

36 Friday

July

21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37.

Development Of Comparative Education History Of Comparative Education (Today & Tomorrow)

The educational system of one country influences the educational system of other countries. Therefore, attention is drawn towards the comparative study of educational systems of various countries of the world. It is noted that there are fundamental differences of educational systems - objectives, curriculum, methods, techniques, examination system, discipline, role of the teacher, etc.

These components of educational system are influenced by various factors - philosophical, historical, geographical, social, cultural and political factors. In the comparative education, the influence and factors influence is analysed for improving the educational system.

The historical development of comparative education can be studied in following major stages which are as follows:-

1. First stage of development from 1817 A.D.
2. Second stage of development from 1907 A.D.
3. The third stage of development from 1929 A.D.
4. The fourth stage of development from 1946 A.D.
5. The fifth stage of development from 1951 A.D.

Notes

AUGUST 2018

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First Stage: It began with travellers' tales based on simple curiosity to know other people and what they did. Since earliest times, travellers, sailors, scholars, traders, men in search for adventures have been visiting foreign countries for a variety of reasons. This included descriptions of sites and foreign ways of raising children. Their first impact on foreign education were subjective and unstructured.

Colourful descriptions: The reports were mostly concluded with colourful descriptions & exotic information that could make an interesting reading and should into sharp contrast the familiar institutions & functions at home.

e.g. Marco Polo, Julius Caesar studied method of child rearing, practices observed and ascertained what they themselves should do. Marco Polo, the great traveller & explorer on China after appreciating the good things about the native in the city of Kinay concluded much of this is attributed to their education. Sunday 08

Through Marco Polo's travels for 15 years (629-645 A.D.) through Central Asia & India & expanded his observations on Indian education & culture from his personal experience & first hand study.

Unsystematic Observations: Faithful observations & systematic interpretation were however rare at this point of time. Most of the reports of first stage were coloured by personal or cultural bias & characterized by unsystematic and fragmentary observation. Sometimes they contained conclusions on interpretation, where necessary.

The graduate training institutions should be recognised and affiliated to the universities. There should be a degree, relative to the needs. Graduate training institutions should be under the control of a separate board. It should recommend training in co-ordination with the relevant colleges and research work for the higher degree. It should also give if teaching experience for 15. Ed. session, after graduation in education.

The second five year plan was launched in 1955-56 and it was contemplated that 80% of teachers would be trained by 1960.

The first period the first national seminar on the Education of Primary Teachers was held in Oct 1960. In this year, there was a recommendation regarding selection of some training institutions or models for developing primary teacher education on the right lines. This was the first NCEPT National Council of Educational Research and Training was established in 1961. Recommendation of NCEPT was as follows:
 (1) To improve school education to bring research publication and to conduct

(2) The Committee on Main Projects (MOP) set up a study team for selected education

1. *Scene* - a written outline of a film.

3. Selection and construction of tools for data collection
4. Specifying varied aspects of data capable of bringing significant similarities and differences.
5. Describing, analyzing and interpreting data $\Rightarrow$ clear and precise terms.
6. Drawing conclusions
7. Applications and results.

4.4 INTERPRETATIVE METHOD

reference Interpretation of the results is the soul of research in comparative education. It is a ^{including all} comprehensive discipline in the contemporary scenario of education. It requires perseverance in the whole conducting research in this area because broad based approach is the base of preparation of tools, collection of data, organization of data collected from and decision of using appropriate statistical technique for deriving the results. There is a growing demand for more precise and meaningful statistical information related to the problems (educational) and development of one country are increasingly related with reference to other countries. This process of research in comparative education has promoted improvement in international comparability of statistics of education. As such, considerable progress has been made in this area but wide variations still exist in national educational structures and the institutional differences between countries. The comparativists take into account the following four in comparative educational research:

1. Identification of data.
2. Sources of comparable data.

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(5) The other documents are in the possession of
the other person as a separate document.

□ Recognition to contributions to education by outstanding school teachers and teacher educators through a scheme of national awards.

□ Institution of All-India Surveys on Teacher Education.

(D) **Establishment of Regional Colleges of Education.** (1963-65): Establishment of Regional Colleges of Education (RCE) is an innovation in the direction of monitoring the teacher education in the country. Four Regional Colleges of Education were established during 1963-65, one each in Ahmed, Bhopal, Bhubaneswar and Mysore with a view to provide a greater sense of professionalisation among the teachers by providing them through an integrated system of specialisation. The RCEs has been renamed as Regional Institutes of Education (RIE). One more RIE has been established in Solapur in December, 1995, subsequently making the number five. These institutes are operating the steps of National Council of Educational Research and Training (NCERT). The unique characteristics of the RIEs and programmes have been—

□ Design and development of integrated courses of four years duration in a majority of the area mentioned above.

□ Conceptualisation, jointly co-developing in place of the conventionally offered practice teaching lessons of limited duration.

□ Establishment of Demonstrated Multi-purpose schools to work in synergy with the RIEs to function as educational laboratories in teacher preparation.

(E) **Kurshan Commission (1964-65):** The Kurshan Commission put forward the following recommendations regarding teacher education:

1. **Removal of isolation of Teacher Training:** The Commission recommended that the following measures should be taken to remove the existing isolation of teacher education from the university life.

(i) **Removal of isolation from University Life:** To remove the existing isolation of teacher education from the university life the Commission suggested the following:

(a) **Integrating Education as an elective subject:** Education should be recognised as an independent discipline and

introduced as an elective subject in courses for the first and second degrees.

- (b) Establishing schools of Education: Schools of Education should be established in selected universities to develop programme of in-service teacher education and studies and research in education in collaboration with other university discipline.

- (ii) Removing Isolation from Schools: to remove the existing isolation of teacher education from schools, the Commission suggested the following:—

- (a) Periodic Exchange of Staff: periodic exchange of staff of the co-operating schools and of the teacher training institutions should be arranged.
- (b) Organizing Practice Teaching: practice teaching for teachers under training should be recognized in active collaboration with selected schools which should receive recognition from the Department of Education as co-operating schools and special grants for equipments and supervision.
- (c) Reorganizing Extension Work: Extension work should be regarded as an essential function of a teacher training institution and an Extension Service Department should be established in each institution—pre-primary, primary and secondary.
- (d) Establishing Effective Alumni Association: Effective alumni association should be established by bringing old students and faculty together to discuss and plan programme and curricula.
- (iii) Removing the existing separation among the Institutions: An intensive effort should be made to remove the existing separation among the institutions preparing teachers for different stages of education through the following means:
 - (a) Establishing State Board of Teacher Education: A State Board of Teacher Education should be established in each state to be responsible for all functions related to teacher education at all levels and in all fields.

- (b) Establishing comprehensive colleges of education: Comprehensive colleges of education should be established in each state on a planned basis.

- (c) Upgrading all training institutions: A Planned programme of upgrading all pre-primary and primary training institutions to the collegiate standard should be implemented with the ultimate objective of bringing all teacher education under the universities.

2. Improving the Quality of Training Institutions: Steps should be taken to improve training institutions for teachers on the following lines:

- (i) Institution for Secondary Teachers: The Commission suggests the following for improving the quality of Training Institutions for secondary Teachers:
 - (a) Recruiting good students: Attempts should be made to recruit first and good second-class students and adequate scholarships should be provided for them.
 - (b) Organizing summer institutes: Adequate programme of summer institutes should be organized for the in-service education of the training institution staff.
 - (c) Better qualification of staff: The Commission suggests that the staff of secondary training colleges should have a double master's degree in an academic subject and in education. A fair proportion of them should hold doctorate degree. They all must take induction or orientation course in teacher education.
 - (d) Selecting most competent persons: According to the Commission, it is essential that the best and most competent persons available be selected for the faculty of training institutions.
 - (e) Appointing qualified specialists: Qualified specialists in subjects like those that psychology, sociology, science or mathematics may be appointed in the even if they have no professional training.
- (i) Rules for teaching a subject: State and Union Territories should adopt as a rule that teachers in secondary

Unit - 2
Chapter - 3

Topic Double Set
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TOPIC ⇒ TEACHER EDUCATION DEVELOPMENT IN POST COLONIAL INDIA.

INTRODUCTION After independence the emerging socio economic and political situations influenced the national scenario of teacher education. The Government of India set up different committees and commissions for addressing to the specific issues of education in general and teacher education in particular. A large no. of teachers were found untrained and attempt was made to clear the backlog.

The first step in this concern was the introduction of University Education Commission (1948-49).

Just after independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that obviously there was no difference in the theory papers offered in various training teacher training colleges but there was much difference in practice followed by them.

The Commission observed that the training colleges had no basic orientation in

schools would ordinarily teach only those subjects which they had studied at a college level

(b) *Institutions for Primary Teachers*: The Commission felt that the conditions of training institutions for primary teachers is very depressing and their standards even more unsatisfactory than those of secondary training institutions. In this direction, the Commission offered the following suggestions—

- (a) *Special courses for graduates*: Special courses should be organized for graduates entering primary teaching.
 - (b) *Duration of the training course*: The duration of the training courses for primary teachers should be of two years for those who have completed the secondary school course. Teachers with different educational qualification should not be put into same course.
 - (c) *Qualification of the staff*: The staff in institutions for training primary teachers should hold a Master's degree either in education or in an academic subject as well as B.Ed. and should have undergone special induction courses in Teacher Education at Primary level.
 - (d) *Correspondence courses*: Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers in primary schools to improve their qualification.
 - (e) *Restrictions to new appointments*: new appointments of primary teachers should be restricted to those who have completed at least 10 years general education; exceptions may be made for women teachers and teachers in tribal areas.
- (iii) *General Reforms*: The Commission recommended to introducing the following reforms in training institutions for primary as well as secondary teachers:
- (a) *Demonstration School*: Every training institution should have an Experimental or a demonstration school attached to it.
 - (b) *Abolishing tuition fees*: All tuition fees in training institutions for primary and secondary levels should be abolished.

