

Leadership in Education

Dr. M. U Akanda

A leader is someone who has the ability to influence a group toward the achievement of certain goals. Obviously, having effective leaders in any organization or group is the key to the success of that group. Every group, whether formal or informal be required to have a leader. Leadership is a social phenomenon that exists everywhere throughout the world. It plays a vital role in the human history since time immemorial. The historians have glorified heroes in battles and valued the importance of their deeds for the future generations. Even today the social, political, cultural and economic prosperity of the society largely depends upon the ability and integrity of leaders. So, we need good leaders in the family, good leaders in the school, industry, national and international fields. In any social group, there are two types of members, the leader and the led. The former are the active members, while the latter's are the passive ones. A leader is always an individual who possesses outstanding qualities of head and heart. There are different varieties of the leadership according to the functions. Leadership plays a vital role in modern education particularly in school administration and classroom management. Teachers in modern educational setup have to play the role of an ideal leader. Hence, it becomes imperative to study the concept, nature and significance of leadership in educational sociology.

Meaning of Leadership

Leadership is the ability to inspire or influence others towards the leader's goal. If someone has followers, he or she is a leader. Normally speaking, a person who yields some political influence on others is called a leader. But in the real sense of the term, leadership activities are not confined to political field alone. People who usually act as a leader have to present model behaviour for others. That is what *Sprott* has said, "*Anyone who acts as model to others is often called a leader.*" A leader has not only to present model behaviour but he also has to make suggestions which are sincerely acceptable to others. In fact he leads others and suggests to them the way of life. His opinions, his suggestions, his actions present a model to other members of the society and they act accordingly. The term 'leadership' has been defined by a number of social thinkers in variety of ways. A few of them are mentioned below.

Leadership, according to *Davis*, "*Is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.*"

Cowley (1954) has attempted to define leadership as, "*One who succeeds in getting others to follow him. It is the process of influencing the activities of an individual or a group for goal achievement in a given situation.*"

According to *Lapiere* and *Fransworth*, "*Leadership is a behaviour that affects the behaviour of other people, more than their behavior affects that of the leader.*"

Beck (1951) has defined leadership process as, "*The leader is one who initiates and facilitates members' interaction.*"

According to *Ordway*, "*Leadership is the activity of influencing people to co-operate towards some goal which they find desirable.*"

Leadership process comprises three factors; leader, the follower and other variables. The concept of leadership can be discussed under the following points.

- Leadership is a personal quality which motivates the individuals to be with the leaders.
- Leader by exercising his leadership tries to influence the behaviour of individuals around him to fulfill certain pre-determined goal.
- Leader tries to influence the individual to behave in a particular way.
- There is relationship between leader and lead or the follower.
- Leadership is a continuous process of influencing behaviour.
- Leadership is exercised in a particular situation.

From above definitions it becomes clear that leadership is the ability to inspire confidence and support among people in a group that need to use competence and commitment in order to perform some task. . Broadly speaking a leader can be one who leads others and excites them as well as identifies himself with others.

Characteristics of Leadership

There are certain specific characteristics of leadership. *Bogardus* has given out the following as the characteristics of leadership.

- Democratic concepts
- Consciousness
- Realistic attitude
- Friendliness and zeal
- Sympathy and dependability
- Courage

According to *Coffin*, following are the characteristic of leadership.

- Intelligence
- Moral sensitivity
- Imagination
- Restraint and self reliance
- Responsibility
- Social responsibility
- Easy maintenance of good relations with others
- Drive and determination
- Imperturbability
- Dynamic physical characteristics

From the definitions and discussions mentioned above, we can come to the conclusion that a leader or leadership has the following fundamental characteristics.

- Leadership is bi-polar process in which two factors; the leader and the followers play their role.
- Leadership is a sort of dominance or attempts to guide others.
- In leadership the leader influences the feelings, experiences, behaviours and activities of other members of the society who are called followers.

- The leader also is influenced by the followers. He has to model his behaviour according to the aspirations and desires of the followers.
- The suggestions and directions as given by the leader are accepted by the followers. It is such social behaviour in which the authority plays its part.
- The follower accepts the authority of the leader. In this social process the followers' surrender, while the later realizes that he is a person superior to others. The followers also accept the superiority of the leader.

Importance of Leadership

Group leaders are essential in educational institutions to executing the vision for educational organization and in setting the tone for the students. Effective group leaders can also remove some of the managerial burden from the organizers shoulders, freeing him to concentrate on developing ways to help education grow and prosper. Leadership of the teacher is essential for the following reasons.

- Providing guidance:** Leaders offer guidance to all members of the group to ensure they are fulfilling their roles. Guidance can include training and instructing team members and taking corrective or even punitive actions when necessary. Guidance also involves responding to questions and resolving problems that can hinder job performance. When new direction is given by administrators, team leaders make sure that group members understand the information and how it impacts their specific roles.
- Building morale:** Effective group leaders ensure that team morale remains high and students are motivated to perform well. Leaders can impact morale by helping to instill a sense of confidence and trust in students so that they take a positive approach to their jobs and the institution as a whole. Leaders can also affect morale by creating an environment of cooperation between group members so that they work together to achieve group objectives instead of only fulfilling individual goals.
- Fostering creativity:** A group leader can foster an atmosphere of creativity that can lead to innovation. For example, when telling a student what needs to be done, the group leader can offer the flexibility to allow the student to determine the methods used to complete the task, within reason. By doing so, the student may develop an effective new process that benefits the group as a whole, while giving him a sense of empowerment from making his own decisions.
- Promoting values:** Group leaders can promote essential values that are crucial to the success of an organization. A group leader who exhibits honesty and integrity in all his activities, for instance, can serve as a role model for group members to ensure that they will act in a similar fashion. A group leader who admits a mistake and takes ownership of the situation can demonstrate the importance of acting with accountability to the rest of the group.
- Motivating followers:** This is another importance of leadership role. The group leader motivates the followers to work hard. He motivates all through creating confidence in his followers by directing and giving advice to them.

Thus, in an educational institution effective leadership focuses on teaching, learning to the current and future success of schools.

Qualities of a Good Leader.

Many qualities have been identified that are important to great leaders. Here are some key qualities that every good leader should possess, and learn to emphasize.

