

Semester-I
C-6&7
Teaching of Political Science-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Unit- I

- a) Meaning, Nature, Scope and importance of Political Science as a subject.
- b) Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology and Law.
- c) Recent trends in Political Science.

Unit- II

- a) Aims and objectives of Teaching of Political Science at Senior Secondary level.
- b) Criteria for framing objectives of Teaching of Political Science.
- c) Difference between Objectives and aims of teaching of Political Science.

Unit- III

- a) Classification and use of teaching aids in teaching of Political Science (Map, Globe, Time line, P.PT. and charts).
- b) Preparation and maintenance of records – Time table, Attendance Register and students' cumulative record card.

Unit-IV

- a) SAARC- Formation and activities
- b) Indian constitution: Preamble, features and structure of parliament and judiciary.
- c) Pressure groups and their role in democracy.

Unit- I

Meaning, Nature, Scope and importance of Political Science as a subject.

INTRODUCTION

Two words politics + science – A system of organizing and knowledge about a particular subject especially one concerned with aspects of human behaviour society for e.g. Political Science.

MEANING OF POLITICAL SCIENCE

The word political science derived from the latin word ‘**civis**’ that means ‘**a citizen**’.

Another words ‘**civitas**’ means city state. Both these words given birth to the social science known as ‘**Political Science**’. We define **Political Science** as a branch of knowledge. Which deals with diverse aspects of social life of a citizen. Aristotle wrote a book as it named Politics also called ‘**Bible of the Political Science**’.

Experts view

According to Dr. E.M. White

“Political Science is that more or less useful branch of human knowledge, which deals with every thing (social, intellectual, economical, political and even

religious aspects). Pertaining to citizenship, past, present and future, local, national, international and human.”

According to Dr. Bern

“Political Science is that branch of human knowledge, which deals with rights and duties of man living as a members of a group of people politically organized.

Traditional view:

Definitions of Political Science

According to J.W. Garner: “Political Science begins and ends with the state.”

According to S. Leacock: “Political science deals with the government.”

According to R.N. Gilchrist: “Political science deals with the general problems of state and the government.”

Modern view :

It’s an process which is based on political activities of state, government and people. Some exponents of this view are Easton, Robert A. Dahl, Lasswell, Butler A.R. Bali.

David Easton

“Political science is the study of the authoritative allocation of values.”

Robert A. Dahl

“Political analysis deals with power, rule or authority.”

Lasswell

“The study of politics is the study of influence and the influential.”

To conclude all these views we can say that political science is that science which deals with principle and behavioural aspect of state, government, people, power authority influence and actual political activities of people.

NATURE OF POLITICAL SCIENCE

Political Science as a Science

According to Hobbas, Bodin, Garner, Gattel. They thought that it's a science because:-

- (i) Fixation of General Principles:** Political science studying the special incidents in special situations so that it fix the general principles for e.g. francis scholar montesque tried to use experiment method by fixing his principle of separation of powers.
- (ii) Experimentation and observation:** Society is lab, history is equipments, for e.g. to check the voting behaviour of people and political participation.
- (iii) Pre-assumption possible:** In political science pre-assumption is possible because political science main subject is human and its institution, views of human being are not stable, but inspite of that pre assumption is possible in politics, because in elections which makes Govt. that prediction is always successful.

- (iv) **Knowledge can be systematized:** In this knowledge is systematized Political Science present in systematized way for e.g. to run govt. successfully legislature, executive, judiciary are three main element and four elements so fare state sovereignty, population, Govt. place without them state is not happened.
- (v) **Research possible:** Comparison between American democratic government and Indian democratic government.

Political Science is not a Science

- (i) **Lack of Specific Principles:** for e.g. Work of executive, legislation and judiciary are different in each and every nation.
- (ii) **Experiment not possible:** Experiments can be tried in Physics over and over again till a conclusive. Results is reached, but that which we can experiment in Politics can never repeated.” Because views of people are different for e.g. Anti incumbency.
- (iii) **Prediction not possible:** Some scholars says that prediction is not possible in political science because Human is unpredictable again views are not stable.
- (iv) **Lack of uniformity in views:** for e.g. China’s communist Govt. is liked by some scholars on the other hand some scholar’s try to find out weakness in it.
- (v) **Impartial Research is not possible:** Different scholars tried to give different views on different problems so confrontations are happened for e.g. Indian Parliament Govt. related research.

- (vi) **Difference interminology:** In natural science to do experiment there's a need of Lab in it but in Pol. Science there is no to do experiments but study at library and institution are done by scholars to fix principles.

CONCLUSION/LET SUM UP

To conclude all these views we can say that Political Science is not stable neither clarified its basically related to impractical behaviour individual views, dyS BgqI that's why it's not clear and stable. At the end we would say that Political Science is not a science it's a social cause it deals with man, Govt., power, authority etc.

SCOPE OF POLITICAL SCIENCE

- We can summarize the scope of Political Sciences under.
- It serves the common interest of the society.
- It deals with the study of man as an individual as well as in totality of his social relations.
- It is a process to bring about changes in society. It is only a means and not an end.
- It is a dimension of social process.
- It cannot be studied and understood scientifically without relating it with economic, legal, social, moral cultural and ideological structures.
- It is required for resolving the conflict of many interests, maintain unity, cooperation and order in society.
- Study of the state: it includes study of past, present and future.
- Study of the government: for e.g. parliamentary government, unitary government, aristocratic, democratic.
- Study of the power

- Study of the international relations and organization.
- Study of political ideologies and group.
- Study of human behaviour.
- Study of political parties.
- Study of non-political factors.
- Study of values.
- Comparative study.

Need & Importance of Political Science

- Knowledge about constitution: for e.g. it has 395 articles and its written one Englands. It's totally based on conventions. Constitution is not written
- Knowledge about state.
- Knowledge about government.
- Knowledge about various forms of government.
- For the success of the democracy.
- For the development of scientific out-look.
- For community participation.
- Knowledge of rights and duties.
- Political training.
- Understanding the problems and challenges of the country.
- For the formation of healthy political parties.
- For creating social support and civil virtue.
- For efficiency in government.
- Knowledge about political terms.
- For political consciousness, law, patriotism and nationalism, international affairs.

Let us sum up

To sum up all these views we can say that the scope of political science serves the common interest of the society. It deals with the study of man as an individual as well as in totality of his social relations on the other hand. Need and importance of political science is that it gives us knowledge about constitution state govt.

RELATION OF TEACHING OF POLITICAL SCIENCE WITH OTHER SCHOOL SUBJECTS

INTRODUCTION

“No subject is ever well understood and no art is intelligently practiced, if the light which the other studies are able to throw upon it is deliberately shut out.” Education is a co-ordinated process. Teaching of various subjects is correlated. **Herbert** first conceived the idea of correlating the teaching of various subjects. Later on **zillar** made this theory of correlation more elaborate. Then **de Garmo** and **John Dewey** laid stress on the integration in the teaching of various subjects. Today correlating the teaching of political science is considered essential.

OBJECTIVES

After going through this unit you will be able to

1. To give knowledge about relation to

2. What is co-relation
3. Kind of co-relation
4. Relationship in detail with other subjects

Definition of Co-relation :

View of H.C. Bernard

“Correlation tries to make the various school subjects relate to one another as far as possible.”

WHAT IS CO-RELATION?

A connection between two things in which one thing changes as the other does. For e.g. there is a direct correlation between **exposure to sun** and **skin cancer**.

KINDS OF CORRELATION

I. Vertical correlation

In vertical correlation an attempt is made to correlate the teaching of the various divisions of a subject. An attempt is also made the subject taught in the lower classes useful for the teaching of the same subject in the higher classes.

II. Horizontal correlation

In horizontal correlation an attempt is made to co-ordinate the teaching of various subjects. This is done by two methods casual and systematic.

III. Correlation with practical life

According to 'Herbert Spencer' the main aim of education is to prepare the students for future life. Therefore teaching of various subjects should be correlated with various aspects of life.

CORRELATION OF THE TEACHING OF POLITICAL SCIENCE WITH OTHER SUBJECTS

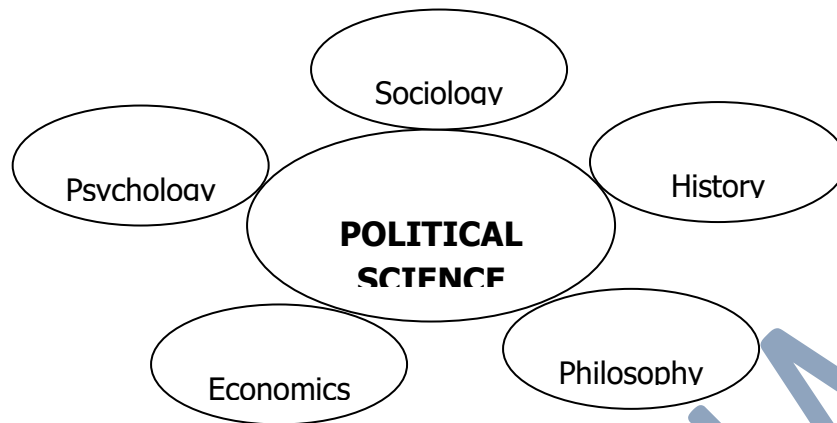
All the social sciences deal with the study of various aspects of human life and its diverse activities. In political science we are mainly concerned with the study of man's political behaviour in association with other men as member of a common society. Thus, there is more relation between political science and other social sciences.

According to Janet Paul in his observation

“Political science is closely related to political economy or the science of wealth, with law either natural or positive, which cover itself principally with the relations, of citizens one to another, with history which furnishes the facts of which has need, with philosophy and especially with morals which give to it a part of its principles.”

While studying the correlation between political science with other subjects, following points may be kept in view:-

- These subjects, though, are interdependent yet they enjoy an independent status.
- Other social sciences take help from political science.
- Political science is indebted to other social sciences upto a particular extent.



Relation of Political Science with Sociology

Sociology deals with the study of several social relations of man. In this we mainly deal with the development of human as a social being. In it we also study the economic, religious, moral and political developments of society. That's why political science is nearly related to sociology.

According to Prof. Catlin

“Political science and sociology are inseparable and infact these are two sides of the same picture.

In this way they related to each other:-

- I. **Contribution of Political Science towards Sociology:** It gives lots of knowledge about society for e.g.
 - (i) **Knowledge about state:** Man is a social being and he cannot live without society. Society helps him in his development and state is a political institute of society, and state influence society after that sociology derives from

political science knowledge of the facts regarding the organization of the activities of the state. In thus way political science gives important knowledge about state to sociology.

- (ii) **State influence the social life:** State is an important subject of political science. State is efficient to heighten the social aspect of man. Man can not separate himself from political process. In this way Political Science plays an important role in man's social life.
- (iii) **State regulate groups / organizations:** To develop society and to aware people many groups and organization were made. State plays an important part to made thus type of organization. State made lots of rules and regulations to control these activities. In thus way state put control an organization by special rules which present at the society.
- (iv) **Eradication of social evils through law:** State eradicates social evils through laws. For e.g. by strong efforts of Raja Ram Mohan Roy Sati Pratha was eradicated from the Indian society. And also after independence central Govt. passed out lots of arts like child labour, child marriage tried to eradicate social evils successfully.

II. Contribution of sociology towards Political Science

- (i) **State is the part of society:** State's an important part of society. Society is an older organization. State develops from society. That's why when we want to know about the states development we take help of political science.
- (ii) **Law is based on social customs:** In sociology we read about lots of customs and tradition. Laws is based upon these customs. State does not

work against these customs. In short customs helpline in making laws which is an important or integral part of Political Science.

(iii) Political organizations are influenced by society: Many types of Political organizations like Political parties, interest groups, pressure groups are found in society. These organizations are influenced by society. Society is the basis of many political parties. Many people in society influence those organizations by auctions, dharnas. That's why society plays an important part in the organization of political institutes.

Let us sum up

In the end we can say that political science deals man only as a citizen while sociology studies man as a social being. Teaching of sociology and political science is therefore related and thus correlation is rather natural and beneficial.

Relationship of Political Science with Psychology

According to Professor Garner

“Govt. to be stable and really popular must reflect and express the mental ideas and moral sentiments of those who are subject to its authority. In short it must be in harmony with ‘Mental Consultation’ of the race.”

Graham Wallas and **W.H.R. Rivers** in their books, human nature in politics and psychology and politics emphasized the relationship of politics and psychology.

“Political Science is a science which studies the condition of the best possible social life.”

- It's only one aspect of human life.
 - It's most necessary to develop only one aspect of the life of an individual.
 - An attempt should be made to develop the diverse aspects of human life.
- Various subjects deal with different aspects of human life.

Prof. White has remarked

“Political Science is essentially a subject of connections. It links all times and periods as parts of a long chain of achievements beaten out of civilizations, it connects, all subjects as parts of the life of the story of mankind.”

Thus it attempts to deal with various aspects of human life.

Relation of Political Science with History

John Seelay has observed

“History without political science has no fruit, political science without history has no root.”

The inter-dependence of two subjects is so great that they touch each other frequently.

