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Challenges In Education

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Challenges In Education

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Challenges in Education

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Challenges In Education

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PREFACE

A great emphasis, now a day, is placed on achievement right from the beginning of formal education. Achievement is a paramount importance, particularly in the present socio-economic and cultural contexts. It is a task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves some standard of excellence.

Many teachers face several challenges in teaching. These problems show their impact on achievement of pupils. Realizing the inter-relationship between problems of teaching and teachers and achievement of pupils, a research study has been undertaken on a large scale. This book gives all details of the study which help the administrators and teachers in enhancing the achievement of pupils.

This particular book is titled: *Challenges in Education*.

We hope that the book will prove its worth by fulfilling the needs of those for whom it has been specifically designed. Any suggestion for its improvement in future will be gratefully acknowledged and warmly appreciated.

- **Dr. R. Kavitha**
- **Dr. R. Sakthivel**
- **Mr. Daniel Phiri**

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CHAPTER I

AIMS OF EDUCATION:

The aims of education are to foster the individual's inner freedom and development towards self-initiated action and acceptance of responsibility for one's own actions, self-direction and intelligent decision making, critical learning and evaluation of others, acquisition of knowledge for resolution of problems, intelligent and flexible adaptation to new situations, creative utilization of experiential learning in adaptation to new situations, effective cooperation with others, self-motivation and a desire to work for one's own purposes. Necessary environmental conditions must be provided for the students in a so-called 'progressive' educational setting. Self-initiated learning occurs when students have direct confrontation with meaningful and relevant problems. Self-direction in the learning process occurs with teachers who have a basic trust in the capacity of the student for developing his own potentiality; self-motivation and desire to work occurs with teachers who are sincere, sensitive, and sympathetic. The effective teacher is a mature person with integrity as well as knowledge. He concentrates on creating a climate which facilitates learning and fosters responsible freedom. Without imposing himself or his knowledge, he is a resource and provider of resources. He values each individual student as a developing human being with many feelings and many potentialities, empathetically accepting feelings of fear for new problems and satisfaction with each new achievement. With the knowledge of these requisite conditions and psychological climate, it would be possible to establish an educational establishment which fosters the individual's proper growth and inner freedom.

Educational development: is a term that tends to be reserved for the activity undertaken by those staff that specializes in enhancing learning and teaching.

Definition:

Developmental programs at institutions of higher education encompass a variety of courses and services that are conducted to provide assistance to individuals who have been denied regular admission to the institution because of failure to meet specified admission and placement requirements or because of predicted risk in meeting the requirements of college-level courses. These services focus primarily on skills in reading, writing, mathematics, and study and test-taking strategies, as well as personal adjustment and other affective variables that are critical to success in the college curriculum. Tomlinson, Louise M.(1989).

Definition:

Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions.

Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based on national and international policies.

Educational aim:

Each individual teacher has an opinion about what the aim of education should be, not only in their own classroom but also in school in general. Many issues occur when differing opinions about the purpose of education collide. It is important to recognize that other people, including many of your coworkers, administrators, and your students' parents might have a different point of view concerning what education should be all about. Following is a list of different aims of education that individuals might espouse.

1. Knowledge to Get By

This old school belief holds that school is important in providing students with the knowledge they need to get by in their day-to-day lives. They need to know how to read, write, and do arithmetic. Even though these core topics form the foundation of a student's education, most educators today would probably not agree that this should be the extent of a student's school career.

2. Knowledge of Subject Matter Being Taught

The purpose of education to some teachers is to impart knowledge about the subject matter they are teaching without much thought to other classes. When taken to the extreme, these teachers focus on their own subject matter as being more important than what students are learning in other classes. For example, teachers who are unwilling to compromise their own subject matter for the good of the students can cause problems for the school at large. When the school I taught at tried to implement senior projects, we got push back from a couple of teachers who were not willing to change their lessons to include cross curricular activities.

3. Desire to Create Thoughtful Citizens

This might be considered another old school belief. However, this is held by many individuals, especially within the larger community. Students will someday be a part of a community and need the skills and mores to exist within that society as thoughtful citizens. For example, they will need to be able to vote in presidential elections.

4. To Gain Self Esteem and Confidence

While the self-esteem movement often gets ridiculed, we do want our students to feel confident about their learning abilities. The problem comes in with inflated self-esteem not based on reality. However, this is often cited as an aim of the educational system.

5. To Learn How to Learn

Learning how to learn is one of the key elements of education. Schools need to teach students how to find information they will need once they leave school. Therefore, the specific subject matter being taught is not as important for future personal success as is the ability for students to understand how to find answers for any questions and problems that might arise.

6. Lifelong Habits for Work

Many of the lessons that schools teach are necessary for success in their students' future lives. As adults, they will need to be able to get to work on time, dress and behave appropriately, and get their work done in a timely manner. These lessons are reinforced on a daily basis in schools around the nation. Some individuals see this as one of the main reasons for sending students to school.

7. To Teach Students How to Live

Finally, some individuals look at school in a more holistic manner. They see it as the means towards right living for the rest of their lives. Not only do students learn information in their individual subjects, but they also learn life lessons in and out of class. As previously explained, proper work etiquette is reinforced in the classroom. Further, students have to learn how to deal with others in a cooperative manner. Finally, they learn about how to learn information they might need in the future. In fact, one of the things that many business leaders cite as being necessary for future workers is the ability to work as part of a team and problem solve.

SOCIAL AIM:

Social aim gives importance to the development of society through individual not fulfilling his desire. But it will be seen that development of individuality assumes meaning only in a social environment.

The progress of the society is the aim of education. Education is for the society and of the society. The function of education is for the

welfare of the state. The state will make the individual as it desires. It prepares the individual to play different roles in society. Individuality has no value, and personality is meaningless apart from society. If society will develop individual will develop automatically. Here society plays an important role.

VOCATIONAL AIM:

The goal of vocational education is to provide opportunities for further education after the elementary or secondary school, to acquire initial vocational qualifications, develop skills for continuing vocational education, and acquire the right to continue education at a higher education level. Vocational institutions in Latvia offer educational programs in all sectors of economy.

Good communication skills, knowledge of mathematics, natural and social sciences, the ability to communicate in a foreign language and the ability to use modern information technologies are required by the modern employment market, therefore these subjects and skills are included in educational curriculums. In addition, attention is paid during vocational education to the development of determination and understanding of environmental protection and intercultural understanding, as well as self-development of youth to help them create a successful career and life. The study process is organised in such a way that theory learning in the classroom is alternated with practical training in school workshops and laboratories, as well as subsequent courses in businesses or institutions.

According to the Vocational Education Law, the level of vocational qualification is the theoretical and practical preparedness, which provides an opportunity to perform work corresponding to a certain level of complexity and responsibility:

- **Vocational initial education** - vocational education of a basic level, which provides a possibility to obtain a first level vocational qualification;

- **Vocational basic education** - partial secondary level vocational education which provides a possibility to obtain a second level vocational qualification;
- **Vocational secondary education** - medium level vocational education, which provides a possibility to obtain a vocational third level qualification;
- **Vocational further education** - a special kind of vocational education which provides an opportunity for adults with previous education and professional experience to acquire a specific level vocational qualification;
- **Vocational in-service training** - a special kind of vocational education which provides an opportunity for individuals, irrespective of their age and previous education or vocational qualification, to acquire systematic vocational knowledge and skills corresponding to the requirements of the labour market;
- **Vocational oriented education** - systematic acquisition of knowledge and skills, and creation of value orientation in arts, culture and sports in addition to the level of primary or secondary education, which provides an opportunity to prepare for the acquisition of professional education in the selected field.

Vocational initial education, partial secondary education (vocational initial education) or vocational secondary education may be acquired at vocational educational institutions of the appropriate level: trade schools, vocational secondary schools or technical schools.

Trade schools admit people with basic education, and in some cases even with incomplete basic education. Programs with incomplete basic education carry out professional basic education programs focused on the professional preparedness, which allows the

performance of very simple work tasks corresponding to the 1st vocational qualifications level. For individuals who have completed primary school education, trade schools offer vocational training programs geared towards acquiring the knowledge and skills required for the 2nd vocational qualifications level. The length of these educational programs is from two to three years. Integrated in vocational training programs are general subjects to the extent that entitles the program graduates to continue their education in vocational secondary education programs.

Vocational secondary schools offer vocational secondary education programs, where the duration of studies after acquiring compulsory basic education is usually four years, as one simultaneously acquires general secondary and vocational education. Vocational secondary schools are also entitled to carry out one-year and two-year vocational education programs for students with previously acquired secondary education. Vocational secondary education programs are focused on acquiring the knowledge and skills required for the 3rd vocational qualifications level. Integrated in vocational secondary education programs are general subjects to the extent that entitles the program graduates to study at higher level education programs.

CULTURAL AIM:

Cultural aim refers to the refinement of the Personality. Mere knowledge is not enough.

Education should lead that quality of mind which may be reflected in daily conduct.

Peach, behaviour and manner must be refined. Culture brings in alit and frankness. Education should not take Indian children that there is a need of synthesizing cultures could inherit world cultures. This aim enables the students to ate and appreciate other cultures.

CHARACTER AIM:

Character education is an umbrella term loosely used to describe the teaching of children in a manner that will help them develop variously as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant and/ or socially acceptable beings. Concepts that now and in the past have fallen under this term include social and emotional learning, moral reasoning/cognitive development, life skills education, health education, violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation. Many of these are now considered failed programs i.e., "religious education", "moral education", "values clarification".

Today, there are dozens of character education programs in, and vying for adoption by, schools and businesses. Some are commercial, some non-profit and many are uniquely devised by states, districts and schools, themselves. A common approach of these programs is to provide a list of principles, pillars, values or virtues, which are memorized or around which themed activities are planned. It is commonly claimed that the values included in any particular list are universally recognized. However, there is no agreement among the competing programs on core values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, and respect) or even how many to list. There is also no common or standard means for assessing, implementing or evaluating programs.

"Character" is one of those overarching concepts that is the subject of disciplines from philosophy to theology, from psychology to sociology-with many competing and conflicting theories. Character as it relates to character education most often refers to how 'good' a person is. In other words, a person who exhibits personal qualities like those a society considers desirable might be considered to have good character-and developing such personal qualities is often seen as a purpose of education. However, the various proponents of character education are far from agreement as to what "good" is, or what qualities are desirable. Compounding this problem is that there

is no scientific definition of character. Because such a concept blends personality and behavioral components, scientists have long since abandoned use of the term "character" and, instead, use the term psychological motivators to measure the behavioral predispositions of individuals. With no clinically defined meaning, there is virtually no way to measure if an individual has a deficit of character, or if a school program can improve it.

ECONOMIC AIM:

Education economics or the **economics of education** is the study of economic issues relating to education, including the demand for education and the financing and provision of education. From early works on the relationship between schooling and labor market outcomes for individuals, the field of the economics of education has grown rapidly to cover virtually all areas with linkages to education.

EDUCATIONAL IDEALS OF ROUSSEAU Rousseau - Key Ideas

- Jean-Jacques Rousseau (1712 - 1778) was a French philosopher and writer of the Age of Enlightenment.
- His Political Philosophy, particularly his formulation of social contract theory (or Contractarianism), strongly influenced the French Revolution and the development of Liberal, Conservative and Socialist theory.

The purpose of education is to create a good citizen.

Rousseau believed that people are corrupted by society, which they cannot become good citizens because they are always striving to attain their individual desires. He envisioned an education that would teach people to put the "general will" of society, the good of society, before their own wills.

Children are different from adults.

Unlike the general view of the day, Rousseau did not see children as miniature adults. Rather, he saw children as innocent, vulnerable, slow to mature, and entitled to happiness. This perspective allowed a

greater possibility that children could learn to become good citizens and retain their self-esteem.

People develop through stages.

Rousseau believed that different forms of education are appropriate for different stages of development. He is considered to be the first "developmentalist."

Stage 1 - Infancy (from birth to two years).

Rousseau believed that the child learns the difference between power and liberty during this time. The responses of the adult reinforce the difference between want and need. The child learns to rely on himself, not others. That is, he learns the true liberty of self-sufficiency but not power over others. The focus is on allowing the child to be what he is - to nurse, to explore with the body, to be free of conflicting messages from adults.

Stage 2 - The Age of Nature (two to 12).

The child receives a "negative" education. He receives no moral education, no verbal learning. The idea is to "waste time" until the child's "natural faculties" have developed. The purpose of this stage is to develop the physical qualities, particularly the senses. The mind is not addressed because it is not "ready." During this time, the child learns through his experiences not to want what he does not need; thus he becomes "free." He also learns natural consequences when his actions are not supported by "nature." This is part of learning not to want what is not needed. The teacher's role is to shape the environment so that the necessary lessons are learned without pitting adult authority against the child's desires.

Stage 3 - Pre-adolescence (12-15).

At this stage Rousseau envisioned Emile as a "noble savage." He suggested that physical strength increases more rapidly than "needs" so that, naturally, a boy's urge for activity takes a mental form. However, the only book Emile is allowed to read is Robinson Crusoe. This book reflects Emile's own experiences in nature. It also provides

a model for the solitary, self-sufficient man that Rousseau wanted Emile to become. In addition, the book does not present Emile with information that will cause him to want what he does not need or cannot have. Thus, he retains self-love without needing the approval of others. Rousseau saw the need of others' approval as a corrupting influence.

Stage 4 - Puberty (15-20).

Rousseau believed that by this time, a boy's reason or mental faculties would be well developed so that he could deal with the dangerous emotions of adolescence and with moral issues and religion. However, his idea was to introduce Emile slowly into society's pressures. Book IV of *The Emile*, describes how to attend to moral development.

Stage 5 - Adulthood (20-25).

At this point, Rousseau believed the properly educated man should be introduced to his ideal partner and allowed to enter society. Given his prior preparation, the man should be able to resist the corrupting influences of society and participate effectively by willingly subjugating his own will to the general will.

The decision of what should be learned and taught is dependent on people's "nature" at each stage.

To Rousseau, the inclinations and faculties we have, before we are affected by people, and the faculties that develop without the intervention of people, are what constitute "nature." Rousseau believed that different faculties develop at different ages.

We are born capable of sensation and from birth are affected in diverse ways by the objects around us. As soon as we become conscious of our sensations, we are inclined to seek or avoid the objects which produce them . . . These inclinations (to seek or avoid) extend and strength the growth of sensibility and intelligence, but under the pressure of habit they are changed to some extent with our opinions. The inclinations **before this change are what I call**

our nature. In my view everything ought to be in conformity with these original inclinations. (Emile, Book 1, 1956)

Education should be individualized because people vary within the stages.

However, what is individualized is the teacher's manipulation of the environment toward the desired end: creating a self-sufficient man capable of participating in society for the good of society, but who does so because he understands the difference between wants and needs, and because he does not want what he does not need.

Every child has an impulse toward activity.

Rousseau believed that mental activity is a direct result or development of bodily activity.

The more able the teacher is to control the environment, the more effective the education of the child.

Rousseau did not espouse letting a child grow without adult mediation. Rather, he believed that if the adult understood how the environment can help the child learn to "want only what he needs", the adult could shape the environment to teach that lesson without restricting the "freedom" of the child. Instead, the child would learn that true freedom means not wanting what you do not need.

Men and women should be educated differently because their natures are different.

Women were to be educated as complements to men. Women = weak and passive. Men = strong and active. Men should have power and will and women should not resist. Emile's ideal mate was Sophie. She was educated in physical training for grace, dressing dolls to lead to drawing, writing, counting, reading, and the prevention of idleness and stubbornness. After the age of 10, her education was to focus on the arts of pleasing, religion, and the training of reason.

EDUCATION IDEALS OF JOHN DEWEY

John Dewey (October 20, 1859 - June 1, 1952) was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform. Dewey is one of the primary figures associated with philosophy of pragmatism and is considered one of the founders of functional psychology. A well-known public intellectual, he was also a major voice of progressive education and liberalism. Although Dewey is known best for his publications concerning education, he also wrote about many other topics, including epistemology, metaphysics, aesthetics, art, logic, social theory, and ethics.

October 20, 1959 marked the one-hundredth anniversary of John Dewey's birthday. This eminent thinker of the Progressive movement was the dominant figure in American education. His most valuable and enduring contribution to our culture came from the ideas and methods he fathered in this field.

Dewey won a greater international following for his educational reforms than for his instrumentalist philosophy. Between the two World Wars, where previously backward countries were obliged to catch up quickly with the most modern methods, as in Turkey, Japan, China, the Soviet Union and Latin America, the reshapers of the educational system turned toward Dewey's innovations for guidance.

Most broadly considered, Dewey's work consummated the trends in education below the university level initiated by pioneer pedagogues animated by the impulses of the bourgeois-democratic revolution. This was especially clear in his views on child education which built on ideas first brought forward by Rousseau, Pestalozzi and Froebel in Western Europe and by kindred reformers in the United States.

In its course of development on a world scale the democratic movement forced consideration of the needs and claims of one section of the oppressed after another. Out of the general cause of "rights of the people" there sprouted specific demands voicing the grievances of peasants, wage workers, the religiously persecuted,

slaves, women, paupers, the aged, the disabled, prisoners, the insane, the racially oppressed.

The movement to reform child education must be viewed in this historical context. Children as such are not usually included among the oppressed. Yet they necessarily compose one of the weakest, most dependent and defenseless sections of the population.

Each generation of children is not only helped but hindered and hurt by the elders who exercise direct control over them.

Just as society may deny satisfaction to the physical, educational and cultural needs of the young, so their parents and guardians may slight or ignore their rights. Most adults cannot be held individually culpable for such misdeeds; they, too, have been shaped by the society around them and are goaded by its necessities. Through them and others around them the rising generation suffers from the inadequacies of their social inheritance and the evils of their surroundings. Growing children are normally unaware of the remoter social causes of their misfortunes and miseries; even their elders may not know about them. So they direct their resentments, as well as focus their affections, upon the members of their immediate circle. The novels of the past 150 years provide plenty of pathetic tales and tragic descriptions of family conflicts at all age levels.

Children cannot formulate their grievances collectively, or conduct organized struggle for improvements in their conditions of life and mode of education. Apart from individual explosions of protest, they must be helped by spokesmen among adults who are sensitive to the troubles of the young and are resolved to do something about remedying them.

However, the impulsion for educational reform does not come in the first place from any abstract recognition of the deprivations suffered by the young. It arises from reactions to widespread changes in the conditions of life which affect all age groups. Their new situation forces both parents and children to seek new ways of satisfying the new demands thrust upon them. The child brought up in a tenement or an apartment in crowded city streets has different needs and faces more complex and perplexing problems than the child on a family

farm. The families who have migrated from Puerto Rico to Manhattan since the end of the Second World War can testify to this.

The problems of readjustment differ somewhat according to the child's social status. The class structure quickly impresses its stamp upon the plastic personality, conditioning and regulating the relations between the sexes, the rich and the poor, the upper, middle and lower classes. This determines both the characteristics of the educational system and of the children tutored and trained under it.

Each broad struggle against antiquated social and political conditions since the French Revolution has evoked demands for the reconstruction of the educational system. The kindergarten and child-play movement now incorporated in our public schools was part and parcel of the ferment created by the French Revolution. Thomas Jefferson first called for national free public schools to defend and extend the newly won American democracy. The utopian socialists, in accord with their understanding that people were the products of their social environment, gave much thought to the upbringing of children and introduced many now accepted educational innovations.

The communist colony in New Harmony, Indiana, founded by Robert Owen in 1826, pioneered a pattern in free, equal, comprehensive and secular education that had yet to be realized throughout this country over a century later. From the age of two the children were cared for and instructed by the community. The youngest spent the day in play school until they progressed to higher classes. There the Greek and Latin classics were discarded; practice in various crafts constituted an essential part of the program. The teachers aimed to impart what the children could most readily understand, making use of concrete objects and avoiding premature abstractions. They banished fear and all artificial rewards and punishments and appealed instead to the spontaneous interest and inclinations of the children as incentives for learning. Girls were on an equal footing with boys.

The educational reformers of the late eighteenth and nineteenth centuries dealt with the two distinct aspects of children's problems. One concerned the claims of childhood as a specific and

independent stage in human growth. This perennial problem arises from the efforts of adults to subject growing children to ends foreign to their own needs and to press them into molds shaped, not by the requirements of the maturing personality, but by the external interests of the ruling order. Rousseau had protested against this when he wrote:

"Nature wants children to be children before they are men . . . Childhood have ways of seeing, thinking, and feeling, peculiar to it, nothing can be more foolish than to substitute our ways for them."

The other involved efforts to reshape the obsolete system of schooling to make it fit the revolutionary changes in social life. These two problems were closely connected. The play school, for example, was devised not only to care for the specific needs of very young children but also to meet new needs which had grown out of the transformations in the family affected by industrial and urban conditions; it was no longer a unit of production as in feudal and colonial times but became more and more simply a center of consumption.

Dewey's theories blended attention to the child as an individual with rights and claims of his own with a recognition of the gulf between an outdated and class-distorted educational setup inherited from the past and the urgent requirements of the new era.

The educational system had to be thoroughly overhauled, he said, because of the deep-going changes in American civilization. Under colonial, agrarian, small-town life, the child took part in household, community and productive activities which spontaneously fostered capacities for self-direction, discipline, leadership and independent judgment. Such worthwhile qualities were discouraged and stunted by the new industrialized, urbanized, atomized conditions which had disintegrated the family and weakened the influence of religion.

In the city the training of children became one-sided and distorted because intellectual activities were dissociated from practical everyday occupations. Dewey wrote:

"While the child of bygone days was getting an intellectual discipline whose significance he appreciated in the school, in his home life he

was securing acquaintance in a direct fashion with the chief lines of social and industrial activity. Life was in the main rural. The child came into contact with the scenes of nature, and was familiarized with the care of domestic animals, the cultivation of the soil, and the raising of crops. The factory system being undeveloped, the house was the center of industry. Spinning, weaving, the making of clothes, etc., were all carried on there."

"As there was little accumulation of wealth," Dewey continued, "the child had to take part in these, as well as to participate in the usual round of household occupations. Only those who have passed through such training, [as Dewey himself did in Vermont], and, later on, have seen children raised in city environments, can adequately realize the amount of training, mental and moral, involved in this extra-school life ... It was not only an adequate substitute for what we now term manual training, in the development of hand and eye, in the acquisition of skill and deftness; but it was initiation into self-reliance, independence of judgment and action, and was the best stimulus to habits of regular and continuous work."

"In the urban and suburban life of the child of today this is simply memory," he went on to point out. "The invention of machinery, the institution of the factory system, the division of labor, has changed the home from a workshop into a simple dwelling place. The crowding into cities and the increase of servants have deprived the child of an opportunity to take part in those occupations which still remain. Just at the time when a child is subjected to a great increase in stimulus and pressure from his environment, he loses the practical and motor training necessary to balance his intellectual development. Facility in acquiring information is gained; the power of using it is lost. While need of the more formal intellectual training in school has decreased, there arises an urgent demand for the introduction of methods of manual and industrial discipline which shall give the child what he formerly obtained in his home and social life. The old schooling had to be renovated for still another reason. The curriculum and mode of colonial education had been largely shaped by medieval concepts and aims. The schools were controlled by the clergy and access to them was restricted to the favored few,

the wealthy and well born. The teacher tyrannized over the classroom, imposing a schematic routine upon a passive, obedient, well-drilled student body.

In *The School and Society* Dewey pointed out how haphazardly the existing school organization had grown up. It was composed of oddly assorted and poorly fitting parts, fashioned in different centuries and designed to serve different needs and even conflicting social interests.

The crown of the system, the university, had come down from medieval times and was originally intended to cater to the aristocracy and train an elite for such professions as law, theology and medicine. The high school dated from the nineteenth century when it was instituted to care for the demands from commerce and industry for better-trained personnel. The grammar school was inherited from the eighteenth century when it was felt that boys ought to have the minimum ability to read, write and calculate before being turned out to shift for them. The kindergarten was a later addition arising from the breakup of the family and the home by the industrial revolution.

A variety of specialized institutions had sprung up alongside this official hierarchy of education. The normal or teachers' training school produced the teachers demanded by the expansion of public education in the nineteenth century. The trade and technical school turned out skilled craftsmen needed for industry and construction.

Thus the various parts of our educational system ranged from institutions of feudal formation like the university to such offshoots of industrial capitalism as the trade school. But no single consistent principle or purpose of organization unified the whole.

Dewey sought to supply that unifying pattern by applying the principles and practices of democracy, as he interpreted them, consistently throughout the educational system. First, the schools would be freely available to all from kindergarten to college. Second, the children would themselves carry on the educational process, aided and guided by the teacher. Third, they would be trained to behave cooperatively, sharing with and caring for one another. Then

this creative, well-adjusted equalitarianism would make over American society in their own image.

In this way the opposition between the old education and the new conditions of life would be overcome. The progressive influences radiating from the schools would stimulate and fortify the building of a democratic order of free and equal citizens.

The new school system envisaged by Dewey was to take over the functions and compensate for the losses sustained by the crumbling of the old institutions clustered around the farm economy, the family, the church and the small town. "The school," he wrote, "must be made into a social center capable of participating in the daily life of the community . . . and make up in part to the child for the decay of dogmatic and fixed methods of social discipline and for the loss of reverence and the influence of authority." Children were to get from the public school whatever was missing in their lives elsewhere that was essential for their balanced development as members of a democratic country.

He therefore urged that manual training, science, nature-study, art and similar subjects be given precedence over reading, writing and arithmetic (the traditional three R's) in the primary curriculum. The problems raised by the exercise of the child's motor powers in constructive work would lead naturally, he said, into learning the more abstract, intellectual branches of knowledge.

Although Dewey asserted that activities involving the energetic side of the child's nature should take first place in primary education, he objected to early specialized training or technical segregation in the public schools which was dictated, not by the individual needs or personal preferences of the growing youth, but by external interests.

The question of how soon vocational training should begin had been under debate in educational circles since the days of Benjamin Franklin. The immigrants, working and middle classes regarded education, not as an adornment or a passport to aristocratic culture, but as indispensable equipment to earn a better living and rise in the

social scale. They especially valued those subjects which were conducive to success in business. During the nineteenth century private business colleges were set up in the cities to teach the mathematics, bookkeeping, stenography and knowledge of English required for business offices. Mechanics institutes were established to provide skilled manpower for industry.

