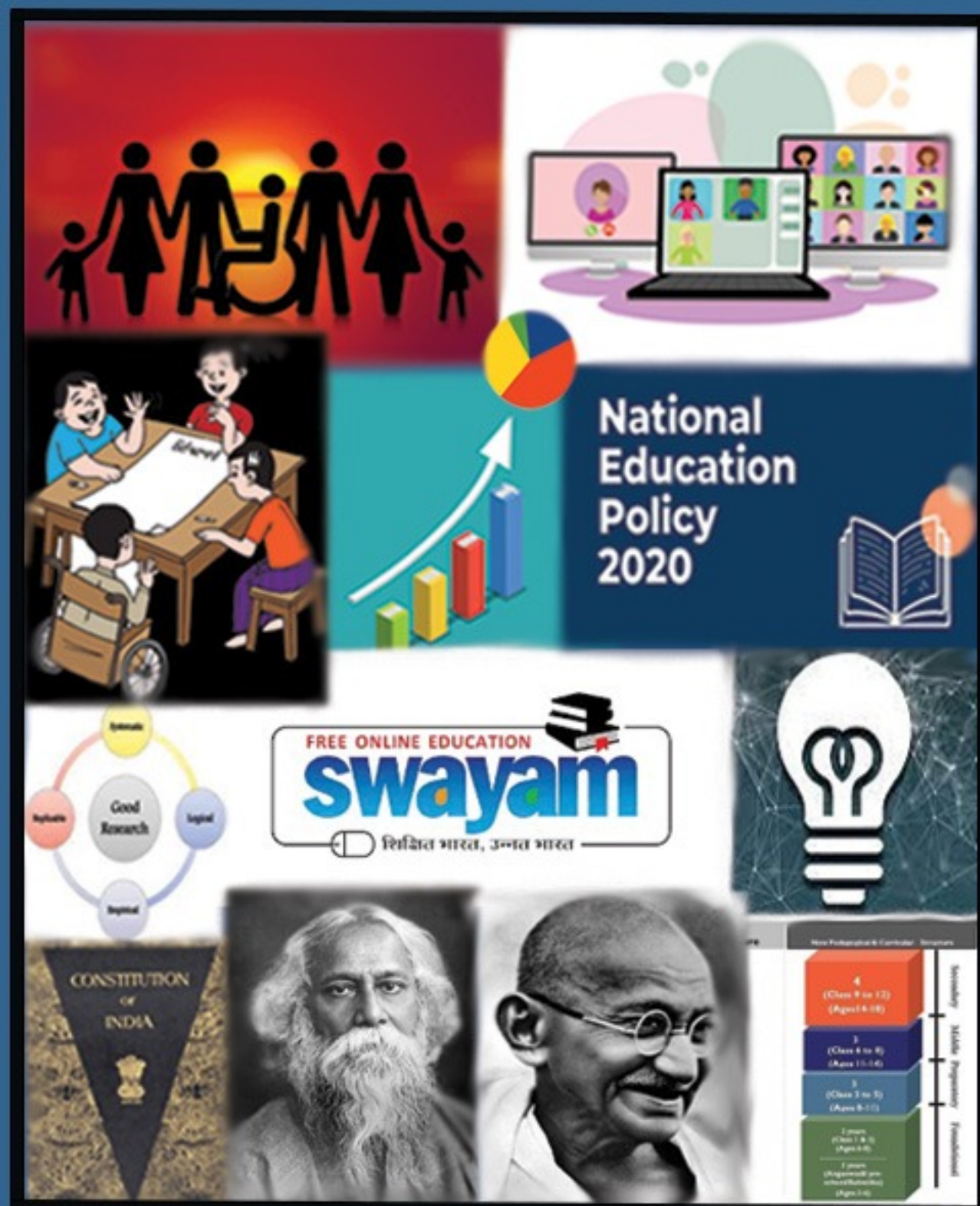




Education as a Practice

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Course Introduction

The course “Education as a Practice” has been conceptualized to help learners in understanding education as a area of practice. This course helps learners comprehending the idea of education and its relationship with other disciplines like Philosophy, Psychology and Sociology; how the field of education involves the conscious procedure of constructing the curriculum to follow guidelines and obligations included in the policies in line with the constitutional provisions. In addition to this, practice in the field of education has led to innovations to bring changes and evolved new approaches in education, and these new approaches have given rise to alternative forms of education, which are main focus of this course. Further, course discusses the research process involved in education and how it contributes to theory generation and bringing positive change in the context of education. So, course deals the meaning, concept, types and process of educational research and tools and techniques of data collection and interpretation.

The learning outcomes of the course are:

- to sensitize the learners about education as an area of practice;
- to orient the learners to appreciate various innovative and alternative practices in the field of education;
- to develop an understanding of educational research and its processes to carryout research;
- to enable the learners analyze the implications of research in improving educational practices at the local and national level; and
- to enable the learners to apply the skills of analyzing and interpreting data.

The course content has been organized under four blocks with seventeen units. First block of the course focuses on ‘education as an area of knowledge and as an area of practice’. Second block deals with ‘innovative and alternative practices in education’. Third block of the course focuses on ‘how educational research as an area of practice’. The concept, type and process of educational research and its implications are discussed in the this block. Fourth block of the course deals with various tools and techniques for data collection; sources and types of data; organization and graphical representation of data and analysis of quantitative data.

The detailed course structure is as follows:

Block 1: Understanding Education as a Practice

Unit 1: Education as an Area of Practice

Unit 2: Practicing and Disseminating Educational Innovations

Unit 3: Practicing Research and Development

Unit 4: Education and Policies

Block 2 : Innovative and Alternative Practices in Education

Unit 5: Educational Innovations and Experiments: Indian Practices

Unit 6: Educational Innovations and Experiments: Global Practices

Unit 7: ODL and E-Learning

Unit 8: Inclusive Practices in Education

Block -3: Educational Research as a Practice

Unit 9: Introduction to Educational Research

Unit 10: Process of Research

Unit 11: Understanding Action Research

Unit 12: Implications of Research for Educational Practices

Block 4: Data Collection and Analysis

Unit 13: Tools and Techniques for Data Collection

Unit 14: Sources of Data and its Analysis and Interpretation

Unit 15: Organization and Graphical Representation of Data

Unit 16: Analysis of Quantitative Data-I

Unit 17: Analysis of Quantitative Data-II





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BLOCK

1

UNDERSTANDING EDUCATION AS A PRACTICE

Unit 1

Education as an Area of Practice

9

Unit 2

Practicing and Disseminating Educational Innovations

25

Unit 3

Practicing Research and Development

41

Unit 4

Education and Policies

60

BLOCK 1: UNDERSTANDING EDUCATION AS A PRACTICE

Block Introduction

Welcome to Block 1 of the Course titled “Understanding Education as a Practice”. Education is the process of acquiring knowledge; exploring new ideas; revisiting past experiences; learning skills, values, attitudes; and preparation for the future. ‘Understanding education as an area of knowledge and as an area of practice’ is a process of unfolding the multiple dimensions of education. So this block has been conceptualized to make you familiarize with the different aspects of education as practice and how education is a vast field of learning, training, research, advancements, innovations and change, and knowledge creation.

This Block comprises four Units:

Unit 1: Education as an Area of Practice: This unit helps you to familiarize, that how education translates the philosophical, socio-political, and psychological principles into practice and how education plans and policies are linked with constitutional provisions/obligations. Further unit describes the process of curriculum construction and highlight the important aspects involved in curriculum transaction. Unit helps you to explore the process of conducting systematic and organized research at various levels in the field of education.

Unit 2: Practicing and Disseminating Educational Innovations: This unit presents with a discussion on understanding the term ‘innovation’ in the context of education. It describes various criteria that are used to identify certain cases of innovative practices at both global as well as national levels. This unit further describes the various purposes related to dissemination and different activities/ways that are generally used for the dissemination of educational innovations.

Unit 3: Practicing Research and Development: The unit starts with discussion on concept of research and development. It helps you to explore research methods and techniques used for research in classroom situations involving variables like classroom interaction styles, classroom environment, teaching-learning strategies etc. Unit further describes how various types of researches help in improving educational practices like survey research help in analyzing the status of field based educational practices; case-studies help to analyses the characteristics of individuals and the entire group etc.

Unit 4: Education and Policies: The unit discusses on the Preamble of the Constitution of India and how education extracts its guiding principles from it. Unit has enlisted various articles related to education, which have their wider implications to education system. Unit further explains the role of education to translate constitutional provisions into public policies. The unit critically reflects on the need for decentralized planning for effective execution of policies and schemes.

UNIT 1 EDUCATION AS AN AREA OF PRACTICE

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Translating Philosophical, Sociological and Psychological Principles into Practice
- 1.4 Constitutional Provisions and Policy Formulation
- 1.5 Curriculum Construction and Transaction
 - 1.5.1 Curriculum Construction: Basic Foundations
 - 1.5.2 Approaches to Curriculum Transaction
- 1.6 Research at the Micro and Macro Level
 - 1.6.1 Micro Level Researches
 - 1.6.2 Macro Level Researches
 - 1.6.3 Challenges of Research in Contemporary Education System
- 1.7 Let Us Sum Up
- 1.8 Unit End Exercises
- 1.9 References and Suggested Readings
- 1.10 Answers to Check Your Progress

1.1 INTRODUCTION

Education is the process of acquiring knowledge; exploring new ideas; revisiting past experiences; learning skills, values, attitudes; and preparing for the future. Education plays an instrumental role in changing the future of any society and is also seen as one of the significant factors for social mobility. Consequently, every country aims towards building a more holistic and inclusive education system. Education has a widened meaning now where it is not limited to only formal education and attaining a degree, rather it is associated with the overall development of the individual such that he/she can realise their potential to the fullest. Therefore, it is necessary to understand the meaning and purpose of education profoundly and critically.

Understanding education as a practice is a process of unfolding the multiple aspects of education. The purpose of this unit is to make you aware of the idea of education and how it is interwoven with other disciplines. The Unit establishes the link between the Constitution as a source of legislation and how policy making is formulated within the contours of the aspirations and ideals embedded in the Preamble of the Constitution. It also brings to focus the conscious procedure of constructing the curriculum to follow guidelines and obligations presented in the policies in line with the constitutional provisions. Further, this unit discusses the research process involved in education and its contributions to theory generation

and bringing positive outcomes in educational areas. Overall, the Unit will help you to get familiar with the different aspects of education as practice and education as a vast field of learning, training, advancements, innovation and changes, and knowledge creation.

1.2 OBJECTIVES

After going through this unit, you will be able to:

- explore how education relates with other disciplines and their interdependence on each other;
- explain the relationship of constitutional provisions with policy-making, with particular reference to education;
- describe the process of curriculum construction and highlight the important aspects involved in curriculum transaction; and
- explore the process of conducting systematic and organized research at various levels in the field of education.

1.3 TRANSLATING PHILOSOPHICAL, SOCIOLOGICAL AND PSYCHOLOGICAL PRINCIPLES INTO PRACTICE

The term “education” originates from the Latin word “Educare” which implies to train or to mould. Another Latin word is “educere” which refers to lead out. Thus, education is not merely limited to learning or acquisition of knowledge, rather it is the development of skills, attitudes, habits as well as the overall nurturance of an individual. Educationists, Sociologists, Philosophers, and thinkers have defined the meaning and purpose of education differently. Some consider education as multidisciplinary, whereas others consider it as an interdisciplinary field. However, the most dominant view of education considers it as a “field” as it widens the usage and implications of the term.

In trying to understand education as a field, Richard Peters insisted that ‘education is not an autonomous discipline, but a field, like politics, where the disciplines of History, Philosophy, Psychology, and Sociology have applications (Peters 1963/1980, p. 273). Peter’s definition of education helps us to understand the basic features of education and how it amalgamates features of all other disciplines.

Education as a field encompasses the basic principles of other disciplines such as Philosophy, Sociology, Political Science, and Psychology. Education includes the principles of these disciplines and creates its own epistemological basis.

Education and Philosophy

Considering that all disciplines have their origin in Philosophy, we can find the linkage between Philosophy and Education in various theories and practices of education. Philosophy works on the principles of speculating, dissecting, and contemplating ideas, whereas education works on the implementation of those ideas in a real-life setting. Hence, one can say that if Philosophy provides the theory and guidance, Education provides the tools to achieve those ideas. Both are

interdependent and this interdependence results in the emergence of the subfield “Philosophy of Education”. Naturalism is one of the schools of thought, which emerged around the 18th century. One of the prominent thinkers of naturalism is Jean Jacques Rousseau, who gave the motto “back to nature”. He believed in the philosophy of “negative education” and how nature can be considered as the best guide for the students. Rousseau considered society as corrupt and politically driven, therefore he suggested that education should develop in harmony with the natural abilities of students. From Rousseau’s idea of education, we can make the linkage between how basic philosophical principles guide education. Rousseau’s idea of education can be best understood from his book “Emile”. Like Naturalism, other schools of thought like Idealism, Realism, Pragmatism are based on their own principles of metaphysics and axiology and define and suggest the best possible structure of education and educational practices.

Education and Sociology

Education is an important part of society, and in contemporary times, imagining a society without any education system is quite difficult. As discussed earlier, education serves as a tool to not just facilitate or transfer knowledge, it also works as an agent for social change, developing and inculcating certain kinds of beliefs, skills, and attitudes. Therefore, as a part of society, education can not separate itself from the socio-political principles of society. Various Sociologists based on their idea of society, have analyzed the education system and how it works for the reproduction of future citizens. This interlink age of education and socio-political ideas has resulted in the emergence of the area “Sociology of Education”. As an area, it deals with critically analyzing educational practices concerning the social, political, economical context of the society and the hidden agendas, beliefs, and motives located in society. Functionalists like Durkheim believed that schools are an essential part of society and the function of education is to imprint the shared social values of society in the minds of the young ones. Durkheim has quoted that “*society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the mind of the child, from the beginning, the essential similarities that social life demands.*”. It is evident from Durkheim’s views that his idea of society influenced his understanding of the educational system and its functioning. Just like Durkheim, various Sociologists also study the social functioning of society about caste, class, gender, region, race, etc. Education as an integral part of society always becomes the center of analysis.

Education and Psychology

Let us now understand the relationship between Psychology and Education. Crow and Crow defined Psychology as “the study of human behaviour and human relationships”. Skinner refers to it as “the science of behaviour and experience”. Behaviour and experience remain a focal point of Psychology. The basic principles of Psychology help us to understand the behavior of learners and teachers and how learning can be maximized among the students. This interlinkage between Psychology and Education led to the origin of the branch “Psychology of Education”. This particular area deals with the psychological implications of education, that is, the study of learners’ all-around development and growth about education. This branch is a synthesis of psychological principles and educational methods. Theories of cognitive development,

learning, behaviourism are such examples, where psychologists studied the learner behaviours to demonstrate which kind of learning environment should be provided to students for maximum realization of learners' potential. Moreover, how personality or development should be perceived is also one of the contributions of Psychology of education in the field of education. Hence, with the help of psychological principles, we try to maximise the learning opportunities in the classroom and try to develop the best kind of education for students.

After trying to understand the linkage between Education and disciplines like Sociology and Psychology, let us, in the next section discuss how the Constitution of a country impacts educational processes by making policies related to education.

Check Your Progress 1

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

1. What is the perspective of 'Philosophy of Education'?

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2. Discuss how the psychological principles translated into educational practice.

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3. Analyse the interlinkage between Sociology and Education.

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1.4 CONSTITUTIONAL PROVISIONS AND POLICY FORMULATION

The Constitution of India came into effect on January 26, 1950. The Constitution is the document that serves as a guide to the nation to move on the path enshrined in the Preamble which reflects the values, aspirations and ideals of a free and independent nation. The Constitution is the source of legislation and policy formulation as well. The Indian Constitution has a large number of articles and clauses which have a direct and indirect bearing on education, highlighting the significance of education.

