

## New Trends in Education



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Change is the law of nature. There is a constant change in society, so in education process. These changes in education process are known as new trends in education. In class XI, you have studied the new trends related to 'e-learning' in education. In this chapter, you are going to study more new trends in education.

### 8.1 Inclusive Education

#### 8.1.1 Concept of Inclusive Education

Each person is unique. Everyone has different physical and mental abilities, so that everyone varies in his/her choices, needs, methods of study, ability to grasp and methods of interaction. This trend of education to bring different types of students together is called inclusive education.

The right to equality and liberty is adopted in the preamble of Indian Constitution. The article 45 mentions that the Government should strive to provide this right to all persons including differently abled. Later according to section 21A Right To Education (coming under fundamental rights) of the Constitution,

all the children from 6 to 14 years of their age will get free and compulsory education. Accordingly, the government recognized its responsibility and prepared laws and schemes for the implementation of inclusive education.

'Inclusive education is a process of addressing and responding to the diversity of needs of all learners, through increasing participation in learnings, culture, community and reducing exclusion from education and from within education.'

- UNESCO



#### Enlist

List the physical and mental problems that students experience while studying.

#### 8.1.2 Characteristics of Inclusive Education

Inclusive education encourages education to all the students with different needs together at one place. Students with special needs are referred to as 'Divyang'. It includes disabilities like blindness, deafness, physical disabilities, learning disabilities, etc. Such students when taught in general school with everyone, instead of special school, is called

as Inclusive education. The features of this new trend are as follows :

- (1) Differently abled students study with all other students.
- (2) No school can refuse admission to the student with different ability on the basis of his/her different abilities.
- (3) Differently abled students receive guidance from other teachers, as well as specially trained teachers.
- (4) The school has various tools and learning materials available to the 'Divyang' students.
- (5) The schools make necessary changes in the physical facilities for the students with different abilities. e.g., wheelchairs, ramps, left hand chairs etc.
- (6) Inclusive education includes need based instructional classes in addition to regular schedules. Experts guide students with special needs during that period.
- (7) In inclusive education, combined activities are conducted for students with different needs.
- (8) The schools and the colleges conduct programs for the students, the parents and the community to raise the awareness of inclusive education.
- (9) The notion of respecting each other's personalities without looking down on any physical and mental incompetence is important in this new trend.
- (10) Students with extreme different abilities are enrolled in special schools, with Doctor's advice.
- (11) Students with different abilities and special abilities are equally provided with opportunities not only for study subjects but also for proficiency in the special days, cultural programs for the differently abled and the others.

- (12) As 'Divyang' students get opportunity to communicate with other students, they develop the committed relationships.



#### Lets understand

Discuss with your Divyang student and friend about their routine and difficulties in learning.

#### Information of Government Schemes for 'Divyang'

- (1) Scholarships for the differently abled.
- (2) Differently abled welfare Scheme.
- (3) Education and training of persons with different abilities in Government institutions.
- (4) Granted special schools providing special education through NGOs.
- (5) Scholarships for the students with different abilities for pre-school education.
- (6) Scholarships for students with different abilities after matriculation.
- (7) Financial assistance to persons with different abilities for self-employment.
- (8) Providing artificial limbs and equipments to persons with different abilities.
- (9) Differently abled Welfare State Award.
- (10) Financial support to encourage marriage between a normal person and differently abled person.
- (11) Scheme regarding Kindergarten for mentally challenged students.

The above government schemes for the 'Divyangs' are implemented through the Social Welfare (now Social Justice) Department in the district. Also these schemes can benefit students with 40% or more different abilities. A card called as 'Swavlamban Card' linked to Adhar number with U.D.I.D. (Unified Divyang Identification Digit) of the differently abled person is now being distributed by the division of 'Empowerment of Divyangjan', Ministry of Social Justice and Empowerment of the Central Government.



### Internet my friend

Visit web sites of Ministry of Social Justice and Empowerment of the Government of India and get information on various schemes for differently abled people.

