reduce dropout and stagnation in a bigger way, pupils may be given nutritious diet by introduction of mid-day meals under the School Health Service Programme.

Student–Teacher Ratio

- Teaching staff constitutes a vital aspect of education. Student-teacher ratio is one of the critical indicators of education as it provides insight to measure the quality of education.
- Sufficient number of teachers is required at all levels to impart good quality education.
- The student-teacher ratio in India is quite low and needs improvement. Thus it is imperative to improve the student-teacher ratio to enhance the quality of education and to make human resource globally competitive.
- Shortage of faculty is felt in institutions for higher education as well as many positions are lying vacant.
- Faculty crunch is felt even at the prestigious institutes of learning with their elaborate funding and infrastructure.
- A report by All India Council for Technical Education (AICTE) also confirms the shortage of the teaching staff.
- Professors and readers constitute more than the teaching strength. Hence, more lecturers are needed to infuse fresh blood in the educational system.

Teacher Shortage

- Teacher shortage is a market determined quantity, reflecting the mismatch between the supply and demand for faculty resources in the academic market.
- Since teacher resource is a key input in the production of higher education services, the demand for teacher resource is derived from the underlying demand for higher education services from students.
- Hence the economic response to market conditions of academic institutions providing higher education is a crucial determinant of both teacher shortage and quality of education.
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- Teacher shortage represents a mismatch between the demand and supply of teacher resources. Teacher resources are required only as one of several inputs in the production of higher education services.
- Monetary incentives are not the only, nor perhaps the most significant influence on the decision to take up an academic career of a teacher.

Quality Deterioration

- Education determines the role and approach for the modernisation of society and the nation at large.
- The quality of education is of paramount importance along with access and equity to tap rich dividends from the demographic capital.
- The contents of the educational system, the quality of curriculum transaction, research and development need to be revamped to enhance the quality of education through an effective quality management system.
- It is commonly observed that on an average, Indian colleges and universities do not perform a commendable job and are definitely not world class.
- An analysis of institutions reveals that only a fraction of them are accredited during a span of 20 years. There is no program accreditation except for the technical institutions.

Quality Deterioration

- The mindset of most of the higher education institutions is to adopt an approach without any aspiration or motivation to assume additional responsibilities for quality improvement.
- There are many quality gaps with respect to curriculum design and development, teaching, learning and evaluation, research consultancy and extension, infrastructure and learning resources, student support and progression, governance, management and leadership.
- Research and Development is the weakest link in the higher education system.

Uneconomic Schools

- Schools with insufficient strength of pupils are termed as uneconomic schools, as the strength of students in a school is the criterion for determining continuance of the schools.
- The increase in number of uneconomic schools has serious repercussions for the public education system at large and the number of teaching posts, which have been affected by a steady decline in student strength in government schools over the years.
- Unprotected teachers of aided schools stand to lose their jobs because of the drop in the student strength and division fall.
- Teachers of aided schools may lose their jobs if they do not fall in the protected teachers' category.
- It becomes the responsibility of the local bodies, the local community and also people working in the education sphere at large to bring uneconomic schools back on track.
- Uneconomic schools can come up with better governmental and administrative intervention.

Massification of Higher Education

- Higher education institutions experience a rapid increase in student enrolment, being regarded as 'institutional' massification.
- Massification has a direct impact on the physical infrastructure, the quality of teaching and learning, research, quality of life of the students, etc.
- While the use of national enrolment ratios or participation rates may be appropriate to define massification of higher education in industrialised countries, this may not necessarily be the case for developing countries.
- In order to accommodate the large numbers of students wishing to access higher education in a country, the higher education institutions in that country also experience huge increases in student enrolment.
- Institutional massification is often without adequate planning and with no proportionate, accompanying increase in resources - human, financial, physical - to cope with the situation.

Quality Concerns

- Quality of education plays pivotal role in the process of development of nations.
- Quality concerns in education are national priorities for all nations.
- Quality is of multiple perspectives and is not a unitary concept.
- The dimensions of quality in education include achieving predetermined targets and objectives.
- Concerns for ensuring quality level has arisen out of factors such as:
- Decline in percentage of grants from the government sources due to sharp rise in number of institutions, students and teachers.