Education is a key pillar of society, it helps the country to grow and prepare its future citizens for participating in the welfare and development of the country. Education has always remained a center of attention for any government, as the aim of education is to fulfil the vision or goal set by its policies. Policies in education develop over a period of time in line with the Constitutional provisions and education becomes a means to fulfil the Constitution provision/obligations. For example, Article 45 of the Indian Constitution states that every child has the right to free and compulsory education, it becomes the responsibility of policy makers and educationists to develop a policy that aims to fulfill this provision so that no child is left behind. As one can see, such suggestions find a place in National Education Policy 2020, wherein it talks about creating opportunities for all students so that no child should be left behind and minimizing dropout rates. However, only suggesting these measures and providing vision on a policy is not sufficient, the Government needs to make a conscious effort to realize the vision and for that purpose, the successful implementation of that policy becomes the priority of the government. Implementation of any policy on the ground level requires planning, strategy, and well-equipped trained people to work towards the vision. Therefore the whole process of education starts from making constitutional provisions/obligations, translating such provisions into policy, and then implementing those steps prescribed in the policy in the educational setup.

It is important to note that Constitutional provisions are mandatory to carry out and government or policymakers have to abide by them. Although, in a democratic country like India, certain provisions are questionable and can be challenged based on adequate research evidence or insights emerging from the praxis. That's how research and praxis inform Constitutional provisions, laws and policies in any country. Since Independence, various provisions have been added to our Constitution which is associated with education:

1. Right of free and compulsory education- Article 45
2. Right to education- Article 21A
3. Education for women- Article 15(1)(3)
4. Promotion of education and economic interests of SC, ST and OBC- Article 46
5. Religious education- Article 25, 28 (1) (2) (3)
6. Education of minorities, protection of interest of minorities- Article 29
7. Right of minorities to establish and administer educational institutions- Article 30

The Right to Education Act (RTE) 2009

The Right to Education Act (RTE) was passed by the Indian Parliament on August 4, 2009, to provide free and compulsory education for children between 6 and 14 years of age in India. The present Act has its roots in Article 45 of the Indian Constitution, but more specifically the constitutional amendment that included article 21(A) in the Indian constitution making education a fundamental right its basis. The main objective of the RTE Act is to ensure that every child between the ages of 6 to 14 years has the right to free and compulsory education. The Right to Education serves as a building block to ensure that every child has his or her right to get a quality elementary education.

Key Points of the Right to Education Act:

- Free and compulsory education to all children of India from 6 to 14 years of age.
- Private schools shall have to admit at least 25% of the children in their schools from the weaker sections and disadvantaged groups of the society through a random selection process. The government will fund the education of these children.
- No school shall while admitting a child, collect any donation and capitation fee.
- No child shall be subjected to physical punishment or mental harassment.
- A child who completes elementary education that is up to class VIII shall be awarded a certificate.
- It also calls for a fixed student-teacher ratio (30:1).
- Every teacher must obtain an adequate professional degree in teaching within five years from the date of commencement of the Act.
- The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.
- School infrastructure to be improved in three years, else recognition is cancelled.
- Schools to face a penalty for violating RTE.

Thus, there are various Articles and Policies related to education that have from time to time sought guidance from the Constitutional vision of India. Their successful implementation will help improve the quality of education and achieve the required objectives.

Activity 1

Read more about the Right to Education (RTE) Act, 2009 and share your understanding of this act. Do you think making education a right of every child will be able to resolve all the dropout issues in India? Give relevant arguments for your response.

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1.5 CURRICULUM CONSTRUCTION AND TRANSACTION

We have discussed the significance of policymaking in Education and its inseparable links with the Constitution. Ultimately, the policy environment also influences classroom practice which is the focal point for curriculum delivery and student learning. Policies cover various issues like standards,

assessments, accountability etc. that guide curriculum and have curricular implications.

A curriculum is a written design/plan that manages learning or a blueprint of experiences that have been planned for the students. The curriculum is normally understood as a common, officially prescribed syllabus with an accompanying package of textbooks. The complete schedule of classroom activities, the co-curricular programmes as well as the entire evaluation schedule generate from the curriculum. The word curriculum stems from the Latin verb *currere*, meaning to run, so its noun, curriculum roughly translates to “racecourse”, if we define it etymologically then the curriculum is a course one takes to reach a goal. These goals range from social, political, economic to cultural, as its aims are varied so are its definitions. Taba (1962), a prominent curriculum theorist of the 20th century, states, “All curricula, no matter what their particular design, is composed of certain elements. A curriculum usually contains a statement of aims and specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes.” Another curriculum theorist of the time, Tyler (1957) defines curriculum as “all of the learning of students which is planned by and directed by the school to attain its educational goals”. The above two definitions provide the key elements of any educational curriculum, which are, statement of aims/objectives, indicators for selection, organization, and teaching of learning content, and a plan for evaluating the learning. We need to differentiate *curriculum* from *syllabus* at this point as these are often used interchangeably in the common parlance but the curriculum is a broader concept which guides the structure and constituents of the syllabus. The curriculum consists of all educational experiences that are offered to the learners and the syllabus provides the list of topics/ concepts precisely around which the experiences could be created. The curriculum also involves pedagogy or the approaches of teaching-learning; educational resources and their use; evaluation and assessment etc.

As we discussed in section 1.4 education is entrusted with the responsibility of bringing constitutional provisions/obligations into practice, curriculum is one of the instruments of doing so. A curriculum is required to make education a worthwhile venture to invest in and without curriculum, education would be an unorganized, aimless venture. This crucial role of curriculum in providing meaning to education sometimes makes it a stooge of the political powers. A hidden curriculum is a concept that captures this phenomenon well. The curriculum as we discussed, has a statement of objective but it also has, what remains unstated and unfolds in the practices and rituals of the school.

1.5.1 Curriculum Construction: Basic Foundations

Constructing a curriculum involves the three major basic foundations namely, Philosophical, Sociological, and Psychological. These foundations guide the whole process of curriculum designing by shaping the minds of curriculum developers. These basic foundations underpin the content and organization of the curriculum. The decisions of curriculum planning, content selection, criteria for selection of activities, methods, and teaching-learning resources are influenced by the foundations of the curriculum. The Philosophical

foundations guide the nature and value system in education. The Sociological foundations influence the curriculum concerning the social milieu, society, and culture. The Psychological foundations emphasize the learners and the way they learn.

Philosophy, the love for wisdom, is the beginning of curriculum construction. It provides a wider perspective for answering questions of educational realities such as ‘who is a learner?’, ‘what are schools for?’, ‘what content is taught?’ etc. In other words, it helps the curriculum maker in contriving beliefs, assumptions, and arguments in making value judgments. Philosophy helps the curriculum developers in determining the purpose of education that subsequently directs the objectives and structure of the curriculum. It decides the subject matter, methods of teaching, and assessment of learning. Hence, philosophical foundations confer the development of intellectual abilities alongside utilitarian knowledge which focuses on reasoning, analyzing, problem-solving, inquiry, and mental skills to facilitate the development of the highest potentialities.

Sociology, the study of society, makes the social phenomenon, structure of society and social interrelations the object of its study. Society is constituted of individuals and their interactions with each other. Education prepares individuals for societal roles therefore social factors contribute to the making of the curriculum. Philosophers like John Dewey have given importance to the role of society in the education of children. The social environment influences the interests, needs, attitudes, and belief systems of the learners. The construction of curriculum is shaped by various social aspects such as changes taking place in the structure of society; cultural transmission; social problems as the issues of curriculum and economic issues. Therefore, all these aspects need to be considered while developing the curriculum. Furthermore, the sociological foundations of the curriculum take care of the needs and desires of society in the form of goals of education. It helps in the conservation and reformation of culture in the educational context. Additionally, it decides the teaching methodology to equip the students with social skills and knowledge and also help them to develop capacity for social development.

Psychology deals with the various aspects of the human mind and behaviour and their holistic development. It plays an important role in the educational arena. It provides a basis for understanding learners and their differences and the process of teaching-learning. As psychology deals with ‘how humans learn?’ and the major aim of the curriculum is to bring about, it becomes necessary to consider psychological theories while constructing curriculum. Different theories explain the process of learning differently. Some theories focus on the cognition of the learner, some emphasize the role of the environment on the behaviour of learners and others highlight the human potentialities. In addition, psychological foundations work to strengthen the relationship between curriculum teaching and curriculum learning as they are interrelated. It offers the theories and principles of learning which affects the behaviour of teacher-learner in the educational context. It also determines how individual learner interacts with their surroundings and helps to underline the objectives and how learning takes place accordingly.

1.5.2 Approaches to Curriculum Transaction

Curriculum construction is the primary step of the planned teaching-learning process but how the curriculum is implemented and executed is a vital step. Curriculum transaction refers to the implementation of the curriculum concerning the formulated aims and objectives. It includes the incorporation of effective and organized planning and evaluation of implementation by the stakeholders who are experts in the relevant field. The effective curriculum transaction requires efficient planning, clarity of thoughts, knowing the way of transacting curriculum, teamwork, barrier-free communication, review of work done, addressing various levels of education and learners with various needs, time management, and backup planning.

There are different approaches to curriculum transaction based on the focal point of the curriculum. The traditional approach to curriculum transaction is subject-centred or teacher-centred that stresses guiding learning according to the subject matter and to which teachers give priority. Alternatively, new approaches to curriculum transactions are replacing the traditional approach. Some of them are as discussed below:

- Activity-centred curriculum that expects learners to engage in activities that are desirable and meaningful. It emphasizes ‘learning by doing’ and ‘learning by relating to life’. It gives importance to experiential learning by offering laboratory work and fieldwork.
- Child/learner-centred curriculum which gives priority to the learner itself. It takes care of the interests and needs of the learner and their overall development. This approach is based on the psychological foundation of education. Therefore the subject matter and objectives are realized by cooperating and collaborating with the learner. It emphasizes individual learning styles, interests, aptitudes, and potentialities.
- Integrated curriculum is perceived as an amalgamation of subject-centred, learner-centered, and activity-centered curriculum. It helps learners to comprehend the concepts from a broader perspective and in an integrated manner.
- A holistic curriculum stresses the holistic development of a learner by emphasizing the integration of various aspects of development in an environment. It promotes higher levels of thinking in learners by providing them with the opportunity to discover and explore their surroundings. The focus is on the overall development of the learner.

Activity 2

After reading about all the aspects of the curriculum, how will you differentiate between curriculum and syllabus? List out all the differences between curriculum and syllabus giving relevant examples/ instances.

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Check Your Progress 2

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

4. List down some of the important articles of the Constitution which are related to education.

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5. What do you understand by curriculum and why is it significant for any education system?

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6. Briefly explain the role of foundations of the curriculum in the development of any curriculum.

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7. What can be done to make curriculum transaction effective?

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8. Compare the traditional and alternative approaches to curriculum transaction.

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1.6 RESEARCH AT THE MICRO AND MACRO LEVEL

The research influences educational policy, classroom practices, the generation of new knowledge and so on. At the micro-level, it seeks to understand, challenge issues within an institution or an organisation. At the macro level, knowledge is sought at the systemic level.

The term research means “an act of searching closely” for a specific purpose and this term has been derived from the French word *recherche*. The process of research involves organized and systematic steps to find the best possible solution to a problem or cause of an issue. In any field, research plays a very prominent role in our society: we have come so far because of research in various fields and its contribution. Research in various fields adds to knowledge derivation, provides a means to understand the issues, and allows us to explore solutions to any problem. Like any other discipline, research is a significant part of the field of education as well. However, there is no single way one can define education research. Various thinkers, educationists perceive the idea of educational research differently. The majority of thinkers consider educational research as a process of investigating educational practices, the impact of those practices on students as well as on teachers, and scrutinizing the issues related to education. Research in the field of education mainly revolves around educational issues and tries to explore possible solutions to those issues. Research in Education contributes to the development of reframing of the curriculum, creating equitable opportunities for all, understanding diversity, developing various learning tools, and improving the education system. The National Education Policy (2020) acknowledges the importance of academic research in the arena of education and suggests multiple measures to encourage quality academic research in all fields.

Following are the few characteristics of research in the field of education:

- Research is an essential part of our education system, which helps us to understand any phenomenon critically and systematically.
- By following the scientific method, we can explain and scrutinize any phenomenon related to the education system.
- Education research is based on both empirical as well as observable experience, of any individual or group and gathers data in both the primary and secondary form for qualitative as well as quantitative research.
- Research in education caters to the social, cultural, economical, educational, philosophical phenomena related to education.
- Research in education is done for finding solutions to a new problem, revisiting the old ideas, critically analyzing any phenomenon, or for theory generation.

Research in the field of education follows a systematic process that goes from identifying issues to concluding with the findings. Education as a broad field, provides opportunities for qualitative and quantitative research. Qualitative research refers to collecting and analyzing the data in a non-numeric form such as in the form of experiences, observations, audio, videos, books, etc. On the other hand, quantitative research relies on data that can be quantified for describing characteristics, making linkage and correlation, and justifying the hypothesis. Researchers also chose the mixed research method, where they use both qualitative and quantitative research methods.

There is always a thrust for the right information and the urge for finding logical answers to questions. Thus, there is a continuous need for research to find out what is really happening around us. In the field of education, sociology, psychology, science & technology and economics etc. there are broadly two

possible levels of inquiry on which systematic investigations might be based and that are Micro and Macro approaches, which share the value of investigating and understanding human interaction, at what level they investigate that interaction will vary. Let us discuss these approaches:

1.6.1 Micro Level Research

The term micro refers to small or doing something on a small scale level. Hence, micro-level research in the field of education refers to research that is conducted at the school or college level for informing school practices or examining the challenges and issues faced at a micro-level. This kind of research examines the person-to-person interaction, their beliefs, and ideas and analyzes to make a broader understanding. For a better understanding of the research at the micro-level, let's take an example. A researcher decides to conduct research on how primary school male students' identities form through school practices. For the research, the researcher identifies a particular school and selects class IV students as the research sample. After that, the researcher starts observing the day-to-day classroom practices, one on one interaction of students of that class, and their interaction with their teachers as well. After collecting the data, the researcher analyzes the data and finds how school practices influence the students' identities and give preference to one kind of identity of 'boy' over others. As the research only took a particular class and particular group of students, this research will be considered as micro-level research as it helps to understand the nuances of day to day school practices, instructions, and interactions, how they impact the individual or small group in multiple spheres of the life. This type of research fails to consider broader practices and patterns which impact such phenomena or processes.

1.6.2 Macro Level Research

Opposite to the term micro, macro refers to large or doing something at a broad level. Macro-level research in the field of education is conducted to understand, analyze and contribute to policy formation at the region, state, and national level. Further, macro-level research also helps to understand the political and social meaning of school practices, priorities of contemporary government and helps to evaluate the implementation of an educational policy. As we all are aware that data related to education helps us to understand the diversity amongst learners, the effectiveness of any teaching pedagogy, challenges and issues at the school level etc. At the same time, it also helps us to critically understand the role of the school in the socialization of the students and the contribution of education in both widening the inequalities or creating equality amongst people in the society. Data gathered in micro-level research can contribute to gathering the data for macro-level, where various similar kinds of micro-level researches can be studied collectively to study the impact and findings of such researches at a broader level.

1.6.3 Challenges of Research in Contemporary Education System

Conducting research in the field of education, whether it is at the micro-level or macro level, has certain challenges which researchers face while conducting the research. Overcoming such challenges always remains an important task for the researcher and these challenges encourage the researcher to conduct research in a more systematic and organized way. One such challenge is the political nature of

education. Public education is regulated by the government, therefore investigating the hidden agenda or critiquing the social or political practices of school culture becomes a quite difficult task. Another challenge is to minimize the biases while conducting the research. One of the important ethics of the research is to reduce the subjective meaning or experiences, however, in reality, eliminating all the biases and analyzing data objectively becomes a difficult task. In addition to this, there are some aspects of the field of education that are completely unexplored. Therefore, working on such areas becomes a whole new journey, and finding literature on those issues becomes a constant struggle for the researcher. However, these challenges should not create a hindrance in the research and any researcher must aim to justify the research he/she has been conducting.

