

## Unit planning and Lesson Planning: Meaning, Importance and types

### Meaning of Unit Plan/ Lesson plan

A proper planning of the lessons is key to effective teaching. The teacher must know in advance the subject matter and mode of its delivery in the class room. This gives the teacher an idea of how to develop the key concepts and how to correlate them to real life situations and how to conclude the lesson. Lesson planning is also essential because effective learning takes place only if the subject matter is presented in an integrated and correlated manner and is related to the pupil's environment. Though lesson planning requires a hard work but it is rewarding too. L.B. Stands conceives a lesson as 'plan of action' implemented by the teacher in the classroom. According to G.H. Green, "The teacher who has planned his lesson wisely related to his topic and to his class room without any anxiety, ready to embark with confidence upon a job he understands and prepared to carry it to a workmanable conclusion. He has foreseen the difficulties that are likely to arise, and prepared himself to deal with them. He knows the aims that his lesson is intended to fulfill, and he has marshalled his own resources for the purpose. And because he is free of anxiety, he will be able coolly to estimate the value of his work as the lesson proceeds, equally aware of failure and success and prepared to learn from both".

Lesson Planning thus in a true sense, represents the task of theoretical chalking out of the details of the journey which a teacher is going to perform practically along with his students for the realization of some specified instructional objectives in a specified school period. Thus in a lesson plan/unit plan we have planned that which is to be taught by the teacher. It is planned in a methodical way by writing a less plan related with a particular unit of his subject.

A unit consists of many lessons and will be taught for a longer period, for example, a semester. Planning a unit is also a longer process compared to planning a lesson. This is usually undertaken by a sectional head or head of the department and involves discussion with teachers. A unit plan is also important to show the main goals of a study unit and how lessons, evaluations and practical sessions connect to achieve the unit goals. Hence, unit plans are often used for discussions for syllabus reviews as well to explain the skills, knowledge that students are expected to acquire towards the end. A unit plan usually consists of the vision/unit goals, unit content in detail; time allocated for the completion of each stage, how lessons/stages are designed to realize these goals collectively, pre and post-tests and cross-curricular connections, etc.

Unit Planning/Lesson Planning is a critical skill needed by professional educators. It is the core of the instructional process, the avenue or "road map" by which students succeed and learn within the classroom. Without appropriate lesson/unit planning skills, teachers and students have no idea of where they are headed in the learning process. Many of the school districts in which students are placed in field experiences have adopted lesson/unit planning templates and

processes. Students are asked to examine these and use them appropriately within their field experiences.

- Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavor.
- Planning ahead to identify a course of action that can effectively help learners reach their goals and objectives is an important first step in effective instruction. Lesson planning communicates to learners what they will learn and how their goals will be assessed, and it helps instructors organize content, materials, time, instructional strategies, and assistance in the classroom.
- A great deal of your effectiveness as a teacher has to do with your ability to design and implement instruction that promotes learning. A lesson plan, which is a (more or less) detailed plan of the goals and activities for a particular class, is an important part of this process. Creating a lesson plan is when you consider how to organize and achieve some of the goals and objectives you outlined as you planned the course.

#### Importance of Lesson Planning:

1. A creative Process: Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context.
2. Analyze learning Experience: It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality.
3. Gives opportunity to teachers: Lesson planning produces more unified lessons. It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped.
4. Establish link between one activity and the next: Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them.
5. Allows teacher to evaluate their knowledge: The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught. If a teacher has to teach,

for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a new vocabulary word, this can be remedied during the lesson planning process.

6. Makes teachers familiar with different disciplines: The opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for teachers of English for specific purposes, because these teachers have to be not only language experts, but also familiar with different disciplines like business, engineering, or law—fields that use language in specialized ways.

7. Builds confidence among teachers: A teacher with a plan is a more confident teacher. The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning.

8. Helps substitute teacher also: Lesson plans can be useful for other people as well. Substitute teachers face the challenge of teaching another teacher's class and appreciate receiving a detailed lesson plan to follow. Knowing that the substitute is following the plan also gives the regular classroom teacher confidence that the class time is being used productively in his or her absence.

9. Evidence of teacher's performance: Lesson plans can also document for administrators the instruction that is occurring. If a supervisor wants to know what was done in class two weeks ago, the teacher only has to refer to that day's lesson plan. Finally, lesson plans can serve as evidence of a teacher's professional performance.

10. Build organizational skills and teaching style. Teachers are sometimes asked to include lesson plans, along with other materials, as part of a portfolio to support their annual performance evaluation. Teachers applying for new jobs might be asked to submit lesson plans as part of their job application so that employers can get a sense of their organizational skills and teaching style.

#### Types of Unit Plan:

Unit planning begins with identifying the particular content to be taught and your goals for learning outcomes. Goals are about your purpose or aim. They relate to your rationale for teaching the particular content that your students will study.

## Single-Topic Units

Probably the most typical way teachers plan their classroom curriculum is in terms of instruction in units organized around a single topic. This kind of organization generally reflects a daily schedule in which reading, math; science, social studies, and so forth are taught separately and divided from each other by assigned time periods.

## Thematic Units

Thematic units use a single topic to address several subject areas. Instruction through thematic units assumes students learn best when the curriculum is a coherent whole and when they can connect their studies to the real world. The challenge for the teacher is to integrate content from many subjects, all the while being specific enough to be practical yet broad enough to encourage creativity.

Instruction in a unit organized around a theme integrates, for example, reading, math, and science through the study of a broad area, like, for example, "energy" or "exploration." The rationale for the thematic approach is that it demonstrates the interdisciplinary nature of learning itself. First among the reasons for using a thematic approach is that student interest and engagement are likely to increase. Thematic planning lets you use collaborative and cooperative learning, as well as classroom computers. Further, you end up with a more compact curriculum—with less content overlap and simpler organization of the content. This approach also expands both your assignment and your assessment options.

Often, thematic units are team taught, and several teachers work together to plan and teach the unit. Either way, you begin by selecting an appropriate theme reflecting the curriculum, student interests, experiences, issues, or problems. Identify the goals you wish students to accomplish by the end of the unit. These can be related to state and local standards and competencies. Select and organize content-rich and challenging activities to use. Activities will be broad based, integrating many subject areas.

When your unit is completed, it should be stored for later access. Probably it will first reside on your computer hard drive. We suggest you back up your hard drive regularly and also store a hard copy of it in a file folder in a filing cabinet, where it will be easy to find the next go round. Alternatively, a loose-leaf binder will do if that works for you. Either way, a hard copy will probably be helpful as a place to make notes for changes as you go, and it can later be used for making revisions on the electronic version. The hard copy in the file cabinet can be altered as your class and the content change and as different teaching resources become available.

## Single Topic Units

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### Thematic Units

Assumes students learn best when the curriculum is a coherent whole and when they can connect their studies to the real world. The rationale is that it demonstrates the interdisciplinary nature of learning itself.

### Type of Lesson plan:

Some Important features of a good lesson plan are as under:

(i) Objectives. All the cognitive objectives that are intended to be fulfilled should be listed in the lesson plan.

(ii) Content. The subject matter that is intended to be covered should be limited to prescribed time. The matter must be interesting and it should be related to pupil's previous knowledge. It should also be related to daily life situations.

(iii) Method(s). The most appropriate method is chosen by the teacher. The method chosen should be suitable to the subject matter to be taught. Suitable teaching aids must also be identified by the teacher. Teacher may also use supplementary aids to make his lesson more effective.

(iv) Evaluation. Teacher must evaluate his lesson to find the extent to which he has achieved the aim of his lesson. Evaluation can be done even by recapitulation of subject matter through suitable questions.

Class:X- Date:

Subject: Social Studies

Duration of period: 40minutes

Topic: Agriculture

### Instructional Material (Teaching Aids)

1. Black board, duster, coloured chalks.
2. A model of Agricultural Farm
3. A few objects regarding agriculture showing farms, tools used, irrigation tools, etc

### General Objectives

1. To develop scientific attitude amongst the pupil.
2. To develop power of observation and sense of enquiry amongst the pupil.
3. To develop reflective thinking in pupils.

#### Specific Objectives

To make students understand the details about agriculture and different farming practices

#### . Previous Knowledge

It is presumed that the students know about the various methods of irrigation.

#### Introduction

For introducing the lesson teacher will explain about the crops , sources of food, like wheat, rice, bajra, oats, etc

1. Can you tell me from where wheat has come?
2. Can you tell me various crops grown in different seasons?
3. Can you tell me something about rice?

#### Announcement of Aim

When no satisfactory answer is given by students to question above, the teacher will announce the topic by saying that, “Today we will learn about the agriculture in our farms”

#### Presentation

To present the lesson teacher will use the actual model .He will also instruct the students to note him what they are told and. what they observe.

### **UNIT-II: TEACHER, TEXT BOOK AND LABORATORY**

#### **Social Studies TEXT BOOK:**

#### Criteria of a good sst textbook

A textbook maybe described as being an aid to teaching and learning which is specially prepared by experts for the use of students and teachers. In the words of Kothari Education Commission,

“A good textbook written by a qualified and competent specialist in the subject and produced with due regards of printing, illustrations and general get up, stimulates the pupil’s interest and helps the teacher considerably at his work” Criteria of a good commerce textbook: □

A) Academic

B) Physical Academic Aspects: I. Selection of the content

a) Relevant content b) Coverage of the course c) Adequate content

d) Up-to-date content e) Continuity and balance f) Integrated content g) Linking with life.

## **II. Organization of the content**

a) Division into units

b) Division into sections

c) Psychological approach

d) Coherence in the subject matter

e) Flexible organization

## **III. Presentation of the content**

a) Attractive and appropriate title

b) Motivating presentation

c) Interesting and creative approach

d) Adequate terminology

e) Adequate provision for replication

f) Provision for suitable suggestions for teachers

## **IV. Verbal Communication or Language**

a) Appropriate vocabulary b) Short and simple sentences c) Correct spellings d) Correct punctuations e) Grammatically correct language f) Proper use of technical terms

. Visual Communication(illustration)

a) Clear illustrations b) Purposeful presentation of illustrations c) Adequate illustrations d) Supplementation of text e) Variety of illustrations

## **VI. Learning Assignments( Exercises and Projects)**

a) Adequate exercises b) Wide coverage c) Scope for projects d) Real projects e) Challenging exercises f) Graded exercises

#### VII. Prelims ad Back pages

a) Appropriate title page b) Suitable preface c) Effective introduction d) Correct table of contents e) Bibliography f) Suitable glossary g) Index

B) Physical Aspects:

#### VIII. Size of the Book

a) Suitable size b) Suitable volume

#### IX. Printing Layout

a) Suitable length b) Suitable type c) Appropriate margin d) Aesthetic outlook e) Appropriate spacing

#### X. Durability

a) Durable paper b) Life of the book c) Suitable price of paper

#### **Importance characteristics and qualities of text-books are listed below:**

(1) Text-books that are intended to be used should be useful for the students as well as teachers.