4

(c) *Adequate hostel facilities*: Adequate hostel facilities for trainees and residential accommodation for staff should be provided.

(d) *Stipends and loans*: Liberal provisions should be made for stipends and loans.

(e) *Other facilities*: The provisions of other facilities e.g. libraries, laboratories, audio-visual aids, workshops are far from satisfactory. An intensive effort will have to be made to improve them.

3. *Improving Professional Education*: The Commission attached the highest importance to the qualitative improvement of teacher education. Existing programme of teacher education are traditional, rigid, divorced from the realities of schools, and existing on proposed programme of educational reconstruction. Hence, reorganization is needed at all levels and in all courses based on the following broad principles:

- (i) *Duration of training course*: The duration of the training course should be two years for primary teachers who have completed the secondary school course. It should be one year for the graduate students, but the number of the working days in a year should be increased to 230 days.
- (ii) *Reorientation of subject knowledge*: Reorientation in the subject knowledge of secondary teachers should be done in collaboration with competent university departments and with the arts and science colleges doing post-graduate work.
- (iii) *Improvement of student teaching*: the student-teacher should be given opportunities to observe good teaching and become familiar with the school programme as a whole. He should know the kind of services provided in the school library, the workshop, the art room and on the playground and the role played by teachers of different subjects and career master or the counselor. There should be a continuous practice teaching for a specific period of at least eight weeks, under actual school conditions. This provision should become an integral part of all teacher education at all.
- (iv) *Revision and improvement of curricula*: Curriculum must be revised at all levels of teacher education in the light of the

4.3 DESCRIPTIVE METHOD

Descriptive method in comparative education was used in 19th century by the scholars, in order to incorporate some of the useful aspects of the education of other countries of the world. The scholars tried to collect, elaborate description of educational affairs of other countries in order to reform and improve the education system. Many educators conducted studies in relation to system of education of their own countries. However, but in 19th and 20th century numerous scholars worked in studies of great interest at international level in comparative perspective. The recorded and published in the encyclopedias. The the enlightenment movement of France. The encyclopedias. Julien De Paris (Fraser 1964).

Julien devised the method and collected the information by Julien in order to elaborate. After having shortcoming by descriptive method, attendance.

School buildings and allocating funds were put to comparison. Even at secondary stage and higher education, data were collected in respect of the curriculum, teaching evaluation and teachers performance by comparative method to ascertain desired results.

The comparative educators are of the opinion that although a great amount of work has been done to devise an internationally applicable classification of educational systems, the use of some methodology of statistics has not advanced objective studies. However, the applicable scales are used to get statistics raw material to find out the applicable at international level. The international bureau of education Geneva (1925). International institute of education planning (1975). UNESCO (1950). In many projects in the area of the scholars collected information in wider perspective in relation to all areas and these organization suggested measures to improve upon the system of education at international level.

Descriptive aspect of comparative education is applied by the individual scholars who undertook "Country Studies". In the earliest the author's foreign travels reported on observations, conversations and the study of the relevant documents, even the part diaries, reports of some official or quasi official sponsor of the programme to revise normal educational practices. The description of the scholars led to understanding of the facts and elaborating of the results which were arrived with the help of descriptive method. Victor (France, 1968), Max Munn (1969), Griscom (USA, 1969) and Matthew Arnold (England, 1969), showed keen insight into the historical background of a contemporary scene. The following steps are involved in descriptive studies of comparative education:

1. Identifying and defining problem in comparative perspective.
2. Stating objectives and hypothesis in comparative perspective.

improving the conditions of service and improving the status and commitment of service of teachers.

- (i) *Improving promotional prospects*: Promotional prospects in the teaching profession should be improved in order to attract and retain men of talent.
- (ii) *Retirement benefits*: All retirement benefits should be given to the teachers. A higher rate interest should be given to teachers on their provident funds. The normal retirement age for teachers in schools, colleges and universities should be made 60 years with provisions for retention up to 65 years.
- (iii) *Upgrading the remuneration*: To upgrade the remuneration of teachers, particularly at the school stage is the most urgent need.
- (iv) *Relating salaries to costs of living*: All the teachers' salaries should be revised after every five years and the dearness allowance paid to teachers should be the same as that paid to government servants with the same salary.
- (v) *National Awards*: The Ministry of Education should increase the number of national awards to the teachers. The selection committee should be strengthened.

6. *Teachers' Organisations*: The Central and State Governments must recognise the professional organisation of the teachers and consult on matters relating to school education, general and professional education of the teachers and their salaries and conditions of work.

10. *Work and Service Conditions of Teachers*: The working and service conditions of teachers should be improved. The Committee made the following recommendations in this direction:

- (i) *Standard of working hours*: Teachers should be free to exercise all their rights and should be eligible for public office at the local, state or national level.

(iii) *Minimum facilities for efficient work*: The minimum facilities for efficient work should be provided in all educational institutions.

(iv) *Discouraging private tuition*: Private tuition should be discouraged and controlled. Special coaching for children who need it should be provided on institutional basis.

(v) *Adequate facilities for professional advancement*: Adequate facilities required for professional advancement should be provided to all teachers.

(F) Indian Association of Teachers Education (IATE, 1965)

1. *Practice School*: Every College of education should have one practice school attached to it.
2. *Correspondence Courses*: Correspondence courses should be introduced for rectifying the backlog of untrained teachers.
3. *Summer Institutes*: Summer institutes should be started to increase the number of trained teachers.
4. *Area Organization*: Area organization should be set up to integrate and expedite the training of teachers in all levels.

(G) *National Policy on Education-1968*: The National Policy on Education (1968) set up by the Government made the following recommendations on teacher education:

- The emoluments and other service conditions of the teachers should be adequate and satisfactory with regard to their qualifications and responsibilities.
- Academic freedom to teachers to pursue and publish independent studies and research and to speak and write about significant national and international issues should be protected.
- Teacher education particularly in-service education should receive due emphasis.

fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education.

- (v) *Improvement in methods of teaching and evaluation.* An attempt should be made to develop the student teacher maturity through contacts, exposure to study and discussion, individual library work, preparation of reviews and reports, case studies, project work, discussions and seminars should form an integral part of the work of training institutions.

The examination system also needs continuous reform. Methods of evaluation should include continuous, interval, assessment of practical and special work besides practice teaching.

4. *Professional Preparation of Teachers in Higher Education.* In this respect, the Commission recommended as follows:

- (i) *Orientation courses* on permanent basis in the bigger universities, orientation courses may be placed on a permanent basis by establishing a staff college.
- (ii) *Encouraging newly appointed teachers.* Newly appointed teachers should be given sometime to assimilate themselves in the institutions and should be encouraged to attend lectures of good teachers.
- (iii) *Orientation for junior teachers.* Some orientation of professional education is necessary for junior teachers and suitable arrangements should be made for this purpose.
- (iv) *Orientation for new staff.* Regular orientation courses for new staff should be organized in every university and if possible in every college.

5. *Expansion of Training Facilities.* The Commission felt that the training facilities should be expanded on a priority basis to cope with the expansion of enrolment at the school stage, on the following grounds:

- (i) *Part-time facilities.* The following types of part-time facilities should be provided for the expansion of teacher education—
 - (a) *Correspondence Education.* One centre of correspondence education should be established in each State. It should provide pre-service courses and in-service courses for all teachers.

- (b) *Part-time or evening classes.* A number of evening or part-time training courses should be started in all the big cities.

- (ii) *Expansion of facilities.* The objective should be to expand the training facilities for teachers to meet the demand of the institutions, especially at the primary stage, will have to be located in rural areas. Practice teaching of teachers should be arranged in the schools in the neighbourhood. It will help to break the isolation of the teacher training institution.
- (iv) *Extension of Aiding.* Plans and programmes should be taken to clean up the backlog of untrained teachers as early as possible. In this direction, the Commission made the following recommendations:

- (a) *Specialty designed short-term courses* for teachers below the age of 40 years, with at least five years of service.
- (b) *Full training course* for teachers below the age of 40 years with less than five years of service.
- (c) *Short course* for the teachers above the age of 40.

6. *Standards in Teacher Education.* The responsibilities for the maintenance of the standards of Teacher Education should be as follows:

- (i) *Responsibility of the U.G.C.* At the national level, the U.G.C. should take the responsibility for the maintenance of standards of teacher education.
- (ii) *Responsibility of the State Board of Teacher Education.* The State Boards of Teacher Education should be responsible for the maintenance of standards in teacher education at the state level.

(iii) *Financial autonomy to State Governments.* The Government of India should make provision of funds to the centrally sponsored sector to assist State Governments to develop teacher education, which is now outside the universities.

7. *In-service Education of School Teachers.* A large scale and co-ordinated programme of in-service education for teachers should be organized by universities, training institutions and teachers.