- **Vision:** Great leaders have vision. They can see into the future. They have a clear, exciting idea of where they are going and what they are trying to accomplish and are excellent at strategic planning. This quality separates them from managers. Having a clear vision turns the individual into a special type of person. This quality of vision changes a 'transactional manager' into a 'transformational leader'. People are more motivated when a leader articulates his or her vision for a project or for the organization, along with the steps or goals needed to achieve it.
- **Positive attitude:** Great leaders know that they won't have a happy and motivated team unless they themselves exhibit a positive attitude. This can be done by remaining positive when things go wrong and by creating a relaxed and happy atmosphere in the workplace.
- **Self-confidence:** All great leaders have to exhibit an air of confidence if they're going to succeed. Confidence is important because people will be looking to the leader on how to behave, particularly if things aren't going same per cent right. If the leader remains calm and poised, his team members are far more likely to as well. As a result, morale will remain high and the problem will be solved more quickly. If he panics and gives up, they will know immediately and things will simply go downhill from there. So the leader should be highly being confident.
- **Decisiveness:** All leaders must make tough decisions. It goes with the job. They understand that in certain situations, difficult and timely decisions must be made in the best interests of the entire organization, decisions that require a firmness, authority, and finality that will not please everyone. Extraordinary leaders don't hesitate in such situations. They also know when not to act unilaterally but instead foster collaborative decision making.
- **Empathy:** Extraordinary leaders praise in public and address problems in private, with a genuine concern. The best leaders guide people through challenges, always on the lookout for solutions to foster the long-term success of the organization. Rather than making things personal when they encounter problems, or assigning blame to individuals, leaders look for constructive solutions and focus on moving forward.
- **Accountability:** Extraordinary leaders take responsibility for everyone's performance, including their own. They follow up on all outstanding issues, check in on employees, and monitor the effectiveness of company policies and procedures. When things are going well, they praise. When problems arise, they identify them quickly, seek solutions, and get things back on track.
- **Courage:** Courage is the most identifiable outward trait of outstanding leadership. Winston Churchill said, "*Courage is rightly considered the foremost of the virtues, for upon it, all others depend.*" The quality of courage means that the leader is willing to take risks in the achievement of his goals with no assurance of success. Because

there is no certainty in life, every commitment he makes and every action he takes entails a risk of some kind.

- **Integrity:** Integrity is another important quality of good leadership. The core of integrity is truthfulness. Integrity requires that leaders always tell the truth, to all people, in every situation. Truthfulness is the foundation quality of the trust that is necessary for the success of any leadership.
- **Humility:** [Great leaders](#) are those who are strong and decisive but also humble. Humility means the leader have the self-confidence and self-awareness to recognize the value of others without feeling threatened. It means that he is willing to admit he could be wrong. Humility gets results.
- **Optimism:** The very best leaders are a [source of positive energy](#). They communicate easily. They are intrinsically helpful and genuinely concerned for other people's welfare. They always seem to have a solution, and always know what to say to inspire and reassure. They avoid personal criticism and pessimistic thinking, and look for ways to gain consensus and get people to work together efficiently and effectively as a team.
- **Strategic planning:** Great leaders are outstanding at [strategic planning](#). They have the ability to look ahead, to anticipate with some accuracy where the industry and the markets are going. Leaders have the ability to anticipate trends, well in advance of their competitors. Because of increasing competitiveness, only the leaders and organizations that can accurately anticipate future can possibly survive. Only leaders with foresight can gain the “*first mover advantage*.”
- **Honesty:** Strong leaders treat people the way they want to be treated. They are extremely ethical and believe that honesty, effort, and reliability form the foundation of success. They embody these values so overtly that no employee doubts their integrity for a minute. They share information openly, and avoid spin control.
- **Focus:** Extraordinary leaders plan ahead and they are supremely organized. They think through multiple scenarios and the possible impacts of their decisions, while considering viable alternatives and making plans and strategies--all targeted toward success. Once prepared, they establish strategies, processes, and routines so that high performance is tangible, easily defined, and monitored. They communicate their plans to key players and have contingency plans in the event that last-minute changes require a new direction (which they often do).
- **Inspiration:** Put it all together, and what emerges is a picture of the truly inspiring leader: someone who communicates clearly, concisely, and often, and by doing so motivates everyone to give his or her best all the time. They challenge their people by setting high but attainable standards and expectations, and then giving them the support, tools, training, and latitude to pursue those goals and become the best employees they can possibly be.
- **Self-assessment:** Effective leaders periodically take stock of their personal strengths and shortcomings. They ask: “What do I like to do? What am I really good at?” “What are my areas of weakness, and what do I dislike doing?”
- **Responsive to the group's needs:** Being perceptive can also help a leader be more effective in knowing the needs of the team. Some team's value trust over creativity; others prefer a clear communicator to a great organizer. Building a strong team is

easier when the leader know the values and goals of each individual, as well as what they need from him as their leader.

- ***Knowing the organization:*** Effective leaders know the organization's overall purposes, goals, and the agreed upon the strategies to achieve these goals. They also know how their team fits into the big picture, and the part they play in helping the organization grow and thrive. Full knowledge of the organization; inside and out is vital to becoming an effective leader.
- ***Communication skills:*** Good communication skills are required at every activity. Good communication skills are essential for a great leader. A good leader must possess outstanding communication skills. Luckily, this is a skill that can be learned. The best leaders need to be able to communicate clearly with the people around them. They also need to be able to interpret other people properly and not take what they say personally.
- ***Motivating teams:*** Inspiring others is the mark of an effective leader. Motivation is best done by example and guidance, not by issuing commands.
- ***Other qualities:*** Some other important qualities of a good leader are; high intellectual level, love for people, an ideal person, possesses knowledge of group psychology, good physical and mental health, practical knowledge, capacity for talking quick decision, emotional control, sociability, and expertness.

Gaya Ram Basumatary

What are the main aims of education in the emerging society?

Meaning of education and aim of education are correlated terms. Without considering the purpose of education, the educational process shall be meaningless. Education is a process and it too has some aims-

Now, the questions arise- what is aim? Aim is the preview of the end of the activity. Goals, objectives, purpose and other such words also belong to the family of aims.

In the other words-Aim belong to the same family of concepts as does 'purpose'. So, also do 'intention' and 'motive'. They are all conceptually connected with actions and activities.

The following are the main aims of education in the emerging society-

1. Individual aim of Education-

Sir Percy Nunn is the chief supporter of the Individual aim of education. To Nunn education of different individual shall be different because of difference in interest, ability and aptitude.

Individual aim believes that Man is to be viewed as biological potential for development. He has certain psycho-physical qualities of his own which are distinctly separate from another individual. Education should therefore, be designed for full development of all the native inborn qualities, potentialities and prospects.

2.Social aim of Education-

John Dewey is the chief supporter of this aim of education. In his Book 'Democracy and Education' he has elaborately discussed about the social aim of education.

In its simple form social aim means growth of social sense and co-operation among the individuals. Raymond has advocated this very simple form of social aim by saying- 'The isolated individual is a figment of the imagination'.

3. Vocational aim of Education-

Mahatma Gandhi was the chief supporter of this aim of education. He believed that the child should be given education through some vocation.

It is believed that children are to bear future economic responsibility. To fulfill basic needs of life, education should enable the child to earn his bread when he is grown up. Hence, the aim is sometimes called the –“bread and butter aim” or “the utilitarian aim”

Vocational aim makes an individual self sufficient in life and this makes him mentally and morally strong, satisfied and self confident.

4. Liberal aim of Education-

The ancient Greek as well as the Indian philosophers had maintained that education is to liberate the soul and to set free our mind or soul from the bondage of the body. Our soul which is part of the eternal soul is by birth confined to the body and its bodily needs. Education is the means to liberate the soul and to mingle with the eternal soul, the God.

