

Education Paper A B.A III Year Session 2010
Issues & Trends in contemporary Indian Education

Unit II Secondary education

Q.No.1 Discuss the objectives of secondary education.

Ans. Secondary Education, in fact, is that stage of education which helps children to become capable members of a modern society. It develops the individual's potential, his ability, his aptitudes, his interests & qualities of character. It enables the individual to enter in the life as a knowledgeable, active minded & sociable individual. According to secondary education commission the main objectives of secondary education are as follows.

1) Development of Democratic citizenship

1. Clear thinking.
 2. Scientific outlook.
 3. Clear & free expression.
 4. Social Co-operation.
 5. True patriotism.
- 2) Improvement of vocational efficiency.
- 3) Development of personality.
- 4) Education for leadership.
- Objectives of secondary education according to Kothari education commission.
1. Education & productivity.
 2. Social & National Integration.
 3. Education & Modernization.
 4. Social, Moral & spiritual values.

Q.No2. Problems of secondary Education.

Ans. There are a number of problems concerning secondary education in India, without proper solution of these problems national objectives of education can not be achieved. If secondary education is to cultivate social moral & spiritual values. If it is to play an important part in the national reconstruction. If it is to get active co-operation of the people for increasing productivity & if it is to become a powerful instrument of social, economic & cultural transformation, It must be changed according to the various needs of the country, briefly speaking. If the problems that have crept in the secondary education are not solved within a short period of time, the progress of Indian education will receive a great set back.

Different problems of secondary education are as:

1. Aimlessness.
2. Unsuitable curriculum.
3. Indiscipline.
4. Low standard of teaching
5. Defective system of Examination.
6. Over crowded classes.
7. Disappointments among teachers
8. Absence of community
9. Lack of vocationalisation.
10. Management of Secondary School

Remedial Measures

In order to make the secondary education successful effective & fruitful. It is essential to tackle the problems that are confronting to it. In this regard some of the remedial measures, which can be adopted to attack these problems are as below.

1. Definite Aim.
2. Interesting & Diversified curriculum.
3. Ensuring good discipline.
4. Improvement in the standard of teaching.
5. Change in the Examination system.
6. Establishment of new schools
7. Separate Education for girls.
8. Centre of community life.
9. provisions for vocationalisation
10. Government Management.

Q.No.3 .What to you mean by vocationalisation of education, what are its principled & objectives.

Ans. The vocationalisation of education differently to different people. Some view it as training in some specific vocation & nothing more than it . This view implies learning of some trade, skill of some vocation or occupation so as to enter the world of work just after the successful completion of the particular course.

The UNESCO. In its recommendation of 1974 on Technical & vocational education ,as a comprehensive terms embracing those aspects of the educational process involving, In addition to general education, the study of technologies and related science & the acquisition of practical skills, attitudes, understandings & knowledge relating to occupations in the various sectors of economic & social life. Such an education would be integral part of general education & a means of preparing for an occupational field & an aspect of containing education.

Principles of Vocational Education.

1. Vocatioznal education should be a part of complete education. Programme. It should be completely inter women with academic education.
2. Guidance should be provided to students. So that they can be made wisher to go in for the right type of vocational education.
3. Vocational education should enable the persons to make progress in a socially useful occupation.
4. The need for the type of vocational education in a specific area should be determined from the results of a community survey.
5. Local initiative is essential for success in vocational education.
6. Vocational education person should be professionally qualifies, competent & having genuine interest in it.
7. Programmes of Vocational education Should be operated efficiently & effectively.

8. Programmes of Vocational education Should be based on continuous research.
9. Actual jobs provide the best laboratory for Vocational education
10. Vocational instructions should be imparted on the basis of occupational needs. Vocational instructions should be available to those who need & want such instructions.
11. The standards in vocational education should be high or higher than the accepted standard in the concerned occupation. It has been observed that the stuff being produced by our vocational channels of education is not up to this mark & this is rendered unacceptable by the private employers.

Objectives of Vocational Education

In the sixth five year plan. The following objectives Vocational education have been coined.