These demands of capitalist enterprise invaded the school system and posed the question of how soon children were to be segregated to become suitable recruits for the merchant princes and captains of industry. One of the early nineteenth century promoters of free public education, Horace Mann, appealed both to the self-interest of the people and to the cupidity of the industrialists for support of his cause on the ground that elementary education alone could properly prepare the youth for work in the field, shop or office and would increase the value of labor. "Education has a market value; that it is so far an article of merchandise, that it can be turned to pecuniary account; it may be minted, and will yield a larger amount of statutable coin than common bullion".

Dewey, following his co-educator, Francis Parker, rejected so commercial-minded an approach to elementary education. They opposed slotting children prematurely into grooves of capitalist manufacture. The business of education is more than education for the sake of business, they declared. They saw in too-early specialization the menace of uniformity and the source of a new division into a master and a subject class.

Education should give every child the chance to grow up spontaneously, harmoniously and all-sidedly. "Instead of trying to split schools into two kinds, one of a trade type for children whom it is assumed are to be employees and one of a liberal type for the children of the well-to-do, it will aim at such a reorganization of existing schools as will give all pupils a genuine respect for useful work, an ability to render service, and a contempt for social parasites whether they are called tramps or leaders of 'society.'" "Such a

definition did not please those who looked upon themselves as preordained to the command posts of the social system.

Each stage of child development, as Gesell's experiments and conclusions have proved, has its own dominant needs, problems, modes of behavior and reasoning. These special traits required their own methods of teaching and learning which had to provide the basis for the educational curriculum.

The kindergarten was the first consciously to adopt the methods of instruction adapted to a particular age group. Dewey extended this approach from pre-school age to primary and secondary schooling. Each grade ought to be child-centered, not externally oriented, he taught. "The actual interests of the child must be discovered if the significance and worth of his life is to be taken into account and full development achieved. Each subject must fulfill present needs of growing children. The business of education is not, for the presumable usefulness of his future, to rob the child of the intrinsic joy of childhood involved in living each single day," he insisted.

Children must not be treated as miniature adults or merely as means for ministering to adult needs, now or later. They had their own rights. Childhood was as much a period of consummation and of enjoyment of life on its own terms as it was a prelude to later life. The first should not be sacrificed to the second on penalty of wronging the child, robbing him of his just due and twisting his personality development.

Socially desirable qualities could not be brought forth in the child by pouring a readymade curriculum into a passive vessel. They could be most easily and fully developed by guiding the normal motor activities, irrepressible inquisitiveness and outgoing energies of the child along the lines of their greatest interest.

Interest, not outside pressure, mobilizes the maximum effort in acquiring knowledge as well as in performing work. The authoritarian teacher, the cut-and-dried curriculum, the uniform

procession from one grade to the next and the traditional fixed seats and desks laid out in rows within the isolated and self-contained classroom were all impediments to enlightened education. Whenever the occasion warranted, children should be permitted to go outdoors and enter the everyday life of their community instead of being shut up in a classroom "where each pupil sits at a screwed down desk and studies the same part of some lesson from the same textbook at the same time." The child could freely realize his capacities only in an unobstructed environment.

The child learns best through direct personal experience. In the primary stage of education these experiences should revolve around games and occupations analogous to the activities through which mankind satisfies its basic material needs for food, clothing, shelter and protection. The city child is far removed from the processes of production: food comes from the store in cans and packages, clothing is made in distant factories, water comes from the faucet. The school has to give children, not only an insight into the social importance of such activities, but above all the opportunities to practice them in play form. This leads naturally into the problem or "project method" which has come to be identified with the essence of the progressive procedure.

Children soak up knowledge and retain it for use when they are spontaneously induced to look into matters of compelling interest to themselves. They progress fastest in learning, not through being mechanically drilled in prefabricated material, but by doing work, experimenting with things, changing them in purposive ways.

Occasionally children need to be alone and on their own. But in the main they will learn more by doing things together. By choosing what their group would like to do, planning their work, helping one another do it, trying out various ways and means of performing the tasks, involved and discovering what will forward the project, comparing and appraising the results, the youngsters would best

develop their latent powers, their skill, understanding, self-reliance and cooperative habits.

The questions and answers arising from such joint enterprises would expand the child's horizon by linking his immediate activities with the larger life of the community. Small children of six or seven who take up weaving, for example, can be stimulated to inquire into the cultivation of cotton, its processes of manufacture, the history of spinning devices. Such lines of inquiry emerging from their own interests and occupations would open windows upon the past, introduce them naturally to history, geography, science and invention, and establish vivid connections between what they are doing in school and the basic activities of human existence.

Participation in meaningful projects, learning by doing, encouraging problems and solving them, not only facilitates the acquisition and retention of knowledge but fosters the right character traits: unselfishness, helpfulness, critical intelligence, individual initiative, etc. Learning is more than assimilating; it is the development of habits which enable the growing person to deal effectively and most intelligently with his environment. And where that environment is in rapid flux, as in modern society, the elasticity which promotes readjustment to what is new is the most necessary of habits.

Dewey aimed to integrate the school with society, and the processes of learning with the actual problems of life, by a thoroughgoing application of the principles and practices of democracy. The school system would be open to all on a completely free and equal basis without any restrictions or segregation on account of color, race, creed, national origin, sex or social status. Group activity under self-direction and self-government would make the classroom a miniature republic where equality and consideration for all would prevail.

This type of education would have the most beneficial social consequences. It would tend to erase unjust distinctions and prejudices. It would equip children with the qualities and capacities

required to cope with the problems of a fast-changing world. It would produce alert, balanced, critical-minded individuals who would continue to grow in intellectual and moral stature after graduation.

The Progressive Education Association, inspired by Dewey's ideas, later codified his doctrines as follows:

1. The conduct of the pupils shall be governed by themselves, according to the social needs of the community.
2. Interest shall be the motive for all work.
3. Teachers will inspire a desire for knowledge, and will serve as guides in the investigations undertaken, rather than as task-masters.
4. Scientific study of each pupil's development, physical, mental, social and spiritual, is absolutely essential to the intelligent direction of his development.
5. Greater attention is paid to the child's physical needs, with greater use of the out-of-doors.
6. Cooperation between school and home will fill all needs of the child's development such as music, dancing, play and other extra-curricular activities.
7. All progressive schools will look upon their work as of the laboratory type, giving freely to the sum of educational knowledge the results of their experiments in child culture. These rules for education sum up the theoretical conclusions of the reform movement begun by Colonel Francis Parker and carried forward by Dewey at the laboratory school he set up in 1896 with his first wife in connection with the University of Chicago. With his instrumentalist theory of knowledge as a guide, Dewey tried out and confirmed his new educational procedures there with children between the ages of four and fourteen.

This work was subsequently popularized by the leading faculty members of Teachers College in New York after Dewey transferred from Chicago to Columbia University. From this fountainhead Dewey's ideas filtered throughout most of the teacher's training

schools and all the grades of public instruction below the university level. His disciples organized a John Dewey Society and the Progressive Education Association and have published numerous books and periodicals to propagate and defend his theories.

Dewey's progressive ideas in education have had a curious career. Despite the criticisms they have received from the right and from the left, and even within Progressive circles, they have no serious rival. Today, on the century of his birth, they are the accepted and entrenched creed on education from Maine to California.

Yet this supremacy in the domain of educational theory has not been matched by an equivalent reconstruction of the educational system. Dewey's ideas have inspired many modifications in the traditional curriculum, in the techniques of instruction, in the pattern of school construction. But they have not changed the basis or the essential characteristics of the school system, and certainly not the class stratification of American society.

Such restricted results are not a very good testimonial for the principal product of a philosophy which demands that the merits of a theory be tested and judged by its ability to transform a defective situation,

How is this ineffectiveness in practice to be explained? If Dewey's procedures, ideas and aims are so admirable-as they are-why after fifty years haven't they succeeded in accomplishing more in the spheres of educational and social reform? Why have they fallen so far short of expectations and even become one of the favorite targets of reaction?

EDUCATION IDEALS OF GANDHIJI

Aims of education are implied in the very meanings of education. He has given two sets of aims viz. immediate and ultimate aims of education.

(a) Ultimate Aim:

Ultimate aim of education is identical with the goal of life, which is 'Self-realization'. Self-realization is the realization of the self proper.

True education should result not in the material gains but in spiritual uplift.

Gandhiji laid great stress on religious education which teaches fundamental virtues of truth, love, justice and nonviolence. According to Gandhiji, "Like without religion is life without principles. "Gandhiji is also of the opinion that God could be achieved not by returning into jungles but by living in a society and serving it. He preferred to call a student "Brahmachari", a searcher after God:

Self-realization can take place through self-control, character and abstinence.

(b) Immediate Aims:

Immediate aims include 'bread and butter aim', the cultural aim, the harmonious development of all powers, the moral or character development aim, and sociological aim.

1. Bread and Butter Aims

This is also called utilitarian aim. It is due to this aim that he gave the principle of 'self-supporting education'. The educand should not only be made capable of earning own livelihood in later life after school but also during the schooling.

The child must be an earning unit who must be self-sufficient right from the beginning of the education of the child. This man is really an important aim of even modern education.

2. Cultural Aim

Cultural aim refers to the refinement of the Personality. Mere knowledge is not enough.

Education should lead that quality of mind which may be reflected in daily conduct.

Peach, behaviour and manner must be refined. Culture brings in alit and frankness. Education should not take Indian children that there is a need of synthesizing cultures so one could inherit world cultures. This aim enables the students to ate and appreciate other cultures.

3. Harmonious Development Aim

Harmonious development or perfection of nature is another aim that Gandhiji advocates.

Harmoniously developed person is that who adjusts to his life and environment.

He laid greater emphasis on the development i.e., Head, Heart and Hand than on 3 R's i.e., reading, writing and arithmetic. Present system of education leads to unbalanced development.

4. The Moral or Character Building Aim

It is the chief aim of education. The central purpose of education is to build character. If choice is to be made between character and other things in life, then ever thing else can be subordinated to the former. Man must be a man of word. He must be ready to do something for the humanity at the first call to this conscience.

5. Sociological Aim or Training for Citizenship

Gandhiji reconciled the individual and social aims of education. In democracy] the first slogan is 'Educate your Masters'. Thus Gandhiji advocated 'Universal education'. Every member of this Samaj should be educated so that he could uplift it. He must have qualities of a good citizen. Essential qualities are-spirit of courage, self-sacrifice and industry.

AIM OF EDUCATION ACCORDING FREDRICH FROBEL:

Frobel was born in 1782.He was a German. As Frobel lost his mother as a infant of nine months his father remarried when he was four. The early childhood of Frobel was quite unhappy because of the indifferent attitude of his father and the step motherly affection. He became an apprentice to forester at the age of 14.It gave Frobel an opportunity to have direct contact with Nature. He joined the University of Jena at the age of seventeen. His relationships with Dr Gruner, who influenced him very much and persuaded him to become a teacher in his school, run on Pestalozzian lines. He studied closely the system and found some defects in it. He worked in military and as a curator in Berlin Museum for sometime. He

established a school at Griesheim in 1816. It was later transferred to Keithaw. There he developed his method of education. Frobel founded his first kindergarten at Blackenburg in 1857. His method of education was prohibited by the German government. Frobel was so much pained at this that he breathed his last in 1853.

Fredrich Froebel was an Educationalist who has contributed to the development of primary Education. For him the education of women should be regarded as essential for the development of human race.

WORKS OF FROBEL

The following works are mentioned because they are mainly devoted to education.

- 1) Autobiography
- 2) Education of Development
- 3) The Education of Man
- 4) Mother play
- 5) Pedagogies of Kindergarten

PHILOSOPHICAL VIEWS OF FROBEL

Froebel was a spiritual idealist. For him all things of the world have originated from God. Hence, all the objects though appear different, are essentially the same? This law of Unity is operating in the whole Universe.

The second characteristic of his philosophy is the Law of Development. According to him this Law of Development is applicable of both, the spiritual as well as the physical world in the same way.

FROEBEL'S EDUCATIONAL PRINCIPALS

1. The Aim of Education: Enable the child to realize the unity principles.
2. The Method of Education: Self- activity method of education

3. The Method of Play: The play forms for imparting education to children
4. Principle of Freedom: Free unfettered natural development of children.
5. Principle of Social Atmosphere: Should be developed through self-activity in a social atmosphere.
6. Purpose of Education: unfold the innate powers of children to order to them to attain spiritual union with God.

CURRICULUM ACCORDING TO FROEBEL

Should give importance to Religious instruction, Nature study, Arithmetic, Language, arts, Handicrafts

METHOD OF TEACHING ACCORDING TO FROEBEL

1. Principles of Self- Activity
2. Principle of learning by Play
3. Principle of Sociability
4. Principle of Freedom

DISCIPLINE

He condemned the expressionistic concept of discipline held the views that by his own free and natural activities the child learns self-discipline.

THE ESSENTIAL CHARACTERISTICS OF KINDERGARTEN

(a) The kindergarten is like a miniature, society, where the children discover their individualities in relation to others. The social aspect of development is given due emphasis in these schools.

(b) There will be an atmosphere of freedom and lot of scope for self-expression in the form of songs, movements and construction.

MERITS OF FROEBEL'S KINDERGARTEN

1. Froebel laid emphasis on pre-school or necessary education.
2. Froebel stressed the necessity of the study of child's nature, his instincts and impulses.

PERMANENT CONTRIBUTIONS TO EDUCATION

1. Inner self- activity directs the development.
2. Early education should be organized around play.

CONCLUSION

Froebel was the first educational evolutionist. Education to him was the process by which the race and the individual evolve to higher and higher levels.

MONTESSORI THEORY In the **Montessori Theory** section of the Daily Montessori website we explain the foundation principles and concepts of **Montessori theory** that can be applied across all ages. Those principles are: **Independence, Observation, Following the Child, Correcting the Child, Prepared Environment and Absorbent Mind**. It is within these concepts we find the reasoning behind why things are such in a Montessori environment. These are goals and beliefs that Maria Montessori held with regards to the education of children.

Independence

"Never help a child with a task at which he feels he can succeed." - Maria Montessori.

It is always a goal of Montessori education in the classrooms to make the child independent and be able to do things for himself. This is achieved by giving children opportunities. Opportunities to move, to dress themselves, to choose what they want to do, and to help the adults with tasks. When the children are able to do things for themselves there is an increase in their self-belief, self-confidence and esteem that they may carry on throughout their life.

Observation

Observation or watching the child is for parents easy to do. We can spend countless hours just watching children and see how they are enjoying themselves, exploring their environment. This was the simple method of how Maria Montessori has learned about children and developed her theories on child development. She observed

without preconceived ideas that helped her develop materials that the children needed and were interested in. Observation is also the way adults can learn about what the child needs are. For example, if a child starts banging on objects, it means that he has a need for that gross motor activity, so give him a drum. If children are pushing things around the room and they need to walk but can't do it themselves yet, help them or give them a wagon to push. This is how observation can help create harmony, fulfilling the child's current needs.

Following the Child

Follow the child, they will show you what they need to do, what they need to develop in themselves and what area they need to be challenged in. "The aim of the children who persevere in their work with an object is certainly not to "learn"; they are drawn to it by the needs of their inner life, which must be recognized and developed by its means." - Maria Montessori.

From what you have observed from the actions of the children, follow them in what they need to do. If they want to climb, give them the opportunity to climb in a safe manner, do not be overprotective. Following the child also means being non-directive, do not tell them what to do all the time. Give your child the freedom to choose what he wants or needs to do and to act on his own. Do not tell them what they have to do, but rather present them with choices of different materials/toys. Also, stand back and watch the child what he does, there is no need to intervene all the time unless he has become really destructive and about to hurt himself or others. Knowing when to intervene is a skill parents will learn as they get to know their child and as parents have set limits for the child.

Correcting the Child

Children make mistakes. They may spill something, drop food unintentionally and so on. There is no need to raise your voice in situations like those. Instead, calmly recognize the mistake "oh you've spilled the water..., why don't we get a cloth and wipe it up."

This is an opportunity to ask the child to do some valid practical work with you. You will find that children do like to clean up as they see it as something adults do. There is no need to blatantly point out a child's mistake, there is a way to make them realize it. For example, with a cloth bib a child who is learning how drink from a glass will find out that if he tips the glass a bit too early, the water will spill on him and he will feel it. If they mispronounce a word, there is no need to correct them, but rather say the word correctly. Correcting children may result in them being scared to attempt anything in fear of making another mistake.

Children will make mistakes and we need to teach them in a nice manner. Giving the children freedom and choice, supporting them in their choice by making sure they are safe, feeding their inquiring minds in a way that they can understand and observing their needs and fulfilling these can be the key to helping your children develop their full potential.

Prepared Environment

"The teacher's first duty is to watch over the environment, and this takes precedence over all the rest. It's influence is indirect, but unless it be well done there will be no effective and permanent results of any kind, physical, intellectual or spiritual." - Maria Montessori.

The prepared environment is important part of Montessori. It is the link for a child to learn from adults. Rooms are child sized with activities set up for success and allow freedom of movement and choice. The environment has to be safe for the child to explore freely. The environment has to be ready and beautiful for the children so it invites them to work. Montessori refers to work as an activity the child does or what many people might call play. She calls this work since it is through this that they create themselves and it is not just a play. Their play is their work and they are still enjoying it. The adult's role then is to construct the environment in which they will learn. The development of the child is therefore dependent on the environment she or he is in, and this environment also includes the parents.

Absorbent Mind

Montessori observed how children learned the language without anyone teaching them. This sparked her idea for the "absorbent mind". Children under the age of three, do not need to have lessons in order to learn, they simply absorb everything in the environment by experiencing it, being part of it. It is therefore important that the environment set up is good, nice and positive since this is what the child will absorb whether he chooses to or not. The language of the adult is one that a child will easily pick up. Be careful of what you say around them. Even though you think they are not listening, as they may not be able to express themselves yet, when they can you will not want them swearing back at you. It is for this reason that one should not try to say "No" to a child. We do not want them saying "No" to us rudely. Instead, we say "Stop" when we want to tell children that what they are doing is wrong.

CHAPTER – II

VISUALIZING THE EDUCATIONAL AIMS OF THE 21ST CENTURY:

The process of education has all along been discussed in terms of its aims. The importance of aims in Education has been emphasised by scholars, philosophers and educators through all ages. Education must have aims as "activity with an aim is all one with acting intelligently".

This means a system of education which is not clear about its aims or which works towards undesirable ends is bound to fail. According to Rivlin, "Education is purposeful and ethical activity, hence it is unthinkable without aims."

It has been rightly observed by B.D. Bhatia that "without the knowledge of aims, education is like a sailor who does not know his goal or his destination and the child is like a rudderless vessel which will be drifted along somewhere ashore".

Highlights

1. Aims give direction to activity.
2. Aims help in acting intelligently.
3. Aims are necessary to assess the outcomes of the educative process.
4. Aims are necessary for efficient school administration.
5. Aims are useful for parents and general public.
6. Aims help in acting with meaning.
7. Aims give continuity and significance to education.

Education at different stages is geared to different aims. Primary, secondary, university and adult education-each stage has its own specific aim. Again, different types of education-humanistic, scientific, and technical, art, commercial etc.-each have its own aim. However, education as a whole may broadly be conceived in terms of the general purpose of 'man-making'.

Educational aims are important for the following reasons:

1. Aims give direction to the activity

Education is a planned activity. The activity is planned with certain ends in view. The aim as a foreseen end gives direction to the activity of education.

2. Aims help in acting intelligently

"Activity with an aim." says John Dewey "is all one with acting intelligently". Thus by keeping the aims in view, one knows what one is doing and why one is doing it. This saves waste of time and effort.

3. Aims are necessary to assess the outcomes of the educative process

In this sense, aims help in measuring the success and failure of work done in school.

4. Necessary for efficient school administration

Aims are necessary for efficient school management. They help in proper selection of teachers, proper curriculum planning, proper equipment of library, desirable planning of curricular and co-curricular activities, etc.

5. Useful for parents and general public

Aims are useful for parents in the sense that they put check on their undue criticism of the school system. The society reviews and appreciates the work of the school in terms of aims. In a democratic society, this assumes much greater importance.

6. Acting with meaning.

Highlighting the importance of educational aims, John Dewey says: "... to have an aim is to act with meaning, not like an automatic machine: it is to do something and perceive the meaning of things in the light of that intent."

7. Aims give continuity and significance to education

Education is a process. It is a continuous process. Any one act or single experience does not by itself constitute education. It is neither a mere serial aggregate of facts. Education has an intrinsic continuity. "It is; the aim that gives continuity and significance to the series of events and experiences that make up what we call education.

In short, aims are potential seeds from which grows the plant of - a well-defined educational policy.

NATURE OF EDUCATION

As is the meaning of education, so is its nature. It is very complex. Let us now discuss the nature of education:

1. Education is a life-long process- Education is a continuous and lifelong process. It starts from the womb of the mother and continues till death. It is the process of development from infancy to maturity. It includes the effect of everything which influences human personality.

2. Education is a systematic process- It refers to transact its activities through a systematic institution and regulation.

3. Education is development of individual and the society- It is called a force for social development, which brings improvement in every aspect in the society.

4. Education is modification of behavior - Human behaviour is modified and improved through educational process.

5. Education is purposive: every individual has some goal in his life. Education contributes in attainment of that goal. There is a definite purpose underlined all educational activities.

6. Education is a training- Human senses, mind, behaviour, activities; skills are trained in a constructive and socially desirable way.

7. Education is instruction and direction- It directs and instructs an individual to fulfill his desires and needs for exaltation of his whole personality.

8. Education is life- Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.

9. Education is continuous reconstruction of our experiences- As per the definition of John Dewey education reconstructs and remodels our experiences towards socially desirable way.

10. Education helps in individual adjustment: a man is a social being. If he is not able to adjust himself in different aspects of life his personality can't remain balanced. Through the medium of education he learns to adjust himself with the friends, class fellows, parents, relations, neighbours and teachers etc.

11. Education is balanced development: Education is concerned with the development of all faculties of the child. it performs the functions of the physical, mental, aesthetic, moral, economic, spiritual development of the individual so that the individual may get rid of his animal instincts by sublimating the same so that he becomes a civilized person.

12. Education is a dynamic process: Education is not a static but a dynamic process which develops the child according to changing situations and times. It always induces the individual towards progress. It reconstructs the society according to the changing needs of the time and place of the society.

13. Education is a bipolar process: According to Adams, education is a bipolar process in which one personality acts on another to

modify the development of other person. The process is not only conscious but deliberate.

14. Education is a three dimensional process: John Dewey has rightly remarked, "All educations proceeds by participation of the individual in the social consciousness of the race." Thus it is the society which will determine the aims, contents and methods of teachings. In this way the process of education consists of 3 poles - the teacher, the child and the society.

15. Education as growth: The end of growth is more growth and the end of education is more education. According to John Dewey, "an individual is a changing and growing personality." The purpose of education is to facilitate the process of his/her growth.

Therefore, the role of education is countless for a perfect society and man. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals.

THE FOUR PILLARS OF LEARNING

The four pillars of learning are fundamental principles for reshaping education:

- **Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

- **Learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society.

- **Learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for a all-round 'complete person.

- **Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and

human relationships to enable individuals and societies to live in peace and harmony.

CHALLENGES OF PRE-PRIMARY EDUCATION

Pre-primary education has become a worldwide effort because of the benefits preschool children obtain from attending pre-primary programs. The benefits last until adulthood. Despite this, there are problems with pre-primary education. Most of the problems aren't severe and are far outweighed by the benefits. But the problems need to be studied further to be resolved.

1. Skill Loss

While most studies show that pre-primary education provides long-lasting academic benefits, there are problems with the maintenance of skills. Data from the Early Childhood Longitudinal Study by Magnuson, Ruhm and Waldfogel (2006) as cited by Berlinski, Galiani and Gertler found that "pre-primary education is associated with higher reading and mathematics skills at primary school entry, but that these correlations disappeared by the end of first grade."

2. Behavior Problems

Behavior problems are magnified if pre-primary students are not located in a public school. Magnuson, Ruhm and Waldfogel (2006) also found that "when preschools are not located in public schools, pre-primary education is associated with higher levels of behavioral problems."

3. Unreasonable Expectations

Increasingly, preschool teachers are expecting 4-year-old children to do independent seat work. Children that age can't sit still that long; when they don't, they are reprimanded. According to a 2005 article by Jennifer Steinhauer in the "New York Times," a Yale study reported that preschool children are three times more likely to be expelled than primary school children.

4. Parent Awareness

Some parents of immigrants don't know about existing pre-primary education opportunities for their children. Many immigrant parents don't speak English or know what early education is. They also don't know if they are eligible for pre-primary education programs and aren't aware that there are benefits to early education.

Challenges to primary education

Increasing the supply of inputs such as infra or teachers in India's primary education system can ensure 'schooling for all' but not 'learning for all'.

In many states across world, children have just moved into a new class. The excitement of a new school year is still in the air. New textbooks are being distributed; notebooks and stationery are being bought. Summer vacations have begun. On the eve of these new beginnings, hopes run high for all that children will learn in another year of school. But how much can we expect that they'll actually learn?

All current available data on student achievement suggest children are performing far below the level that is expected of them. Take a typical standard five class. The estimates from the oft quoted Annual Status of Education Report (ASER) 2012 suggest that of all rural children enrolled in standard five, only half can fluently read text from a standard two textbook. In arithmetic, only half of all standard five children can do a basic two-digit subtraction problem with the arithmetic operation of borrowing-a skill that is expected in standard two. Of the children who have these basic skills, many have higher-level capabilities too. But for the half who have reached the fifth standard and do not have the fundamental skills of reading or arithmetic, there are very serious risks of not gaining much from continuing in school and completing eight years of schooling. Using ASER figures, we estimate that over 100 million children in India are two or more years below their grade level. Under the current circumstances, such children are very unlikely to reach the levels of

capability expected of children after eight years of schooling, as mandated by the Right to Education (RTE) Act.

The visible challenge: Inadequate inputs

If you ask teachers or officials about the biggest challenge for improving learning outcomes they will probably point to the numerous gaps in the system. Some schools continue to lack adequate infrastructure; several states still face a severe shortage of teachers. Many will complain about the poor quality of institutional support for teachers' professional development. The usual assumption is that if these gaps are filled, children will learn and learn well. This "theory of change" explains the push from within the government as well as from outside to ensure the timely provision of adequate inputs, and to point out the urgent need to build institutions that support schools and teachers.