- (ii) *Residential accommodation*— Efforts should be made to increase residential accommodation for teachers in rural areas. A programme of building construction and grant of adequate house rent allowance should be adopted in all the big cities.
- (iii) *Minimum facilities for efficient work*— The minimum facilities for efficient work should be provided in all educational institutions.
- (iv) *Discouraging private tuition*— Private tuition should be discouraged and controlled. Special coaching for children who need it should be provided on institutional basis.
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a document called "Teacher Education Curriculum—A framework" with the involvement of NCCT panel on Teacher Education which was the first attempt to revamp teacher education pertaining to all stages of education. The unique features of framework were:

- Teacher education was made task-oriented and less theoretical
- The instructional weightage was Foundation course 20%, Content cum methodology and practice teaching including related practical work 60% and working with community 20%.

The National Council of Teacher Education (NCTE) also made the following recommendations on teacher education:

1. **Improved administration system**—Administration system of teacher education should be improved.
2. **Relevant Curriculum**—The curriculum of teacher education should be made relevant to the needs of children, the needs of the society and the needs of the country.
3. **Improved evaluation**—Evaluation procedures should be improved and grading and semester system should be introduced.
4. **Flexible Curriculum**—The curriculum and structure should be made sufficiently flexible to have many varieties of in-service and pre-service teacher education.
5. **Enriched Methodology**—Methodology must be enriched by self learning, problem solving and practical work.
6. **Stage-wise Objectives**—Stage-wise objectives of teacher education should be prepared and special emphasis should be laid on working with community.

(f) **National Policy on Education (NPE)-1986**: The National Policy on Education (1986) and Programme of Action (1992) gave special emphasis to teacher education. Some vital concerns of teacher education shown in NPE are:

- Overhauling the system of teacher education.

- raising the sub-standard institutions of teacher education
- Establishment of DIETs
- Upgrading selected teacher-training colleges to complement the work of DIETs

The National Commission on Teachers recommended the following in respect of education of teachers, which are also incorporated in the National Policy on Education (NPE) 1986:

1. Teacher education is a continuous process and its pre-service and in-service components are inseparable.
2. District Institutes of Education and Training (DIETs) be established with the capability to organize pre-service and in-service courses for elementary school teachers and the personnel working in non-formal and adult education sectors.
3. At the national level, the National Council for Teacher Education (NCTE) be established which will have the power to accredit institutions of teacher education, phase out the sub-standard institutions, provide guidance regarding curricula and methods, and
4. Networking arrangement be created between institutions of teacher education and university departments of education.

(j) **Acharya Ram Murti Committee (1990)**: Acharya Ram Murti Committee appointed by the Government of India in 1990 reviewed the NPE (1986). After examining various aspects of the teacher education the committee recommended that:

- The first-degree course on teacher education should not be given through correspondence mode.
- More institutions should be encouraged to introduce four year integrated courses in the pattern of Regional Colleges of Education.
- The practice of using teacher-training institutions as dumping ground for unwanted or troublesome staff should be stopped herewith.

value system / education system is equal to 50% development of the nation. but Indian education system has been suffering due to the democratic and political inequalities. day by day our problems and challenges and issues are increasing. even on a daily basis the political corruption in the education system, the lack of will to take the bold decision for the development of education system in India, today is the age of science and technology, the use of new innovations and specialisation is the need of the hour, the new researches and searches, inventions and discoveries, the skill development for the national development. The channelisation of human energy, for productive sides, the quality of education standards decreasing in every state of the nation.

The Lpanti come and go, by making so many promises to the innocent population, every time the pledge is taken to increase the education budget to 6% of GDP. but every time it is not fulfilled no doubt various commissions and policies are made but every time fails to do the proper implementation.

A lot of efforts has to be done to make Indian education system flawless and as far with those of developed countries. Being a developing nation we are lacking somewhere, to compare ourselves with the other developed nation,

Due to the democratic and political inequalities and lack of proper decision making we are lacking in technologies, industries, environmental needs, jobs and most importantly in education, which is very important for the any types of the development of any nation of the world.

Training Colleges:

In the following year, i.e. 1951, the second All India Conference was held at Mysore. It discussed the teacher training programme in a broader perspective and suggested substituting the term "Education" for "Training" and widened its scope. In the same year, a six-week Summer Course in education was organized for all teachers at Mysore. The syllabi in Teacher Education were revised, new course of specialization added and practical work improved. There was a series of workshops, seminars and conference on Teacher Education.

After this the Secondary Education Commission came and analyzed the problems of teachers and the training programmes in great depth. This Commission made recommendations on three types of Teacher training institutions viz.

- (1) Primary (Basic) Teacher Training
- (2) Secondary Teacher Training Institution
- (3) Training colleges.

It suggested two types of institutions for those who have taken the School Leaving Certificate, for whom the period of training, be it 2 years (i) For graduates, presently of the academic year that extended as a long-term academic programme to two academic years.

- 2

1880-1881

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2. *Explain the importance of the following:*

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- Phyllanthus*

- Journal of the Board of Directors of the City of San Francisco for the Year 1900

1. *Thymus praecox* L. - Thyme

- 卷一百一十五

IMPACT OF NATIONAL DEVELOPMENT ON COMPARATIVE EDUCATION

National development refers to the ability of a nation to improve the lives of its citizens

"National development refers to the ability of a country or countries to improve the social welfare of the people for example by providing social amenities like good education, infrastructure, medical care & social services"

The foundation of national development is the development especially development in social, political, economic, emotional, linguistic and cultural fields"

Acc. to Kothari Commission (1964-66)

- National development lies in
- Confidence in Nation
 - Continuous rise in Standard of living of masses
 - Reduction of unemployment
 - Equal opportunities for social, political & economic development
 - Good and impartial administration
 - Mutual understanding and sense of co-operation amongst masses

In the Dictionary of International Relations, Graham Evans and Jeffrey Knapp first then

entry with this relatively longer definition of "nationalism". They sum it up in two related senses. In the first usage, nationalism seeks to identify a behavioural entity - the nation and, therefore, to pursue common political and cultural goals on behalf of it. In the second usage, nationalism is a sentiment of loyalty towards the nation.

has been one of the most important forces shaping international relations

Following are the impact of National Development on comparative education

1. Philosophical Development: The Education System of a country is influenced by the philosophy of the land. Philosophy influences life. Therefore its impact on Education is quite natural.

e.g. In ancient Greece, Socrates, Plato & Aristotle based the Education System of the country on a particular philosophy. In China, Confucius based the Education System on Confucian philosophy. In India, the Education System is based on Vedantic philosophy. In England, there is a special system of Education based on Socratic philosophy of Socrates & Victor Bruce.

Thus, philosophical development is a very important factor in the development of comparative education

2. Political development: The Political development which includes the part of a country's life has its remarkable impact on education. The political development of a nation decides the kind of administration the system of education will have. It determines the political governance, education in terms of curriculum offered and type of education for the masses. It affects the existence of culture, discipline in administrative system of education. It also decides the features in education system and functioning of the same.

e.g. Education advocates for the nationalisation of the mass of production where people do not work and workers do not get own anything. A change of such a social order can only be achieved with reforms in Education. This would be through a state mechanism with full control of education.

Friday

22

Wednesday

'21 A'

August

2018

Day 234/131 • Week 34/53

Q.1 Discuss the place of Mueller's ideas from early time to the end of the 18th century.

Ans. I discuss the place of Mueller's ideas from early time to the end of the 18th century. His aim is to develop creativity & imagination in the last era. He is there our first step in developing the 21st century. He is according to knowledge economy - dealing with live, intelligent, & cooperation in pursuing the global goals, working on developing the 21st capabilities & abilities, teamwork is needed, & teamwork of commitment.

Therefore, the edtech system in the light of knowledge economy has to overcome the knowledge economy, to be a process of continuously & expand the use of information technology & creativity, excellence, & value. In the 21st century, we are moving towards more teamwork in the world & the educational institutions.

Characteristics :

- It is the careful use of natural resources.
- It is the wise use of land, air, water and other minerals.
- It concerns with human awareness.
- Consciousness of the environment.

Objectives :

- To maintain essential ecological processes and life support system.
- To preserve biological diversity.
- To ensure that any utilization of species and ecosystem is sustainable.
- To preserve natural resources for future generation.
- To use wisely land, water, air, forest and minerals.
- To salvage & reuse products wherever possible.

Types:

Natural resources are essential for ecological balance and maintaining biodiversity of an area. The main types are as follows.

- Social conservation** :- (biological, mechanical etc.
- Forest and wildlife conservation** :- (conservation of reserve forest, chipko movement, Appiko Chaluvali)
- Environment day, social forestry & forest conservation act 1980.**
- Water conservation and land use planning methods** :- watershed management, river valley projects, water conservation & multipurpose projects)

Ways to Conserve the Environment

There are numerous ways in which environment conservation can be achieved.

1. Recycling ÷ Recycle everything you can and try to buy reusable and biodegradable products as much as possible. Whether it is glass or paper, plastic or metal, all these materials can be reused.
2. Reduce water consumption ÷ water is life. Clean, fresh water tends to become more & more precious as time goes by & if we do nothing to save it, in the not so far future, water will be more precious than gold. It is not a difficult task, just turn the tap off while you brush, reduce the number of baths & take showers instead, use the washing machine only when you can actually fit it with clothes.
3. Reduce the use of electricity ÷ Once you are done with an electric appliance, turn it off. You will save not only energy but also money from your electricity bill! Replace regular bulbs with energy saving light bulbs.
4. Plant a tree ÷ Trees are our source of oxygen and we cut them down instead of planting them. If every person planted a tree, life would improve significantly. The air would be cleaner, the number of trees would get back to normal, you would have more shade for the hot summer days; pollution would be reduced along with global warming and green house effect.