I. Contribution of Political Science towards history

- (i) **Base of history:** Political Science is the basis of history. Today whatever happen in politics tomorrow it will like a history. For e.g. Jawahar Lal Nehru, Maulana Abdul Kalan Ajad played an important role in Indians fight for freedom. Indian National Congress Party run many Andolanas for

freedom to understand all these things we have to learn history. That's why history takes lots of material from political science.

- (ii) **History is incomplete without political science:** Without Political Science history is incomplete because Political Science is an important part of history from Ancient Period. In ancient time history revolves around political incidents. Pol. thinkers always takes help of history to know the Pol. Structure. For e.g. to understand the causes and history of 1917 Russian Revolution firstly we have to understand the Political aspect related to Czar's Dictatorship. That's why history is incomplete without Political Science.
- (iii) **Political Revolutions make history:** Pol. revolutions make history. French Revol. 1789, Russian Revol. 1917, Chinese Revol. 1949 is an important examples of this. Politics played an important role behind each and every revolution related to whole world. For e.g. Glorious Revolution (1688) played an important role in end kings role in England.
- (iv) **Historical events influenced by politics:** For e.g. on behind French Revolution (1789) equality, liberalism and brotherhood are main cause. Russian Revolution (1917) is influenced by Marxism likewise Fascism and Nazism ideologies are the main cause of Second World War (1939-1945). So that's why whenever historian study these incidents he will have to go through these political ideologies.

II. Contribution of History towards Political Science

- (i) **History Provide Material for Political Science:** As we know that history is the story of mankind and his development. It tells us that how world emerged? How state established? What are motives behind his, on the second hand Political Science studied about state, govt. and human Pol. activities. That's why it takes lots of material from history. For e.g. to know Pol. structure of Indus Valley Civilization we have to understand history.
- (ii) **Basis of Political Institutions are in history:** Every Pol. institute, ideology or principle which indulge in Pol. Sci. has a historical background. Because ever present things has a history. For e.g. today state exists as an important institutions. It's history of development is also exists.
- (iii) **Explanation of changes in Politics:** History defines changes in politics on his own basis. Which is based on national and world level. Historian defines changes in these Pol. situation historically and analyzed it. After that political thinker used these reports for further studies.

Let us sum up

In the end we can say that with the knowledge of history a student of Political Science can know the approach of the rulers in the past towards citizens. He can also know about the results of the attitude of the rulers. In the light of the knowledge acquired, the student of Political Science can utilize the present day situations and bring about a good social and civic order.

Relation of Political Science with Economics

Economics studies the management of scarce resources for the utilization of human needs and wants. In Political Science, it also studies the economic growth

and development in areas of employment, income, budget and expenditures and the production of public goods and services.

Relevant Relationship of Political Science with Economics

- (a) The concept of economics growth and development to determine the employment rate, national income (GWP & GDP). Monetary and trade policies; and other economic tools for development.
- (b) The social and economic services such as the infrastructure developments like construction of farm to market roads, national roads, bridges and public buildings.
- (c) The economic policies of free trade economic investments tariffs. Economic zones and economic enterprises.

Relation with Political Science and Law

Political science has a relationship in the study of law. A stable political system exists once the law is properly implemented in a civilized state. In the branches of government, its political functions and powers are defined by law. The definition of law is a rule of conduct legitimately implemented by those with political power and authority that are just and obligatory for the common welfare of the state.

These are the classification of law that explains the relationship of political science:

- Criminal law defines as the violation or sanction of crimes committed based on the interest of the state in order to secure peace and order of the society. These are the preservation of the rights and privileges that are violated by individual such as crimes as homicide, murder, physical injury, rape, arson, malversation of public funds, and rebellion. The application of this category is the enforcement of laws to secure peace and order in the community. The government has to reinforce the security of the society by law enforcement

agencies such as the police agencies and armed forces. It is the responsibility of the judiciary (through the courts) to the interpretation of specific crimes committed by individuals.

- International Law addresses the regulation of diplomatic relations and the varied political and economic issues in the intercourse among nations. These are international regulation of state along territorial jurisdictions, diplomatic relations, employment regulations, economic embargo and tariff regulations and etc.
- Political law has two areas namely: the constitutional law; and administrative law. It studies the governmental organization and administration along the constitution processes and systems; and administrative regulation. In constitutional law, it relates the construction, enactment and interpretation as to the legality and application of laws of the state. While administrative law applies the execution of law and determine its violation of rights of the authorities.
- Private law relates the concern on private matters as provided by the statute of the state. There are two areas in this law : (1) civil law which relates to the concern of family and the protection of the private interest of individual; and (2) commercial law which deals with the legal concern on commerce and industry.
- Remedial law deals with rules and regulation in all courts. It is more on judicial matter that this law is implemented in the court pleading and procedures.
- Generally, the executive branch executes the law; legislative branch enacts the law; and the judiciary interprets the law. This is the reason why law is so important in the existence of state.
- We all know that the origin of law is through the enactment of the legislative branch. It is based on the development priority of the government to address the concerns on general welfare and the implementation of the social services program. This is also properly addressed in the revenue generation by proposing tax policy to could generate higher income. The revenue generated is utilized as budget or public expenditures in social and economic services particularly the poor people in the community.

However, the implementation of the laws approved by the legislative branch is carried out in the executive department .It depends on the priority development agenda of the national leader in relation to the economic and social service with the end goal of improving the quality of life of the people. Finally, the judiciary mandates to interpret the laws enacted in the legislative branch and may review in case the problem of unconstitutionality of the approved law by the congress.

Relation with Political Science with Public Administration

Public administration is really a part of Political Science, though it is now regarded and accepted as a separate subject of study. In a broader sense, public administration referred to the work involved in the actual conduct of the affairs of government, regardless of the particular branch concerned. In a narrow sense, it referred to the operations of the administrative branch only, with defined functions of enforcing the policy as distinct from the policy determining function.

The policy determining function was deemed to be the political branch of government whereas the policy enforcing function its administrative branch. This distinction between the two branches of government led public administration to be regarded as a separate subject of study. Good now asserted,

“The fact is that there is a large part of administration which is unconnected with politics, which should be relieved very largely, if not altogether, from the control of political bodies.

It is unconnected with politics because it embraces fields of semi- scientific, quasi-judicial and quasi-business or commercial activities—work which has little, if any, influence on the expression of the true State will.”

But that is not exactly so. Administration is only a means to the attainment of the objectives of the State. While discussing the purpose and scope of Public Administration, Leonard D. White says, “The immediate objective of the art of public administration is the most efficient utilization of resources at the disposal of officials and employees.

LET US SUM UP

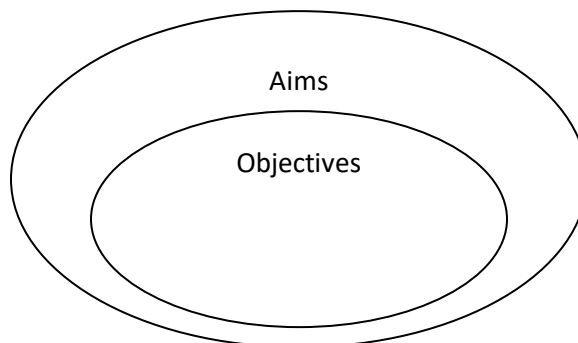
To sum up all these views we can say that no subject is ever well in the light which the other studies are able to throw upon it is deliberately that out.”

Unit- II

AIMS AND OBJECTIVES OF TEACHING OF POLITICAL SCIENCE

Introduction

There is no education system without aims because aims provide guidelines. A teacher without aims will be like a sailor who does not know his destination. Aims are conscious purposes which should be kept in mind, while doing any activity. The aims values when they are achieved. Values are end product of aims. Aims are general and objectives are particular. Aims are broader and comprehensive and objectives are a part of aims. Syllabus or curriculum is framed keeping in view the objectives. It can be clearly understood with the help of following diagram.



Definition of Aims and Objectives

According to John Dewey: “An aim is a foreseen end that gives direction to an activity or Motivates behaviour.”

According to NCERT’s view: “An objective is a point or an end view of something towards which action is a direct plan for change sought through any activity what we set out to do.”

According to C.V. Good’s view: “Objective is a standard or goal to be achieved by the pupil when the work in the school activity is completed or it is a desired change in the behaviour of a pupil, a result of experience directed by the schools.”

View of Adam Wesley

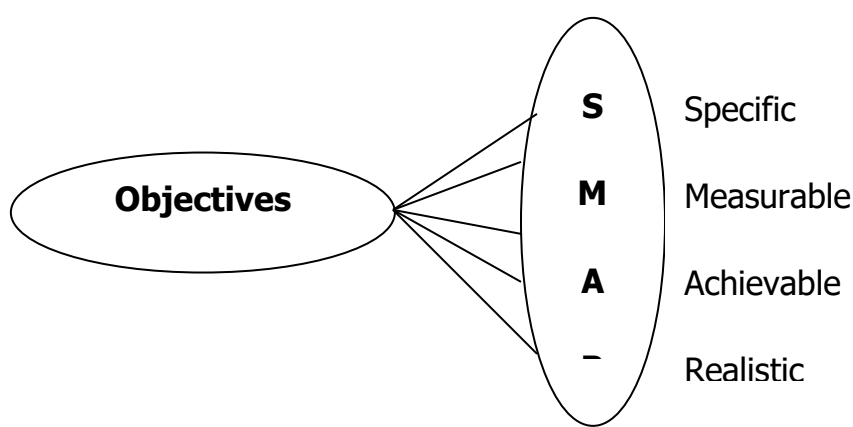
- To give knowledge about government: It aim at making student capable of understanding the needs and requirements of the govt. structure.
- To given knowledge about political parties: It should aim at acquainting students with the activities and formation of the political parties.
- To give knowledge about Human welfare: aim at strengthening the feeling of human-welfare, world peace public good, etc. in the students.
- To give knowledge about Democrative traits: Spirit of co-operation, sympathy, love etc. should be develop din one students. These qualities will enable them to discharge their obligations, as citizens, successfully.

DIFFERENCE BETWEEN AIMS & OBJECTIVES

Aims	Objectives
Aims are what you want to achieve.	Objectives are what you will do to achieve them.
Aims would be overall thing you want to eventually achieve. For e.g. My aim is to become a millionaire	Objectives are specific tasks. For e.g. My objective is to sell this stock.
Not clear	Clear
Non-strategical	Strategical
Difficult to achieve	Easy to achieve
Comprehensive	Not comprehensive
It's like a statement	It's specific

OBJECTIVES

- 1) To provide knowledge about aims and objectives of political science
- 2) To give knowledge about govt.
- 3) To give knowledge about democracy.
- 4) To give citizenship education.



No time limit. There is a time limit in objective.

SPEIFIC AIMS OF TEACHING OF POLITICAL SCIENCE

- To admiring cultural aspects of other countries.
- To developing skills regarding to people of other countries.
- To learn and recall knowledge about other countries.
- To inquire about problems relating to other countries.
- To promote international understanding.
- To give education about ideal citizenship.
- To help them for the development of Political character.
- To develop national character and patriotism.
- To give education for democracy.
- To give citizenship education.
- To provide general knowledge of the various problems of individual and social life.
- To give education about socialization man cannot fulfill his responsibilities as a citizen in the absence of socialization. For e.g. mutual co-operation, friendship, social service, sacrifice sympathy.
- To provide them total development: All round harmonious development for e.g. physical moral social.
- To help them in fulfillment of political responsibility. For e.g. in an election, it is the duty of every adult man and woman to elect the best possible

candidate to represent the electorate, so that the country may get the best leaders.

- Promotion of national character.
- Formulation of attitudes and manners.
- Sense of interdependence
- To give a sense of belongingness to world family
- Acquaintance with social and political environment
- To help students in the creation of political consciousness and social efficiency:-

Students should be well aware of the political and social problems of the country. They should try to take active part in them. The future of the country depends on the students of today.

Social efficiency requires that the young man should have the qualities of sympathy, co-operation, patriotism, etc.

- To acquire knowledge about consciousness of rights and duties.
- To develop mental powers.
- To scientific outlook in the students.
- To develop cosmopolitan outlook for e.g. co-existence, live and let live.

Objectives of teaching of Political Science at Secondary Stage

1. Objectives related to acquire understanding

- The cultures of different societies of the past and present are integrated as a whole and can be understood only through study of co-related parts of the culture.
- To make an adjustment in a better way with his physical, social and cultural political environment.

- The society is progressing from primitive to the advanced stage. Due to the scientific and technological advancement the whole of the world is closely knitted together which helps in the understanding the importance of interdependence of various nations.
- To acquire information about the world to broaden the mental horizon in terms of nationalism and internationalism.

2. Information

- Knowledge of democracy and way in which it functions.
- Knowledge of current affairs.
- Acquisition of sound economic, political and social ideas.
- To make life effective and rich.
- Securing vocational education.
- Elimination of undesirable feeling.

3. Objectives related to acquiring political science skills

- Ability to make use of map, chart, graph, encyclopedia, atlas and other resource material.
- Development of thinking, reasoning and critical judgment.
- Effective presentation of project work.
- Application of political science information to practical situations.
- Effective use of community resources as an aid to the learning of political science.
- To be helpful to the upliftment of community.
- Giving opportunity to undertake project of community development and village surveys.
- Debates, discussions and symposium should be organized at school level.