1. Learning while earning & dignity of human labour
2. Learning technical skills of economic relevance.
3. Learning through socially relevant activities.
4. Higher education with opportunities for employment especially self-employment.
5. Emphasis on the creation of new facilities in technical and vocational institutes, particularly in rural areas.

Unit II and Higher Education

Q.No.1 Meaning & objectives of Higher Education?

Ans. Higher Education as a source of knowledge and skill development is considered as a universal & democratic right of every human being. Simply the education which is given after 10+2 stage termed as Higher- Education. This higher education system in India has constantly striven to build universities as places of learning open to all and above all, reinforcing this theme of learning thought life. It is pertinent to mention here that higher education also known as university Education as it is given by the universities as well objectives of university Education According to university Education commission (1948)

1. Intellectual way Adventures.
2. Integrated way of life.
3. Wisdom and knowledge.
4. Training for Leadership.
5. Preservation and Development of culture and civilization.
6. Development of new ideas.
7. Development of consciousness.
8. Aim of social order.
9. Love for Higher values of life.
10. Discoveries and Inventions.

Objectives of University education according to Kothari commission or Indian education commission (1964-66).

1. To seek & cultivate new knowledge.
2. To provide Right kind of leadership.
3. To provide Society with competent men & women
4. To strive to promote Equality and social justice.
5. To develop wholesome attitude and values.
- a) Conscience of this nation.
- b) Programmes of adult education.

- c) Qualitative self improvement.
- d) Improvement in standards.
- e) Creations of good centers.

Q.No.2. What are the major functions of Higher Education?

Ans. Following are the major functions of Higher Education.

1. Economic Function.
2. Teaching Function.
3. Course Designing.
4. Evaluation Function.
5. Research Function
6. Political and civics Function.
7. Cultural Function.
8. Social and Moral Function.
9. Extension Function.
10. National Development Function.

Q.No.3. Meaning of quality control in higher education?

Ans. Quality in higher education is a multidimensional concept, which should embrace all its functions and activates, teaching & academic programmes. Research and scholarships, staffing. Students, buildings, facilities, equipments, Services to community & this academic environment.

Quality control in higher education means to improve the quality of higher education. There is no doubt that the expansion of higher education in India has received of great impetus after independence. However, it may be mentioned here that the expansion of higher education has not taken place in accordance with the new needs & interests of the country. Generally, the policy of the govt. has been to increase the number of institutions of higher education, rather than to target at qualitative, progress of higher education. Quality is being sacrificed at the cost of quantity. Besides this, there are multilateral problems of higher education which have not attract education the proper alternation of the govt. & hence special efforts have not been made so far to remove the defect of higher education. Rapid expansion of higher education is creating a heavy strain on the staff & material resources of universities. It is no wonder that this increasing number of students is the other factors which are responsible for the deteriorating of the standard of university education are lack of initiation on the part of the teachers, general lack of orientation. This financial constraint, failure of define objectives etc. University standard is no more qualitative, but it is quantitative due to expansion & wrong policy of education.

Briefly speaking quality based higher education is still a dream, which needs proper care & due attention for all sects of the country.

Q. No.4. Describe this initiative of private institutions in the field of Higher- Education?

Ans. There are two sectors in the country (I) Public Sector (II) private Sector. Public sector is owned & controlled by the govt. & the private sector owned by businessman, or a private person. Who is interested in this task. India is a big country & it is not possible task for the govt. to give free education to every citizen especially at this higher level. There is no, doubt, that the central Govt. & the state Govt. have played a unique role in making the educational system good. Many schemes & programmes have been launched throughout the country. But

much more is required to be done in this direction for this only public sector cannot be justice. Therefore, private initiatives are required to be made with caution. Only genuine persons should be given approval/ recognitions for opening the new institutions in the country.

The private owner should also feel that they also belong to this country & country belongs to them They should also co-operate with Govt. and society in importing quality education to our generation.

Unit IIIrd Women's Education

Q.No.1.

Define women education & discuss its need and importance.