- [www.differentabilityaffairs.gov.in](http://www.differentabilityaffairs.gov.in)
- [www.swavlambancard.gov.in](http://www.swavlambancard.gov.in)

### 8.1.3 Benefits of Inclusive Education

- (1) As students with special needs become accustomed to interacting with other students, their socialization becomes faster.
- (2) All students notice unique personality differences of each other and develop the qualities of living together, co-operating and respecting each other.

### 8.1.4 Limitations of Inclusive Education

- (1) Divyang students may be at a risk of disturbing mental health, if they are ridiculed and not understood by others.
- (2) If teachers do not teach by understanding different needs of the students, then there could be a severe loss of education of all the students.

## 8.2 Open Education

There seems to be a problem of dropout of the students at school level. In that, the dropout rate of girls is even higher. In order to bring back such boys and girls again in the stream of education, the concept of open education came into practice.



### Think about it

Find and think over the reasons of dropouts from school education.

### 8.2.1 Concept of Open Education

Open education is a trend of non-formal education. For the students who cannot attend regular formal education, open education is

very useful. The term 'Open' in the concept of 'Open Education' means liberation from the rigidity of formal education. Open education seeks to focus more on education, by reducing the rigidity of rules of formal education, attendance, timetable and results.

This system has greater flexibility as compared to formal education in terms of admission, attendance, timetable, evaluation etc. In India, open education system is implemented through the 'National Open School Institute' and in Maharashtra through 'Maharashtra State Mukta Vidyalaya Mandal'.



### Internet my friend

Visit the website of the National and State Level Open Vidyalaya Boards to find out the information about the admission process, syllabus, evaluation, study centres etc.

- ★ <http://www/nios.ac.in>
- ★ <http://www/msos.in>

### 8.2.2 Functions of Open Education

Open educational institutions have to work in different stages as follows :

- (1) **To Develop Curriculum** - To prepare curriculum for both distant school education and skill based vocational courses. These curriculum are equivalent to curriculum of specific levels of formal education courses. e.g., curriculum of open basic education, secondary school certificate, higher secondary school certificate, open vocational education etc.
- (2) **To Establish Study Centres** - Locating districtwise study centres throughout the State. These centres are often the schools in that region.
- (3) **To Prepare Learning Material** - To create printed and audio visual material

for learning and distribute it to the students through the study centres. Since these students are studying externally, such learning material is very useful to them.

- (4) **To Give Admissions** - At present, the students are given admissions at the following levels (a) Primary level 5<sup>th</sup> Class (b) Higher Primary level - 8<sup>th</sup> Class (c) Secondary level - 10<sup>th</sup> Class. (d) Higher Secondary level - 12<sup>th</sup> Class. All admissions are given online. A link to this is provided on the website of the Board. It provides information about admission process, admission schedules, documents etc.
- (5) **To Evaluate** - For an academic year, the Board is responsible for preparing and conducting the timetable for various exams, announcing the results and giving certificates.



#### Lets Understand

Visit Maharashtra State Open School in your area and understand its working.

### 8.2.3 Characteristics of Open Education

- (1) Open Education is a trend of non-formal education.
- (2) In Open Education, Teaching and Learning takes place through distance mode. Instead of regular time table, contact sessions for specific days are followed.
- (3) The marks obtained in the final exams are not important for the admission in open education. The student satisfying the criteria of age can get admission in a class by passing earlier classes. e.g., a student who has passed seventh class can get admission directly to tenth class.
- (4) In open education school system, self study is more important. For this, learning material is provided to the students.

- (5) Open education, however does not mean that there are no rules but it means that this system is more flexible than formal education. Registration to the class, appearing for examination, attendance during teaching sessions, payment of the fees are necessary.
- (6) Students who are denied regular school education due to social, physical, economic and family reasons are given opportunity of education in open education.

### 8.3 Blended Learning



#### Enlist

Make a list of the online and offline materials of learning.

#### 8.3.1 Concept of Blended Learning

It has become inevitable to use computers in modern education as various ways of learning are made available. e.g., website, blog, e-library, You-tube, e-book etc. It may not be possible to use these tools every time. Therefore books, encyclopedia, magazines are also to be used as tools. Learning which combines the use of such traditional and online tools is called as blended learning.