The invisible challenge: Children falling behind

But there is another less visible, but dangerously debilitating and potentially worsening problem that plagues Indian classrooms. This may be at the root of why children are not learning. Going back to the typical fifth standard classroom, try to imagine the challenge for the teacher. In our typical school, the fifth standard teacher uses the fifth standard textbook, trying to cover the material and activities that the textbook lays out. But whom should she teach? And how should she do it? Should she focus on those children who have basic skills, who are more likely to attend school regularly and, are therefore, easier to teach? What should she do with the other half of the class who are not even at standard one or two level? This is a problem faced by almost all primary school teachers. Try to imagine the daily challenge for the teacher in her classroom. Try to imagine what this "low learning trap" does to children.

Sadly, it appears as though educated citizens, education experts, planners and policymakers, Union, state and local governments do not see this problem. A typical Indian school focuses on completing

the curriculum and is not structured to provide extra help to children who are not moving ahead at the expected pace or to those who are falling behind. Without the learning support that is critical, a large fraction of Indian children slip through the cracks. The problem is made worse by textbooks and curriculum whose pace and content accelerates through the primary school years. A paper by Lant Pritchett and Amanda Beatty in 2012, titled *The Negative Consequences of Overambitious Curricula* lays out the issue very well-"If the official school curriculum covers too much, goes too fast and is too hard compared with the initial skill of the students and the ability of the schools to teach this can produce disastrous results. An overambitious curriculum causes more and more students to get left behind early and stay behind forever". Unlike problems of access and inputs that are visible, the situation of low learning worsens quietly within classrooms and schools and is invisible to the world outside.

"Teaching by level"

What has been done so far to tackle this less visible problem? During the last century, schools all over the world have been organized by age and grade. According to their progression in age, children move from one grade to the next, regardless of the underlying learning composition of students. What if we were to tweak this organizational principle of schools, and group children by level of learning rather than by grade? Would these changes in grouping accompanied by appropriate changes in instruction lead to more effective teaching situations and better learning outcomes?

Using the principle of "teaching by level", several large-scale experiments have been tried in recent years in India with promising results. In June 2008, the Bihar government conducted month long "summer camps". Children enrolled in standards three, four and five who were not yet at standard two levels were targeted for the camps. At the camps, children sat in groups with other children of the same ability level, regardless of their age or grade. Each instructor had children who were at the same learning level and used appropriate materials and methods for that level. The idea was to

start with where the children were and use free time in summer holidays to move them towards where they needed to be. The modest goal of the summer camp was to bring all these children who had fallen behind to at least a standard two level. Although the camps were hurriedly organized, an external, randomized, evaluation by the Poverty Action Lab of Massachusetts Institute of Technology showed significant improvements in learning for the targeted children who attended the summer camp. More noteworthy is the fact that gains the summer camp children made were sustained even two years later.

Other states have incorporated the "teaching-by-level" concept into the normal working of the school during the school year. Between 2009 and 2011, Punjab government implemented a state-wide programme to improve basic learning outcomes. Two hours during the school day were set aside for this purpose. During this time, children from standard one to five were grouped by their learning level and existing teachers were assigned to the groups. Teachers were trained to use appropriate methods and materials with each group. As each child progressed, she or he could move into the next group. Clear goals, strong training, mentoring and monitoring for teachers, systematic assessment and periodic review helped to ensure the programme delivered results.

During the last school year, in two districts in Bihar (Jehanabad and east Champaran) and another two districts in Haryana (Kurukshetra and Mahendragarh), similar interventions were implemented by the district administrations. For example, in Jehanabad, in August 2012, of the 16,000 children who were assessed, only 30% of standards three, four and five could read simple paragraphs or short stories. An evaluation showed that the number rose to 72% by the end of February 2013, despite many discontinuities due to holidays in that period. Further, the Jehanabad effort also led to increased attendance in schools, increased parent awareness not just about schooling but also about learning, a visible energising of the entire school system, and improved school functioning. These experiments

have led the Bihar government to think about a scale up in the 2013-2014 school year.

Achieving learning for all

To address the challenge of teaching-learning in primary grades we must make concerted efforts to tackle three issues. To help all children in standards three four and five reach the level expected of them at their grade, there is a dual challenge: first, basic skills need to be built, and built fast and in a durable way. Second, these children have to be enabled to be able to cope with what is required of them for the grade in which they are studying. Finally, to alleviate this dual challenge in future, by the end of standard two children need to have developed foundational skills of reading, writing, critical thinking, arithmetic and problem-solving. Of course, it can be argued that grade level expectations need to be reviewed so that the "negative consequences of overambitious curricula" can be minimized, but curriculum reform is a long drawn out and complicated process. In the meanwhile, we should not allow children to finish standard five without very basic skills that will enable them to go forward in the education system and in life.

The education chapter in the 12th Five-Year Plan document places children's learning outcomes at the centre of the stage. The spirit of the RTE Act also is to "guarantee" that by the time children complete eight years of schooling, they are capable of dealing with whatever lies ahead for them. The prevailing belief among decision-makers is that increasing inputs, improving infrastructure and "tightening systems" will lead to the desired changes. While the input-based and "business as usual" "theory of change" may be necessary to achieve "schooling for all", it will not enable India to reach the goals of "learning for all". Like the cases described above, it is essential that we take a close look at solutions that have been implemented and found to be effective and successful. In each of these cases, a fundamental departure from "business as usual" was needed along with a major shift in the usual mind set of the decision-makers and implementers. Setting of clear and achievable goals, grouping

children by ability instead of age/grade, supporting teachers, conducting systematic basic assessment, and steadfast leadership have enabled government school teachers (and their cluster coordinators, block and district officials) to achieve results in six months that they had not been able to catalyse in the last four to five years.

The way forward

Almost all children in the 6-14 age group in India are enrolled in school. In the coming school year, we must undertake concrete steps for putting India's children on the path of achieving the full potential of their capabilities. Each state must publicly declare their learning goals and articulate concretely their plans for achieving higher learning outcomes for at least the next two to three years. It is urgent that we face our realities squarely to fulfil children's hopes for the coming school year and enable India to reach its national goals for growth and equity.

UNIVERSALISATION OF PRIMARY EDUCATION:

New Innovations and Alternative Strategies

Some of the major initiatives and strategies are:

- Disaggregated target setting and decentralized micro planning, which will provide the framework of universal access and community participation.
- Strengthening alternative channels of schooling such as the non-formal education (NFE) system for those who cannot avail of conventional full-time schooling.
- Introduction of minimum levels of learning (MLLs) at primary and upper primary stages to improve learner's achievement.
- Improvement of school facilities by revamping the scheme of Operation Blackboard (OB) and connecting it to the MLL strategy.
- Establishing linkages between programmes of early childhood care and education (ECCE), primary education, literacy and UEE.
- Addressing the more difficult aspects of access, particularly to girls, disadvantaged groups and out-of-school children.

- Restructuring of teacher training in view of the changed strategies and programmes.
- Availing of external financial support for basic education.
- Launching the National Elementary Education Mission (NEEM).

Disaggregated Target Getting and Decentralized Micro planning

Our experience with UEE encompasses the entire Third World experience. On the one hand, we have States like Kerala, which have achieved universal literacy as well as UEE in terms of school participation with social indicators as good as those of the best among the Third World countries. On the other, we have States like Bihar and Madhya Pradesh, with indicators as bad as those of the Sub-Saharan countries.

One of the new strategies to achieve UEE is adoption of disaggregated target setting and decentralised planning. Our long experience with the pursuit of UEE has established that UEE is contextual. The contextuality varies widely across the country. Even in a State like Kerala, where participation is near universal, much requires to be done in respect of quality and achievement. In such states, the pursuit of UEE would be mainly in the areas of quality, facilities and achievement, while in other states participation and demand aspects would need more attention. Therefore, the attempt would be to prepare district-specific and population-specific plans for UEE within the broad strategy frame of microplanning through people's participation. Microplanning has been defined as a family-wise and child-wise design of action to ensure that every child regularly attends a school or an NFE centre and completes 8 years of schooling at a pace suitable to him or her and attains an essential level of learning.

Guidelines for operationalizing micro planning have been prepared and distributed to the state governments. The concepts of microplanning and local level capacity building have been given currency and efforts launched to decentralise educational planning and management. Microplanning exercises have already been

undertaken in several states to ensure that all children receive primary education of satisfactory quality either through formal schools or through part-time NFE centres.

To operationalise the strategy for UEE through disaggregated target setting and decentralised planning, a new scheme titled District Primary Education Programme (DPEP) has been evolved. The concept of DPEP is a beachhead for effecting improvements and full-scale development of the entire elementary education sector. The overall goal of the programme is the reconstruction of primary education as a whole in the districts instead of piecemeal implementation of the various schemes. The fundamental principle of DPEP is capacity building at all levels to evolve further strategies which are replicable and sustainable. The specific objectives of the programme are:

- To reduce differences in enrolment, drop-out and learning achievement among gender and social groups to less than 5 per cent
- To reduce the overall primary drop-out rate to less than 10 per cent
- To raise average achievement levels by at least 25 per cent over measured baseline levels and ensure achievements of basic literacy and numeracy competencies and a minimum of 40 per cent achievement levels in other competencies by all primary school children,
- To provide, according to national norms, access for all children to primary education classes (I-V), i.e., primary schooling wherever possible or its equivalent non-formal education.

The programme would strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education. NEEM has recently been set up to oversee, among other things, the implementation of this programme throughout the country.

Alternative Channels of Education such as the Non-Formal Education (NFE) System

Non-formal education has become an accepted alternative channel of education for children who cannot attend full-time schools due to various socio-economic constraints. To reach this large segment of marginalised children, we in India have been running, since 1979-80, a programme of NFE for children in the 6-14 age group, who have remained outside the formal system. These include drop-outs from formal schools, children from habitations without schools, working children, children who have to remain at home to do domestic chores, and girls who are unable to attend formal schools for a variety of reasons.

The enlarged and modified version of the NFE programme now in operation visualises NFE as a child-centred, environment-oriented and flexible system to meet the diverse educational needs of the geographically and socio-economically deprived sections of society. Non-formal education is designed to overcome the shortcomings of the formal school and make education a joyful activity. Decentralised community participation through village education committees (VECs) in planning, running and overseeing the programme has been considered crucial for its success. Although the focus of the programme is on the educationally backward states, it also covers urban slums and hilly tribal and desert areas in other states as well. Today, the programme is being implemented in 20 states and union territories through the state governments and voluntary organisations. While there are more than 226,000 NFE centres in the state sector, there are about 29,000 run by voluntary agencies. About 44 per cent of all the NFE centres are exclusively for girls, who are the main victims of socio-cultural and socio-economic factors. The estimated enrolment capacity is about 6.3 million children. Under the NFE programme, efforts are now being made to further improve quality, allow greater flexibility to implementing agencies and relocate NFE centres on the basis of microplanning/area survey. The NFE programme is being linked to ground realities, allowing for continuous experimentation. Development and scaling-up of

effective NFE models that can help the learners to learn at their own pace is a major thrust area.

MINIMUM LEVELS OF LEARNING (MLL)

The need to lay down minimum levels of learning (MLL) emerged from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The MLL strategy is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or levels of learning for each stage of elementary education. The strategy also prescribes adoption of measures that will ensure achievement of these levels by children both in formal schools and in NFE centres.

The focus of the MLL strategy is development of competency-based teaching and learning. Preliminary assessment of the existing levels of learning achievements has revealed that they are quite low across several districts. Minimum levels of learning in respect of three subjects, namely language, mathematics and environmental studies, have already been laid down for the primary stage. It has been stressed that the emphasis should be on concept formation rather than on content. The burdens of non-comprehension and overload of content are forcing children to resort to rote memorisation. The issues of content versus concept, understanding versus rote memorisation, unachievable content load versus achievable set of competencies, have been integrated into the new MLL approach. Minimum levels of learning have been specified in terms of competencies expected to be mastered by every child by the end of a particular class. The programme has been initiated throughout the country with the help of voluntary agencies, research institutions and others concerned. Minimum levels of learning for the upper primary stage are now being finalised.

Revamping the Scheme of Operation Blackboard (OB)

Recognising the unattractive school environment, unsatisfactory condition of school buildings, inadequate physical facilities, and

insufficiency of instructional materials in primary schools, which function as demotivating factors for enrolment and retention, a scheme symbolically called Operation Blackboard was introduced in 1987-88 to bring all existing primary schools in the country to a minimum standard of physical facilities. Under this scheme, each school is provided with: (i) at least two reasonably large all-weather rooms along with separate toilet facilities for boys and girls; (ii) at least two teachers (one male and one female); and (iii) essential teaching and learning materials including blackboards, maps, charts, a small library, toys and games, and some equipment for work experience.

External evaluation of the scheme indicated the lack of training of teachers in using the teaching materials, specification of a large number of uniform facilities to be provided without modification according to local needs, and lack of provision for breakage of equipment. Effective steps have since been taken to remove these drawbacks. The scheme of Operation Blackboard has also been modified and expanded to provide a third room and a third teacher to primary schools where enrolment exceeds 100, and it has been extended to upper primary schools. The scheme is concentrating on rural areas and SC/ST areas, and girls' schools are being given the first priority.

Establishing Linkages between Programmes of early Childhood Care and Education (ECCE), Primary Education, Literacy and UEE

Early childhood care and education (ECCE) is viewed as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education, and as a support service for working women of the disadvantaged sections of society. Since the age-span covered by ECCE is from conception to 6 years, emphasis has been given to a child-centred approach and play-way and activity-based learning in place of formal methods of teaching including introduction of the 3 Rs. Keeping in mind the role of ECCE as a support service in UEE, it is deliberately directed to the most underprivileged groups, those who are still outside the mainstream

of formal education. The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. It involves the total development of the child in every aspect including the physical, psychomotor, cognitive, language, emotional, social and moral. The present ECCE programmes include:

- The integrated child development service (ICDS)
- The scheme of assistance to voluntary organisations for running early child education (ECE) centres
- Balwadis and day-care centres run by voluntary agencies with government assistance
- Pre-primary schools run by state governments, municipal corporations and other agencies
- Maternal and child health services through primary health centres, sub-centres and other agencies

The ICDS is today the biggest programme of early childhood development, serving about 15 million children and 3 million mothers.

Appropriate linkages are being established between ECCE programmes, primary schools, NFE centres and other related schemes of UEE.

Promotion of Access to Girls and Disadvantaged Groups

As with all educational indicators, gender disparities are conspicuous in regard to enrolment and retention. Over the past 25 years, enrolment of girls at the primary stage has grown from 5 million to 47 million and at the upper primary stage, from 0.5 million to 16 million. But disparities persist. Today girls account for only 46 per cent of the enrolment at the primary stage and 38 per cent at the upper primary stage. The drop-out rates of girls at the primary and upper primary stages are higher than those of boys. Regional disparities are also conspicuous. The very low female literacy (20 to 29 per cent) in some of the major north Indian states causes grave concern. The rural girls are doubly disadvantaged by non-availability of educational facilities and by their domestic chores.

Concerted efforts are now on to reach out to the girl child in rural and remote areas and urban slums by designing special NFE programmes with a view to getting them back into the formal stream. The NFE programmes are being dovetailed into the total literacy campaigns (TLC) to reach out to the girls in the 10-20 age group. Programmes for continuing education are being designed to ensure that neo-literates and school-going girls have access to reading materials.

An important constraining factor for female education is the lack of women teachers in rural areas. Therefore, special efforts are being made to recruit women teachers and to augment teacher training facilities for women so that adequate numbers of qualified women teachers are available. Co-ordinated efforts are also on to provide the necessary support services to enhance their participation and performance.

We in India are unambiguous about removal of disparities and attainment of equality of education opportunities for SCs, STs and other backward sections including girls. A number of strategies aimed at accelerating their rate of enrolment and retention have been detailed and are being implemented. Because of the affirmative policies of the government, the enrolment of these categories has increased considerably at the primary stage. The participation of SCs and STs at the primary level is more or less in proportion to their share in the population. Drop-outs, though declining, continue to be significantly large [primary stage (classes I-V), SC 49 per cent, ST 64 per cent; upper primary stage (classes VI-VIII), SC 68 per cent, ST 79 per cent]. Gender disparities are conspicuous among SCs and STs.

To ensure universal access and enrolment of SC children in rural areas, priority is given to the needs of SC habitations and hamlets in opening primary and upper primary schools. For SC children access and enrolment are assured primarily in the formal schools. Where they are not able to attend these, provision is made for non-formal and distance education centres. Every ST habitation is being

provided with a primary school or other suitable institution. In tribal areas, the educational plan is being implemented in an integrated manner. Pre-school education, non-formal education, elementary education and adult education are being organically linked and integrated to ensure achievement of total literacy of the entire population.

Adequate incentives are given to the children of SC, ST and other backward sections in the form of scholarships, uniforms, textbooks, stationery and midday meals. All schools, NFE centres, and pre-school centres in SC/ST habitations are being equipped with necessary infrastructural facilities in accordance with the norms laid down for Operation Blackboard and for achieving MLL. Operation Blackboard has already covered almost all schools in tribal areas. Indigent SC/ST families are given incentives to send their children, particularly girls, to school.

Restructuring of Teacher Training

Teacher performance is the most crucial input in the field of education. In the ultimate analysis, the national policies on education have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes. With a view to improving the quality and competence of teachers, a centrally sponsored scheme of Restructuring and Reorganisation of Teacher Education (RRTE) was launched in 1987.

During the period 1987-90, nearly 1.8 million teachers were trained under the programme of mass orientation of school teachers (PMOST). Most of them were primary and upper primary teachers. The main objective of the programme was to orient teachers in the main priorities and directions envisaged in the NPE 1986 and to improve their professional competence.

Among the other main components of the RRTE, as far as elementary education is concerned, are:

1. Setting up of District Institutes of Education and Training (DIETs) in all districts to provide good quality pre-service and in-service training to elementary school teachers and adult education/non-formal education personnel and to provide resource support to these systems

2. Organising Special Orientation Programmes for Primary Teachers (SOPT) with a view to providing training to teachers in the use of OB materials and orienting them towards MLL strategy with a focus on teaching of language, mathematics and environmental studies

More than 300 DIETs have already become operational and have started conducting training programmes. The SOPT launched in 1993-94 is now going on in almost all states and more than 115,000 teachers have already been trained. A National Council for Teacher Education (NCTE) was set up in 1993 with statutory status for the effective implementation of all teacher education and training programmes and to achieve planned and co-ordinated development of the entire teacher education system throughout the country. The regulation and proper maintenance of norms and standards in the teacher education system is the responsibility of the NCTE.

Availing of External Financial Support for Basic Education

As a matter of policy and principle, India had not been seeking financial support from external agencies to implement its programmes of basic education. This situation changed in 1991-92, when a conscious and strategic decision was taken to avail of external assistance to achieve the goal of Education for All (EFA).

Today a number of agencies including the World Bank, Unesco, Unicef, Swedish International Development Agency (SIDA), International Development Association (IDA), and the British Overseas Development Agency (ODA) are sharing our concerns in this area. A new phase has, therefore, emerged - a phase of partnership between the inherent potential of the country and financial and other support from external agencies.

Launching the National Elementary Education Mission (NEEM)

With the objective of mobilising all the resources - human, financial and institutional - necessary for achieving the goal of UEE by the year 2000, a National Elementary Education Mission (NEEM) was set up in August 1995 with the District Primary Education Programme (DPEP) as its core. This Mission will monitor and implement all the meticulously formulated strategies based on microplanning, and will ensure that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age by the turn of the century.

EPA: Education for All Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

ENROLMENT RETENTION:

Schools Strategies to Attract and Recruit Its Students

- Provide our school information to all elementary and middle schools within Yonkers. Specifically, we will ensure that our marketing materials highlight our mathematics, science and technology emphasis and college preparatory focus.
- Identify the schools within the district that have a disproportionate number of students with special needs and provide information about our school (brochures, etc.) to the Special Education Coordinator or teacher at each of these schools.
- Identify the schools within the district that have a disproportionate number of ELLs and provide information about our school (brochures, etc.) to the school leader and/or ELL teacher at each of these schools.
- Continue to recruit heavily in areas of Yonkers containing families with the lowest socioeconomic status.
- Hold open houses to introduce our school to target populations.

Schools Strategies to Retain its Students

- Our curriculum and day-to-day instruction will be highly engaging. We will establish a positive school culture, and students will strive continually for excellence, as they are exposed to college visits, and math, science and robotics competitions.
- Our special needs students will receive all instruction and modifications, as outlined in their IEPs. In addition, we intend to mainstream our students to the greatest extent possible and ensure that they receive the support they need to be successful.
- Materials to be sent home will be written in both English and Spanish, particularly since 53 percent of Yonkers students are of Hispanic descent. Our ELLs will receive the support they need to thrive. Our school culture will embrace and respect students' diversity. Students will feel welcome and will experience tremendous progress.
- Title 1 funds will be set aside for students who qualify for free or reduced-price meals and are not meeting grade-level standards, to provide them with the additional resources to help them succeed academically in ELA and mathematics. As students and parents see this progress, they will want to stay within our school's learning zone.
- Regular parent information nights will be organized to keep parents informed and involved at each grade level.
- Students' academic success will be recognized through honor roll ceremonies, to which parents will be invited.
- To create a sense of belonging, it is important to be part of the decision-making process. Parents and students will participate in decision making through regular school climate surveys, by which the concerns of parents and students can be identified.

WASTAGE AND STAGNATION:

Meaning of Wastage:

While clarifying the meaning of the word in education Hartog Committee remarked the following:

"By wastage we mean premature withdrawal of children from schools at any stage before completion of the primary courses".

This statement does not mean there is no wastage in the Secondary Course and Higher Course. Any student, who receives education at any stage, is expected to complete his education with the prescribed period. If one withdraws from the course before completion, then that individual or individuals are deemed to be wastage to the course.

In Primary Education, the main objective is the attainment of stable literacy through five year schooling. If a child entering school leaves it or is withdrawn from school before completing class V, it leads to wastage in education. So wastage is premature withdrawal of children from schools. A rough and ready method to measure wastage is to compare diminution in enrolment from class to class in series of years.

Such students do not complete the study of their curriculum and consequently the time, money and energy expended on such students prove to be sheer wastage. Hence the most popular use of the word "Wastage" in education means the wastage of time, effort and money.

Meaning of Stagnation:

The students at every stage of education are expected to pass the examination after finishing the whole course. But it has been found that in general practice many students are not able to pass the examinations in one class or in more than one class within the prescribed period.

Thus, they fail and remain in the same class. These 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. Thus by stagnation it is meant the stay of students in a particular class for more than one year.

So the word 'Stagnation' in education means the detention of a student in a class for more than one year on account of his unsatisfactory progress. The Hartog Committee reports, "By stagnation we mean the retention in a lower class of a child for a period of more than one year. Of course stagnation always means wastage".

Really it was the Hartog Committee (1929), which for the first time pointed out that the "massive wastage and stagnation are taking place in primary education. Primary Education is ineffective unless it at least produces literacy".

No child who has not completed primary course of at least 4 years will become permanently literate. The investigation conducted by Gokhale Institute showed that literacy could be obtained before it could lapse. That is because, pupils acquire stable literacy only after they complete at least class IV.

As in the case of primary education, the wastage and stagnation were also eating the vitals of the secondary education. The tremendous loss that is caused because of the problems of the wastage and stagnation will be clear by looking at the results of High School Final every year.

University education everywhere in the country is also not free from the ghost of wastage and stagnation. Probably, the problems of wastage and stagnation exist in a greater degree at this stage of education. It has been remarked that great 'wastage' of public money is taking place every year in the University Education.

What is more regrettable is the fact that there is some indifference towards the serious loss of public money. Also no less indifference is shown for the wastage of time, money and energy of the students, their parents or guardians and their ambitions and aspirations in life.

Causes of Wastage and Stagnation:

The causes of wastage and stagnation are of 3 categories: economic, educational and social.

Economic Causes:

Studies conducted on the subject show that 65% of wastage is due to poverty. According to Kothari Commission Report, "A child is sent to school between 6-9 years of age because at this age he is a nuisance at home than a help.

At the age of 9 or 10, the child becomes an economic asset, because he can work at home or earn something outside. This is especially true of girls who have to assist the over-worked mother at home. The child is withdrawn from the school and thus he becomes a wastage case".

Parents mostly involve their children in domestic work and this leaves no time to child for study. Financial handicap is responsible for wastage and stagnation. Out of poverty some parents utilize the service of their children to supplement earning.

In many cases poor parents find it almost impossible to lose the assistance of children. Poverty of Indian people is miserable that they find themselves unable to meet other expenses connected with the education even against the provision of free education of their children during harvest time; children cannot afford to go to school as they are required in the farm. Again, out of poverty children lack minimum diet and are unable to stay for long in schools.

SPECIAL EDUCATION FOR THE DISABLED:

Special education or special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Common special needs include challenges with learning, communication challenges, emotional and behavioural disorders, physical disabilities, and developmental disorders. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area, or resource room.

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students whose special needs reduce their ability to learn independently or in an ordinary classroom, and gifted education is handled separately.

In most developed countries, educators are modifying teaching methods and environments so that the maximum number of students are served in general education environments. Special education in developed countries is often regarded less as a "place" and more as "a range of services, available in every school. Integration can reduce social stigmas and improve academic achievement for many students.

Education for disabled people:

Include people with

1. Autism:

Means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in #5 below.

A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied.

2. Deaf-Blindness

Means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Deafness

Means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

4. Developmental Delay

For children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive

development; communication; social or emotional development; or adaptive [behavioral] development.

5. Emotional Disturbance...

Means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

6. Hearing Impairment...

Means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

7. Intellectual Disability:

Means significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects child's educational performance.

8. Multiple Disabilities:

Means concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

9. Orthopedic Impairmen:

Means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

10. Other Health Impairment:

Means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that-

(a) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(b) Adversely affects a child's educational performance.

11. Specific Learning Disability:

Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The

term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

12. Speech or Language Impairment:

Means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

13. Traumatic Brain Injury:

Means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

14. Visual Impairment Including Blindness:

Means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Special schools:

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide the appropriate special education for children with additional needs.

Students attending special schools generally do not attend any classes in mainstream schools.