August

2018

Saturday 11

The reach and access of knowledge education across the world. It has resulted in commodification and the corporate takeover of education, globalization and changing technologies and orientation in education, branding globalization & learning to be consumer. The market ideologies have assimilated the direction of the curriculum.

It is the momentum and power of the change involved in the interaction of extraordinary technological innovation combined with world wide reach that gives today's change its particular complexion. Development in the field of science & in digital economies and the like, have opened up vast new frontiers for production & exchange. Innovations like the internet have made it possible to access information & resources across the world and to co-ordinate activities in real time.

6-2-2018

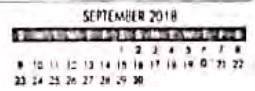
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Comparative & Int'l Educat Society

CTES was founded in 1965 to foster "cross-culture understanding, scholarship, academic achievement & societal development through the international study of educational systems & practices".

Today the dominant theme is C.E. studies in of Globalisation. The comparative study of edu system is viewed not only in relation to what is common from other countries to improve edu's policy and practice within one country, but also with regard to how the field might contribute to a safer & more equitable world.

Comparative edu was in a particularly



Advantageous position to contribute to further understanding of the range of inter-justice shaping societies and events across the world. The advantage resides in the systematic, multidisciplinary & cross-national & cross-cultural perspectives that are its standards & methodologies.

In comparison, these dimensions that contribute to likelihood of policy/practice as well as to enhanced international understanding & in maintaining world peace.

1. Scientific dimension related to theory building with comparison under what conditions among edu system, country variables - for e.g. relationship: progress society, family, social variables & outcome variables as e.g. achievement, attainment, socio-economic status, income & political participation. All its very, but very edu examines these interrelating among variables & in qualitative sense, the actions of individuals & groups in particular context - in relation to transnational, national & local forces.
2. The second dimension (the practice, orientation, end of comp edu) Since the very inception in the 19th century, the study of 'cross-culture' comparative. Many have been full on not only improving & improving edu's policy but also contributing to greater inter-cultural understanding.
3. The third significant dimension is global dimension with contributions to inter-justice & peace. It is of an edu as a process of globalization mainly require people to recognise how socio-economic forces, political & cultural have an impact on edu's policy & practice in specific context.

To conclude

It is the interconnectedness of societies by technological agents. Ambuja

2. Follow up studies,
3. Trend studies,
4. Case studies,
5. Causal comparative studies,
6. Parallel case studies,
7. Contrastive case studies ; and
8. Hermeneutic case studies.

For comparative studies, the following data are suggested method comparison :

1. Standardized documentation references.
2. Auxiliary references (list of institutions, biographies, comparative research paper and articles),
3. Standardized-tests, teachers made tests,
4. Large scale international studies,
5. International survey reports,
6. International Standards Classification of Education (ICSE)
7. Policy issues and commissions reports ; and
8. Statistical data of all countries.

4.6 JUXTAPOSITION METHOD

According to Collins Compact English Thesaurus, Juxtaposition is defined as contiguity or proximity, placing two designed researches just opposition next to each other and draws out the difference between them. Apple Computer Dictionary defines the word more precisely it clarifies

5. Grow vegetables: The vegetables we eat today are grown with chemicals and pesticides. If you planted your own veggies without using the ~~these~~ ~~pesticides~~ chemicals and pesticides, you will have organic food of excellent quality, beneficial for both your health and the environment.

5. Composting: A few composting bins in the garden represent an excellent opportunity to avoid littering, at the same time being a reliable source of natural manure for your vegetable garden. Manure is not harmful for the environment and litter is reduced.

7. Use rechargeable batteries: Batteries are extremely dangerous for the environment.

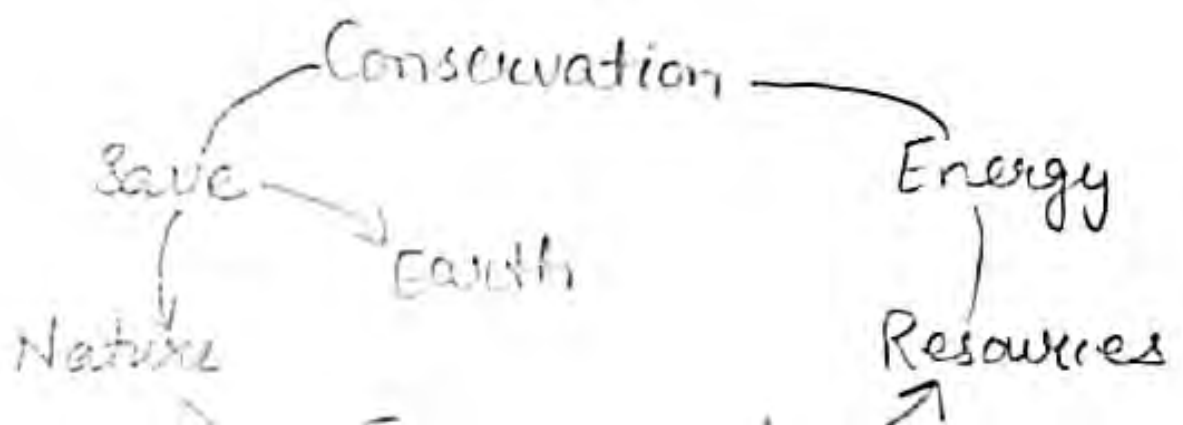
3. Quit smoking: It is needless to say how how dangerous cigarettes are for your health. They are the cause of a large number of lethal diseases. When people stub out cigarettes, many do not throw it into a bin but on the ground which is just pure littering. It increase air pollution.

9. Maintain your car: Cars are a very imp source of pollution today & their number is increasing every year. It is imp. to maintain your car in good condition. A car that has not been serviced regularly might disperse even more chemical and harmful gases.

10. Talk about it: Discussing environmental protection with your friends & family members can really help. The more people are aware of these environmental protection methods, the more chances we will have to make things better.

There are several types of conservation that affect the environment.

- Water Conservation.
- Soil "
- Wetland "
- Energy "



compared and interpreted in detail and results obtained from the analysis. The application of research in all the areas depends on the elaboration and interpretation of the results. Attentive and meaningful interpretation is connected using the following steps:-

1. Design of the study.
2. Methodology.
3. Tools (standardized tests, teacher made tests, source:-),
4. Administration of tools.
5. Tabulation of data/information.
6. Analysis.
7. Interpretation : and
8. Inferences.

Notes

AUGUST 2018

SUN MON TUE WED THU FRI SAT SUN
1 2 3 4 5 6 7 8 9 10 11

*Skill, efficiency in operation
rehabilitation team*

Engaged in knowledge more informed

Adapted skill of the staff to addition of Ambula

patient's skill & means building

TOTUMMUNDS

A GOOD FIRST INITIATIVE

At present Kazakhstan's economy the Indian Society has traditionally had great influence on Kazakhstan.

4. Who is expert in searching for information.
5. To who can grasp the on global issues.
6. To who can change the qualitative side & organize the collaborative with the modern world.
7. To who invest properly the education as a financial self interest.
8. To who improve the mass, vision & duty based society & society through education. & to who protect with the four sides of society, abilities, function, interest, & security of community & also their geographical world.
9. To have a to who influence & shape himself in educational & social activity & society, social activity & learning for development of the individual & the nation. So, the evaluation & selection of the teacher is not a mere

NCF (2009) The vision of NCF 2009 is to achieve significant improvement in the quality of education through effective Teacher Education institutions. The programme mission is to enhance performance and effectiveness of TEIs; Capacity building through effective linkages with Institutions of Higher Education in strengthening technology support and use; holistic quality standards.

Main considerations were as:-

- (1) Meet the exceptional challenges for the Teacher Education system arising from the massive spatial and numerical expansion of schooling facilities and the corresponding increase in the demand for Teachers.
- (2) To integrate Teacher Education with overall education development in the states in keeping with the mandate of RTE;
- (3) The need for expansion of capacity of teacher education institutions, especially in some of the deficit states of East and North-Eastern Region;
- (4) Address the problem of large scale of continued teaching.

more emphasis to education especially higher education.
 - During this period a lot of control emboldened has come up and it is said that we have set up their own engineering, spread quality engineering and management education, across the country.

During two thousand - two thousand four hundred and one, the world had come.

→ The NEP 2005 and NEP 2009

NEP 2005 → The national curriculum framework along with National Curriculum by NCERT system perspective of NEP 2005

→ It shift learning from rote method

→ It ensure overall development of children.

→ To integrate multidisciplinary education learning and make it more flexible.

→ To enhance identity of living learning within the educational policy making.

→ checking an over-riding identity imposed by living concerns within the educational policy of the country.

TERRORISM—A WORLD PROBLEM

(Meaning, Aims, Organization and Eradication)

Terrorist tactics were used in the 1st century by Zealots in a fierce and unrelenting terror campaign against the Roman Empire. The modern English term "terrorism" dates back to 1795 when it was used to describe the actions of the Jacobin Club in their rule of post-Revolutionary France, the so-called "Reign of Terror".

19th century terrorist groups included the anarchists in Europe and the United States (including Narodniks in Tsarist Russia), militant members of the turn-of-the-century Zionist movement, the Irish Republican Brotherhood, and groups seeking independence for Armenia and Macedonia.

Some of the most successful terrorist groups, were the vast arrange of guerrilla, partisan, and resistance movements that were organised and supplied by the allies. Perhaps the most successful terrorist group of the war and of all time would be the British Special Operations Executive, which conducted operations in every theatre of the war, and provide an invaluable contribution to allied victory.