- Dilution in quality of post graduate courses that produce higher education teachers.
- Dilution in intake standards in post graduate courses, as talented ones join professional courses.
- Low standard of members of teaching profession as non-teaching jobs fetch more income.
- Quality criteria must reflect the overall objectives of higher education, notably the aim of cultivating in students critical and independent thought and the capacity of learning throughout life.

Political interference in education

- The interdependence of educational institutions and their freedom are essential to the quality and integrity of all education.
- Teaching and learning require free and full exposure to information and ideas, the right to question or dissent and opportunities to study, research, and debate, free of political pressure.
- The academy requires that inquiry and analysis must be guided by evidence and ethics, And unconstrained by political intervention.
- AA college or university must be sensitive to the conditions of the society in which it exists, but it must also be free to determine how to be most responsive and responsible.
- Political interference in the affairs of an educational institution presents a threat to its freedom and effectiveness.

- Direct intervention by elected or appointed officials, political parties, or pressure groups in the selection of faculty, the determination of curricula, textbooks, course content, on admissions or retention policies, injects Factors which are often inimical to the fulfilment of an institution's mission.
- In the matters of appointments , For example, political control at any level results in divided loyalty and weakened authority.
- Moreover appointments based on political grounds entail external liaison which may contravene the educational purposes of the institution.
- With political considerations irrelevant to the functions of the office determine the selection of trustees or similar officers, they impose restrictions on choice.

Child labour

- Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, that is mentally, physically, socially or morally dangerous and harmful.
- Childhood is an important and impressionable stage of human development as it holds the potential to the future development of any society.
- Under extreme economic distress, children are forced to forego educational opportunities and take up jobs which are mostly exploitative as they are usually underpaid and engaged in hazardous conditions.
- Parents Decides to send their child for engaging in a job as a desperate measure due to poor economic conditions.
- One of the disconcerting aspects of child labour is that children are sent to work at the expense of education.

- Child labour restricts the right of children to access And benefit from education and denies the fundamental opportunity to attend school.
- Child Labour prejudices children's education and adversely affects their health and safety
- Government has accordingly been taking proactive steps to tackle the problem of child labour through strict enforcement of legislative provisions along with simultaneous rehabilitative measures.
- State governments, which are the appropriate implementing authorities, have been conducting regular inspections and raids detect cases of violations.
- Since poverty is the root cause of this problem, and and enforcement alone cannot help solve it, government has seen laying a lot of emphasis on the rehabilitation of children and an improving the economic conditions of the families.

Corporal punishment

- Corporal punishment can be defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort and all other acts leading to insult, humiliation, physical and mental injury, and in rare cases even death.
- Corporal punishment involves hitting children, with the hand or with an implement and is invariably degrading.
- In addition, there are other non-physical forms of punishment which are also cruel and degrading and include punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
- Every 2 out of 3 school going children in India are physically abused as per the national report on child abuse by the Ministry of women and child development in 2007.
- Many countries have enacted laws prohibiting corporal punishment in all settings, namely in the home, in schools, alternative care and in the judicial system.

- Legal protections against corporal punishment Are important to safeguard the rights of a child. However, in practice, legal options are usually resorted to only in case of extreme corporal punishment. They are never the less important measures of deterrence.
- It is very important that teachers should know that by assaulting children they risk not only dismissal but also prosecution by criminal law.
Teacher training and sensitisation, public interest programmes, community mobilisation, educating children on their rights et cetera can additionally play an important role to change attitudes.
- The work conditions of school teachers in most government schools are Undoubtedly adverse
There are overcrowded classes, not enough textbooks, first generation learners et cetera.
This is not to say that there is no violence or corporal punishment on children in well-to do schools.

School violence

- School violence is widely and held to have become a serious problem in recent decades in many countries, especially where weapons such as guns or knives are involved. School violence includes violence between school students as well as physical attacks by students on school staff .
- Schools are in a unique position to identify violent behaviour among students early and to implement prevention strategies that affect the entire community.
Creating safe supportive schools is essential to ensuring students academic and social success.
A very important measure to be Taken by schools is to prevent violence in all forms whether bullying, aggressive classroom behaviour, gang use, or organised gang activity. Effective approaches balance security measures and discipline with positive support, skill building, parent and community involvement, and improved school climate.

- Foundation says schools are built by developing through purposeful planning and organisation and the process begins with the formation of a safety team whose role is to develop a comprehensive violence prevention plan.
- The safety team leads efforts to identify needs, choose options, garner support from school and community stakeholders, and coordinate various services. The school safety team should include a broad range of stakeholders, including administrators, faculty and staff members, parents, students, and community members.
- The school safety plan should include strategies at the building, classroom, and individual student levels.