Special schools provide individualised education, addressing specific needs. Student:teacher ratios are kept low, often 6:1 or lower depending upon the needs of the children. Special schools will also have other facilities for the development of children with special needs, such as soft play areas, sensory rooms, or swimming pools, which are vital for the therapy of certain conditions.

In recent times, places available in special schools are declining as more children with special needs are educated in mainstream schools. There will always be some children, however, whose learning needs are not appropriately met in a regular classroom setting and will require specialised education and resources to provide the level of support they require. An example of a special need that may require the intensive services a special school provides is mental retardation. However this practice is often frowned upon by school districts in the USA in the light of Least Restrictive Environment as mandated in the Individuals with Disabilities Education Act.

An alternative is a **special unit** or **special classroom**, also called a **self-contained classroom**, which is a separate room or rooms dedicated solely to the education of students with special needs within a larger school that also provides general education. These classrooms are typically staffed by specially trained teachers, who provide specific, individualized instruction to individuals and small groups of students with special needs. Self-contained classrooms, because they are located in a general education school, may have students who remain in the self-contained classroom full-time, or students who are included in certain general education classes. In the United States a part-time alternative that is appropriate for some students is sometimes called a resource room.

CHAPTER – III

ECONOMIC DEVELOPMENT

Economic development leads to improvements in many sectors of a nation. There are a variety of indicators that economist use to measure the level of economic development in a country. The indicators are: declining poverty rates, increasing literacy rates, declining infant morbidity and increasing life expectancy. Economic development has to be supported by the whole nation from economists, politicians, and also civilians. Thus it can be concluded that, economic development leads to the creation of more opportunities in the sectors of education, health sector, research, human development and environmental conservation it equally implies an increase in the per capita income of every citizen.

Economic development ideally refers to the sustained, concerted actions of communities and policymakers that improve the standard of living and economic health of a specific locality. The definition of economic development given by Professor Michael Todaro is an increase in living conditions, improvement of the citizens self-esteem needs and free and a just society. He suggests that the most accurate method of measuring economic development is the Human Development Index which takes into account the literacy rates & life expectancy which in-turn has an outright impact on productivity and could lead to Economic Growth. However, economic development can also be measured by taking into account the GDI (gender related index).

Economic development can also be referred to as the quantitative and qualitative changes in an existing economy. Economic development involves development of human capital, increasing the literacy ratio, improve important infrastructure, improvement of health and safety and others areas that aims at increasing the general welfare of the citizens. The terms economic development and economic growth are used interchangeably but there is a very big difference between the two. Economic growth can be viewed as

a sub category of economic development. Economic development is a government policy to increase the economic, social welfare and ensuring a stable political environment. Economic growth on the other hand is the general increase in the country products and services output.

Economic development will only be successful if the whole nation is willing to give their best efforts towards its achievement. A lot of theories have been forwarded by different schools of thought about how economic development should be achieved. Many economists have suggested that each country should try to achieve modernization and industrialization in order to achieve economic development.

There seems to be a lot of correlation between economic growth and human development. This can be explained by a simple example in an economy. We shall consider economic growth as a prerequisite for economic development. Assume we have a household in an economy that ekes their livelihood from a horticultural firm. Economic growth will bring business opportunities to the country and the effects spills over to all sectors of the economy. The firm will increase its profits which will in turn be used to pay for their generation education, improve the access to health care for that family and will increase the general living standard of the family. If this effect is replicated in each household overall economic development will be achieved.

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human development and environmental conservation it equally implies an increase in the per capita income of every citizen.

PRODUCTIVITY AND EQUITABLE DISTRIBUTIONS OF WEALTH

Zambia has had a long period of political stability. With strong growth in the last decade the country has reached lower middle income status. Investor confidence has been high as evidenced in the successful issue of two Euro bonds.

Independent since 1964, Zambia has experienced five successful multiparty elections since the return to multiparty politics in 1991. The latest elections in September 2011, were peaceful, and further strengthened Zambia's democratic credentials. Zambia has British-style parliamentary democracy. Government consists of the President and the 158-seat national assembly. Elections are held every five years and the presidency is limited to two, five year terms. There are also traditional chiefs and their headmen, who still command a great deal of respect but hold little decision-making power except when it comes to land distribution.

Zambia has had a decade of rapid economic growth. A combination of prudent macroeconomic management, market liberalization policies, and steep increase in copper prices helped drive investments in the copper industry and related infrastructure to achieve an average annual growth of about 6.4% during the last decade. Though the economy is dependent on copper, the agriculture sector is the major employer (70% of the population). However, the sector's potential to contribute to the country's development remains largely underexploited.

The recent rebasing of the national accounts has given a new perspective to the structure of the economy. The Central Statistical Office of Zambia has just finalized the rebasing of the national accounts to 2010 (from 1994). Preliminary estimates put the economy at 25% larger than in the old accounts. Mining,

construction and trade gained more prominence as agriculture declined.

However, Zambia's economic growth has not translated into significant poverty reduction. Sixty percent of the population lives below the poverty line and 42% are considered to be in extreme poverty. Moreover, the absolute number of poor has increased from about six million in 1991 to 7.9 million in 2010, primarily due to population growth. The urban picture is far better than the rural: in the Copperbelt and Lusaka provinces, for example, poverty incidence is fairly low (22% and 34% respectively), whereas in the rest of the country, which is dominated by agriculture, poverty rates are greater than 70%.

The country has defined its own development agenda through its Vision 2030 and the Sixth National Development Plan (SNDP) which has recently been revised. The Plan is organized around the theme of "broad based wealth and job creation through citizenry participation and technological advancement." Specific development goals include promoting inclusive growth, fostering a competitive and outward-oriented economy, significantly reducing hunger and poverty, and reaching middle income status.

Accelerating growth and reducing poverty will necessitate increasing the competitiveness of the Zambian economy by reducing the cost of doing business and ensuring that the rural economy, upon which much of the population depends for its livelihood, contributes meaningfully to overall growth. Despite vast potential and stated commitments to diversification, the mining sector continues to dominate the economy.

The World Bank

Well before attaining its independence, Zambia began to receive World Bank support in 1955. As of April 2014, International Development Agency's (IDA) net commitments in Zambia totaled \$712.2 million for eleven active projects (nine national for a total of

\$622.2 million and two regional for a total \$90.0 million), supporting programs in agriculture, infrastructure, energy, the environment, and human development. Agriculture continues to be the largest area of support. The International Finance Corporation (IFC) and the Multilateral Investment Guarantee Agency (MIGA) are also providing support for Zambia's development.

The World Bank Group's strategy for the four years (2013-2016) was approved by the Bank's Board in March 2013. The strategy is aligned with the government's development priorities. In a country that displays both low income and middle income characteristics, the strategy supports three objectives that speak to the dual nature of Zambia's development challenges and opportunities:

- Reducing poverty and the vulnerability of the poor
- Improving competitiveness and infrastructure for growth and employment
- Improving governance and strengthening economic management.

In transitioning the WBG from primarily a lending to a solutions institution, the Bank is giving equal importance to both funding and analytical work.

Analytical and Advisory (AAA) work consists of reports, policy notes, non-lending technical assistance, conferences, workshops, country dialogue and other activities that generate knowledge through direct engagement with the client. It is through the AAA work that the Bank's global knowledge and expertise is adapted to regional and local circumstances. The analytical work is designed to help Zambia improve its policy environment and accelerate its development efforts.

Some of the significant work recently done in this area is the South to South dialogue in which the Bank facilitated a peer to peer learning experience between Zambia and Chile to better understand how mineral wealth can be transformed into government revenues and

how the financial resources can help to promote human development and alleviate poverty.

The Bank has also helped in the development of legislation on agricultural marketing, strengthening government capacity and reducing the cost of doing business in Zambia.

HUMAN RESOURCE DEVELOPMENT

A number of institutions are involved in Education and Training of human resources in ICT programmes ranging from Certificate to Degree courses offering specialised subjects including Computer Science, Telecommunications/Electronics Engineering, Media training/information sciences, Vocational ICT programmes and skills development. Among the Institutions involved in human resource development in ICTs are the University of Zambia, Copperbelt University, ZAMCOM, ZAMTEL Staff Training College and Evelyn Hone College. A number of other public and private sector institutions offer various ICT related courses.

Other programmes include Industry Certified (Microsoft, CISCO etc) course and others based on foreign syllabi such as Institute for Management of Information Systems (IMIS) and City & Guilds of the UK. However, the compatibility of such programmes with the Zambian education curriculum and industry is very limited. Therefore, an assessment of the requirements and local institutional capabilities shall form the basis for a comprehensive human resource development programme in the country.

Despite the above scenario, Zambia is currently facing a shortfall in critical ICT skills required for developing its information and knowledge economy at managerial, professional and technician levels in order to facilitate the development, deployment and application of ICTs in both the private and the public sector.

Some of the challenges to be addressed include:-

1. Low ICT literacy in the country, which is a major obstacle to the development of Zambia's information society;
2. High cost of technology acquisition, thus making ICT technology and skill development programmes inaccessible to most Zambians;
3. The Brain Drain problem, which is resulting in considerable loss of the few skilled personnel from Zambia to other countries in search of better job opportunities;
4. Limited local ICT industry thus offering inadequate services and few job opportunities;
5. Lack of standardisation and certification programmes in the IT field resulting in external courses with little localisation to the Zambian education curriculum;
6. Inadequate institutional capacity among formal training providers to increase intake and output numbers of ICT graduates.

Zambia: Govt Praised Over Human Resource Development

The Zambian Open University (ZAOU) has praised Government's continued efforts towards enhancing human resource development in Zambia.

ZAOU Vice chancellor Professor Mutale Musonda said Government's efforts have created an environment which has supported the establishment of several schools, colleges and universities, both public and private.

He said Government efforts towards enhancing human resource development over the years, have been many and varied, and need to be commended.

"Without any doubt, ZAOU is a beneficiary of these efforts which have witnessed a significant increase in the number of people that

have acquired qualifications at different levels of study," Prof Musonda said.

The vice chancellor, however, said that these efforts need to be accompanied by corresponding, and deliberate policies tailored to create sufficient employment and an environment that can support entrepreneurship in Zambia.

"Such policies will not only render credence in the pursuit of higher education but also go a long way in reducing the brain drain," he said.

Prof Musonda said human resource development in Zambia, with Zambian resources and sacrifices, should be used to develop Zambia.

He said the more skilled Zambians were retained, the more credibility and legitimacy could be associated with the Government human resource development efforts and policies.

Prof Musonda noted that demand for higher education among Zambians was quite high but it remains unsatisfied because there were few institutions.

But that the Government efforts to address this challenge were ongoing as evidenced by the environment it had created to enable the establishment of private universities and colleges, and infrastructure development for new universities across Zambia like the Robert Makasa which was nearing completion.

He said the existing public institutions of higher learning were not able to absorb the high student numbers in need of corresponding qualifications offered by such institutions. Education all over the world is an expensive prospect and in recognition of this fact, Government has, over the years continued to financially support students at higher institutions of learning who cannot afford to pay the fees, through a bursary scheme. "However, this support is only

made available to those pursuing study programmes at public learning institutions.

Students pursuing study programmes at private colleges and universities do not benefit from this well and progressive policy," he said.

Prof Musonda said Government's position was a source of concern considering that both private and public institutions of higher learning were engaged in human resource development for the country, and the labour market, adding that Government support was essentially meant for Zambians that could not afford the fees.

He has since appealed to Government to reconsider its position on this policy to ensure the bursary scheme is also availed to students pursuing study programmes at private colleges and universities.

Prof Musonda said such a policy reform would denote equity and fairness in the distribution of public financial resources in the education sector.

SELF-EMPLOYMENT

Introduction:

When you accept an employment in any organisation, you have to perform various jobs as per the requirements of your employer and you may get a fixed amount of income as salary. But, instead of seeking a job, you can also opt do something of your own to earn your livelihood. You may run a small retail shop, tailoring shop, restaurant, bakery and confectionery, beauty saloon, etc. in your locality. In other words, you may get engaged in trading or manufacturing on a small scale or providing some service for a price. Such economic activities are known as self-employment. In this lesson, let us learn more about the career option of self-employment in business.

MEANING OF SELF-EMPLOYMENT

You know that earning is necessary for a living. Possibly some of them may be working for others in factories, shops, agricultural field etc. and get a fixed amount from their employers for the service rendered by them. These persons are engaged in an economic activity which is termed as wage employment or paid employment.

But Self-Employment there are many persons who engage themselves in an occupation or some business which they start and manage on their own. They put in their best effort and take all types of risks to pursue their careers successfully. The entire earning of their work goes to them. All of us have seen small grocery shops, tailoring shops, medical stores etc. in our locality. These are owned and managed by a person, with or without the help of some assistants. Their economic activities are termed as self-employment. So when an individual engages in any economic activity and manages it on his own, it is known as self-employment.

CHARACTERISTICS OF SELF-EMPLOYMENT

Following are the characteristics of self-employment:

1. Self-employment involves doing something on one's own to earn one's livelihood.
2. It involves ownership and management of activities by a person although he/she may take the help of one or two persons to assist him/her. Thus, self-employment may provide employment to other persons as well.
3. The earning from self-employment is not fixed. It depends on the income one can earn by producing or buying and selling goods or providing services to others at a price.
4. In self-employment, the owner alone has to take the profit and bear the risk of loss. So, we find a direct link between the effort and reward in self-employment.
5. It requires some amount of capital investment, although it may be small.

IMPORTANCE OF SELF-EMPLOYMENT

Career is a way of making one's livelihood. Self-employment is also a career because one may employ oneself in business or in service activities and earn one's livelihood. With growing unemployment and lack of adequate job opportunities, self-employment has become very significant. Its importance can be enumerated as follows.

1. Advantage of small business

Small-scale business has several advantages over large-scale business. It can be easily started, and requires small amount of capital investment. The self-employment involving activities on a small-scale is a good alternative to large scale business which has brought various evils like environmental pollution, development of slums, exploitation of workers, and so on.

2. Preference over wage employment

In self-employment there is no limit of earnings as is the case with wage employment. In self-employment one can use one's talent for own benefit. The decisions can be taken quickly and conveniently. All these factors act as strong motivators for self-employment to be preferred over wage employment.

3. Developing the spirit of entrepreneurship

Entrepreneurship involves taking risks because the entrepreneur tries to innovate new products, new methods of production and marketing. Self-employment, on the other hand, involves either no risk or very little risk. But, as soon as the self-employed person starts becoming innovative and takes steps to expand his business, he becomes an entrepreneur. Therefore, self-employment becomes a launching pad for entrepreneurship.

4. Promotion of individualized services

Self-employment may also take the form of providing individualised services like tailoring, repair work, dispensing of medicines etc. Such

services are helpful in providing better consumer satisfaction. These can be easily started and run by individuals.

5. Scope for creativity

It provides opportunity for development of creativity and skills in art and crafts, leading to reservation of the cultural heritage of India. For example, we can see creative ideas reflected in handicrafts, handloom products, etc.

6. Reducing the problem of unemployment

Self-employment provides opportunities of gainful occupation to those who otherwise remain unemployed. Thus it reduces the problem of unemployment.

7. A boon to under-privileged in respect of higher education

Everyone may not be able to pursue higher education after Secondary or Senior Secondary examination due to one or the other reason. Such persons can start their career as selfemployed in occupations that do not require higher education. It may be noted that self-employment has been given high priority in government policies and programmes. A number of schemes have been initiated all over the country to encourage entrepreneurship and self-employment.

AVENUES OF SELF-EMPLOYMENT

After learning the importance of self-employment you may be motivated to start your own enterprise even if it is on a small scale. But, what are the areas in which you can successfully run your enterprise? Before choosing a suitable career in self-employment you must have some idea about the avenues in which self-employment opportunities are available. Let us categorise the avenues of self-employment into the following broad areas.

1. Trading;
2. Manufacturing;
3. Professionals; and

4. Individualised services.

Let us discuss further about all these areas.

1. Trading

You know that trade involves buying and selling of goods and services. With small amount of investment one can start and run a small trading unit. You can think of starting a small grocery or stationery shop in your locality. If you are able to invest more capital and ready to take risk, then wholesale business is a good option for you. One can also take up some agency business or become a stockist. The real estate business which is booming now-a days can also be a lucrative alternative.

2. Manufacturing

One can start a small industry of manufacturing bricks, or producing bakery items or confectionery. All these businesses require small amount of capital and simple equipment. Farming is another such area in which a person can work all alone or take the help of one or two persons. This is an age-old area of self-employment. Orchards, dairy, poultry, sericulture, fisheries, horticulture, etc. are good examples of avenues of self-employment.

3. Professionals

Occupations that require special knowledge and training in a particular field also provide opportunities of self-employment. Lawyers, doctors, chartered accountants, architects and journalists fall in this category. However one has to follow certain code of conduct framed by their association and need specialised knowledge and training.

4. Individualised services

Tailoring, motor repairing, hair cutting, fashion designing, interior decoration etc. are some of the business activities, which provide individualised services to the consumers. These can be easily started and run by individuals. These activities are based on the personal

skills of those who perform them. Blacksmiths, carpenters, goldsmiths are all self-employed persons.

You choose the area of your interest to pursue the career in self-employment. If you decide to start a small business of your own, you must have complete knowledge about the line you choose and the scope and importance of small business in our country, including the government policy and institutional support for its promotion. In the next sections, you will learn about these aspects of small business in detail.

POPULATION EDUCATION

Population education which emerged as an educational innovation in response to population problems only about four decades ago, is now being experimented in over a hundred countries of the world in non-too-uniform a manner. It has been introduced in the education systems of different countries as an important component of the multi-pronged strategy employed to help nations attain the goals of population stabilisation and sustainable development. Very few educational programmes have matched its pace of expansion and adopted such varied conceptual frameworks and strategies of curriculum transaction. Perhaps no other educational concept has experienced such frequent changes in its framework and been subjected to so many misunderstandings as the concept of population education. This has been so because of not only the nature of the context in which it emerged but also its newness and its complex characteristics.

The Context

The concept of population education emerged in the context of population and development - the two most pressing issues before humankind today. Both are closely interrelated and both encompass a number of complex factors. Viewed as an epiphenomenon of the process of development, population issues have aroused widespread concern among almost all the members of the comity of nations. There have been undaunted endeavours to accelerate the pace of

socioeconomic development through the instrumentalities of science and technology and to secure distributive justice for the people through different institutional mechanisms. But those are confronted with some basic population related questions of how many people are going to inhabit the earth, how they are to be supported and enabled to make their contributions to development efforts, what they are going to bequeath to posterity and how long they are going to be sustained by the natural and human resource base. The rapid population growth and the concomitant problems of poverty, lack of adequate health and educational facilities, malnutrition, non-fulfilment of even the basic needs of a vast majority of the populace, paucity of employment opportunities, dwindling natural resources and consequent environmental degradation constitute critical dimensions of the present population and development phenomena. It is also pertinent to note that the population phenomenon today embraces issues beyond development. While the size, growth, composition and distribution of population have a close bearing on socioeconomic development, the population related issues also bring forth concerns for the "carrying capacity" of biological and ecological system and the future of mankind.

Need for Population Education

It has been gradually realized that since the interrelationship between population and development is highly complex and population problems are multidimensional, it will not yield to any single solution. It is basically related to the developmental needs of a nation and its people. Demographic trends influence, and are influenced by, the level of development and the quality of life of the people. The population situation of any nation largely depends on the demographic behaviour of its people. Changes in the demographic profile of a nation depend largely on attitudes and behaviours of individuals in respect of population and development issues. The demographic behaviour is to a great extent informed by population socialization, a process by which people acquire norms, values, attitudes and belief systems in respect of population related

issues and which is embedded within the larger complexes of social practices reflecting the society's internal logical system. This process is greatly influenced by education which enables the individual to know the phenomenon of population change and its consequences. It is commonly observed in many countries that the knowledge of the simple facts of population change, let alone the complex interrelationships with other parameters, is very low even among educated people. It is precisely because of these complexities that population education has emerged as an integral part of the multi-pronged strategy employed to solve contemporary population problems that face the nations.

Emergence of Population Education

The idea that population education can play a potential role in addressing population problems, was first mooted in Sweden in 1935. The Population Commission of Sweden, which expressed its concern on the declining rates of birth in that country, recommended a comprehensive and truly vigorous educational campaign to clarify population related issues aimed at influencing the fertility behaviour of individuals. A similar view was expressed in the United States during 1937-38. Since the birth rate continued to decline and population seemed to be dwindling, it was suggested that population studies be included as a content area in the school curriculum. However, nothing noteworthy happened during the next two decades.

It was in the 1960s that the matter was seriously reconsidered in the United States. Warren S. Thompson and Philip M. Hauser published papers in march 1962 issue of Teachers College Record, Columbia University reiterating the inclusion of population content in the school curriculum. Interestingly, they made such recommendations in a completely different context, as the perception of population problem had changed during 1960s and the concern had shifted from decline in growth rate to rapid population growth in both the industrialized and developing worlds. In the fifties and sixties, therefore, efforts were initiated in a number of countries to arrest

population growth; and motivational activities for adults provided information about the consequences of high birth rate. The information, education and communication "IEC" or information education and motivation "IEM" strategy was employed in family planning programmes to achieve the desired objectives. However, in the developing world the "IEC" activities of family planning programmes were not always as successful as had been expected. It was in this context that the potential of education was realised in order to overcome deeply entrenched traditional learning that influenced demographic behaviour of the people. The school education, in particular, was considered effective for achieving this objective. However, the nomenclature of population education was given to this educational innovation at a later date. Sloan Wayland was the first to use the term "population education".

The first national endeavour to evolve and concretise the concept of population education was made in India in 1969 and then in the Philippines and the Republic of Korea in 1970. **The Workshop on Population and Family Education** sponsored by the UNESCO Regional Office for Education in Asia held in September 1970 at Bangkok, was a land-mark in the history of population education. It not only facilitated the identification of objectives of population education, the selection of suitable contents and the consideration of strategies for introduction of population education into formal and non-formal education systems but also resulted in the launching of national population education programmes by many countries in Asia. Similar activities were initiated by UNESCO Regional Offices in Santiago (Latin America and Caribbean) and Dakar (Africa South of the Sahara). The United Nations Population Fund (UNFPA), previously known as United Nations Fund for Population Activities, played a vital role in appreciating the potential of population education and providing funds for national programmes from the late sixties onwards.

Population education emerged as an educational innovation during 1970s and various countries initiated activities to introduce it into

their ongoing education systems. The recommendations of the **World Population Plan of Action** adopted at the 1974 World Population Conference held in Bucharest, also encouraged nations to adopt the strategy of population education. The Plan of Action recommended that "the Governments should consider making provision, in both the formal and non-formal educational programmes, for informing their people on the consequences of existing or alternative fertility behaviour for the well-being of the family, for the educational and psychological development of children and for the general welfare of society, so that an informed and responsible attitude to marriage and reproduction will be promoted".

In India, the Family Planning Association for the first time sent a Memorandum to the State Government of Maharashtra in 1968 recommending that education in population dynamics should be made a part of school curriculum. However, the idea of population education was crystallised in the **National Seminar on Population Education** organised in Bombay in August 1969. It recommended that population education should be introduced into curriculum of schools and colleges. The Seminar made an attempt to define population education in the context of Indian situation, but more importantly, expressed the national consensus for introducing this educational innovation in the education system of the country.

Population Education and other Concepts

In the initial phase of its evolution, there were several misconceptions regarding population education, and some of those still continue to affect its proper understanding. Population education was popularly equated with family planning or family planning education, primarily because of its emergence in close association with the "IEC" or "IEM" activities of the family planning programmes. It was also regarded as a euphemism for sex education and family life education, as in some countries the concerned programmes approached population issues in terms of sexuality. Population education was also equated with population studies, and

even now both the terms are sometimes used interchangeably, because the core of the knowledge base of population education, (the basic core content upon which the population education curriculum is developed), contained the elements of population studies. While population education is none of these "educations" in the true sense, it draws contents from all those educational areas the objectives of which are mutually supportive. It is necessary, therefore, to discuss the nature and objectives of certain related areas, as it may help in proper understanding of the distinction and complementarity between population education and them.

Family Planning

In many countries population programmes were initiated as family planning programmes which had a special "IEC" or "IEM" component. This component came to be popularly known also as family planning education. In some countries this campaign was launched in a very narrow sense aimed at creating awareness about controlling birth by using contraceptives. It helped in the supply and use of contraceptives to eligible couples. But over the years family planning also has adopted a broad orientation. It is now increasingly being regarded more than an intervention to promote the use of contraception. It is a means of caring for the health of mother and child, enhancing the quality of families by regulating and spacing child birth, raising the age at marriage and improving the position of girls and women, helping sub-fertile couples to beget children and providing counseling for parents and potential parents. Despite these changes, the family planning education continues to address itself primarily to adults and youth, and its approach also remains predominantly prescriptive, explaining the oversimplified dogmatism of assertions like "small family is a happy family". Population education shares all the content of the family planning education and also focuses on its objectives. But the scheme of contents of population education is broader and its specific objectives are more varied than those of the family planning education. Both have basic differences in their approach. Population education does not follow prescriptive and didactic approaches.

Whereas family planning education aims at conveying specific messages of family size and quality of life issues, population education focuses on influencing attitude and behaviour of individuals and developing basic thinking and decision-making skills in them.

Sex Education

Sex Education is an educational programme designed to provide learners with adequate and accurate knowledge about human sexuality in its biological, psychological, socio-cultural and moral dimensions. It largely, though not exclusively, focuses on the individual self-awareness, personal relationships, human sexual development, reproduction and sexual behaviour. It also covers the anatomy and physiology of reproductive systems, physical, emotional and psychological changes during puberty and conception, pregnancy, and birth. It deals with sexual behaviour, sex roles and sexually transmitted diseases. Whereas population education deals with many of these contents, it focuses on their interrelationships with population issues and also on population processes other than fertility.

Family Life Education

Closely related to sex education, the family life education is an educational process designed to assist young people in their physical, social, emotional and moral development, as they prepare themselves for adulthood, marriage and parenthood. It deals with issues like ageing as well as social relationships in the sociocultural context of family and society. It provides an opportunity to the learners to study family relationships and peer relationships. It does not simply deal with physiology and anatomy of reproduction and human sexuality. While population education includes these concerns in its scheme of content, it also covers many other issues that are beyond the scope of the family life education.