Today, terrorism has become a grave world problem. It is being used a means to fulfil political objective. The most odious examples of terrorism in recent years are assault on British Prime Minister Sir Margaret Thatcher, murder of Sir Indira Gandhi, and Rajeev Gandhi. The terrorist activities in India have crossed their boundaries.

It is said about terrorists that they are exceptionally assisted and trained by such nations who are anti India. As far as terrorist activities in Punjab are concerned, it is a non-debatable fact that Pakistan has played a commendable part to encourage terrorist activities. Terrorists are trained in Pakistan and sent to India duly equipped with weapons etc. A large attack of arms and ammunitions were recovered from Swarn Mandir during Operation Blue Star gave the rule Pakistan for terrorist activities in India. Before it, China had trained the Nagas and Mizos

Development of Teacher Education in Post-Independence India

NCTE is a statutory body established by Govt of India for maintenance of standards and improvement of teacher education in the country, came into existence with NCF for quality teacher education in 1993.

After independence, the system of education changed to a great extent. The education system was developed due to social, political and administrative advancement. The education system was provided with a 79% of a total budget provision of the first five years plan (i.e. education gained independence in education after independence from the British colonial era).

The major development in education after independence can be explained in the following points -

Expansion of General Education

During the period of planning, there has been expansion of general education. In 1981 literacy was 19.3% in 2001 it increased to 65.4%. The enrolment ratio of children in the age group of 6-11 was 43% in 1951 and it became more than 90% in 2001.

Primary Edu. has been free and compulsory (6-14 yrs old). Mid-day meal has been started in school since 1947 to check drop-out rate (for poor children). School has vision by 3rd five year plan (1961-66) to (6-10 yrs old). There is a universalisation in (1950-51) which implemented by 2011 in (2000-01).

Whenever conferences were called to form a plan for education in India, the tendency of a rule was to maintain the existing system with slight modification, this must not happen now. Great changes have been taken place in the country and the educational system must also be ~~in~~ keeping with them. The entire basis of education must be revolutionised.

There have been various commissions and committees appointed by Govt. of India and University Grant Commission from time to time.

Women Education

In India literacy among women was quite low, it was very low during colonial period. And then gradually increased, it reached to 52% in 2001 census, while literacy among men was 75.8%.

Page

National Policy on Education gave importance to women education. Separate Schools and colleges have been established to serve the need of literacy among women. Several programmes have been launched to promote women education.

Kasturba Gandhi Balika Vidyalaya (2004)

National Programme for Education of girls at elementary Education level (2003)

NCE (2009) the vision of NEP 2009 is to achieve significant improvement in the quality of education through effective Teacher Education institutions. The programme mission is to enhance performance and effectiveness of TEs; capacity building through effective linkage with Institutions of Higher Education strengthening Technology Support and career holistic quality standards.

Major considerations were as:-

- ① Meet the special and challenges in Teacher Education system arising from the massive spatial and numerical expansion of learning facilities and the corresponding increase in the demand for teaching.
- ② To integrate Teacher Education with overall education development in the states in keeping with the mandate of RTE.
- ③ The need for expansion of capacity of Teacher Education Institutions especially in some of the deficit states of East and North-Eastern Regions.
- ④ Address the problem of recognition of untrained teachers.

Date: / /

Saath

Encouragement to Indian Language and Culture

After the adoption of National Policy of Education 1988 regional language became the medium of instruction in higher education. syllabus on science and technology, books and question papers are translated into regional languages. School history and culture have been included in school and college curriculum.

Improvement of Science Education

Central Government started a scheme for the improvement of science education in schools in 1988. Financial assistance is given to purchase science kits, lab graduation of science labs, development of teaching material and training of science and maths teachers. A CIEET was set up in NCERT to purchase equipment for SGT.

Education for all

Act to 43rd Amendment Act.

For all has been compulsory. The elementary education is a fundamental right of all children in the age group of 6-14 yrs. SSA has launched to achieve universal education.

It should be concluded that while

the establishment of the National Council for Teacher Education at the so central and of state boards of teacher education in states is a welcome step, the measures for teacher education in states have not been effective. The government has not been successful in providing the necessary financial and administrative support for teacher education to be taken up.

REFORMS / SUGGESTIONS TO IMPROVE PRIMARY EDUCATION IN

1. Vocational and professional education should be developed.
2. The Education Commission's concept of life-long education should be followed.
3. A clearly defined national educational policy should be framed.
4. There should be rigorous control over schools.
5. The curriculum should be reformed and made useful for life.
6. Arrangements should be made for the training of teachers.
7. Laws should provide punishment for those who do not send their children to school.
8. Adult education should be extended. Education for girls should be expanded.
- 9-16. 50% of the total educational budget should be spent on primary education.
- 10-17. Classes 1 to 4 should be regarded as a unit.
- 11-18. Local cess should be imposed for financing education.
- 12-19. There should be uniformity in education throughout the country.
20. The Education Commission has clarified that there should be overlooking the fact that wastage and stagnation are not illness like headache and fever, but the symptoms of other diseases concealed in the educational method. Of these the main are lack of proper harmony between education and life, and the defective management of schools which fails to attract the students towards the school.

Wastage and stagnation are not, in themselves, problems. In fact, it is a process, the sources of which are defective system of education, absence of objectives, and narrow mindedness of our law-makers whose selfish interests have blinded them to reality. There is no need to solve the problem of wastage and stagnation. What is actually needed is a change in the nature of its source so that these symptoms of a deep malaise may disappear and every child may be able to make his own contribution to the development of the nation.

5. INTEGRATED APPROACH

Till today, the two noticeable levels of India's educational systems are — (1) the school level, and (2) the higher level. The former is divisible into the pre-primary, the primary and the secondary levels. All these three levels lack any relation, although the three levels provide education for the periods of infancy, childhood and early youth. So far the assumption was that the primary level was the education of the masses with the secondary level provided education to a class. Primary education was imparted through the mother tongue and the regional language while the secondary level was dominated by English.

These various dividing lines and boundaries ruined the social context and many problems emerged. Of these the main was the problem of alienation, which increased to such an extent that it made the problem irremediable. For this reason, the Kothari Commission has treated primary education as a single, composite unit, consisting of the entire educational process comprehending the pre primary, the primary and the secondary levels.

What is the Integrated Approach?

The integrated approach can be defined as the process by which various elements are collected together, or brought near to each other.

The integrated approach can be seen as an attempt to link education to life. This concept has been evolved by the Kothari Commission, and according to it, education should be transformed in

such a manner that it should come into close relationship with the needs and ambitions of individuals, and also become a powerful medium of social, economic and cultural transformations.

In the context of education, the concept can be elaborated in the following manner. The boundaries between pre-primary and primary on the one hand and primary and secondary on the other, and so they can be changed or even trifurcated. In the same manner, people no longer cling to the traditional view that a general undifferentiated education should be imparted under primary education, while variety should be introduced at the secondary level with the interests, inclinations and abilities of the children. In Russia, a curriculum was introduced to encompass pre-primary, primary and secondary education on the basis of this concept.

With the change in time, the assumptions regarding primary and secondary education have also undergone transformation. In accordance with the new light, the entire education before university education is now regarded as belonging to the same level. This, in effect, is the integrated approach.

The basis of the Integrated Approach — In India, many false notions have arisen about the boundaries of primary education. Till the present, it was generally accepted that there should be pre-primary, primary and secondary education corresponding to the infant, childhood and early youth periods of life. For each separate level there were distinct concepts. Primary education has been regarded as that education which was to be imparted through Indian languages.

Another assumption current till the present is that primary education fulfils the needs of the masses while secondary education fulfils those of a specific class. But these false notions of classification acted as obstacles in the child's integral development. Hence, it has now become clear that it is wrong to consider each level of education as separate and independent entity. It is, in reality, a continuous flow which flows uninterruptedly as does a stream. Consequently we regard integrated approach as that form of education in which the entire education from infancy to early youth is regarded as a composite of various streams of the same continuum. Under this, the curriculum is so designed that it is similar in every class for every age group. Thus, it does not give rise to alienation.

The foundations of the Integrated Approach are:

1. **Achievement of National Objectives** — If we want to achieve national objectives and ideals, we will have to transform the structure and approach of primary education. What it should be, depends to a large extent upon our national educational system. The Education Commission has started its entire argument by stating that, at present, the future of India is being shaped and moulded in its class rooms. The prosperity, wealth and level of security of individuals, in the modern world based on science and technology, depends upon education. Our success in the supreme work of national reconstruction depends upon the quantity and quality of our students emerging from our schools and colleges.

2. **Educational Reform** — The formation of the new generation depends upon our goals and ideals. Fostering to the basic objectives of education, the Kothari Commission has declared that the most important reform in education is concerned with its transformation into something which can be related to the life, needs and ambitions of our people, so that it can thus be used as a powerful instrument of social, economic and cultural transformation, which is essential for the achievement of national objectives.

3. **View of Knowledge of a Unit** — The main plank of the integrated approach is the view that knowledge is a unit. The famous educationist Jechot also regards knowledge as an integral or

Since Independence, the number of colleges and universities has increased significantly from 1950-51 to 2006-07. While the number of university increased from 38 to 369. No. of colleges have grown from 578 to 18,064. Also the enrollment in institution saw a great leap as from 0.174 million to 11.028 million.