They should be so designed that on the one hand they may be written according to the psychological requirements of the students and on the other they should serve the purpose of the teacher who wish to impart knowledge to the students in a successful and interesting manner.

2) The size of the book should be handy. It should be possible for the students to carry them properly. They should not be bulky. This is especially true about books intended for the primary classes.

(3) Printing and get-up of the books should be interesting and attractive. They should be printed in the letters that they do not require strain on the eyes of the students. On the other hand they should be correctly and neatly printed.

(4) The exterior of the picture should be attractive. If the exterior is attractive, students would like to carry them and keep them. This is true of the books intended for primary classes.

(5) They should serve the purpose of the subject- matter as well as the aims and objects of teaching. They should be written with a view on the aims and objects of the teaching.

(6) The text-books should be accurately written. They should present the subject-matter in such a manner that there is no fault in them. The subject-matter, presented therein should be up to date.



(7) The style of the books should also serve the psychological requirements of the students of different stages. Text books intended for the students of the primary classes should be written in a story form. In the text-books meant for higher classes the author may use the regional method or some other method that is useful for the students of the stage.

(8) The text-books should continue to keep the interests of the students alive in the subject-matter. The subject-matter should be presented in a simple and lucid style and clear form.

(9) The text-books should contain all the necessary and relative material required for a particular stage of education.

(10) The text-books of different stages should be complimentary to each other. Text-books that are used in primary classes should have some bearing and connection with the text-books that shall be used by the students in the Junior High School classes. Similarly text-books that are to be in mind the books that have been used by the students in the Junior High School classes.

(11) Text-books should be free from prejudice. The presentation of the subject-matter should be unbiased. There should be no material which can injure the susceptibility of any class or category of people. They should contain objective description of the people and conditions of different countries.

(12) The text-books should contain charts, maps, diagrams etc. as and where required. Without the charts, maps and diagrams etc. the subject-matter of Geography cannot be taught properly. It is, therefore, necessary to give place to all these things in the text-books.

(13) Geography is a developing subject. Every day we find that new researches have been made in the field of Geography. Up to date knowledge of Geography must be given place in the text-books.

(14) At the end of every chapter of the text-book there should be certain questions that may be used for the revision of the subject-matter. Without these questions the text-books shall not be useful.

(15) If required the text-books may give a substance of the chapter at the end of each lesson. Such a provision will help the students to grasp the subject-matter properly.

A textbook maybe described as being an aid to teaching and learning which is specially prepared by experts for the use of students and teachers. In the words of Kothari Education Commission, "A good textbook written by a qualified and competent specialist in the subject and produced with due regards of printing, illustrations and general get up, stimulates the pupil's interest and helps the teacher considerably at his work"

### **PROFESSIONAL DEVELOPMENT OF SOCIAL STUDIES TEACHER.**

A) Multifarious role and challenges faced by commerce teacher in teaching commerce. The role of the present day teacher has become very challenging, complex and multi-faceted on account of the following reasons:

- (1) There is the explosion of knowledge and radical changes are occurring in the context areas of all disciplines- humanities, sciences and social sciences.
- (2) The teacher has to keep in view the new concepts like individualized instruction, micro-teaching, programmed learning, teaching machines and team- teaching etc.
- (3) The teacher had to make the proper use of the mass media like the radio and television.
- (4) The teacher has to handle many children who come from better socio-economic groups and family backgrounds and at times may be more informed than (he teacher who comes from lower socioeconomic strata
- (5)The teacher must take into account the explosion of expectations. Students from weaker sections of the society are coining in large numbers to receive education and they have to be treated on equal footing and given due care.
- (6) The attitude of a teacher to life has to be democratic secular and socialist; the ideals set forth in our Constitution.
- (7) The present' teacher is supposed to have a broad view of the subjects he teaches. He cannot afford to teach his subject in isolation.
- (8) A teacher must adequately familiar himself with concepts like work experience etc.
- (9) The present teacher is expected to be up-date and conscious of various explosions - explosion of knowledge, explosion of population, explosion of frustrations, explosion of expectations and explosion of technology etc.

Multifarious Roles of a Teacher:

- (1)Parent surrogate
- (2) Ego-supporter
- (3) Guide
- (4) Resource person
- (5) Detective
- (6) Facilitator of learning
- (7) Limiter or reducer of anxiety

- (8) Referee
- (9) Group leader
- (10) Inspirer and exemplar
- (11) Judge
- (12) Confident
- (13) Friend and philosopher
- (14) Upholder of the norms and values
- (15) Moral educator
- (16) Democrat
- (17) Rationalist
- (18) Secularist
- (19) Initiator

Need and avenues of continuous professional development for history teacher. Need of the professional growth

- Reorient oneself with update knowledge and latest development
- Acquaint and acquire latest strategies techniques, methodology of teaching economics.
- Develop proper scientific attitude ,temper and interest and learn ways of solving economic problems.
- Acquire necessary knowledge ,abilities and skills necessary for organization of co-curricular activities
- Acquire necessary competency in motivating the students for learning
- Acquire necessary skills for providing better guidance to students (E,P,V)
- Develop ability to contribute and participate in the construction and revision work of economics curriculum ,revision of textbook, instructional material and scheme of evaluation
- Avenues for continuous professional development 1) School programmes-participation in various programmers of school/college may result professional growth Observing classroom teaching...by senior colleagues or guest teachers □ Participating in the lively discussion ,seminars and workshops held in the institution for □ improvement of economics education

Seeking useful advice and help from the experienced teachers ,head of the dept and subject experts for bringing improvement in own work.

### **ROLE OF ICSSR AND NCERT**

The Indian Council of Social Science Research is an important organisation of the Central Government. This council was established in August, 1969 by the Central Government. It is an autonomous organisation. This council helps to provide opportunities for conducting research in the field of higher education. Its head office is situated at New Delhi. The Council undertakes various research activities in the field of social science.

The ICSSR has a Governing Council which is the highest decision-making body. It consists of 26 members including the chairman and the member-secretary. The Chairman along with 18 social scientists is nominated by the Government of India.

In addition there are six representatives of the Government of India including one each from the Department of Education, Ministry of Social welfare and Ministry of Finance. The term of the Chairman, Member-Secretary and other nominees is generally of three years.

#### **Functions of the ICSSR:**

- (1) Review the progress of social science research and give advice to its users;
- (2) Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;
- (3) Institute and administer scholarships and fellowships for research in social sciences; (4) Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;

- (5) Give financial support to institutions, associations, and journals engaged in social science research;
- (6) Arrange for technical training in research methodology and to provide guidance for research;
- (7) Co-ordinate research activities and encourage programmes for interdisciplinary research
- 8) Develop & support centres for documentation services and supply of data.
- (9) Organize, sponsor and finance seminars, workshops and study groups.
- (10) Undertake publication and assist publication of journals and books in social sciences.

Besides the above functions, the ICSSR, also advise the Government of Indian on all matters pertaining to social science research as may be referred to it from time to time and take such measures generally as may be necessary from time to time to promote social science research and its utilisation. The Council is at present assisting 27 Research Institutes and 6 Regional centres in different regions in India. It also provides maintenance and development grants to these research institutes.

The Research Institutes have established close links with the scholars in the region as well as elsewhere through various activities such as seminars, workshops and training and consultancy programmes. Another important activity of the Council is the training of young social scientists by the research institutes through M. Phil and Ph.D. Programmes and workshops and seminars.

Planning and management play a pivotal role in implementing the programmes of the ICSSR. These are funding of research project; sponsoring of research fellowships, promoting exchange of programme and bilateral agreements with other countries; making special efforts to initiate programmes in the North East; sponsoring of training courses, seminars, conferences, workshops; providing surveys of research in different disciplines, supporting premier research in institutes as centres of excellence, maintaining regional centres as council's outposts ; providing documentation services, providing study grants and other resources through specialised programmes

The National Council of Educational Research and Training was established in New Delhi on 1st September, 1961 for providing academic support in improving the quality of school education in India. It is the academic adviser to the Ministry of Human Resource Development (HRD) of the Government of India. It is concerned with all problems of school education in the country, and endeavors to improve such education through developing various programmes of research, publication, extension training. NCERT also provides technical advice to states as to how to improve the standard of state science exhibitions and their exhibits for national science exhibitions.

NCERT has the National Institute of Education located at Delhi. NCERT has a large publishing house. It published model text-books, hand-books, guide books and children's literature or supplementary reading materials. NCERT possesses a production workshop with huge quantities of materials flowing in and flowing out. The central Institute of Education which is a constituent college of the University of Delhi maintained by the NCERT and provides facilities for courses of study leading to the B.Ed and M.Ed degrees. NCERT maintains four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. NCERT assists several states in their curriculum development, writing of text books and reviewing of school text-books.

The success of the NCERT will depend on the extent to which it gains confidence of the entire country and gets accepted by the professional group of various states in the field of school education. The impact of NCERT text books on the classroom practices has been tremendous. Beside CBSE affiliated schools, the organizations like the Kendriya Vidyalaya Sanghatan (KVS) and the Navodaya Vidyalaya Sanghatan use NCERT text books. One hopes and wishes that the NCERT's vision is spelt out soon through a policy decision/declaration in which all undefined aspects of text book preparation and production are spelt out clearly.

#### ESTABLISHMENT

Ministry of Education of Indian Government established NCERT in 1961. NCERT is an autonomous-organization, working as an academic using of the Ministry of education. It assists the said Ministry in the formulation and implementation of its policies and programmes in the field of education. It is expected to encourage student teachers and teacher educators to conduct educational research. In order to fulfill these maintain objectives, it has established National Institute of Education (NIE) at Delhi and four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. It also works collaboration with the departments in the states, the universities and institutes, following objectives of school education. It also maintains close-contact with similar national and international institutions throughout the world. It communicates result of its researches to a common man by publishing books and journals.

The establishment of NCERT in 1961 was a major step taken for the development of school education which involves teacher education also. Amongst the significant contribution of NCERT are:

- Revamping of Elementary and Secondary Teacher education curriculum.
- Reorganizing of student teaching and evaluation.
- Institution of All-India surveys on teacher education.
- Focus on continuing education of teachers through establishments of centers of continuing education.
- Recognition to contributions to education by outstanding school teachers and teacher educators through a scheme of national awards.

### STRUCTURE

The general body is the policy making body of the NCERT with the Union Minister for Human resource Development as its president. All the Ministers of Education in the states and union territories are its members. Besides, experts in the field of education are also nominated as members. Its membership pattern helps in taking policy decisions at the highest level.

The governing body of the NCERT is the Executive Committee, again with the Union Minister for Human resource Development as its ex-officio president. The union minister for education is its ex-officio vice president assisting the executive committee is three standing committees dealing with finance, establishment matters and programmes.

The principal executive and academic of the NCERT is the director who is assisted by the joint director and the secretary. All of them are appointed by the government of India.