Check Your Progress 3

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

9. Why do you think, conducting research in the field of education is important?

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10. How is macro-level research different from micro-level research?

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11. What kind of challenges do researchers face while conducting research in the field of education?

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1.7 LET US SUM UP

This unit specifically dealt with the aspects of understanding education as a practice. As understanding is a continuous and reflective process, this unit discusses multiple dimensions of education as practice in a critical light. It explores the multifaceted structure of education and discusses how educational policies work in line with constitutional provisions. There is a further discussion on the characteristics of curriculum and the process of curriculum making is discussed concerning the educational policies adopted by a country. The relevance of research in the field of education, at the Micro and Macro level, and the process of conducting research is elaborated with examples for facilitating the process of research.

1.8 UNIT END EXERCISES

1. How is education interrelated with other disciplines? Give your answer with suitable examples.
2. What kind of approaches to curriculum transaction have you experienced in your educational surroundings? Critically analyze and give suggestions.
3. What is the relevance of conducting both micro-level and macro-level research in education? Justify your answer with an example.

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1.10 ANSWERS TO CHECK YOUR PROGRESS

1. Considering philosophy as the origin of all the other disciplines, the linkage between philosophy and education can be seen in various theories and practices of education also. Throughout history, from Socrates to modern philosophers everyone has given their idea of an ideal education and their philosophy has implications for the education system. Philosophy works on the principles of speculating, dissecting, and contemplating ideas, whereas education works on the implementation of those ideas in a real-life setting. Hence, one can say that if philosophy provides the theory and guidance, education provides the tools to achieve those ideas.
2. Education is one of the important parts of society, and in contemporary times imagining a society without any education system is quite difficult. Sociology of education as an area deal with critically analyzing the educational practices concerning the social, political, economical context of the society. It reflects on educational practices concerning hidden agendas, beliefs, and motives located in society.
3. The basic principles of psychology help to understand the behaviour of learners and teachers and how learning can be maximized among the students. This interlinkage between psychology and education led to the

origin of the branch “psychology of education”. This particular area deals with the psychological implication of education that is the study of learners’ all-around development and growth concerning education. This branch is a synthesis of psychological principles and educational methods.

4. Refer 1.4
5. A curriculum is required to make education a worthwhile venture to invest in and without curriculum, education would be an unorganized, aimless venture. This crucial role of curriculum in providing meaning to education sometimes makes it a stooge of the political powers. A hidden curriculum is a concept that captures this phenomenon well. The curriculum is, as we discussed, has a statement of objective but it also is, what remains unstated and unfolds in the practices and rituals of the school.
6. Refer 1.5.1
7. The effective curriculum transaction requires efficient planning, clarity of thoughts, knowing the way of transacting curriculum, teamwork, barrier-free communication, review of work done, addressing various levels of education and learners with various needs, time management, and backup planning.
8. The traditional approach to curriculum transaction is subject-centered or teacher-centered that stresses guiding learning according to the subject matter and to which teachers give priority. An activity-centered curriculum expects learners to engage in activities that are desirable and meaningful. It emphasizes ‘learning by doing’ and ‘learning by relating to life’. It gives importance to experiential learning by offering laboratory work and fieldwork.
9. Self-exercise
10. The term micro refers to small or doing something on a small scale level. Hence, micro-level research in the field of education refers to research that is conducted at the school or college level for informing school practices or examining the challenges and issues faced at a micro-level. This kind of research examines the person-to-person interaction, their beliefs, and ideas and analyzes to make a broader understanding. Opposite to the term micro, macro refers to large or doing something at a broad level. Macro-level research in the field of education is conducted to understand, analyze and contribute to policy formation at the region, state, and national level. Further, macro-level research also helps to understand the political and social meaning of school practices, priorities of contemporary government and helps to evaluate the implementation of an educational policy.
11. Refer section 1.6.3

UNIT 2 PRACTICING AND DISSEMINATING EDUCATIONAL INNOVATIONS

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Understanding the Idea of Best Educational Practices/Innovations
 - 2.3.1 Criteria for Best Educational Practices/ Innovations
- 2.4 Case Analysis: Global and Indian Practices
 - 2.4.1 Some Exemplar Global Practices
 - 2.4.2 Some Exemplar Indian Practices
- 2.5 Dissemination of Best Practices
 - 2.5.1 Purpose of Dissemination
 - 2.5.2 Various Ways and Activities for Dissemination
- 2.6 Let Us Sum Up
- 2.7 References and Suggested Readings
- 2.8 Answers to Check Your Progress

2.1 INTRODUCTION

The newer contexts and issues in society compel us to look for something novel all the time. Education as a field is no exception. Theoretically, it has been undergoing various paradigm shifts that had led to emergence of new ideas and concepts. But how these ideas get translated into practice is an important concern. Also, education is different from other fields as it is associated with the development of individuals and society. The idea of educational innovation needs to be deliberated upon as it may have different implications, as compared to other fields.

This unit commences with a discussion on understanding the term ‘innovation’ in the context of education. It describes various criteria that are used to identify certain cases of innovative practices from both global as well as national levels. These cases reflect and show that educational innovations can be done in diverse ways and hence need to be looked at from different perspectives.

Any innovation is meaningful if it can be applied in the larger context. Hence, it becomes essential that every educational innovation or best practice should be disseminated to the larger community. This unit culminates in a section that describes the various purposes related to dissemination and different activities/ways that are generally used for the dissemination of educational innovations.

2.2 OBJECTIVES

After going through this Unit, you will be able to:

- deliberate on the idea of best educational practice or innovations in the light of various paradigm shifts and contemporary issues in education;

- describe various criteria or parameters for classifying an educational practice as innovative;
- analyze the given cases from different contexts around the globe and India and discuss their innovative practices;
- describe and reflect on various purposes for which educational innovations are generally disseminated; and
- discuss various ways of dissemination and relate it to the purpose of dissemination.

2.3 UNDERSTANDING THE IDEA OF BEST EDUCATIONAL PRACTICES/INNOVATIONS

Education is one of the fundamental rights today. It is expected to facilitate the overall development of every individual in any community, society or nation. Swami Vivekananda considered that education was the manifestation of perfection that was already present in each one of us. Similarly, Rabindranath Tagore's idea was that education was the exploration of the innate powers within us. But, when we observe how the teaching-learning process is practised generally, we find that it is concerned about transmitting one form of knowledge to the learners. The teaching strategies used are mostly either teacher-centric which is those that a teacher thinks are appropriate and efficient in imparting content of a particular subject or disciplinary area. These include the commonly used methods in education such as lecturing or demonstration cum lecture or providing explanations etc. These conventional practices represent the earlier notions of education that were based on the assumptions that the learners were like a 'blank slate', that is, don't have ideas of their own and have to be given all knowledge in the form of information. Philosophers from both the West and the East however have acknowledged that there are innate potentialities in human beings and they view education as being concerned with developing the child's innate potentialities. In this regard, there have been major paradigm shifts in education- from behaviourism to constructivism, where the former school of thought saw learning as a mere change in behaviour whereas the latter understanding is based on the idea that learning occurs when an individual constructs his/her ideas in interaction with his/her environment. This thinking necessitates a change in teaching-learning strategies- from subject/teacher-centric to learner-centric approaches. Yet, we find that educational practices continue to be based on the former understanding of what constitutes learning. To bring a 'paradigm shift in the practices as well, certain initiatives/innovations have taken place at various levels. Thus, educational innovations involve the initiatives that are taken in the direction of addressing contemporary conceptual understanding and related issues.

2.3.1 Criteria for Best Educational Practices/ Innovations

As has been discussed in the previous section, educational practices are expected to reflect various shifts in the field of education as well as various contemporary issues and concerns in society related to education. Although the idea of best educational practices or innovation can be seen from various perspectives, yet we can identify various criteria/ parameters that may help to identify best educational practices:

- a) **Child/Learner-Centric Education:** The idea of child-centered education can be approached from various aspects. As is evident from the phrase itself, it means that the focus of education is on the child. Hence, instead of simply imparting knowledge or information, an effort is made to understand the child's inherent potentialities, needs, interests, preferences etc. as well as the social context of the child. This understanding helps the educators to make the content knowledge as well as the teaching-learning process relevant for the child.

Such as, if a child from a 'rural' background is given examples from urban contexts like giving a situation of a flyover to calculate distance travelled in science, the learner will not be able to relate to it, making the example difficult to understand. On the other hand, using materials in science experiments that are readily available in the learner's environment, make the process more relevant. Thus, the sensitivity towards the learner's context is significant for quality education but it is a challenging task.

- b) **Unconventional Teaching-Learning Approaches:** Those strategies or approaches that engage the learners as active participants as well as decision-makers in the process of teaching-learning are referred to as unconventional. They provide independence to the learners to plan the processes themselves.
- c) **Creative Education:** It is based on the premise that every learner has the potentiality to be creative although it may be in different domains or areas. Thus, creative education provides opportunities to learners to think independently, divergently, unconventionally and imaginatively in the areas of their interest as well as nurtures the creative potentialities amongst the learner. It agrees with the basic idea of education that focuses on bringing out the best in every individual. Hence, it is different from the conventional practices in education which promote the same kind of thinking amongst the learners and do not encourage them to think on their own.
- d) **Inclusive Education:** We all know that children with special needs (CWSN) as they are now referred to, majorly include children with impairments. Earlier, these children were identified and were educated in special schools. Also, some children belong to a community or a group excluded from the main systems of education.

In the contemporary world, one of the major issues in education is to include these children in the general schools by modifying the school and its various aspects including curriculum, pedagogical strategies, assessment processes, resources etc. The rationale behind this kind of education gets impetus from the human rights perspective that every child owes the right to education and it is the duty of the state as well as society to include them in the school system. Thus, the practices that are geared towards inclusion are considered as innovative as they are based on novel ideas that may not have been thought of before.

Check Your Progress 1

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

1. What do you think that there are the limitations of conventional practices of teaching? Discuss the main ideas of innovative teaching in this context.

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2. Discuss the teaching strategies that you think are appropriate for child-centric education. Support your answer with two instances/ examples.

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3. How do you think that the main premise of creative education challenges the traditional system of education? Discuss its main facets.

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4. Why do you think that inclusive education should be one of the parameters for identifying innovative educational practices?

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2.4 CASE ANALYSIS: GLOBAL AND INDIAN PRACTICES

In this section, let us examine some of the practices being followed nationally and internationally and reflect on what makes them innovative.

2.4.1 Some Exemplar Global Practices

UNESCO (2008) in its First Collection of Good Practices for Quality Education, has documented various projects and initiatives conducted in support of quality education in various countries across the globe. Some of them are discussed here to develop an understanding of various kinds of initiatives that are been taken at the international level.

An Initiative towards Inclusion

One of the schools in Lebanon took the initiative of including students with learning disabilities in regular classrooms. The main idea behind this was to make an effort towards eliminating social stigma and providing all children with an inspiring environment. For this, they brought modification in their pedagogical approaches such as the use of a multi-sensory approach as well as offering a variety of other learning techniques. According to them, not only students with learning disabilities were able to cope with the regular academic curriculum and became independent but students without learning disabilities became more aware of this phenomenon and started helping them.

An Initiative towards Social Inclusion

A school in Gabon took the innovative project of education and integrating street children in a regular school. Fifty-three street children were identified and forty-nine of them, aged between 7 and 16 years old, were involved in this two-year project along with six teachers and the Youth Association attached to the school. It involved teamwork where along with teachers, social workers, parents, and street children, specialists were involved. The specialists and social workers interacted with children and helped them in understanding the reasons for their difficulties as well as motivated them to participate in society. This helped the children to reintegrate into the regular schools as well as reunite with their families.

A Case of Creative Education

A school in France did a project on “Mixed Voices” creative writing and translation workshops for students from abroad, specifically for the children of immigrants, particularly from North Africa with many Arabic-speaking families. In this teachers of French as well as Arabic organized a special creative writing and translation workshop for some 20 Arabic-speaking students aged between 12 and 16 years. The workshops included explanations of literal translations, bilingual (French/Arabic) writing exercises based on texts studied and the reading of the original works. These practices helped in cultural exchanges and in empowering the students.

An Initiative towards Child-Centric Teaching

A school in Greece conducted a project on the Rights of the Child in which the students were involved in learning about their rights through discussions, reading books and examining related UNESCO documents, conducting research on the internet and attending sessions by experts working in this area. They were also involved in designing a questionnaire and collecting data from their peers to learn more about their ideas about human rights. In the culminating stage, the students were engaged in creating and displaying human rights posters in their school. Thus, it's an innovative initiative as it involved the students at different levels that is from learning about the rights to knowing others' ideas about it and finally to putting it into practice by creating awareness about in their school.

Initiatives towards Unconventional Teaching

A school in Germany has adopted a field near to the school for engaging students in organic farming and developing the idea of sustainable development in them.

They are involved in sowing seeds, cultivation and reaping the harvests. The parents and the community members are also involved in the process. In this context, they were also made to do a project in another continent, that is Africa, its different geographical zones and vegetation to develop the idea of global interdependence. It was not only an interdisciplinary project cutting across various school subjects, but also helped the students to study various aspects of sustainable development. This case is also a very meaningful example of experience-based learning as it involved students in learning by doing and in practising the values of sustainable development in their daily lives.

In one of the schools in Japan, a project was undertaken to enhance the overall learning process for developing new attitudes towards sustainable development. It followed an interdisciplinary approach and involved teachers from various subjects to generate new ideas, values, attitudes and behaviour. The five main components of the project included learning about the environment, poverty, human rights and World Heritage. The project is a good example of participatory learning through workshops and hands-on activities such as research and discussion. It also proves the effectiveness of team learning through discussion of certain topics or issues in study groups.

2.4.2 Some Exemplar Indian Practices

India is a diverse and vast country in terms of religion, culture, regions, etc. and hence is very unique. It has varied contexts in which education has to be made relevant to the communities living in those contexts. Also, accessibility to education has always been a challenge that India has been facing. Many rural and tribal communities have got marginalized as they don't have access to education due to several feasibility issues. Thus, several governmental, as well as non-governmental organizations, have been taking initiatives to discover/establish innovative practices that are meaningful to the context. Some of these initiatives have been discussed here.

Activity-Based Learning

Shivraj Singh (10) and his seven-year-old brother Akal Singh live with their farmer parents in Sileptibarwal village, 16 kilometres from the nearest town, in the central Indian state of Madhya Pradesh. They study in the same village primary school – Shivraj in class five and Akal in class two. But while Shivraj carries a heavy bag of books on his back, Akal walks into his classroom every morning carrying nothing. Not even a book of alphabets.

“When I was in class II, we had to take books to school and study from them. We had textbooks for Hindi, English and Mathematics plus the exercise books for writing and practice lessons on every subject.” recalls Shivraj. “But Akal has no books. And yet, knows all his lessons. He can read, write and do sums which I could only learn in class four. He doesn't have to learn by heart and then remember the lessons. School is fun and games for him.” <http://vikaspedia.in/education/education-best-practices/education-best-practices>

The above excerpt presents the perception of a class V child about the learning practices experienced by his younger sibling. He describes how the learning was fun for his brother which was not in his case. He compares with his experiences and highlights that his brother doesn't have to carry heavy books as his learning was not confined to books and they sat together to study rather than engaging in mere rote learning. This description by a primary child very meaningfully reflects the impact of an initiative called Activity Based Learning (ABL), which was part of Sarva Shiksha Abhiyan supported by UNICEF. It was launched in classes 1 and 2 in 50 districts in the state of Madhya Pradesh. The initiative engaged children in a collection of activities such as identifying pictures of birds and animals, counting numbers etc. The curriculum was divided into 20 milestones into various subject areas and each milestone had such a collection of activities. Every child was expected to achieve the milestone at his/ her own pace. Thus, this initiative followed a child-centric approach based on the premise that each child was different and learns at his/her own pace and ability. It offered flexibility in the system also as if a child was not able to come to school for 2-3 days, the child could pick from where s/he had left rather than trying to cope up with the rest of the class. The teacher's role was that of a facilitator in helping the children to learn by doing activities on their own.