Ans:- Women education means the education of girls or females. By women education, we mean that education, which concerns of and about women. It is the education, in which women participate in acquiring literacy, literacy, academic, domestic & social education. Broadly speaking, mean and a women are just the two sides of the same coin. Therefore we can say that without the active cooperation of each other, the family cannot progress & develop the education of girls is very significant from of women that we can expect happier family life, better hygienic conditions, greater reduction in fertility rate & economic prosperity.

Pt Jawahar Lal Nehru said that “ Education of a boy is the education of one person, but the education of girls is the education of entire family” Indian Education commission (1964) remarked. “For full development of our human resources, the improvement of homes & for molding the character of children during the infancy period. The education of women is of greater importance than that of man.”

There cannot be educated people without educated women. If the education had to be limited to men or women, the opportunity should be given to women, Because women play very vital role in passing it on it this next generation. A country can never progress, where women education is neglected. Many western countries of the world are more progressive because they give equal opportunity to women for their advancement in every walk of life.

The following points are concerned with the importance of a women education.

1. Equality of opportunity & attitude of change.
2. Political awareness.
3. Social awareness.
4. Economic independence & economic change.
5. National Development.
6. Social change & modernization.
7. Population control and family welfare.

Q.No. 2. What are the problems of women education & what are its remedies?

Ans. Expansion of women education has taken place with great strides after independence Yet there is a great disparity between mean and a women is the field of education. In India th population of men and a women is nearly equal, but the number of educated men several time more than the number of educated women.

1. Social evil.
2. Disregard for the importance of education.
3. Lack of girls schools, women colleges and women teachers.
4. Defective Curriculum.
5. Poverty.
6. Defective educational administrations.
7. Wastage.

8. Lack of Reservation.

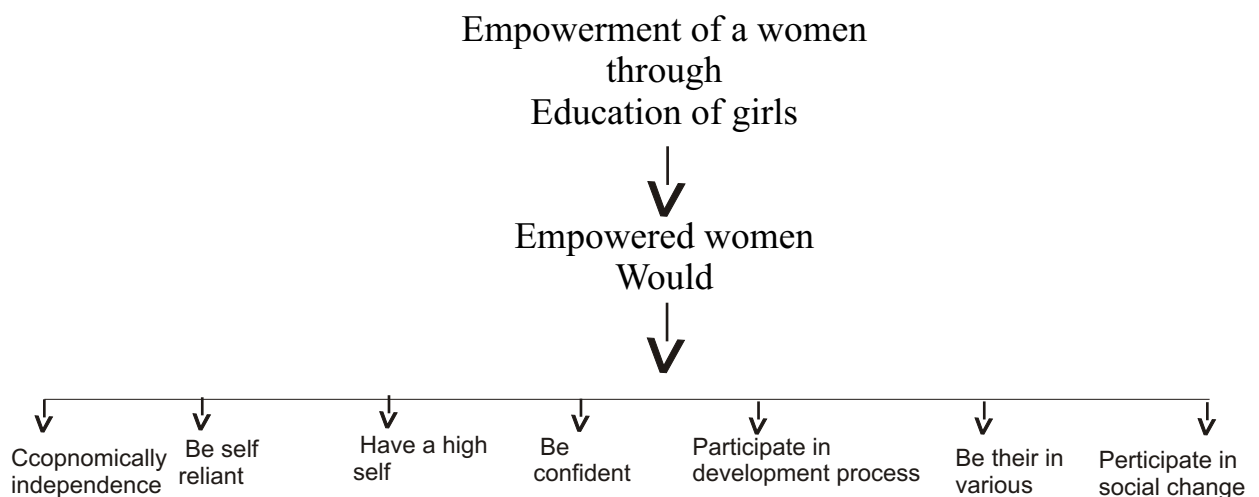
Its Remedial measures are as under.

1. Cultivation of proper social attitude.
2. Need based Curriculum.
3. Establishment of girls schools, colleges and appointment of women teachers.
4. Appointment of women in educational administration.
5. Economic incentives.
6. Reservation.

Q.No.3 Role of education in empowerment of women?