4. Objectives related to acquiring desirable political science skills

- Adjustability and flexibility.
- Establishment of good relations between the teacher and taught.
- Respect for rights and contributions of other communities.
- To promote high social values.
- Standing for high moral and spiritual values.
- To develop a sense of responsibility.
- Recognition of need for social change.

If we want to maintain the democratic way of life and our freedom, we must have good citizens who are emotionally integrated. The seeds of good citizenship must be laid in our schools because the children are the citizens of tomorrow. The subjects of political science is the best suited to achieve these aims.

The programme of political science should be made more effective in the following ways:-

- Practical activities should be organized in the school. There should be more emphasizes on practical subject.
- Students should be encouraged to have elected bodies in school fr the various organizations and associations.
- Students should be taken out on tours to historical places, dams, industrial establishments, museums, parliament sessions et.
- Teachers from the various parts of the country should be invited for a close contact with the students.
- There should be continues progarmmes of teachers and students exchange.
- Teachers should be impartial while explaining the environment or events or problems to the students. He should explain the things to the students without colouring or bias.

- There should be close contact between school and community.
- Students should be involved in more and more group work.
- Books should present facts in an impartial way.
- Whenever politicians and religious leaders visit the schools, they should talk about education, its aims, objectives and functions and they should refrain from involving students in their game.

LET US SUM UP

We can summarize all these views by saying that by studying aims and objectives of political science is to develop skills regarding to people of other countries. To give education for democracy, to give citizenship education, to give knowledge about consciousness of right and duties and to develop conspopolitan outlook for e.g. co-existence, live and let live.

Criteria for framing objectives of Teaching of Political Science.

Bloom's Taxonomy of objectives

One of the most widely used ways of organizing levels of expertise is according to Bloom's Taxonomy of Educational Objectives. Bloom's Taxonomy uses a multi-tiered scale to express the level of expertise required to achieve each measurable student outcome. Organizing measurable student outcomes in this way will allow us to select appropriate classroom assessment techniques for the course.

One of the most important aspects of teaching learning process is the specification of instructional objectives. The over increasing aspects of various courses, services and activities in the secondary school make more emphasis on instructional objectives. Bloom and his associates in the university of Chicago, have produced a most important classification or taxonomy of cognitive objects, affective objectives and psychomotor objectives. In the cognitive domain, the teacher is interested in what will the students do in the affective domain the teacher is interested additionally with what he goes to it or with it and conative domain concerns with how does he do it.

The cognitive Domain

It comprises the acquisition and manipulation of factual information. It is also concerned with intellectual skills and abilities of the students. There are several levels within cognitive domain that are very important for formation of instructional objectives in classroom teaching.

B.S. Bloom has divided the cognitive objectives into six categories as follows:

- **Knowledge:** This is the first and lowest level of cognitive aspect. In this aspect the students are expected to recall information asked in the provided questions. They have to recognize information.
- **Comprehension:** This category also indicates the lowest level of understanding. It means the basic understanding of the facts, ideas, methods, processes and principles etc. It includes the three types of activities.
- **Application:** The facts, principles, ideas, theories must be applied.
- **Analysis:** It includes divisions of contents into its elements and these are mutually related. It is of medium level.
- **Synthesis:** In this category all the elements are organized in such a way that they can form a unique whole. The elements are arranged and combined in such a way to form a pattern of structure not clearly observed before.
- **Evaluation:** It is the highest level of objectives of cognitive domain. It includes quantitative and qualitative judgment about the extent to which material and method satisfy criteria.

Table 1: Bloom's Taxonomy of Educational Objectives for Knowledge-Based Goals

Level of Expertise	Description of Level	Example of Measurable Student Outcome
1. Knowledge	Recall, or recognition of terms, ideas, procedure, theories, etc.	When is the first day of Spring?
2. Comprehension	Translate, interpret, extrapolate, but not	What does the

- **Synthesis:** In this category all the elements are organized in such a way that they can form a unique whole. The elements are arranged and combined in such a way to form a pattern of structure not clearly observed before.
- **Evaluation:** It is the highest level of objectives of cognitive domain. It includes quantitative and qualitative judgment about the extent to which material and method satisfy criteria.

Table 1: Bloom's Taxonomy of Educational Objectives for Knowledge-Based Goals

Level of Expertise	Description of Level	Example of Measurable Student Outcome
4. Analysis	<p>see full implications or transfer to other situations, closer to literal translation.</p> <p>Apply abstractions, general principles, or methods to specific concrete situations.</p> <p>Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables.</p>	<p>summer solstice represent?</p> <p>What would Earth's seasons be like if its orbit was perfectly circular?</p> <p>Why are seasons reversed in the southern hemisphere?</p>
5. Synthesis	<p>Creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful subject to given constraints.</p>	<p>If the longest day of the year is in June, why is the northern hemisphere hottest in August?</p>

Affective Domain:

Emotions, attitude, interests, feelings, values and morals exist and affect all human behavior. It is the school where various values and feelings of students are developed and shaped through engaging them in the several activities in the rich social environment of the school. It is the duty of the teacher to develop maximum affective domain of the pupils by effective objectives

1. Receiving

This refers to the learner's sensitivity to the existence of stimuli – awareness, willingness to receive, or selected attention.

2. Responding

This refers to the learners' active attention to stimuli and his/her motivation to learn – acquiescence, willing responses, or feelings of satisfaction.

3. Valuing

This refers to the learner's beliefs and attitudes of worth – acceptance, preference, or commitment. An acceptance, preference, or commitment to a value.

4. Organization

This refers to the learner's internalization of values and beliefs involving (1) the conceptualization of values; and (2) the organization of a value system. As values or beliefs become internalized, the learner organizes them according to priority.

5. Characterization – the Internalization of values

This refers to the learner's highest of internalization and relates to behavior that reflects (1) a generalized set of values; and (2) a characterization or a philosophy about life. At this level the learner is capable of practicing and acting on their values or beliefs.

Table 2 : Bloom's Taxonomy of Educational Objectives for Affective Goals

Level of Expertise	Description of Level	Example of Measurable Student Outcome
Receiving	Demonstrates a willingness to participate in the activity	When I'm in class I am attentive to the instructor, take notes, etc. I do not read the newspaper instead.
Responding	Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure	I complete my homework and participate in class discussions.
Valuing	Internalizes an appreciation for (values) the objectives, phenomena, or activity	I seek out information in popular media related to my class.
Organization	Begins to compare different values, and resolves conflicts between them to form an internally consistent system of values	Some of the ideas I've learned in my class differ from my previous beliefs. How do I resolve this?
Characterization by a Value or Value Complex	Adopts a long-term value system that is "pervasive, consistent, and predictable"	I've decided to take my family on a vacation to visit some of the places I learned about in my class.

Psychomotor Domain:

It is very important in taxonomy of educational objectives because motion is necessary condition of survival and of independence. Our lives require more physical strength. Intelligence also plays an important role in the life of an individual. The development of intelligence requires locomotors behavior. Walking and grasping are concerned with the training of the student's physical activities and the development of skills.

Table 3: Bloom's Taxonomy of Educational Objectives for Skills-Based Goals

Level of Expertise	Description of Level	Example of Measurable Student Outcome
Perception	Uses sensory cues to guide actions	Some of the colored samples you see will need dilution before you take their spectra. Using only observation, how will you decide which solutions might need to be diluted?
Set	Demonstrates readiness to take action to perform the task or objective	^a Describe how you would go about taking the absorbance spectra of a sample of pigments?
Guided Response	Knows steps required to complete the task or objective	Determine the density of a group of sample metals with regular and irregular shapes.
Mechanism	Performs task or objective in a somewhat confident, proficient, and habitual manner	Using the procedure described below, determine the quantity of copper in your unknown ore. Report its mean value and standard deviation.
Complex Overt	Performs task or objective in a confident, unknown	Use titration to determine the K_a for an unknown weak acid.

Table 3: Bloom's Taxonomy of Educational Objectives for Skills-Based Goals

Level of Expertise	Description of Level	Example of Student Outcome	Measurable
Response	proficient, and habitual manner		
Adaptation	Performs task or objective as above, but can also modify actions to account for new or problematic situations	You are performing titrations on a series of unknown acids and find a variety of problems with the resulting curves, e.g., only 3.0 ml of base is required for one acid while 75.0 ml is required in another. What can you do to get valid data for all the unknown acids?	
Organization	Creates new tasks or objectives incorporating learned ones	Recall your plating and etching experiences with an aluminum substrate. Choose a different metal substrate and design a process to plate, mask, and etch so that a pattern of 4 different metals is created.	

Unit- III

Classification and use of teaching aids in teaching of Political Science (Map, Globe, Time line, P.PT. and charts).

Introduction

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process.

Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. A.v. aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

Definitions:

1. **According to Kinder S. James:** Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.
2. **According to Burton:** audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.
3. **According to Carter.v.Good:** audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.
4. **According to good's dictionary of education:** audio visual aids are any thing by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.
5. **According to Edger Dale:** audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory materials.
6. **According to McKean and Roberts:** audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.
7. **According to KP. Neeraja:** an audio visual aid is an instructional device in which the message can be heard as well as seen.

Purposes:

- To supplement and enrich teachers own teaching to make teaching-learning more concrete.
- To serve an instructional role in itself.
- To create interest among the group.
- To make teaching as an effective process.

Advantages:

1. A.V.Aids helps in effective perceptual and conceptual learning.
2. A.V.Aids helpful in capturing and sustaining attention of students.
3. A.V.Aids arouses interest and motivates students to learn.
4. A.V.Aids is helpful in new learning.
5. A.V.Aids helps in saving energy and time of both the teacher's and students.
6. A.V.Aids provides near realistic experience.

7. A.V.Aids can meet individual demands.
8. A.V.Aids is useful in for education of masses.

Characteristics of good teaching aids:

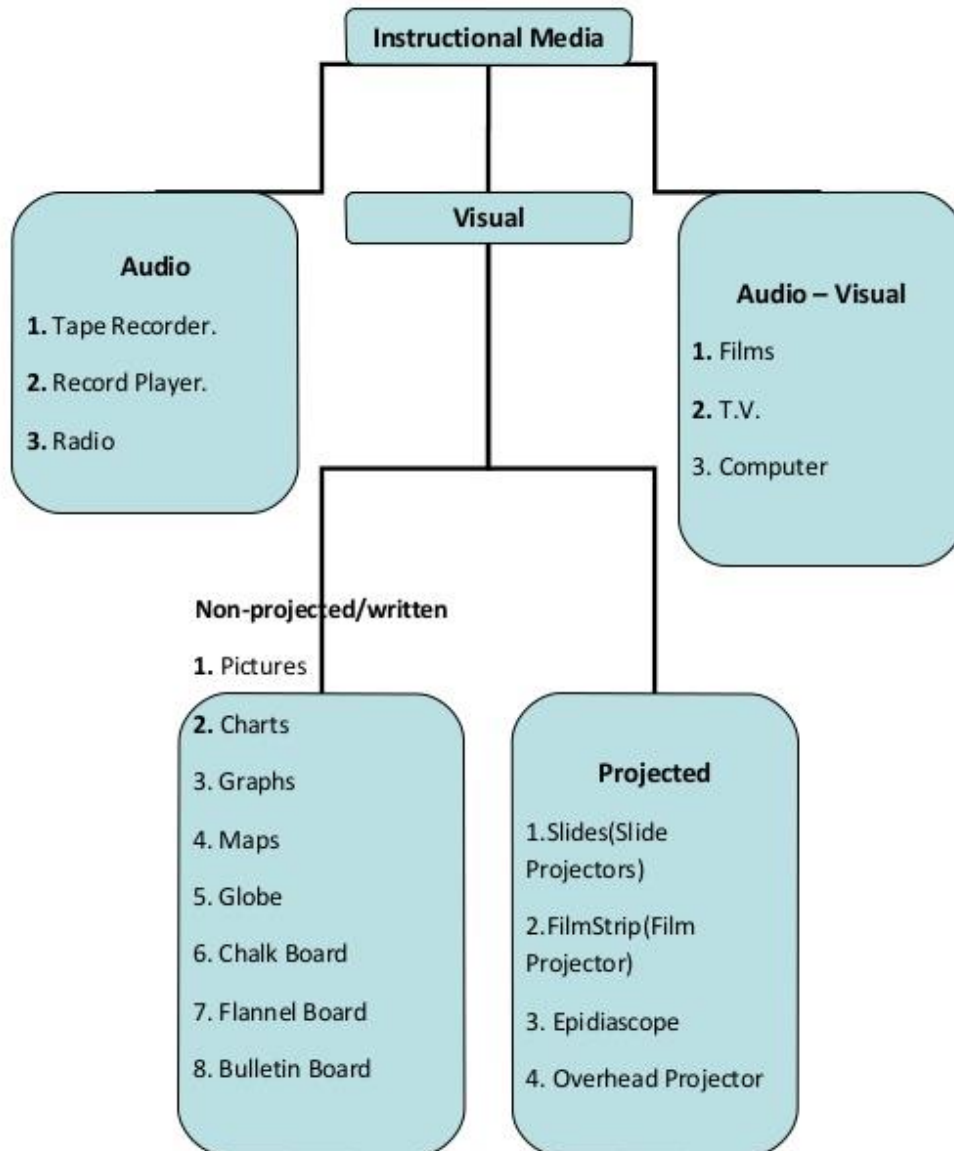
Teaching aids should be

- Meaningful and purposeful
- Motivates the learners
- Accurate in every aspect
- Simple and cheap
- Improvised
- Large in size
- Up-to-date
- Easily portable

According to intellectual level of students Sources of A.V.Aids:

- Government
- Educational institutions
- Professional organizations
- Non-governmental organizations
- Voluntary organizations(national and international)
- Commercial producers of educational material
- Commercial advertisement
- In nursing organizations like TNAI, INC...etc.