### OBJECTIVES OF NCERT

- To launch, organize and strengthen research works in various aspects of education.
- To ensure success of the process, a good no of curricular/learning materials have to be brought out by the NCERT.
- To arrange for pre-service and in-service training at the higher level.
- To provide guidance and counseling services on large scale.
- To establish a National Institute of Education and manage for the development of research and higher training for educational administration and teachers.
- To publish necessary textbooks, journals and other literature for achieving the objectives.

- To organize extension centers in training institutes with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.

## MAJOR FUNCTIONS OF NCERT

The functions of NCERT broadly relate to (a) research and development, (b) in-service and pre-service training, and (c) extension and dissemination work- all these tuned to achieve the main objective of improving the quality of school education.

The NCERT, therefore

- Develops curriculum, instructional and exemplar materials, methods of teaching, techniques of evaluation, teaching aids, kits and equipments, learning resources, etc.
- To monitor the administration of NIE/ Regional colleges of education.
- To prepare and publish study material for students and related teacher's handbooks.
- Organizes pre-service and in-service training of teachers, teacher educators and other educational personnel;
- To undertake aid, promote and co-ordinate research in all branches of education for improving school-education.
- Conducts and promotes educational research.
- To search talented students for the award of scholarship in science, technology and social sciences.
- Disseminates improved educational techniques and practices and research findings.
- To undertake functions assigned by the Ministry of education (now HRD) for improving school-education.
- Acts as a cleaning house for ideas and information on all matters relating to school education and teacher education.

## CONSTITUENT UNITS

The National Council of Educational Research and Training (NCERT), with six constituents has been serving the cause of qualitative improvement of school education since its inception in 1961.

The constituents of NCERT are:



· Fourteen departments of the National Institute of Education (NIE) at NCERT headquarters, New Delhi.

- Central Institute of Educational Technology (CIET), NIE campus, New Delhi.
- Pandit Sunderlal Sharma Central Institute of Vocational Education at Bhopal.
- Educational Research and Innovation Committee (ERIC) at NIE campus, New Delhi.
- Four Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore.

The programmes formulation is based on the National Policy of on education, interactions with the state education authorities, assistance sought by the central educational organizations, and the assessment of educational needs of the country for qualitative improvement of school education by the faculty of the NCERT.

#### NATIONAL INSTITUTE OF EDUCATION (NIE)

The NIE's activities are mainly confined to (a) research and development (b) in-service training and (c) publishing and dissemination programmes. The NIE also develops prototypes of science kits which are in fact mini-laboratories for schools. Other important areas of its work are the non-formal education for out-of-school children, early childhood education, and education of the disabled and programmes for the educationally backward minorities

In order to fulfill the objectives of NCERT, NIE functions through nine departments, seven units and two cells as under:

##### Departments of NIE

- v Academic Departments
- v Production Departments
- v Department of Math's Education
- v Department of Textbooks
- v Department of Teacher Education
- v Department of Teaching Aids
- v Department of Educational Psychology Publication Department

v Department of Educational Psychology Workshop Department

v Department of Text-books.

Units of NIE

v National Talent Search Unit

v Survey and Data Processing Unit

v Policy, Planning and Evaluation Unit

v Library and Documentation Unit

v Vocationalisation of Educational Unit

v Examination Reform Unit

v Examination Research Unit

Cells of NIE

v Primary Curriculum

v Journals Cell

#### CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

The CIET is the sixth constituent unit of the NCERT. It aims at promoting the use of educational technology, particularly mass media, for improving and spreading education in the country, and for developing an alternate system of education.

The CIET develops (a) software in mind educational needs, (b) trains personnel working in the field of educational technology, (c) conducts research and evaluation systems, programmes and materials, (d) documents and disseminates information concerning educational media and technology.

The CIET is equipped to take up programmes covering most of the areas of educational technology, viz., distance education, educational television, radio, films and low cost material.

Functions of CIET are as under:

- To encourage the use of educational technology in the spread of education.
- To organize training programmes in connection with school-broadcasting and educational television.
- To develop learning aids based on educational technology.

## **REGIONAL INSTITUTES OF EDUCATION (RIE):**

The council has four Regional Colleges of Education (RCEs) one at Ajmer, Bhopal, Bhubaneswar and Mysore. These campus colleges with the demonstration multipurpose schools attached to them. Such schools help the faculty to develop methodologies and test them in the actual classroom situation. Each college has modern laboratories, well -equipped library and residential quarters.

All the RCEs conduct in-service training programmes both for school teachers and teacher educators. Besides teaching and extension work, the colleges also take up research and development programmes. Now they are converted in Regional Institutes of Education.

## **RESEARCH AND PROFESSIONAL GROWTH**

The Educational Research and Innovations Committee (ERIC) of the NCERT funds research programmes taken up by scholars both within and outside the council. The projects, however, are to have a direct bearing on either school education or teacher education. The ERIC also holds periodic conferences of educational research workers. Having funded publication of surveys of educational researches in India earlier, it has now taken upon itself the task of compiling such research volumes as well.

The NCERT offers financial assistance to professional associations in the field of education for holding annual conferences and publishing journals.

## **PUBLICATIONS**

The publishing programme of the NCERT is a part of its total effort to improve the quality of school education. The NCERT textbooks published in English, Hindi and Urdu languages have the unique distinction of being at once attractive and inexpensive. These textbooks are freely adopted by states under their nationalized textbook programme. They are also used widely in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Tibetan schools and several public schools. The NCERT brings out a wide variety of publications such as (a) research literature, (b) school textbooks including workbooks and teachers guides, (c) general books for children of different age groups, and (d) educational journals viz., Indian Educational Review (quarterly), Journal of Indian Education and Bharatiya Adhunik Shiksha(bi-monthlies), School Science(quarterly), The Primary Teacher and Primary Shikshak (both quarterlies), and NCERT Newsletter and Shaikshik Darpan (both news magazines primarily meant for in-house circulation).

The NCERT also brings out supplementary readers under the 'Reading to learn' and National Integration Series. These books are specially written keeping in view the needs of school children, to promote a healthy reading habit in them.

The NCERT develops 'National Curriculum Frameworks' in which, among other things, the policy directives of the National Policies on Education are kept in view. The textbook development programme of the NCERT is supposed to be guided, inter alia, by the provisos of the National Curriculum Framework. Among other things, the societal concerns mentioned in the National Curriculum Framework should find reflection in the textbooks developed by the NCERT.

## **INTERNATIONAL RECOGNITION**

The NCERT's international cooperation ranges from working with the United Nations institutions like UNESCO, UNICEF, UNDP, UNFPA etc., to assisting third world countries. The NCERT is one of the major institutions to assist the Ministry of Human Resource Developing for implementing cultural exchange agreements between India and other countries. The NCERT has been implementing a number of UNICEF assisted and UNESCO sponsored programmes and project with the help of states and union territories. The NCERT is also implementing and monitoring the UNFPA funded project on population education in both the formal and non-formal education sectors.

Over the years the NCERT has stimulated professional growth of teachers, teacher educators, educational administrators and other educational personnel by involving them in most of its programmes including seminars, workshops, conferences and orientation programmes-through which it works. The NCERT's work covers the entire spectrum of school education ranging from planning to evaluation. Its programmes benefit all the children from 3 and half to 18 years of age and also those who aspire to be teachers or are already in the profession.

## **PROGRAMMES AND ACHIEVEMENTS**

NCERT's programmes are within the parameters of school education. A interface in the area of vocational education between the NCERT and the UGC is already in operation. The NCERT is also collaborating with IGNOU in training courses through distance education mode. It has been involving the Directorate of Adult Education in organizing programmes for training the faculty of District Resource Units of the District Institutes of Education and Training (DIETs) and principals of DIETs.

The NCERT-CIET contributes substantial number of Educational Television and Radio programmes for children and teachers in the context of the Programmes of Mass Orientation of School Teachers (PMOST). The NCERT and the Doordarshan collaborated effectively. With the main emphasis on universalization of elementary education, NCERT has organized Special Orientation of Primary Teachers (SOPT) in collaboration with the respective states. The NCERT has been now advising and assisting the states under the Centrally Sponsored District Primary Education Programme.

The department of women studies set up in the NCERT to formulate and implementing projects/programmes for promoting education for girls, who constitute a major segment of non-enrolled population has conducted studies and developed instructional strategies for them.

NCERT has been providing technical support to the states in the planning and implementation of various programmes to promote vocationalisation at the plus two stages. It has also been engaged in development of competency-based curricula for different vocational courses, development of guidelines for implementing different aspects of vocationalisation of education, development of syllabi and instructional materials, training of vocational teacher educators, teachers and other personnel. The NCERT has developed a framework for semesterisation in collaboration with Boards of Secondary and Senior Secondary Education.

NCERT has also developed conceptual materials related to educational evaluation, preparation of criterion-referenced texts and the training of test item writers in different subject areas. It has also developed a sample cumulative card along with procedures for maintaining records of pupil's achievement and guidelines for introduction of grading and scaling in examinations. NCERT has also undertaken a programme to identify talented children in rural areas as per requirement of admission to Navodaya Vidyalays.

## **CONCLUSION**

National Council of Educational Research and Training (NCERT) is an apex resource organization set up by the Government of India, to assist and advice the central and state Governments on academic matters related to school education. NCERT also provides technical advice in how to improve the standard of science based education. The NCERT performs the important functions of conducts and promotes educational research, improve educational techniques, practices and research findings, develops curriculum instructional and exemplar materials, methods of teaching, techniques of evaluation, teaching aids etc. The NCERT offers the pre-service and in-service training of teachers at various levels such as pre-primary, elementary, secondary and higher secondary and also in such areas as vocational education, educational technology, guidance and counseling and special education. NCERT has a large publishing house. It publishes model text books, hand-books, guide books and children's literature or supplementary reading books. The constituents of NCERT are NIE, CIET, ERIC, RIEs etc. NCERT aims at bringing about improvement of education through various kinds of educational technologies. It is a major step taken for the development of school education which involves teacher education also.

**c) Some of the most essential equipment's required for a good social studies room are as follows:**

It would be desirable to have the sst. room a little bigger than an ordinary class-room.

It should then be furnished and provided for carrying out various activities such as instructional work, demonstration, group works etc.

For carrying out such activities the following material is essential for every history room.

**I. Chalk Board:**

The color of such a board may be green, yellow, white or even black. This is used to draw outline pictures as also to write summaries etc. It should be located at such a place that it can easily be seen by the students.

**II. Bulletin Board :**

It is used to display maps, charts, current events, news-items, paper cuttings, magazine articles etc.

**III. Furniture:**

Sufficient furniture for seating of the students is provided. It should also be provided with a movable desk or table and a chair for the teacher. In addition to this it should be provided with a table dictionary, desk calendar, and pen etc., for teachers use.

**IV. Books and Book Cases:**

Text-books by different authors, current magazines, periodicals, reference books be provided in sufficient numbers so that students have an easy access to the reading material. Open-book shelves may be provided for storing these items.