Ans. The consequent program of action (POA-1992) in the section “Education for women's equality” states that education can be effective tool for women's empowerment. The govt. of India has declared 2001 as the year of women's empowerment. The empowered women should be able to participate in the process of decision making. Education will be the only factor which would play most crucial role in empowering women. Women empowerment also would mean the propagation of total literacy in the society among the women but the literacy rate has to fight all these problems in a meaning full way.

The women education has gained importance only recently with the introduction of industrialization, technological advancement, migration, knowledge revolution, higher standars of living etc. Through women's prosperity is not associated with literacy, women's empowerment depends on the level of education. So educational has a crucial role in the empowerment of women education is a life long process is essential for human resource development of women. Education helps in the intellectual, social & emotional level development of women. Education also brings about reduction in equalization in society presuming that education levels need to equalization of status between individuals coming form higher to unequal socio- economic strata of the society



The National education system would play a positive role in the empowerment of women and contribute best towards development of new values. In the recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National commission for women was set up by an act of parliament in 1990 to safeguard the rights & legal enlistment of women. So briefly speaking, Education plays vital role in empowering as women because education is the back of any development process like empowerment.

Unit IV

Value Education and Environmental Education.

Q.No1. Concept & meaning of value.

Ans. Value has different meanings depending on the context for instance, when we say a saint gives a lecture about the importance of leading a good life. People may exclaim, How valuable the lecture was, Here value stands for high thinking value, as noted by tanega (1990-92) refers any thing that fulfills the needs, satisfies the urges this means value of thing depends upon how they satisfy our desires, wants and urges. This implies that a thing or a condition or an act is more valuable or more worthy or better than another because it satisfies wants more or cause less deprivation of wants, in fact values permeate the a whole of human existence and are a major factor in deciding what sort of human being we are.

In oxford Dictionary value means 'worth'. The Encyclopedia of social sciences refers to value as interests, pleasures likes preferences, Duties, moral obligations, Desires, wants needs and many other modalities of social orientation.” For historical point of view, value may be defined as a thing which of view, value may be defined as a thing which is good

Psychological meaning:- Any thing that is able to satisfy our desire is termed as value.

Biological meaning:- Value refers to the characteristic of a thing or activity which helps in conservation and furtherance of our life.

Ethical meaning: Those things or activities are valuable which make our soul perfect.

Philosophical meaning:- Value does signify neither a thing nor an individual, but a thought or a point of view. It such, everything which is useful to an individual becomes valuable to him.

Q.No.2 Meaning and objectives of value Education.

Ans. The term “value education” as used in the area of school education refers to the study of development of essential values in pupils & the practice suggested for the promotion of the same. In its full range of meaning, values education included developing the appropriate sensibilities, moral, cultural, spiritual & the ability to make proper value judgment and internalize them in ones life. It is an education for 'becoming' & involves the total personality of the individual. Value education is essential man making & 'character building'.

Value Education forces on the value system, which provides the basis for right conduct of the individual and right relations between the people, who interact with which other. The development of human personality centered in a sound value system is expected to fulfill the three principled objectives of education are.

- i) Man making.
- ii) Nation building.
- iii) Service mindedness.

Health and happiness signify describe physical & mental condition. Patriotism, Love, freedom, justice, respect and friendship are held high in every nation. Moral values such as thought fullness, Honesty, Courage, Love of truth and self control are ideal qualities. These two sets of values and traits are not only importance in themselves, but interlinked with health & happiness. The role of education is to preserve & transmit these basic human & cultural values of the society. In short good education is inseparable from value oriented education. It is the training of mind, body and soul.