Classification of Audio – Visual Aids



PRINCIPLES TO BE FOLLOWED FOR THE EFFECTIVE USE OF A.V.AIDS:

- Audio visual materials should function as an integral part of the educational program.
- A.v. aids should be centralized, under specialized direction and leadership in educational programs.
- An advisory committee consisting of representative from all areas of curriculum should be appointed to assist in selection and coordination of a.v. materials.
- An education program should be flexible.
- A.v. material should be carefully located to eliminate duplication, easy accessibility and convenient use.
- A.v. material should be available whenever and wherever they needed for effective utilization as an integral part of curriculum.
- Budget appropriations should be made regularly for a.v. education programs.
- Periodic evaluation to be done to assess the function of, utilization and expenditure of the program.

GRAPHS

Definition:

Graphs are the visual teaching aids for presenting statistical data and contrasting the trends or changes of certain attributes.

Method of preparation:

- Before making the bar chart makes a rough sketch of it in a note book.
- For drawing the bar graph use the chart paper of 50x 72 cm size.
- Use two different color shades for the two contrasting groups.
- The bars should be equi-spaced.
- Write the key to the bar graph in a box on the right hand side corner of the chart paper.
- Numbers specifying the magnitude of the bars should be on the top on the bars.

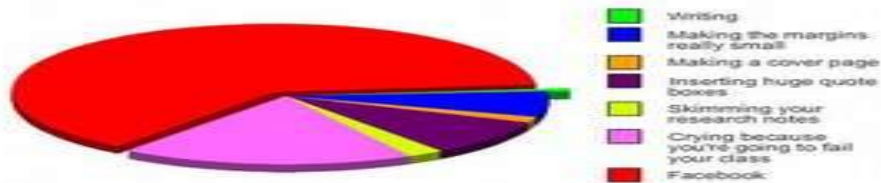
TYPES:

Pie graph: These are called as circle diagram. The data are presented thorough the sections of portions of a circle.

- Indetermining the circumference of a circle we have to take in to consideration a quantity known as pie.

- The surface area of a circle is to cover 360 degree.
- The total frequencies or value us equated to 360 degree and then the angles corresponding to component parts are calculated.
- After determining their angle, the required sectors in the circle are drawn.

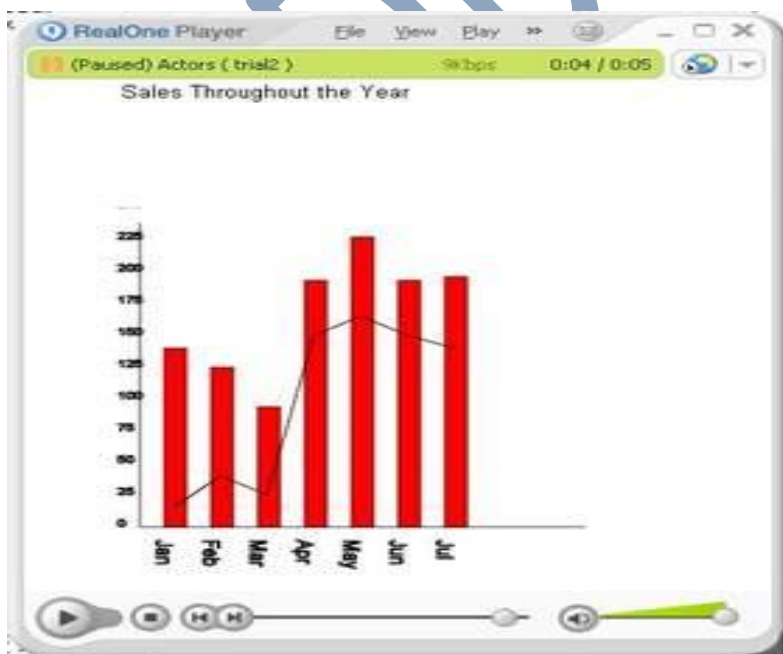
Use of time before 15 page essay due in 12 hours



GraphJam.com

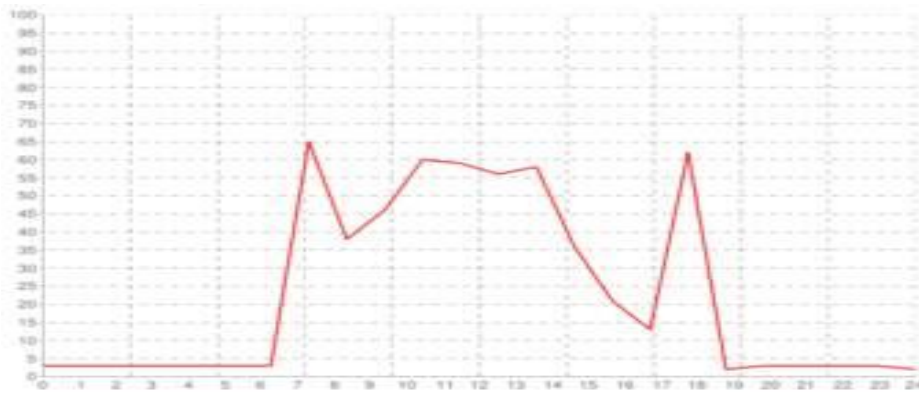
Bar graph:

The graphic presentation extends the scale horizontally along the length of bars. Each bar must be of the same width, height of the bar over a period represents the corresponding time of the variable. Graphs are available in 2 forms that is vertical and horizontal



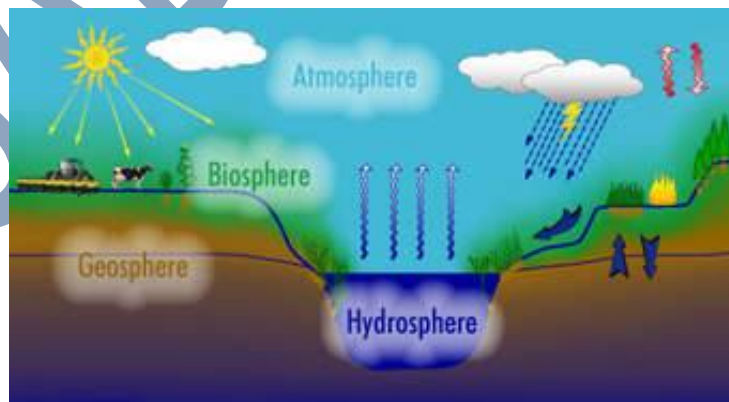
Line graph:

To show the trends and relationships ex: single line shows the relation and the variation in the quantity. Quantitative data are plotted or when the data is continuous. The concepts are represented with the help of lines drawn either horizontally or vertically. The plotted points are connected to one another, instead of the base thus producing the curve.



Pictorial graph:

It is an outstanding method of graphic representation. Pictures are used for the expression of ideal; they are more attractive and easily understood. Vivid pictures will be used to create rapid association with the graphic message; each visual symbol may be used to indicate quantity.



MAPS

Definition:

A map is a graphic aid representing the proportionately as a diagram, the surface of the earth, world or parts there of. It conveys the message by lines, symbols, words and colors.

Types of maps:

- **Political maps:** these maps show political divisions of the world, a continent, a nation.



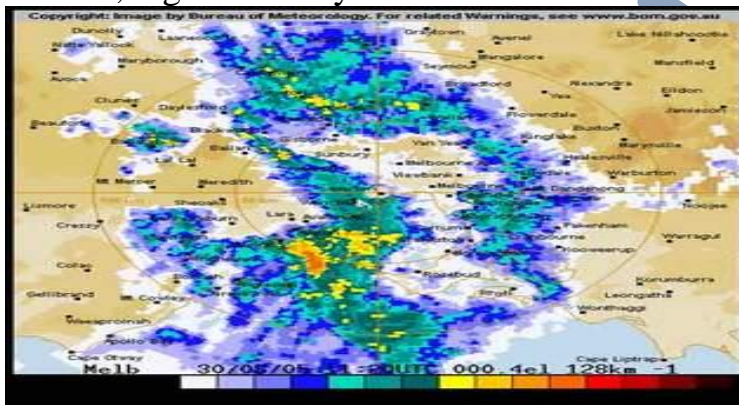
- **Physical maps:** shows the physical contour of a place, area, and region.



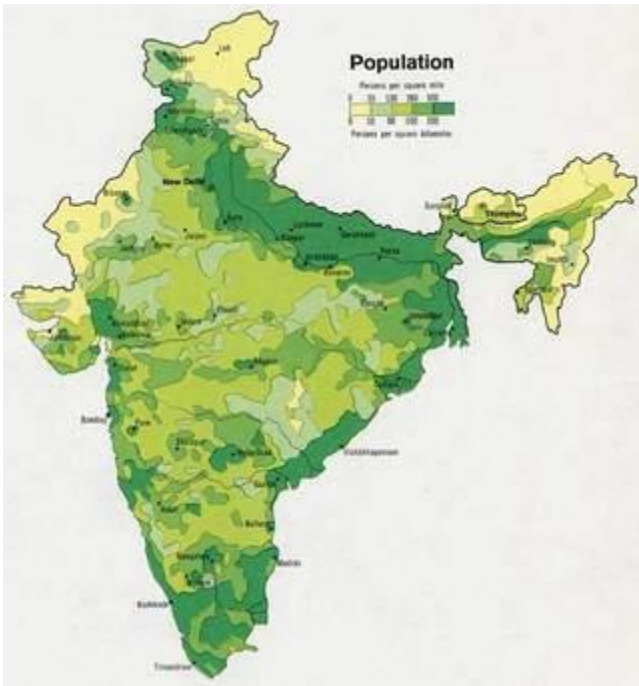
- **Relief maps:** it shows the actual elevations and depressions in a place, area, and region.



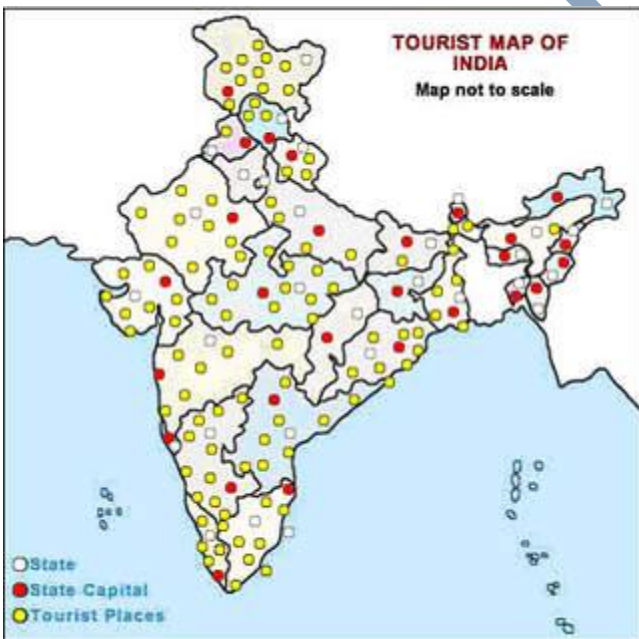
- **Weather maps:** shows the amount of rains, temperature extremes, humidity in an area, region country.



- **Population maps:** shows the distribution of population in various parts of region, country.



□ **Picture or tourist maps:** shows historical spots monumental sites etc.



□ **Road maps:** shows the roads of a region connecting various parts and points together.



□ **Railway maps:** shows the railway links between various points.



□ **Air maps:** shows the air routes between various points.



□ **Sea root maps:** shows the sea routes between various sea ports



Effective Use of PowerPoint

Slide presentation software such as PowerPoint has become an ingrained part of many instructional settings, particularly in large classes and in courses more geared toward information exchange than skill development. PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning.

Advantages:



Potential benefits of using presentation graphics include:

- Engaging multiple learning styles
- Increasing visual impact
- Improving audience focus
- Providing annotations and highlights
- Analyzing and synthesizing complexities
- Enriching curriculum with interdisciplinary
- Increasing spontaneity and interactivity
- Increasing wonder

Challenges

Although there are many potential benefits to PowerPoint, there are several issues that could create problems or disengagement:

- Teacher-centered. Students often respond better when instructors have designed sessions for greater classroom interaction, such as the use of student response clickers, designing PowerPoint to facilitate case studies, or use the slides as a replacement for paper worksheets.
- Lack of feedback. PowerPoint-based lectures tell you nothing about student learning. Design them to include opportunities for feedback (not simply asking if there are questions, but more actively quizzing your students). This often takes the form of listing questions, not information, on the slides themselves.
- Student inactivity. Slide shows do little to model how students should interact with the material on their own. Include student activities or demonstrations to overcome this, either before or after the slideshow presentation.
- Potentially reductive. PowerPoint was designed to promote simple persuasive arguments. Design for critical engagement, not just for exposure to a “point.”
- Presentation graphics should be about learning, not about presentation.
- PowerPoint presentations should help students organize their notes, not just “be” the notes. This is a particular danger with students who grew up accustomed to receiving PowerPoint notes to study from. Some may require convincing that notes should be taken beyond what is already on the slides.