#### V. Audio-visual Teaching Aids:

The history room should be fully equipped with various types of audio-visual teaching aids such as pictures, maps, models, specimens, films, film-strips, globe etc. If possible provision should also be made to have projectors, record player, radio-set and tape recorder in the history room. These teaching aids play an important role in teaching of history.

#### VI. Collections:

A corner in the history room is reserved for old coins, old clothes, dresses, utensils, historical relics, old paintings, art pictures etc. Such items may be got collected through history students.

Flags of different nations are also exhibited in the history room. It needs a brief history of such flags may also be tagged with the flags.

#### VII. Social studies Room:

Social studies room should also be provided with paints, water colours, coloured pencils, inks, pen-holders, brushes, rulers, compasses, erasers, scissors, blotters, special papers of different size and colour, paste, paper clips, drawing sets, pins, nails etc. All these things are needed by students for their practical work in sst.

#### VIII. Cabinets and Files:

Cabinets and files are required to store different materials. The filing system is helpful in locating the needed article at once.

The above points can be summarised as under:

- (a) It should be spacious enough as to accommodate the students and have space for demonstrations, models, blackboard and charts etc.
- (b) It should also have arrangement for acting certain dramas.

(c) There should be a good arrangement of blackboards. Teaching of history requires a lot of use of blackboards. There may be overlapping boards. Such arrangement would facilitate the drawing of charts and the maps.

(d) There should be a small collection of books in the sst room.

(e) The history room should be decorated with the pictures of historical personalities and charts etc. There should also be pictures of the battles and wars and similar events.

(f) There should be arrangement of Epidiascope. There should also be arrangement of globes and project pictures.

It shall be useful to have a small historical museum. This museum should consist of the coins, clothes, dresses, utensils etc., of olden days. Models of these things would also serve a good purpose. There should also be devices for developing time sense in the students.

All these things can be arranged only if the teacher of history is competent and painstaking. Without hard labour on the part of the teacher, the teaching of history cannot be made lively and interesting.

### **UNIT-III: ASSESSMENT AND EVALUATION IN SOCIAL STUDIES EDUCATION**

#### a) **PEER ASSESSMENT, USE OF RUBRICS AND PORTFOLIO IN ASSESSMENT OF SOCIAL STUDIES.**

Peer assessment, or self-assessment, is a process whereby students or their peers grade assignments or tests based on a teacher's benchmarks. The practice is employed to save teachers time and improve students' understanding of course materials as well as improve their metacognitive skills. Rubrics are often used in conjunction with Self- and Peer-Assessment.

#### **Advantages of peer assessment**



**Logistics:** Employing self or peer assessment allows teachers to manage their time more effectively while having students grade each other's papers results in a more efficient classroom setting. Saves teachers' time Student grade assignments can save teacher's time because an entire classroom can be graded together in the time that it would take a teacher to grade one paper. Moreover, rather than having a teacher rush through each paper, students are able to take their time to correct them. Students can spend more time on a paper because they only have to grade one and can therefore do a more thorough job.

**Faster feedback** Having students grade papers in class or assess their peers' oral presentations decreases the time taken for students to receive their feedback. Instead of them having to wait for feedback on their work, self- and peer-assessment allow assignments to be graded soon after completion. Students then don't have to wait until they have moved onto new material and the information is no longer fresh in their minds. Pedagogical Teacher's evaluation role makes the students focus more on the grades not seeking feedback. Students can learn from grading the papers or assessing the oral presentations of others. Often, teachers do not go over test answers and give students the chance to learn what they did wrong. Self and peer assessment allow teachers to help students understand the mistakes that they have made. This will improve subsequent work and allow students time to digest information and may lead to better understanding. A study by Sadler and Good found that students who self-graded their tests did better on later tests. The students could see what they had done wrong and were able correct such errors in later assignments. After peer grading, students did not necessarily achieve higher results.

**Metacognitive** Through self- and peer-assessment students are able to see mistakes in their thinking and can correct any problems in future assignments. By grading papers, students are better able to understand the grading process and recognize their own strengths and weakness while learning how to think while completing assignments. Students also learn better strategies for taking tests. By grading assignments, students may learn how to complete assignments more accurately and how to improve their test results. Professors Lin-Agler, Moore, and Zabucky conducted an experiment in which they found "that students are able to use their previous experience from preparing for and taking a test to help them build a link between their study time allocation." Students can not only improve their ability to study for a test after participating in self- and peer- assessment but also enhance their ability to evaluate others through improved metacognitive thinking.

**Attitude** If self- and peer-assessment are implemented, students can come to see tests not as punishments but as useful feedback. Hal Malehorn says that by using peer evaluation, classmates can work together for "common intellectual welfare" and that it can create a "cooperative atmosphere" for students instead of one where students compete for grades.

However, in the Supreme Court Case *Owasso Independent School District v. Falvo*, the school was sued following victimization of an individual after other students learned that he had received a low test score. Malehorn attempts to show what the idealized version of peer-assessment can do for classroom attitude. In practice, situations where students are victimized can result as seen in the Supreme Court Case.

**Teacher grading agreement** One concern about self- and peer-assessment is that students may give better grades than teachers. Teachers want to reduce grading time but not at the cost of losing accuracy.

**Support** A study by Saddler and Good has shown that there is a high level of agreement between grades assigned by teachers and students as long as students are able to understand the teacher's quality requirements. They also report that teacher grading can be more accurate as a result of using self- and peer-assessment. If teachers look at how students grade themselves, then they have more information available from which to assign a more accurate grade. Opposition However, Saddler and Good warn that there is some disagreement. They suggest that teachers implement systems to moderate grading by students in order to catch unsatisfactory work. Another study reported that grade inflation did occur as students tended to grade themselves higher than a teacher would have. This would suggest that self- and peer-assessment are not an accurate method of grading due to divergent results. Comparison According to the study by Saddler and Good, students who peer grade tend to undergrade and students who are self graded tend to overgrade. However, a large majority of students do get within 5% of the teacher's grade. Relatively few self graders undergrade and relatively few peer graders tend to overgrade.

**Rubrics Purpose** Students need guidelines to follow before they are able to grade more open ended questions. These often come in the form of rubrics, which lay out different objectives and how much each is worth when grading. Rubrics are often used for writing assignments. Examples of objectives

1.Expression of ideas

2.Organization of content

3.Originality

4.Subject knowledge

5.Content

6.Curriculum alignment

7.Balance

8.Voice Group work

One area in which self- and peer-assessment is being applied is in group projects. Teachers can give projects a final grade but also need to determine what grade each individual in the group

deserves. Students can grade their peers and individual grades can be based on these assessments. Nevertheless, there are problems with this grading method as if students grade each other unfairly they can skew the grades.

**Over generosity** Some students may give all of the other students very high grades which will cause their score to be lower compared to the others. This can be addressed by having students grade themselves and thus their generosity will also extend to themselves and raise their grade by the same amount. However, this does not compensate for students who grade themselves too harshly.

**Creative accounting** Some students will award everybody low marks and themselves very high marks in order to bias the data. This can be countered by checking student's grades and making sure that they are consistent with where in the group their peers graded them. Individual penalization If all of the students go against one student because they feel that the individual did little work, then she or he will receive a very low grade. This is permissible if the student in question really did do very little work, but cases such as this should be monitored closely.

**Classroom Participation** While it is difficult to grade students on participation in a classroom setting because of its subjective nature, one method of grading participation is to use self- and peer-assessment. Professors Ryan, Marshall, Porter, and Jia conducted an experiment to see if using students to grade participation was effective. They found that there was a difference between a teacher's evaluation of participation and a student's. However, there was no academic significance, indicating that student's final grades were not affected by the difference in a teacher's evaluation and a student's. They concluded that self- and peer-assessment is an effective way to grade classroom participation.

**Legality** The legality of self- and peer-Assessment was challenged in the Supreme Court Case of Owasso Independent School District v. Falvo. Kristja Falvo sued the school district where her son attended school because it used peer-assessment and he was teased about a low score. The teacher's right to use self- and peer-assessment was upheld by the court.

## **RUBRICS**

### **Introduction**

For some learning tasks where simple "completion" of a number of requirements is the prime objective, a checklist can be an adequate assessment tool. However, if the learning requires more

complicated performance, a rubric may be of greater utility. Examples of tasks in which rubrics can be valuable assessment tools include projects, writings, portfolios, and presentations. If the type of student performance requires interpretation, a rubric can be used to identify and characterize the ranges of performance that might be observed. If evaluation of a student is conducted by several different people and interpretation of performance is required, a rubric will help all involved focus on the specific aspects of the performance being evaluated. A rubric can also be an excellent learning tool for students because it clearly defines for them performance expectations.

### **Definition**

A rubric is an assessment tool used to evaluate a range of student performance across several different categories or criteria. For each category or criterion, a rubric defines the specific attributes that will be used to score or judge the student's performance and to differentiate between different levels of performance. Rubrics take time to develop since one has to:

- a) identify the criteria or categories of performance,
- b) determine how many levels of performance will be characterized, and
- c) describe clearly the different levels of performance for each category.

### **Levels of Performance**

Once the categories or criteria are identified (rows), one must then decide on how many levels of performance will be described (columns). Keep in mind that the levels of performance should be designed to differentiate among the range of truly outstanding and truly inadequate work. To indicate each level of performance, one could simply identify scores such as 0, 1, 2, 3, or 4. Although you might understand what level of learning occurred by assigning a score of a "1" or a "4," no one else would, and this approach would not be fair to the students or enhance their learning. To reduce ambiguity and to assist students in their learning, one must think through the different levels of performance for each category and describe the key features that represent each level.

In the example above, note that the first four categories address the content of a case study write-up. The last two categories address writing mechanics and organization, both of which support the ultimate usability of the case study. Both the content of the case study and how it is written and organized constitute the purpose of the learning task. However, different levels of performance may occur across the task. Defining these different levels should be based on the specific characteristics that distinguish excellent from deficient performance. This is somewhat easier when you, the instructor, have experience with the learning task.

Constructing a rubric for a new assessment that you have not had much experience with will be a greater challenge. In this situation, share your draft with colleagues for suggestions and

improvements; this will save you a lot of headaches. When creating a rubric, you also have to decide what constitutes a grade or point reward for each level of performance. In Example 1, a letter grade was assigned to each level. As shown in Example 2, one could also use a point system and the performance across all categories would be used to assign the grade, based on the total number of points.