University Education

(5) In universities, Chairs should be established in the names of famous persons and posts of readers should be created.

(6) Informal meetings of representatives of different universities should be encouraged so as to initiate discussions on administration, curriculum, etc.

On the strength of these recommendations, new universities were set up :-

	1939-42	1931-32	1946-47
Colleges	231	417	933
Students	59,591	99,493	1,99,253

After Independence

After independence, in this field, the first problem was the administration and running of the existing universities, and the second was that of creating new universities. For these reasons, the University Commission was set up under the chairmanship of Dr. Radhakrishnan in 1948. The Commission considered ways and means conducive to the growth of higher education.

In 1968, the Rural Higher Education Committee stressed the importance of setting up some local institutes. These institutes formulate their own curriculum and conduct examinations. The Institutes to which they are affiliated only issue certificates or degrees. Among such institutions

1. Sri Niketan	West Bengal
2. Gandhigram	Madras
3. Janas Mitha	Delhi
4. Udaipur	Rajasthan
5. Barasani	Bihar
6. Bichpuri	Uttar Pradesh
7. Samasara	Gujarat
8. Coimbatore	Madras
9. Garameti	Maharashtra
10. Amaravati	Maharashtra
11. Rajpura	Punjab
12. Varidha	Maharashtra
13. Hanuman Mitha	Mysore

In these institutions, the following curricula are taught :-

1. Three year rural service course
2. Three year civil and rural engineering course
3. Health inspector's course of one year

urban and rural middle class.

Recent studies reveal that schools in different localities in the same village are endowed differently with respect to infrastructure, teacher pupil ratio and trained teachers.

There is also a significant difference in the quality of schools that come directly under the education department and those managed by the local or tribal welfare departments.

Another important dimension of inequality has to do with teachers.

It is common knowledge that remote and inaccessible schools are dysfunctional because of non-availability of teachers. Appointments, transfers and posting of teachers are highly politicised.

There was (Kasasman Shiksha Karmi Pakt)

(SKP) was designed to address teacher

non-availability in remote rural areas.

There was a lot of cost and ineffective model.

What would the impact be on two problems in one state? Reduce the cost of

providing additional teachers in an

expanding education system and ensure

availability of teachers in hitherto

dysfunctional schools.

Madhya Pradesh has big reservation in
Guaranteed Service (GSS) demanding a 20%
habilitation provided to 25 children
have access to a primary school.

• IMPACT

① The socio-economic profile is a barrier to participation in education. Over 50% of Dalit children leave the primary school leave by class 5. A major dropout before they reach class 5.

② Tribal area a large no. of single teacher primary school teachers who are posted are uncommitted. Language spoken by tribal children.

③ The unfortunate reality is that the majority of the school teachers and educational officers are upper caste urban and non-tribal. They are not empathetic with their students and do not think even children to feel paying for schools.

④ The service and in-service training does not impact of social prejudices and attitudes of teachers on the self-esteem of children and their ability to learn. Teachers educate themselves about the existing social hierarchy of very poor children and are often involved in a sense of gender and social equity.

receiving sub applications from the existing
institutions for recognition and conducting teacher
training colleges.

THE NCTE ACTS: During 1990s the NCTE was revised
by the Rajya Samanya Samitee and it gave
a new approach to education, emphasising more on
value oriented education. It also gave the emergence
of NCTE as a statutory body of the Govt. of India
when NCTE act of 1993 was passed by Parliament.
NCTE came into effect on 17th August, 1993 after formation of
Coordinated development of Teacher education in
Governing country. Policy of liberalisation, privatisation
and globalisation (LPG) started during this period
when Indian market was opened to foreign
and free trade and commerce was encouraged.

THE TWO THOUSANDS: The education sector was opened up
for private sector participation and there was Public Private Partnership
(PPP). Many private universities came into being. Schools were
deemed universities becoming full fledged by UGC under section
30 of UGC Act 1956. National Knowledge Commission has been
set up which recommends to achieve Gross Enrolment Ratio of
15% by 2015 in higher education.

After universalisation of education and
-high programme of UGC, MHRD, Ministry, etc. efforts
over the worldwide secondary education through
The Upton is therefore called education plan as it gives

a principle full of fear or feeling of support to that ideology through fear is called terrorism.

Terrorism means creation of a awe-some atmosphere in the whole public and the whole administration active ones goals—the reason may be proxy war or a conflict. Therefore, it is not a philosophical principles but a famous act by which an organized group indulges in violence in the well planned way. In other words, we can say that it is a technique used by lawless persons to achieve their selfish motives. India prepared Anti Terror ordinance to check terrorist activities in which terrorism has been defined as below—

"Any human act done with the intention to terrorize government and public, to explode bombs to increase jealousy in influential classes and disturb peace to the fire arms in an irresponsible way, to destroy property, to misuse chemical weapons and to disturb essential services."

Grand Birdie has defined terrorism as "terrorism is use of violence of a threatening by an individual or group to support or upper power" though it is not easy to define terrorism because if a slave country life for freedom, it is an act terrorism for the ruling country. Indian revolutionary efforts were terrorism activities in the eyes of Britains. British rulers called mutiny to our freedom movement.

Few words are as politically or emotionally charged as *terrorism*. A 1988 study by the US Army (PDF) counted 109 definitions of terrorism that covered a total of 22 different definitional elements. Terrorism expert *Holzer Jaeger* in 1999 also has counted over 100 definitions and concludes that the "only general characteristic generally agreed upon is that terrorism involves violence and the threat of violence." For this and for political reasons, many news sources avoid using this term, opting instead for less accusatory words like "bombers", "militants", etc.

Terrorism is a crime in many countries and is defined by statute. Common principles amongst legal definitions of terrorism provide an emerging consensus as to meaning and also foster cooperation between law enforcement personnel in different countries.

Among these definitions, several do not recognize the possibility of the legitimate use of violence by civilians against an invader in an occupied country, and would thus label all resistance movements as terrorist groups. Others make a distinction between lawful and unlawful use of violence. Russia for example

➤ 6.1 ROLE OF REHABILITATION COUNCIL OF INDIA

The rehabilitation Council of India (RCI) is a statutory body under the RCI Act, 1992 which came into force in 31st May 1993.

The Council is responsible for regulating training policies and programmes for various categories of professionals in the area of disability. Its other functions include standardisation of training courses of professionals dealing with people with disabilities, prescribing minimum standard of education and training of such professionals, regulating these standards in all training institutions uniformly throughout the country and recognizing institutions/universities running courses in the field of rehabilitation of the disabled.

* Education Investment in post colonial India - Socio cultural activities in policies and programs.

Introduction :-

Socio-cultural journey of higher education in India has evolved through different periods :- Ancient Medieval, Colonial, Post Independence and Contemporary. The institution of higher education has considered as the most important agency of social change, social transformation and entire development of the country.

In post journey of education starts with ancient system of education in vedic period in which two types of educational system were present viz. the Brahmanical and Buddhist system of education. The Brahmanical system of education was characterised by religious value while the Buddhist system of education was secular in nature. And the major changes in education system in post independence the initiatives of British rulers have made an impact both positive and negative ways.

At present the number of institutions in India is more than five times the total number of institutions in both USA and Europe. But however the coverage area of an Indian higher education institution in terms of geographical area is much smaller to that of the west USA.

06

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Impact of International development on International Education

prevailed in a twentieth century. The focus was on education to ensure cultural continuity of through fostering the growth and development of national characteristics that reflect a developing focus. It is such a close study and analysis of such education systems will always reveal the cultural context and pattern of community.

Education system does indicate that there has been some cultural changes in the life of people from colonial period to post independence period.

In many countries in the world today changes have occurred in attitudes of youngsters towards their elders. We do not know due respect to them, in as far as some 20-30 yrs before. We are also now more aware of the movement in their behavior and other allowance for the teaching.

3-7, 2018 - 5, 6, 8, 11, 12, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 29, 31, 34, 35, 36, 37

Notes

SEPTEMBER 2018

The international development is a wide range of continuing list of development on an international level. It is different from people development as it is a specially composed list of policies, procedures and techniques that guide the development work. It is the basis for international development such as developed country, developing country and least developed country.

Establishment of UNO - United Nations Organization was established as an agency through the maintenance of world peace. It was established with a view to all the countries of the world. The main purpose of this organization was to maintain international peace and justice. It leads to the establishment of various organizations and agencies which are engaged in various fields of human development. This organization is engaged in the field of human development.

UNESCO - United Nations Educational, Scientific and Cultural Organization is a subsidiary organization related to UNO.

UNESCO is a subsidiary organization related to UNO. It is an agency to promote international stability, the unity of nations shall promote international, cultural & education to progress. The most important function for the preservation of world peace some major list of this organization in the field of education are:

- i) To maintain peace & cultural knowledge.
- ii) To give fresh impulse to popular education & to the spread of culture.
- iii) To help the development & understanding countries to secure literacy.

Arundha

Comparative Edu. Unit-4

Conservation of Environment.

(4.1)

(5)

Environment comprises almost everything around us. It includes human, plants, animals and invisible micro-organisms also it includes surface water, ground water, air, land, minerals and oil and other elements available from the earth.

Acc. to Dictionary of Environment (McMillan),

Environmental conservation means the planning and management of resources so as to secure their wise use & continuity of supply while maintaining and enhancing their quality, value and diversity. The resources may be man-made or natural. The conservation from

The Recommendation of Kothari Commission were discussed in both the houses of Parliament and emerged the first national policy in independent India in the form of resolution in July 1966, yet the policy was stated by President Jayaprakash Narayan in May 1986.