Prehar Pathshalas

These were schools with flexible timings so that children who were out of school as they helped their parents at home with the household chores or other tasks, could attend school. It offered a condensed formal curriculum and simplified learning material so that children could easily engage with it in a limited time.

An interesting fact about the project was that it was based on another project called the Social Work and Research Centre (SWRC) of a non-government organisation (NGO) at Tilonia in Rajasthan. In its pilot project from 1984-86, three experimental primary schools were run using local teachers who were provided with continual in-service training. These schools showed better educational outcomes as compared to other government schools in the area.

Lok Jumbish Pariyojana

The phrase Lok Jumbish itself means People's Movement that is the programme was based on the idea of mobilising communities and involving them in the running of local schools. It was started as an innovative programme jointly by the Government of Rajasthan in cooperation with local NGOs. The various practices/ strategies used by them are:

- **School mapping:** This involved a village mapping exercise where the maps were developed by over 4,000 villages. These maps not only geographically located the schools but identified the various social and cultural problems faced by local communities in accessing schools. These issues included relevance of curriculum, quality of education, teacher attitudes etc. women groups were involved specifically to identify issues related to girls' education.
- **Micro-planning process:** As the name suggests it involves identifying the children who are out of school, family-wise and then child-wise. This is generally done by the teachers and village education committee (VEC) for which a retention register is also maintained. They then contact the

respective families and ensure that the child is regular in going to school. It also involves Praveshotsav (Festival of Entry) for creating a positive and conducive environment for and developing awareness amongst the parents so that they understand the importance of sending their child to school.

- **Competency-based education:** Apart from this, the project also made a deliberate effort to ensure the quality of education and gender equality in the process. For the quality of education, minimum levels of learning were introduced in which competency-based education was followed. In this, the learning outcomes for each stage of learning were identified based on children's competencies that become the basis of curriculum development.

Thus, the programme through its strategies not only tried to increase the enrolment of children in school education but tried to do so by addressing the issues such as quality of education, gender, the relevance of curriculum and other problems that were specific to the culture or community. Hence, any innovative practice or program needs to be holistic in its approach. It should look at education as located within a context and inter twined with other issues.

Eklavya Educational Programme

As discussed above, any innovation in education should follow a holistic approach. One such initiative is the development and field testing of various educational programmes by Eklavya that involved learner-centred teaching methodologies. These methodologies not only fostered problem-solving skills in children but also encouraged them to ask questions about their social and natural environment. Hence, the idea of learning involved developing an understanding of one's environment and the issues within it. Thus, the idea is to make them life-long learners by nurturing their ability to critically look around themselves.

Eklavya is a non-government organization located in Madhya Pradesh that has been trying to relate the content and pedagogy of education to social change for the last two decades. It was founded in 1982 with the idea to bring meaningful education within the reach of everyone. Their innovation is holistic as along with innovation in classroom practices, they also have tried to reform examination systems, teacher training programs and have generated resources extensively including children's literature, magazines, educational literature/magazines where teachers share their experiences/ ideas etc. They have also extended the idea of learning space by going beyond the school and identifying resources from the community that could be used for learning.

The Hoshangabad Science Teaching Programme (HSTP)

It was the programme that was taken up by Eklavya when it was set up in 1982. HSTP was started in 1972 by two NGOs that are Kishore Bharati and Friends Rural Centre. HSTP focused on experimenting and bringing a change in science education specifically the way science was taught in classes VI to VIII. They based their teaching strategies on learning by discovery using locally available resources from one's environment. They designed various activities in Science using resources from the local contexts that focused on the processes of science rather than merely on its content. They thus were able to try out and develop meaningful activities related to concepts in middle school science that were in tandem with the idea of child-centred

It is an alternative school established 17 years back. It challenges and was a response to the traditional education system that is based on examination. Instead of focussing merely on examination, they provide opportunities for critical thinking, imagination, collaborative learning and innovation to the children. Thus, nurturance and development of children is the prime focus rather than subjects or disciplinary knowledge. They provide experiential education which is embedded in their curricula and syllabus. They redefine excellence for every child instead of referring to the standardized notions, valuing the individuality of every child. Thus, their innovative initiative proves that innovations can become part of formal systems of education provided the vision and conviction is there.

ICT Initiatives in India

Singh, A. (2019) has discussed various ICT initiatives in school education in India take-up by the government to not only improves access to education or disseminate the resources to the unreached but also provide quality education by enhancing the quality of teaching and learning. Some initiatives are as follows:

- **Improving access to education:** Geographic Information System (GIS) Mapping of Schools has been introduced to ensure universal access within a reasonable distance of any habitation by visualizing school locations in various parts of the country.
- **Dissemination of resources:** E-pathshala for disseminating 'all educational e-resources including textbooks, audio, video, periodicals etc.; National Repository of Open Educational Resources (NROER) for developing a repository of multimedia resources for teaching and learning purposes; a Massive Open Online Courses (MOOCs) platform popularly known as SWAYAM (Study Webs of Active Learning for Young Aspiring Minds); SWAYAM Prabha DTH-TV Channels that utilize the satellite communication technologies for transmission of educational e-contents through its 32 National Channels etc.
- **Enhancing quality of teaching & learning:** Diksha Portal for providing a digital platform to teachers launched by MHRD so that teachers can train themselves with advanced digital technology. Under the schemes, Project e-Prajna, e-Classrooms, and Digital Language Lab are for Kendriya Vidyalayas where their students have been given Touch Tablets that are pre-loaded with e-Contents of Mathematics and Science Subjects to use for classroom transactions.

Check Your Progress 2

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

5. How do you think the given cases of schools in Lebanon and Gabon were exemplar or innovative practices?

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6. Explain the main initiatives taken in the project called “Mixed Voices” by a school in France.

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7. Taking the given cases of schools in Germany and Japan discuss the unconventional approaches to teaching.

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8. Describe the key features of Activity Based Learning (ABL) and how do you think it contributed to SSA.

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2.5 DISSEMINATION OF BEST PRACTICES

Dissemination as a literal word means to spread, scatter or disperse widely. But in the context of social systems in the contemporary world, it is the act of spreading information and knowledge widely. At the same time, where a purpose or intent is attached to dissemination it may be explained as purposive, goal-oriented communication of information or knowledge that is specific and potentially useable, from one social system to another. (Louis and van Velzen, 1988). This definition in the context of educational change signifies that the dissemination of information and knowledge is not only for communication or for awareness, but it should lead to some kind of intended change in the education system. In education, we refer to the dissemination of information and knowledge through materials/ resources, practices, strategies, approaches and also new ideas. These may have been developed in one context and are disseminated with the intent of bringing change in other similar situations. It can be that the practice has developed in a local context and needs to be disseminated in a wider context or it is possible that it has been developed through research and has to be disseminated to various contexts where it could be practised. Thus, dissemination can take place in the following directions:

1. From a local context to a wider context, such as practices developed in a region in India to the whole of India.
2. From wider context to local context such as, practices or ideas developed globally to various nations.
3. From research to practice/ praxis, such as applying insights from empirical studies to school education.

4. Practices or ideas formulated through theory or policy to various parts of a nation such as dissemination of recommendations given in National Education Policy (NEP) 2020

Therefore, the purpose for dissemination in education is for improvement and change in education systems both at the level of institutions as well as individuals. This requires that the dissemination should not be seen as a mere dispersal but as an array of processes or activities that are effective in promoting or implementing an idea or a practice at a large scale.

2.5.1 Purpose of Dissemination

As has been discussed above the purpose of dissemination can vary from a mere transmission for creating awareness to making the educationists (principals, teachers and other stakeholders) understand and engage with it to apply it into their practice. The following purposes, based on the objectives of dissemination as given by King, 2003 are generally attached to dissemination in education:

Creating Awareness: The first purpose that is mostly attached with the dissemination of information and knowledge in education is for creating awareness amongst the people working in the field of education as well as the major stakeholders in the process, for example, dissemination of major provisions of the Right to Education Act (RTE), 2009 to all the school principals, teachers, parents and all others who are working with children. The purpose here is to create a general awareness about the Act so that as and when required any of the stakeholders, who may even not be working directly in the field of education such as the parents, can use the provisions of the Act for the education of the children.

Developing Understanding: Here the purpose is to develop an understanding of the rationale and theoretical basis of the practices by engaging the stakeholders through various kinds of activities. The intent or the expectation is that the school principals, teachers and other professionals working in the field of education engage with these ideas and add to their existing knowledge. In this regard, King (2003) describes two types of dissemination based on the role of the stakeholders or end-users:

- **Active dissemination is** when the disseminator tries to engage the stakeholders more actively in the process. Hence the process is not a mere one-way communication but provides opportunities to the stakeholders to actively participate through hands-on and mind-on activities, discussions, presentations, etc. They are involved in interaction and listening to the experiences of others that provide them first-hand experience. Therefore, this kind of dissemination involves organizing activities, such as seminars, workshops, conferences, dialogues, panel discussions, symposiums, meetings etc.
- **Passive dissemination is** where the disseminator provides various sources of accessible information to the stakeholders. They may then later explore the various sources to get the required information. Thus, it involves the dissemination of information about the relevant and authentic websites, libraries, journals, magazines, government organizations such as NCERT, NUEPA, that document their researches, NGOs working in education, web-based archives and catalogues, resources, etc.

Taking Action for Change: In this case, the purpose of dissemination is to encourage and facilitate the stakeholders in all possible ways so that they can take necessary action to adopt the innovation or idea or use resources in their specific contexts. This requires the deeper engagement of the stakeholders as they need to apply it in their context. Thus, the dissemination requires a two-way process where the disseminator has to facilitate the stakeholders in relating with and applying the information in meaningful ways. At the same time, the disseminator needs to address the queries of the stakeholders specific to the implementation of the innovation or the idea. Hence, it involves an active goal-oriented engagement by both parties. In this case various dissemination strategies include organizing direct or first-hand interaction with the practitioners involved with the innovation or the practice, workshops, training, and other activities that create a community of practice.

2.5.2 Various Ways and Activities for Dissemination

As has been discussed in the previous section that the purpose of the dissemination is an important factor that primarily decides the kinds of activities that should be used for dissemination. Such as, if the purpose is merely creating awareness about a practice recommended by a policy, dissemination activity can simply be providing a source for the policy document to the teachers or others in the field of education. But, if the purpose is to encourage the teachers to adopt an alternative practice, then the dissemination activity should be either a training program or a workshop for the teachers that directly induct them about the practice.

Hence, we can see that as the purpose is different, the kind of activities vary in terms of engagement. there are no rigid boundaries and one activity can be used for more than one purpose also in some cases, but for understanding the level of engagement these are discussed as follows:

Creating Awareness: As discussed that the level of engagement is low as the purpose is to only create awareness amongst the teachers and other professionals, hence all activities that can communicate about the best practices are included here. Also, it may not require a face-to-face interaction between the disseminator and the teachers. Such as, various reports, relevant articles from journals, magazines or newspapers etc., books, proceedings of a conference or seminar can be provided in hard copies the school authorities or in soft copies through emails. Similarly, online articles, discourses, lectures, and other e-resources can be disseminated through the URL links for the same.

Developing Understanding: As the purpose here is to develop understanding of the various best practices or innovation, hence it requires rigorous training programmes. This may involve active dissemination where the disseminator himself/ herself engages with the teachers in the process. Thus, activities such as workshops, training sessions, mentoring etc. are required. As this involves a continuous and constant engagement by the disseminator, hence all teachers may not be included in the workshops at the same time. Thus, a cascading approach is used to train few teachers of different schools who can further train other teachers of their respective schools. This way a series of workshops or training programs are conducted to widely disseminate the best practices or innovation amongst the community of teachers and other professionals.

Taking Action for Change: The purpose here is to bring a change in the existing practice which requires the practitioners that is the teachers have to take the responsibility for the same. Thus, the dissemination involves them an inactive,

responsible role as agents of transformation and hence need to be given some autonomy to experiment with the idea. This requires that opportunities such as action research should be provided to the teachers where they can engage in a process of inquiry and assess the potentiality of the practice in their context. They should be involved in writing reflective diaries and in critical analysis of the given innovation or practice. The change or transformation in the real world can take place only when the teachers themselves have a conviction for it.

Check Your Progress 3

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

9. In which instances do you think 'creating awareness' is mainly the purpose of dissemination in education?

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10. How are active and passive dissemination different from each other?

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11. When does the disseminator need to engage directly with the practitioners in the field of education?

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12. List various activities for dissemination as per the purpose of dissemination.

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2.6 LET US SUM UP

Education has undergone several paradigm shifts that have evolved the idea of education as well as the associated concepts such as learning, teaching etc. In response to these shifts, various initiatives were taken in the field of education at the level of practices, strategies, and policies. These are referred to as alternative, innovative or unconventional as they diverge from the traditional practices and questioned them. The criteria or parameters for understanding the innovative or best educational practices include child/ learner-centric

education, unconventional teaching-learning approaches, creative education and inclusive education. Innovative or best practices discussed above show that they can exist at both global as well as national levels and may be based on one or more than one idea/issue. Dissemination of information can take place in different directions depending on the context or purposes in which innovative practice was developed, such as for merely creating awareness to developing understanding or even for taking action for change. This requires different kinds of engagements on the behalf of the disseminator as well as the stakeholders ranging from merely giving information, to engaging in hands-on and minds-on activities to facilitating in applying and experimenting with the idea/s in meaningful ways in real contexts. Thus, innovative or best practices in education are in tandem with the evolved theoretical ideas in education. These practices help in bringing change at the praxis (practice) level and need to be disseminated to larger contexts.

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Web Resources

- <https://www.bodh.org/>
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- <https://www.eklavya.in/>
- http://www.nrcddp.org/resources_data/Res100024.pdf
- <http://shikshantarschool.com/>

2.8 ANSWERS TO CHECK YOUR PROGRESS

1. It is based on the assumptions that the learners were like a 'blank slate' that is don't have ideas of their own and have to be given all knowledge in the form of information. They include the commonly used methods or strategies in education such as lecturing or demonstration cum lecture or providing explanations etc. that are a one-way process. They see learning as a mere change in behaviour. The innovative approaches are based on constructivism that is based on the idea that learning is when an individual constructs his/her idea in interaction with the environment and hence is learner-centric. These approaches address various contemporary issues in the world today
2. Two strategies are understanding of inherent potentialities helps the educators to understand the capabilities and needs of the child and help in planning activities accordingly and understanding of the social context of the child helps the educators to make the content knowledge as well as the teaching-learning process relevant for the child and hence more comprehensible. Such as, if a child from a 'rural' background is given examples from urban contexts like giving a situation of a flyover to calculate distance travelled in science.
3. It is based on the premise that every learner has the potentiality to be creative although it may be in different domains or areas. Thus, creative education provides opportunities for learners to think independently, divergently, unconventionally and imaginatively in the areas of their interest.
4. The practices that are geared towards inclusion are considered as innovative as they are based on novel ideas that may not have been thought of before since for more than a century many children remained excluded from the school system across the globe.
5. In Lebanon, an effort towards eliminating social stigma and providing all children with an inspiring environment. For this they brought modification in their pedagogical approaches such as the use of a multi-sensory approach as well as offering a variety of other learning techniques. In Gabon,

education and integrating the street children in regular school. involved teamwork where along with teachers, social workers, parents, and street children specialists were involved.