Population Studies

Population studies is the body of knowledge, concepts and theories, which describe and attempt at explaining the dynamics of human populations and their relationships with social, cultural, economic, political and biological environments. It focuses on population issues related to the demographic processes of fertility, mortality and migration. It also covers components such as population size, age and sex composition, its spatial distribution and socioeconomic characteristics. Population studies as a general body of knowledge, therefore, has made substantial contribution to the knowledge base of population education. During the initial years of the evolution of population education it was thought to be the be-all and end-all of population education, and the curriculum framers were expected to perform the simple task of including and hierarchically arranging the facts, theories and concepts of population studies into the scheme of content of population education. But over the years, the conceptual framework of population education has broadened to incorporate those components which do not belong to population studies but to other disciplines and professional fields, such as life sciences, medical sciences, social sciences, pedagogy, psychology and so on. Moreover, population related attitudes, behaviour and decisions, rather than the internal logic of population studies are characteristically the major concerns of population education.

Population Education

Population education differs from all the areas delineated above in that its need arose under special historical circumstances and some typical contemporary issues. Family planning education was initiated with a view to conveying specific messages focussed on the need to control population growth. Sex education originally developed in response to the concern for changing sexual mores and increasing incidence of deviant sexual behaviour, venereal diseases and out of wedlock pregnancies. Family life education grew out of a recognition of the growing evidence of family instability and disintegration. Population studies evolved, not as a separate discipline but as an interdisciplinary body of knowledge by bringing together facts,

theories and concepts based on the research studies conducted by the specialists of different disciplines and professional fields for explaining various facets of population phenomenon. Population education emerged as an educational response to the concern for population problems emanating from the changing inter-relationship between population and development.

It is primarily because of the context in which it emerged that population education, by its very nature, has been treated as a culture and region specific concept. Its definition in one country or region differs from that in the other. The numerosity of definitions is also the result of the constant changes being effected in the concept by including new areas of concern based on the experiences of international regional and national experimentation. Moreover, the definitions have been construed in various ways. Population education has been defined by describing the nature of activity or by stating objectives or contents or by spelling out behavioural outcomes. However, not all the definitions are actually different from one another; there is a substantial commonality among them with certain differences in the emphasis on some aspect or the other.

Population education is broadly defined as an educational intervention aimed at helping individuals in understanding the interrelationship between population and development, in appreciating the determinants and consequences of population processes and changes, in assessing the possible actions that they and their respective families and communities can take to modify these processes and in carrying out selected actions. It is a part of total social learning process and based on the premise that an educational intervention which helps the learners define problems and search for solutions will have greater impact than the prescriptive programme that employs only assertions.

Population Education aims at:

- Making learners aware of the interrelationships between population and sustainable development;
- Developing in them an understanding of the criticality of essential conditions of population stabilization for better quality of life of present and future generations;
- Inculcating in them rational attitude and responsible behaviour towards population and development issues;
- Making them understand the crucial aspects of adolescent reproductive health, focusing on the elements of process of growing up, and implications of HIV/AIDS and drug abuse.
- Inculcating in them rational attitude towards sex and drugs and promoting respect for the opposite sex; and
- Empowering them to take informed decisions on issues of population and development including those of reproductive health.

Population and Sustainable Development

A. Population Growth and Structure: Implications for Population Stabilisation:

Population Growth, Fertility, Mortality, Age and Sex Structure - Implications in terms of the interrelationships between population change and the pace and quality of economic and social development, patterns and levels of use of natural resources and the state of environment; Infants, Children and Youth - Need to promote to the fullest extent the health and well-being of infants, children and youth in the context of attaining the goal of population stabilisation; Elderly People - Increasing rate of life expectancy, need for health care and social and economic security and enhancement of their self-reliance; Persons with disabilities - Conditions for the realisation of the rights of persons with disabilities, valuing their capabilities and dignity, promotion of their self-reliance.

B. Population, Sustained Economic Growth and Poverty :

Integration of population issues in the development strategies - Planning, decision-making and resource allocation for meeting the

needs of all, promoting social justice and eradication of poverty; Interrelationship between eradication of poverty and population stabilisation; Sustainable patterns and levels of resource utilisation, production and consumption; Sustained economic growth and status of women; Creation of job opportunities in the industrial, agricultural and service sectors, promoting self-employment.

C. Population and Environment : Interrelationship between population, development, natural resources, use of technology and quality of life - Socio-economic dimensions of sustainable development, such as poverty, consumption style, human health and human settlement; Sustainable management of resources - Unsustainable consumption and production patterns and their impact on environment, need for fostering sustainable resource use and prevention of environmental degradation; Environmental Pollution Air, Water, Land and Noise: impact on health and quality of life; Use of technology in agriculture, industry and other aspects of life styles - Impact on the sustainability of resources and environmental degradation; Interrelations between women and environmental issues; Future increases in population numbers and changes in concentration and distribution, particularly in ecologically vulnerable and urban agglomerations.

Gender Equality and Equity for Empowerment of Women

A. Gender Equality and Equity:

Equality and equity based on harmonious partnership between man and woman in different spheres of life; Promoting the fulfillment of women's potential through health care, education, skill development, ability to earn beyond traditional occupations, employment opportunities outside the household, and making them self-reliant; Empowerment and autonomy of women and improvement of their social, economic and political status; participation in the decision making process at various levels; Participation in all aspects of production, employment, income generating activities, science and technology, sports, culture, political processes and public life, and population related activities;

Need to redefine the role-stereotypes and the social worth of women; Discriminations against women; Need to eliminate violence against women.

B. The Girl Child:

Need for change in the perception of the social worth of the girl child; Equal treatment of girls and boys; Elimination of discrimination; Adequate health care and nutrition, education and opportunities for realisation of the full potential of the girl child; Role-stereotypes and discrimination within the family; Impact of prenatal sex selection, female infanticide and higher rate of girl child mortality; Trafficking in girl children; Need to strengthen self-image, self-esteem and status of the girl child; recognition of the special needs of girls.

C. Male Responsibilities:

Need for change in their knowledge, attitude and behaviour as necessary condition for achieving the harmonious partnership of men and women; appreciation of the key role of males in bringing about gender equality; Participation in all areas of family and household activities; Shared responsibilities of responsible parenthood; Parental care of child health, education; Equal treatment to daughter and son; Care for mother and elimination of violence against women and children.

Adolescent Reproductive Health (Adolescence Education)

A. Process of Growing Up:

Physical change and development during adolescence Phases of adolescence, male and female body clock, conception and pregnancy, pre and post-natal care, adolescent pregnancy; Socio-cultural development - Emotional development, identity development,, body image, self-esteem and self-concept, social relationships, changing relationships with parents, peer groups and the opposite sex; Gender Roles-Stereotyped gender role development, proper gender role development.

B. HIV/AIDS:

Basic information - Meaning of HIV/AIDS, routes of transmission, effects of HIV infection, how HIV is not transmitted, STDs and AIDS; HIV/AIDS. Prevention and control - Sexual relationships, blood, mother to child, no risk behaviour, risky behaviour, sexually transmitted diseases.

C. Drug Abuse:

What is drug and drug abuse, factors promoting drug abuse, symptoms of drug addiction, drug dependence, effects of drug abuse, myths and misconceptions about drug intake, prevention and responsibility.

Family: Socio-cultural Factors and Quality of Life

A. Family as Basic Unit of Society:

Importance of institutions of marriage and family; Process of rapid demographic change and socioeconomic development - their impact on patterns of family composition and traditional notions of gender-based division of parental and domestic functions; Shared role and responsibilities of the members; equality of opportunities for all in the family, ensuring especially the rights of women and children; Participation of women in decision-making in the family; Female contribution to family income and welfare; Equal opportunities to female members for working outside the household and traditional occupation; Status of the girl child: Elimination of stereotyping and discrimination against her in the family; appropriate opportunities to girls for education; Care for health and nutrition and overall development of girls.

B. Socio-Economic Support to the Family:

Basic needs: housing, food, clothes, health, education, social security and work; Need to promote social environment against domestic and sexual violence, dowry, drug dependence, child abuse, neglecting or abandoning women, old and handicapped members, extreme poverty and chronic unemployment.

Health and Education : Key Determinants of population Change

A. Health, Morbidity and Mortality:

Interrelationship between health, morbidity and mortality, population change and quality of life; Need for universal availability, accessibility and affordability of primary health care, including reproductive health care; need to reduce morbidity and mortality differentials between males and females as well as among geographical regions and social classes; Support to the role of women as primary custodians of family health and their access to basic health care, including reproductive health care services.

B. Child Survival:

Linkages between child survival and timing, spacing, number of births and reproductive health of mothers; Reduction of disparities between male and female child care; Causes and consequences of infant and child mortality, and especially girl infant and girl child mortality; Need to, improve the health and nutritional status of infants and children.

C. Health of Women and Safe Motherhood:

Health of women as a key factor for quality of life in a family and society; promotion of women's health through primary health care services; Improvement of the health and nutritional status of women, especially of pregnant and nursing women; Need to reduce the morbidity and mortality among women including maternal mortality.

Population Distribution, Urbanization and Migration

A. Population Distribution:

Interrelationship among patterns of population distribution, socioeconomic development, environment and quality of life; Factors influencing population distribution; need for adopting sustainable regional development strategies, particularly to promote a balanced spatial distribution of population.

B. Population Growth in Urban Agglomerations:

Continued concentration of population in primate cities/mega-cities and economic, social, civic and environmental challenges; Problems of Urban agglomerations; overcrowding, increasing density and health hazards, acute pressure on civic amenities, growing slums and social problems.

C. Migration:

Causes of migration, especially related to poverty; Migration from rural to urban areas; Impact of migration on socioeconomic development of rural areas

LIFE ORIENTED EDUCATION

The whole movement of life is learning. It is essentially the art of learning, not only from books, but also from the whole movement of life." ---- J. Krishnamurti

"Life affords no greater responsibility, no greater privilege, than the raising of the next generation." --- Everett Koop

I believe finally, that education must be conceived as continuing reconstruction of experience; that the process and the goal of education are one and the same thing." --- John Dewey

The aim of this essay is to deliberate on the intent of learning and its impact on life in the light of one's experience, practice, understanding and convictions while looking at the vision provided by supporting ideas of a few educational theories, especially Constructivism that tends to come very close to my ideology.

I have mainly three articles in my mind (How Cultures Educate, International curricula, and Texts in context: An EFA 2000 Review) that are interlinked in more than one ways. They have strengthened my conviction of perceiving learning as life oriented and nurturing a questioning mind that refuses to conform.

I have used these articles as a springboard to dream up my ideas. I have profusely quoted from the relevant parts of these articles and some Websites to substantiate my thoughts. These three articles emphasize on understanding how education is socially, economically, and culturally relevant. They tender a School Vision that is akin to my thinking and provide the philosophical imperative for both national and international realms of teaching and learning.

LEARNING AND LIFE-ORIENTATION:

I share a lot of ideas of the Constructivist Learning Theory. The constructivist strengthens my conviction of holding together learning and life and knowledge and knower as one and the same. I wonder whether Krishnamurti, was a Constructivist himself. No, saying that would amount to limiting his magnanimous Vision. Nonetheless, Constructivist learning theory appeals to me a lot and vindicates my teaching practice and I can vouch for the validity of it.

Constructivism supports both the teacher and taught to be reflective in learning process. "Constructivists believe in both nature and nurture of the child. This means that the child is the centre of the learning experiences. Constructivists also believe that children are active learners, where they construct their understanding of the world through interactions....."

Learning is Life: Knower is the Knowledge

"What is meant by Constructivism? The term refers to the idea that learners construct knowledge for themselves ---each learner individually (and socially) constructs meaning---- as he or she learns.

"Constructing meaning is learning; there is no other kind. The dramatic consequences of these views are twofold:

1) We have to focus on the learner in thinking about learning (not on the subject/lesson to be taught):

2) There is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learners.

“Let me discuss the second point first because, although it appears radical on an everyday level, it is a position, which has been frequently adopted ever since people began to ponder epistemology. If we accept constructivist theory (which means we are willing to follow in the path of Dewey, Piaget and Vigotsky among others), then we have to give up Platonic and all subsequent realistic views of epistemology. We have to recognize that there is no such thing as knowledge "out there" independent of the knower, but only knowledge we construct for ourselves as we learn”.

Learning is both an individual and social activity as it is very important to link it up to daily life for learning to become effective and relevant. I teach language and literature, culture, and history and I know how children when helped to link the characters and life situations and circumstances to the life around, understand human nature better. This in turn will nurture their sensibilities and make them observant. They will have constructed meanings out of their learning when they are able to see how human beings all over the world, through lack of affection and care, apathy, insensitivity, violence, destructiveness, greed and jealousy create wars and hunger and endless suffering for them and others. On the other hand, when they become conscious of their social heritage of which the ancient civilizations and cultures are a part, they will be able to appreciate Art, Architecture, Music, Philosophy, Human Values, Folklore, Poetry and Literature.

“The new vision as it was finally delineated was meant to transcend the conventional understanding of education and help construct new paradigm. “Linking educational processes to social processes, while promoting an understanding of crucial interfaces--- school and life, education and work, curriculum and culture, theory and practice, etc.

One of the concerns expressed by the National Curriculum Framework with reference to our educational practices is:

“Learning has become isolated activity-no linkage with life”

One of the guiding principles set by NCF is:

“Connecting knowledge to life outside the school” (National Curriculum Framework- A summary)

“I believe that all education proceeds by the participation of the individual in the social consciousness of the race.”(Dewey John)

Learning has to generate both skills and content from the constructive activities of social life it is actually based upon. That is the mechanism of equipping children with social, economical and cultural awareness. One of the major drawbacks of our education system is, it perpetuates dependence in every aspect of life. Education should unconditionally liberate and empower children through the understanding it brings about of the social consciousness. “Learning is contextual: we do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of our lives: we learn in relationship to what else we know, what we believe, our prejudices and our fears. On reflection, it becomes clear that this point is actually a corollary of the idea that learning is active and social”

“WE CANNOT DIVORCE OUR LEARNING FROM OUR LIVES”

Learning brings an understanding that one is the world; one is not very different from the rest of the world and when the individual who is the microcosm of the larger changes, the world will have changed for better.

“Let me be schematic – and shamelessly anthropomorphic. Every culture must make sure that its younger individuals master certain areas of knowledge, acquire certain values, master certain skills. It is important that youths develop intellectually, morally, socially, emotionally, and civically. Certain educating bodies are available,

including parents, peers, teachers, masters, relatives, the media, schools, and various forms of technology. Certain rewards, punishments, and institutions can be evoked as models, motivators, or menaces." (How cultures Educate- Howard Gardner)

Although understanding our heritage and exposure to it in terms of culture, mythology, and folklore make an impact on learning, one cannot undermine the importance of critiquing all that has been inherited from the historical perspective. And it is equally important to adopt scientific temperament that questions and discriminates from the ancient body of knowledge superstitions, irrational beliefs, authoritarian ideas and concepts, models and motivations that encourage submission and imitation and advocate narrow and divisive purposes.

CHAPTER IV

SOCIAL DEVELOPMENT

“Social Development is the promotion of a sustainable society that is worthy of human dignity by empowering marginalized groups, women and men, to undertake their own development, to improve their social and economic position and to acquire their rightful place in society.....”

3 Themes and 3 Principles

Basic Themes of Vygotsky

1. Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget’s understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter - psychological) and then inside the child (intra - psychological).”

2. The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.

3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student’s ability to perform a task under adult guidance and/or with peer collaboration and the student’s ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Three Principles:

- ✓ Application of the Social Development Theory to Instructional Design
- ✓ Instructional Strategies and Their Implementation in Instruction
- ✓ The Effectiveness of the Social Development Theory in Achieving Its Goals

Description of Three Principles

1. Application of the Social Development Theory to Instructional Design

- Requires the teacher and students to play untraditional roles as they collaborate with each other.
- Learning becomes a reciprocal experience for the students and teacher.
- The physical classroom would provide clustered desks or tables and
- work space for peer instruction, collaboration, and small group instruction.
- Thus the classroom becomes a community of learning.

2. Instructional Strategies and Their Implementation in Instruction

- Scaffolding and reciprocal teaching are effective strategies to access the zone of proximal development.
- Scaffolding requires the teacher to provide students the opportunity to extend their current skills and knowledge. The teacher must engage students' interest, simplify tasks so they are manageable, and motivate students to pursue the instructional goal.
Reciprocal teaching allows for the creation of a dialogue between students and teachers.
- beyond answering questions and engage in the discourse
The teacher and students alternated turns leading small

group discussions on a reading. After modeling four reading strategies, students began to assume the teaching role.

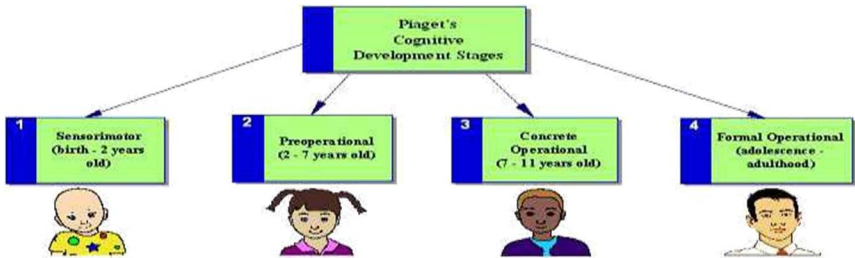
3. The Effectiveness of the Social Development Theory in Achieving Its Goals

- Vygotsky's social development theory challenges traditional teaching methods. Historically, schools have been organized around recitation teaching. The teacher disseminates knowledge to be memorized by the students, who in turn recite the information back to the teacher (Hausfather,1996).
- By using Social Development, the student and teacher essentially have a shared role. By expressing your ideas and/or to your students and allowing them equal input, reaching goals set will be easily obtainable

Making Connections: Jean Piaget and Lev Vygotsky

- In education, if we can further cognition through social development, and vice - versa, we are then preparing students for society; which are far bigger then the walls of education. Before we can reach social preparation, we must first find ways to develop social strategies in our schools.
- Vygotsky's Social Development Theory is very similar to Jean Piaget's theory of social development. Where Piaget tried to categorize the development into for stages of cognitive growth: sensory motor, preoperational, concrete operations, and formal operations, Vygotsky implies that social development is to complex, and that it shouldbe studied from birth until death. However, in combination with each, both theories could be utilized to develop a classroom curriculum around.

Piaget's Cognitive Stages:



Sensory-motor (Birth-2 yrs) Differentiates self from objects Recognizes self as agent of action and begins to act intentionally: e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise Achieves object permanence: realizes that things continue to exist even when no longer present to the sense (pace Bishop Berkeley)

Pre-operational (2-7 years) Learns to use language and to represent objects by

images and words Thinking is still egocentric: has difficulty taking the viewpoint of others Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of color

Concrete operational (7-11 years) Can think logically about objects and events

Achieves conservation of number (age 6), mass (age7), and weight (age 9)

Classifies objects according to several features and can order them in series along a single dimension such as size.

Formal operational (11 years and up) Can think logically about abstract propositions and test hypotheses systematically Becomes

concerned with the hypothetical, the future, and ideological problems.

II. SOCIAL POLICY

Why the social policies are necessary in globalizing world?

Social policies are necessary in globalizing world because the extreme in equality in the world distribution of income and assets seriously undermines the effectiveness of global growth in reducing poverty.

SOCIAL POLICY IN NATIONAL DEVELOPMENT STRATEGIES

Governments launch National Development Strategies to build countries that are socially inclusive, employment generating, economically robust and politically stable. Presents a flow chart of the process; details are provided in later sections.

National Development Strategies are an opportunity to rethink a country's social contract. Technocratic sectoral approaches alone are insufficient. To be effective, national strategies have to be articulated in an integrated manner and supported by a coalition of social and political forces, or social pacts, involving state, business, and organized civil society. This shared vision is the critical factor to sustain development processes. Ultimately, it is the willingness of different social groups to pursue a common interest that allows development to succeed.

National Development Strategies entail:

1. A diagnosis of social and economic issues, identifying national socioeconomic objectives to promote equity, growth and political stability;
2. A review of the effectiveness of current policies to address them;
3. A proposed set of short, medium and long-term policies to optimize developmental impacts;
4. Choosing options in view of a country's fiscal space and national socioeconomic priorities;

5. Drafting a National Development Strategy and Action Plan, with the agreed priority policies in the short, medium and long term to achieve national development targets, including the MDGs;

6. Adequate budgetary allocations to support priority policies, preferably in an MTEF (Medium-Term Expenditure Framework) linking programmes to a multi-annual budget;

7. Effective implementation arrangements,

8. Monitoring and evaluation mechanisms, to assess effectiveness and to allow for adjustments and improvements when the national development strategy is revised (normally every 3-5 years). A recommended approach to National Development Strategies includes:

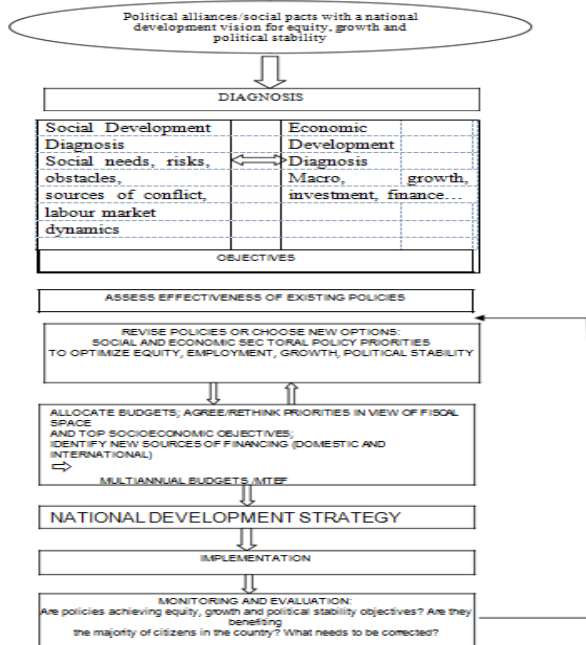
Optimizing interactions between economic and social development, focusing on social policies that improve well-being and promote growth, and economic policies that lead simultaneously to growth and social progress; for instance, the set of distribution-sensitive macroeconomic policies presented in the UN Macroeconomic and Growth Policy Note.

With respect to social policy, abandoning residual approaches and investing solidly in the two main aspects of social policy, redistribution/protection (supporting people's needs and buffering risks) and production (building human capital and promoting employment);

Combining quantitative and qualitative analyses to understand social, economic and political dynamics;

Using participatory processes; involving development partners to draw on their expertise and to ensure alignment with national priorities.

NATIONAL DEVELOPMENT STRATEGY



EQUALITY OF OPPORTUNITY

Equality of opportunity for all citizens is a major concern in all open societies. An important foundation for the future civil, social, and economic opportunities of citizens is laid in the education system. The importance of educational performance for future income and productivity of individuals and societies has been documented by a large literature. However, no consistent evidence is available to what extent different countries achieve equal educational opportunities for children from different family backgrounds. Such evidence would be useful both because it could reveal an important feature of each country's equality of opportunity and because the comparison of equality of educational opportunity across countries may lead to a better understanding of how it may be achieved and why different countries achieve it to a different extent.

The topic of equality of educational opportunity relates to the extensive economic literature on intergenerational earnings mobility, which looks at the relationship in earnings between parents and their children. Because of the strong relationship between education and earnings, there should be a strong mapping between intergenerational mobility in education outcomes and intergenerational mobility in earnings.

But while Solon shows how the literature on earnings mobility suffers from limitations in the comparability of data and concepts across countries, internationally comparable data on students' educational performance to yield readily comparable estimates of educational mobility. Measures of intergenerational educational mobility have the additional advantage of providing contemporaneous evidence on family-background effects for children currently in school, while earnings mobility can only be measured with sufficient precision once the children have been in the labor market for a considerable period of time.

GENDER STRONGLY REFLECTED IN THE ZAMBIA EDUCATION ACT

The Zambia Education Act 2011 mainstreams gender in line with Article 14 of the SADC Gender Protocol. This provides for equal access to quality education and training for women and men as well as their retention at all levels of education. It further provides for challenging stereotypes in education and eradicating GBV in educational institutions. Examples include: Article 31: Gender balance and equity in educational institutions and educational systems:

- (1) The Minister shall promote equity in access to education, participation in, and successful completion of education at all levels, irrespective of gender, social class or disability.
- (2) Without prejudice to the generality of sub-section (1), an Education Board or board of management shall develop and implement plans for the promotion of equal opportunities of access

to, and participation in, the various levels of school education for which the education board or board of management is responsible.

(3) An Education Board or board of management shall ensure that both the curriculum and the associated teaching materials at an educational institution are gender sensitive.

(4) Gender issues and the development of gender sensitive teaching methodologies shall be integral to the pre-service and in-service training of teachers.

(5) The Minister shall endeavour to provide equal education opportunities for both male and female learners. Article 32: Provision for protection against gender-based violence

(1) An Education Board or board of management shall develop procedures for preventing the gender based violence of employees, teachers and learners at educational institutions.

(2) An education board or board of management shall establish mechanisms of dealing with cases of gender-based violence.

The Act reinforces the National Policy on Education of 1996, which has specific provisions aimed at eliminating factors that hinder access, progression and accomplishment of girls in schools and colleges. Female and male students are to be treated as equal beneficiaries and participants at all levels of education. Part IV 18 (1) of the policy provides that: Subject to the constitution and any other written law, a learner who is a child, shall not contract any form of marriage.

2) A person shall not:

(a) Marry or marry off a learner who is a child; or

(b) Prevent or stop a learner who is a child from attending school for the purpose of marrying off the learner who is a child.

(c) A person who contravenes this section commits an offence and is liable, upon conviction, to imprisonment for a period of not less than fifteen years and may be liable to imprisonment for life. Section 19

says that an educational institution shall not discriminate against a learner in any manner. Section 22(1) provides that the Minister shall ensure equal access to quality education to all learners, including poor and vulnerable children. While section (5) ensures that education board and the board of management of an educational institution shall adopt a policy of positive and affirmative action in relation to poor and vulnerable children. Limitations include the lack of specific reference to gender parity in decision making in all areas and at all levels within the sector. The act is also silent on the role of teachers, employees and administrators in bringing about the desired changes.

VALUE EDUCATION:

Value shapes our relationships, our behaviours, our choices, and our sense of who we are. The more positive our values, the most positive our actions. This is one of the reasons why value education is being taught or included in all type of education, because it plays a great role for student's becoming successful in their own choice of careers.

Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. While society today faces many pressures and pulls of modern day advancement education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. All the same while it is necessary to teach the child to fish instead of giving him a fish it is values that make a man.

The definition of value education is educating the child to harmonize every aspect of his being viz. spiritual, physical, emotional, intellectual and psychological so as to develop his personality in a holistic manner.

Meaning of value-based education:

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from leaders and followers and then growing up to be the person we are meant to be. Value-based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: **physique, mentality and character**. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area. Value-based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is undoubtedly to know oneself and be ourselves. We cannot do it unless we learn to identify ourselves with all that lives. The objective of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live successful life.

Importance of value education:

Education is a methodical effort toward learning basic facts about humanity. And the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various mediums like society or government.

Value education is important to help everyone in improving the value system that he/she holds and put them to use. Once, everyone

has understood their values in life they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage. The need for value education among the parents, children, teachers etc., is constantly increasing as we continue to witness increasing violent activities, behavioral disorder, lack of unity in the society etc.

The family system in India has a long tradition of imparting value education. But with the progress of modernity and fast changing role of the parents it has not been very easy for the parents to impart relevant values in their wards. Therefore many institutes today conduct various value education programs that are addressed to rising problems of the modern society. These programs concentrate on the development of the children, young adults etc. focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace etc.

Importance of value education in schools:

The importance of value education in schools is highlighted by many a principal. Why is value education important in schools? Often the teacher explains the meaning of value education to children. Value education begins at home and is developed in schools. Stories with quotes on value education are important to help children Education India understand the topics of value education. Many value education videos are also available for value education for kids, students and for children for all ages. At time value education is offered in schools. Moreover value education and character building go hand in hand just the same as national integration does. Don Boscos's School, Jesus and Mary's Convent, St. Xavier's School and St. Michael's in India are fore runners in the field of value education in schools today.

Importance of value education in India:

Value Education in India from the ancient times has held a prime place of importance. From the gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its impermanence. Hence education in India was born of this vision to achieve one's experience in the absolute as a spark of the divine and in this process practice of one's duty accompanies the acquisition of knowledge. In the modern school system value education, was termed moral education or moral science.

Today most schools in India offer value education through school education. While private schools offer value education through class-wise books on value education others offer value education at special times in the school schedule e.g. assemblies, festivals etc. through activities on special themes and topics of value education e.g. national integration, character building etc. Value education quotes are available on websites for special displays, use in essays on value education and for notes on value education.

Importance of value education for children:

While value education is important for children in schools, the curriculum includes various forms of value education by means of stories, power point programs, activities etc. Books, videos and source material on various topics of value education are provided to children. Several schools promote value education projects, and exposure trips. Schools run by the Montford Brothers like St. Columbus, and MSFS schools in India train children to be responsible and contributing citizens of the nation for a better world. The archdiocesan schools in Delhi impart value education, which is compulsory in all the seventeen schools. So to in the 150 archdiocesan schools in Mumbai value education takes prime place.

The demand for free and compulsory education in the pre-constitution era

A reading of Indian education history reveals that it was notorious for its lack of social inclusiveness. The demand for a law on FCE which

was made during the freedom struggle, sought to break the above-mentioned heritage of an inequitable and neglected education system.

This demand was indirectly acknowledged in the Commission's recommendations on primary education. The Commission also recommended that schools should be open to all castes and classes. Thereafter, the first law on compulsory education was introduced by the State of Baroda in 1906. This law provided for compulsory education to boys and girls in the age groups of seven to twelve years and seven to ten years respectively.

The demand for a fundamental right to education

The first official recommendation for the inclusion of a fundamental right to education was made in 1990.

Thus, "right to education" understood in the context of Article 45 and 41 means: (a) every child/citizen of this country has a right to free education until he completes the age of fourteen years and

(b) After a child/citizen completes fourteen years, his right to education is circumscribed by the limits of the economic capacity of the State and its development." A combination of forces from different quarters, viz, support from the judiciary, greater international attention and increased civil society and grass-roots level campaigns exerted tremendous pressure on the Government to introduce a fundamental right to education.

Coercive and non-coercive rules within a rights framework

As has already been mentioned, one needs to understand the various strands of such a "fundamental right" in order to develop a clear rights-based policy and legislation. Before getting into an inquiry into the elements of the "right to education", it is important to briefly discuss Amartya Sen's caveat on legislating for a human right. He points out that legislations, which go a long way towards ensuring enforceability of specific minimum entitlements, may also

have the negative effect of giving restrictive or limited interpretations.

The interdependent and inter-connected nature of human rights also underscores the need for non-coercive measures for implementing a particular human right. The success of any rights-based model seeking to implement the right to education would depend upon the realisation of other rights of a child, such as health, nutrition, freedom from exploitation and abuse, and so on. Therefore, it becomes imperative to strengthen the implementation of allied rights through non-coercive means, if not through legislative provisions. Hence, it would be useful to examine the linkages between the right to education and other rights and suggest methods of strengthening the implementation of such other rights in the context of school education.

Conceptualising a rights-based model

The importance of the supplementary role of non-coercive rules, this section will now examine the building blocks of a rights-based model. In its most simple and common formulation, “x” is said to have a right to something (claim) only if there is a corresponding duty/duties on some other person/persons. Therefore, rights are grounds for duties in others.

First, the human rights claims of rights-holders (to education) and the corresponding obligations of duty-bearers should be outlined.⁶⁰ Such a process should be preceded by the identification of rights-holders and corresponding duty-bearers. Thereafter, the scope and nature of legally enforceable claims should be outlined, i.e., the law should unambiguously lay down minimum entitlements of rights-holders. While identifying minimum entitlements, it would be helpful to keep in mind the range of relationships and spaces within and outside the school education system that impact a child’s participation in school education.

Core principles in a rights-based model

Exploring the principle of equality and non-discrimination, the first component of equality is equality of resources and the problem of economically generated inequalities in education. Economic inequality leads to inequality in access, participation and outcomes in education.

Scholars have identified processes within education systems that contribute to such inequality. For example, studies have repeatedly shown that selection or admission procedures, grouping procedures used to locate students in different streams in higher education, systems of curriculum, syllabus design and assessment contribute to inequality in the education system. Most Indian schools have entrance examinations, collect capitation fees, have strenuous interview procedures and so on at the stage of admission; several schools also adopt a system of classifying “toppers” in one class and failures in another.

Minimum entitlements in the context of availability and accessibility

This section will explore minimum entitlements within the framework. They have developed a four-fold duty framework of availability, accessibility, acceptability and adaptability. Since there are several overlaps between these categories, this paper combines availability and accessibility on the one hand and acceptability and adaptability on the other.

This section has therefore explored some ideas in relation to minimum entitlements within the framework of the State’s duties to make schools “available and accessible”.

Minimum entitlements in the context of acceptability and adaptability

One of the most complex aspects of “acceptability and adaptability” is the curriculum of education. Curriculum is not only important from the point of view of entitlements but is also important in the context

of compulsion and the nature of relationship between the State and the parent regarding the child's education. Since "compulsion" involves State coercion, it has on several occasions been diametrically opposed to parental religious, moral and philosophical convictions. Therefore, any law on FCE should clarify the following aspects of compulsion – first, compulsion of attendance and consequences of nonattendance; second, compulsion in curriculum.

Conclusion:

The values or moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

WOMEN'S ECONOMIC EMPOWERMENT

1. Introduction: gender, empowerment and inclusive growth

While gender inequality in wages in contexts of high female education appears to be conducive to growth in early stages of export-oriented industrialization, its viability as a profit-maximising strategy starts to decline once labour markets tighten and surplus female labour starts to dry up. Such findings suggest a strong instrumental rationale for ensuring women's participation in processes of growth: it will contribute to the inclusiveness of growth, not merely because women constitute 50% of the world's population, but also because women's access to economic resources improves distributional dynamics within the household.

2. Conceptualizing women's empowerment

While concerns with women's empowerment have their roots in grassroots mobilisations of various kinds, feminist scholars helped to move these concerns onto the gender and development agenda.

Their contributions drew attention to the unequal power relations which blocked women's capacity to participate in, and help to influence, development processes and highlighted the nature of the changes that might serve to promote this capacity at both individual and collective level.

3. Conceptualising women's economic empowerment

While it can be seen that definitions of women's empowerment have, from the outset, encompassed an economic dimension, this dimension has become increasingly visible within the international policy discourse in recent years. The Beijing Platform for Action spoke of the need to promote women's economic independence, including employment, and "ensuring equal access for all women to productive resources, opportunities and public services".

4. Gender inequalities in the labour market: theoretical approaches and an analytical framework

Theoretical approaches to gender inequalities in labour market outcomes can be broadly divided into those which focus on individual choice and those which focus on structural constraint. Over time, there has been some convergence between these approaches as social norms and other structural constraints have been incorporated into choice-theoretic frameworks and greater attention is paid to issues of agency within structuralist explanations - but the differences remain.

There are two final points to make with regard to the structural analysis of gender inequality. The first relates to the fact that gender is not the only form of inequality in a society. Many of the disadvantages faced by women from low income or socially marginalized households in their struggle to make a living are shared by men from such households but gender generally (but not always) intensifies class and other forms of disadvantage in ways that will be touched on in the paper.

And secondly, while the institutionalized nature of gender disadvantage discussed in this section is intended to emphasize its resilience in the face of change, it is not immutable. Public policies and public actions have made many inroads into long-standing gender inequalities of various kinds. Indeed, they have helped to close – and in some contexts reverse – the gender gap in education noted earlier. The discussion later in the paper of possible policies and actions that can help to promote women’s economic empowerment is premised on the recognition that change is possible.

5. Gender inequalities in paid and unpaid work: empirical patterns and trends

A brief empirical description of the gender distribution of both paid and unpaid work will help to flesh out the claim that gender remains one of the more durable forms of disadvantage in the economy but also that it is not immutable.

6. Choice without options: The distress sale of labour

We start our discussion by exploring the factors that lead women to take up paid work. We can probably assume that most men undertake economic activity in response to their socially-ascribed roles as breadwinners.

It is clear that poverty is a major factor driving women’s labour force participation rates. While there is some regional variation in the economic activity rates of women from more affluent households, women from poorer households in most regions are either economically active or seeking to become so. In cultures like South Asia where there are strict norms of female seclusion, there is in fact a strong association between household poverty and women’s labour force participation. Indeed, in India, women from lower caste and tribal groups have ‘always’ worked.

7. Suppression of choice: Constraints on women's labour market options

While household distress may have forced many women into paid work, there are also factors at play that prevent other women from working or restrict the kinds of work they do. Women's socially ascribed responsibilities for various forms of unpaid work within the home clearly play a role in explaining their lower rates of labour force participation relative to men.

8. From survival to accumulation: women's empowerment and enterprise development

The available evidence suggests that while many own-account activities performed by women are distress-driven and characterised by high levels of self-exploitation, not all forms of female self-employment fall into the „vulnerable work“ category. If self-employment is thought of in terms of a continuum, with survival-oriented income-generation at one end and accumulation-oriented enterprise at the other, we would locate the majority of self employed women closer to the survival end but would find that some of them, varying percentages in different regions, are to be found closer to the other end.

9. From exploitative to 'decent work': women's empowerment and wage labour

Wage labour opportunities, like entrepreneurial activities, can be located on a continuum encompassing “bad” jobs at one end of the spectrum (poorly paid, highly exploitative and often demeaning work) and “good jobs” at the other, characterised by formality of contract, decent working conditions, regularity of pay along with social and legal protection. The empowerment potential of wage labour is likely to be closely associated with its location on this continuum.

Casual unskilled agricultural labour, domestic work, largely associated with women and characterised by personalised relations of servitude, sex work which carries exposure to violence and

vulnerability to HIV-AIDS, work on construction sites, often associated with bonded labour in South Asia, petty vendors working for other traders are among the forms of work that feature frequently at the „bad“ end of the spectrum.

10. Making markets fairer for women: some policy options

The discussion in this paper has highlighted individual and structural constraints on women's capacity to take up paid work and the resilience of the gender segmented structure of labour markets as constituting two major barriers to women's economic empowerment. As a number of authors have suggested, lack of sufficient labour demand has contributed to high – and growing - levels of unemployment and underemployment as increasing numbers of people take up part-time, irregular, casual and temporary forms of work or simply fail to find work at all.

As a number of authors have argued, an expansion of economic opportunities through demand side interventions, including greater attention to employment-centred growth strategies, would create a hospitable macro-economic environment for achieving the empowerment of women. More dynamic economies and tighter labour markets can be seen as a critical precondition for the overall and sustained improvement in women's bargaining power, both at the collective level in the economy and at an individual level within the household.

PROMOTION OF EGALITARIAN SOCIETIES

Greater equality of wealth, of power and of prestige has been achieved in creature hunting and gathering societies than in any other human societies. These societies, which have economies based on immediate rather than delayed return. are assertively egalitarian. Equality IS achieved through direct, individual access to resources; through direct, individual access to means coercion and means of mobility which limit the imposition of control; through procedures which prevent saving and accumulation and impose sharing; through mechanisms which fallow goods to circulate with h o u t

acing people dependent upon one another. People are systematically disengaged from property and therefore from the potentiality in property for creating dependency. A comparison is made between these societies and certain other egalitarian societies in which there is profound intergenerational inequality and in which the equality between people of senior generation is only a starting point for strenuous competition resulting in inequality.

The value systems of non-competitive, egalitarian hunter-gatherers limit the development of agriculture because rules of sharing restrict the investment and savings necessary for agriculture; they may limit the care provided for the incapacitated because of the controls on dependency they may in principle extend equality to all mankind. In a work published after his death, Malinowski made the splendidly forthright declaration that 'authority is the very essence of social organization'. I am going to talk about a type of social organization, not understood in Malinowski's day, in which individuals have no real authority over each other.

This lecture is about certain societies in which there is the closest approximation to equality known in any human societies and about the basis for that equality. I have chosen to use the term 'egalitarian' to describe these societies of near-equals because the term directly suggests that the 'equality' that is present is not neutral, the mere absence of inequality or hierarchy, but is asserted. The terms 'equality', from which 'egalitarian' is derived, was introduced into English with its present meaning in a poem by Tennyson in 1864 to suggest politically assertive equality of the French variety. Even today 'egalitarian' carries with it echoes of revolution, of fervour for equality in opposition to elaborate structures of inequality. But politically assertive egalitarianism is, of course, not found only in hierarchical systems under challenge and in their successor regimes. It is equally characteristic of many systems without direct experience of elaborate instituted hierarchy. Yet it may still seem surprising at first that equality should be asserted in certain very simply organised contemporary hunting and gathering societies which I am going to

talk about, and in which, one might think, equality would simply be taken for granted. In these societies equalities of power, equalities of wealth and equalities of prestige or rank are not merely sought but are, with certain limited exceptions, genuinely realised. But, the evidence suggests, they are never unchallenged.

People are well aware of the possibility that individuals or groups within their own egalitarian societies may try to acquire more wealth, to assert more power or to claim more status than other people, and are vigilant in seeking to prevent or to limit this. The verbal rhetoric of equality may or may not be elaborated but actions speak loudly: equality is repeatedly acted out, publicly demonstrated, in opposition to possible inequality.

CULTURAL DEVELOPMENT:ULTURE

What do we mean by “culture”?

When we talk about “culture” we often mean intellectual and creative products, including literature, music, drama, and painting. Another use of “culture” is to describe the beliefs and practices of another society, particularly where these are seen as closely linked with tradition or religion.

But culture is more than that. Culture is part of the fabric of every society, including our own.

It shapes “the way things are done” and our understanding of why this should be so.

There are many examples of efforts to influence attitudes about race relations, the rights of workers and the use of the environment, to name three areas in which cultural values shape behavior. Efforts to reshape values about women and gender relations have focused on concerns such as the number of girls sent to school, women’s access to paid work, and public attitudes to domestic violence. New cultural definitions are formed through a process in which some segments of society promote change through advocacy and example, while

others resist it. In other words, societies are not homogeneous and no assumptions can be made about a consensus on “cultural values.”

Box 1. Equality commitments of partners

ADVANTAGES OF CULTURAL DEVELOPMENT:

1. Employment
2. Infrastructure development
3. Cultural preservation
4. Environmental protection
5. Foreign exchange
6. Development of health care services

DISADVANTAGES OF CULTURAL DEVELOPMENT:

1. Cultural destruction
2. Primary products
3. Environmental destructions
4. Marginal employment
5. Low benefits
6. Outside hiring
7. Concentration employment
8. Seasonal employment
9. Outside decision making
10. Unrealistic expectation

Culture as an Instrument for Sustainable Development and National Integration INTRODUCTION

It has become obvious to most Nigerians that the mere possession of abundant natural resources does not in itself guarantee development. Neither has the variety of economic blueprints attempted in Nigeria made a fundamental difference to the economic and social well-being of the average citizen. The paradox of mass poverty in the midst of abundant oil and other natural resources, and the inability to translate ambitions and well-crafted development plans into concrete reality have all driven home the centrality of the human factor in the progress and development of nations. The significance of the human factor brings us squarely to

the domain of the attitudes, the orientation, the vision, the motivations and the values underlying the behaviour and actions not only of the general population but particularly of the governing elite which steers the mantle of leadership in the society. This underlies the need to understand the role of culture particularly as it relates to development and nation-building. This paper therefore addresses the dialectical relationship between culture, development and nation-building. It begins with a discussion and explanation of the tendency to neglect or underrate the role of culture and art in the discourse on the economic and political development of Nigeria. It proceeds to assert the centrality of culture as an essential element, and critical missing link, in the country's efforts at national development. It draws attention to the imperatives of a culture-centred strategy of development and the rich cultural potentials that can be exploited for a more meaningful and sustainable development in Nigeria. The next section of the paper addresses the issue of national integration and examines the role which a more informed understanding of the social and cultural composition of Nigeria can play in achieving national integration. It ends with an advocacy for an appropriate, humane social order within which Nigeria's rich cultural attributes can yield best results for national integration and sustainable development.

It is important to stress at the outset that culture as used in this paper is defined in the broader sense to include the arts. Defined in this holistic or broader manner, culture encompasses the world view of a people; the cognitive processes which structure the thinking and mindset of the people; the linguistic forms through which they communicate or express their ideas; the aesthetic manifestation of their feelings and creativity in art, music, dance and other aesthetic forms; the behavioural patterns which shape their actions; and the patterns of social structure which govern their ways of interacting with individuals, groups and peoples both within and outside their society. In addition to these elements is the conative dimension which relates to the skill and knowledge framework for getting things done, for inventing and producing those tools, implements

and appliances which facilitate work, comfort and leisure. These material accomplishments which derive from the people's indigenous science and technology are as much a part of culture as are the customs, traditions, arts, dances and festivals which are often emphasised in discussions on culture. Given the strategic and encompassing nature of culture, it is inconceivable to imagine how a society can achieve meaningful development and national integration without a sound cultural base.

CULTURE AS THE FOUNDATION FOR DEVELOPMENT

It is important to start this section with the simple adage that "nations are like apples; they grow from their roots". The roots or the foundation for the growth of any nation lie in the cultural heritage of its people. Development, regardless of how it is defined, ultimately entails an attempt to build a "better society": a society characterised by greater material prosperity and better life chances for the people; a society characterised by significant improvements in the people's capacity to understand and to tap the resources of their environment for their own good and the good of humanity; a society which opens up new opportunities for personal upliftment and collective advancement; and a society in which creativity, productivity and popular participation are enhanced. While there has been a tendency to see science and technology, artificially divorced from culture, as the primary tools for the realisation of development, it is the cultural orientation and attributes of the people which give content, meaning and direction to their vision of the desirable society. It is culture that gives meaning to a people's developmental struggles and aspirations, which sets the goals and parameters of their efforts, and which provides substance and direction to their development agenda and actions. As Salim A Salim emphasized in his opening remarks at a World Bank International Conference on Culture and Development in Africa, "a people does not fully commit itself to a development undertaking unless that undertaking corresponds to its deeply felt needs. In other words, people should be in a position to derive the means and motivation for their development from their own cultural roots".

One of the most profound legacies of colonialism was the inherited tendency towards the suppression, degradation and inferiorisation of Africa's indigenous cultures and the deliberate attempt to gradually replace them with western cultural values, philosophical outlooks, and ways of doing things. This partly explains the fanatical attachment of Nigeria's governing class to the western model of development. For a number of decades since independence the country's development efforts seem to have been informed by the modernisation philosophy of "catching-up" with the West, itself a euphemism for westernisation. Under the cloak of trying to develop, Nigeria has reproduced or copied many elements of the western model of development. Despite attempts to make this model look as if it was neutral or universalistic, the fact remains that its content and objectives are rooted in and derive essentially from western culture.

Dazzled by the west's material prosperity and technological greatness, Nigeria's ruling elites have wallowed under the illusion that a selective transplant of certain elements of the western model into Nigerian soil will automatically confer or guarantee the full benefits of western development. The illusion of "technological transfer" often ignores the reality of the enabling cultural foundation which nurtures and sustains the material and technological imperatives of western civilisation. Notice that at the economic level, Nigerians have accepted the western preoccupation with achieving rapid growth but without the culture of productivity and efficiency which galvanizes it. We have borrowed the West's profit motive and its acquisitive appetite for wealth accumulation but failed to imbibe the entrepreneurial and investment spirit of capitalism. We have imported all manner of western technological gadgets and machines but without embracing the culture of invention, laboratories and research which is the foundation for the west's technological progress. This is clearly evident from the scant regard paid to research and development (R&D) in all sectors of the economy. Consequently our economy has not moved forward.

At the cultural level, we have continued to buy some of the most expensive watches but without imbibing the accompanying spirit of punctuality. As a result, "African time" still dominates our day-to-day activities despite the beautiful watches adorning our wrists. In our attempt to look "correct" in the eyes of the world, we have grafted unto our political culture a thin layer of concern for human rights, including the right to life, but without investing in the creation of a humane social order that will give people a reason to want to live. In other words, we are trying to build a modern economy modelled on the west but without the enabling cultural environment.

The most fundamental flaw inherent in the imitation or "catching-up" philosophy is its erroneous focus on the income-gap or the difference in material affluence between societies. In actual fact, differences in attitudes, cultural outlook and action-orientation (especially as it relates to the skills and technical achievements of a people) are, on the whole, more basic than differences in income in determining the destiny of a people. You cannot change a society and its development chances without a fundamental transformation of the social and cultural orientation of the people. The human or the cultural element is far more constraining than the purely technical aspects of development. That is why the issue of "technology transfer" misses the point and has, quite understandably, not worked anywhere.

A CULTURE-CENTRED STRATEGY OF DEVELOPMENT

A people's culture is one of the most invaluable resources on which to draw in the process of development. It provides the basis for a development which is at once meaningful and sustainable. In fact, development is not possible without an enabling cultural foundation.

An understanding of the dialectical relationship between culture and development is important in sensitising both scholars and policy-makers to the danger of treating culture as if it was a tangential or irrelevant aspect in the struggle for economic development and

social transformation. Culture, after all, is the dynamic outcome of a society's struggle to harness the resources of its environment to meet its material needs. It is a living product of a society's history. It is that distinct way of life which a people have fashioned out for themselves in the process of living in a particular physical and social environment, in the process of harnessing the resources of nature to meet their materials and social needs, and in the process of creating a suitable institutional and normative framework for regulating social relationships.

Culture, therefore, is not a static or fossilised legacy passed on from generation to generation. It is subject to creative and continuous renewal from within, as well as constant borrowing and addition from other societies with whom a people interact. It is not simply a normative and aesthetic blueprint. It embodies the skills and technical achievements of a people. There is an intricate and dialectical relationship between the material and the ideal, between the past and the present, and between the internal and the external. Seen in this way, culture thus becomes a living and dynamic reality.

Quite apart from its ideological function in terms of setting the agenda, the meaning, content and motivational orientation of the development process, culture also has a strong and strategic economic role in sustainable development. It is one of the vital catalysts for the promotion of the grossly untapped potentials of the tourism sector. A lot can also be earned from the development and sale of Nigerian cultural property including films (as Nollywood has revealed), indigenous craft items, art souvenirs, indigenous textile fabrics, local cuisines, and other cultural artifacts. In fact, cultural promotion is an important revenue-spinning venture. While recognising that the cultural sector, if properly harnessed, can generate probably more than oil is currently contributing, it is necessary to warn against the one-sided commercialisation or commodification of culture such that it gets reduced simply to ossified or objectified elements for the purpose of boosting tourism or for the entertainment of our fun-seeking elites and their foreign

friends. This form of cultural rejuvenation could tear culture from its functional and productive linkage to people's daily existential struggles and realities and transform it into a mercenary item of merchandise.

The strong insistence here that meaningful development must be anchored in a people's culture is not a call for some morbid form of cultural particularism by which societies try to re-create a mythical cultural syndrome based on a romantic and static vision of their past. It is a call for societies to re-discover the creative initiatives of its people, to re-activate the people's accumulated wisdom and technological skills as a basis for problem-solving action, and to optimise the exploitation of available resources for sustainable development. It is a call to give the development process a new content based on the needs and philosophical outlooks of the people. It is a call to re-animate those elements of cultural renaissance which would enable societies to reject harmful foreign influences. It is a call for people to throw off the yoke of cultural inferiority and to resuscitate the spirit of self-confidence and self-pride which alone can enable them take full control of their development process. It is a call for a conscious battle against various forms of cultural imperialism and economic dependence.

Cultural revival has to be part and parcel of the entire process of social transformation designed to produce the new society we desire. It is neither meaningful nor possible to do this without addressing the structures of underdevelopment, economic exploitation and political domination. Cultural rejuvenation must come along with a fundamental improvement of the people's material and social conditions. As Verhelst has emphasised, every civilisation which is based on poverty, no matter its cultural credentials, "is in the process of dying through degeneration into object destitution".

The Western model of development which Nigeria has been mimicking since independence has actually aggravated poverty,

inequality and ecological disaster in the country which in turn have led to social disintegration and cultural alienation. The acceptance of this model of development by the elites reflects their consumerist longing for the glamorous, materialistic and individualistic life style of the West. This lifestyle is not only incompatible with the indigenous culture of the Nigerian majority but even ignores the productive, inventive and innovative aspects of western bourgeois culture. The shift to a culture-centred approach to development would once more enable the society to harness the major strengths of its indigenous culture and social dynamism for a more humanly-satisfying pattern of development.