* NATIONAL POLICY ON EDUCATION, 1986 *

The policy aims not only developing human power for driving the economy but also at developing crucial values. The policy envisages education for equality and an understanding of diverse socio-cultural system of the people. It is motivating the younger generation towards international cooperation and peaceful co-existence. It policy indicated major thrusts...

It suggested ways to improve the quality of Teacher's education. It advised the state govt to prepare a plan for the upgradation of training facilities.

The Commission has already suggested the list of teacher education and suggested practical remedies. As a result of the suggestions of the Education Commission, (1964-66), some changes were introduced.

An N.A. proposed in Resolution was introduced in some universities as August, Khar, Shetya, Karpur and some others.

Some Universities introduced Summer and background experience courses to meet the backlog of untrained teachers and some states set up State Board of Teacher Education.

The Planning Commission in its fourth five year plan (1969-74) laid emphasis on teacher education for improving the quality, training more school teachers and teachers' education. It also emphasised training science and mathematics teachers for the middle classes and organizing in-service training.

The Government has recommended some of the following:

bathing and washing in the rivers, lakes and ponds, for all the germs in the human body such as those of typhoid, cholera and hepatitis are washed into the water.

5. Air Pollution—Perhaps more dangerous than water pollution is air pollution, for the same air sweeps across all the continents and all of us breathe the same air throughout the world.

The primary sources of air pollution is smoke emitted by different objects, right from the hearth in a hut to the exhaust of the jet aeroplanes. We realize this everyday, no matter whether we may be in village or in cities. When in village, we find at the dusk time that smoke emitted by burning cowdung and chips of wood hangs so thickly in the air that it enters our eyes and noses. In cities too, coal burnt in power stations at homes and in factories centres the atmosphere like an external stream like a cloud that bursts out of the mouth of a chimney to hang around for some time and then get lost within the folds of the surrounding air, which in the process gets polluted. Similarly, smoke exhausted by automobiles, buses aeroplanes, etc., pollutes air by increasing the proportion of carbon dioxide, carbon monoxide and soot.

6. Other Types of Pollutions—In addition to despoliation of land and pollution of water and air, noise pollution is also increasing to-day. An ordinary aeroplane strikes a deafening blow on our ears. The rumble of trains and the noise of the four wheelers, two wheelers playing and the time on the roads of metropolises seem to be a great nuisance.

Apart from these problems of *land dereclication* and environmental pollution, one other problem very dangerous to making is that of *population explosion*. Population should not be allowed to explode so much as to outstrip food supply. It should rather be controlled so that the food required to feed our people may not exceed our capacity to produce it. For this he require more land hence he may be forced to encroach upon forests and mountains in his search for more cultivable and habitable land. He may also need space for grazing his cattle and finding none he may have to eat them and after that kill all wild animals for food. Thus, population explosion may aggravate the ecological crisis in which we have already placed ourselves. If we do not realize this now, it may be too late to do anything in future and we may find it very hard to fight against discomfort, over crowding and final annihilation.

Dimensions of Environmental Conservation

There are various approaches which are employed for five basic aspects of environmental conservation.

1. Environmental awareness.
2. Environmental education.
3. Resources management.
4. Environmental impact assessment and
5. Control of environmental pollution.

Measures of Environmental Conservation

Environmental pollution is global problem of developed and developing countries. The efforts are being made at all level to maintain the quality of environment. The following are main measures for environmental conservation.

- (1) An Ideal System for Genetic Resources *e.g.* Natural Parks and Sanctuaries.
- (2) Genetic Resources Centres—Zoos, Botanical Gardens, Storages etc.
- (3) International Treaty and Environmental Conservation Act.
- (4) World Environmental Commission.
- (5) International Organization an Environmental Conservation.
- (6) National Organization an Environmental Conservation and
- (7) Education and Environmental Conservation.

The brief description of the above measures have been given in the following paragraphs and details of these are in other chapters.

(1) **An Ideal System for Genetic Resources**—This is an ideal system for genetic resources, conservation. This type includes a system of protected areas of different categories managed with different objectives to bring benefit to the society. Natural parks, Sanctuaries, Nature Reserves, Natural Monuments, Cultural Landscapes, Biosphere Reserves etc., belong to this type of conservation. In situ conservation, therefore is not practicable for domesticating.

India, nearly 200 sanctuaries and national parks have been established for wild life management. Sanctuaries are places where the killing or capturing of any animals is prohibited except under order of the authorities concerned. They provide protection and optimum living conditions to wild animals. National Parks are set up for conserving flora, fauna, landscapes and historic objects of an area. Some

and genetic engineering, have been playing important role in this type of conservation.

Under Ministries of Environment and Forests, Agriculture, and Science and Technology a large number of institutions are involved in conservation and utilization of blood thirsty in India. Between them, they are dealing in situ conservation including sphere reserves, national parks, Wildlife sanctuaries and ex situ conservation such as field gene banks, seed and other banks, and utilization involving gene and drug prospecting respectively.

The department of environment was set-up in 1980 to serve for genetic reserves in the form of zoos, botanical gardens and storages as environmental programmes. The environmental information about the awareness in the following items and work.

1. Environment and Ecology
2. Botanical Survey of Indian and Botanical Gardens.
3. Zoological Survey of India
4. National Museum of Natural History
5. The Water Pollution Acts, 1974, 1977
6. The Air Pollution Acts, 1981.
7. *The Environment (Protection) Act. 1986.*
8. Biosphere Reserve Programme.
9. National Forest Policy and Forestry Development.
10. Forest Policy
11. Indian Forest Service.
12. Wildlife Preservation.
13. Fundamental Research in Coordination with Higher Education in Forestry.
14. Padamaja Naidu Himalayan Zoological Park
15. National Land Use and Wasteland Development Council
16. National Wastelands Development Board, and
17. Central Ganga Authority.
18. River Velly Projects and Dams.

(3) **International Treaty and Environmental Conservation Act**—The country of all over the world are facing the environmental problem. The first International treaty was done in 1967 for external space treaty with regard to the experiment are being done in the space to disturb the environmental balance of the earth. The second treaty was done in 1972 for sea pollution conservation. At international level

(6) National Organization on Environmental Conservation

The present integrated Department of Environment, Forests and Wildlife (D.O. En) in the Ministry of Environmental and Forests was created in September 1985. The Ministry serves as the focal point in the administrative structure of the Central Government for the Planning, Promotion and Coordination of Environmental and Forestry Programmes. The Ministry's main activities are: the survey and conservation of flora, fauna, forests and wildlife, prevention and control of pollution, afforestation and regeneration of the degraded areas of the environment. These are to be achieved through impact assessment, support to organizations, education and training to augment the requisite manpower, collection, implementing the programmes, environmental and forestry research. Extension education and training to augment the requisite manpower, collection, collation and dissemination of environmental information and creation of environmental awareness.

There are the main organization which are working for environmental conservation in our country.

1. Central ministry of environment
2. Department of environmental education and
3. Non-government organization

(6) Education and Environmental Conservation—

Education can play the significant role in the process of environmental conservation through formal-education and informal education systems.

(a) *Formal System of Environmental Education*—The environmental awareness and consciousness can be provided by introducing the course of environment at all the level in different forms. The teacher education is an important organization in this context. There should be a compulsory environmental education course theory as well as practical. This courses can also be included at F.Ed. and M.Ed level and research work can also be encourage.

(b) *Non-formal System of Environmental Education*—The awareness of the environment and environmental problems can also be provided through non-formal education. The following are the programme can be organized for this purpose

- (i) Adult education (ii) Rural youth and non-student youth (iii)

Conservation Strategy (NCS) by different countries as well as mechanism for translation of strategies into operational plans and programmes.

The WCS also stressed that NCS be prepared by keeping in mind the needs and aspirations the country. In India, the Sixth Plan Document emphasized the need to ensure conservation of environmental resources for sustainable development. D.O. En. initiated in 1983 work on a comprehensive NCS document and detailed action plan for its implementation. Biosphere Reserve Programme is the outcome of NCS.

To recommend the framework and operational details for evolving, a NCS, a core committee was constituted in Dec 1988 under the Chairmanship of M. S. Swaminathan. The committee decided that the State Governments will be urged to formulate conservation strategies at the State level within the broad framework of NCS. The committee, besides State Government will also interact with the relevant agencies and non-governmental organizations. It is also proposed to organise workshops etc.

Learning Exercise

1. Explain the term 'conservation of environment' and indicate the relationship between environmental pollution and conservation.
2. Indicate the need of environmental conservation. Discuss this problem at international level.
3. Explain the term environmental crisis and enumerate the types of crisis for the man.
4. Enumerate measures for environmental conservation. Describe the role of international organization in the environment.
5. Indicate the programmes for environmental conservation in India. Describe the Indian Conservation Strategy (ICS).

Short Answer Questions

1. Explain the term 'conservation'.
2. Enumerate the objectives of environmental conservation.
3. Enumerate the types 'crisis' and environmental crisis.
4. Indicate the measures adopted for environmental conservation.
5. Describe the world conservation strategy in brief.
6. Enumerate Indian programmes for environmental conservation.

True/False Type Questions

1. Environmental conservation is global problem. *True/False?*
2. UNESCO has played significant role in conservation of

Copies

By

5

SPECT OF NATIONAL AND INTERNATIONALDEVELOPMENT ON COMPARATIVE EDUCATIONNATIONAL DEVELOPMENTINTRODUCTION

Our culture has been a source of inspiration for the nation. The role of the teacher is to provide the knowledge and skills to the students. The teacher is the most important person in the school. He plays an important role in the development of the nation.