6. Creative writing and translation workshops for students from abroad specifically for the children of immigrants, particularly from North Africa with many Arabic-speaking families; included explanations of literal translations, bilingual (French/Arabic) writing exercises based on texts studied and the reading of the original works; helped in cultural exchanges and in empowering for the students; conducting interactive learning between the mother tongue, Arabic, and French. In this, priority was given to consolidating the mother tongue and at the same time analysing some of the similarities as well as differences about the second language.
7. Use of resources in the neighbourhood such as, adopted a field near to the school for engaging students in organic farming and developing the idea of sustainable development in them; Involving parents and the community members in the process; experience-based learning as it involves students in learning by doing and in practising the values of sustainable development in their daily lives; an interdisciplinary approach and involving teachers from various subjects.
8. The key features are engaged children in a collection of activities such as identifying pictures of birds and animals, counting numbers etc.; the curriculum was divided into 20 milestones into various subject areas and each milestone had such a collection of activities. Every child was expected to achieve the milestone at his/ her own pace. Thus, this initiative followed a child-centric approach based on the premise that each child was different and learns at his/her own pace and ability.
9. Dissemination of major provisions of policies, acts or commissions.
10. Inactive dissemination, the disseminator tries to engage the stakeholders more actively in the process of dissemination through hands-on and mind-on activities, discussions, presentations, etc; Whereas in passive dissemination, the disseminator provides various sources of accessible information to the stakeholders. It involves the dissemination of information about the relevant and authentic websites, libraries, journals, magazines, government organizations n passive dissemination.
11. When the purpose of dissemination is to encourage and facilitate the stakeholders.
12. Creating awareness, Developing understanding, Taking action for change.

UNIT 3 PRACTICING RESEARCH AND DEVELOPMENT

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Educational Research and Development: The Concept
- 3.4 Researches on Classroom Situations
 - 3.4.1 Variables in Classroom Situations
 - 3.4.2 Need for Research on Classroom Situations
 - 3.4.3 Methods Used for Conducting Research on Classroom Situations
- 3.5 Research Studies for Field-Based Practices
- 3.6 Evaluation Studies for Educational Schemes and Projects
- 3.7 Research Studies for Understanding Individual and Group Characteristics
- 3.8 Research Studies for Developing Theories and Principles
- 3.9 Testing and Assessing Micro and Macro Level Practices
- 3.10 Let Us Sum Up
- 3.11 References and Suggested Reading
- 3.12 Answers to Check Your Progress

3.1 INTRODUCTION

Research and development (R&D) in education is a strategy to develop educational products like textbooks, films, methods of teaching, evaluation procedures etc., field tests them and revises them based on the data obtained by field testing. Research and development take into account the research findings of basic and applied research and incorporate them into a product that can be used in educational settings like schools, etc. The objective of research and development is to develop a product that can fill the gap between educational research and practice.

Education research is rooted in social and behavioural sciences, but the nature of research, in education, like agriculture and medicine, is applied. In other words, it seeks to use basic knowledge/theoretical understandings to practical problem-solving in classroom or school, to inform professional learning, to underpin purposes, processes and priorities in curriculum, pedagogy and assessment, improve understanding of the policy various levels, locally and nationally and empower practitioners to develop their agency within the school and the profession.

This unit will start with a discussion on research and development in the field of education. As classroom practices are the key to implementing

any research finding or to bringing any developmental change, the unit has discussed the methods and techniques used for research in classroom situations involving variables like classroom interaction structure, classroom environment, teaching-learning strategies etc. It also describes the research tools and the process of analysis for survey research for examining the status of field-based educational practices. It deals with different perspectives and research techniques for the evaluation of educational schemes and projects. It highlights the research techniques utilized for establishing theories and principles in the field of education. It discusses assessment techniques for assessing micro-level and macro-level educational practices.

3.2 OBJECTIVES

After completing this unit, you will be able to:

- appreciate the significance and scope of research and development in education;
- discuss the important variables in classroom situations studied from the perspective of research;
- describe the research methods used for research in classroom situations;
- discuss the significance of survey research for knowing the status of field-based practices;
- describe different research techniques for evaluating educational schemes and projects;
- highlight the importance of research studies on understanding individual and group characteristics; and
- reflect upon the techniques of assessment at micro and macro level educational practices.

3.3 EDUCATIONAL RESEARCH AND DEVELOPMENT: THE CONCEPT

Research and development in education is a process to develop and validate educational products (Brog and Gall, 1983). The educational products can be curriculum, books, modules and learning aids as well as programmes, strategies or models for education, training, guidance, management etc. It is a cycle to study the findings related to the research on classroom situations or school-based practices, maybe the research in experimental or laboratory setting or field-based practices, develop the products based on these findings, testing the products in the educational setting where it will be used eventually and revising it to correct the deficiencies if any. This cycle goes on and on until the data obtained from the testing matches the defined objectives of the research findings. The process of research and development involves a systematic review of the design, development and evaluation of the programmes, processes and learning products that must meet the criteria of validity, practicality and effectiveness as defined by Seals and Richey (1994).

To get a better idea of the process involved in research and development, Borg & Gall's (1983:775) ten steps for conducting research and development are very popular and may be implemented in educational research. Following are the ten steps for conducting research and development:

<i>Research and Information Collection</i>	• Begins with studying the related literatures, need analysis, and framework preparation.
<i>Planning</i>	• Includes formulation of the research problem, formulating objectives, and designing research steps and necessary feasibility study.
<i>Developing Preliminary Form of Product</i>	• A 'trial product', is developed.
<i>Preliminary Field Testing</i>	• The preliminary product is tested in limited scale.
<i>Revising Main Product</i>	• Using the data gained in, the product is revised. The revision can be done more than once, depending on the results.
<i>Main Field Testing</i>	• Revised educational product is tested in wider scale (large sample).
<i>Operational Field Testing</i>	• Validation of operational model is done with a larger audience/stakeholders through interview, observation, or questionnaire. The data obtained is the bases for revising the product in the final step.
<i>Revising Final Product</i>	• Product is completely revised by the gained data in step eight and launched as the final educational product.
<i>Disseminating and Implementing</i>	• Product dissemination is conducted to public especially in education field through seminars, publication, or presentation to related stakeholders.

Figure 3.1: Steps for Conducting Research and Development
(Borg & Gall, 1983)

The steps involved in the research and development cycle consists of examining and studying the data and findings related to the product to be developed, developing the product after a careful examination of the findings, field testing it in the context for which it is developed and then modifying or revising it according to the data obtained during field testing.

The research and development in education do not only involve the development of any new product rather also the products which are already in use and need to be further improvised to accommodate the current changes in the field. Research and development also focus on the problem-solving character of the educational programmes, projects/schemes. It also emphasizes the long-term investment and development in any educational scheme/project and evaluates the sustainability of the impacts of the educational scheme or project.

The research and development may involve micro as well as macro-level practices. The design, development and evaluation of educational products may directly involve learners, teachers, a school or a teacher education institution or may meta-analyse the microlevel practices at varied contexts to develop educational products of wider applicability.

Thus, research and development in school-based practices is a cyclic process that involves designing, developing and evaluating educational products and may occur at micro as well macro levels.

Check Your Progress 1

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

1. What do you understand by 'Research and Development' in Education?

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2. What are the main steps of the research and development process?

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3.4 RESEARCHES ON CLASSROOM SITUATIONS

Traditionally, in schools and classrooms teachers assume the responsibility of only transacting their teaching subject and evaluating the learners, along with other administrative work that supports these processes. However, despite rarely being given adequate space in regular work of teaching, research, offers a lot of potential in enabling a teacher to work better. Research could enable a teacher to understand learners better, to comprehensively think about the classroom environment, to identify issues in teaching-learning and assessment, to address these issues, and to deal with many or peculiar classroom problems and situations. So let us discuss classroom situations where research studies can be done.

3.4.1 Variables in Classroom Situations

Classroom situations involve variables like classroom interaction structure, classroom environment, classroom management, teaching-learning strategies, assessment strategies etc. where teachers can do research studies.

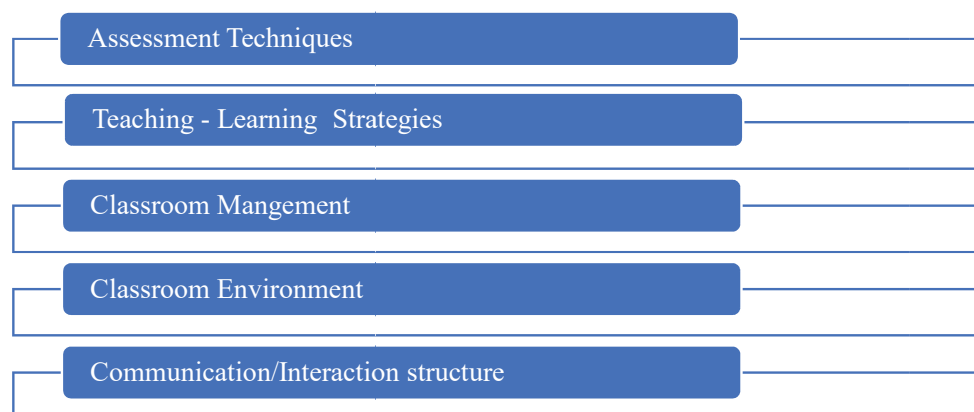


Figure 3.2: Important Variables in Classroom Situations Studied from the Perspective of Research

- a) ***The Communication/Interaction Structure:*** The communication structure of the class is central to the classroom situation. The learners' performance can be enhanced if the teacher understands the communication structure of the class. In the class, the teacher may initiate the communication with lectures followed by discussion questions and classroom assignment/s and learners respond in discussions and assignments. However, each class is also a unique communication system that a teacher must evaluate to understand the opportunities for better learning. In an elementary school, the decoration of the classroom with charts and symbols, puppets, drawings and other decorations is also a significant part of the communication system. In high school, class projects and assignment papers, maps and educational posters constitute an important part. In higher education, discussions and reflections on the experiences constitute classroom communication. Textbooks and other assigned readings, lectures, chalkboard writings, overhead transparencies, PPT, electronic bulletin boards, questions and observations, questions posed by the students out of their confusions or curiosity, answers to the questions posed by the teacher, discussions, assignment/worksheets and exam papers contribute to the communication system.

The communication may be uni or bidirectional. It may be structured or unstructured. It may be between the teacher and the students or among the students. The teacher can compare his/her two classes, one where the teacher and students felt involved and one where they did not. What made for the difference? How did the teacher and students interact differently in different classes? How did the students respond differently to the assignments in different classes? The teacher's and students' participation in unfolding discussions of a class challenges the researcher and the teacher as a reflective practitioner to confront the new ideas, information and skills presented by the textbook, learning resources, demonstrations, teacher and the students. The researcher should address these new intellectual challenges and the learning becomes an active search for useful and meaningful knowledge.

- b) ***Teaching-Learning Experiences:*** Quality, relevance and authenticity of teaching-learning experiences constitute an important variable studied in classroom situations. The learning activity, the media and the resources used to determine the quality and comprehensiveness of the teaching-learning experiences. Relevance of the learning experiences with the subject matter and the real-life experiences of the learners facilitate learners' engagement in the classroom. Field trips (Maybe virtual field trips), role play, community-based learning experiences, survey projects etc. may contribute to the authenticity of teaching-learning experiences.
- c) ***Assessment Practices:*** Assessment is a systematic approach to get continuous suggestive feedback for better learning and teaching. The central purpose of assessment is to empower both teachers and their students to improve the quality of learning in the classroom through an approach that is "learner-centred, teacher-directed, mutually beneficial, formative, context-specific, and firmly rooted in good practise" (Angelo & Cross, 1993, p. 4). Research on classroom situations should focus on assessing the effectiveness of the techniques for assessing course-related knowledge and skills, techniques for assessing learner's attitudes, values and self-awareness and techniques for assessing learner's reactions to instruction.

- d) **Classroom Environment:** The classroom environment is a significant variable studied in classroom situations. It involves the relationship between teacher and students and that among students. Students must have a voice and choice in the matters which pertain to them. The classroom environment is enriched by connecting the lessons to learners' real-life experiences, needs and preferences. It must facilitate collaboration and discussion.
- e) **Classroom Management:** According to Ben Johnson, classroom management involves structuring the learning environment in a way that eliminates behaviours that get in the way of learning. Effective classroom management involves getting to know the learners' strengths, challenges and what are they really into? Building relationships of trust with the learners is the key to successful classroom management. Helping learners develop socio-emotional skills builds a cohesive classroom community. Thus, research in classroom situations must analyse the classroom management strategies of the teachers for learners' sincere engagement in the process of learning.

3.4.2 Need for Research on Classroom Situations

Every classroom situation is different. Research on classroom situations provides a compelling reason for the teachers to observe closely their teaching practices. As reflective practitioners, they should be evaluative in their approaches to teaching. It informs them about the effectiveness of their teaching-learning strategies, communication system, classroom environment etc. on learners' performance.

The policy makers, curriculum developers, educational researchers and other educational agencies may also take up research projects to survey the teachers, students, parents and community members to assess their perceptions about the curriculum or the educational programmes implemented by Government in improving classroom situations.

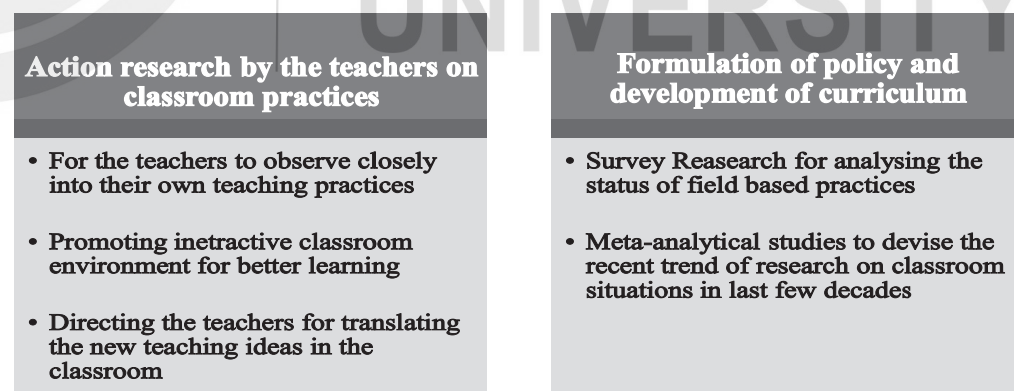


Figure 3.3: Need for Research in Classroom Situations

3.4.3 Methods Used for Conducting Research on Classroom Situations

There are various research methods to research classroom situations. These encompass contextualised action research, field-based research, evaluation of educational projects and schemes, experimental projects, ex-post-facto studies, trend studies and theory building.

- a) **Action Research on Classroom Situations:** Action research deepens the teacher's understanding of teaching and learning and enables her/him to try out new approaches and ideas to improve student learning. While conducting action research, the teacher reflects on her experiences in classroom situations. The teacher explores the problematic aspects of teaching and learning.
- b) **Field-Based Research on Classroom Situations:** The findings of action research are context-specific. It can't be applied to other classroom situations. So, to study a variety of classroom-related common problems prevailing across various contexts or school settings like lack of interactive communication system, disruptive behaviour of students in the classroom, innovative strategies to be adopted for inclusion of diverse learners in the classroom and the like, a better solution of far-reaching effect can be devised if the problem is explored across the contexts. Sample surveys can be conducted to analyse the perceptions of the teachers, students and parents about the problem under research. Multiple case studies can be conducted for deeper exploration and a more generalised solution to the problem. Field-based projects can be undertaken to monitor national/state level educational programmes/schemes observing the classroom situations across the contexts.
- c) **Experimental Research and Ex-Post Facto Research on Classroom Situations:** Identification of the causes responsible for an effective classroom situation, can be done by comparing two different classroom situations through ex-post-facto research. For example, Causal comparative research can be conducted to find out the causes of differences between a creative classroom and a non-creative classroom. This will help the teachers and the educational researchers to identify and select the strategies to foster creativity in the classroom. Experimental research projects can also be undertaken by educational researchers, for instance, to determine the effectiveness of Gestalt pedagogy in enriching creative learning in the classroom. The experimental study can also be adopted as a technique for intervention in action research on classroom situations by the teachers.

