

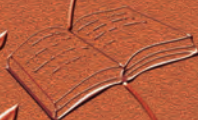


EDUCATION

STANDARD TWELVE

CURRICULUM

CCE



EDUCATIONAL RESEARCH



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated 25.04.2016 has given approval to prescribe this textbook in its meeting held on 30.01.2020 and it has been decided to implement it from the academic year 2020-21

EDUCATION

STANDARD TWELVE



G4V6W5

Download DIKSHA App on your smartphone. If you scan the Q.R.Code on this page of your textbook, you will be able to access full text and the audio-visual study material relevant to each lesson provided as teaching and learning aids.



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune

First Edition : © Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.
2020 The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to this book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune - 411004.
Reprint : 2021

Education Committee

Dr. Sunita V. Magre	- Chairperson
Dr. Megha M. Upalane	- Member
Dr. Dattatreya P. Tapkeer	- Member
Dr. Lalita R. Vartak	- Member
Dr. Chitra R. Sohani	- Member
Dr. Suresh G. Isave	- Member
Dr. Prachi R. Chaudhari	- Member
Dr. Aarti P. Gangurde	- Member
Dr. Santosh K. Khirade	- Member
Dr. Pratibha S. Patankar	- Member
Dr. Atul P. Kulkarni	- Member
Dr. Prabhakar S. Budharam	- Member
Dr. Alaka S. Potdar	- Member Secretary

Education Study Group

Shri. Dhanaji D. Khebde	Smt. Mamata J. Dalal
Dr. Bhausahab S. Aandhale	Dr. Mahadeo S. Disale
Dr. Dnyaneshwar G. Magar	Shri. Rajendra S. Gadekar
Dr. Vandana S. Patil	Siraj Anwar Md. Miran
Dr. Maheshwar G. Kallave	Shri. Prakash A. Pise
Shri. Amol L. Deshpande	Dr. Kalpana Tiwari-Upadhyay
Dr. Aparna R. Ukale	Dr. Pallavi N. Vartak
Dr. Vidyullata N. Kolhe	Dr. Archana S. Desai
Dr. Shekhar P. Patil	Dr. Manisha N. Telang
Dr. Shaikh M. Vakhyyoddin	Dr. Anjusha J. Gawande
Dr. Vijay B. Kapase	Dr. Pallavi Y. Soman
Shri. Dayashankar S. Vaidya	Dr. Rewati P. Namjoshi

Special Contribution

Dr. Pravin Subhashrao Mohite
Research Officer
Textbook Bureau, Pune-4

Co-ordination

Dr. Alaka S. Potdar, Special Officer Hindi,
Textbook Bureau, Pune-4
Mrs. Sandhya V. Upasani, Asst. Special Officer Hindi,
Textbook Bureau, Pune-4

Cover & Illustrations : Shri. Yashwant Deshmukh

Typesetting

Runa Graphics,
Sinhgad Rd., Pune - 41

Paper :

70 GSM Creamwove

Print Order :

Printer :