This position is fortunately captured in the Cultural Policy for Nigeria which was released in 1988. As this Cultural Policy correctly argues, one cannot talk of any meaningful national development without using "culture as the fountain spring of all policies whether educational, social, political or economic. The (country's) strategies of national development would thus depend on the understanding of culture, the adaptation of its elements for political, educational and economic development, as well as its strengths for social integration and development". This policy document goes further to state that the adoption of the policy became imperative because of the need to incorporate the essential ingredients of the country's historical and cultural heritage into its development process, foreign policy objectives, and domestic political orientation.

CULTURE AND NATIONAL INTEGRATION

Sustainable development is impossible without a reasonable level of social and national integration. Any meaningful discussion of national integration must involve an understanding of the entity being integrated. Many analysts have located the primary obstacle to Nigeria's development and integration in the multi-ethnic, multi-religious and multicultural nature of the country. The ethnic, cultural and political diversities of the country have been perceived as the source of its fragility and instability as well as its inability to evolve a cohesive strategy of national development and integration which

enjoys the support and commitment of all Nigerians. The citizens have become so conscious of their differences that they often forget the things that bind them together. accommodate social differences, which can nationalise what is sectional, and which can transform all Nigerians into principal stakeholders in the continued existence of the country as a single entity. Once the necessary political will emerges, the cultural foundation to be harnessed is there.

National Integration for Development

To build a nation, it takes centuries; to destroy it, it takes only a day or two...

Understanding National Integration for Development

The problem of social disintegration is so recurrent in Africa that the existence of many of its countries as viable national entities is subject to doubt. The threats to national cohesion assume many forms, including ethnic, regional, religious and class cleavages, to name a few. Africa does not have a monopoly of this problem, but it is fair to say that it has exhibited the most acute cases in contemporary history.

The persistent social discord and instability renders meaningless the numerous attempts to find lasting solutions to the problems that pervade African societies: poverty, pestilence, illiteracy, inadequate social infrastructure, poor health, unemployment and political disenfranchisement. All this and more make difficult the building of structures for solving these problems on solid ground. Yet, the problem of national integration has not received much attention in development projects executed by both national governments and international agencies working in countries of "The South", especially those countries in Africa. Nor have the communication approaches and strategies presented by the development communication scholars offered any solutions.

Importance of National Integration in Cultural Development

1. The most Critical consideration in the development of third world countries.
2. The substantial attention both national and international development theories.

ARCHITECTURE

Software Architecture Views

• Conceptual Architecture:

The purpose of the conceptual architecture is to direct attention at an appropriate decomposition of the system without delving into details. Moreover, it provides a useful vehicle for communicating the architecture to nontechnical audiences, such as management, marketing, and users. It consists of the Architecture Diagram (without interfaces) and an informal component specification (which we call CRC-R cards) for each component.

• Logical Architecture:

The logical architecture adds precision, providing a detailed "blueprint" from which component developers and component users can work in relative independence. It incorporates the detailed Architecture Diagram (with interfaces), Component and Interface Specifications, and Component Collaboration Diagrams, along with discussion and explanations of mechanisms, rationale, etc.

• Execution Architecture:

An execution architecture is created for distributed or concurrent systems. The process view shows the mapping of components onto the processes of the physical system. The deployment view shows the mapping of (physical) components in the executing system onto the nodes of the physical system.

Structural and Behavioral Views

We use different views to enhance the understandability of the architecture and to focus on particular concerns separately.

• **Structural View:**

If we accept that "architecture is the high-level structure of the system comprised of components, their interrelationships, and externally visible properties" (adaptation of the Bass, Clements, Kazman definition), the structural view is central. It consists of the Architecture Diagram, and Component and Interface Specifications.

• **Behavioral View:**

In decomposing the system into components and designing their interfaces, we have to answer the question "How does this work?" Likewise, in understanding and using the architecture, we have to be able to answer the same question. This is the role of the behavioral view, with its Component Collaboration or Sequence Diagrams.

SCULPTURE AND INSTALLATION

Sculpture and Installation

This will introduce students to the expanded fields of sculpture and installation and develop their confidence in thinking and talking about these media, using a range of skills and strategies for learning, including Tate's, 'Ways of Looking', which have been developed through Tate Tools Modules 1-3.

Taking traditional bronze-cast work as a starting point, students will explore the changing role of sculpture through investigation into materials and techniques, the permanence or temporary nature of sculpture, and what makes a work, 'site-specific'. Using exciting and challenging works, this module goes on to look at installation art, inviting students to discuss and explore how artists make use of space and unusual materials in order to convey meaning.

What is sculpture?

1. Discussion: What is sculpture?

Sculpture can be found in many forms and made from a diverse, and often unexpected, range of materials. At the start of the twentieth century, more traditional media and techniques were used, such as

bronze casting or stone carving. Today, artists use anything to make sculpture, including everyday found objects and light and sound, and they often use manufacturing processes in making their work.

The traditional definition of sculpture is taken to be 3D work which can be seen, in the round” or in relief, created using materials shaped primarily by the artist. Sculpture needs to be experienced in the round and therefore demands that we walk around it and view it from different angles: from each side, from above, from below or through the middle. This more physical relationship brings questions to mind as we look.

As sculpture evolved, by the 1970s artists had begun to use sound and light in their work, causing the definition of sculpture to expand beyond physical materials.

Discuss with your group about what they think sculpture is and how it is made. Discussion should develop out of their own experience of using different processes and techniques in creating their own sculptures, as well as from sculptures that they have seen. Ask them to name as many kinds of materials and processes as possible that they think a sculptor might use.

Sculpture

The human figure has been a basic subject of sculpture since its earliest beginnings. Each human face and figure is distinct, and artists throughout history have always been fascinated by this uniqueness. In this lesson, students will create sculptures of a human head using Sculpt mold. Students will have the opportunity to develop an understanding and appreciation for an important art form, to learn the intricacies and individualities of the human face, to participate in a fun and engaging hands-on experience, and to explore the feelings and emotions that are displayed in the human face.

Objectives of Sculpture:

1. To introduce structural principles and communicative possibilities of materials primarily wood aluminum and plaster.
2. To develop the ability to apply the formal visual principles.
3. Expose you to the content and context of past art forms.
4. Application of scales of sculpture.
5. To give the conceiving, designing and fabricating sculptural forms.

AFRICAN DANCE FORMS:

Introduction: Africa is a large continent made up of many countries each country having its own unique diverse cultural mix. African dance is a movement expression that consists of a spectrum of many different dance forms. Each form defined by its own individual technique, style and cultural reference. It would take a lifetime and beyond to fully understand or experience the complete spectrum of African dance forms.

Characteristics of African dance forms

African music and dance is an important part of modern music and performing arts. Many artists worldwide via their works and words acknowledge the importance of African artistic and musical ideas upon their works.

As we move further into the technical generation, a generation where information and the access of it becomes more readily available, the problem of alienation and other social ills that accompany modern development become more apparent. With this in mind the need for increased participation in effective and aesthetic areas becomes apparent. Dance as a functional socio-cultural tool on the African dance model could play a part in the cross-cultural renaissance. Music and dance contribute to the integration of society by expressing social organization, validating instruction, perpetuating values and promoting group solidarity.

By untangling the treads of culture, tradition and history that create Africa's dance and music heritage, it is possible to deduce the

characteristics of African dance forms. African traditions demonstrate that dance can be a significant psychosocial device able to penetrate many aspects of human existence. By commemorating such events as the passage of seasons and life cycles, transitions through life experiences are dramatized and made more meaningful. Dance to the African is a way of life, a true representation of a people's existence expressed through rhythm and movement. In the African cultural paradigm the relationship between rhythm and movement is one that is inseparable; one cannot exist without the other. As the dancer is given breathe through the drummers rhythm so does the drummer feeds of the dancers breathe of expression as movement articulates rhythm; a perfect marriage where two become one in a synchronisation of rhythm and movement that creates dance. Dance in Africa is used as a functional tool of expression and has and is used for a variety of reasons. Dance is used in ritualistic purposes, as a secular activity engaged in for recreation or entertainment, embracing such factors as physical exercise, performance of skill, aesthetic enjoyment, courtship, personal communication and cultural continuity. In general dance is used to commemorate important events in African life and society and since every second is an important event in the life of an African, dance becomes a way of life.

Another characteristic of African dance is its holistic nature. The interaction of multiple elements that can exist within an African dance performance gives it the view of the all-embracing art of expression. Unlike the western structure of training, where an artist focuses on the mastering of one discipline, the African performing artist is trained and encouraged to be proficient in as many art forms as possible. A sense of pluralism exists since it is customary to integrate dance with other arts such as music, drama, oratory as well as with various forms of visual arts. This structure as stated earlier has a direct relationship to the culture, since religious ceremonies, festivals and other occasion of celebration involve the exercising of all the art forms in one performance.

Within this structure, the nature of pluralism introduces a further element of the African dance genre, which is improvisation within the dance. Improvisation occurs and is encouraged and can be seen as a form of appreciation, self-expression or a visual announcement of skill. In the situation where the onlooker becomes part of the performance, improvisation in this instance can be interpreted as acknowledgement that he has transcended to the level of performer.

History:

Dance is one of those rare human activities which simultaneously reconcile heart, body and spirit. Dance has existed since the beginning of time and images of dance have been found in the earliest rock paintings. It may have been the first universal form of expression to interpret and communicate the activities and aspirations of man. The early paintings show various dance forms: the round, the farandole, the open circle, forms which have lasted until today and which testify to the perennial nature of dance in human life. (Alphonse Tierou – Doople, The eternal Law of African Dance)

The history and development of African dance in early days was never written down, but has been passed from generation to generation through an oral tradition of word of mouth. In West Africa for instance, the griots - members of the dance and musician caste - related the ongoing story of their people through the medium of music and dance. It is impossible however to know exactly what had shaped Africa's early history. Archaeology and genealogy(including DNA research) give us some clues, as do the histories of other peoples and nations with which Africa had contact with in the past. It is clear that many cultural exchanges took place between the people of Africa, and between Africans and non-Africans, and that Africans' music/dance was affected and enriched by these exchanges, as was that of the peoples who had contact with Africans. Other factors influenced African music and dance over time. Some of these are wars, invasions, migrations, new religions, climate changes, population, ecological and economic pressures.

CULTURE:

Africa is a large continent made up of many countries each country having its own unique diverse cultural mix. African dance is a movement expression that consists of a spectrum of many different dance forms. Each form defined by its own individual technique, style and cultural reference. It would take a lifetime and beyond to fully understand or experience the complete spectrum of African dance forms.

Culture Name: **Zambian**

Alternative Names: **Republic of Zambia**

Location and Geography:

In size, the country is roughly equivalent to the state of Texas, about 290,585 square miles (752,615 square kilometers). The unique butterfly-shaped boundaries are the result of the European scramble for Africa's natural resources in the early 1900s. The capital is Lusaka. Bordering neighbors are the Democratic Republic of the Congo, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia, and Angola.

It is a landlocked country with several large freshwater lakes, including Lake Tanganyika, Lake Mweru, Lake Bangweulu, and the largest man-made lake in Africa, Lake Kariba. The terrain consists of high plateaus, large savannas, and hilly areas; the highest altitude is in the Muchinga Mountains, at 6,000 feet (1,828 meters). The Great Rift Valley cuts through the southwest and Victoria Falls, the most visited site in Zambia, is in the South.

There are several game parks in the country; some consider Southern Luangwa to be the best game park on the continent.

Demography:

The population in 2000 was estimated at 9.87 million. There exists a strong migration to urban areas where families go looking for employment. With 43 percent of the population living in cities,

Zambia has the highest ratio of urban population in Africa. Those living in the rural areas face a life of mainly low-yielding subsistence farming, which contributes to the high migration.

The population is comprised primarily (97 percent) of seven main tribes and a collection of seventy-five minor tribes. There is also a small percentage of citizens from other African nations. The remaining population is of Asian, Indian, and European descent. Because of conflicts in the border countries of the Democratic Republic of the Congo and Angola, there has been a large influx of refugees in recent years.

Linguistic Affiliation:

English is the official language as the country was once an English colony (1924–1964). While many people speak English, in rural areas tribal languages are spoken, in addition to a few other vernacular languages. Each of the seventy-five tribes living in the country has its own dialects and language. The main vernacular languages are Bemba, Lozi, Luanda, Luvale, Nyanja, Tonga, and Tumbuka.

Symbolism:

The background of the national flag is green, symbolic of the country's natural beauty, with three vertical stripes in the lower right corner. The three stripes are: red, symbolic of the country's struggle for freedom; black, representing the racial makeup of the majority population; and orange, symbolic of the country's copper riches and other mineral wealth. A copper-colored eagle in the upper right corner symbolizes the country's ability to rise above its problems.

Zambia is noted for its rich wildlife and landscapes, using those resources to promote tourism with the slogan, "the Real Africa." The most notable landmark is Victoria Falls, known locally as Mosi-oa-Tunya, which means "the smoke that thunders." It is one of the seven natural wonders of the world and even though it is shared with Zimbabwe, it is a source of great pride for Zambians.

Community:

African dances are as varied and changing as the communities that create them. Although many types of African dance incorporate spirited, vigorous movement, there are also others that are more reserved or stylized. African dances vary widely by region and ethnic community. In addition, there are numerous dances within a given community. African communities traditionally use dance for a variety of social purposes. Dances play a role in religious rituals; they mark rites of passage, including initiations to adulthood and weddings; they form a part of communal ceremonies, including harvest celebrations, funerals, and coronations; and they offer entertainment and recreation in the forms of masquerades, acrobatic dances, and social club dances.

Characteristics:

There are some basic characteristics that are common to most African dance forms:

The relationship to the earth – working together with gravity as opposing to trying to defy it as is such with some Western dance forms.

The spiritual representation – dance in African within the traditional context, was used as a way of elevating oneself from the human realm to that of the spiritual universe. A dance form that engages the mind, body and spirit in order to truly release the conscious, allowing the individual to experience the power of self expression.

Importance of the Community. Africans danced mainly with and for the community. Solo performers were supported and affirmed by the group through song, hand clapping, and shouted encouragement. The circle is a common structure in African dance representing unity and completeness

The relationship to rhythm – rhythm is fundamental to the existence of African culture. It acts as a thread, binding the very fabric of African culture together through its expression. An attribute of African culture that has successfully influenced and continues to influence the world over.

The whole theatre structure – the practice of dance is one in which the union of movement, song and drama come together, crystallising expression through the medium of communication.

The connection to culture – African dance forms are direct expressions of culture through the medium of dance. Culture a stimulus to the development of movement and artistic expression

Forms:

The spectrum of African dance forms is wide and varied. Each dance form represents a particular cultural expression. The technique of African dance can be categorised into its five geographical placements:

North African dance / South African dance forms / East African dance forms / West African dance forms / Dance forms of central Africa

One must remember that within each main geographical placement, there exist a multitude of sub forms each having their own unique technique, style and signature that reflect the culture of the movement base.

Structure:

Physical

The grounded body is one of the most basic generic positions in West African dance forms. This is a position where the body is placed in a seated posture with the pelvis dropped and tailbone pointing down towards the earth. The upper body seats in a disposed slightly forward position with chest pointing down towards knees. The position of the feet is placed in open parallel. The width between feet

should be that 5 of the distance from dancers toe to heel. In this position, the body is said to be at its earth's centre where. The mass of the body is considered to be in equilibrium with gravity, energy radiated down towards the earth is exchanged with energy radiated up from below – two and equal opposite forces cancelling each other bring the body to a neutral state of rest.

In African dance, the body goes through a multitude of physical expressions. The range of basic positions, movement quality and nuance will greatly depend on the culture in question, since dance in African is an expression of culture – an archive of a people's existence documented through the medium of rhythm and movement.

Spiritual

The peculiarity of the African tradition is that it never makes an abstraction of nature and cosmic laws, it gives the primary importance to the body, the necessary intermediary without spiritual life would be an abstraction. African spirituality starts from the principle that the only objective approach in trying to encircle reality is through the body and that in rediscovering the body; one rediscovers one's own identity in the midst of humanity and returns to its rightful place in the macrocosm. What is spirituality if not to feel within oneself the flow of energies and to be conscious of the vegetative currents which circulate in order to transcend them.

MUSIC

The African concept of music is totally different to the Western one. Traditional African musicians do not seek to combine sounds in a manner pleasing to the ear. Their aim is simply to express life in all of its aspects through the medium of sound. The African musician does not merely attempt to imitate nature by music, but reverses the procedure by taking natural sounds, including spoken language, and incorporate them into the music. To the uninitiated this may result in cacophony, but in fact each sound has a particular meaning. To be meaningful, African music must be studied within the context of African life.

Music has an important role in African society. Music is an integral part of the life of every African individual from birth. At a very early stage in life the African child takes an active role in music, making musical instruments by the age of three or four. Musical games played by African children prepare them to participate in all areas of adult activity - including fishing, hunting, farming, grinding maize, attending weddings and funerals and dances.

An intimate union forms between man and art in Africa. It amounts to a total communion that is shared by the whole community. This may help explain why some languages in black Africa have no precise noun to define music. The art of music is so inherent in man that it is superfluous to have a particular name for it. The drum is so important in African society that it is sometimes equated with a man. Women must consequently treat it with the same respect that they would show towards their men folk. In some African countries women are not even allowed to touch a drum under any circumstance, though Islam and European colonial influence have softened some of these traditions. African music is nearly always coupled with some other art such as poetry or dance and is one of the most revealing forms of expression of the black soul.

CHAPTER – V

Changing role of teachers:

The role of teacher in modern society

The world changes day by day and there are no doubt that the modern society is not the same with an ancient one. For example, education system has changed completely - nowadays being teacher does not mean only being a helper in difficult process of getting education; it means being creative and highly talented "guide", which accompanies a student in all way of studying. Are these changes positive or negative?

In my opinion, contemporary teachers should pay more attention to new methods of teaching, what will make studying more enjoyable. First of all, in conditions, when people are surrounded by great number of information, school or university program can be remembered only by association; that is why lessons must be expressive and remarkable. Secondly, today humanity has the access to immense recourse, such as books, science researches and teacher`s role, which provide student with it, is not actual today.

However, some people believe that a classic teacher is more reliable; because new methods of education can be untested yet. They also consider that instead of imagining something new, it is better to make knowledge deeper for both students and teachers.

I am afraid they are not right, because education system cannot stay in one level. Moreover, in modern society depth of knowledge does not play the meanest role; it is more important to be flexible.

In conclusion I strongly believe that the way of getting education is very individual and choice depends on our preferences.

How Do Changing Times Impact the Description of Teacher Effectiveness?

When we think of the classroom teacher's roles and responsibilities, most likely planning instruction, delivering instruction, assessing student learning, and managing the classroom environment come to mind. These are typical ways we know how to think about what a teacher does in and outside of the classroom. Teachers have been prepared in very traditional ways to address these specific domains. In this second decade of the 21st Century, is it not time to reconsider these domains and propose new description of the term "effective".

New Perspectives for this Century:

In this 21st Century's new perspectives on teaching and learning, it now necessary to open a new window for thinking about how 21st century skills and standards impact these traditional teaching roles. The goal is to make these roles relevant for today's students' evolving learning needs.

Thus, we visualize the aim of 21st century teaching as the development of knowledge, higher-order skills (such as the 4Cs of creativity, critical thinking, communication, collaboration), and character, as well as the establishment of lifelong learning habits and an ability to learn how-to-learn with technology as the central roles in the new picture of teacher effectiveness. The roles play out in five scenarios that redefine what it means to be an effective teacher.

(1) A Planner for 21st Century Careers

We predict there will be greater diversity and autonomy for 21st Century students to choose what and how to learn and, in many cases, students' potential may lie in areas that are beyond the core standards and must incorporate new ways of knowing grounded in technology. When planning instruction, teachers must abandon the mentality that they are content experts only and that their responsibility is to transmit a certain canon of knowledge. Instead, to remain effective in the new context where the 4Cs and learning to learn are central, teachers must plan to be facilitators who provide

scaffolding to support students in developing their own personal ways of knowing and thinking.

Careers for today's students will be increasingly diversified. Rather than sticking with one static, linear, and predefined career path that former generations tended to follow, today's young citizens are likely to pursue several multidisciplinary jobs in a lifetime with more choices to frame their predictably diverse working experiences.

To prepare students for a multiple career life-path, we will need teachers able to develop learning plans for students who are ready to fulfill their capacity as a whole person adaptable for whatever career paradigm that will emerge. If trends hold, we will need more students who can specialize in science, technology, engineering, and mathematics (STEM) areas, but we also will need good journalists, media designers, storytellers, entertainers, and talents for careers that do not even exist now.

Given these multidisciplinary demands, effective teachers will plan lessons and learning units that give priority to the skills students will have to carry across the disciplines and into new and different jobs. Thinking, problem solving, collaborating and communicating must emerge onto center stage and provide the means for all students, not just a select handful, to traverse this multi-disciplinary landscape.

(2) An Instructor for Different Ways of Learning

Instead of using uniform strategies for all students, this century's effective teachers must design instruction that motivates each student by providing experiential, authentic, and challenging experiences. These teachers communicate content in such a way that students are able to comprehend based on their individual prior learning and ability.

Because these students are learning in various ways and at different rates, effective teachers deliver their lessons with appropriate differentiation. Robert J. Marzano, Debra Pickering, and Jane E.

Pollock and John A. C. Hattie highlight a number of well-known high-yield instructional strategies that are supported by meta-analyses and allow teachers to differentiate their instruction.

Effective teachers can explore these tested strategies to find ones that are most aligned with their specific subject area, grade level, or instructional purposes. Examples of Marzano *et al.*'s strategies that promote the 4CS are cooperative learning; generating and testing hypotheses; identifying similarities and differences; using questions, cues, and advance organizers; and summarizing. Hattie's strategies include actions such as students setting cognitive goals, giving and receiving feedback, and making Meta cognitive reflections.

It is important to note that effective teachers do not implement high-yield strategies in isolation. They must be implemented simultaneously and in a differentiated manner to create meaningful learning opportunities for all students. Implementing a variety of classroom strategies also enhances student motivation and decreases discipline problems.

Furthermore, differentiated instruction enables teachers to adjust their curriculum, materials, learning activities, and assessment techniques to ensure that all students in a mixed classroom can have different avenues to process new knowledge and develop skills, even while having equal access to high-quality learning.

(3) A Technology Designer for Learning

The implementation of these strategies in the future will be increasingly harnessed by technology. We predict there will be an increasing emphasis on teachers' technological-pedagogical content knowledge (TPACK) marked by an integration of knowledge in all three key components: technology, pedagogy and content.

Designing technology-integrated learning will continue playing a crucial role. Teacher-related factors such as confidence, attitudes toward technology integration, and willingness to undertake a

change incorporating technology use for student learning are hallmarks of this century's best teachers.

It is becoming imperative to integrate the teaching of information literacy and technology skills into to regular curriculum. Such skills are essential for effective functioning in today's knowledge society. Effective integration of technology into the classroom depends on teachers who have the knowledge of how to use technology to meet instructional goals.

Exemplary technology-using teachers oftentimes have greater personal technology skills, allow for open-ended learning activities, and see technology less as an add-on or as electronic drill sheets, and more as integral component of a learning plan.

Teachers as Role Models

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance.

A role model can be anybody: a parent, a sibling, a friend but some of our most influential and life-changing role models are teachers.

“When the student is ready, the teacher appears.”-- Marlene Canter, My Teacher My Hero

Teachers follow students through each pivotal stage of development. At six to eight hours a day, five days a week, you as a teacher are poised to become one of the most influential people in your students' life. After their parents, children will first learn from you, their elementary school teacher. Then, as a middle school teacher, you will guide students through yet another important transition: adolescence. As children become young adults, learning throughout middle school and into high school, you will answer their

questions, listen to their problems and teach them about this new phase of their lives. You not only watch your students grow you help them grow.

“We think of teacher-heroes that taught us the academics but we don’t often think of those teachers that taught us life’s lessons.”

-- Maria Wale, My Teacher My Hero

Much of what students learn from their greatest teachers is not detailed on a syllabus. Teachers who help us grow as people are responsible for imparting some of life’s most important lessons. During their initial school years, students encounter, perhaps for the first time, other children of the same age and begin to form some of their first friendships. As a teacher, you will show your students how to become independent and form their own relationships, you will carefully guide them and intervene when necessary. School is as much a place of social learning as academic learning, and this is true, not only in our early years of education, but all the way through college. Though a teacher’s influence on the social sphere of school lessens as students mature, those early lessons still have an effect on how they will interact with others in the future.

Teachers are founts of experience. They have already been where their students are going, undergone what they will go through and are in a position to pass along lessons, not only regarding subject matter, but lessons on life.

Teacher as a professional

Professional

A professional teaching qualification does not make you a professional, in the true sense of the word. Belonging to a particular profession does not automatically guarantee that the service you provide is a professional one. Hence, teaching as a professional is a hard thing to do because it encompasses many roles to be done well. Read this article to find out how you can stand out as a true professional in your field: the classroom and larger school community.

Inspire the trust of your clients - the students and parents. Create a good first impression from day one of the academic year.

Dress like a professional:

It is important for teachers to dress in clean clothes with no stains or odor whether they teach in the gym, the shop, or the math classroom. This also means no denim or t-shirts. Revealing clothes are the number one "no-no" for female teachers. Male teachers should remember that a tie and jacket worn to work, can easily be removed, should the need arise. Teachers should arrive at work, looking the part, not dressed looking like their students.

Always be on time for work:

A professional teacher understands the need to start the day well, every day. Truly professional teachers will make sure that they arrive at least ten minutes before the first bell rings, so as to prepare themselves mentally for the day ahead.

Be prepared:

Check your diary the night before and plan the day ahead. Professional teachers plan thoroughly too for every lesson and class. They stick to their work programme and assessment schedule, to ensure that not only syllabus content is covered, but also the necessary skills for their students' longer-term success in their specific subject or learning area.

Follow procedures and the protocol expected at your school: Professionals embrace the corporate identity and values and model these for the clients - in this case, the children they teach.

Take charge of your classroom:

Manage your students' behaviour. A professional teacher will not keep running to school management for assistance with classroom discipline, for example.

Take pride in the process and product:

Make sure your notes and handouts are professionally presented. Professional teachers should never have to be asked to re-do a piece of work because its presentation is shoddy.

Never miss a deadline:

Professionals keep their work up to date and plan ahead. Amateurs leave work until the last minute.