Category	A	B	C	Unacceptable
Background	Helps reader to understand the case; all important details included	Appropriate range but lacks details in some areas	Inadequate range and missing important details	Insufficient range and detail provided
Problem identification and issues	Identified the critical problem and component issues	Identified the essential problem but needs clarification	Identified the wrong problem or missed some key component issues	Did not include problem identification or issues
Response or strategy	Clear list of responses; match of responses to problem	Mix of appropriate strategies but not prioritized	Some inappropriate responses to problem	Did not supply a response to problem or responses did not address problem
Recommendations	Prioritized list that addressed all areas of the problem	Appropriate list but too long or too broad	Some items outside the problem or not backed by the facts of the case	Did not include or not appropriate for problem
Writing Quality	Concise, consistent writing	Some inconsistencies across document	Needs significant editing	Inconsistent, rambling, unable to comprehend
Format	Included all sections and formatted consistently	Included all sections but some format inconsistencies	Used a different format but did not justify in cover letter	Did not include required sections or use a format

### **Additional Tips for Rubric Development and Use**

- Rubrics can be used to track student performance across time (e.g., across the semester, across an academic program). This makes the rubric an excellent tool to use as part of a comprehensive program assessment plan.
- Rubrics should be shared with students up front. Make sure students understand the categories and the expected levels of performance that represent high quality.
- Obtain student feedback to continue to improve the rubric categories, the ranges or levels of performance, and the descriptions of each level.
- When developing rubrics for specific tasks or assignments, include categories or criteria that reflect the specific knowledge or knowledge applications required for successful completion of the tasks or assignments.
- Consider including criteria in the rubric that reflect important aspects of the process needed to successfully complete the task or assignment. For example, if critical evaluation of the literature is necessary in order to complete a task or assignment, add a criterion that reflects the extent to which students could perform that critical evaluation.

## **OPEN-BOOK TESTS: STRENGTHS AND LIMITATIONS, TECHNIQUES OF EVALUATING STUDENT'S ANSWER BOOKS/ASSESSING PROJECT WORK.**

### Open Book Test

An "open book Test" is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while answering questions. This practice is not uncommon in law examinations, but in other subjects, it is mostly unheard of. Radical and puzzling though the idea may sound to those who are used to conventional examinations, it is ideally suited to teaching programmes that especially aim at developing the skills of critical and creative thinking.

### Teaching as Transmitting Information

In order to appreciate the merits of open book examinations, it is first of all necessary to understand the nature of teaching programmer in general. Many people think of the central goal of school and university teaching as the "dissemination of knowledge". This approach to education treats the information content of a subject to be the most important. The teacher's role is viewed as facilitating the transfer of information from the textbook to the students' minds. What the student is expected to do is to understand this information, retain it, and retrieve it during the final examination. Based on the above approach, most conventional examinations test how much information the students have been able to store in their minds. In order to cope with this demand, students memories the information in class notes and textbooks, and transfer it to answer books during the examination. In this type of examination, success depends on the quantity of information memorized, and the efficiency with which it is reproduced .

### Teaching as Triggering Mental Development

An alternative view is that teaching should not be transferring information from the library or textbooks to the students' minds. Rather, true teaching is teaching students how to learn. That is, teaching should equip students with the ability to acquire knowledge, to modify existing

knowledge on the basis of new experience, to build new knowledge, and to apply available knowledge to solve problems and make intelligent decisions. Education is not a matter of doing what is needed in order to get a degree, but the lifelong process of mental development that does not terminate with any degree.

If we accept this view of education, then the main focus of teaching will be on the skills of acquiring, modifying and creating knowledge, that is, on processing information, rather than on the information content itself. In other words, the focus shifts from rote learning to the development of certain mental faculties. The teacher's function then is not summarising the information in the textbook but ensuring an environment that triggers the development of these

creative and critical faculties. This can be done by activating learning through questions, exercises, projects, assignments, and so on, and sustaining and guiding it by providing comments, criticisms, and other forms of feedback.

A good analogy for such an approach would be a physical education programme which aims to develop the students' physical fitness, stamina, and flexibility. Using this example, we may say that subjects taught in a high school or university should aim to develop the students' intellectual fitness, intellectual stamina, and intellectual flexibility.

### Testing Rote Learning vs. Thinking Skills

What kind of examinations would be most appropriate for this type of educational programme? Clearly, conventional memory testing examinations must give way to examinations that test the intellectual skills of the student. This is where open book examinations come in.

If the purpose of an examination is to test the information that students have memorised, open book examinations are inappropriate, since students can easily transfer the information in the textbook or lecture notes to the examination paper. Suppose the examination consists of information based questions like, "Who invented the theory of relativity?", "Explain the term 'Standard Deviation'", or "Write an essay on the main structural characteristics of Old English". Students can then easily find the answers in the textbooks or notes, and copy them in their answer books.

On the other hand, if the examination tests the skills of problem solving and critical thinking, then there is no harm in students consulting their text books and class notes. If students have to evaluate a conclusion that crucially involves their understanding of the concept of standard deviation, reproducing what the text book says would be pointless. Similarly, given a sentence in Old English and asked specific indirect questions that demand an understanding of the structural characteristics of Old English, students cannot copy anything from the textbook.

In an open book examination, it is meaningless to ask questions "Define the notion 'atom'", since all that the student has to do is copy the relevant information from the textbook directly into the answer book. In a closed book examination, the student first copies the information from the textbook to his memory, and then copies it into the answer book. This intermediate stage of memorization is what open book examinations attempt to eliminate. Given the availability of textbooks in the examination room, teachers will not ask questions that require the mere transfer of information from the textbook to the examination book.

Needless to say, indirect problem solving questions that test the students' thinking skills can be used in closed book examinations as well. One might therefore be tempted to argue that what matters is designing the right kind of questions, rather than setting open book examinations. But this would be an argument for living with a conflict, rather than resolving it. The essential difference between closed book examinations and open book examinations is that the former can

still be used to evaluate how much the students have memorised, while the latter cannot. If we are not interested in testing memorised information, why use closed book examinations?

I am not suggesting that memory has no value in education. Let us distinguish passive and static memory, involved in rote learning, from active and dynamic memory, involved in accessing memory as part of creative and critical thinking. Imagine what it would take to memorise a few sentences from a foreign language without knowing their meanings. With some effort, this task can be achieved. But it involves mechanical memorisation. In contrast, consider the kind of memory that a statesman requires in order to think through a social or political issue. The situation may demand keeping in mind a myriad facts at the same time, turning them around to view them from different angles, making connections, and arriving at a decision. The kind of memory required for this purpose cannot be fostered by rote learning. While open book examinations are not suited to testing rote learning, they can be used effectively to train students in the use of active memory.

### Two Types of Open Book Examinations

One may think of two kinds of open book examinations, say the restricted type and the unrestricted type. In the restricted type of open book examinations, students are permitted to bring into the examination room one or more specific documents approved by the course instructor. In the unrestricted type of open book examinations, students are free to bring whatever they like.

In the restricted open book examination, students may be permitted to consult printed documents such as the logarithmic tables, dictionaries, or complete works of Shakespeare, but no handwritten material or printed documents which have not had prior approval. One may also need to make sure that the printed documents that students bring do not contain any scribbles on the margin. In this type of examination, the approved documents function more or less as appendices to the question paper itself. These examinations are not radically different from closed book examinations. They do not present any special problems, irrespective of the nature of the course.

As I said earlier, there are no restrictions on what the students can bring in an unrestricted open book examination. They may bring any books (with or without scribbles on the margin), lecture handouts of the course instructor, or their own handwritten notes. The use of such examinations presupposes certain teaching strategies and types of questions. In particular, it demands that the course focuses on a set of intellectual skills, rather than on the information content, and that no content based questions be asked in the examination. If the course instructor has concentrated on handing down currently available knowledge, and the question paper contains traditional content based questions like "Write an essay on the difference between British and American English", the use of the unrestricted open book examinations would be disastrous.



When used properly, it will be pointless for students taking the unrestricted open book examinations to consult any material they have brought, because the questions will be designed in such a way the answers will not be found in the textbooks, handouts or class notes. An intelligent student who has had the experience of such examinations once will not bother to bring anything for the next examination, since (s)he will know that no prepared material will be of any use. The use of these examinations then acts as symbolic gesture that makes the students realise the nature of the course and the examinations, and shocks them into a mode of studying that does not involve cramming.

### Impact on Learning Strategies

A more important reason for using open book examinations is that they have a tremendous impact on promoting the right mental sets in both learning and teaching. The most immediate result on students will be that they will stop "mugging" or rote learning. Most students used to conventional examinations think of "studying" as the mechanical memorisation of information in textbooks and classnotes in order to reproduce it in examinations. Open book examinations will effect a fundamental change in this attitude. If textbooks can be consulted in the examination rooms, why bother to memorise them?

Does this mean that students don't need to "study" for examinations? No. It implies that studying should not be equated with memorising; instead, it should be understanding concepts, and using these concepts (along with available information) to practise the skills of modifying and building knowledge, thinking critically, and solving problems. In acquiring the right strategies of studying, nothing is as effective as the shocking realization that mugging is of no use in the examinations. Given open book examinations, there will be no more mugging. Once the burden of mugging is taken away, education can be a pleasurable activity, not a painful drudgery. What is learnt with pleasure is learnt more effectively, and retained better.

### Impact on Teaching Strategies

The effects of open book exams on teaching strategies will be equally profound. First, the nature of the examination questions will change. They cannot be of the form: "Write an essay on X", "Explain the term Y with examples", "Define the term Z", but will have to be designed carefully and intelligently to test the students' understanding, and the skills of applying that understanding.

If the nature of the examination questions changes, strategies for preparing students to take those examinations will also have to change. It will no longer be enough to paraphrase or simplify the content of the text books in the classroom. Teachers will have to design tasks that will provide exercises for the appropriate mental skills required in each subject. Instead of the teacher talking all the time and students taking down notes, classes will have discussions, questions, and other active processes. In other words, teaching will no longer be the transfer of information from the teacher to student: it will be the training of the mind in certain intellectual skills.

Thus, open book examinations can restore the true meaning of the word education for both teachers and students. It is true that it will take some time and effort on the part of students and teachers to adapt themselves to the demands of open book tests . But the changes will be inevitable. When combined with the mode of teaching that focusses on thinking skills, they will make education an exciting and enjoyable intellectual adventure, the beginning of a lifelong quest for knowledge.

#### **UNIT-IV: CONTENT FROM NCERT TEXT BOOKS**

##### **A) Constitutional Design**

Making of the Indian Constitution

The process began during the national struggle for freedom.

First draft 1928, then 1931. Moti lal Nehru and 8 leaders demanded in the draft : universal adult franchise, social justice, right to freedom and liberty.

Participation in Provincial Legislatures helped Indians in framing their constitution.

Leaders inspired by French Revolution, British parliamentary system and the Bill of Rights of the US.

They also learnt what the British were denying Indian citizens.

The Constituent Assembly

Elections to the Constituent Assembly held in July 1946.

Dr. B. R. Ambedkar appointed chairman of the drafting committee.

Constitution adopted on 26 November 1949, and enacted on 26 January, 1950, when India became a republic.

The Constitution reflects the best minds of the country. Its members represented mini-India.

Every law was debated clause by clause and a consensus arrived at.

It is the longest written constitution.

## **Guiding Values of India Constitution**

The leaders like M.Gandhama Gandhi, Dr. Ambedkar, and Jawahrlal Nehru put forward their views about dream and promise the constitution makes for the nation.