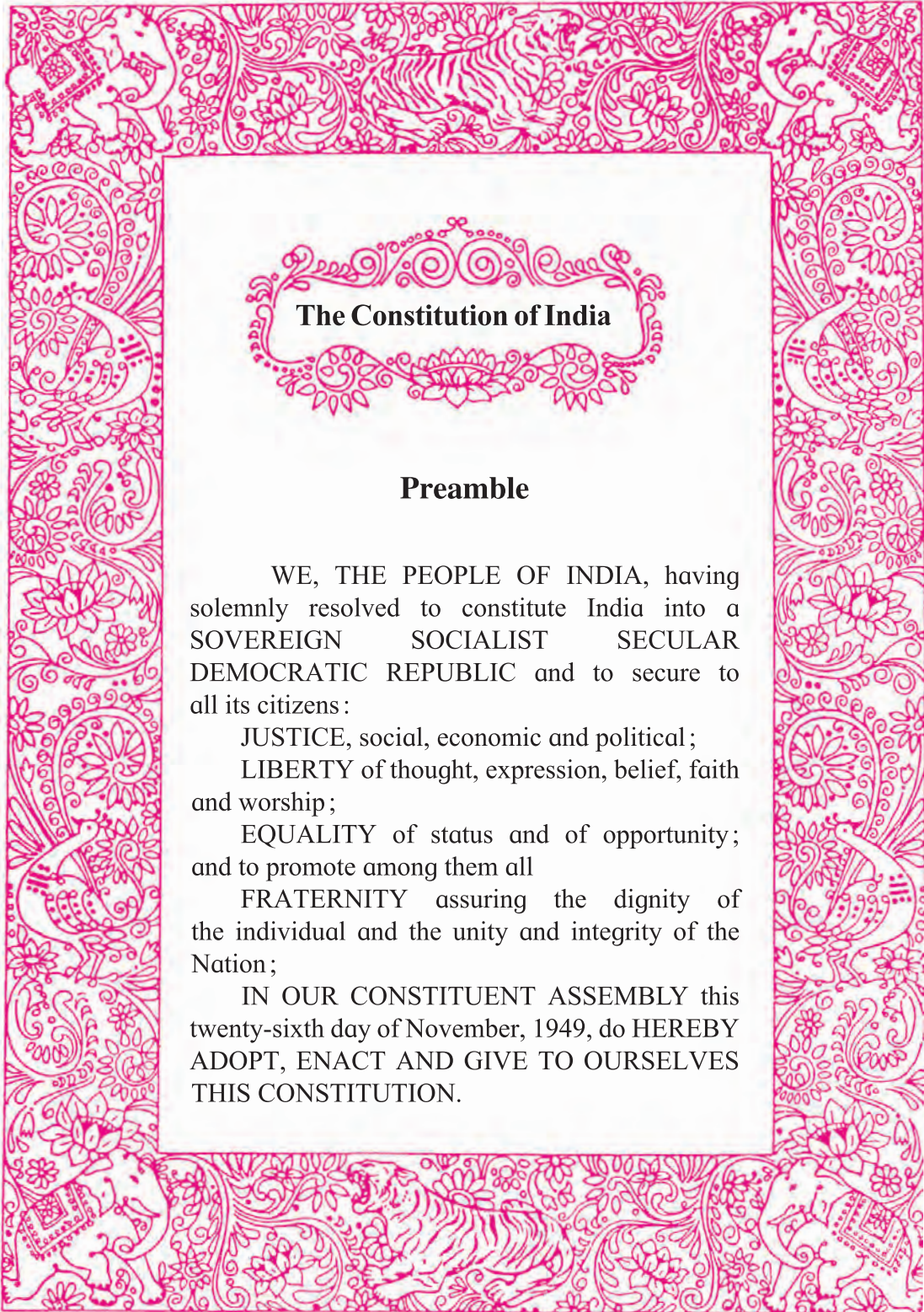
Production

Shri Sachchitanand Aphale
Chief Production Officer

Shri Liladhar Atram
Production Officer

Publisher

Shri. Vivek Uttam Gosavi
Controller
Maharashtra State Textbook Bureau,
Prabhadevi, Mumbai-25



The Constitution of India

Preamble

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.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

My Dear Friends,

I warmly welcome you to Twelfth Standard. Last year you had entered into a new optional subject 'Education'. You were introduced with various sub branches of this subject. You also understood that this subject of Education includes many allied subjects like Educational Philosophy, Educational Psychology, Educational Sociology, Educational Management, Educational Research etc. The subject of Education helps in understanding the entire educational process.

Through the present textbook you will be introduced with Education at still deeper level. Last year you could study the educational thoughts and the educational contribution of some educational thinkers in Maharashtra. This year you would get an opportunity to study some Indian educational thinkers out of Maharashtra. It is also very essential for you to know about various Education Commissions in India and Right to Education Act 2009. Similarly it would be very useful for you to understand basic concepts and the characteristics of learning, the characteristics of good educational management, the principles of curriculum development, the features of evaluation methods, various methods of educational research and the new trends in education that have entered in the field of Education recently.

Education is a very progressive and research based knowledge discipline. Hence there has been a constant addition of new knowledge and concepts in the content of Education. Similarly Education being an interdisciplinary subject, there seems to be give and take of knowledge from various other subjects. Through this, Education is becoming an enriched subject.

If you are going to enter in the field of Education in your educational or professional future, and if you are intending to become a teacher or teacher educator, then this textbook is going to be a very basic reference and guide. I am sure that through the study of all the chapters in this book you would get the best knowledge and skills in Education.

I sincerely hope that this textbook of Education will inspire you for more and deeper study of education. It is expected that you are supposed to support your study with additional reading, have discussions with your friends and teachers and complete the assignments or activities given. This will make your study perfect.

Please note that the QR Code is given on the front page for experiencing the joy of Digital Book.