“A way of learning that combines traditional classroom lessons with lessons that use computer technology and may be delivered over the internet.”

- Cambridge Dictionary

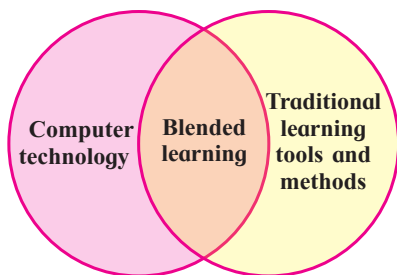
e.g., (1) In online curriculum, online videos, e-books, presentations etc. are available online. However, the student has to be present physically for the examination. This system includes online as well as direct interaction and hence this is called blended learning.

(2) While studying the topic of ‘Volcano’ in Geography, the students observe online videos of volcano, as well as study the lesson in the text book. They have used online and offline

tools and hence this study is called as blended learning.

### 8.3.2 Characteristics of Blended Learning

- (1) Blended study combines modern and traditional learning materials.



- (2) Some online courses include interactive online sessions, as well as the actual contact sessions.
- (3) In traditional curriculum, the computer is used in combination with the traditional tools for study.
- (4) In Blended learning, both actual classroom and virtual classroom are used.

### 8.3.3 Benefits of Blended Learning

- (1) Available resources are used appropriately in blended learning. Proper selection of tool is possible because of the use of both online and offline tools, so that learning becomes effective.
- (2) In this learning trend, 'Learning' is at the centre of the study. The study is effective, as it has the option of selecting the learning material needed.
- (3) Traditional tools are also included in the Blended Learning, since the technology based tools are not effective for each component; thus avoiding the use of technology for its own self.
- (4) Everyone does not have the technology based tools. Hence by using available online and offline tools cumulatively, teaching can be made effective.

- (5) The learner gets the best experience by integrating the two ways.
- (6) The learner gets the benefit of technology as well as the human interaction.
- (7) It brings variety in learning experiences due to the availability of various online and off-line tools.

### 8.3.4 Limitations of Blended Learning

- (1) There is no formal training to use online tools for educational purposes.
- (2) If there is a problem on the availability of online tools, then you need to depend on offline tools only.

## 8.4 Constructivism

### 8.4.1 Concept of Constructivism

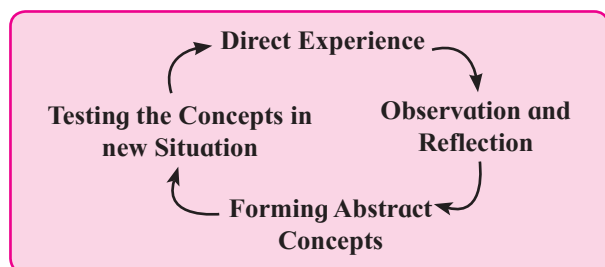
If we review the teaching - learning process during last hundred years; it has been observed that teacher gives knowledge to the students on the basis of information during classroom teaching. Each student in the classroom grasps the information as per his/her ability and previous experiences. The teacher used to decide the level of understanding of a student on the basis of this response in the classroom. Hence the students used to remain inactive in this teacher centred process. Gained knowledge was remembered through mugging and re-produced during examinations, therefore students were deprived of learning process due to teacher centred education. A need was felt to transform the education system from teacher oriented to student oriented gradually. The role of teacher will not be only a knowledge provider, but a motivator, a resource provider and a facilitator. Students will gain their knowledge on the basis of the previous experience and support of the teacher. Every student is different and has his/her unique learning style. He himself

discovers, creates and presents the constructed knowledge as per his/her level. This is the foundation of Constructivism.