Three Possible Approaches

This single presentation about the anatomy of the human eye has been rewritten in three different ways:

- **Text-heavy**: this version offers complete phrases and a comprehensive recording in words of the material. The text-heavy version can be used as the lecturer's speaking notes, and doubles as student notes that can be made available for download either before or after the lecture has taken place. If the information can be accessed elsewhere, such as a textbook, it may be preferable to avoid a text-heavy approach, which many students find disengaging during the delivery.
- **Some images**: this version sacrifices some of the completeness of the material to create space for accompanying images. The mixed approach appeals to more visual learners while keeping some lecture notes visible, though perhaps in a more abbreviated format. This is a common mode of delivery in large classes. However, there are still some challenges. There is enough material already present in text format that some students may feel obliged to write it all down in their own notes, thus paying less attention to the verbal lecture. Conversely, if the slides are available for download, some students may be able to eschew note-taking in class, yet be tempted to consider these fragmentary notes sufficient for studying for exams.
- **Image-heavy**: this version relies almost exclusively on images, with little text. The image-heavy approach signals to students that they will have to take their own notes, as these are plainly insufficient on their own for studying. However, lecturers often need more than visual clues to remind themselves how to propel the lecture forward, and separate notes may be required. One elegant solution is to use "Presenter View" on the speaker's screen (which displays the notes only to you) and project the slides without notes onto the larger screen visible to the audience.

Best Practices: Delivery

- **Avoid reading**: if your slides contain lengthy text, lecture around the material rather than reading it directly.
- **Dark screen**: an effective trick to focus attention on you and your words is to temporarily darken the screen, which can be accomplished by clicking the "B" button on the keyboard. Hitting "B" again will toggle the screen back to your presentation.
- **Navigate slides smoothly**: the left-mouse click advance to the next slide, but it's more cumbersome to right-click to move back one slide. The keyboard's arrow keys work more smoothly to go forward and backward in the presentation. Also, if you know the number of a particular slide, you can simply type that number, followed by the ENTER key, to jump directly to that slide.

Best Practices: Slideshow Construction



- **Text size:** text must be clearly readable from the back of the room. Too much text or too small a font will be difficult to read.
- **Avoid too much text:** one common suggestion is to adhere to the 6x6 rule (no more than six words per line, and no more than six lines per slide). The "Takahasi Method" goes so far as to recommend enormous text and nothing else on the slide, not even pictures, perhaps as little as just one word on each slide.
- **Contrast:** light text on dark backgrounds will strain the eyes. Minimize this contrast, and opt instead for dark text on light backgrounds. Combinations to avoid, in case of partial color blindness in the audience, include red-green, or blue-yellow.
- Transitions and animations should be used sparingly and consistently to avoid distractions.
- **Template:** do not change the template often. The basic format should be consistent and minimal.
- Use graphics and pictures to illustrate and enhance the message, not just for prettiness.

Other ideas for use on a PowerPoint presentation include:

- Change font
- Shapes
- Clip art
- Images

- Charts
- Tables
- Transitions
- Animations
- Animating text or chart

Additional Assistance

Staff members at the Faculty Center are pleased to work with instructors individually when constructing PowerPoint presentations. Additionally, the Office of Instructional Resources maintains the Faculty Multimedia Center (FMC), which offers customized assistance in popular software tools, including PowerPoint.

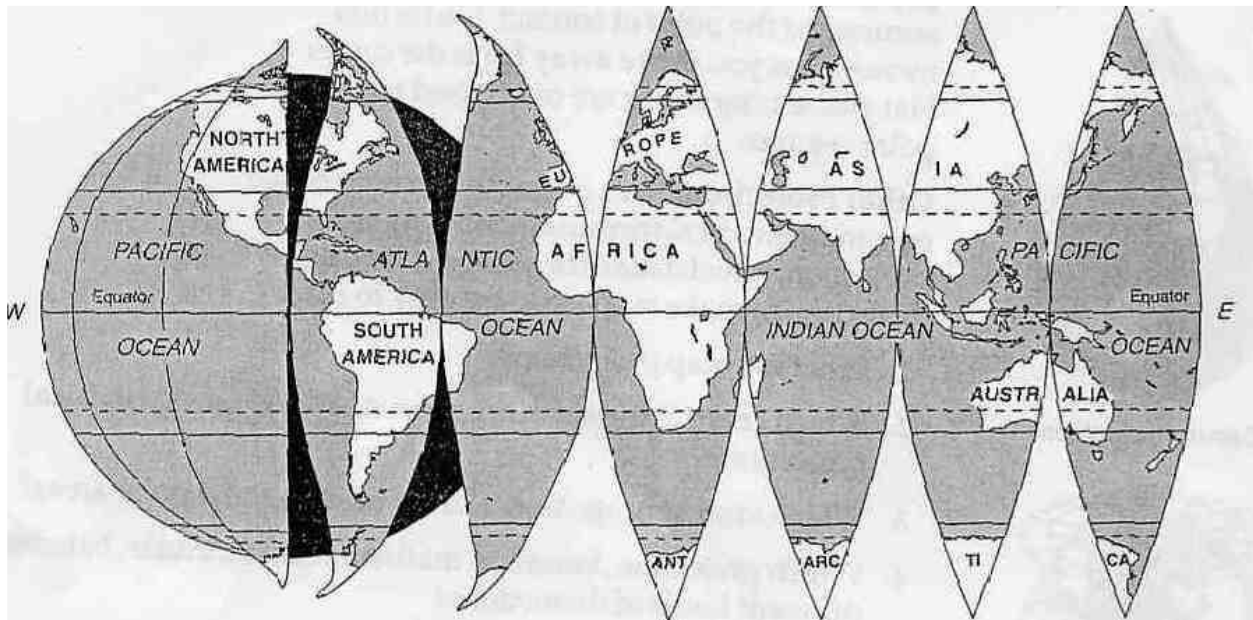
Timeline

Timeline gives linear representation of time. Time is the most abstract concept in history. Time line helps the pupils to gain time sense with the help of space symbols. An event happens at a particular time in history and at a particular place. We are interested to know its exact location on the long and unending line of time. In a time line, the length of time is symbolically represented by a line drawn horizontally or vertically. It gives a visual image of the sequence of events and their relative difference in their occurrence in time. It also helps us in comparing and contrasting and showing mutual relationship between events and happenings at different places but at the same time.

The main advantage of time charts are time lines they help students to develop sense of time, to see relationship and to read and study with a purpose. They can focus the attention of the entire class on one audio-visual device. They can be used by groups or individuals for reporting and review purposes as also for reinforcing learning.

Globe

A globe is the most accurate way of showing the world's surface. It is a scale model of the earth, showing actual shapes, relative sizes, and locations of landmasses and bodies of water. A globe also provides accurate information about distances and directions between two points. Globes, however, are very small representations of the earth. Even a large globe cannot show much detail. Also, globes are difficult to carry around, and you can look at only one half of a globe at any one time.



Types of Globe

1. Physical globe
2. Political globe
3. Physical and Political globe
4. Outline globe

Merits of Globe:

- (a) Globe is a perfect representation of the earth.
- (b) The relative shapes and sizes of the continents and areas is not distorted, as latitudes and longitudes are drawn as circles and semi-circles.
- (c) It represents the earth as a whole.
- (d) It is 3 dimensional.

Suggestions:

1. Every political science teacher must try to acquire a fundamental understanding of the various types of globes, their unique features, and their specific use, political use for carrying out the appropriate instructional activities.
2. Political globes minimum essential details with large size are good for use in primary classes whereas physical political globes with elevations and relives

depicted with different colours in a proper size globe are better for senior classes.

3. The student should be made to accept the globe as a model of the earth.
4. Efforts should be made to teach the children the meaning of lines, symbols, colours and various other things.
5. Instructional purposes are best served by the globe if they are used in connection with other material as pictures, maps, atlas, filmstrips etc.

Charts

Chart, also called a graph, is a graphical representation of data, in which "the data is represented by symbols, such as bars in a bar chart, lines in a line chart, or slices in a pie chart". A chart can represent tabular numeric data, functions or some kinds of qualitative structure and provides different information.

Charts are often used to ease understanding of large quantities of data and the relationships between parts of the data. Charts can usually be read more quickly than the raw data that they are produced from. They are used in a wide variety of fields, and can be created by hand (often on graph paper) or by computer using a charting application. Certain types of charts are more useful for presenting a given data set than others. For example, data that presents percentages in different groups (such as "satisfied, not satisfied, unsure") are often displayed in a pie chart, but may be more easily understood when presented in a horizontal bar chart.

Types of Charts

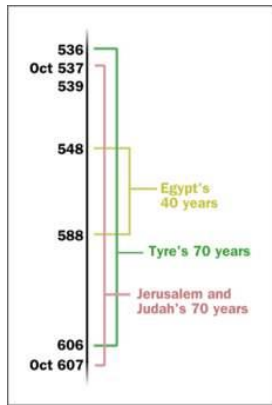
1. **Genealogy Charts:** They are used to represent the growth and development of empire or dynasty. Taking an analogy from the tree, the origin is a single line, rectangle, circle or other representation of the trunk and the various changes and developments are shown as the branches.



2. **Flow Charts:** flow charts used to show sequence and the functional relationships as the organization of city administration, the relationship between the executive, judicial and legislative departments or the relationship of different rulers, united nations structure etc.



3. **Chronology Charts:** chronology charts provide a chronological framework within which events and developments may be recorded. They develop sense among the people. The relation between the different aspects, for example, political developments, cultural achievements, religious changes, foreign relation etc., can be most easily shown in a chronology chart.



4. Tabulation Charts: Here the data is presented in tabular form. It enables us to gain a comprehensive view of the facts at a glance. The data is analyzed under several heads and sub-heads. Themes such as five year plans may be analyzed under the heads- the name of the plan, year in which initiated objectives, target achieved and failures of the plans etc.

Report

p-a over p+a		Mean	N	Std. Deviation
party	years grouped			
us-dem	pre73	.3843	13	8576
	73-6	1367	12	9439
	77-82	4063	34	8466
	83-8	4800	30	8305
	89-92	6049	70	6363
	93-4	5752	18	7955
Total		4971	177	7680
us-rep	pre73	-.3329	15	9349
	73-6	-.7071	15	5384
	77-82	-.5369	56	8313
	83-8	-.6919	40	7016
	89-92	-.3172	101	8390
	93-4	-5.79E-02	8	1 0119
Total		-.4501	234	8218
Total	pre73	1.045E-02	28	9572
	73-6	-.3289	26	8474
	77-82	-.1789	90	9512
	83-8	-.1875	70	9562
	89-92	6 006E-02	172	8862
	93-4	.3621	25	8964
Total		-4.72E-02	411	9260

Effective use of Charts:

1. There should not be too many words in the chart. The size of the chart should be such that it is visible to all the students of the class.
2. Different colours should be used for showing differentiations of the concepts, terms etc. use of block letters is to be recommended for catching the attention of the pupils.
3. Only relevant and meaningful words should be used.
4. Charts should be meaningful and understandable. The lines, figures, dates and words should be according to the mental level of the students.
5. Students also be encouraged to prepare chart. In this way there should be develop interest in political science.
6. It is very essential that charts should be appropriate size. It must be at least that much big that the students sitting at the last benches of the classroom are easily able to see it clearly in detail.

7. A good chart must have some purpose. It should have some educational purpose.
8. A chart should have clarity so that the students will take no time in comprehending the same.
9. A chart should be prepared on a thick paper so that it will be preserved for long time.

It should be displayed properly.

Preparation and maintenance of records – Time table, Attendance Register and students' cumulative record card.

Time Table:

CONCEPT OF TIME TABLE

The time-table is a mirror that reflects the entire educational programme of a school. This is also known as “Second School Clock” which guides the functioning of the institutional work in a proper and organised manner.

A **school timetable** is a table for coordinating these four elements:

- (i) students
- (ii) teachers
- (iii) rooms
- (iv) time slots (also called periods)

Definition of Time Table

H. G. Stead has defined the time-table as, “It is the time-table that supplies the framework within which the work of the school proceeds”. “It is the instrument through which the purpose of the school is to function”.

SIGNIFICANCE OF TIME TABLE

The school time-table is said to be the heart process of school administration. To make the teaching and learning process effective and useful, the school has to be provided with a suitable time-table keeping in view the needs of the pupils and teachers. The time-table acts as a preamble to the smooth running of the school administration.

The need and significance of the time-table is immense and elaborate, which may be elucidated as

1. Ensures Orderly Work

2. The school time-table ensures smooth, orderly and efficient working of the school. It enables both the teachers and pupils to know beforehand their respective tasks. It helps the teachers in planning in advance, and

coordinates the functions of the staff-members and ensures punctuality in the daily routine.