This aim also known as the cultural aim of education. Education here makes man refined and cultured that may enable him to rise from the animal level to the spiritual level. Liberal or cultural aim serves the aesthetic, moral, and spiritual need of man.

Conclusion-We need not find out one single aim of education. Education may have several aims. These aims are not static. They go on changing from time to time and from country to country. In absence of an aim life is bound to be clumsy, desperate and whimsical that lacks in the sense of initiative and direction. Consequently, the course of development remains uncertain and erroneous in reaching the goal.

Given By-

Dr. M. U Akanda

Write the salient features of NCF-2005

Ans: The NPE, 1986 and the PoA 1992 assign a special role to NCERT in preparing and promoting a National Curriculum Framework. Accordingly, NCERT set up the National Steering Committee under the Chairmanship of Prof. Yashpal. The National Steering Committee has 35 members including scholars from different discipline, principals, and teachers, CBSE chairman, representatives of well known NGO's and members of the NCERT faculty.

Hence, NCF proposed five guiding principles for curriculum reform and development-

1. Connecting knowledge to life outside the school.
2. Ensuring that learning shifts away from rote memory.
3. Enriching the curriculum so that it goes beyond text books.
4. Making examination more flexible and integrating them with classroom life.
5. Nurturing an overriding identity informed by caring concerns, within the democratic policy of the country.

The salient features of NCF 2005-

In chapter 1: Perspective

It provides the historical backdrop and rational for undertaking the revision of the National curriculum Framework. It proposes four guiding principles for curriculum development

1. Connecting knowledge to life outside the school.
2. Ensuring that learning shifts away from rote memory.
3. Enriching the curriculum so that it goes beyond text books.
4. Making examination more flexible.

In chapter 2: Learning and knowledge

The chapter focuses on the primacy of the learner. Child centered pedagogy means giving primacy to children's experiences, their voices and their active participation.

This chapter also highlights the values of interaction- with the environment, nature, things and people to enhance learning.

In chapter 3: Curricular Areas, school stages and assessment-

It recommended significant changes in language, Maths, Natural Science and Social Sciences with a view to reducing stress and making education more relevant to the present day and future needs of children.

This chapter also focuses on Mathematics and enhancing the child's ability to think and reason, visualize and handle abstractions and formulate and solve problems.

In chapter 4: School and Classroom environment-

The chapter talks about the need for nurturing an enabling environment by bringing about suitable changes in the school and classroom environment. It also discusses curriculum sites and learning resources, including texts and books, libraries, educational technology, tools and laboratories etc.

In chapter 5: Systemic Reforms-

It covers issues of quality and the need for academic planning for monitoring of quality. It reaffirms faith in Panchayati raj and suggests the strengthening of Panchayati raj institutions.

This chapter also looks at issues of academic planning and leadership at school level to improve quality.

Finally, it encourages innovation in ideas and practice through plurality to textbooks and use of technology and recommends partnerships between the school system and other civil society groups.

Given By-

Dr. M. U Akanda

Describing the educational aims of Idealism, write the role of teacher in it.

According to the Dictionary of philosophy, any system whose fundamental interpretative principle is ideal is known as Idealism.

The term 'Idealism' has been derived from two words 'idea' and 'ism' means images, thoughts, notions or concepts and 'ism' means a school of thought. Thus, in its original sense Idealism means 'a school of thought'.

Idealism is a philosophical thought which maintains that "knowledge acquired through the activity, creativity and exercise of the minds is more important than the knowledge acquired through senses"

Though idealism may have been very much left aside in the contemporary field of education, it is undoubtedly the most ancient school which influenced education throughout its history.

1. Idealism and aims of education:

The idealism suggested the following as on aims of education—

- (a) Self – realization.
- (b) Spiritual development.
- (c) Transmission and promotion of cultural heritage.
- (d) Cultivation of moral values.
- (e) Character development.

2. Idealism and role of teacher:

According to idealism, teacher occupied an important role in education. No teacher can influence the Educand without some sort of idealism. So it summarized as following.

- (a) It assigns a special role to the teacher
- (b) It considers teacher as a spiritual guide for the child.
- (c) It accepts teacher as an ideal person.
- (d) It regards the teacher as the priest of man's spiritual heritage.
- (e) It holds the teacher as a friend philosopher and guide.

Idealism has contributed to the modern educational thought and practice in the following way-

- (a) Idealism emphasizes complete development of human personality. It has resulted in fresh look at human relations in teaching.
- (b) Idealism recommended a happy blending of individual and social aims of education.
- (c) It gives an important position to the teacher in the educative process.
- (d) The process of education must lead to the deepest spiritual insight and to the highest moral and spiritual conduct.
- (e) Idealism lays stress on self realization.
- (f) According to Idealism, discipline is not to be imposed on pupils. The teacher has only to help them develop self-discipline and through that self knowledge.
- (g) Simple living and high thinking should be the aim of education.
- (h) Idealism has been supported by many great philosophers both of the east and the west. Many educational schemes and plan have had their beginning in idealism.

Given By
Gaya Ram Basumatary.

Write a short note on value crisis in education.

The word value is derived from the Latin word 'valeric' meaning to be strong and vigorous, to be of value, to have certain virtue. From the historical point of view, value means a thing which is good. A widely accepted concept of value in ancient philosophy is as 'Truth Goodness and Beauty' better known as satyam shivam, Sundaram.

Value is a dynamic process of life. It is changeable according to the needs, demands, urges situations and problems of man. A value can be defined as an endeavour which satisfies need system psychological as well as practical.

Some definitions of value-

1. **Henderson** says, 'Anything which satisfies a human want becomes thereby a value'.
2. In the words of **Kane**, 'Values are the ideals, beliefs or norms which a society or a large majority of a society's members holds'.
3. According to **H. M. Johnson**, 'Values are general standard and may be higher order of norms'.

Value Crisis-

Our country is known for values and the value based practices is all walks of our lives. Even many lives also sacrificed for values. But the present situation is different. People are ready to harm to any extent with selfish motives. They are even ready to kill people if they are benefited. This situation can be considered as value crisis.

At present mobilization, westernization, urbanization, industrialization is influencing the people instead of sympathy, kindness, truthfulness, honesty, and mindedness. As a result, value crisis has emerged in almost all fields.

Value crisis in Education-

The education is nothing but shaping the individuals in the righteous manner. But the system of education is slowly moving into the hands of private people. It is being commercialized. They adopt all sorts of malpractices to attract the parents and get high percentage of both results and marks. They pay less and extract more the teachers. In almost all the institutions, they required number and qualified teachers are shown only on the records but the real scenario is different. The every aspect is mismanaged. The relationship between the teacher and the students is weakened. In the name of payment seats, management seats,

they are earning money. Some institutions even canvass that the students need not attend to the institution either to the classes or examinations but would get the certificates if they pay money. Some fake universities are coming and issuing the certificates. No recognition for the really talented. Thus, the very purpose of education is totally ignored.