The preamble of the constitution speaks about the philosophy on which entire constitution has been built.It is the soul of Indian Constitution.

**Following are the values mentioned in preamble.**

Sovereignty, Socialism, Secularism, Democratic and republic nature of India, justice, liberty, equality and fraternity.

## **Making of the Indian Constitution**

The struggle for freedom had helped in creating a consensus about the shape a democratic India would take after independence. There were differences of opinions among various leaders of the freedom struggle, but they were unanimous in making India into a democratic country.

Motilal Nehru and eight other leaders drafted a constitution as far back as in 1928. In 1931 at Lahore session of Congress, a resolution was passed about the overall objective of the constitution. Both these attempts had certain things in common; like inclusion of universal adult franchise, right to freedom and equality and protection of minority rights.

The leaders of the Congress had worked closely with the British institutions which helped them in understanding the role of various institutions in governing a country. Elections to the Provincial Assemblies were held in 1931 in which the political parties of India got an opportunity to participate in popular elections. Although it was not a fully democratic process, yet the nationalist leaders got a chance to learn the art of running a government. They learnt to set up institutions and manage them.

The nationalist leaders also learnt to take the positives from the constitutions of different countries to incorporate them in the Indian constitution by modifying them as per the local need. So, the Indian constitution has influences from democracy in France, parliamentary system in Britain, Fundamental rights in the US and socialism in Russia.

### **The Constituent Assembly**

Elections to the Constituent Assembly were held in July 1946. Its first meeting was held in December 1946. After the partition, the Constituent Assembly was also divided into India and Pakistan's constituent assemblies. There were 299 members in the Indian Constituent Assembly. The Constitution was adopted on 26 November 1949 and came into effect on 26 January 1950.

The Constituent Assembly was not elected through universal adult franchise but its members came from all parts of India. They represented all the social groups of India. It can be said that the Constituent Assembly truly represented the society and its aspiration at that time.

The Constituent Assembly held its deliberations in a transparent manner so that different opinions could be heard before arriving at a solution.

Pan-India representation in the Constituent Assembly is the prime reason that our Constitution has withstood the tests of time.

### **Philosophy of the Constitution**

To understand the philosophy of the Indian Constitution, you need to understand the preamble of the constitution. The keywords in the Preamble of the Constitution of India are discussed as follows:

**WE, THE PEOPLE OF INDIA:** This statement means that the constitution was not handed down to us by any king or by any outside power, rather it was drawn and enacted by the people of India through their representatives.

**SOVEREIGN:** The sovereignty means that India is a free country and no external power can dictate the government of India. It is important to note that the British had proposed a dominion status for India which meant it would have been a country under the British monarchy. The Constituent Assembly rejected that proposal and preferred for full freedom.

**SOCIALIST:** The socialism which is being followed in India is somewhat different than what was being followed in various communist countries at that time. The Indian socialism was about generation of wealth by the society and sharing of wealth equally by the society. It was decided that the government would regulate the ownership of land and industry to reduce socioeconomic inequality.

**SECULAR:** There is no official religion in India and no religion gets special status from the government of India. Citizens have complete freedom to follow any religion. All religions are treated with equal respect by the government.

**DEMOCRATIC:** India would adopt a form of government in which people would elect their rulers and hold them accountable. It was also decided that the people would enjoy equal political rights.

**REPUBLIC:** This term means that the head of the state, i.e. the President of India is an elected person and it is not a hereditary position.

**JUSTICE:** The land of the law would not discriminate between citizens on the basis of caste, religion and gender. The government would work for the welfare of poor and oppressed so that social inequalities could be reduced.

**LIBERTY:** Citizens are given the liberty to express their opinions in a way which is found suitable by them. There are no unreasonable restrictions on the liberty of citizens.

**EQUALITY:** All citizens are equal before the law; irrespective of differences in socio-economic conditions. Every citizen would be provided equal opportunities to improve his/her socioeconomic conditions.

**FRATERNITY:** Each citizen should respect the spirit of brotherhood and no one should treat a fellow citizen as inferior.

## **Institutional Design**

A constitution is not just a statement of values and philosophy. It is about incorporating these values into institutional arrangements. The constitution lays down the procedures for formation of a government. It defines the distribution of power among various organs of the government. It also defines certain limitations to the power of a constitutional body. It describes certain rights which are given to citizens and also describes certain restrictions on those rights.

The making of the constitution for a huge and diverse country like India was not an easy affair.

- (i) The people of India were emerging from the status of subjects to that of citizens.
  - (ii) The country was born through a partition on the basis of religious differences. At least ten lakh people were killed on both sides of the border in partition related violence.
  - (iii) The British had left it to the rulers of the princely states to decide whether they wanted to merge with Indian or with Pakistan or remain independent. The merger of these princely states was difficult and uncertain task.
  - (iv) When the constitution was being written, the makers of the constitution had anxieties about the present and the future of the country.
- (a) The path to constitution:
- (i) Our national movement was not merely a struggle against a foreign rule. It was also a struggle to rejuvenate our country and to transform our society and politics.
  - (ii) The familiarity with political institutions of colonial rule also helped develop an agreement over the institutional design. the experience gained by Indians in the working of the legislative institutions proved to be very useful for the country in setting up its own institutions.

(iii) Many of our leaders were inspired by the ideals of French Revolutions, the practice of Parliamentary democracy in Britain and Bill of Rights in USA. So they incorporated some good points of the Constitution of these in the Indian Constitution.

(iv) They also got inspiration from the Constitution drafted by Moti Lal Nehru and eight other Congress leaders in 1928, and the outlines of the Indian Constitution prepared by the Indian National Congress at its Karachi session in 1931.

**(b) The Constituent Assembly:**

The Constitution of India was framed by a Constituent Assembly set up under the Cabinet Mission Plan, 1946. The assembly consisted of 389 members representing provinces (292), states (93), the chief commissioner provinces (3) and Baluchistan (1). The assembly held its first meeting on December 6, 1946. It elected Dr. Rajendra Prasad as its Chairman. Soon after the country was divided into India and Pakistan. The Constituent Assembly was also divided into the Constituent Assembly of India and that of

Pakistan. The Constituent Assembly that wrote the India Constitution had 299 members. The Assembly adopted the Constitution on 26 November 1949 but it came into effect on January 26, 1950. To mark this day we celebrate January 26 as Republic Day every year.

(c) Why should we accept the Constitution made by the Constituent Assembly more than

50 years ago?

(i) The Constitution does not reflect the views of its members alone. It expresses a broad consensus of its time. Many countries of the world have had to rewrite their constitution afresh because the basic rules were not accepted to all major social groups or political parties. In some other countries, the Constitution exists as a mere piece of paper. No one actually follows it. The experience of our constitution is different. Over the last half a century, several groups have questioned some provisions of the Constitution. But no large social group or political party has

ever questioned the legitimacy of the Constitution itself. This is an unusual achievement for any constitution.

(ii) The Constituent Assembly represented the people of India. There was no universal adult franchise at that time. So the Constituent assembly could not have been chosen directly by all the people of India. It was elected mainly by the members of the existing Provincial Legislatures. This ensured a fair geographical share of members from all the regions of the country. The Assembly represented members from different language groups, castes, classes, religions and occupations.

(iii) The manner in which the Constituent Assembly worked gives sanctity to the Constitution. The Constituent Assembly worked in a systematic, open and consensual manner. First some basic principles were decided and agreed upon. Then a Drafting Committee chaired by Dr. B.R. Ambedkar prepared a draft constitution for discussion. Several rounds of thorough discussion took place on the Draft Constitution, clause by clause. More than two thousand amendments were considered. Every document presented and every word spoken in the Constituent assembly has been recorded and preserved. These are called 'Constituent Assembly Debats'. When printed, these debates are 12 bulky volumes! These debates provide the rationale behind every provision of the Constitution. These are used to interpret the meaning of the Constitution.

#### **(d) Indian Constitution: A Living Document:**

Those who crafted the Indian Constitution felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. So, they made provisions to incorporate changes from time to time. These changes are called constitutional amendments. Till date 104 amendments have been made in the constitution. The amendment procedure provided in the constitution is as follows. There are three categories of amendments:

(i) In the first category, amendments can be done by simple majority of members present and voting before sending it for the President's assent.



(ii) In the second category, amendments require a special majority. such an amendment can be passed by each house of Parliament by the two-thirds majority of the members of the house present and voting and then sent to the President for his assent.

(iii) The third category, amendments is really difficult to pass. besides the special majority mentioned in the second category, the same has to be approved by at least 50 percent of the state legislatures.

### **b) Agriculture and National Economy**

Agricultural sector plays a strategic role in the process of economic development of a country.

It has already made a significant contribution to the economic prosperity of advanced countries and its role in the economic development of less developed countries is of vital importance.

In other words, where per capita real income is low, emphasis is being laid on agriculture and other primary industries.

“Increase in agricultural production and the rise in the per-capita income of the rural community, together with the industrialisation and urbanisation, lead to an increased demand in industrial production”-Dr. Bright Singh.

The history of England is clear evidence that Agricultural Revolution preceded the Industrial Revolution there. In U.S.A. and Japan, also agricultural development has helped to a greater extent in the process of their industrialisation. Similarly, various under-developed countries of the world engaged in the process of economic development have by now learnt the limitations of putting over-emphasis on industrialisation as a means to attain higher per capita real income. “Thus industrial and agricultural developments are not alternatives but are complementary and are mutually supporting with respect to both inputs and outputs.”

It is seen that increased agricultural output and productivity tend to contribute substantially to an overall economic development of the country, it will be rational and appropriate to place greater emphasis on further development of the agricultural sector.

(1) By providing food and raw material to non-agricultural sectors of the economy,

(2) By creating demand for goods produced in non-agricultural sectors, by the rural people on the strength of the purchasing power, earned by them on selling the marketable surplus,

(3) By providing investable surplus in the form of savings and taxes to be invested in non-agricultural sector,

(4) By earning valuable foreign exchange through the export of agricultural products, 5) Providing employment to a vast army of uneducated, backward and unskilled labour. As a matter of fact, if the process of economic development is to be initiated and made self-sustaining, it must begin for agricultural sector.

### **Role of Agriculture in Economic Development:**

The agriculture sector is the backbone of an economy which provides the basic ingredients to mankind and now raw material for industrialisation.

Therefore, the role of agriculture for the development of an economy may be stated as below:

#### **1. Contribution to National Income:**

The lessons drawn from the economic history of many advanced countries tell us that agricultural prosperity contributed considerably in fostering economic advancement. It is correctly observed that, "The leading industrialized countries of today were once predominantly agricultural while the developing economies still have the dominance of agriculture and it largely contributes to the national income. In India, still 28% of national income comes from this sector.