I wish all the very best to you for your educational progress !



(Vivek Gosavi)
Director

Pune

Date : 21 February 2020

Bharatiya Saur : 2 Phalguna 1941

Maharashtra State Bureau of
Textbook Production and
Curriculum Research, Pune-04

Following competencies should be developed in students at the end of Standard 12th

Sr.No.	Chapter	Competency Statements
1.	Indian Educational Thinkers	* To be able to tell educational thoughts of Rabindranath Tagore. * To be able to tell educational contribution of Rabindranath Tagore. * To be able to tell educational thoughts of Swami Vivekananda. * To be able to tell educational contribution of Swami Vivekananda. * To be able to tell educational thoughts of Mahatma Gandhi. * To be able to tell educational contribution of Mahatma Gandhi. * To be able to tell educational thoughts of Dr. Sarvapalli Radhakrishnan. * To be able to tell educational contribution of Dr. Sarvapalli Radhakrishnan. * To be able to tell educational thoughts of Dr. Babasaheb Ambedkar. * To be able to tell educational contribution of Dr. Babasaheb Ambedkar.
2.	Education in Post Independence India	* To be able to tell the background of University Education Commission. * To be able to explain the main objectives of University Education Commission. * To be able to tell the main recommendations of University Education Commission. * To be able to tell the background of Secondary Education Commission. * To be able to explain the main objectives of Secondary Education Commission. * To be able to tell the main recommendations of Secondary Education Commission. * To be able to tell the background of Indian Education Commission. * To be able to explain the main objectives of Indian Education Commission. * To be able to tell the main recommendations of Indian Education Commission. * To be able to tell the background of National Education Policy 1986. * To be able to explain the main objectives of National Education Policy 1986. * To be able to explain the salient features of National Education Policy 1986. * To be able to tell the background of National Curriculum Framework 2005. * To be able to tell the educational aims stated in National Curriculum Framework 2005. * To be able to tell the nature of National Curriculum Framework 2005. * To be able to tell the background of State Education Framework 2010. * To be able to explain the main principles of State Education Framework 2010. * To be able to explain the salient features of State Education Framework 2010. * To be able to tell the background of Right of Children to Free and Compulsory Education Act, 2009. * To be able to tell the main provisions of Right of Children to Free and Compulsory Education Act, 2009.
3.	Socialization	* To be able to tell the concept of socialization. * To be able to explain the role of teacher in socialization. * To be able to tell the concept of social transformation. * To be able to explain the characteristics of social transformation. * To be able to explain the factors which bring in social transformation. * To be able to explain the role of teacher in social transformation. * To be able to tell the concept of mass communication media. * To be able to explain the types of mass communication media. * To be able to tell the benefits of mass communication media. * To be able to tell the limitations of mass communication media.

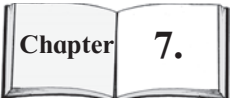
4.	Learning Process	* To be able to tell the concept of learning process. * To be able to tell the nature of learning process. * To be able to explain the characteristics of learning process. * To be able to explain the factors affecting learning. * To be able to tell the definition of transfer of learning. * To be able to explain the types of transfer of learning. * To be able to explain the factors that can be transferred through learning. * To be able to tell benefits of transfer of learning. * To be able to tell the features of theory of trial and error on the basis of experiment. * To be able to explain the laws of learning as given by Thorndike. * To be able to tell the educational importance of learning by theory of trial and error. * To be able to tell the stages of learning on the basis of experiment of insightful learning theory. * To be able to tell the educational importance of theory of insightful learning.
5.	Educational Management and Administration	* To be able to tell the qualities of a good educational manager. * To be able to explain the functions of the teacher as a classroom manager. * To be able to explain the major functions of Secretary of Education. * To be able to explain major functions of Commissioner of Education. * To be able to explain major functions of Director of Education. * To be able to explain the major functions of State Council of Educational Research and Training, Maharashtra. * To be able to explain the major functions of Maharashtra State Bureau of Textbook Production & Curriculum Research. * To be able to explain the major functions of Maharashtra State Board of Secondary and Higher Secondary Education. * To be able to tell the names of the examinations conducted by Maharashtra State Council of Examination. * To be able to explain the major functions of Maharashtra State Council of Examination.
6.	Curriculum and Educational Evaluation	* To be able to tell the concept of curriculum. * To be able to explain the factors or elements of curriculum. * To be able to explain the principles of curriculum development. * To be able to tell the concept of educational evaluation. * To be able to explain the factors of educational evaluation. * To be able to tell the difference between measurement and evaluation. * To be able to tell the meaning of continuous comprehensive evaluation. * To be able to explain the methods of continuous comprehensive evaluation. * To be able to explain the meaning of formative evaluation. * To be able to tell the tools and techniques used in formative evaluation. * To be able to explain the meaning of summative evaluation. * To be able to tell the difference between formative and summative evaluation. * To be able to explain the objectives to be considered for continuous comprehensive evaluation. * To be able to tell the benefits and limitations of written examination. * To be able to tell the benefits and limitations of oral examination. * To be able to tell the difference between oral examination and written examination. * To be able to explain the requirements for practical examination. * To be able to tell the benefits and limitations of practical examination. * To be able to tell the benefits and limitations of online examination.