Child abuse

- Child abuse is the mistreatment by an adult of a child or young person that harms or endangers that child or young person's physical or emotional health, development or well-being.
- Child abuses when a parent or caregiver, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, exploitation, and emotional abuse. Child abuse can be a single incident , Or can be a number of different incidents that take place over time. Under the Child protection act 1999, it does not matter how much a child is harmed, but whether a child *Has suffered harm, is suffering harm, or is at risk of suffering harm. *Does not have a parent able and willing to protect them from harm.

- Harm is defined as any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being.

- Physical abuse occurs when a child has suffered, or is at risk of suffering, non-accidental physical trauma or injury. You can include heating, shaking, throwing, burning, biting, poisoning etc.

Physical abuse does not always leave visible marks or injuries. It is not how bad the mark or injuries are but rather the act itself that causes injury or trauma to the child.

Sexual abuse occurs when an adult, strong a child or adolescent uses their power or authority to involve a child in sexual activity.

Emotional abuse occurs when a child social, emotional, cognitive or intellectual development is impaired or threatened.

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- Emotional abuse can include emotional deprivation due to persistent rejection, hostility, teasing or bullying, yelling, criticising and exposure of a child to domestic and family violence.
- Neglect occurs when a child's basic necessities of life are not met, and their health and development are affected. Basic needs include food, housing, healthcare, adequate clothing, personal hygiene, hygienic living conditions, timely provision of medical treatment, adequate supervision et cetera.

Use of drugs and intoxicants among students

- Drug and alcohol use and abuse among schools and college students is a major concern.
Miss use of alcohol and other drugs by youth is considered a major societal problem.
Research has demonstrated that campus wide prevention campaigns focusing on information or awareness tend to have minimal effect on actual alcohol or drug use behaviours.
Several studies have even demonstrated an increase in maladaptive drug related attitudes and or drug use with non-classroom prevention programming.
Adolescent use of alcohol and other drugs has presented researchers and professionals with major conceptual and definitional problems.
- Studies that have attempted to understand the nature and extent of adolescent drinking and drug use patterns face questions, both methodologically and conceptually.

- Several national and regional studies have attempted to identify frequency, quantity and type of drug use.
- It has been difficult for individual campuses to assess their own usage patterns and to compare patterns with those of other institutions of higher education.
The drug and alcohol use patterns of today must be identified so that the related problems for our youth, their families, their communities, and society may be addressed in an informed and systematic manner.

Stress and examination anxiety

- Under the stress of studies and examinations, students neglect their health. It is a common belief that in order to cope with the workload and pack in as much information as possible, it is necessary to make temporary changes to, and sacrifices in, students' lifestyle. Students do not make time to prepare and eat proper meals, do not stick to the usual exercise routines, and leisure activities. And alter sleeping patterns. Many students find that they become drained, run down, or ill; right in the middle of the exam period, precisely when they need to be at their best.
- It is not events themselves that cause great anxiety or stress, but it is the reaction of students to the events. Most students experience some degree of stress and anxiety when they enter an examination room.

- In most cases it is quite positive as too little anxiety prevent students from performing at their best. Too much anxiety, however can interfere with performance.

Thoughts or perceptions about the situation and students ability to handle it triggers responses in their body, responses which leads students to feel anxious and stressed.

Students can reduce their stress and anxiety either by addressing the situation or event that stress is the response to, or by dealing with the symptoms Of stress directly.

Strategies for coping

- Coping strategies refer to the specific efforts, both behaviour and psychology Carl, that people employed to master, tolerate, reduce, or minimise stressful events. Two general coping strategies have been distinguished #Problem-solving strategies are efforts to do something active to alleviate stressful circumstances #Emotion focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events.
- Some people cope more actively than others and also by the type of stressful event. People typically employ problem focused coping to deal with potential controllable problems such as work-related problems and family related pProblems.
- Stressors perceived as less controllable, such as certain kinds of physical health problems, prompt more emotion focused coping.