3. Ensures Integral Economy and Regularity

4. The time-table regulates the work of the school and prevents wastage of time and energy by directing the attention of the pupils and teacher to one thing at a time.

5. Ensures Proper Distribution of Work-load

6. The good time-table ensures that the work is evenly distributed among the teachers. It also enables the headmaster in balancing the teaching load of teachers.

7. Promotes Discipline

8. A good time-table provides opportunities for the use of surplus energy of the students and as such decreasing the chances of students' unrest or agitation in the school. The Headmaster can allot periods of absent teachers which would otherwise remain vacant and create disciplinary problems.

9. Regular and Uniform Progress

10. The time-table ensures regular and uniform progress in the learning of various subjects and in the organisation of co-curricular activities.

Ensures Arrangement and Proportion

The time-table provides time for all the subjects of the curriculum and other educational activities. Difficult and important subjects get more attention.

1. Second School Clock

2. The time-table acts as the second school clock because it clearly indicates which class is having its lessons in which subject, in which room and at which particular period and the name of the teacher.

3. Ensures Adjustment

4. The good time-table provides work to the pupils with regard to their energy and capacity of doing work.

5. Reflects the Philosophy of the School

6. The school time-table reflects the aims and ideals of the school. Hence it is called the mirror of the school programme and reflects the various features of the school life and philosophy.

Blue Print of Time Table for Class-IX and X

Day	Period									
	11.00-11.45	11.45-12.25	12.05-12.35	12.35-1.15	1.15-1.55	1.55-2.15	2.15-2.50	2.50-3.25	3.25-4.00	4.00-4.30
	1 st Period	2 nd Period	Short Recess	3 rd Period	4 th Period	Long Recess	5 th Period	6 th Period	7 th Period	8 th Period
Monday	Bengali	Mathematics		English	Physics		Geography	Bengali	Additional Project	Pe ning
Tuesday	Mathematics	Bengali		Mathematics	History		English	Physical Science	Environmental Studies	Pe ning
Wednesday	Bengali	Mathematics		English	Life Science		History	Additional Project	Geography	Pe ning
Thursday	Mathematics	English		Mathematics	Geography		Physical Science	Life Science	Bengali	Lif tyle
Friday	English	Mathematics		Bengali	Physical Science		Life Science	History	Additional Project	Pe ning
Saturday	Mathematics	Bengali		Physical Science	Life Science		X	X	X	X

PRINCIPLES OF TIME TABLE CONSTRUCTION

The framing of the Time-table is perhaps the most difficult job of school administration, because it depends upon a number of factors, conditions or principles. We have to keep in our mind the type of the school, the aim and objectives of the school, the nature of various activities to achieve those objectives and other various

aspects of teaching learning process. Hence we may consider the following principles very carefully in constructing time-table.

Type of School

The time-table will considerably depend upon the type of school. A different type of time-table is required for a Primary, High or Higher Secondary school, Girls' schools, Boys' schools, and co-education schools should have different types of time-table to serve their individual purpose. The requirement of a rural school and that of an urban school might be different and hence the time-table should reflect it. In fact the norm of the time-table is determined by the norm of the schools of various types.

- **Availability of Time**

- The time-table is to be framed within the limits of the time available. The duration of working hours and amount of time required for a particular subject and the organisation of activities should be taken into consideration.

- **Staff, Building and Equipment**

- The availability of staff, building and equipment is an imported consideration, while constructing a time-table. The time-table is to be formed in accordance with the number of rooms' available, number of teachers, accommodation in the rooms or in laboratory etc.

- **Relative Importance and Difficulty of Subject**

- There are certain social and economic considerations that determine the importance of the subjects. Subjects like English and Mathematics are supposed to be important and difficult and so they should be allotted more time. These so-called difficult subjects should be accommodated in the morning fresh hours of the school. Subjects like Drawing, Painting, P.T., Music etc. can be adjusted in between two difficult subjects. Thus important and difficult subjects should get priority in the time-table.

- **Incidence of Fatigue**

- Fatigue means the lowering down of efficiency as result of exhaustion of energy. There can be physical as well as mental fatigue. Fatigue demises, attention and weakness the power of understanding and insight. As a result the work rate is diminished. Hence while framing time-table of a school, we should be familiar with the subjects which cause more fatigue and the time of the day when the students are in a position to concentrate in subjects.
- According to fatigability the order of school subjects is—(a) Mathematics, (b) English, (c) Indian languages, (d) Science, (e) History and Geography, (f) Drawing, Painting, (g) Music, (h) P.T. and all that Morning time is considered to be the best for mental freshness and alertness. But it has been found by experiment and research that the best work is never done during the opening periods, but only after a certain momentum has been gained.

The second and third periods in the morning and the second period after recess are the best periods for fatiguing subjects. The last period in the afternoon is the worst period. The same principle is true in the case of the working days of the week. Tuesday and Wednesday are the best days of the week from the point of view of mental freshness. Monday goes in 'Worning UP' and Saturday is known as the 'Worst day'. Mondays again are the victims of 'Inertia of rest'. The incidence of mental freshness and alertness may be shown in the following way.

- Hence while framing the time-table the best periods of the day and if possible, best days of the week should be devoted to fatigue —causing subjects like Mathematics, English, Science etc.
- **Duration of Periods**
- Pupils in lower classes need frequent changes of occupation, with short periods to prevent incidence of fatigue. Normally it should be of 30 minutes. Pupils in higher classes may have longer periods of 40 minutes. to 45 minutes. duration each. During summer pupils get tired very soon. Hence in summer the duration of periods and even the working hours in the school should be shorter.
- **Principle of Variety**
- Variety is the best form of rest. It is also an attention fixing divide. There should be variety in the time-table both for the teacher and the taught. The following precautions may be helpful in this connection.
- **Change of room and posture:** It helps to reduce the incidence of fatigue. As far as possible no class should sit in the same room for the whole day.
- **No consecutive periods:** No class should be allotted the same subject for two consecutive periods, except the subjects, like Science, Hand-work, Art etc. Variation in teachers is also essential. No two consecutive periods should be given by the same teacher to a particular class.
- **Variation in subjects:**
In order to avoid boredom the variation in subjects should be provided. Easy and difficult subjects should be provided alternatively. For instance, in between English and Mathematics, Music or S.U.P.W. may be introduced. This provision may be applied to teachers also. A teacher of English and History should get these subjects alternatively. Another teacher who is for Mathematics only may get classes in lower and higher classes alternatively. Language teachers may get classes on oral and written lessons alternatively.
- **Principle of Play and Recreation:**
The time-table should accommodate a few periods for play and recreation. Recess period should be not more than 30 minutes. in which the students

may just play after taking the Tiffin. Play and other recreations activities are the sources of pleasure and enjoyment.

- **Principle of Elasticity:**

The time-table should be flexible and elastic and not rigid. It should be kept in mind that a daily change mares the interest of the students. Yet there should be provision for making necessary alterations to it should not be too rigid nor too flexible.

- **Principle of Equitable Distribution:**

It is expected that the work-load should be equally distributed amongst the teachers to maintain peace and happiness in them. The time-table is the index to show the equitable distribution of such work-load.

- **Free Periods for Teachers:**

Free periods for the teachers should be provided so as to increase their efficiency and also for correctional works. Free periods should be scattered over all the days of the week. It is not wise to allot all the free periods in a particular day of the week. It is suggested that a teacher will be allotted at least Three Free Periods a day. This will enable him to take rest, to correct the home-work and to prepare himself for the class.

School Records and Registers:

Some general reasons or importance of keeping **school records** which includes the fact that school records tells the history of the school and are useful historical sources.

- Tells the history of the school and are useful historical sources.
- Facilitate continuity in the administration of a school
- Facilitate and enhance the provision of effective guidance and counseling services for pupils in the social, academic career domains.
- Provide information needed on ex-students by higher and other related institutions and employers of labor for admission or placement.
- Facilitate the supply of information to parents and guardians for The effective monitoring of the progress of their children/wards in Schooling or performance

- Provide data needed for planning and decision making by school Heads, ministries of education and related educational authorities
- Provide a basis for the objective assessment of the state of teaching and learning in a school, including staff and student performance by supervisors and inspectors.
- Provide information for the school community, the general public employers as well as educational and social science researchers for the advancement of knowledge
- Enable school heads to collate information on pupils and staff for decision making by higher authorities, the law courts security agencies and other related government agencies when
- Occasion demands
- Provide a mechanism such as the school timetable for the productive management of time and coordination of school work and activities.
- Serve as data bank on which both the school head and staff and even students can draw on.

Importance of school records

- (i) Schools keep an account of each pupil on its roll and submit periodic reports, which contain all the necessary information about the pupils.
- (ii) The school records help to submit to the Department of Education (he budgetary statement of financial needs in the beginning of the session.
- (iii) School records help to judge the progress of the pupil on rolls, their strength and weakness and help the teachers and parents to bring about desirable changes.
- (iv) The records also help to know the educational achievements of a particular locality and even of the state.
- (v) School records help for the development of healthy relationship between the school and home. From the progress report, both the teachers and parents evaluate the pupil's achievement and progress.
- (v) School records help for undertaking educational research. Research scholars get a complete picture on pupil progress, instructional materials, physical development, promotion practices, different tests etc. The research findings also help the school authorities to introduce new educational reforms.

Types of School Records

Admission and withdrawal Register:

- This is a permanent record book into which is entered information regarding the entry and exit, including the details of the education and progress of each pupils that ever passes through the school; The importance includes i. Serves as a historical document or reference with detailed records of every child who was admitted into the school
- The admission register is a reference for tracing the entry progress and exit of any student admitted into the school
- It is useful in supplying information on the personal and family background of student.
- It becomes a vital document for the settlement of legal controversies and claims.
- Yielding reliable data which may be needed for the planning and administration of the educational system.
- Showing student(s) who withdraw from the school
- Promoting accountability as well as enhance planning.

2. Attendance Register

- An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. This record is kept on individual class basis. The class teacher is the custodian of this record.
- Its importance includes:
- Providing necessary data that may be requested from time to time either by researchers, planners or ministry officials
- Information from it could assist considerably in determining the amount of grant to be given to a particular school.
- It could be used to identify a child's interest and problems and to take administrative decisions.
- It is also helpful in identifying sick students, truants, absentees and students who attend school regularly.

3. The log Book :

The log book is a historical record of events that have significant effects on the schools activities.

Their importance's are as follows;

- It records detailed happenings, during the visit of dignities whose signatures appear in the school visitors book

- It gives background information to a new manager.
- It amplifies the local history of a village or town, especially the role of the school in such development.
- It reveals important events or occurrences in the life of the school e.g new building, rainstorm, collapsed building, motor vehicles, and accidents in school, expulsion or fire disaster.

5. **The Visitors book**

The book is meant for recording the visit of important personalities, including officials from the ministries of education or other related government agencies or any other school related visitors.

Importance includes:

- It provides a record of the interest shown by the community in the school
- It could serve as a means of getting the contact addresses of very important people who have shown interest in the school.
- Staff and Students' personal files It is necessary that the school should have as much information on every one of teachers and students as possible without violating their privacy.

6. **Students report sheet/card**

- it keeps data on students' academic performance in termly basis
- It assists in monitoring students' academic progress
- It is a compliment to cumulative record folders.

7. **Lesson note/plan**

- It gives information on what a teacher plans to teach the students at a period of time.
- It clearly shows the teachers level of preparedness and his level of competence.
- It psyches and challenges teachers for the task ahead

8. **Scheme and record of work book**

- It reflects estimate of academic work which a teacher expects to accomplish in each subject based on number of lessons he will have during each term.
- It assists head teachers or educational administrators to know what is being taught in school.
- It assists in enforcing accountability and continuity in the work of school.

- It clearly shows teacher adherence to the syllabus and how and when the work is done.
- It is a means of evaluating teachers competency and efficiency.

9. **Record of work book or weekly diary**

A carefully kept record of work is a strong stimulus to dutiful and progressive work. Pertinently it shows the ability of the teacher to organize the year's work his resourcefulness and enthusiasm regarding the progress of the pupils.

10. **School time-table**

- It provides information on when classes begin, when school opens and closes
- It shows activities to be performed by the teacher and student
- It assists in regulating the activities of students and staff of a particular school.
- It facilitates and enhances student interest and attention and prevents mental and physical strain.

Management of school records

- Storage of school records
- Life-spans of school records
- Retention and disposal authorities relevant to schools
- Destruction of temporary school records
- Permanent school records
- Public access to school records
- School Reunions
- Notes on particular school records
- Contact
- Further Information

Cumulative Record

The student's Cumulative Record is the compilation of information maintained in the school for the student. It contains factual, objective and professional information regarding a student's academic progress, mid-term and final marks, adaptations and attendance. The information is valuable for professionals in planning and delivering appropriate education programs and supports for the student from year to year, and for enabling teachers to better understand the

student's strengths. The Cumulative Record is also valuable for assisting in the successful transition of students to another school.