Lets understand this concept with the help of an illustration. e.g., Teacher organises the learning activities for the students to learn the concept of addition. The classroom will be divided into group of 4-5 students. These students will be provided with some material for learning. Such as, first group will be given colourful sketch-pens, second group will be given rose flowers of various colours, third group will be given pen, fourth will have bangles, stones etc. Then the group will be instructed to segregate the things with different colours. Then the groups will be instructed to collect the things of similar colour and keep together. Then groupwise the students will explain the process step by step. The students will further explain about the ways of strengthening the concept of addition, in order to bring together means to add will be explained by students. The teacher's role is as facilitator, comperer, coach, guide; whereas the students learn through experiments and experience, implementation of various skills and construct new knowledge.

According to **Johnson**, "Constructivism is a theory of learning, based on the idea that knowledge is constructed by the knower based on mental activity."

So in the above definition, it means that Activity Based Self Education, is constructive education. The process of construction of knowledge takes place as follows :



### Do you know?

- ★ Student constructs knowledge of his own.
- ★ Student learns better through activities.

Generation of knowledge is a continuous process. It occurs differently at various levels. The student constructs knowledge through cognitive process. e.g., After teaching a prose lesson, teacher will instruct the students to read paragraphs. After loud and silent reading of the paragraph, the teacher will instruct to underline the difficult words. Then the teacher will distribute cards with pictures and words for matching with each other correctly. Students are expected to match the pictures with the difficult words which were underlined, find synonyms which will help in vocabulary building and comprehending the paragraph. Teacher will instruct the students to use the difficult words for sentence formation. Similarly students will also be encouraged to use the words for formation of sayings and phrases, which shall enhance their creativity. Further, the students will understand the prose with explanation.

As per the above mentioned example, following questions arise in our mind such as - what is the role of learner? How does the student construct knowledge? How does the constructive process happen? What is the role of teacher in constructivism? What is the importance of references in teaching-learning process? Which methods are used by the teacher for effective construction of knowledge? How to determine the direction of learning? On the basis of above questions, we can state following characteristics of constructivism :

### 8.4.2 Characteristics of Constructivism

- (1) Student is the creator of his own knowledge.
- (2) Previous experience plays an important role in constructivist learning.
- (3) Constructivism is based on individual knowledge creation.
- (4) In constructivism, the status of previous knowledge and new knowledge is linked to construct new knowledge.
- (5) Role of a teacher in constructivism is of a guide, a facilitator and a compere.
- (6) Innovative classroom structures and sitting arrangements are used for constructivist teaching-learning process.
- (7) The emphasis is on creating a joyful environment as the learning process depends on motivation and interest in constructivism.
- (8) Teachers provide appropriate reference material which is used by the students for learning.
- (9) Constructivist teaching-learning process has great variety such as, students use experiments, concept formation, problem solving, discovery, creative thinking, logical capabilities, discussions and brain-storming in constructing the knowledge.
- (10) In constructivism, as learning objectives are tested at each stage, students can determine correct direction of learning.
- (11) Evaluation is not a goal but a process. Therefore various evaluation techniques are used to achieve the objectives and improve the teaching-learning process.

### 8.4.3 Benefits of Constructivism

- (1) In constructivism, the emphasis is on a student to create his own knowledge, so there is an opportunity for self-learning and the knowledge they earn is lasting.
- (2) Creating a conducive environment for knowledge-creation, motivates the

students to think. This leads to the practice of study by questioning and reflecting on it. It inculcates habit of self-learning and independent thinking, so that they can attain vision of self study in different situations.

- (3) Language plays a vital role in constructivism, as the learning is interactive.
- (4) It is possible to use information communication technology tools to generate new knowledge.

Thus constructivism is a re-building of previous knowledge and learning. Knowledge is constructed in a conducive and supportive environment. Social co-ordination is achieved through knowledge construction.



#### Let us know

In view of constructivism, the role of teachers and the students are as follows :

##### ★ Role of Teachers

- (1) Teachers should inspire and direct properly.
- (2) He should encourage students for self study.
- (3) Teachers should be ready to accept the concepts attained by students.
- (4) Teachers should encourage independent study.
- (5) Teachers should encourage creative thinking.
- (6) Teacher should be able to use new technology for teaching.