## **2. Source of Food Supply:**

Agriculture is the basic source of food supply of all the countries of the world—whether underdeveloped, developing or even developed. Due to heavy pressure of population in underdeveloped and developing countries and its rapid increase, the demand for food is increasing at a fast rate. If agriculture fails to meet the rising demand of food products, it is found to affect adversely the growth rate of the economy. Raising supply of food by agricultural sector has, therefore, great importance for economic growth of a country.

Increase in demand for food in an economy is determined by the following equation

$$D = P + 2g$$

Here,

D stands for Annual Rate of Growth in demand for food.

P stands for Population Growth Rate.

g stands for Rate of Increase in per Capita Income.

2 stand for Income Elasticity of Demand for Agricultural Products.

## **3. Pre-Requisite for Raw Material:**

Agricultural advancement is necessary for improving the supply of raw materials for the agro-based industries especially in developing countries. The shortage of agricultural goods has its impact upon industrial production and a consequent increase in the general price level. It will impede the growth of the country's economy. The flour mills, rice shellers, oil & dal mills, bread, meat, milk products sugar factories, wineries, jute mills, textile mills and numerous other industries are based on agricultural products.

#### **4. Provision of Surplus:**

The progress in agricultural sector provides surplus for increasing the exports of agricultural products. In the earlier stages of development, an increase in the exports earning is more desirable because of the greater strains on the foreign exchange situation needed for the financing of imports of basic and essential capital goods.

Johnson and Mellor are of the opinion, "In view of the urgent need for enlarged foreign exchange earnings and the lack of alternative opportunities, substantial expansion of agricultural export production is frequently a rational policy even though the world supply—demand situation for a commodity is unfavorable."

#### **5. Shift of Manpower:**

Initially, agriculture absorbs a large quantity of labour force. In India still about 62% labour is absorbed in this sector. Agricultural progress permits the shift of manpower from agricultural to non-agricultural sector. In the initial stages, the diversion of labour from agricultural to non-agricultural sector is more important from the point of view of economic development as it eases the burden of surplus labour force over the limited land. Thus, the release of surplus manpower from the agricultural sector is necessary for the progress of agricultural sector and for expanding the non-agricultural sector.

#### **6. Creation of Infrastructure:**

The development of agriculture requires roads, market yards, storage, transportation railways, postal services and many others for an infrastructure creating demand for industrial products and the development of commercial sector.

#### **7. Relief from Shortage of Capital:**

The development of agricultural sector has minimized the burden of several developed countries who were facing the shortage of foreign capital. If foreign capital is available with the 'strings' attached to it, it will create another significant problem. Agriculture sector requires less capital for its development thus it minimizes growth problem of foreign capital.

#### **8. Helpful to Reduce Inequality:**

In a country which is predominantly agricultural and overpopulated, there is greater inequality of income between the rural and urban areas of the country. To reduce this inequality of income, it is necessary to accord higher priority to agriculture. The prosperity of agriculture would raise the income of the majority of the rural population and thus the disparity in income may be reduced to a certain extent.

#### **9. Based on Democratic Notions:**

If the agricultural sector does not grow at a faster rate, it may result in the growing discontentment amongst the masses which is never healthy for the smooth running of democratic governments. For economic development, it is necessary to minimize political as well as social tensions. In case the majority of the people have to be kindled with the hopes of prosperity, this can be attained with the help of agricultural progress. Thus development of agriculture sector is also relevant on political and social grounds.

#### **10. Create Effective Demand:**

The development of agricultural sector would tend to increase the purchasing power of agriculturists which will help the growth of the non-agricultural sector of the country. It will provide a market for increased production. In underdeveloped countries, it is well known that the majority of people depend upon agriculture and it is they who must be able to afford to consume the goods produced.

Therefore, it will be helpful in stimulating the growth of the non- agricultural sector. Similarly improvement in the productivity of cash crops may pave the way for the promotion of exchange economy which may help the growth of non-agricultural sector. Purchase of industrial products such as pesticides, farm machinery etc. also provide boost to industrial dead out.

#### **11. Helpful in Phasing out Economic Depression:**

During depression, industrial production can be stopped or reduced but agricultural production continues as it produces basic necessities of life. Thus it continues to create effective demand even during adverse conditions of the economy.

#### **12. Source of Foreign Exchange for the Country:**

Most of the developing countries of the world are exporters of primary products. These products contribute 60 to 70 per cent of their total export earning. Thus, the capacity to import capital goods and machinery for industrial development depends crucially on the export earning of the agriculture sector. If exports of agricultural goods fail to increase at a sufficiently high rate, these countries are forced to incur heavy deficit in the balance of payments resulting in a serious foreign exchange problem.

However, primary goods face declining prices in international market and the prospects of increasing export earnings through them are limited. Due to this, large developing countries like India (having potentialities of industrial development) are trying to diversify their production structure and promote the exports of manufactured goods even though this requires the adoption of protective measures in the initial period of planning.

### **13. Contribution to Capital Formation:**

Underdeveloped and developing countries need huge amount of capital for its economic development. In the initial stages of economic development, it is agriculture that constitutes a significant source of capital formation.

Agriculture sector provides funds for capital formation in many ways as:

- (i) agricultural taxation,
- (ii) export of agricultural products,
- (iii) collection of agricultural products at low prices by the government and selling it at higher prices. This method is adopted by Russia and China,
- (iv) labour in disguised unemployment, largely confined to agriculture, is viewed as a source of investible surplus,
- (v) transfer of labour and capital from farm to non-farm activities etc.

### **14. Employment Opportunities for Rural People:**

Agriculture provides employment opportunities for rural people on a large scale in underdeveloped and developing countries. It is an important source of livelihood. Generally, landless workers and marginal farmers are engaged in non-agricultural jobs like handicrafts, furniture, textiles, leather, metal work, processing industries, and in other service sectors. These

rural units fulfill merely local demands. In India about 70.6% of total labour force depends upon agriculture.

### **15. Improving Rural Welfare:**

It is time that rural economy depends on agriculture and allied occupations in an underdeveloped country. The rising agricultural surplus caused by increasing agricultural production and productivity tends to improve social welfare, particularly in rural areas. The living standard of rural masses rises and they start consuming nutritious diet including eggs, milk, ghee and fruits. They lead a comfortable life having all modern amenities—a better house, motor-cycle, radio, television and use of better clothes.

### **16. Extension of Market for Industrial Output:**

As a result of agricultural progress, there will be extension of market for industrial products. Increase in agricultural productivity leads to increase in the income of rural population which in turn leads to more demand for industrial products, thus development of industrial sector.

According to Dr. Bright Singh, “Increase in agricultural production and the rise in the per-capita income of the rural community, together with the industrialisation and urbanisation, lead to an increased demand in industrial production.” In this way, agricultural sector helps promote economic growth by securing as a supplement to industrial sector.

### **Conclusion:**

From the above cited explanation we conclude that agricultural development is a must for the economic development of a country. Even developed countries lay emphasis on agricultural development. According to Muir, “Agricultural progress is essential to provide food for growing non-agricultural labour force, raw materials for industrial production and saving and tax revenue to support development of the rest of the economy, to earn foreign exchange and to provide a growing market for domestic manufactures.”



c)

## **GLOBALIZATION AND THE INDIAN ECONOMY**

Imagine a small village market where all are free to come and sell their products at whatever price they desire. There are no limitations on control of their products or the prices. This is a globalised trade. Anyone, in general context referring to any country, that can participate to set up, acquire, merge industries, invest in equity and shares, sell their products and services in India. But how does globalization work? What are its effects on the Indian economy?

Humans have moved into a phase where everything is accessible without any difficulty. What if you weren't able to buy goods from an online site managed by an international brand? It might make you feel angry, or irritated. The world wasn't always open to free trade or cross-border investments. It was around two to three decades ago when the concept of 'globalization' was spread far and wide. This allowed nations to carry out trade and other activities in a systematic manner.

India was one of the prime nations which gained immensely post the introduction & implementation of globalization. The rise of foreign investment in the retail, corporate and scientific sectors is very much evident in the nation. For further learning about globalization and India, it is crucial to get familiar with the prime concept, that is, globalization.

### **What is Globalization?**

Globalization is the free movement of people, goods, and services across boundaries. This movement is managed in a unified and integrated manner. Further, it can be seen as a scheme to open the global economy as well as the associated growth in trade (global). Hence, when the countries that were previously shut to foreign investment and trade have now burned down barriers.

Considering a precise definition, countries that abide by the rules and regulations set by WTO (World Trade Organization) are part of globalization. These procedures include oversees trade conditions among countries. Apart from this, there are other organizations such as the UN and different arbitration bodies available for supervision. Under this, non-discriminatory policies of trade are also enclosed.

### **Indian Economy Reacts to Globalization**

When we talk about globalization and the Indian economy, one name strikes our mind, that is, Dr. Manmohan Singh. He was the finance minister in the 1990s when globalization was fully implemented and experienced in India. He was the front man who framed the economic liberalization proposal. Since then, the nation has gradually moved ahead to become one of the supreme economic leaders in the world.

Below mentioned are some of the quick reactions which were felt after the introduction of globalization:

After 1991, the rise in GDP that dropped to 13% in 1991 -92 extended momentum in the following five years (1992-2001). Moreover, the annual average rate of growth in GDP was recorded to be 6.1%.

Furthermore, export growth skyrocketed to 20% in 1993-94. For 1994-95, the figures were recorded to be 18.4 per cent. Export growth statistics in recent years have been very impressive.

### **Benefits of Globalization Impacting India**

**Rise in Employment:** With the opening of SEZs or Special Economic Zones, the availability of new jobs has been quite effective. Furthermore, Export Processing Zones or EPZs are also established employing thousands of people. Another factor is cheap labour in India. This has motivated big firms in the west to outsource work to companies present in this region. All these factors are causing more employment.

**Surge in Compensation:** After the outburst of globalization, the compensation levels have stayed higher. These figures are impressive as compared to what domestic companies might have presented. Why? The level of knowledge and skill brought by foreign companies is obviously advanced. This has ultimately resulted in modification of the management structure.

**Improved Standard of Living and Better Purchasing Power:** Wealth generation across Indian cities has enhanced since globalization has fully hit the nation. You can notice an improvement in the purchasing power for individuals, especially those working under foreign organizations. Further, domestic organizations are motivated to present higher rewards to their employees. Therefore, a number of cities are experiencing better standards of living together with business development.

## **Disadvantages of Globalization in India**

If we are discussing globalization and the Indian economy, then talking about the negative effects is also important. The informal sector is purposely not listed in the labor legislation. For example, informal workers aren't the subject considering the 1948 Factories Act. This scheme covers vital factors such as common working conditions, safety, and health, the ban on child labor, working hours etc. Also, globalization has caused poor health, disgraceful working conditions, as well as bondage, happening in different parts of the country.

1) Technology: has reduced the speed of communication manifolds. The phenomenon of social media in the recent world has made distance insignificant.

The integration of technology in India has transformed jobs which required specialized skills and lacked decision-making skills to extensively-defined jobs with higher accountability that require new skills, such as numerical, analytical, communication and interactive skills. As a result of this, more job opportunities are created for people.