- Active coping strategies are the behavioural or psychological responses designed to change the nature of the stressor itself or how one thinks about it. Avoidant coping strategies lead people into activities, such as alcohol use, or mental states, such as withdrawal, that keep them from directly addressing stressful events.
Generally speaking Active coping strategies, whether behavioural or emotional or thought to be better ways to deal with stressful events, and avoidant coping strategies appear to be a psychological risk factor or marker for adverse responses to stressful life events.
Eight distinct coping strategies have emerged they are confrontative Coping, seeking social support, plan full problem solving, self control, distancing, positive appraisal, accepting responsibility and escape or avoidance.

Effective parenting

- Raising children is one of the toughest and most fulfilling jobs in the world and the one for which many people are not prepared.
Children start developing their sense of self as babies when they see themselves through their parents eyes
The tone of voice, body language, and every expression of parents is absorbed by the child.
Words and actions of parents affect the child's developing self image more than anything else in his world.
- Consequently, praising the child for his accomplishment, however small, will make him feel proud and letting him to do things for himself will make him feel capable and independent
- By contrast, belittling the child or comparing him unfavourably to another will make him feel worthless.
- Parents need to choose their words carefully, as their comments may bruise the inner feelings of a child.

- Parents should be compassionate and let the child know that we love him, irrespective of the perception of others.
- Parents should not react negatively to a child's behaviour.
Encouraging statements from parents will do more to encourage children's good behaviour over long run than repeated scolding.
- Parents need to praise children and be generous with rewards like love, hugs and compliments et cetera such parental attitudes can work wonders for both the parents and the children.
- Parents should also devote the time to spend with their children, like sitting down for a family meal, going for a walk etc.
Children who are not getting the attention they want from their parents of an act out or misbehave because they are assured of being noticed.
- Many parents find a mutually rewarding to have prescheduled the time with their child on a regular basis.

- Adolescents seem to need the undivided attention of their parents less than young children.
Seems there are fewer windows of opportunity for parents and teens to get together, parents should do their best to be available when their teen does express a desire to talk or participate in family activities.
- Parents should be a good role model as young children learn a great deal by observing the actions of their parents.
Parents should make suggestions and offer choice.
- Parents should be open to their child suggestions as well.
Parenting style should be flexible.
Parents should correct and guide their children and also make sure that the children are picking up on their advices.

Equity, access and Quality

- Equity refers to the equal opportunity for all sections of society to participate in higher education
- Access refers to the availability of suitable number of educational institutions across the region to fulfil the demand.
Quality refers to the provision of suitable infrastructure, trained faculty and effective pedagogy in higher education institutions aimed at delivering expected outcomes.
The Indian government has made ambitious plans to place an effective monitoring system to ensure foolproof results in its endeavour to make quality participation within the reach of all and more so To the underrepresented communities.
While urban infrastructure has definitely seen progress, the rural sector still lies in dismal neglect over a larger proportion.
- The government must ensure proper physical access to these communities and emphasise on construction of higher education institution in closer proximity to villages. Further ample focus must be given to development of technology to enable education through information technology.

- Provision of adequately trained and qualified faculty.
Student teacher ratio must be brought to an ideal level and all faculties must possess adequate qualifications and training before taking up education.
- While updating curricula faculty must be acquainted with the newer studies and technologies to keep them abreast and conduct proper delivery.
Ethnic inequalities need to be eliminated and caste must be removed from focus and only economic backwardness must be made criteria for extending government support to all communities.
Adequate emphasis must be placed on improvement of internet and communication technology as it enables easier access to information and educational content and facilitates better education than traditional methods.
Traditionally backward sections have shirked away from higher education owing to their inability to bear the cost of higher education. But with genuine and easily available government financial aid, education becomes much more accessible across community

- Though there is ample funding on government agenda, the complexities involved in obtaining finance which makes them inaccessible to most lower groups.
Regulatory bodies function across parameters often overlapping authority, affecting the delivery of quality education.
Since education is the subject of both the Central and state governments, there are frequent conflicts in several areas of education.
The higher education system must provide for updating of curriculum over regular frequencies to help learning match industry requirement.
- In addition to these, governments must encourage public-private partnership in higher education and also involve the industry actively through comprehensive CSR (Corporate social responsibility) Activities.
Exhaustive study is also required on higher education programmes of developed countries And their systems replicated to the Indian context.

Women education

- Women and girls in the developing world are often denied opportunities for education.
- Lack of education limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation, and limits the economic advancement of entire countries.

Education for girls and women is the single most effective way to improve the lives of individuals families as well as to bring economic development to poor communities worldwide.

Getting education is the fundamental human right of every individual irrespective of gender.