Traditionally, the Cumulative Record has consisted of a standard folder formatted for recording basic information about a student. Information collected in the Cumulative Record builds upon the demographic and enrolment information collected on a student in the school division's student information system. A Cumulative Record contains information affecting the decisions made about the student's education regardless of the manner in which it is maintained or stored (i.e., electronic or hard copy).

Types of Cumulative Record Cards

- **Cumulative Records:** A permanent student record which serves as a record of the student's school history and academic achievement and is maintained on a routine basis. All students in Bremerton School District will have a Cumulative Record.
- **Auxiliary Record:** Auxiliary records are considered working notes of the staff and are defined as those records about students which are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute for that staff member. Working notes are not considered student records within the purview of these regulations and procedures.
- **Confidential Records:** Records that are collected and maintained in connection with assessment, placement and progress. These records contain information in connection with assessment, placement, "focus of concern," reports from physicians, psychologists, and any reports pertaining to special problems or concerns of the student. Reports from CPS, child abuse and lawyers are also filed in this confidential record.
- **Counseling Records:** These records are maintained by the counseling staff at the secondary level. Records may include information that is personal as well as academic. Records at the high school will include a student's four-year plan and information concerning credits toward graduation.

- **Discipline Records:** A student discipline record is maintained by the principal or assistant principal and includes a file of any disciplinary action taken during the school year.
- **Reading Records:** A reading folder is to be maintained by the classroom teacher for all students. The folder includes the records of the student's progress throughout the reading series.

The principal or counselor shall be the custodian of the cumulative folder. The teacher or the counselor shall be the custodian of the auxiliary records. The Director of Special Services shall be the custodian of the confidential file and the principal/assistant principal shall be the custodian of the discipline file. The principal shall be the custodian of the reading record.

Need of the Cumulative Record Card

The cumulative Record card of a student is needed for the following important points.

1. To give a complete picture of a pupil's all round progress in different areas i.e. physical, academic, moral, social and health.
2. To assess the child, his potentialities, interest, aptitude and talents.
3. To provide proper guidance and counseling taking into consideration of students curricular and co- curricular achievements.
4. To help parents and teachers in the placement of pupil after the completion of schooling /study.

Content of a Cumulative Record Card (CRC)

The cumulative record card records the following information regarding different aspects of pupils' development.

- 1. Personal data** — Personal data give introductory information about a child like his name, sex, date of birth, age, permanent address, parents name and family background.
- 2. Academic data** —It deals with the information about the previous schools attended earlier, present grade or class, roll number, examinations appeared, results, division and percentage of marks in each examination failures, percentage of attendance etc.

3. Health data — It reveals information regarding height, weight, blood pressure, communicable diseases if any, treatments given, food habits, exercise parental disease if any, care taken if handicap etc.

4. Co-curricular activities data — the child's participation in different co-curricular activities, leadership qualities, certificates awarded, prizes and medals received are recorded in it.

5. Personality characteristics — this reveals the psychological aspects like intellectual ability self- confidence, emotional stability, leadership qualities, tolerance, initiative and sense of responsibility etc.

6. Record of counselling and guidance —the problems found with the child, date of interview, reasons discovered, remedial measures taken, following programmes etc. are mentioned in the card.

7. General over all Remarks — General remarks by the class teacher and Headmaster on the performance and talents of the pupil.

Guidelines for Maintaining Cumulative Record Card:

1. The teachers should in-charge of maintaining cumulative records he should make the entries up-to-date.

2. Required information should be collected from various person like parents, friends, subject teachers and child himself by different techniques.

3. Different techniques should be used to collect information about a child i.e. psychological tests, observations by teachers, Examination result etc.

4. The teachers' in-charge of maintaining cumulative records should be given proper orientation and training about how to maintain it.

5. Secret or confidential matters should find a place in it but a separate file may be made for such entries.

6. The guidance worker of the school should be in overall charge of maintenances of cumulative records.

7. Cumulative record cards maintenance should be supervised by the Head master and Inspector of schools.

SADBHANA

Unit-IV

SAARC- Formation and activities

The South Asian Association for Regional Cooperation (SAARC) is an economic and geopolitical organization of eight South Asian nations. It plays the role of a guiding force for the member countries. For the last two months, SAARC has been frequently making headlines with several new developments being proposed by its member nations.



History of SAARC

It was back in 1980 when the concept of regional political and economic cooperation in South Asia was first thought of and fired the public imagination. Even before that, the idea was discussed in three major conferences: Asian Relations Conference (New Delhi), Baguio Conference (Philippines) and Colombo Powers Conference (Sri Lanka), which were held between 1947 and 1954. Ex-president of Bangladesh, Ziaur Rahman was the one who made a formal proposal on May 2, 1980. The first SAARC summit was held in Dhaka on 8 December 1985, when the organisation was established. Afghanistan is the only new inclusion that happened since SAARC was established.

Objective of SAARC

SAARC's edifice is built upon a foundation of a strong set of objectives. Every decision SAARC takes and every policy it frames is guided by the overall objectives it had set for itself in the charter. Although promoting "welfare economics" and "collective self-reliance" among the South Asian nations are the commonly quoted objectives, yet there are some equally important focus areas which need a mention. "Accelerating economic growth" and cultural development in South Asia is one of the priorities, which come under the broader goal of improving quality of life.

Giving every individual the "opportunity to live in dignity and to realize their full potentials" also finds a place in the list of objectives. "Understanding and appreciation of one another's problems" is one of the rare objectives that one finds in any regional grouping. SAARC also seeks collaboration in the field of economics, culture, technology and science. The member countries aim to strengthen "cooperation among themselves in international forums on matters of common interests."

SAARC Recognized Bodies

As an organization, SAARC mainly operates through six apex bodies which ensure regional cooperation on multiple levels:

- **SAARC Chamber of Commerce & Industry (SCCI):** The entity encourages intra-regional trade by creating business linkages among the entrepreneurs. Its primary focus is on the holistic growth of service sector and small & medium enterprises.
- **SAARCLAW (South Asian Association for Regional Cooperation in Law):** The desire to establish an association within the SAARC region "to disseminate information" and "promote an understanding of the concerns and developments" prompted the birth of SAARCLAW in 1991. This association of legal communities of SAARC nations was established in Colombo.
- **South Asian Federation of Accountants (SAFA):** In 1984, this organization came into existence with an objective of strengthening and serving the accountancy profession in the South Asian Region.
- **South Asia Foundation (SAF):** A non-profit and non-political organisation founded by UNESCO Goodwill Ambassador Madanjeet Singh in 2000, SAF encourages regional cooperation through UNESCO Madanjeet Singh

Institutions of Excellence. The institutions offer courses on varied subjects ranging from Climate and Green Energy to Human Rights and Visual Arts.

- **South Asia Initiative to End Violence Against Children (SAIEVAC):** Founded in 2005, this regional forum aims at “ending all forms of violence against children in South Asia.”
- **Foundation of SAARC Writers and Literature (FOSWAL):** It’s the first non-government organization working towards nurturing and strengthening cultural connectivity through interactions among SAARC nations.

SAARC Secretariat

The SAARC Secretariat in Kathmandu (Nepal) facilitates and monitors implementation of activities of the organisation and acts as a communication channel between SAARC and its member states. Presently, the Secretariat is headed by Nepal’s ex-foreign secretary – Arjun Bahadur Thapa.

Achievements & Criticism of SAARC

According to the declaration of the 16th SAARC Summit (April 2010), SAARC’s “scope and substance of cooperation had expanded to diverse fields.” The SAARC Summits have indeed created a platform for closed-door bilateral talks exclusive to the participating nations. These meetings have somewhat led to the progress in regional cooperation.

The scope of regional cooperation in SAARC has proliferated, and it has started to engage political, economic, social, cultural and other aspects in its dialogue. Even the member nations’ interactions with the Chambers of Commerce and Industry and the corporate sectors seem to be developing gradually.

However, SAARC is seen as a failure by many analysts. According to observers, it has “achieved very little” over the last three decades. Besides deteriorating regional security environment and growth of terrorism in Pakistan and Afghanistan, inter-state disputes are also a nagging concern for the grouping. Social and economic sectors have registered a dismal growth, and so is the intra-regional trade.

There’s a need for India and other member states to collectively tackle challenges such as poverty, energy crisis, and terrorism among others. India should take the centre stage and remove the perceived mistrust and a sense of insecurity among the

member nations. But first, India and Pakistan should focus on improving bilateral ties.

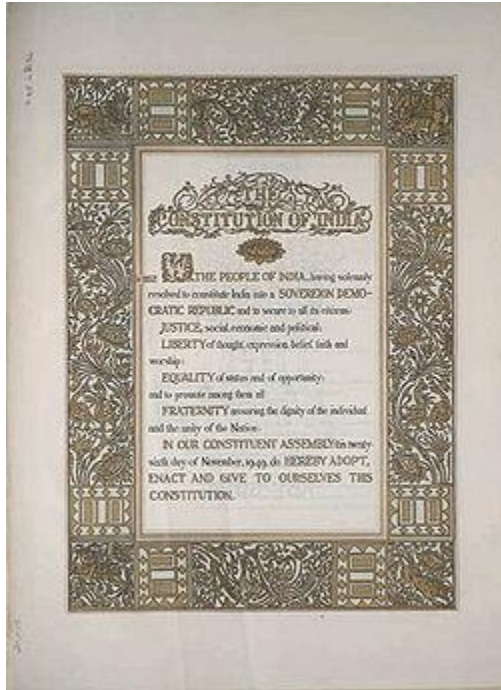
Indian Constitution: Preamble, features and Structure of Parliament and judiciary.

India, also known as Bharat, is a Union of States. It is a Sovereign Socialist Secular Democratic Republic with a parliamentary system of government. The Republic is governed in terms of the Constitution of India which was adopted by the Constituent Assembly on 26th November, 1949 and came into force on 26th January, 1950. The Constitution provides for a Parliamentary form of government which is federal in structure with certain unitary features. The constitutional head of the Executive of the Union is the President. As per Article 79 of the Constitution of India, the council of the Parliament of the Union consists of the President and two Houses known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha). Article 74(1) of the Constitution provides that there shall be a Council of Ministers with the Prime Minister as its head to aid and advice the President, who shall exercise his/her, functions in accordance to the advice. The real executive power is thus vested in the Council of Ministers with the Prime Minister as its head.

Preamble:

The 'preamble' to the Constitution of India is a brief introductory statement that sets out the guiding purpose and principles of the document. The hopes and aspiration of the people as well as the ideals before our nation are described in the

preamble in clear cut words. It may be considered as the soul of Constitution. The preamble can be referred to as the preface which highlights the essence of the entire Constitution. It was adopted on 26 November 1949 by the Constituent Assembly and came into effect from 26th January, 1950.



WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;

and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

Features of Preamble

Sovereign

The word sovereign means supreme or independence. India is internally and externally sovereign - externally free from the control of any foreign power and internally, it has a free government which is directly elected by the people and makes laws that govern the people. She allies in *peace and war*. The Popular sovereignty is also one of the basic structures of constitution of India. Hence, Citizens of India also enjoy sovereign power to elect their representatives in elections held for parliament, state legislature and local bodies as well. People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India. India's membership of the commonwealth or of the United Nations does not impose any external limit on her sovereignty. The Commonwealth is a free association of sovereign Nations. It is no longer British Commonwealth. India does not accept the British Queen as the head of state. The sovereignty empowers India to either *acquire* a foreign territory or *cede* a part of its territory in favour of a foreign state.

Socialist

The term socialist here means democratic socialism i.e. achievement of socialistic goals through democratic, evolutionary and non-violent means. A mixed economy in which both Public sector and Private sector run together as two wheels of economic development.

Secular

Secular means the relationship between the government and the people which is determined according to constitution and law. By the 42nd Amendment, the term "Secular" was also incorporated in the Preamble. Secularism is the basic structure of the Indian constitution. The Government respects all religions. It does not uplift or degrade any particular religion. There is no such thing as a state religion for India. In *S.R. Bommai vs UOI* (1994) The SC of India held "A state which does not recognise any religion as the state religion, it treats all religions equally". Positively, Indian secularism guarantees equal freedom to all religion. it stands for

the right to freedom of religion for all citizens. Explaining the meaning of secularism as adopted by India,

Democratic

The first part of the preamble “We, the people of India” and, its last part “give to ourselves this Constitution” clearly indicate the democratic spirit involved even in the Constitution. India is a democracy. The people of India elect their governments at all levels (Union, State and local) by a system of universal adult franchise; popularly known as "one man one vote". Every citizen of India, who is 18 years of age and above and not otherwise debarred by law, is entitled to vote. Every citizen enjoys this right without any discrimination on the basis of caste, creed, colour, sex, Religious intolerance or education. The word 'democratic' not only refer to political but also to social & economic democracy.

Republic

As opposed to a monarchy, in which the head of state is appointed on hereditary basis for a lifetime or until he abdicates from the throne, a democratic republic is an entity in which the head of state is elected, directly or indirectly, for a fixed tenure. The President of India is elected by an electoral college for a term of five years. The post of the President of India is not hereditary. Every citizen of India is eligible to become the President of the country. The leader of the state is elected by the people.