Keep up to date with your marking and grading of students' tasks: A three day rule of thumb should apply. If you take too long to hand back class tests and so on, the students will have lost interest in the task and their results by the time you return their work.

Treat your colleagues and supervisors with respect:

Model respect for authority for your students and gaining their respect will be much easier for you.

Be passionate, positive, and enthusiastic about your work:

A professional teacher will not create negativity in a staff room or engage in mindless gossip and the spreading of dissent.

Embrace change:

A professional teacher will not be a doomsayer and throw cold water on new ideas or suggestions for positive change. A professional will not vocalise negative thoughts like "That will never work at this school."

Take an interest in every child:

The better you get to know your students, the more influence you will have on their attitude towards your subject and on their lives in general. Remember the adage: "Teachers touch eternity; they never know where their influence may end."

Treat your students with respect:

Follow the maxim "Do unto others." Never publicly humiliate or belittle your students. Do not discuss their results or grades in front of other students. Don't personalise issues with students. Leave their family, background, religion, behaviour, and personal circumstances out of public disciplinary processes and discussions.

Be a mentor not a friend:

Model responsible adult values, exhibit self-control, choose your words carefully and consider the impact they may have on a particular student or group of students.

Maintain confidentiality:

A professional teacher will use students' personal information to assist in helping a child to reach his or her potential. Confidential information will not be disclosed over tea during recess, or used as a weapon against a student. Confidential information such as the content of staff meetings too will be treated in the strictest of confidence.

Consult parents:

Try to include parents in the educational process and encourage their support of the school's disciplinary processes and procedures. Be polite and calm when dealing with parents. Keep reminding them that every discussion about the child needs to be undertaken with the child's best interests at heart.

Put safety first:

Remember that as a professional teacher you are offering a service to the students and the school community. You are duty-bound to take your "in loco parentis" role seriously. Explain why certain rules are in place and follow all institutional risk management procedures.

Support your colleagues and school management:

Walk the talk. Put the needs of the institution above your own. Remember you are one person in a group of professionals who share a common goal and vision.

Let excellence be your aim:

Constantly provide benchmarks for improvement for your students. Give praise when it is due, lots of it. Draw gently alongside those who are in need of help and find creative ways to assist them to improve their grades.

Take responsibility for your student's results:

As a professional teacher, the grades your students achieve are a reflection on you. Bear this in mind, in all you do.

Behave professionally in public:

Always support your school if negative people are bad-mouthing the institution. Swearing and being drunk in public will cause community members to lose respect not only for you, but for the profession at large.

Constantly seek new subject knowledge and share this with your students:

Take short courses to keep yourself mentally stimulated. Your renewed enthusiasm for your subject will be rewarded by increased student interest and enthusiasm for the subject itself.

Simplify your lessons:

Good teachers make it easy to understand complicated things. Use examples, models and coloured pictures and Photographs. Teach in illustrations that your students can relate to.

Keep your students attention:

Teach your students why the knowledge you convey is important and how they can apply what they learn in their daily lives. Then they are more likely to remember what you teach.

Teachers should be the ‘agents of change’

Each and every day, hundreds of thousands of teachers make important decisions that impact the lives of the children inside their classrooms. They try to engage and inspire students so that each can learn at his or her own pace and own level. They are entrusted with educating the next generation of leaders, thinkers, and entrepreneurs.

In most classrooms, educators have large amounts of autonomy and control to help them meet these goals. Yet outside the classroom, they traditionally have had little say in the decisions that impact their own profession and its evolution.

We’ve experienced this dichotomy, first hand. Working as teachers at P.S. 86 in the Bronx was a dream come true for both of us. Each day was more stimulating and challenging than the last, and the personal and professional rewards we felt when our students met or exceeded expectations were fulfilling in ways we never imagined. But even as we celebrated the small victories we had with our students, we also increasingly felt stifled within an education system that simply wasn’t doing all it could for teachers and their students.

What is Action Research?

A succinct definition of action research appears in the workshop materials we use at the Institute for the Study of Inquiry in Education. That definition states that action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the —actor in improving and/or refining his or her actions.

Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.

Perhaps even more important is the fact that action research helps educators be more effective at what they care most about—their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile.

The Action Research Process

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

Step 1—Selecting a Focus

The action research process begins with serious reflection directed toward identifying a topic or topics worthy of a busy teacher's time. Considering the incredible demands on today's classroom teachers, no activity is worth doing unless it promises to make the central part of a teacher's work more successful and satisfying. Thus, selecting a focus, the first step in the process, is vitally important. Selecting a focus begins with the teacher researcher or the team of action researchers asking:

What element(s) of our practice or what aspect of student learning do we wish to investigate?

Step 2—Clarifying Theories

The second step involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus. For example, if teachers are concerned about increasing responsible classroom behavior, it will be helpful for them to begin by clarifying which approach—using punishments and rewards, allowing students to experience the natural consequences of their behaviors, or some other strategy—they feel will work best in helping students acquire responsible classroom behavior habits.

Step 3—Identifying Research Questions

Once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.

Step 4—Collecting Data

Professional educators always want their instructional decisions to be based on the best possible data. Action researchers can accomplish this by making sure that the data used to justify their actions are valid (meaning the information represents what the researchers say it does) and reliable (meaning the researchers are confident about the accuracy of their data). Lastly, before data are used to make teaching decisions, teachers must be confident that the lessons drawn from the data align with any unique characteristics of their classroom or school.

To ensure reasonable validity and reliability, action researchers should avoid relying on any single source of data. Most teacher researchers use a process called triangulation to enhance the validity and reliability of their findings. Basically, triangulation means using multiple independent sources of data to answer one's questions. Triangulation is like studying an object located inside a box by

viewing it through various windows cut into the sides of the box. Observing a phenomenon through multiple —windows| can help a single researcher compare and contrast what is being seen through a variety of lenses.

When planning instruction, teachers want the techniques they choose to be appropriate for the unique qualities of their students. All teachers have had the experience of implementing a —research-proven| strategy only to have it fail with their students. The desire of teachers to use approaches that —fit| their particular students is not dissimilar to a doctor's concern that the specific medicine being prescribed be the correct one for the individual patient. The ability of the action research process to satisfy an educator's need for —fit| may be its most powerful attribute. Because the data being collected come from the very students and teachers who are engaged with the treatment, the relevance of the findings is assured.

For the harried and overworked teacher, —data collection| can appear to be the most intimidating aspect of the entire seven-step action research process. The question I am repeatedly asked, —Where will I find the time and expertise to develop valid and reliable instruments for data collection?|, gives voice to a realistic fear regarding time management. Fortunately, classrooms and schools are, by their nature, data-rich environments. Each day a child is in class, he or she is producing or not producing work, is interacting productively with classmates or experiencing difficulties in social situations, and is completing assignments proficiently or poorly. Teachers not only see these events transpiring before their eyes, they generally record these events in their grade books. The key to managing triangulated data collection is, first, to be effective and efficient in collecting the material that is already swirling around the classroom, and, second, to identify other sources of data that might be effectively surfaced with tests, classroom discussions, or questionnaires.

Step 5—Analyzing Data

Although data analysis often brings to mind the use of complex statistical calculations, this is rarely the case for the action researcher. A number of relatively user-friendly procedures can help a practitioner identify the trends and patterns in action research data. During this portion of the seven-step process, teacher researchers will methodically sort, sift, rank, and examine their data to answer two generic questions:

- What is the story told by these data?
- Why did the story play itself out this way?

By answering these two questions, the teacher researcher can acquire a better understanding of the phenomenon under investigation and as a result can end up producing grounded theory regarding what might be done to improve the situation.

Step 6—Reporting Results

It is often said that teaching is a lonely endeavor. It is doubly sad that so many teachers are left alone in their classrooms to reinvent the wheel on a daily basis. The loneliness of teaching is unfortunate not only because of its inefficiency, but also because when dealing with complex problems the wisdom of several minds is inevitably better than one.

The sad history of teacher isolation may explain why the very act of reporting on their action research has proven so powerful for both the researchers and their colleagues. The reporting of action research most often occurs in informal settings that are far less intimidating than the venues where scholarly research has traditionally been shared. Faculty meetings, brown bag lunch seminars, and teacher conferences are among the most common venues for sharing action research with peers. However, each year more and more teacher researchers are writing up their work for publication or to help fulfill requirements in graduate programs. Regardless of which venue or technique educators select for reporting on research, the simple

knowledge that they are making a contribution to a collective knowledge base regarding teaching and learning frequently proves to be among the most rewarding aspects of this work.

Step 7—Taking Informed Action

Taking informed action, or —action planning, the last step in the action research process, is very familiar to most teachers. When teachers write lesson plans or develop academic programs, they are engaged in the action planning process. What makes action planning particularly satisfying for the teacher researcher is that with each piece of data uncovered (about teaching or student learning) the educator will feel greater confidence in the wisdom of the next steps. Although all teaching can be classified as trial and error, action researchers find that the research process liberates them from continuously repeating their past mistakes. More important, with each refinement of practice, action researchers gain valid and reliable data on their developing virtuosity.

Three Purposes for Action Research

As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

- Building the reflective practitioner
- Making progress on school wide priorities
- Building professional cultures

Building the Reflective Practitioner

When individual teachers make a personal commitment to systematically collect data on their work, they are embarking on a process that will foster continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings

from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching. In this way, the individual teachers conducting action research are making continuous progress in developing their strengths as reflective practitioners.

Making Progress on Schoolwide Priorities

Increasingly, schools are focusing on strengthening themselves and their programs through the development of common focuses and a strong sense of esprit de corps. Peters and Waterman (1982) in their landmark book, *In Search of Excellence*, called the achievement of focus—sticking to the knitting. When a faculty shares a commitment to achieving excellence with a specific focus—for example, the development of higher-order thinking, positive social behavior, or higher standardized test scores—then collaboratively studying their practice will not only contribute to the achievement of the shared goal but would have a powerful impact on team building and program development. Focusing the combined time, energy, and creativity of a group of committed professionals on a single pedagogical issue will inevitably lead to program improvements, as well as to the school becoming a —center of excellence. As a result, when a faculty chooses to focus on one issue and all the teachers elect to enthusiastically participate in action research on that issue, significant progress on the schoolwide priorities cannot help but occur.

Building Professional Cultures

Often an entire faculty will share a commitment to student development, yet the group finds itself unable to adopt a single common focus for action research. This should not be viewed as indicative of a problem. Just as the medical practitioners working at a —quality medical center will hold a shared vision of a healthy adult, it is common for all the faculty members at a school to share a similar perspective on what constitutes a well-educated student. However, like the doctors at the medical center, the teachers in a —quality

school maywell differ on which specific aspects of the shared vision they are most motivated to pursue at any point in time.

Schools whose faculties cannot agree on a single research focus can still use action research as a tool to help transform themselves into a learning organization. They accomplish this in the same manner as do the physicians at the medical center. It is common practice in a quality medical center for physicians to engage in independent, even idiosyncratic, research agendas. However, it is also common for medical researchers to share the findings obtained from their research with colleagues (even those engaged in other specialties).

School faculties who wish to transform themselves into —communities of learners often empower teams of colleagues who share a passion about one aspect of teaching and learning to conduct investigations into that area of interest and then share what they've learned with the rest of the school community. This strategy allows an entire faculty to develop and practice the discipline that Peter Senge (1990) labeled —team learning. In these schools, multiple action research inquiries occur simultaneously, and no one is held captive to another's priority, yet everyone knows that all the work ultimately will be shared and will consequently contribute to organizational learning.

Why Action Research Now?

If ever there were a time and a strategy that were right for each other, the time is now and the strategy is action research! This is true for a host of reasons, with none more important than the need to accomplish the following:

- Professionalize teaching.
- Enhance the motivation and efficacy of a weary faculty.
- Meet the needs of an increasingly diverse student body.
- Achieve success with —standards-based reforms.

Professionalizing Teaching

Teaching in North America has evolved in a manner that makes it more like blue-collar work than a professional undertaking. Although blue-collar workers are expected to do their jobs with vigilance and vigor, it is also assumed that their tasks will be routine, straightforward, and, therefore, easily handled by an isolated worker with only the occasional support of a supervisor.

Professional work, on the other hand, is expected to be complex and non-routine, and will generally require collaboration among practitioners to produce satisfactory results. With the exploding knowledge base on teaching and learning and the heightened demands on teachers to help all children achieve mastery of meaningful objectives, the inadequacy of the blue-collar model for teaching is becoming much clearer.

When the teachers in a school begin conducting action research, their workplace begins to take on more of the flavor of the workplaces of other professionals.

Furthermore, when teachers begin engaging their colleagues in discussions of classroom issues, the multiple perspectives that emerge and thus frame the dialogue tend to produce wiser professional decisions.

Enhancing Teacher Motivation and Efficacy

The work of teaching has always been difficult. But now it isn't just the demands of the classroom that are wearing teachers down. Students increasingly bring more problems into the classroom; parental and societal expectations keep increasing; and financial cutbacks make it clear that today's teachers are being asked to do more with less. Worse still, the respect that society had traditionally placed upon public school teachers is eroding, as teacher bashing and attacks on the very value of a public education are becoming a regular part of the political landscape. Consequently, teacher burnout has become the plague of the modern schoolhouse.

Many teachers now ask, —Am I making any difference?| Regardless of all the negative pressures on teachers, the sheer nobility of the work keeps many dedicated educators on the job, but only so long as they can get credible answers to the —efficacy| question. However, without credible evidence that the work of teaching is making a difference, it is hard to imagine the best and brightest sticking with such a difficult and poorly compensated line of work. Fortunately, evidence has shown that teachers who elect to integrate the use of data into their work start exhibiting the compulsive behavior of fitness enthusiasts who regularly weigh themselves, check their heart rate, and graph data on their improving physical development. For both teachers and athletes, the continuous presence of compelling data that their hard work is paying off becomes, in itself, a vitally energizing force.

Meeting the Needs of a Diverse Student Body

In a homogeneous society in which all students come to school looking alike, it might be wise to seek the one right answer to questions of pedagogy. But, as anyone who has recently visited an American classroom can attest, it is rare to find any two children for whom the same intervention could ever be —right on target.| The days are gone when it was possible to believe that all a teacher had to do was master and deliver the grade-level curriculum. It is now imperative that classroom teachers have strong content background in each of the subjects they teach, be familiar with the range of student differences in their classrooms, and be capable of diagnosing and prescribing appropriate instructional modifications based upon a knowledge of each child's uniqueness.

Crafting solutions to these dynamic and ever changing classroom issues can be an exciting undertaking, especially when one acknowledges that newer and better answers are evolving all the time. Nevertheless, great personal satisfaction comes from playing a role in creating successful solutions to continually changing puzzles. Conversely, if teachers are expected to robotically implement

outdated approaches, especially when countless new challenges are arriving at their door, the frustration can become unbearable.

Achieving Success in a Standards-Based System

In most jurisdictions standards-driven accountability systems have become the norm. Although they differ somewhat from state to state and province to province, fundamentally these standards-based systems have certain things in common. Specifically, most education departments and ministries have declared that they expect the standards to be rigorous and meaningful, and that they expect all students to meet the standards at the mastery level.

The stakes in the standards movement are high. Students face consequences regarding promotion and graduation. Teachers and schools face ridicule and loss of funding if they fail to meet community expectations. Of course, none of that would be problematic if we as a society knew with certainty how to achieve universal student success. However, the reality is that no large system anywhere in the world has ever been successful in getting every student to master a set of meaningful objectives. If we accept the truth of that statement, then we need to acknowledge the fact that achieving the goal of universal student mastery will not be easy. That said, most people will agree it is a most noble endeavor in which to invest energy and a worthy goal for any faculty to pursue.

The reality is that our public schools will not prevail with the challenges inherent in the standards movement unless they encourage experimentation, inquiry, and dialogue by those pioneers (the teachers) who are working toward meeting those challenges. For this reason, it is imperative that these 21st century pioneers, our classroom teachers, conduct the research on —standards attainment themselves.

So the time is right for action research. The teachers, schools, and school systems that seize this opportunity and begin investing in the power of inquiry will find that they are re-creating the professional

practice of education in their locale as a meaningful and rewarding pursuit. Conversely, school systems that enter the 21st century unwilling to invest in the —wisdom of practice will likely find it increasingly hard to fill their classrooms with enough teachers who are both capable of and willing to tackle the challenges that lie ahead.

Removal of illiteracy

What is the benefit of literacy?

Illiteracy is compared to darkness. All the great men of the world lay emphasis on literacy. Remove of illiteracy is a must from every society. The problem of illiteracy in Bangladesh is very acute which needs immediate solution.

Meaning of illiteracy:

Illiteracy is opposite to literacy. When there is the lack of literacy, it is known as illiteracy. An illiterate person is a burden to society as he consumes national wealth but contributes nothing to the nation.

Its cause:

Its causes are manifold. But its prime causes is poverty. The poverty-stricken people who are unable to earn their living cannot think of sending their kids to schools to receive education. Apart from this superstition and ignorance add to this problem to a great extent. The ignorant and superstitious people consider it unnecessary to educate their female children.

How to remove illiteracy:

The curse of illiteracy cannot be removed from society overnight. Primary education is the basis of all education. Primary should be made compulsory. The poor parents are not able to send their children to school because of poverty. They should be provided with financial assistance so that they can send their children to school. The sending of the female children to school should be made mandatory. Night schools may be set up in villages so that toiling masses and elderly people can receive education at night. The

students of educational institutions should teach their illiterate neighbors.

Utility of literacy movement:

Only the government cannot solve the problem of illiteracy alone. In this connection, a concerted effort is needed. The conscious people of the society should come forward to make the people aware of the value of literacy. For this purpose, a literacy campaign may be launched to make the people conscious to send their kids to schools. This sort of campaign will play a pivotal role to reduce illiteracy rate from society.

Education is sweet and light. This light should be given to all irrespective caste, creed, color, gender and religion. So the removal of illiteracy is a must. If the measures discussed above are taken, illiteracy will disappear shortly. The government should give top priority to the removal of illiteracy.

Non formal education

Zambia's school system was dropping out every year an average of 225 to 500 young people into unemployment (Saluseki, 2000). About 232,000 pupils enter primary school each year, but 50,000 drop out before grade seven and 120,000 drop out at grade seven. Some 62,000 students enter secondary school, but 40,000 drop out before grade 12 leaving only 22,000 who gain grade 12 certificates. Out of those that gain grade 12 certificates, 16,500 look for jobs without any skills while 5,500 enter formal training or a university. Students who drop out of the education system pursue alternative sources of education, usually in the nonformal sector. Zambia has different continuing education programs under different ministries. Under the Ministry of Science, Technology, and Vocational Training, the targeted population for skills training is out-of-school youths grade or grade 9 and 12 dropouts. Training programs for these groups are undertaken at trades training institutes. There are 12 institutions, 9 of

them located in urban areas and 3 in rural areas. The Ministry of Community Development and Social Services also provides essential skills training in vocational rehabilitation skills, skills training for women, and training specifically targeted to disabled persons, youth, and unemployed adults. The Ministry of Sport, Youth, and Child Development provides training in agriculture, carpentry, tailoring, and plumbing to out-of-school youths between 15 and 24 years. The ministry has 14 training centers. The Department for Continuing Education in the Ministry of Education provides training in carpentry, agriculture, and vocational skills at 24 skills training centers to out-of-school youths and unemployed adults. There are also a number of NGOs involved in the provision of essential skills training for women, out-of-school youths, street children, orphans, and other disadvantaged groups.

The Department for Continuing Education in the Ministry of Education and some NGOs provide literacy training through open learning centers, night schools, and the National Correspondence College. About 4,600 youths are trained every year through the open learning centers and distance education. High levels of participation are recorded in rural areas because literacy training is directed to reach rural women. Since the illiteracy level is higher for rural women than men, more women enroll in the literacy classes. In urban areas, a few municipalities and city councils provide basic literacy training.

Adult education

Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs. Driven by what one needs or wants to learn,

the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. The learning happens in many ways and in many contexts just as all adults' lives differ. Adult learning can be in any of the three contexts, i.e.

- Formal – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials;
- Non-formal – Learning that is organized by educational institutions but non credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;
- Informal education – Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class)

The following were brought out in this collection of papers and recommendations of an adult education seminar held at the staff training college, Lusaka, Zambia--at the time of independence in Zambia in 1964, adult education facilities existed in only three provinces on the railroad line, and over 60 percent of the population had no facilities. Of 1.5 million adults, 1 million had never been to school. Of persons over 16, 75 percent of the males and 93 percent of the females were illiterate, mostly in the rural areas. Early in 1964 a crash program of night schools was organized in centers away from the railroad. A correspondence course unit was established at Evelyn Hone college of further education, and fees were reduced and a policy of incentive fee remission initiated. In 1965 a detailed adult education plan was prepared as part of the national development plan, 1965-70.

An adult education section was added at ministry headquarters, the correspondence course unit was expanded, and partial local financial support of adult education programs was required. Two adult

education centers were founded at Ndola and Luanshya where day courses as well as evening could be given—ideal for day-release, short courses, and courses for women.

Purposes of adult education may vary, the general purposes of which are summarized as:

- Vocational
- Social
- Recreational
- Self-development

One of its goals may be to help adult learners satisfy their personal needs and achieve their professional goals. Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's needs. For example, this might include improving its operational effectiveness and productivity. A larger scale goal of adult education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order.

The purpose of adult education in the form of college or university is distinct. In these institutions, the aim is typically related to personal growth and development as well as occupation and career preparedness. Another goal might be to not only sustain the democratic society, but to even challenge and improve its social structure.

Another fast-growing sector of adult education is English for Speakers of Other Languages (ESOL), also referred to as English as a Second Language (ESL) or English Language Learners (ELL). These courses are key in assisting immigrants with not only the acquisition of the English language, but the acclimation process to the culture of the United States as well as other English speaking countries like Canada, Australia, and New Zealand.

A common problem in adult education in the US is the lack of professional development opportunities for adult educators. Most adult educators come from other professions and are not well trained to deal with adult learning issues. Most of the positions available in this field are only part-time without any benefits or stability since they are usually funded by government grants that might last for only a couple of years. However, in Canada, professional development is available in all provinces and territories through postsecondary institutions and most Provinces also provide professional development through their ministry of education or school boards and through nongovernmental organizations. In addition, there are programs about adult education for existing and aspiring practitioners offered, at various academic levels, by universities, colleges, and professional organizations.

EDUCATION FOR INTERNATIONAL UNDERSTANDING

Concept/Meaning/Definitions

Why emphasis on IU? Role of Education

Strategies to achieve IU through Education

Concept/Meaning/Definitions

Learning to live in a World Community.' (world citizenship)

Living in harmony in the global village.

"International Understanding is a feeling that the individual is not only a member of his State, but a member of the World". Oliver Goldsmith

"International Understanding is the ability to observe critically and objectively and appraise the conduct of man everywhere to each other, irrespective of the nationality of culture to which they may belong. To do this one must be able to detach oneself from one's own particular cultural and national prejudices and to observe men of all nationalities, cultures and races as equally

important varieties of human being inhabiting this earth.— Dr. Walter H.C. Lewis

Aims of Education for International Understanding

- To promote international good will through education to establish a lasting world peace
- To educate the minds of young people psychologically and intellectually so that they form strong attitudes against conflict and war
- To promote international amity and brotherhood.

IU implies international good will and contributes to the good of the whole humanity.

In other words, it indicates love, sympathy and cooperation among all the people of all the nations of the world. (Vasudhaiv Kutumbakam)

Education for International Understanding' was firstly advocated by UNESCO in 1974. It includes the concept of Peace Education, understanding of each country, HumanRights education, and understanding of UN. Its purpose is not only about the education of understanding of other countries and its culture but also to broaden people's international scope and cultivate their sense of unity as global citizen, world interdependency, and awareness toward peace/human-rights/environment. .

The International Organizations like UNO and UNESCO are doing their best to promote brotherhood, peaceful Coexistence among the people of the Globe.

Why emphasize IU?

World has shrunk due to modern means of communication transport (Global Village) People of different countries have to work/live together for temporarily or permanently which generates suspicion

& distrust and leads to violence of serious type. (Nazi, racial discrimination, Islamist, Sikh)

Competition among countries for acquiring resources (material & human) without IU such a competition can lead to conflicts & wars (Gold, Diamond & Minerals in Africa, Oil in Middle East)

Common global issues such as global warming, poverty & malnutrition, terrorism, unemployment, economic crisis, proliferation of nuclear armaments,

All countries have unique dimensions, their indigenous knowledge to offer to world which may benefit people of the globe

IU will lead us to a great pluralistic culture & help us realise ideal of Vasudhaiv Kutumbakam.'

Key –Points

Respect to each other's Culture:

- National arrogance and traditional bias or prejudice against any country or countries go against the spirit of internationalism. We have to subordinate national pride to international feeling.

Love to humanity:

- "Live and let others to live— as the fundamental principle of peaceful co-existence.

How to teach IU?

Internationalization of Curriculum & Pedagogy • Embedding the curriculum in a broader (than local) context, lives & conditions of other countries (Story of Man –Will Durant)

Activities developing international and intercultural skills, celebration of Days, stamp, Flag, collection, National Anthems, Currency, Pen friends, International Films

Cultural Exchange Programmes

Develop Intercultural competence which involves ability to effectively interact with people from different cultural backgrounds, international Marriages.

- Alliance building
- Cultural mapping (understand verbal and nonverbal micro-behaviours in a specified social scenario, underlying values and behaviours that constitute a —mapl of how that will be evaluated culturally)

More strategies to teach IU

Culturally relevant teaching:

- Teaching in a cross-cultural or multicultural setting. They enable each student to relate course content to his or her cultural context. Appreciating & respecting multiple cultural viewpoints

Reciprocal teaching:

- Students and teachers take turns leading the class discussions. It gives students the opportunity to express the material according to their cultural viewpoints.

Cooperative learning:

- Group learning strategies encourage collaboration of students of diverse cultural backgrounds.

Games and cross-cultural activities: (Yoga, classical dance/Music, food)

Family/Cultural history research: Learning of foreign languages:

Teaching about the United Nations; teaching about human rights; teaching about other countries; teaching of school subjects such as history, geography and social studies for developing international

understanding; organization of United Nations Day, Human Rights Day, World Health Day etc.; helping students with collaborative projects with international students using e- mail and the use of the World Wide Web.

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