As stated by the National Council for Accreditation of Teacher Education (NCATE) in 1990, "The teacher is the most important element in any educational program."

According to National Policy on Education (1986), stress was given to the Teacher Education programme.

(1) Training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were upgraded into colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

(2) Provision for research and innovation

and Science in 1961

(2) A Centre for Advanced Studies in Education was set up by Ugc in the Faculty of Education & Psychology within the University of Benue.

In 1964, at the Seventh Conference of All India Association of Teachers' Colleges, it was proposed that Comprehensive Colleges be set up to bridge the gap b/w Primary and Secondary Teacher Training Institutions. The Conference also recommended the setting up of a State Council of Teachers' Education.

The KOTAKI Commission (1964-65)

In 1964, an Education Commission was set up by the Govt of India under the chairmanship of Dr D. H. Kothari to advise on the educational policy. The Commission observed that a comprehensive programme of professional education for Teachers had essential for the qualitative improvement of education. The Commission recommended that isolation of Teachers' Colleges with the universities, schools and the Teachers' Colleges from schools should be removed.

(3) For qualitative improvement it recommended subject orientation and introduction of integrated courses of general and professional education.

National literacy mission was also started in 1988 to eradicate adult illiteracy particularly in areas.

In 1990-91 there were 2-7 lakh adult education centres working in the country.

Vocational Education

National policy of education 1986 aims at vocationalisation of secondary education. Grants are provided to state govt. to implement the programme since 1988.

Agriculture, Pisciculture, Mining, Poultry, electronics, mechanical, computer etc. had been included in higher secondary curricula.

Growth of Higher Education

In 1951, there were 27 universities and increase to 254 in 2001.

Non-formal Education

This scheme was launched on an experiment basis from the sixth plan and on regular basis from 7th plan. The aim was to achieve universal of elementary education to all.

Children in the age group of 6-14 years are left out meant for these students who could not attend the school. On regular basis due to poverty and preoccupation with other works.

① During the 1970s there was much emphasis on implementation of the new pattern of education, i.e., 10+2+3 pattern.

② It set up the National Council for Teacher Education (NCTE) which was to work as a national authority for Teacher Education.

③ The framework defined the objectives of Teacher Education, developed the relationship with the community, emphasized and needed on the socially useful perspective work (SCIPD), and defined the role and functioning of the teacher in the emerging Indian society.

A joint session of the members of the NCTE and CPC panel on Teacher Education met in 1976 and drafted an approach paper on Teacher Education.

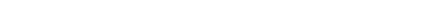
In 1975 through the third amendments of the Constitution, Education was brought to the Concurrent list. Due to change of Govt at the Centre, the ongoing commitment to education and some fundamental changes were witnessed in the 1970s.

The 31st Amendment National Policy on Education (NPE) and Programme of Action (POA)

3. The first important step is
to determine the scope of the
project. This involves identifying
the objectives, the scope, and the
resources available.

2017

The percentage of passes at the university level has remained low, this encourages



University Education

1. The autonomy of a university is inherent in its selection of students, selection and promotion of teachers, its determination of a curriculum, its choice of teaching methods and spheres of research. In India, the tradition of autonomy in universities has been a strong one. Despite this, the responsibility for universities rests with the governments, the I.U.B. and the U.G.C. Hence, some mechanism should be evolved for exchange of views between the I.U.B., the U.G.C. and the universities themselves. The two institutions mentioned above should generate public opinion in favour of university autonomy, but the universities should evolve it through their own responsible activities.

2. Universities should grant similar autonomy to their own departments and faculties.

3. There should be committees for the selection of students and appointment of teachers. Besides, student representatives should participate in academic councils and university courts.

4. State governments should extend financial aid to the universities as far as their means allow, and rules pertaining to the use of these finances should be simple. The U.G.C. should provide developmental and maintenance grants to the state universities. The policy of granting block grants should be implemented. Universities should be secured against governmental and public interference.

4. Appointments and Functions of Vice-Chancellors

1. Vice-chancellors should be appointed according to the pattern of Delhi.

2. They should be appointed either by the Visitor or the Chancellor.

3. They should be educationalists or scholars of repute.

4. Their period of office should be five years, which may be extended by two years.

5. They should have extensive powers so that they can help raise the standard and efficiency of the university.

5. University Act

1. There should be a university court, responsible for framing laws and policy. It should not have more than 100 members.

2. The executive council should consist of 15 to 20 members with the Vice-Chancellor as its chief executive.

3. The academic council should be the body which determines the curriculum and prescribes the standard. The standing committee should look after special matters.

4. The I.U.B. should constitute a committee for looking into the ways of holding convocations or other common activities of universities.

5. A suitable mechanism should be evolved, between the I.U.B., the Education Ministry and the university for university law and rules.

6. The Government of India should request the supreme court to frame a policy for establishing the autonomy of university.

7. In each affiliating university, there should be a council of the affiliated colleges. Affiliation should not be a matter of right, instead it should be based on the standard achieved by the college.

8. Rules relating to grants to colleges should be simple.

9. An organisation of the type of U.G.C. should be created for engineering, agriculture and medicine.

10. The U.G.C. should not have more than 12 full members. It is evident that the Education Commission has given its best thought to every aspect of H.E.D.

Knowledge Economies and The Role of Science

August

been found to reflect increased importance of knowledge for economic development. This concept is not just a paradigm of knowledge has always been a central part of economic success. However, it is important to note that the role of science in the past has been to become the key driver of economic development. Science, compared to knowledge, has led to increasing productivity and the creation and dissemination of revolutionary change to virtually all markets & sectors.

e.g. application of new techniques to substitute farming for traditionally more primitive & use of innovation & technological services can allow production cost reduce to serve much wider markets.

That knowledge economy is one that creates, disseminates, and use knowledge as engine for growth and competitiveness.

Four essential pillars of knowledge economy are: 1. Innovation, 2. Education, 3. Entrepreneurship, 4. Infrastructure. Innovation for the efficient creation, dissemination & marketing of existing knowledge.

1. Education and skilled manpower that can create & use knowledge.

2. Efficient innovation system of human knowledge creation, dissemination, and other organization that can tap into the growing stock of global knowledge and assimilate and upgrade it to keep it as a useful tool to create new knowledge.

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1. Dynamic role of infrastructure that can facilitate effective communication, dissemination and preservation of knowledge between economy, government and society. Infrastructure is not just a physical structure but also a system of knowledge, information, and technology that can be used to create and disseminate knowledge. The concept has already been used in many ways, from the study and a group of people to create new knowledge.

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The examination is taken after a year, at a fixed time. If the child unfortunately fails III, he has to reappear in the examination, though he may have worked hard throughout the year. In the year he has studied even for a few days may pass the examination.

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In written examination of three hours, it is not possible to test the student's knowledge of the subject. Even theoretically, this kind of testing is unsatisfactory and unjustified.

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Because of these grievous defects, the system continues to prevail for the following reasons:—
Because of this system of examination that students pay attention to what is taught.
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The system of examination generates the feeling of competition among children.
In written examinations, the student has the opportunity to express his own views.
The system is considered suitable for a system of collective education because it is suitable for all the students. In any individualized system of testing, it becomes difficult to pick out the outstanding students.

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This system allows free play to the chance factor, but it is also true that hardly the students are able to pass without studying the books.
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There is a great need for reform and improvement in the question papers employed in the prevailing system.

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The questions should be so designed that the child is stimulated to think for himself and seeking for the answers.

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There is a great need to bring about a decrease in the various kinds of public examinations because they have a detrimental effect on the child at a time when he is passing through a teens age and growing quickly.

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There can be no denying that teaching and examination are intimately related, and examinations have always influenced teaching. By modifying the examination system, it is possible to spread education in such a way that it may be instrumental in the comprehensive development of a child.

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Kothari Commission and the Examination System
According to the Kothari Commission, it is universally accepted that evaluation is a continuous process, which is an inseparable part of the educational system. It influences the student's habit as well as the teachers' mode of teaching. The techniques of evaluation are means to the preparation of the child's development in the desired directions.

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The following are the suggestions of the Kothari Commission with regard to reform in the system of examination:—
1. Written examinations should be improved.
2. New testing techniques should be devised for testing those abilities which cannot be suit assessed through written examinations.

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3. In external examinations, questions should be of the objective type.
4. Various kinds of standardized tests should be employed for internal assessment by the teacher who can create new tests, oral tests, practical tests, and thereby evaluate the child's interest and attitude. The results of these tests should not be compared.

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5. The certificate issued by the Board after a public examination should contain the marks obtained by the student in each subject, but it should carry no statement about whether the candidate has passed or failed.
6. The student should get his school record in addition to the Board's certificate.

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7. The Commission has always been committed to the improvement of public examination removing their defects. It has even recommended that in the event of responsible evaluation, the education department should have the authority to suspend aid to such an institution.

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The existing educational system aims exclusively passing the examination and thus it fails to bring about the mental and moral development of the individual. Hence it fails to aid in education as well as famous educational institutions. It is stated that the importance of mental and physical development, social adjustment and other aspects of life are also important. Hence, education should aim at the comprehensive development of personality.

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Hence, the objective is to make the child a successful citizen, a fine soldier and a great leader. Hence, education in the country must make continuous progress towards improvement and reach peak of success. In view of this, the existing system of education deserves criticism.

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