7.	Educational Research Methods	* To be able to tell the meaning of historical research method. * To be able to explain the characteristics of historical research method. * To be able to tell the meaning of descriptive research method. * To be able to explain the characteristics of descriptive research method. * To be able to tell the meaning of experimental research method. * To be able to explain the characteristics of experimental research method. * To be able to tell the general steps followed for research. * To be able to tell the tools of data collection. * To be able to tell the benefits of questionnaire. * To be able to tell the limitations of questionnaire. * To be able to tell the benefits of interview schedule. * To be able to tell the limitations of interview schedule. * To be able to tell the benefits of achievement test. * To be able to tell the limitations of achievement test.
8.	New Trends in Education	* To be able to tell the concept of inclusive education. * To be able to explain the characteristics of inclusive education. * To be able to tell the government schemes for 'Divyang'. * To be able to tell the benefits of inclusive education. * To be able to tell the limitations of inclusive education. * To be able to tell the concept of open education. * To be able to explain the functions of open education. * To be able to explain the characteristics of open education. * To be able to tell the concept of blended learning. * To be able to explain the characteristics of blended learning. * To be able to tell the benefits of blended learning. * To be able to tell the limitations of blended learning. * To be able to tell the concept of constructivism. * To be able to tell the process of knowledge construction. * To be able to explain the characteristics of constructivism. * To be able to explain the benefits of constructivism. * To be able to tell the role of the teachers with constructivism approach. * To be able to tell the role of students with constructivism approach. * To be able to tell the concept of skill based education. * To be able to explain the characteristics of skill based education. * To be able to tell the benefits of skill based education.

For Teachers

- The main objective of teaching the subject of Education is to make students understand the process of education in detail. Hence teachers are supposed to present the content in the textbook in an effective way.
- This textbook is going to be your help and guide. However it is not going to be the whole and sole. It is also essential to present additional information in an attractive way.
- Various pictures, figures and charts given in the textbook should be used in teaching to make it easier.
- Try to develop among the students the habit of self-learning. Provide them the guidance accordingly. The feature called "Internet my friend" will be very useful in this regard.
- Make constant efforts to make your students more activity oriented, reflective and innovative.
- Along with the lecture method, you should also use various other methods and techniques like question-answers, discussions, group-discussions, debate, role-play, exhibitions etc.
- You should also arrange lectures by external experts occasionally.
- You can give additional definitions of the terms apart from the ones given in the textbook.
- While explaining every point more and more appropriate examples should be given.
- Frequent evaluation should be done of the content that is taught.
- Help your students in working on the features like, "Lets tell", "Discuss it", "Enlist", "Classify it" etc. Attract their attention towards "Remember it", "Do You Know?" etc.
- It is not expected to read aloud the textbook in the class. Students should read it silently and then have good discussion over it. They can be given the opportunity to express their thoughts and opinions.
- Your teaching and students' learning should not remain restricted to material in the textbook. It should be supported by additional appropriate reading.
- You can encourage the students to get additional information about various educational institutes that have been mentioned in the textbook.

* Contents *

Sr. No.	Name of the Chapter	Page No.
 Chapter 1.	Indian Educational Thinkers 	1 to 12
 Chapter 2.	Education in Post-Independence India 	13 to 21
 Chapter 3.	Socialization 	22 to 33
 Chapter 4.	Learning Process 	34 to 39
 Chapter 5.	Educational Management and Administration 	40 to 46
 Chapter 6.	Curriculum and Educational Evaluation 	47 to 57
 Chapter 7.	Educational Research Methods 	58 to 64
 Chapter 8.	New Trends in Education 	65 to 74
	Terminology 	75 and 76