##### ★ Role of Students

- (1) Students should be curious, inquisitive and capable of discussions.
- (2) Students should be able to understand the problems and make clear statements.
- (3) Should construct experiments.
- (4) Should state his/her views clearly.
- (5) Should verify and trust the knowledge as per the present.
- (6) Accept new ideas, thoughts and views.



**Various Professions (Program Manager, Guide, Hotel Management, Pilot, Computer Reparing, Vehicle Reparing)**

### 8.5 Skill based Education

The student should get holistic development through education. The education leads to intellectual, emotional and creative development of a student. A new trend, 'skill based learning' has evolved for the preparation for vocational education right from the time of school education.

#### 8.5.1 Concept of Skill Based Education

Education must lead to job attainment and entrepreneurship. Acquisition of various skills related to various vocations along with traditional education, is skill based education. Skill is the ability required to complete wholesome work successfully. Skills required for various vocations and secrets differ. e.g., - motor repair, tourism etc.



#### Internet my friend

Visit the following website of National Skills Development Corporation (NSDC) and get information about various skill based courses. <https://www.nsdcindia.org>



#### Enlist

Enlist various professions. Which professional would you like to become? Which skills are required for that?

#### 8.5.2 Characteristics of Skill Based Education

Introducing skill based education at school level ensures student's readiness for vocational education in future. It also develops interest for the vocation. Production of capabilities and quality of production depends on skilled human resource. Hence skill based education is important. This new trend has following characteristics :

- (1) Students become aware of the specific skills required for a specific vocation.
- (2) Skilled human resources can be developed for the competition.
- (3) The students can decide about the type of vocation to choose as they have undertaken vocational education along with regular education.
- (4) The education, instead of becoming theoretical, becomes experiential and supportive jobs.

- (5) It develops awareness of entrepreneurship and self employment.
- (6) The student becomes capable of facing the challenges of globalization.
- (7) This type of education imparts respect to labour.
- (8) Differently abled (Divyang) students can assimilate favourable vocational skills and become self reliant. e.g., Visually challenged students can undergo training of mass media and become good comperers, entrepreneurs etc.

### 8.5.3 Benefits of Skill Based Education

- (1) Skill based education nurtures entrepreneurship and makes the students ready to become an entrepreneur.
- (2) Skill based job or business can be undertaken after taking skill based education.
- (3) National pool of skilled human resources is built.
- (4) It generates employability.
- (5) Recruitment of skilled manpower leads to prosperity of industries.
- (6) The opportunities of globalization can be effectively utilized because of persons having higher and supreme skills.
- (7) The nation becomes capable of supplying skilled human resources to various economies across the Globe.
- (8) The skill based education leads to industrial development and thereby growth in the economy.
- (9) Students can get exposures to different vocations, enterprises at an early stage. This helps them identify their inclination and abilities. Based on it, they can choose the vocation or sector, to initiate an enterprise.



#### Remember it

Pradhanmantri Kaushalya Vikas Yojana (PMKVY) is implemented by Government of India through Ministry of Skill Development and Entrepreneurship (MSDE). Through this scheme youth is trained to acquire skills in various trades. Visit the website : [www.pmkvyofficial.org](http://www.pmkvyofficial.org)



#### Experience it

Visit a vocational education institution and understand its working.



#### Let us know

Apart from the new trends in Education which you studied in this chapter; some more noteworthy trends in education can be mentioned as follows :

- **Co-operative Learning**

In this type of learning, students make different groups and learn through mutual co-operation, co-ordination and self-learning.

- **Interactive Learning**

In this kind of teaching, there is no one-way teaching by the teacher. On the contrary, the teacher teaches through interaction and communication with the students.

- **Team Teaching**

This is teaching done by a team of two or more teachers, who teach a particular unit through mutual co-ordination and dialogue.