Educating a woman means educating the family and the nation.

Education for all is one of the more major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia.

Sex-based discrimination is prevalent in India. This is one problem where parents do not send their daughters to school.

- It is also common to see that parents especially in urban areas offence in their male cell to better schools.
Even if girls are enrolled, their dropout rate is very high.
When a woman is not educated then it not only affects her but the entire family as well as the nation.
In many studies it has been found out that illiterate women have high fertility as well as mortality rate.
It has been seen that infant mortality rate reduces to half in case women have received primary education as compare to illiterate female.
Apart from this, children of illiterate woman or malnourished. Illiteracy also reduces overall earning potential of the family.
An educated woman can be a better human being, Successful mother and a responsible citizen.
Educating women will definitely increase the living standards both at and outside home.

- Educating women results in promoting self-respect and also helps in raising the status of women. And educated woman will force her kids to study further and wish them to live a better life than hers.
- An educated woman will be aware of her right. She can fight against social evils such as domestic violence, dowry demand, low wages etc
- Programmes need to be developed to enable girls enrolled and stay in school and help women gain access to or create new educational, financial, and social resources in their communities.
- By improving educational opportunities for girls and women, educational institution must help women develop skills that allow them to make decisions and influence community change.

Women empowerment

- The subject of empowerment of women has become a major issue all over the world including India.
Many agencies of United Nations in their report have emphasised the gender issue is to be given utmost priority. It is held that women now cannot be asked to wait for any more for equality.
Women want to have for themselves the same strategies of change which the men folk have had over the centuries such as equal pay for equal work.
Women's quest for equality has given birth to the formation of many women's associations and launching of movements.
- The position and status of women all over the world has risen incredibly.
- A long struggle going back over a century has brought women the property rights, voting rights, and equality in civil rights before the law in matters of marriage and employment.

- In addition to the above rights, in India, the customs of veil system, female infanticide, child marriage, self immolation by the women with their dead husbands, dowry system and the state of permanent widowhood for either totally removed or checked to any pressure will extend after independence through legislative measures.
- Two acts have also been enacted to emancipate women in India these are
- 1. Protection of women from domestic violence act 2005
- 2. Compulsory registration of marriage act 2006.
Anything that makes a woman feel inferior and takes away her self-respect is abuse. Compulsory registration of marriage act can be beneficial in preventing the abuse of institution of marriage and hindering social justice especially in relation to women. It would help the innumerable women in the country who get abandoned by their husbands and have no means of proving their marital status .
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- It would also help check child marriages, bigamy and Polygamy ,enable women to seek maintenance and custody of the children and widows can claim inheritance rights.
- Now women are playing bigger and bigger role in economic field as workers consumers, entrepreneurs, managers and investors.
More women are employed almost everywhere, including India, though their share is still very low.
Women are increasingly and gradually seen marching into domains which were previously reserved for male such as police, drivers Army pilots chartered accountants commandos et cetera.
- In spite of their increasing number in every field, women still remain perhaps the worlds most underutilised resources. Many are still excluded from paid work and many do not make best use of their skills.

Education for socially, economically and culturally deprived.

- Education is universally recognised as a central component of human capital. The role of education has contributed to economic growth and its impact on population control, life expectancy, infant mortality, improving nutritional status and strengthening civil institutions is well recognised.
In normal course educated parents would send their children to schools. But where parents are not educated they may send their children to schools if there are enough incentives to attract and retain the children in schools.
However it has been seen that as a child grows, the opportunity cost of sending the child to schools increases and incentives become less important.
- It has also been observed That social economic factors often come in the way of educating children beyond a certain class.
The reason observed For socially, economically and culturally deprived children not being in school extent from nonavailability of schools, poor quality of education, including regular opening of schools, Poor learning environment et cetera

- Deprivation of education has a negative impact on educational attainment, leaving young people with fewer qualifications and skills, affecting future employment. Poor educational attainment has short-term as well as long-term consequences. Indeed education has an impact on life expectancy. There are direct effects on health and indirect effects, for example lower skilled people are more likely to find employment in hazardous occupations where they are at greater risk of accidents. There is evidence that lower levels of educational achievement can have a negative impact on an individual's engagement with society for example, in the increased likelihood that an individual will engage in criminal activity. Education, thus for the weaker section of the society needs to become the Panacea And in inclusive growth strategy for their economic and social upliftment..