Conclusion-

Values are closely related with aims of education. The value oriented education helps young people to lead more personally satisfying and socially constructive lives. Value education both formal and informal may encourage developing moral codes such as honesty, truthfulness and justice. It helps them to make socially responsible behaviour. Hence the following activities should be observed for inculcation of value in the schools-

1. Celebration of national festivals.
2. Conduct of social service programmes.
3. Development of scientific temper.
4. Community prayer in the school.
5. Socially useful productive programme
6. Introduction of information technology.

Given-

Dr. M. U Akanda

What are the professional ethics of teachers? Explain.

Concept of Profession: The term 'profession' has been used in a variety of ways. It refers to a job or occupation, a career or engaged in activity that derive one's income and livelihood. Etymologically, the term 'profession' is derived from the Latin word 'professionem' which means the making of a public declaration.

Concept of Professional Ethics

Ethics is the science of morals in human conduct, moral philosophy, moral principles, and rules of conduct or a set of these. It refers to the branch of philosophy or philosophical science that deals with the problem of values i. e. rightness and wrongness of human actions.. The term 'ethics' has been derived from the Greek word '*ethos*' means customs or habits of a social group. It is also called moral philosophy, based on rationality and sociability.

According to **Bhatia and Nanda**, "Professional ethics refers to a statement of principles, ethical bindings, or beliefs which must govern the efficient and honest working of a certain profession".

According to **Prasad and Prasad**, "Professional ethics refers to the principles, guidelines, or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities."

There are five major areas of professional activities which encompass the work of a teacher. This are-

1. Teacher in relation to students-

- (i) Teacher shall always be punctual in attending to his duties in the school.
- (ii) Treat all students with love and affection and to be impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth.
- (iii) Always teach the curriculum after making thorough preparation for the lesson to be taught.
- (iv) Set standard of dress, speech and behaviour worth of example to the students.

2. Teacher in relation to parents/Guardians-

- (i) The teacher shall seek to establish cordial relation with parents/guardians.
- (ii) Provide information regularly to parents regarding the attainments and short falls of their works.
- (iii) Refrain from doing anything, which may undermine students' confidence in their parents or guardians.

3. Teacher in relation to society and nation-

- (i) Teacher shall strive to develop the educational institution as a community and human resource development centre providing knowledge and information.
- (ii) Strive to understand the social problems.
- (iii) Respect Indian culture and develop positive attitude towards it among students.
- (iv) Respect and be loyal to the school, community and station nation.

4. Teacher in relation to colleagues and profession-

- (i) The teacher shall treat other members of the profession in the same manner as he himself wishes to be treated.
- (ii) Refrain from lodging unsubstantiated allegations against colleagues or higher authorities.
- (iii) Cooperate with the head of the institution and colleagues outside the institution in both curricular and co-curricular activities.

5. Teacher in relation to professional Organization and administration-

- (i) The teacher shall take membership of professional organizations and treat it as a professional responsibility.
- (ii) Participate as a manner of right information of policies and programmes of professional organization.
- (iii) Always function within the framework of the constitution of the organization concerned.

Given-

Gaya Ram Basumatary

Write the various stages of human growth and development.

The terms growth and development are generally interchangeably used by experts because both the processes are interrelated and independent on each other, i.e. no growth is possible without development and vice versa as far as an individual is concerned. In spite of that some psychologists have tried to differentiate the two concepts that are given below-

Meaning of Growth:

Growth is an indicator of increase in bodily dimensions such as height and weight and it is generally confined to quantitative changes. Hence, the main characteristics of growth are given as following-

1. Growth is related to quantitative change brought about in the body of an individual. For example, if the height of a person increases from four to five feet, it means that the size of the person has grown.
2. Whatever changes take place in an individual is the result of heredity and environment both.
3. The process of growth starts from within the individual and does not come out till the end.
4. The mechanism that regulates the process of growth is called maturation. An individual goes to the second step of growth only after the maturation at first stage.

Meaning of Development:

The term development refers to “**change in structure**”, form or shape and improvement in functioning. It is progressive series of changes in an orderly coherent pattern. “**Progressive**” signifies that the changes are direction leading forward rather than backward. These changes include changes in proportions, disappearances of old features and acquisition of new features at physical, intellectual, emotional and social level of daily living. Development is observable.

The various stages of child Development:

The impulsive and erratic child of today will become the reasoning and mature adult of tomorrow. From birth to maturity the human being passes through a series of change or stages of development. Truly, human life as whole is a continuous process of growth or development. But yet it is not for nothing that psychologists and thinkers commonly distinguish between infancy, childhood, adolescence and maturity.

Stages of Development:

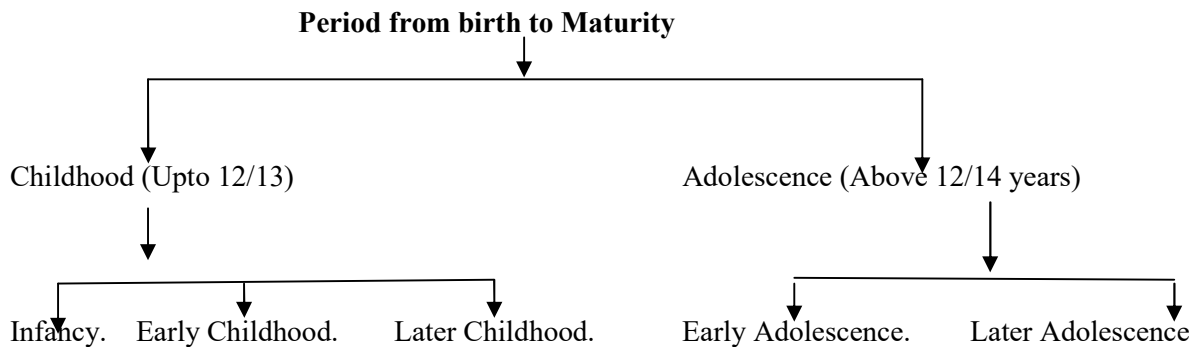
1. According to Rousseau- the following are human stages of development-

- a) Infancy.
- b) Childhood.
- c) Adolescence.
- d) Maturity.

2. **Dr. Earnest Jones** has also pointed out recently that human development takes place in four well defined stages-

1. Infancy – From birth to five years.
2. Childhood – Up to 12 years.
3. Adolescence – up to 18 years.
4. Maturity – 18 years onwards.

The following table will give a clear picture of the stages of development of human beings-



I do not claim the absolute rigidity in the above classification in terms of either the division of life span into above mentioned stages or the duration of period mentioned against them. There are certainly great individual differences and so we should not imagine that every child will necessarily have each stage according to the period indicated above.

Given By-

Parimal Ch. Das

Explain Piaget theory of cognitive development. Write its educational implication.