**Q.1 (A) Complete the statements by selecting the appropriate option from the given options.**

- (1) The student has to construct knowledge at his own level is a base of .....  
 (a) skill based education  
 (b) constructivism  
 (c) blended learning  
 (d) open education
- (2) The trend of education that facilitates simultaneous education for all learners including special needs, learners are called .....  
 (a) Special education  
 (b) 'Divyang' education  
 (c) Inclusive education  
 (d) Open education
- (3) Open education is ..... type of education.  
 (a) formal  
 (b) non-formal  
 (c) informal  
 (d) special
- (4) In blended learning ..... are used.  
 (a) Books  
 (b) Website  
 (c) Online and offline tools  
 (d) Photos

**(B) Write the answers in one to two words.**

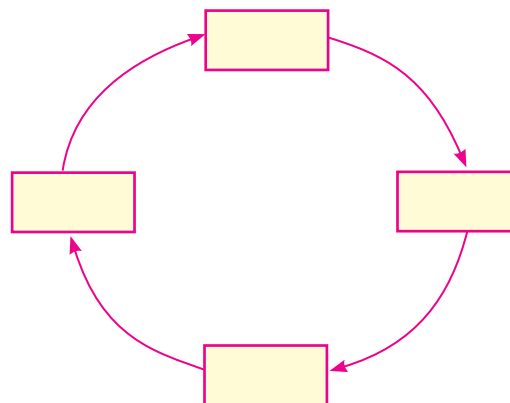
- (1) According to which article of Indian Constitution, education is a fundamental right?
- (2) Write name of any State Level open education institute.
- (3) What is inclusive education ?

**Q.2 State your opinion about the following statements.**

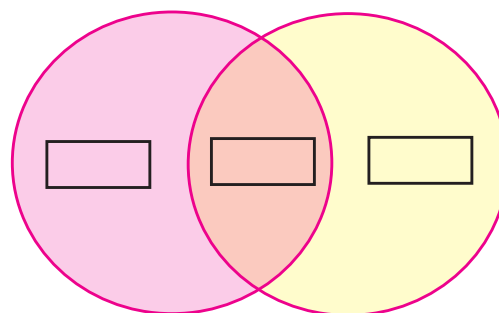
- (1) Chances of employment increase due to skill based learning.
- (2) Socialization of 'Divyang' students become faster due to inclusive education.
- (3) The students who are deprived of formal education get the opportunity through open education.
- (4) The creativity in students gets developed because of constructivism.

**Q.3 Complete the following concept designs.**

**(1) Knowledge Generation Process**



**(2) Blended Learning**



**Q.4 Write the short notes.**

- (1) Characteristics of inclusive education
- (2) Concept of constructivism
- (3) Meaning of skill based education

**Q.5 Write the answers to the following in 50 to 80 words each.**

- (1) Characteristics of blended learning
- (2) Functions of open education
- (3) Characteristics of constructivism

**Q.6 Write the answers to the following questions in 100 to 150 words each.**

- (1) Explain the concept and characteristics of open education.
- (2) Explain the concept and characteristics of skill based education.
- (3) Explain benefits and limitations of blended learning.