Justice

The term 'justice' in the preamble refers to three varying aspects - Political, Social and Economic which are secured through different provisions of Fundamental Rights & Directive Principles of State Policy.

Liberty

The ideal of Liberty refers to the freedom on the activities of Indian nationals. This is found to be an important tool in ensuring democratic framework. All the citizens are secured with liberty of thought, expression, belief, faith & worship through the Fundamental Rights which are justiciable in nature. However, liberty does not mean freedom to do anything, and it must be exercised within the constitutional limits.

Equality

This envisages that no section of the society enjoys special privileges and individuals are provided with adequate opportunities without any discrimination. Again, there are three dimensions of Equality - Political, Economic & Civic.

Fraternity

This refers to a feeling of brotherhood & a sense of belonging with the country among its people. It embraces psychological as well as territorial dimensions of National Integration. It leaves no room for regionalism, communalism, casteism etc. which hinders the Unity of the State.

Parliamentary system

A parliamentary system is a system of democratic governance of a state in which the executive branch derives its democratic legitimacy from, and is held accountable to, the legislature (parliament); the executive and legislative branches are thus interconnected. In a parliamentary system, the head of state is normally a different person from the head of government. This is in contrast to a presidential system in a democracy, where the head of state often is also the head of government, and most importantly, the executive branch does not derive its democratic legitimacy from the legislature.

A parliamentary system may be a bicameral system with two chambers of parliament (or houses): an elected lower house, and an upper house or Senate which may be appointed or elected by a different mechanism from the lower house. Another possibility is a unicameral system with just one parliamentary chamber.

Features

1. Existence of a Titular or Constitutional Ruler: The first characteristic feature of the parliamentary system is the existence of a Titular or Constitutional Ruler. Legally the administration of all the affairs of the state is conducted by the head of the state. In reality, however, the administration is carried on in his name by the Council of Ministers. He is the head of the state, but not the head of the government.

2. Absence of Separation of Powers: In the parliamentary system the principle of separation of powers is not adopted. Here the three departments of government work in close, intimate contact, sharing some of the powers and functions of one another.

3. Main Role of the Lower House in Ministry-formation: In the parliamentary government the lower house of the legislature, i.e., the popular chamber plays a vital role in the formation of the ministry. The leader of the party or alliance which wins the majority in this house is appointed the Prime Minister or Chancellor. The constitutional ruler appoints the other members of the ministry on his advice.

4. Responsibility to the Legislature: In such a system the Cabinet or Ministry has to remain responsible to the legislature for all its activities and policies. In countries having bi-cameral legislatures, the Cabinet remains responsible to the lower house composed of the people's representatives.

5. Collective Responsibility: The ministerial responsibility to the legislature may again be of two kinds:

- Individual responsibility, and
- Collective responsibility.

Individual responsibility means that the minister in charge of a department must be answerable for the activities of his department. But when the ministers remain jointly or collectively responsible to the legislature for the policies and activities of the government, it is called 'collective responsibility'. Since no individual minister can unilaterally perform any business of government without the consent of the Cabinet, the entire Ministry or Cabinet has to remain accountable for the errors of the minister concerned.

6. Intimate relationship between the Legislature and the Executive: In the parliamentary system an intimate relationship exists between the executive and the legislative departments. So they can easily control each other. The leaders of the majority party or alliance in the legislature become the members of the Cabinet or Ministry. Naturally, the ministers can easily extend their influence on the legislature. Consequently, the programs and policies of the Cabinet are backed by a majority inside the legislature.

7. Leadership of the Prime Minister: The leadership of the Prime Minister is another major feature of the parliamentary system. The leader of the majority party in the legislature becomes the Prime Minister. Though, in theory, he is 'primus

inter pares', i.e. 'first among equals', in reality, he possesses much greater power and status than the other ministers. As the undisputed leader of the majority party or alliance in the legislature he plays the most vital role in the determination and execution of government policies. Indeed, the success of parliamentary democracy depends, to a great extent, on the personality, efficiency and charisma of the Prime Minister.

8. Existence of a Strong Opposition: The existence of one or more strong and well-organized opposition party or parties is the hall-mark of the parliamentary system. By criticizing the errors of the government, the opposition can compel it to adopt welfare measures and prevent it from becoming despotic. Judged from this angle, the opposition can be called the life-force of parliamentary democracy.

9. Cabinet Dictatorship: In the parliamentary system of government the cabinet has to perform manifold functions. It is the Cabinet which:

- formulates well-considered policies of the Government after reviewing both the national and international issues,
- takes necessary arrangements for passing laws to implement the policies formulated by it,
- determines the matters to be included in the agenda of the central legislature,
- controls and directs the administrative departments so that laws, Government orders, etc. are to be implemented properly,
- co-ordinates the activities of different departments of the Government,
- prepares the draft budget in consultation with the Prime Minister and takes necessary initiative to get it passed in the legislature,
- formulates economic policies and takes necessary steps for implementing the same,
- Advice's the constitutional head to take necessary action during emergency or unforeseen situation, etc.

In this way the Cabinet acts as 'the keystone of the political arch' or has become the 'steering wheel of the ship of fact of the state'. In fact, in the parliamentary system of government as the cabinet members are the leaders of the majority party or alliance in the legislature and the head of the state is nothing but a magnificent cipher, the Cabinet under the leadership of the Prime Minister has virtually become dictator.

Judiciary System in India

The Indian Judiciary administers a common law system of legal jurisdiction, in which customs, precedents and legislation, all codify the law of the land. The Constitution of India is the supreme legal document of its jurisdiction which extends throughout the territory of the country. It has in part, inherited the legacy of the legal system established by the then colonial powers and the princely states since the mid-19th century, and has partly retained characteristics of practices from the ancient and medieval times.

There are various levels of judiciary in India – different types of courts, each with varying powers depending on the tier and jurisdiction bestowed upon them. They form a strict hierarchy of importance, in line with the order of the courts in which they sit, with the Supreme Court of India at the top, followed by High Courts of respective states with district judges sitting in District Courts and Magistrates of Second Class and Civil Judge (Junior Division) at the bottom. Courts hear criminal and civil cases, including disputes between individuals and the government. The Indian judiciary is independent of the executive and legislative branches of government according to the Constitution.

Powers and Functions of Supreme Court in India

The role and position of the Supreme Court is vital in the judicial and political system of India. The primary duty of the Supreme Court is to ascertain whether the laws are executed and obeyed properly and to see to it that no person is deprived of justice in any court of law.

With this purpose in view, the Supreme Court occupies the highest place in our unitary judicial system. Attempt has been made, as far as possible, to ensure its independence and achieve the goal of ensuring justice. The Supreme Court has been equipped with enormous powers. By virtue of its place at the apex of the judicial pyramid, the Supreme Court acts as a great unifying force. We have seen that its decisions and verdicts are binding on any court in India. As a result, there is a good possibility of integration, consistency and cohesion in the entire judicial system of the country.

Role and Functions

The role and functions of the Supreme Court in our judicial and political system may be discussed under the following heads:

As a Federal Court: Supreme Court is the Federal Court of India, India being a federation; powers are divided between the Union and State governments. The Supreme Court of India is the final authority to see to it that the division of powers as specified in the constitution is obeyed by both the Union and the State governments. So, Article 131 of the Indian Constitution vests the Supreme Court with original and exclusive jurisdiction to determine the justiciable disputes between the Union and the States or between the States.

Interpreter of the Constitution and Law: The responsibility of interpreting the constitution rests on the Supreme Court. The interpretation of the constitution which the Supreme Court shall make must be accepted by all. It interprets the constitution and preserves it. Where a case involves a substantial question of law as to the interpretation of the constitution either certified by the High Court or being satisfied by the Supreme Court itself, an appeal shall lie to the Supreme Court for interpretation of the question of law raised.

As a Court of Appeal: The Supreme Court is the highest court of appeal from all courts in the territory of India. Appeal lies to the Supreme Court of the cases involving interpretation of the constitution. Appeals in respect of civil and criminal cases also lie to the Supreme Court irrespective of any constitutional question.

Advisory Role: The Supreme Court has an advisory jurisdiction in offering its opinion on any question of law or fact of public importance as may be referred to it for consideration by the President.

Guardian of the Constitution: The Supreme Court of India is the guardian of the constitution. There are two points of significance of the Supreme Court's role as the protector and guardian of the constitution.

- First, as the highest Federal Court, it is within the power and authority of the Supreme Court to settle any dispute regarding division of powers between the Union and the States.
- Secondly, it is in the Supreme Court's authority to safeguard the fundamental rights of the citizens.

In order to discharge these two functions it is sometimes necessary for the Supreme Court to examine or review the legality of the laws enacted by both the Union and the State Governments. This is known as the power of Judicial Review. Indian Supreme Court enjoys limited power of Judicial Review.

Writ Jurisdictions: Under Article 32 of the constitution of Supreme Court can issue Writs for the enforcement of fundamental rights. These writs are in the nature of Habeas Corpus, Mandamas, Prohibition, and Quo-warranto Certiorari.

Power of Judicial Review and Supreme Court: The power of the Judiciary to examine the validity of such law is called Judicial Review. The Supreme Court of India enjoys limited power of Judicial Review. Judicial Review empowers the courts to invalidate laws passed by the legislature. Supreme Court of India also enjoys the power of Judicial Review. If it occurs to the Supreme Court that any law enacted by Parliament or by a State Legislature curbs or threatens to curb the citizen's fundamental rights, the Supreme Court may declare that law as unlawful or unconstitutional. If any law is inconsistent with the spirit or letter of the constitution and if the government oversteps the legal bounds, it is for the Supreme Court to see to it.

SADBHAWANA

Pressure groups and their role in democracy

A pressure group is an organized group that seeks to influence government (public) policy or protect or advance a particular cause or interest. Groups may promote a specific issue and raise it up the political agenda or they may have more general political and ideological objectives in mind when they campaign.

The presence and role of specific Pressure Groups augment and supplement the role and purposes of the political parties. They are part of the wider political process.

The pressure groups do not themselves want to form the Government, but they try to influence the decisions of the Government. Thus, every pressure group has three elements:

1. An organized group of people,
2. The common interests and
3. Exercise influence on the decisions of the Government.

From the above, the nature of pressure groups becomes quite clear. In brief, their characteristics are as follows:

1. The objectives of the pressure groups are very limited. That is, every pressure group has one special interest which it seeks to promote. For example, the Bank Unions fight for their rights, whereas the Kishan Sabhas safeguard the interests of the farmers.
2. In India, the political institutions determine and shape the activities of pressure groups and their main targets. In our parliamentary democracy, since the Union Cabinet and Civil Service are more effective, it is useful to get access to them. Therefore, the ministers, the bureaucrats and certain party leaders are more important for effective pressurizing.
3. The Indian party system greatly influences the pressure groups activities. In our multiparty system, the coalition Governments at the Centre are unstable 'because they are formed by an alliance between various parties. In such a situation the pressure groups do well. The powerful industrial organizations and trade unions make a bargain with the leaders of the various parties. For

example—the Indian National Trade Union Congress (INTUC) is close to the Congress Party and the All India Trade Union Congress (AITUC) has strong ties with the Communist Party of India. Again, in India's multi-party system, due to lack of party discipline and ideological commitment, the pressure groups have worked more effectively among the elected representatives—the legislators. And this has been the experience in the Indian Parliament and in State Legislatures as well.

4. In India, the work of the pressure groups is determined by the political culture of the country. It means the approach, attitudes, beliefs and orientation of the citizens to political actions and towards the political system. For example, India, by its traditional pattern of toleration of different groups and approaches and in pursuance of its open society approach, allows all types of pressure groups (associational, institutional and ad-hoc) to work, including non-democratic groups.
5. The nature of the issue or problem which a pressure group is projecting also conditions its method of work. For instance, in Indian political system, if the Teachers Association is asking for a revision of grades, its method of influencing and its target group would be different from that of a trade union fighting for higher wages, or from a Chamber of Commerce trying to get concessions on foreign exchange etc.
6. The activities of the pressure groups depend upon the economic system as well. In our mixed economic system, the Chambers of Commerce and the Manufacturer Organizations operate in a number of different ways to exert pressure on the Union and State Governments in Indian federalism.
7. In our democratic system, every pressure group by its own nature and characteristic employs different approaches, methods and tactics. Big business pressure groups like the Chambers of Commerce and Industry sometimes make out as if what they are seeking to do is in national interest. They are pursued more discretely and secretly. Trade Unions (CITU, AITUC, INTUC, etc.) are more militant, organize gheraos and dharnas; students and youth organizations (SFI) tend to get violent. Service organizations (civil servants, scientific personnel etc.) establish useful contacts with the bureaucracy.
8. The characteristics of the pressure groups reveal that the influence that a pressure group can exercise depends on several factors. The most important factor is its own organizational strength (for instance, the FICCI representing over one lakhs firms, or the All India Manufacturers Organization representing a large number of smaller industries etc.), and discipline and perseverance of its members in pursuing an issue. Among other factors are its capacity to elicit people's sympathy and support for its cause, its access

to decision-making bodies and its financial resources etc. Thus the pressure groups provide a necessary link in the functioning of our democratic political system and in extending the concept of representative responsible Government.

SADBHANA