Jean Piaget has done a commendable work on cognitive (mental) development of the child. According to him, the cognitive development means how knowledge is acquired and developed through successive stages and at various age levels. His theory is also called “**Genetic Epistemology**”

The work of the Piaget may be discussed under the following-

Piagetian four levels or stages of Cognition- Piaget conceives the following periods of cognitive development-

a) Period of sensorimotor adaptation:

The period of sensorimotor activity covers the period of birth until 18 to 24 months. The intellectual development of the infant marked by the following characteristics-

- a) Object concept formation-
- b) Coordinated space-
- c) Objectified casualty-
- d) Objectification of time-

b) Period of symbolic and pre-conceptual thought (2 -4 years):

Ideas begin to develop in the mind of the child at the third year. By imitation and observation, he demonstrates that he is capable of extending his physical world to metaphysics. He begins to use symbols in the 4th years.

c) Period of intuitive thought (4 – 8 years):

At this stage the child can use various concepts in different situations, i.e., he is able to generalize his past and present experiences. His thoughts are not based on logical reasoning. For example, a child can write fine sentences representing various topics but he cannot write a compact essay.

d) The period of concrete operation (8 – 12 years):

Here the child is able to direct his attention away from the static condition, i.e, he can accommodate with all the successive changes taking place in the system. It means that he can reorganize his future on the basis of his past experience as well as trends at present.

e) Period of formal (abstract) operation (12 - 18):

During this stage, the child develops the ability of thinking and reasoning of the objects which are beyond the immediate world, though the problems are systematically solved. Trial and error gives way to some logic. The child learns by mistakes.

Its educational implication

1. Providing variety of experience- The process of education should attend to all these aspects, because education is nothing but trying to bring about the mental development of the child. Perceptions and concept formation are the basis of mental development, and therefore, a variety of experiences should be provided to the students.

2. Emphasis on the mastery of language- Language is another factor in mental development and therefore, any system of education must emphasize the acquisition and mastery of language. Hence, a good system of education must emphasize the teaching and learning of language.

3. Emphasis on thinking and reasoning- Mental development is also brought through the process of thinking. Therefore, such methods of teaching should be used which emphasizes the use of reasoning and thinking.

4. Greater emphasis on development of intellect- Much emphasis should be put on the development of intellect of the pupils in the educational institution. Therefore, the students should be engaged in the intellectual type of pursuits. Debates, discussions, seminars, wide reading and creative writing should be emphasized in the education of the pupils.

Given by-
Sanjay kalita

What is socialization? Write the method and process of socialization.

Socialization is a process by which individuals acquire language, knowledge, skills and values that makes him well adjusted in family, neighbourhood, social groups and society. It is of prime importance for an individual as he is prepared and moulded with beliefs personality and behaviour by various social agents family, peer group, school etc. through the process of Socialization.

According to **Bogardus** Socialization is the 'process of working together, of developing group responsibility, or being guided by the welfare needs of others'.

According to **J. S Ross**, 'Socialization is the development of we feeling in associates and the growth in their capacity and will to act together'.

The process of Socialization

Process of socialization makes a child social. Among the various factors which play a vital role in this process, the following are the important ones-

1. **Rearing-** The upbringing of a child plays a significant role in the process of socialization of a child. It means that improper upbringing of a child leads to the growth of anti-social tendencies in him because of social mal-adjustment. Therefore, for children socialization, healthy and proper upbringing is essential.
2. **Cooperation-** Society makes the child social. The cooperation of society plays an important part to socialize the child.
3. **Suggestion-** It is the psychological process by which one person guides the thoughts, feelings or behaviour of another. In the child socialization, suggestion plays a powerful influence.
4. **Social teaching-** It also plays important role in socialization of child. It includes family, friends and relations who guide the child in one way or the other.
5. **Recognition-** Sympathy, love and suggestion of parents and well wishers develop in the child a feeling of recognition with others.
6. **Imitation-** Imitation is also a form of social learning that leads to the development of traditions and ultimately our behaviour. In the socialization of the children imitation plays an important role.
7. **Sympathy-** It is a feeling and concern or it can be the perception, understanding and reaction to the distress or need of another human being

Educators and sociologists seem to agree that socialization of the child determines how the adult relates to life. Society often dictates expectations. Teachers and parents working together as a team can help children reach higher standards of socialization.

Conclusion-

School plays a significant role in the process of socialization of the children. Children spend about seven to eight hours in school. So school leaves an important and lifelong impact on their socialization process. In school, children belonging to different families read together, interact in various patterns and imbibe various traditions of society. Besides this, their participation in educational and social functions of the school also inculcates in children social qualities, attitudes, habits and patterns of behaviour which bring about their socialization.

Given by-

Sanjay Kalita

Explain the scope of Educational technology.

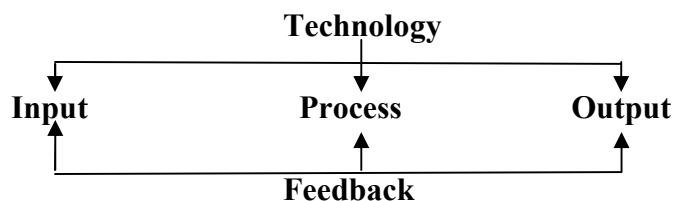
Present day life is becoming much complicated because of two problems- information explosion and population explosion. Information explosion means an explosion of knowledge and population explosion means the rapid growth of population. These explosions have posed critical problems for education which are not possible to solve without the help of educational technology.

Meaning of Educational Technology-

Educational technology is the application of technology in the field of education to improve the teaching learning process. Thus educational technology means the sum total of all the educational facilities, media, methods and techniques for optimizing learning.

In order to have a better understanding of 'Educational Technology' it is important to understand the term 'Education' and 'Technology'. The 'Education' is derived from a Latin word 'Educare' which means to draw out. Education aims at all round development of the individual.

'Technology' is a science of techniques and methods of getting things done. Technology means scientific principles applied to practical task for specific outcome. It has three basic components as shown below-



Knowing these two terms 'Education' and 'Technology' it will be easier to understand what 'Educational technology' is. Educational technology is a branch of technology. It is a branch of study where the results of physical sciences and social sciences are applied to increase the efficiency of education.

Scope of Educational Technology-

Scope of Educational technology is as wide as education itself. Its scope ranges from the concrete educational process to the most abstract and subtle ones. It includes the use of hardware and software and systems analysis in various educational operations. The possibility of using Educational technology in almost all areas of education has been and is being explored. There are three major areas in education in which its scope is very wide. This are-

1. Technology related to general educational administration and management
2. Technology related to general educational testing
3. Technology related to the instructional process

On the other ways Educational technology is a process-oriented technique. Educational technology is not limited to teaching and learning process and theories, still teaching learning process is influenced much more by Educational technology. Theories have been shifted from learning to teaching only due to Educational technology. If the Educational technology is limited to audio-visual aids, mechanical and electronic gadgets, the scope of Educational technology becomes limited but Educational technology is not limited to all these things rather it pervades all the over.

Hence, Derek Rowntree (1973) identified the following province to include in the preview of Educational technology-

1. Identifying the aims and objectives of learning.
2. Planning the learning environment.
3. Exploring and structuring the subject-matter.
4. Selecting appropriate teaching strategies and learning media.
5. Evaluating the effectiveness of the learning system.
6. Using the insights gained from evaluation to improve their effectiveness for the future

Important areas which should comprise Educational technology are as under-

1. Concept and various facets of Educational technology.
2. Teaching-learning process.
3. Individualized instructional technology.
4. Programmed learning.
5. Teaching models.
6. Learning theories.
7. Multimedia approach to teaching.