Check Your Progress 2

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit

3. What are the important variables studied for research on classroom situations?

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4. What are the research methods used for doing research on classroom situations?

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3.5 RESEARCH STUDIES FOR FIELD-BASED PRACTICES

For knowing the status of field-based practices or school-based practices, data is collected outside of an experimental or lab setting. Field-based practices are the practices that occur in natural settings or environments. Educational researchers might be interested in collecting data about pedagogical practices, assessment practices, school management practices, the status of professional development at its various levels. They may also conduct a longitudinal survey to gather information about an innovative school practice (STS learning, service learning, Gestalt pedagogy etc.) over an extended period in terms of learners' characteristics like creativity, scientific literacy, problem-solving or others. The researchers observe the characteristics of the same sample of learners' overtime and investigate the reasons for the changes. Surveys may also be conducted at intervals over some time after the implementation of a school-based practice (for example, blended learning, flipped classroom etc.) with different school learners and teachers drawn randomly to analyse the trend of development of learners' performance over some time. The impact of the practice of flipped classrooms on learners' performance across various levels of school education at a point in time can also be studied by cross-sectional surveys of the students from different levels from various schools in a given district or region.

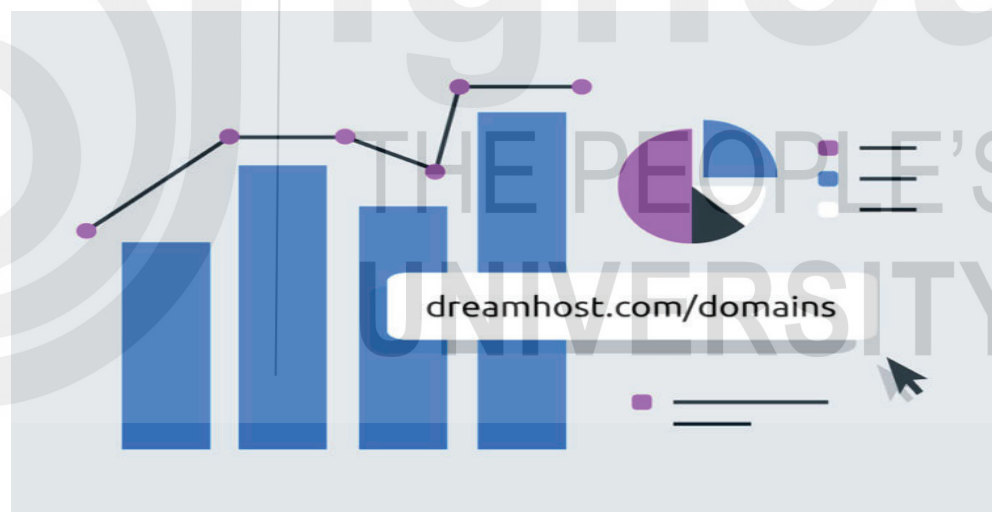


Figure 3.4: Survey Research for Knowing the Status of Field-Based Practices

Researchers may collect data through questionnaires administrated via mailed questionnaire, personal interview, telephonic interview, electronic mail survey, internet survey, focus groups or so on. The survey is carefully planned and prepared to ensure that the data collected about the status of field-based practices is accurate, valid and collected efficiently. Survey research at field does not make causal inferences but rather describes the distributions of variables/variables related to school-based practices in a specified group. The educational researchers conduct a descriptive survey of schools for field-based practices to describe the frequency of occurrence of the phenomenon rather than to study the relationships between the variables in the phenomenon.

Check Your Progress 3

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit

5. What are field based practices?

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6. How data are collected for survey research for knowing the status of field-based practices?

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3.6 EVALUATION STUDIES FOR EDUCATIONAL SCHEMES AND PROJECTS

In general, research for evaluating educational schemes and projects mainly focuses on the results of these interventions in terms of outcomes and impact (Binnendijk, 2001). Status study or survey research can be conducted to assess the impact of the educational scheme or project in terms of outcome variables such as learners' performance, teachers' professional attitude, teachers' effectiveness and so on. It is, however, not just adequate to be restricted to the well-defined numerical objectives and to determine to what degree these objectives have been satisfied rather the focus of the research should be a process-oriented evaluation of educational schemes and projects encompassing scope for improvements in intervention efforts and thus the better outcomes (Owens, 2006). Simply describing the status of the project will not be sufficient rather evaluation should also have a problem-solving character. It should monitor and account for the process of implementation of the programme as planned and determine whether it is on the correct path to generate the desired outcomes.

While evaluating the educational project or scheme the researcher may start with a plan to investigate the planning and design stage of a project. The researcher may analyse the logical framework of the implementation of the project and decide how far this logical framework is based on need analysis.

Research for evaluating educational schemes and projects should also define the 'ownership' of the project, who are the programme implementers, stakeholders and the beneficiaries of the project and what are their roles? Is evaluation and monitoring of the project an essential part of the project? Whether this task is outsourced or the stakeholders of the project are themselves engaged in evaluating the project. These questions are very significant from a research point of view. The researcher must have a clear-cut distinction between the donors and the recipients. Donors tend to target short term tangible results whereas the

recipients focus more on the long-term investment and development. From the donors' perspective, the researcher may focus more on the impact or outcome aspect of the evaluation, whereas from the recipients' point of view the researcher assesses the development of the project with suggestive improvements. The researcher may also follow up on whether the beneficiary population will continue to receive the service of the project after its completion. The researcher may also determine the adequacy of the monitoring system in assessing the project being developed.

Donors' point of view	Recipients' point of view
• Well defined numerical objectives • Outcome-oriented evaluation of educational schemes and projects • Focus on short-term tangible results • Status study or survey research for assessing the impact of educational scheme or project on outcome variable/s	• Process-oriented evaluation of educational scheme or project • Problem solving character of the project • Focus on long term investment and development • Evaluating sustainability of the impact of the project • Involving participatory evaluation approach • Encompassing survey research converged with focus groups, longitudinal study, phenomenological inquiry, ethnographical inquiry, discourse analysis etc.

Figure 3.5: Different Perspectives of Educational Schemes and Projects

Check Your Progress 4

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

7. Briefly describe the recipients' point of view for assessing the educational project?

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8. In what ways researcher can evaluate educational project or scheme?

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3.7 RESEARCH STUDIES FOR UNDERSTANDING INDIVIDUAL AND GROUP CHARACTERISTICS

The behaviour and the performance of an organisation depend on the characteristics of its members or individuals as well as the characteristics of the entire group or organisation. Understanding the factors that influence individual and group dynamics would be of great help to improve the efficiency and effectiveness of the organisation. At the individual level, variables that have been repeatedly found to influence the organisational behaviour involve the characteristics of the individuals like their learning preferences, intellectual ability, creative thinking, motivation, personality, task performance, cooperative behaviour, gender and other demographic characteristics, the availability of supportive networks and the like.

Understanding diversity or individual differences among the individuals and utilizing this diversity as a learning resource and pedagogic strategy may improve whole class performance and thus the performance of the organisation as a whole.

Understanding the characteristics of the individuals following type of research would be helpful:

- Case studies can be conducted to analyse the behaviour and characteristics of the individuals in-depth and to identify the factors that influence the behaviour of the individuals.
- Correlational studies can be undertaken to assess the association between two or more characteristics of the individuals (for e.g. correlation between gender/other demographic characteristics and learning preferences).
- Longitudinal or cross-sectional investigations may enhance our understanding of the development of a single characteristic (for example, learner's metacognitive ability) or the association between two variables/characteristics of the individuals at various stages of development (for example, teacher stress on one-side and job-satisfaction on the other side; socioeconomic status on the one side and the learner's performance on the other side).
- Projective techniques can be used to deeply assess the personality characteristics of the individuals.
- A narrative inquiry may also be carried out to understand the role and characteristics of the individuals involved in some social phenomena. (For example, a researcher might do a study on how fourth-grade girls define their social roles in school. A researcher might look at such things as notes and journal entries and might also interview the girls and spend time observing them. After this, the researcher would then construct her narrative of the study. This will give the researcher insight into the girls' characteristics.)



Figure 3.6: Identifying Individual and Group Characteristics
(<https://www.hotjar.com/blog/market-research/>)

At the group level of analysis, organizational behaviour involves the study of group dynamics, intra-and intergroup conflict and cohesion, leadership, power, norms, interpersonal communication, networks, and roles. Sociometric techniques can be used to assess the group dynamics and thus the characteristics of a group. It describes the social status, structure and development by measuring the extent of acceptance or rejection between individuals in a group. Correlational studies can be adapted to study the impact of the social structure of the group on the performance of its members individually as well as that of the entire group.

Qualitative techniques like ethnographical inquiry can also be employed to understand the group dynamics. Ethnography helps to understand interactions among the participants of the group from the stand point of social relations. It helps portray the culture of a group and its salient characteristics. Ethnography entails examining the behaviour of the participants in a certain specific social situation and also understanding their interpretation of social/ educational phenomena.

Check Your Progress 5

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

9. What kind of research will help understand the characteristics of the individuals?

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10. How can ethnography be useful for identifying group characteristics?

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3.8 RESEARCH STUDIES FOR DEVELOPING THEORIES AND PRINCIPLES

Most of the educational research aims to solve specific educational problems based on the theories and principles already available in the concerned research area and the findings have implications on practice.

There is also the research of fundamental type which is known as basic or pure research. Fundamental research is driven by curiosity and the desire to expand knowledge in a specific research area. Fundamental studies tend to generalize about the phenomenon and the philosophy of this type of study can be explained as 'gathering knowledge for the sake of knowledge'. However, applied research can be carried out to verify the theories or deduce certain conceptual frameworks from the theories developed by the fundamental research to solve a given educational problem.

Following research techniques can be adopted to establish theories and principles-

- If repeated experiments or correlational studies in multiple settings lead to a generalisation well-accepted by the majority of educational researchers then a theory and its constituent principles explaining the relationships among the variables in an educational or social phenomenon get established (For example, A Study of Factors Impacting Learner's Critical Engagement in Social Discourse on Environmental Issues; Effectiveness of Cooperative Learning as an Effective Pedagogical Strategy to Promote Creativity Among the Learners).
- Design-based research can also be employed to analyse the current real-world educational problems and design and develop educational interventions based on the principles of existing theories by researchers and practitioners in collaboration and then implement and evaluate it for their improvement. This leads to the development of context-specific design principles and intervention framework (For example, Enhancing Content Visualisation Help Learners Recognize Salient Features of the Content).

3.9 TESTING AND ASSESSING MICRO AND MACRO LEVEL PRACTICES

In the field of school or teacher education, micro-level practices are performed directly with learners, teachers, parents, a school or teacher education institution. Micro-level educational practices are the school level educational practices or the local educational practices like classroom pedagogical practices for effective learning, authentic assessment activities. Outside the classroom, a professionally devoted teacher/educational researcher may work for imparting quality education to slum area children in a particular locality. The teacher or the student counsellor may provide guidance and counselling to the learners for resolving their educational problems.

For continuous improvement in micro-level educational practices, testing and assessment should be conducted simultaneously and involve assessment of professional development needs of the teachers and the learning needs of the students, which, in turn, enhance the quality of learning and teaching.

A teacher or an educational researcher may analyse the teaching portfolio to get information regarding-

- 1) Description of how teaching activities and associated resources facilitate students' achievement of the learning outcomes
- 2) Description of how evaluative feedback by the learners, peers and colleagues may bring necessary changes in learning and teaching

While maintaining or analysing the reflective journal /teaching portfolio following questions need to be answered (For eg.-with reference to learner's creative engagement):

- 1) What knowledge, skills or abilities are necessary to promote learner's creative engagement in the teaching-learning process?
- 2) To what extent do the teachers possess that knowledge and skills?
- 3) What do teachers need to develop that knowledge and skills?

If the teachers pursue some capacity building programme, the educational administrator may follow up the programme by assessing the teacher's competencies in terms of their learner's creative engagement in the teaching-learning process and thereby assesses the sustainability of effectiveness of the programme.

Macro level practices are performed on a broad level. It addresses large-scale problems on a societal level. It involves such problems which affect entire systems or communities. In the field of education, formulation of educational policy to address social change can be considered as macro-level practice. It involves organising principles and developing a framework for educational practices at the global, national or state level. This leads to the development of policy and its interventions, curriculum framework and so on. Meta-analysis of micro-level practices at varied contexts influences formulation of policies and curriculum framework at state and national level. Inequalities prevalent in the society is also prevalent in the school practices, hence, the social issues affecting school education should also be adequately addressed in the policy provisions and curriculum framework. The educational policy should throw light into the socio-political context and impact of the contemporary societal factors on school education in its various aspects. To assess policy interventions or curriculum framework following process of assessment involving as many as following four steps can be adopted:

- 1) **Need Assessment:** This is the stage when it is examined whether the policy intervention or curriculum framework is based on the analysis of the prevailing needs. In this stage the strengths and weaknesses of the plan and design of the policy or curriculum are studied through document analysis.
- 2) **Monitoring:** During the pilot implementation of the policy intervention or the curriculum, the survey is conducted to assess the intervention for the overall quality of education. This stage is formative. It provides descriptive feedback for improvements in curriculum framework

or policy intervention. This stage tells whether the designed or implemented policy intervention or the curriculum can produce or is producing desired results through observation checklist, questionnaire for assessing stakeholders' perceptions, psychological tests for assessing attitude and abilities of the beneficiaries (teachers or learners) and so on.

- 3) **Terminal Assessment:** Based on the stated objectives/standards it is determined whether the results out of the implementation of the curriculum or policy intervention equalled or exceeded the stated objectives. This evaluation is summative.
- 4) **Decision making:** In this stage, the results are utilized to make necessary modifications in policy or curriculum guidelines through focus group discussions among the policy or curriculum stakeholders. It is determined whether all the stakeholders have been engaged in planning, designing, implementation and review of the policy or curriculum guidelines.

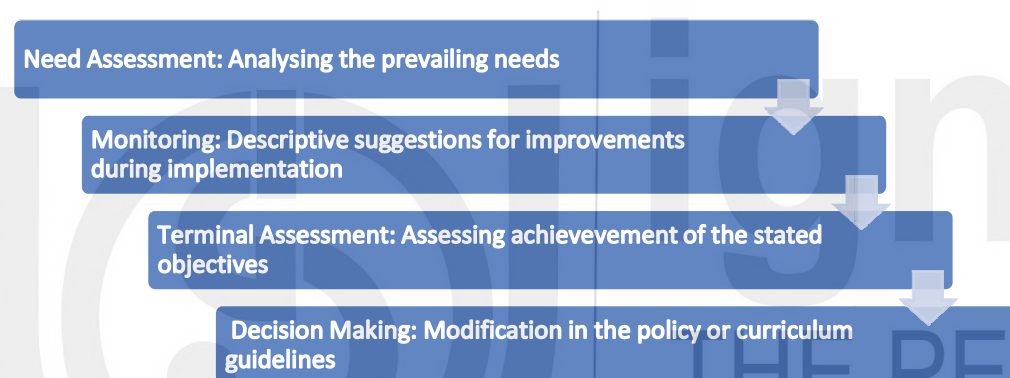


Figure 3.9 : Assessing Macro Level Educational Practices

The evaluation of policy or curriculum framework should follow the review cycle during the period of its planning and implementation as well. Multiple assessment tools should be employed to compare the results before and after the implementation to determine the change. While analysing the data the possible explanations about the reasons for the particular patterns in the results should also be identified.

Check Your Progress 6

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

11. Briefly describe design based research?

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12. Briefly describe the steps involved in the process of assessing the curriculum framework?

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3.10 LET US SUM UP

Education has two dimensions it is a discipline and knowledge is also applied like in agriculture and law. Education research is therefore important because it contributes to knowledge development and also to practical improvement, and policy formation. Contributions to knowledge supports informed development of public policy and professional practice Teachers can use those research findings to improve their competencies and teaching and learning process and policymakers and educators can use these as inputs for improving decision making etc.