## Terminology

|                                     |                                 |                              |                                 |
|-------------------------------------|---------------------------------|------------------------------|---------------------------------|
| Achievement Test                    | - संपादन कसोटी                  | Economical Factor            | - आर्थिक घटक                    |
| Act                                 | - अधिनियम                       | Educational Management       | - शैक्षणिक व्यवस्थापन           |
| Adjustment                          | - समायोजन                       | Educational Support Material | - शैक्षणिक पूरक साहित्य         |
| Aim                                 | - ध्येय                         | Emotional                    | - भावनिक                        |
| Attitude                            | - अभिवृत्ती                     | Equalitarianism              | - समानतावाद                     |
| Basic Education                     | - मूलोद्योगी शिक्षण             | Examination                  | - परीक्षा                       |
| Behavioural Change                  | - वर्तन बदल                     | Experimental Research Method | - प्रायोगिक संशोधन पद्धती       |
| Blended Learning                    | - संमिश्र अध्ययन                | Expression                   | - अभिव्यक्ती                    |
| Blog                                | - अनुदिनी                       | Feedback                     | - प्रत्याभरण                    |
| Case Study                          | - व्यक्ती अभ्यास                | Framework                    | - आराखडा                        |
| Character Formation                 | - चरित्रसंवर्धन                 | Fundamental Process          | - मूलभूत प्रक्रिया              |
| Check List                          | - पडताळा सूची                   | Guide                        | - वीरबाला                       |
| Cinema                              | - चित्रपट                       | Historical Research Method   | - ऐतिहासिक संशोधन पद्धती        |
| Classification of Data              | - माहितीचे वर्गीकरण             | Inclusive Education          | - सर्वसमावेशक शिक्षण            |
| Co-Curricular                       | - अभ्यासपूरक                    | Independent Variable         | - स्वाश्रयी चल                  |
| Commission                          | - आयोग                          | Industrial Factor            | - औद्योगिक घटक                  |
| Commissioner (Education)            | - आयुक्त (शिक्षण)               | Insightful Learning Theory   | - मर्मदृष्टीमूलक अध्ययन उपपत्ती |
| Confidential Material               | - गोपनीय साहित्य                | Internal Evaluation          | - आंतरिक मूल्यमापन              |
| Constructivism                      | - ज्ञानरचनावाद                  | International Harmony        | - आंतरराष्ट्रीय सामंजस्य        |
| Content                             | - आशय                           | Internet                     | - आंतरजाल                       |
| Continuous Comprehensive Evaluation | - सातत्यपूर्ण सर्वंकष मूल्यमापन | Interview                    | - मुलाखत                        |
| Cultural Factor                     | - सांस्कृतिक घटक                | Interview Schedule           | - मुलाखत सूची                   |
| Cultural Transformation             | - सांस्कृतिक संक्रमण            | Joint Director of Education  | - शिक्षण सहसंचालक               |
| Curriculum                          | - अभ्यासक्रम                    | Law of Effect                | - परिणामाचा नियम                |
| Data Analysis                       | - माहिती विश्लेषण               | Law of Exercise              | - सरावाचा नियम                  |
| Data Interpretation                 | - माहितीचे अर्थनिर्वचन          | Law of Readiness             | - तयारीचा नियम                  |
| Dependent Variable                  | - आश्रयी चल                     | Learning                     | - अध्ययन                        |
| Deputy Director                     | - उपसंचालक                      | Learning Outcome             | - अध्ययन निष्पत्ती              |
| Deputy Director of Education        | - शिक्षण उपसंचालक               | Lecturer                     | - अधिव्याख्याता                 |
| Descriptive Research Method         | - वर्णनात्मक संशोधन पद्धती      | Life Oriented                | - जीवनानुगामी                   |
| Dignity of Labour                   | - श्रमप्रतिष्ठा                 | Life Skills                  | - जीवन कौशल्ये                  |
| Director of Education               | - शिक्षण संचालक                 | Lifelong Learning            | - आजीवन शिक्षण                  |
| Directorate of Education            | - शिक्षण संचालनालय              | Mass Communication Media     | - समूह संपर्क माध्यमे           |
| Differently abled                   | - दिव्यांग                      | Mass Education               | - समूह शिक्षण                   |
| Distance Education                  | - दूरस्थ शिक्षण                 | Maturity                     | - परिपक्वता                     |
| Dynamic                             | - गतिमान                        |                              |                                 |