2) LPG Reforms: The 1991 reforms in India have led to greater economic liberalisation which has in turn increased India's interaction with the rest of the world.

3) Faster Transportation: Improved transport, making global travel easier. For example, there has been a rapid growth in air-travel, enabling greater movement of people and goods across the globe.

4) Rise of WTO: The formation of WTO in 1994 led to reduction in tariffs and non-tariff barriers across the world. It also led to the increase in the free trade agreements among various countries.

5) Improved mobility of capital: In the past few decades there has been a general reduction in capital barriers, making it easier for capital to flow between different economies. This has increased the ability for firms to receive finance. It has also increased the global interconnectedness of global financial markets.

6) Rise of MNCs: Multinational corporations operating in different geographies have led to a diffusion of best practices. MNCs source resources from around the globe and sell their products in global markets leading to greater local interaction.

These factors have helped in economic liberalization and globalization and have facilitated the world in becoming a “global village”. Increasing interaction between people of different countries has led to internationalization of food habits, dress habits, lifestyle and views.

**Globalization and India:**

Developed countries have been trying to persuade developing countries to liberalize the trade and allow more flexibility in business policies to provide equal opportunities to multinational firms in their domestic market. International Monetary Fund (IMF) and World Bank helped them in this endeavour. Liberalization began to hold its foot on barren lands of developing countries like India by means of reduction in excise duties on electronic goods in a fixed time frame.

Indian government did the same and liberalized the trade and investment due to the pressure from World Trade Organization. Import duties were cut down phase-wise to allow MNC's operate in India on equality basis. As a result globalization has brought to India new technologies, new products and also the economic opportunities.

Despite bureaucracy, lack of infrastructure, and an ambiguous policy framework that adversely impact MNCs operating in India, MNCs are looking at India in a big way, and are making huge investments to set up R&D centers in the country. India has made a lead over other growing economies for IT, business processing, and R&D investments. There have been both positive and negative impacts of globalization on social and cultural values in India.

### **IMPACTS OF GLOBALISATION IN INDIA**

#### **Economic Impact:**

**Greater Number of Jobs:** The advent of foreign companies and growth in economy has led to job creation. However, these jobs are concentrated more in the services sector and this has led to rapid growth of service sector creating problems for individuals with low level of education. The

last decade came to be known for its jobless growth as job creation was not proportionate to the level of economic growth.

**More choice to consumers:** Globalisation has led to a boom in consumer products market. We have a range of choice in selecting goods unlike the times where there were just a couple of manufacturers.

**Higher Disposable Incomes:** People in cities working in high paying jobs have greater income to spend on lifestyle goods. There has been an increase in the demand of products like meat, egg, pulses, organic food as a result. It has also led to protein inflation.

Protein food inflation contributes a large part to the food inflation in India. It is evident from the rising prices of pulses and animal proteins in the form of eggs, milk and meat.

With an improvement in standard of living and rising income level, the food habits of people change. People tend toward taking more protein intensive foods. This shift in dietary pattern, along with rising population results in an overwhelming demand for protein rich food, which the supply side could not meet. Thus resulting in a demand supply mismatch thereby, causing inflation.

In India, the Green Revolution and other technological advancements have primarily focused on enhancing cereals productivity and pulses and oilseeds have traditionally been neglected.

**Shrinking Agricultural Sector:** Agriculture now contributes only about 15% to GDP. The international norms imposed by WTO and other multilateral organizations have reduced government support to agriculture. Greater integration of global commodities markets leads to constant fluctuation in prices.

This has increased the vulnerability of Indian farmers. Farmers are also increasingly dependent on seeds and fertilizers sold by the MNCs.

Globalization does not have any positive impact on agriculture. On the contrary, it has few detrimental effects as government is always willing to import food grains, sugar etc. Whenever there is a price increase of these commodities.

Government never thinks to pay more to farmers so that they produce more food grains but resorts to imports. On the other hand, subsidies are declining so cost of production is increasing. Even farms producing fertilizers have to suffer due to imports. There are also threats like introduction of GM crops, herbicide resistant crops etc.

**Increasing Health-Care costs:** Greater interconnections of the world has also led to the increasing susceptibility to diseases. Whether it is the bird-flu virus or Ebola, the diseases have taken a global turn, spreading far and wide. This results in greater investment in healthcare system to fight such diseases.

**Child Labour:** Despite prohibition of child labor by the Indian constitution, over 60 to a 115 million children in India work. While most rural child workers are agricultural laborers, urban children work in manufacturing, processing, servicing and repairs. Globalization most directly exploits an estimated 300,000 Indian children who work in India's hand-knotted carpet industry, which exports over \$300 million worth of goods a year.

### **Socio-Cultural Impact on Indian Society**

Nuclear families are emerging. Divorce rates are rising day by day. Men and women are gaining equal right to education, to earn, and to speak. 'Hi', 'Hello' is used to greet people in spite of Namaskar and Namaste. American festivals like Valentines' day, Friendship day etc. are spreading across India.

**Access to education:** On one hand globalisation has aided in the explosion of information on the web that has helped in greater awareness among people. It has also led to greater need for specialisation and promotion of higher education in the country.

On the flip side the advent of private education, coaching classes and paid study material has created a gap between the haves and have-nots. It has become increasingly difficult for an individual to obtain higher education.

**Growth of cities:** It has been estimated that by 2050 more than 50% of India's population will live in cities. The boom of services sector and city centric job creation has led to increasing rural to urban migration.

**Indian cuisine:** is one of the most popular cuisines across the globe. Historically, Indian spices and herbs were one of the most sought after trade commodities. Pizzas, burgers, Chinese foods and other Western foods have become quite popular.

**Clothing:** Traditional Indian clothes for women are the saris, suits, etc. and for men, traditional clothes are the dhoti, kurta. Hindu married women also adorned the red bindi and sindhur, but now, it is no more a compulsion. Rather, Indo-western clothing, the fusion of Western and Sub continental fashion is in trend. Wearing jeans, t-shirts, mini skirts have become common among Indian girls.

**Indian Performing Arts:** The music of India includes multiples varieties of religious, folk, popular, pop, and classical music. India's classical music includes two distinct styles: Carnatic and Hindustani music. It remains instrumental to the religious inspiration, cultural expression and pure entertainment. Indian dance too has diverse folk and classical forms.

Bharatanatyam, Kathak, Kathakali, Mohiniattam, Kuchipudi, Odissi are popular dance forms in India. Kalaripayattu or Kalari for short is considered one of the world's oldest martial art. There have been many great practitioners of Indian Martial Arts including Bodhidharma who supposedly brought Indian martial arts to China.

The Indian Classical music has gained worldwide recognition but recently, western music is too becoming very popular in our country. Fusing Indian music along with western music is encouraged among musicians. More Indian dance shows are held globally. The number of foreigners who are eager to learn Bharatanatyam is rising. Western dance forms such as Jazz, Hip hop, Salsa, Ballet have become common among Indian youngsters.

**Nuclear Families:** The increasing migration coupled with financial independence has led to the breaking of joint families into nuclear ones. The western influence of individualism has led to an aspirational generation of youth. Concepts of national identity, family, job and tradition are changing rapidly and significantly.

**Old Age Vulnerability:** The rise of nuclear families has reduced the social security that the joint family provided. This has led to greater economic, health and emotional vulnerability of old age individuals.

**Pervasive Media:** There is greater access to news, music, movies, videos from around the world. Foreign media houses have increased their presence in India. India is part of the global launch of Hollywood movies which is very well received here. It has a psychological, social and cultural influence on our society.

**McDonaldization:** A term denoting the increasing rationalization of the routine tasks of everyday life. It becomes manifested when a culture adopts the characteristics of a fast-food restaurant. McDonaldization is a reconceptualization of rationalization, or moving from traditional to rational modes of thought, and scientific management.

**Walmartization:** A term referring to profound transformations in regional and global economies through the sheer size, influence, and power of the big-box department store WalMart. It can be seen with the rise of big businesses which have nearly killed the small traditional businesses in our society.

**Psychological Impact on Indian Society**

**Development of Bicultural Identity:** The first is the development of a bicultural identity or perhaps a hybrid identity, which means that part of one's identity is rooted in the local culture while another part stems from an awareness of one's relation to the global world.

The development of global identities is no longer just a part of immigrants and ethnic minorities. People today especially the young develop an identity that gives them a sense of belonging to a worldwide culture, which includes an awareness of events, practices, styles and information that are a part of the global culture. Media such as television and especially the Internet, which allows for instant communication with any place in the world, play an important part in developing a global identity.

A good example of bicultural identity is among the educated youth in India who despite being integrated into the global fast paced technological world, may continue to have deep rooted traditional Indian values with respect to their personal lives and choices such as preference for an arranged marriage, caring for parents in their old age.

**Growth of Self-Selected Culture:** means people choose to form groups with like-minded persons who wish to have an identity that is untainted by the global culture and its values. The values of the global culture, which are based on individualism, free market economics, and democracy and include freedom, of choice, individual rights, openness to change, and tolerance of differences are part of western values. For most people worldwide, what the global culture has to offer is appealing. One of the most vehement criticisms of globalization is that it threatens to create one homogeneous worldwide culture in which all children grow up wanting to be like the latest pop music star, eat Big Macs, vacation at Disney World, and wear blue jeans, and Nikes.

**Emerging Adulthood:** The timing of transitions to adult roles such as work, marriage and parenthood are occurring at later stages in most parts of the world as the need for preparing for jobs in an economy that is highly technological and information based is slowly extending from the late teens to the mid-twenties. Additionally, as the traditional hierarchies of authority weaken and break down under the pressure of globalization, the youth are forced to develop control over their own lives including marriage and parenthood. The spread of emerging adulthood is related to issues of identity.

**Consumerism:** Consumerism has permeated and changed the fabric of contemporary Indian society. Western fashions are coming to India: the traditional Indian dress is increasingly being displaced by western dresses especially in urban areas. Media- movies and serials- set a stage for patterns of behavior, dress codes and jargon. There is a changing need to consume more and more of everything.

Globalisation is an age old phenomenon which has been taking place for centuries now. We can experience it so profoundly these days because of its increased pace. The penetration of



technology and new economic structures are leading to an increased interaction between people. As with other things there have been both positive and negative impacts on India due to it.

**Conclusion:** We cannot say that the impact of globalization has been totally positive or totally negative. It has been both. Each impact mentioned above can be seen as both positive as well as negative. However, it becomes a point of concern when, an overwhelming impact of globalization can be observed on the Indian culture.

Every educated Indian seems to believe that nothing in India, past or present, is to be approved unless recognized and recommended by an appropriate authority in the West. There is an all-pervading presence of a positive, if not worshipful, attitude towards everything in western society and culture, past as well as present in the name of progress, reason and science. Nothing from the West is to be rejected unless it has first been weighed and found wanting by a Western evaluation. This should be checked, to preserve the rich culture and diversity of India.