In this Unit, we have discussed the various situations, at the micro and macro-level, where through educational research, new knowledge in education can be produced. In illustrating this, the unit also discusses the different types of methods that are suited to different types of researches.

We will however discuss the research methods, analysis of data, types of researches in education in detail in the forthcoming Units.

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3.12 ANSWERS TO CHECK YOUR PROGRESS

1. Research and development in education is a process to develop and validate educational products. The educational products can be curriculum, books, modules and learning aids as well as programmes, strategies or models for education, training, guidance, management etc.
2. Major steps for Research and development process:
 - Research and Information Collection
 - Planning
 - Developing Preliminary Form of Product
 - Preliminary Field Testing
 - Revising Main Product
 - Main Field Testing
 - Revising Operational Product
 - Operational Field Testing
 - Revising Final Product
 - Disseminating and Implementing
3. Every classroom situation is different. Teaching-learning strategies, communication systems, classroom environment, classroom management, classroom assessment strategies etc. are some of the vital variables to be studied for research in classroom situations.
4. There are various research methods and techniques to research classroom situations. These encompass contextualised action research, field-based research, evaluation of educational projects and schemes, experimental projects, ex-post-facto studies, trend studies and theory building.
5. Field-based practices are the practices that occur in natural settings or environments. The educational researchers might be interested in collecting data about the present status of pedagogical practices, assessment practices, school management practices, professional development practices and the like in school education at its various levels.
6. The educational researchers may collect data for survey research for knowing the status of field-based practices through questionnaires administrated via mailed questionnaire, personal interview, telephonic interview, electronic mail survey, internet survey, focus groups or so on.
7. From the recipients' point of view, the researchers assess the development of the educational project with suggestive improvements. The researcher may also follow up on whether the beneficiary population will continue to receive the service of the project after its completion. The sustainability of the impact of the intervention is evaluated by applying a participatory evaluation approach which involves stakeholders contribution to the evaluation of the project.
8. Self-Exercise

9. Case studies can be conducted to deeply analyse the behaviour and characteristics of the individuals. Correlational studies can be undertaken to assess the association between two or more variables/characteristics of the individuals. Longitudinal or cross-sectional investigations may enhance our understanding of the development of a single characteristic or the association between two variables/characteristics of the individuals at various stages of development.
10. Ethnography helps to understand interactions among the participants of the group from the standpoint of social relations. It helps portray the culture of a group and its salient characteristics. Ethnography entails examining the behaviour of the participants in a certain specific social situation and also understanding their interpretation of social/ educational phenomena.
11. Design-based research can also be employed to analyse the current real-world educational problems and design and develop educational interventions based on the principles of existing theories by researchers and practitioners in collaboration and then implement and evaluate it for their improvement.
12. To assess a curriculum framework following the process of assessment involving as many as four steps can be adopted:
 - Need Assessment
 - Monitoring
 - Terminal Assessment
 - Decision making

UNIT 4 EDUCATION AND POLICIES

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Constitutional Provisions and Education
 - 4.3.1 Relationship between Constitutional Provisions and Education
 - 4.3.2 Constitutional Provisions for Education
 - 4.3.3 Translating Constitutional Provisions into Public Policies
- 4.4 Education as a Key Area of Public Policy: Need and Relevance
- 4.5 Educational Policies/Schemes
 - 4.5.1 Planning Educational Policies/Schemes
 - 4.5.2 Executing and Implementing Educational Policies/Schemes
 - 4.5.3 Involvement of Stakeholders in Planning and Execution of Policies/Schemes
- 4.6 Decentralized Planning for Effective Execution of Policies/Schemes
- 4.7 Evaluation of Policies/Schemes
- 4.8 Let Us Sum Up
- 4.9 References and Suggested Readings
- 4.10 Answers to Check Your Progress

4.1 INTRODUCTION

Planning and implementation of educational policies and schemes is the key to the national development of a country. It comes within the purview of the constitutional provisions of the country. The educational policies and schemes for the development of the country have to be within the scope of the constitutional effectively provisions. It is therefore many committees and commissions of education were set up to address the need of the educational and other developmental aspects of the country. Only setting up the educational policies/schemes are not enough, rather, there is the need to implement the policies/schemes for the beneficiaries. It is, therefore, preparing a suitable plan, involving various stakeholders to know their needs and executing, the policies are the key elements for realizing the constitutional provisions. No public policies and schemes are permanent. It needs reviewing after a gap of time to establish the further need of the beneficiaries. It is, therefore, conducting an evaluative study of the policies and schemes are required for revising them and to provide newness to the policies and schemes.

The above important issues have been discussed in this Unit, which will help you to understand constitutional provisions for education, the role of education in setting educational policies in the country and the aspects of proper implementation of the policies.

Note: The content of this Unit has been transformed and taken from Unit-3, BES-122 Contemporary India and Education, B.Ed., IGNOU, 2016.
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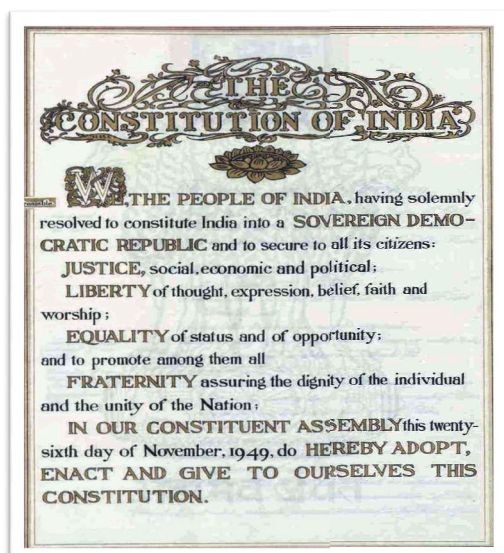
4.2 OBJECTIVES

After going through this Unit, you will be able to:

- identify various constitutional provisions for education in India;
- explain the role of education to translate constitutional provisions into public policies;
- critically analyse the processes adopted in planning and execution of educational policies and schemes;
- describe the need for decentralized planning for effective execution of policies and schemes; and
- discuss the importance of evaluative and feedback studies for reviewing the policies and schemes.

4.3 CONSTITUTIONAL PROVISIONS AND EDUCATION

The Constitution of a country includes the guiding principles for the administration and development of the nation. Keeping in mind the provisions of the Constitution, its vision and aims, the policies for a country are developed. Education is a major aspect of the Constitution, which provides a base for developing various policies for public education in the country. Addressing educational and many other related issues in India is a challenge for the country because of the diversities and pluralism in the socio-cultural system which plays an important role. Therefore, it is difficult to provide equal opportunities to every citizen of the country. Still, we consider the diversities and pluralism of our society as our strengths but not the weaknesses. Continuous efforts have been made to bring all types of diversities and pluralism to mainstream society. To achieve this, various special provisions including education have been included in the Indian Constitution. In this section of this Unit, we will learn the relationships between constitutional provisions and education, constitutional provisions for education, transacting constitutional provisions into public policies and realizing the need and relevance of education as a key area of public policy making.



The Policy and Planning of the Country including Education are necessarily done as per the preamble of Constitution of India which guides us to achieve and safeguard the constitutional values such as: justice, liberty, equality and fraternity

4.3.1 Relationship between Constitutional Provisions and Education

Education deeply influences the way we view and interpret the fundamental provisions of our Constitutional system and the rights and responsibilities at its core. The Constitution has an equally important impact on who and how we educate, in both content and form. As a democratic country, our educational strategies and reforms are adopted and evaluated against the parameters set by the Constitution. The Constitution, on the other hand, grows and develops within the framework its policy makers evolve and use. The nature of the relationship between education and the Constitution is an interesting one to examine. The interaction between the public education context and the development of fundamental Constitutional principles is applicable not only within the boundaries of the school but outside the context of the school as well. Another dimension, that is the explicit and hidden curriculum also relates to how the Constitution is developed and applied. In the context of the Right to Education Act, 2009, we can see the close link between public education and the Constitution. Compulsory education guarantees that all children and their parents will interact with the State challenging it to act to fulfil the Constitutional commitment.

The Constitution also impacts the development of education strategies for providing equal and quality education to all children which are continuously subject to scrutiny. In other words, any policy and practice in education (as in other areas) is subject to Constitutional scrutiny and the parameters of acceptability are set in Constitutional terms. The policy choices that are made reflect what we are and what we want to become as a nation.

4.3.2 Constitutional Provisions for Education

Education is assigned a revolutionary role in Dr. Ambedkar's concept of social progress and his vision of a just and equal society. The vision for education in the emancipation of socially deprived people of India is adequately expressed in his words:

"Coming as I do from the lowest order of the Hindu society, I knew what is the value of education. The problem of raising the lower order is deemed to be economic, this is a great mistake. The problem of raising the lower order in India is not to feed them, to clothe them and make them serve the higher-order... the problem is to remove from them that inferiority complex which has stunted their growth, ... to create in them the consciousness of the significance of their lives for them and the country... of which they have been cruelly robbed by the existing order... Nothing can achieve this except the spread of education. This, in my opinion, is the panacea of our social troubles."

(Bhattacharya, 2002)

Not only Ambedkar, but we also find that movements to abolish the caste system and end discrimination, all over the world, have always proposed education as the primary means to overcome oppression (Omvedt, 1993). To make education mainstream, the Constitution of India provides ample scope in its provisions to educate the country people. Let us discuss the specific provisions for education included in the Indian Constitution.

Fundamental Rights of citizens given in our Constitution have established the spirit of equality and have helped to preserve individual liberty. The following articles in the category of Fundamental Rights have a special bearing on education in India.

ARTICLE 14 - It states, “The State shall not deny to any person equality before the law or equal protection of the laws within the territory of India”. The modern States exercise powers over the individual. The Right to Equality ensures that the powers of the State are not used in any discriminatory way. Concerning education, it is invoked to regulate rules of admission and thus acts for ensuring education to all.

ARTICLE 15 - This Article guarantees prohibition of discrimination on grounds of religion, race, caste, sex or place of birth by the State. It also ensures equality in educational opportunities in India.

ARTICLE 15 (4) - It enabled the government to make special provisions for the advancement of backward classes including the Scheduled Castes (SCs) and Scheduled Tribes (STs). It also ensures the reservation in educational institutes for the SCs and the STs.

ARTICLE 16 (1) - It guarantees equality of opportunity for all citizens in matters relating to employment or appointment to any office under State.

ARTICLE 16 (4) - It ensures that the government can make reservations in favour of any backward class of the citizens.

ARTICLE 21 (A) - It grants the Right to Free and Compulsory Education to all the children of the age six to fourteen years in a manner as the State may, by law determine. Inserted by the 86th Amendment in December 2002, this Article has accorded education the status of right for ensuring quality in educational expansion at the elementary level. At the commencement of the Constitution, education was included as a Directive Principles of the State Policy in Article 45 under Part IV of the Constitution.

ARTICLE 24 - States that no child below the age of fourteen years shall be employed in work in any factory or mine or engaged in any hazardous employment.

ARTICLE 28 - The institutions run by the State will neither preach any religion nor give religious education nor will they favour persons of any religion. Under provisions of this Article, neither the State nor any other agency can impart religious instruction in any school managed by State funds. However, there is an exemption for the institutions established under any trust or endowment which requires that religious education be imparted in such institutions. The Article further provides that no person, attending State recognized and aided school, can be compelled to take part in any religious instruction without parental consent. This implies that while institutions established by minority communities are eligible for a grant in aid from the State, they cannot compel students to follow the religious instruction imparted in the institution. They are allowed to maintain their religious character without imposing their religious ideology on any unwilling student.

ARTICLE 46 - It states that the State shall promote with a special case the educational and economic interests of the weaker sections of the people and, in particular, of the SCs and the STs and shall protect them from social injustice and all forms of exploitation.

Cultural and Educational Rights of the Minorities:

The beauty of a Country lies in the care it takes of its minority populations. For safeguarding the interests and the rights of the minority communities in society, the Constitution of India has also provided many educational provisions for them. The major provisions are:

Article 29 - It provides an explicit guarantee for protecting the interests of minorities:

- Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.
- It protects the rights of minorities to provide their education in their language, certainly an important part of language maintenance.

Article 30 - details this right along with protection against discrimination in the receiving of government grants for education:

- All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- In making any law providing for the compulsory acquisition of any property of any educational institution established and administered by a minority, referred to in clause 1, the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause. The State shall not, in granting aid to educational institutions, discriminate against any educational institution that is under the management of a minority, whether based on religion or language.
- This final clause does not keep the State from regulating educational standards but protects against regulations concerning medium of instruction, a provision for minorities that has also been upheld in the courts.

Article 350 - It guarantees the right of all people to use a language they understand in “representations for redress of grievances”. In the Seventh Amendment to the Constitution made by the Constitution Act of 1956, two articles were added addressing linguistic minority issues:

Article 350(A) - It safeguards facilities for instruction in mother-tongue at the primary stage. It shall be the endeavour of every State and every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 350(B) - It talks about Special Officers for linguistic minorities.

- There shall be a Special Officer for linguistic minorities to be appointed by the President.
- It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

Directive Principles of State Policy and Education:

Directive Principles of State Policy are included in Articles 36 to 51 in Part IV of the Indian Constitution. There are three guiding provisions under this category that provide the basic framework for national policies and priorities in education.

ARTICLE 41 - It directs the State to make effective provisions for securing the right to work and the right to education for all within the limits of its economic capacities and development.

ARTICLE 45 - Being a very significant Article in the Directive Principles, this Article laid down the foundation of free and compulsory education in the country. The article states that “the State shall endeavour to provide, within ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”. Consequent to the insertion of Article 21A, making elementary education a fundamental right of all children between the age group of 6-14 years, Article 45 has been amended to restrict its scope to pre-primary education up to 6 years of age.

No article in the Constitution works in isolation. The same is true for Article 45. It ensures equality of educational opportunity to all on the lines of Article 29(2) according to which, admissions cannot be denied to anyone based on race, caste, language in any institution maintained by the State. Article 21(A) which makes free and compulsory education to all a fundamental right attaches utmost importance to Article 45. Also, the five Articles - 15, 29(2), 15(3), 46 and 29(1) entrust the responsibility of equalization of educational opportunity in all parts of the country to the Government of India and to that end, give special assistance to the backward areas or States.

ARTICLE 46 - It says the “State shall promote with special care the educational and economic interests of the weaker sections of the people in particular of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation”. Thus, Article 46 along with other relevant articles on education ensures equality in educational opportunities even by making special provisions for those who have been left behind due to various reasons.

It is possible to see both Fundamental Rights and Directive Principles as complementary to each other. Fundamental Rights restrain the government from doing certain things while Directive Principles exhort the government to do certain things. Fundamental Rights mainly protect the rights of individuals while Directive Principles ensure the well-being of the entire society.

(Source: The above section has been adopted from IGNOU, DELED, BES004, Block-2)

Activity 1

Does the Constitution extend fundamental rights to the poor and uneducated women in India? What fundamental rights protect the interests of the above women, and how?

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4.3.3 Translating Constitutional Provisions into Public Policies

Being a democratic country, in India, an attempt has been made continuously to practice the constitutional provisions into public policies. You can take many examples both at the central Government level as well as different State Government levels, to implement the constitutional provisions into public policies in the forms of educational schemes, projects, etc.

These schemes and projects are operated either directly by the Department of Education at the central or State Government levels or sponsored by the Non-Government Organisations. Many a time, many international organizations, that work in the field of education like UNICEF, UNESCO, World Bank, etc. are also sponsored many schemes and projects of education.

Translating Constitutional provisions into public policies are done on a three-stage basis.

Stage-1: Identify the priority areas of the Constitution relating to education as mentioned in the 4.3.2 section that requires to be implemented across the population of the country.