8. Mathetics.
9. Cybernetics.
10. Task analysis.
11. Modules.
12. Systems approach.

Given By

Dr. M. U. Akanda

**What is classroom interaction? Analyze and write short note on FIACS.
Discuss the advantages and limitations of Flanders system.**

Interaction analysis is a process of encoding and decoding the study pattern of teaching and learning. In the coding process, categories of classifying statements are established; a code symbol is assigned to each category and trained observer records by jotting down code symbols. In the decoding step, a trained analyst interprets the display of coded data and reconstructs the original events on the basis of the encoded data, even though he may not have been present when the data were collected.

Classroom interaction-

Interaction analysis is a specialized research procedure that provides information about only a few of the many aspects of teaching. It is an analysis of spontaneous communication between teacher and pupils, that it is of no value, if no one is talking or if teacher talks continuously, or if student reads from a book.

Interaction Model of school teaching (Flander's Interaction Analysis Technique)-

Interaction Model of school teaching was developed by Ned. A Flander in 1960 as teacher training technique. This is also known as **Flanders Interaction Analysis Category System (FIACS)** He explained teaching as an interaction process. In the interaction analysis model the entire classroom activities are classified into three components-

1. Teacher talk
2. Pupil talk.
3. Silence or confusion

According to Flander, classroom teaching can be regarded as an ongoing interaction between the teacher and the students. Teaching can be improved and learning objectives can be realized if attempts are made to exercise control over the process of classroom interaction. In this method attempts are made to observe, study, analyze the classroom interaction mostly the verbal behaviour of the teacher and the students' initiation and responses.

In this model, out of the three components the verbal interactions are further divided into ten categories-

Teacher Talk – Component consists of first seven categories-

1. Accept feelings of the students.
2. Praises or encourages students' behaviour.
3. Accepts or uses ideas of students.
4. Asks questions on content
5. Lecturing- giving facts about content material
6. Giving directions to students.
7. Criticizing or justifying statements.

Student Talk- Component involved two categories-

1. Student Talk response.
2. Students Talk initiation.

Silence or confusion-

Category indicates that communication cannot be understood by the observer. The teacher sometimes observes silence for a few seconds. Teacher may put a question to the entire class and there is a pause for a few seconds. Both the teacher and the students are silent for few seconds and during this period students get time to think and to give answer.

The advantages of Flanders system-

1. It is an objective and reliable technique of observing and analyzing the verbal behaviour of a teacher and classroom interaction.
2. It may help in understanding analytically what actually goes on in the classroom.
3. It may help in determining the flow and pattern of teaching behaviours.
4. It supplements the training techniques like micro-teaching and team teaching.
5. It can be used for undertaking research in several areas of teaching, teacher behaviour, pre-service and in-service education of teachers
6. By [providing feedback, it helps in acquiring the desirable patterns of teaching and modifying one's teaching behaviour.

Limitations of Flanders system-

1. The system concentrates on verbal behaviour and does not describe the classroom interaction or teacher behaviour in its totality.
2. Out of ten categories, it devotes as many as seven categories to teacher talk and just three to student talks.
3. Equating silence with confusion is not appropriate.
4. There is much scope for subjectivity in the observation of the behaviour.
5. The system does not incorporate various essential steps of teaching a particular subject.
6. It does not provide valued judgements about good and bad teaching behaviours.
7. The fourth category of asking questions in this system does not classify the type of questions asked.

**Given By-
Parimal Ch. Das**

What is computer Network? Write different types of Networks.

A computer is an electronic device made up of electronic circuits and wires etc. The word 'computer' has been derived from the word 'compute'. In simple words, a computer is an electronic processing device used to calculate and store data at large extent and speed which follows the input processing and output sequence.

Computer Network-

When two or more computers communicate directly or exchange information then it is called computer network.

A computer network is a group of computer systems and other computing hardware devices that are linked together through communication channels to facilitate communication and resource-sharing among a wide range of users. Networks are commonly categorized based on their characteristics.

Characteristics of Network-

The following characteristics should be considered in network design and ongoing maintenance-

- 1. Availability-** Availability is typically measured in a percentage based on the number of minutes that exist in a year.
- 2. Cost-** Includes the cost of the network components, their installation and their ongoing maintenance.
- 3. Reliability-** Reliability of the network components and the connectivity between them. Mean time between failures (MTBF) is commonly used to measure reliability.
- 4. Security-** Includes the protection of the network components and the data they contain and/ or the data transmitted between them.
- 5. Speed-** Includes how fast data is transmitted between network end points.
- 6. Scalability-** Defines how well the network can adapt to new growth, including new users, applications and network components.

Types of Network-

- 1. Local Area Network (LAN)-** This system is created when several computers within a limited geographical area. For example, a hospital complex, University campus etc.
- 2. Metropolitan Area Network (MAN)-** The term MAN is typically used to describe a network that spans a citywide area or a town.
- 3. Wireless Local Area Network (WLAN)-** A wireless Local Area Network is a LAN that uses radio signals (Wi-Fi) to connect computers instead of cables.
- 4. Wide Area Network (WAN)-**A Wide Area Network is a network that extends over a large area. WAN are linked mainly by telephone lines and by satellite transmissions and micro systems to a lesser extent.
- 5. Bluetooth; Personal Area Network (PAN)-** Bluetooth is a wireless network technology designed for very short-range connections.
- 6. Campus Area Network (CAN)-**Campus Area Networks are usually a connection of many small LAN networks which are often used on University Campuses and office buildings.
- 7. Storage Area Network (SAN)-**Storage Area Networks are primarily used as information databases. SAN are usually used by websites which offer downloading services.
- 8. Home Area Network (HAN)-**A network contained within a user's home that connects a person's digital devices.
- 9. Tiny Area Network (TAN) -** TAN are the same as LANs but smaller means it works 2 to 3 machines only.

Given by-
Sanjay Kalita

What is collaborative learning? What are the benefits of collaborative learning?

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to **C. Gokhale**- Collaborative learning is the grouping and pairing of students for the purpose of achieving an academic goal.

In Collaborative learning the task is divided horizontally (i.e. members work together more or less sequentially on different aspects of a project)

Collaborative learning involves-

1. Group goals as well as personal goal.
2. Building and relying on good relationships with others.
3. Contributing your ideas to the group and learning from one another.

The main characteristics of Collaborative learning according to **Lejeune** (1999) are-

1. A common task or activity.
2. Co-operative learning.
3. Small group learning.
4. Interdependence.
5. Individual responsibility and Accountability.

Jones, Bakker, Tinzamann Fine and Pierce (1990) suggest that there are four typical characteristics of Collaborative learning-

1. Share knowledge among teachers and students.
2. Share authority among teachers and students.
3. Teacher as mediators.
4. Heterogeneous groupings of students.