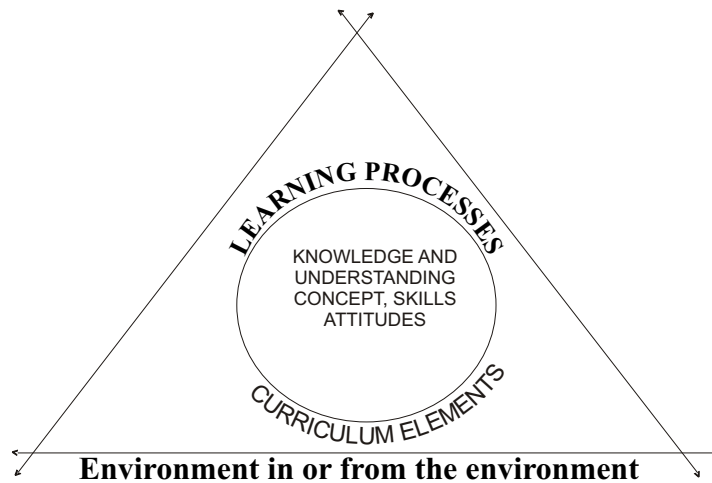
Objectives of value Education are as follows.

1. To develop self confidence to innovative and face unfamiliar situations.
2. To realize the humanity & develop attitudes towards it.

3. To develop the ability to reflect with an open mind on the moral dimensions of contemporary social events and incidents of every occurrence.
4. To help students to understand and appreciate the value of democracy secularism, social justice, scientific temper and other values supportive of social cohesion & national unity.
5. To enable students to promote international understanding & national integration.
6. To develop humanistic outlook among students.
7. To provide appropriate opportunities for students to practice and live by these values.
8. To enable students to promote international understanding and universal brotherhood.
9. To enable students to develop a concern for and commitment of these values.

Q.No 3. Nature and Meaning of Environmental Education. Primary in character and its quite essence is a commitment on the part of one and all. Environmental education is a life long process & should aim at not only imparting knowledge and understanding of our environment but also provides skills and attitudes towards the overall development of our environment. Environmental education helps in programming experiences from simple to complex & its nature is very simple as it helps children to proceed from the principle of indefinite ideas to definite.

Environmental education is a process to promote the awareness and understanding of the environment, Its relationship with man & his activities. It is also aimed at developing responsible actions necessary for preservation, conservation and improvement of the environment and its components. For this three concepts of environmental education flow "about" the environment 'from' the environment and "for" the environment.



Education 'about' the environment is acquiring an understanding of the total environment. When environment is used as a vehicle for gathering concepts, knowledge & skills related to specific academic disciplines. It is learning 'from' the environment and finally, the development of attitudes, skills and evaluation abilities for the proper use and the development of the environment is education 'for' the environment.

Q.No 4. Objectives of Environmental Education & Programmes

Ans. The objectives of environmental education are:-

1. Awareness.
2. Knowledge.
3. Attitude.
4. Skills

5. Evaluation ability.

6. Participation.

Programmes of Environmental Education.

Good environmental education programmes are relevant to the agency or organization, relevant to the audience and meaningful to their every day lives. An agency or organization directions for programme development of goals & objects & their choice of target audience. Tying environmental education programmes to the agency or organization primary purpose helps to focus programmes for development & justify, prevent the establishment of generic environmental education programmes, and aid in programme efficiency & sustainability. Environmental education programmes are often justin gushed form informative or interpretive programmes, as they have objectives beyond information dispersal & involve working with an audience that often has pre-defined learning objectives. A school group for example has pre-defined learning objectives in the form of a curriculum, what teachers will teach, the order in which concepts should be covered, & expected knowledge to skills. The key to relevant environmental education progrmmes is finding commonalities among the existing learning objectives & the agencies or organization mission & priorities. By doing so, the need of both the provider of the audience are met. Teachers or teachers of the groups that will be participated in the programmes can often be help or to find these commonalities by providing & explaining material that offer learning objectives. Effective environmental education programmes & material need to present information & ideas in a way that is relevant to the learness.

To important environmental education there are several, methods, however, it has been realized that all the aspects of the environmental could not be realized by a common man or a school boy. Therefore, to encourage their environmental concept among a population manipulation of the ideas should be formed in systemically & interesting forms the following are some of the measures.

1. Non formal education
2. Field Teaching.
3. Formal Education
4. Beseech
5. Training of the Experts
6. Assessment of the Environmental Activities
7. People participation