Stage-2: Establishment of Education Commissions and Committees to discuss the importance of the issues mentioned in the Constitution and accordingly to provide recommendations to implement it across India.

Stage-3: Educational schemes and projects are developed to implement the recommendations of different Educational Commissions and Committees as deduced from the Constitution of India.

We can give many examples in this regard, such as the Mid-day Meal scheme, providing merit scholarships to educational bright students, financial and other supports to the female students, educationally weaker section children such as SCs, STs, Minorities, etc. You will study more details about the implementation of the policies in section 4.5.

Check Your Progress 1

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

1. How education is related to the Constitution of India?

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2. Which Constitutional Right(s) will the following situations violate?

i) If a 10-year-old child is working in a factory manufacturing carpets.

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ii) If a group of people are not permitted to open a Bengali Medium School in Karnataka.

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iii) Based on caste or religion if a child is denied admission in an institution that enjoys funds from the State Government.

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4.4 EDUCATION AS A KEY AREA OF PUBLIC POLICY: NEED AND RELEVANCE

Cochran et al., 2009, defines public policy, 'as an intentional course of action followed by a Government institution or official for resolving an issue of public concern'. Such course of action subsequently becomes law, public statements, official regulations, and a publicly visible pattern of behaviour. Most public policies are developed for certain causes. A liberal Government always works for the betterment of the country in various aspects; say for Health, Education, Infrastructure, Social sectors, Business and Economic dealings, etc. The development of a country depends upon the public policies what the Country has established and implemented. All areas of public policies are important, as it provides benefits and is associated with the development of the Country people. Education is always considered a key area of public policy. The development of education in a Country is necessarily connected with the development of the

human resources needed for all sectors. Education, therefore, always occupies a key position in planning public policies. As per the data of the World Bank in 2011, 2012, and 2013, the percentages of expenditure in education in selected Countries in the World are as follows:

Table 4.1: Expenditure on Education in Selected Countries

Countries	Govt. Expenditure on Education Total on Education (Total % of GDP)			Govt. Expenditure on Education (Total % of Govt. Expenditure)		
	2011	2012	2013	2011	2012	2013
Australia	5.1	4.9	-	13.5	13.2	-
Brazil	6.1	6.3	-	15.3	15.6	-
France	5.5	5.5	-	9.9	9.7	-
India	3.9	3.9	-	14.2	14.2	-
Japan	3.8	3.8	3.8	9.7	9.5	9.6
New Zealand	7.1	7.4	-	17.9	18.7	-
Pakistan	2.2	2.1	2.5	11.0	10.9	11.6
South Africa	6.0	6.4	6.0	18.9	20.6	19.2
Srilanka	2.0	1.7	-	9.3	8.8	-
United Kingdom	5.8	-	-	12.7	-	-
United States	5.2	-	-	12.9	-	-

(Source: World Bank, 2015)

Table 4.1, revealed expenditure on Education (% of GDP and % of Govt. expenditure) of selected Countries. It shows that general Govt. expenditure on education (current, capital and transfer) is expressed as a percentage of GDP and total general Govt. expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfers from international sources to Govt. This is an example of a budgetary provision in expenditure on education. You must have observed from the above data that the expenditure of the developed countries is usually more in comparison to that of developing countries. It means that the developments of other sectors of the Country are necessarily not only the expenditure on that particular sector but also it depends upon their expenditure in education as % of GDP and % of Govt. expenditure.

It may be concluded that 'Education is a Key Area of Public Policy' because of the following:

- Education cannot be separated from other sectors of development in the Country. It has a direct link with health, social services, defence, media and public relations, trade and industry, etc.
- Educating the people of the country is the duty and responsibility of the Government.
- Adequate expenditure on Education enables the creation of trained and skilled human power that can work for the Country in different sectors for the development of the Country.

Keeping in view the above lines, it can be rightly said that 'Education is a key area of public policy of a Country.

Activity 2

Table 4.1 analyses comparative figures of expenditure on education in selected Countries. In connection to that, collect information from Govt. sources about the Govt. expenditure on GDP of other sectors of public policy for the years 2011 to 2013 and compare it with the expenditure on education.

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4.5 EDUCATIONAL POLICIES/SCHEMES

The Country has the responsibility to prepare public policies/schemes for education and implement them across the nation as per the provisions of the Constitution of the Country. In this regard, you might have been acquainted with the recommendations of the committees and the commissions constituted in India after Independence. Starting from the University Education Commission (1948-49), to the National Education Policy (2020). India has experienced many public policies in Education. The formation of the Education Commission can never fulfil the purpose of education, implementing the policies is also equally important. We have experienced difficulties in implementing public policies on education. Many a time the target has not been achieved within the planned period because of many reasons and it results in further extension of the same policy. For example, achieving 'Universalization of Elementary Education' is not a new concept in India. It has been coined in almost all the reports of Education Commissions and action plans have been prepared to implement it. But till today, the objective of making elementary education universal has not been achieved. As per the Census survey, 2011, the Country's national literacy rate is nearly 75 percent. In this regard, making elementary education one of the Rights of Children in the RTE Act, 2009 is one of the significant developments of our country.

Therefore, implementation of any educational policy depends upon many factors such as: planning the educational policies/schemes, implementing/executing educational policies/schemes and also involvements of the concerned stakeholders in the implementation of the policies and schemes on education.

4.5.1 Planning Educational Policies/Schemes

Preparing a plan for implementing policies on education is the first step to achieving the objectives of the policies. Planning is a strategy to concretize and implement the policies and schemes. It defines the role and responsibilities of various stakeholders such as the Govt., Local bodies, groups and individuals and also the beneficiaries. It also includes financial provisions at different stages for the implementation of education policies. To better understand the planning of any education policies, let us discuss with one example. For achieving the goal of Universalisation of Elementary Education in India, the Right to

Education Act came into practice from the 1st April 2010. Detailed planning and implementation strategies were then prepared to execute the RTE Act, 2009. Different States have also prepared their action plan for implementing the provisions of the RTE Act, 2009 as per the implementation plan of the RTE Act made by the central Government. It has operationally defined different parts and sub-parts of the Act and has also finalized the roles and functions of the stakeholders. It also provided the deadline for achieving some of the goals of the Act. The detailed plan of action has also been prepared to address issues such as: ensuring ratio of students and teachers at the classroom at different levels, training for the teachers, providing quality education, making teaching child-centred, addressing the issues of dropouts in the schools, ensuring participation of the community in the schools in terms of constituting SMCs, protecting security and rights of the children, making awareness programme and training to the stakeholders, feedback and reviewing the Act at different stages and aspects of its implementation etc. The Act has been enforced across India and wholeheartedly the States and the UTs have implemented it to achieve the objectives of the RTE Act, 2009.

As per the above example, there is the need to prepare effective and suitable planning for implementing any Education Policies/schemes in the Country. It is, therefore, preparing the action plan is as important as forming Policies on Education. Several persons from different areas and expertise are usually involved in preparing the right plan.

4.5.2 Executing and Implementing Educational Policies/ Schemes

For the implementation of educational policies/schemes, there are the requirements of constructive political support and financial provisions. You might have understood that political willpower is the key to the implementation of any policy. Especially in a democratic country, political parties participate in elections and the winning party forms the Government. The ideology and the vision of the political parties reflect on prioritizing the work under the broad structure of the Constitution of the Country. It matters, how effectively, the Governments come forward to prepare the plan and adopt a definite strategy to execute the plan within the time frame of the recommendations of education commissions and committees.

Financial provisions and supports are also equally responsible for better implementation of educational policies. For example, implementing educational policies in a country like India, there is the need to allocation huge funds keeping into consideration of huge population and geographical area. It has been observed that many educational policies suffer from implementation difficulties due to a lack of financial support. Sometimes the educational policies get fewer funds for implementation and receiving the fund in delay becomes a hurdle for effective implementation of the policies/schemes. On the contrary, sometimes, it has also been observed that financial support has been given to execute the educational policies but the money remains unutilized because of lack of coordination of the stakeholders, and hence, the work does not proceed as per the planning. So now it is clear that political support and financial provisions are the major part of the implementation of educational policies/schemes.

4.5.3 Involvement of Stakeholders in Planning and Execution of Policies/Schemes

The stakeholders of any educational policy play a very crucial role in implementing it. The implementation of the policy is just to provide necessary facilities and empower beneficiaries for whom the policy has been made. For example, let us again discuss the Right to Education Act, 2009. In this Act, many stakeholders are involved, like, the Central and State Governments, Local Bodies, SCERTs, District Administration, Gram Panchayat, Schools, Teachers, Students, Parents, Community members etc. In this Act, though the main beneficiaries are the students, many other stakeholders are involved to implement the Act. All the stakeholders have their definite roles to implement the Act like:

- The Central and State governments will prepare the action plan for implementing the Act, provide financial support, and monitor the progress.
- Teachers, parents, community members, SMC members are involved to implement the Act at the ground level.
- SCERT, DIET etc. organize programmes on awareness and implementation strategies of the Act.
- The District Educational and General Administration; Local Governments like Gram Panchayat, Panchayat Samiti etc. are also involved to ensure implementation of the Act.

Therefore, without the involvement of even one stakeholder, the implementation of the educational policies cannot be properly worked on. That's why; this is one of the important factors for the implementation of educational policies.

Further, recently, the National Education Policy, 2020 has been notified and it is now in the process of preparing the implementation to execute its recommendations. One of the important recommendations is to develop a National Curriculum Framework for School Education by the NCERT as per the fundamental principles of the NEP 2020 and its new pedagogical and curricular structure of school education. The government as a stakeholder has involved the NCERT as a national institute to develop a Curriculum Framework for School Education by 2021-2022. So, without the involvement of the stakeholders and defining their roles, no policies/schemes cannot be implemented properly.

Check Your Progress 2

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

3. How implementations of educational policies are as important as the formation of the educational policies? Explain.

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4. List out the significant issues for preparing a plan for the execution of any educational policies.

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4.6 DECENTRALIZED PLANNING FOR EFFECTIVE EXECUTION OF POLICIES / SCHEMES

India is a vast country with more than 125 crores of population and it has spread across a very vast geographical area. Practices of different regions and states in the country are also different in terms of languages, culture, tradition, leaving style, etc. Irrespective of these huge diversities, we have achieved unity because we consider all these diversities as our strengths, not weaknesses. Keeping in consideration of its diversities, adequate strategies are adopted for implementing the schemes and policies of education. In this section, we will discuss the need for decentralized planning for the effective execution of policies and schemes.

If we will look at the administrative division of India, it is the country of a union of States. Presently, there are 29 States and 7 Union Territories in the country. Every state is having their practices of language, culture, tradition, agriculture, food habits, housing, climatic conditions, etc. Keeping in consideration of the speciality and local practices of the States, any policy or scheme cannot be implemented uniformly. It is, therefore, every state follow the philosophy and spirit of national policy and accordingly they develop policies and schemes for implementing it in their state.

This has been discussed earlier, that 'Education' is included in the concurrent list of the Indian constitution. It is, therefore, providing education is the responsibility of both the central and state governments of the country. A suitable decentralized approach is practised for executing the policies and schemes. Let us try to understand with the following example:

Implementation of Right to Education Act (RTE Act, 2009): The RTE Act, 2009 was implemented across the country from 1st April 2010. You will find the original documents of the RTE Act with the recommendations in different aspects of elementary education. The government of India has also developed guidelines for the implementation of the RTE Act across the country. Further, as per the guidelines of the RTE Act and its implementation plan, you will find that different State Governments have also notified their implementation plan as per the original RTE documents to practice it in their States. Further, you will find that the Act has been executed through the district education department to different elementary schools of the districts. This is a flow of the policy and scheme from the central government to the State Governments and also towards reaching the school through the district education department.

This is a clear example of the decentralization of the execution of educational policies and schemes.

As the Right to Education Act, 2009, presently, the National Education Policy (NEP, 2020) is in the process of implementation. For its effective implementation, a decentralized plan is necessary. For example, in NEP, 2020, it has been recommended that the National Council of Educational Research and Training (NCERT) will develop the National Curriculum Framework for School Education by 2021 or 2022 and that will be further implemented across the country. The decentralized plan of execution of the NCERT based National Curriculum Framework will be translated into practice by different State governments by following the process of decentralization. Based upon the guiding principles and concept of the national curriculum framework different State governments will develop their school education curriculum by the State Council of Educational Research and Training (SCERT) to implement it across the schools of their States.

Activity 3

As the example of the RTE Act, 2009, illustrate another example, where decentralized planning is practised for effective implementation of policies and schemes.

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4.7 EVALUATION OF POLICIES/SCHEMES

Evaluation of policies and schemes are the other aspect for managing any policies and schemes of education. You might have undergone an evaluation report of many schemes and policies of education. An evaluation report of any policy is the result of research on the implementation of that policy. When we engage ourselves in evaluating policies and schemes by conducting a piece of research, we find the hurdles of its implementation and we also get an idea of whether the objectives of the policy have been achieved or not. Let us discuss it with an example.

Kasturba Gandhi Balika Vidyalaya (KGBV) is a centrally sponsored scheme launched in India in 2004. The main purpose of establishing KGBV is to provide quality education to the girls at the elementary levels mostly at the backward districts and blocks where the enrollment of the girls is less. Girls enrolled in KGBV get residential education facilities. An evaluative study can be conducted of the scheme to know, how the KGBV is functioning. Whether the beneficiary of the scheme are getting proper facilities of education or not? Further to know, whether quality education has reached the beneficiary students or not? And, it also studies, whether enrollment of the girls in that regions have increased or not? The evaluative study also provides a window to understand the issues, challenges and implementation hazards of the schemes and policies, so that they can be addressed properly.

Given the above discussion, the purpose of evaluation of any policies and schemes can be summarized on the following points:

- To study the need assessment for planning and formulating policies in education or any other areas.
- To study the provisions of existing policies and their implications to society.
- To compare and analyze the earlier policies that existed in the same area and the necessary changes required for new policies.
- To study similar types of policies function across the world and their implications to society.
- To study the Strength, Weakness, Opportunities, and Threats (SWOT) analysis of existing policies.
- To suggest and prepare action plans for implementing the policies.
- To conduct mid-term feedback and evaluation studies on the implementation of the policies.
- To evaluate educational and other policies.

Check Your Progress 3

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

5. Explain the concept of decentralized planning for the effective execution of policies and schemes of education.

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6. What is the main purpose for the evaluation of schemes and policies of education?

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4.8 LET US SUM UP

This Unit specifically dealt with the issues of Education and the Constitution; Educational Policies; and the Schemes of Education. As you know, the educational planning of a Country goes with its Constitutional provisions. Accordingly, educational policies are framed for giving a definite shape to education in the Country. For achieving the goals of educational policies, micro educational schemes are prepared and launched by both the Centre as well as State Governments.

The key areas of discussion made under the issues mentioned above are the relationship between Education and Constitution; Constitutional provisions for Education; factors of effective implementation of the Educational Policies;

the role of education for proper implementation of schemes and policies; decentralized strategies for planning, execution and implementation of the schemes and policies; and need of conducting evaluation studies for policy analysis and planning.

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4.10 ANSWERS TO CHECK YOUR PROGRESS

1. In various Articles of Constitution of India, many provisions are made for educating the nation as a whole and in particular special provisions towards different groups, sections, and communities of the society. The educational policies of the Country reflect the educational provisions of the Constitution. In this way, Education and Constitution are related to each other.
2. Self exercise.
3. Only formation of the education policies and schemes are not enough as the purpose of any policy is to provide the facilities to the stakeholders. Is, therefore, all three aspects of any policy and scheme such as planning, execution and evaluation are important. The success of any educational policy depends upon its proper implementation.
4. Political support and adequate financial allocation.
5. Decentralized planning means involving all the stakeholders in the planning and execution of the policies and schemes. To make the beneficiary avail the facilities, the flow of any policies and schemes of education follow a decentralized strategy such as it moves from the central government to different State governments, followed by the district education department and further it reaches the school.
6. Self exercise.