The first two focus on changing relationships between teachers and students. The third characterizes teacher's new approach to instruction. The fourth deals with the composition of a collaborative classroom.

- 1. Share knowledge between teachers and students-** Shared knowledge is in many ways a characteristic of the traditional classroom, where the teacher is the information giver but it also incorporates some student input, where the students share experiences or knowledge.
- 2. Share authority between the teachers and students-** Here the teachers encourage students to set specific goals within a topic. The students are provided with options for activities and assignments there by a allowing the students to complete their assignment.
- 3. Teachers as mediators-** In this area, teachers encourage the students to learn how to learn this being one of the important aspects of Collaborative learning.
- 4. Heterogeneous grouping of students-** This characteristic teaches all students to respects and appreciates the contributions made by all members of a class, no matter what the contents is.

The benefits of collaborative learning-

Research shows that educational experiences that are active, social contextual, engaging and student-owned lead to deeper learning. The benefits of collaborative learning include-

1. Development of higher of thinking, oral communication, self-management, and leadership skills.
2. Promotion of students' faculty interaction.
3. Increase in student retention, self-esteem and responsibility.
4. Exposure to and an increase in understanding of divers' perspectives.
5. Preparation for real life social and employment situations.
6. It may be beneficial to grade students on the quality of discussion, engagement and adherence to group norms. Assessing the process itself provides motivation for students to learn how to behave in groups.
7. Used different strategies like Jigsaw techniques and clusters, buzz groups, round robin etc.
8. Research suggests that the benefits of collaborative learning are influenced by the quality of interactions. Interactivity and negotiation are important in group learning.

Norms should change with situations so that groups do not become rigid and intolerant or develop sub groups. If at all there is any deviation in practising norm either rotate members or assist in using outside information to develop a new norm

Given by-
Sanjay Kalita

Describe about recommendations of NPE 1986 and NCF 2005.

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the Government of Prime Minister Indira Gandhi and the second by Prime Minister Rajiv Gandhi in 1986.

Recommendations of NPE 1986 on aims and objectives of teaching social studies-

1. To bring about physical, intellectual, emotional and ethical integration of an individual with a view to evolving a complete man who possesses the basic values of humanism, secularism and democracy and who is capable of giving a fuller response to social and environmental challenges.
2. To inculcate in an individual spirit of truthfulness, temperance and courage and to cultivate a spirit of humanity, simple living, selfless service and sacrifice.
3. To prepare an individual for calling suited to his aptitude and skills and the needs of the society.
4. To promote understanding of various beliefs and faiths and thus to foster an attitude of tolerance and a sense of national unity; to create the spirit of brotherhood of man and promote the establishment of a classless and casteless society.
5. To make the rural and urban student fully aware of and interested in the problems of one another; to foster a fully understanding of the rural life in a society in transition which is necessary for appreciating properly the polity and economy of our country and of the social forces at work.

The National Curriculum Framework (NCF 2005)

The National Curriculum Framework (NCF 2005) is one of four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India.

The approach and recommendations of NCF-2005 are for the entire educational system. This exercise is being carried out with the involvement of State Councils for Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET).

Recommendations of NCF-2005 on aims and objectives of teaching social studies-

According to NCF 2005 studying the social studies is vital for many reasons. It enables children-

1. To understand the society in which they live-to learn how society is structured, managed and governed and also about the forces seeking to transform and redirect society in various ways.
2. To grow up as active, responsible and reflective members of society.
3. To learn to respect differences of opinion, lifestyle and cultural practices.
4. To question and examine received ideas, institutions and practices.
5. To acquire pleasure in reading by providing them with enjoyable reading material.
6. To undertake activities that will help them develop social and life skills and make them understand that these skills are important for social interaction.
7. To appreciate the values enshrined in the Indian Constitution such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society.

Conclusion- In textbooks and in the classroom, the content, language and images should be comprehensible, gender-sensitive and critical of social hierarchies and inequalities of all kinds.

Given by

Parimal Ch. Das

Discuss the meaning and types of measurement-

Measurement is very important in our day to day life. We use measurement all the twenty four hours of a day and for any kind of activities we involved in. Measurement can be explained through an example. Suppose, a person resides at a distance of 15 km from the bus station. He knows that the distance is 15 km, because he is aware of its measurement. The speedometer of a car measures the speed of the car. Similarly, the temperature of the room, the cost of commodity is measured in some unit. As a matter of fact, the whole development of our culture depends on some measurement.

Its meaning and definitions:

Measurement means to find out the quantity of some commodity or characteristics in some definite unit. It is a process by which the developed abilities of the pupils are expressed in the quantitative form. The measurement is directly concerned with quantity. By measurement, the variables groups, capacities, time and distance etc. can be tested very conveniently.

In short, according to Campbell, Measurement is the assignment of numerals to objects or events according to rules.

Some Definitions of definitions:

Various psychologists defined measurement in different ways –

1. According to Stern, "Measurement is the assignment of numbers to objects or events according to rules.

2. According to J.M. Brad field, Measurement is the process of assigning symbols to dimensions or phenomena in order to characterizing the status of a phenomena as precisely as possible.

3. Tyler says, “Measurement is the assignment of numerals according to rules”.

4. Webster New International Dictionary says, “To measure is to determine the extent, dimensions, quantity, degree or capacity of a thing.”

Types of Measurement- Measurement are two types –

1. Physical measurement:

In physical measurement is the prices of quantification of physical traits of the objects are perceivable and measured directly. The measuring instrument is placed directly with the traits such as – high is measured by placing the meters along with the height of a person and similarly his weight also measured.

It main features of physical measurement are –

- (1) quantative
- (2) Units are fixed
- (3) Zero point
- (4) Completeness
- (5) Absolute

2. Mental measurement:

Measurement in behavioural or social science is subjective indefinite and not precise. The trait is not directly measured by the scale but the trait is measure indirectly through the help of bahaviour. The basis of the measurement is the bahaviour of a subject.

The main features of mental measurement –

- (1) No definite unit.
- (2) No Zero point
- (3) Indirect

The differences between physical and mental measurement are given as following

Physical measurement	Mental measurement
1. It is a absolute measurement	1. It is a relative measurement
2. The reference point is Zero.	2. The reference point is group performance
3. It is fixed units for measuring a trait.	3. There is no fixed unit for measuring any trait.
4. The data are interpreted.	4. The raw data are meaningless but these have to be transformed in to standard.
5. The trait is directly measured.	5. The trait is directly measure with the help of bahaviour.
6. It is perfectly objective and valid.	6. It is a subjective measurement but tries to make objective and valid.
7. There are fixed tools for measuring the separate traits	7. There is no fixed or final measuring instrument for a one trait of variable.
8. It is almost at ratio scale.	8. It is at nominal ordinal and internal scales.
9. It has a great precision.	9. It has less precision.
10. It is mainly the prognostic and diagnostic purpose.	10. It is prognostic diagnostics as well as predictive functions.

Given by-

Parimal Ch. Das

Need of measurement in Education:

Measurement is very important modern education system. Measurement is used as a part and parcels every aspects of education. It is widely used to measure the student's achievement, personality intelligence and aptitude. The evaluation of some educational programmes is also possible through measurement. If the educational aims are kept in mind while developing a test then it can also help in the development of syllabus. Hence the need of measurement in education are given below –

(1) For admission:For the admission of students in various institutions measurement is used. Measure mental skills are used in selecting students, aptitude test, intelligence test and personality test for the admission in institutions.

(2) Prediction: Prediction means to tell something about future on the basis of present. To, know the predictive power of a test, its predictive validity is calculated. If some organizations wish to employ 100 salesmen then it will select 100 salesmen on the basis of some examination and then after some time these salesmen will be assigned certain scores on the basis of some criteria. If these scores and examinations or test scores correlate highly then the tests have a high predictive validity. Such validity is calculated for intelligence tests aptitude tests and ability tests. But predictive validity is essential for aptitude test.

(3) Comparison: A very important field of psychology is the area of individual differences. Knowledge, intelligence personality traits and all in other trails there are individual differences. The main aim of psychological tests is to compare these individual differences. Galton gave great importance to such studies and tried to find out the causes of individual differences.

(4) Diagnosis: In the field of psychology diagnosis is possible only in educational subjects and emotional disturbances. There are two forms of educational diagnosis –

(a) Diagnosis of general difficulties and

(b) Diagnosis of specific weaknesses.

Educational diagnosis not only helps in finding out the difficulties and their remedies, but it also helps in getting the knowledge of possible future difficulties. For example, if in class V it is known that a student's is weak in solving questions involving fractional figures, and then remedial teaching can be arranged for him.

(5) Selection and classification: One of the functions of psychological tests is the selection and classification of individual. This is used for this purpose generally in industries, defense and government jobs.

(6) Research: The psychological tests are also used widely for research purposes. For example, in equating the two groups on intelligence or on some personality dimension, one is interested to know whether special coaching affects the intelligence score or not. For all such purpose tests are employed.

So, from the above study it compel to think that measurement is very important in modern educational system.

Given By- Sanjay Kalita

Taxonomy of Educational objectives:

The term 'Objective' means an end point of something towards which the action is directed. Therefore, 'Educational objective' means an end point of the possible achievement in terms of what a student is to be able to do when the whole system of education is directed towards educational aims.

The term 'taxonomy' means arrangement or classification. So, taxonomy of educational objectives may be said to be a systematic organization of the goals or end results of learning stated in terms of changes in the behaviour of the learners.

Prof. B. S. Bloom of the University of **Chicago** is supposed to be the first to present taxonomy of educational objectives related to **Cognitive Domain** in the year 1956.

The educational objectives are divided according to all the three domains of an individual's behaviour –Cognitive (knowing), affective (feeling) and Psychomotor (doing).

The taxonomy is arranged in the domain into six categories-

Taxonomic Categories of Domain

Cognitive Domain	Affective Domain	Psycho-Motor Domain
6. Evaluation	6. Organization	6. Habit formation.
5. Synthesis	5. Characterization	5. Co-ordination.
4. Analysis.	4. Conceptualization.	4. Control.
3. Application.	3. Valuing	3. Manipulation.
2. Comparison.	2. Responding.	2. Imitation
1. Knowledge.	1. Receiving.	1. Impulsion.

Cognitive Domain:

The Cognitive domain of human behaviour includes the objectives related to the cognitive abilities of thinking, knowing and problem solving. According to **Bloom**, it includes memorizing and development of the intellectual abilities and skills.

Cognitive domain has in it six classes of objectives arranged in an order to hierarchy on the basis of the complexity of tasks and arranged from the simple to complex and concrete to abstract behaviour. The six categories or classes of this domain are-

1. **Knowledge-** This class includes the learners ability to recall terms, facts, rules, principles, methods, processes, pattern, structure, setting etc. it involves
 - a) Knowledge of terminology and facts.
 - b) Knowledge of combinations, trends and sequences, classification and categories, criteria, methodology etc.
 - c) Knowledge of principles and generalization of theories and structures.
2. **Comprehension-** The lowest level of understanding can be termed as comprehension. It is concerned with the learner's ability of understanding a given content and putting it into his/her own words, summarizing and explaining it to the extent he/she can. The objectives of this category include abilities like – being able to translate, give examples, illustrate, and explain or summaries etc.
3. **Application-** It is concerned with the student's ability to use the rules, methods, procedures, principles and other types of generalization in new situations. It is a higher level of thinking than comprehension. It includes objectives as-being able to solve, predict, develop, explain apply etc.
4. **Analysis-** This is concerned with the dividing of the material into small parts and detecting the relationship between the parts and of the way in which they are organized. This objective includes an analysis of elements, relationships and organizational principles.
5. **Synthesis-** It is concerned with the ability of the learner to arrange the parts of the structure together to form a whole. It involves uniqueness originality and creative behaviour.
6. **Evaluation-** This objective is concerned with judgments in terms of internal evidence or external criteria. It is about making of judgments' about values, purposes, ideas, methods and materials etc. the judgments can be qualitative or quantitative.

Affective Domain:

The affective domain includes the educational objectives of interest, attitude, change in value, development of aesthetic sense and adjustment. It is divided into five major classes based on the level of involvement.

- 1. Receiving or attending-** It includes willingness of the learner to receive or attend to certain stimulus of whose existence he becomes aware of. Awareness is the first level in this category willingness to receive the next level and finally controlled or selected attention.
- 2. Responding-**It includes the involvement of the learner in a subject or an activity. Here, the learner differentiates between the affective stimuli, attaching emotional significance and value to them.
- 3. Valuing-** At this level the behaviour of the individual is quite consistent and stable. It is concerned with acceptance of a value, preference for a value and a commitment to or a conviction for a certain point of view.
- 4. Organization-**At this level, the learner builds up a value system that guides his/her behaviour. This includes conceptualization of a value and organization of a value system.
- 5. Characterisation by a value or value complex-** At this level, the behaviour of the individual is controlled by organizing the already existing value into some kind of an internally consisting system. Here, the individual acts consistently in accordance with the value internalized by him/her.

Psychomotor Domain:

The psychomotor domain includes objectives related to manual and motor skills. Dr. Dave, HOD of Curriculum Development, NCERT, New Delhi, presents the following classification of psychomotor objectives-

- 1. Initiation-** It is the initiation of an action by the learner. There is lack of neuromuscular co-ordination in the act due to lack of understanding, need of practice and immaturity of the learner.
- 2. Manipulation-** In this category the learner differentiates among various movements and selects the appropriate one.
- 3. Precision-** In this category the learner is able to do an action independently with confidence and control. This includes accuracy in performance.
- 4. Articulation-** This category includes co-ordination of the acts by establishing a appropriate sequence and achieving harmony among them.

- 5. Naturalization-** at this stage, the highest level of proficiency is attained and the act is performed with least energy. This act becomes so automatic this it is attended to unconsciously.

Given by- Gaya Ram Basumatary