|                        |                        |                                 |                                 |
|------------------------|------------------------|---------------------------------|---------------------------------|
| Mental                 | - मानसिक               | Scheduled Tribe                 | - अनुसूचित जमाती                |
| Mobile Phone           | - भ्रमणध्वनी           | Scholarship                     | - शिष्यवृत्ती                   |
| Monarchy               | - एकाधिकारशाही         | Scientific Temper               | - वैज्ञानिक मनोभाव              |
| Moral Education        | - नैतिक शिक्षण         | Scout                           | - बालवीर                        |
| Motivation             | - प्रेरणा              | Secondary Source                | - दुय्यम स्रोत                  |
| Movement               | - चळवळ                 | Secretary of Education          | - शिक्षण सचिव                   |
| National Cadet Corps   | - राष्ट्रीय छात्रसेना  | Secularism                      | - धर्मनिरपेक्षता                |
| News                   | - बातम्या              | Self Expression                 | - आत्माविष्कार                  |
| Objective Question     | - वस्तुनिष्ठ प्रश्न    | Sequence                        | - क्रमबद्धता                    |
| Objectives             | - उद्दिष्टे            | Service Conditions              | - सेवाशर्ती                     |
| Observation Schedule   | - निरीक्षण सूची        | Skill based Education           | - कौशल्याधारित शिक्षण           |
| Open Education         | - मुक्त शिक्षण         | Social Factor                   | - सामाजिक घटक                   |
| Opinionnaire           | - मतावली               | Social Institutes               | - सामाजिक संस्था                |
| Oral                   | - मौखिक                | Social Law                      | - सामाजिक कायदा                 |
| Periodical             | - नियतकालिक            | Social Service                  | - समाजसेवा                      |
| Physical               | - शारीरिक              | Social Tradition                | - सामाजिक परंपरा                |
| Physical Education     | - शारीरिक शिक्षण       | Social Transformation           | - सामाजिक परिवर्तन              |
| Physical Factor        | - भौतिक घटक            | Social Value                    | - सामाजिक मूल्य                 |
| Policy                 | - धोरण                 | Socialization                   | - सामाजीकरण                     |
| Political Factor       | - राजकीय घटक           | Sociometric Technique           | - समाजमिती तंत्र                |
| Population Factor      | - लोकसंख्याविषयक घटक   | Software                        | - आज्ञावली                      |
| Practical Examination  | - प्रात्यक्षिक परीक्षा | Special Education               | - विशेष शिक्षण                  |
| Previous Experience    | - पूर्वानुभव           | Standardised Test               | - प्रमाणित चाचणी                |
| Primary Source         | - प्राथमिक स्रोत       | Structure                       | - आकृतिबंध                      |
| Printed Material       | - मुद्रित साहित्य      | Study Centre                    | - अभ्यासकेंद्र                  |
| Professor              | - प्राध्यापक           | Survey                          | - सर्वेक्षण                     |
| Progressive            | - पुरोगामी             | Syllabus                        | - पाठ्यक्रम                     |
| Project                | - प्रकल्प              | Teaching Methods                | - अध्यापन पद्धती                |
| Psychophysical Process | - मनोशारीरिक प्रक्रिया | Technical Factor                | - तांत्रिक घटक                  |
| Qualification          | - अर्हता               | Teleconference                  | - दूरपरिषद                      |
| Questionnaire          | - प्रश्नावली           | Television                      | - दूरदर्शन                      |
| Radio                  | - आकाशवाणी             | Textbook                        | - पाठ्यपुस्तक                   |
| Rating Scale           | - पदनिश्चयन श्रेणी     | Theory of Learning              | - अध्ययन उपपत्ती                |
| Reader                 | - प्रपाठक              | Transfer of Learning            | - अध्ययन संक्रमण                |
| Recommendations        | - शिफारसी              | Trial and Error Learning Theory | - प्रयत्न प्रमाद अध्ययन उपपत्ती |
| Reliable               | - विश्वसनीय            | Universalization                | - सार्वत्रिकीकरण                |
| Republic               | - गणराज्य              | Valid                           | - वैध                           |
| Respondent             | - प्रतिसादक            | Value based                     | - मूल्याधिष्ठित                 |
| Salary                 | - वेतन                 | Vice-Chancellor                 | - कुलगुरू                       |
| Scheduled Caste        | - अनुसूचित जाती        |                                 |                                 |

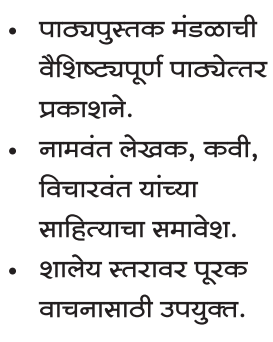
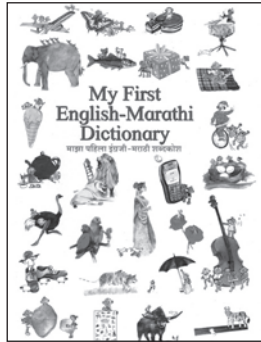
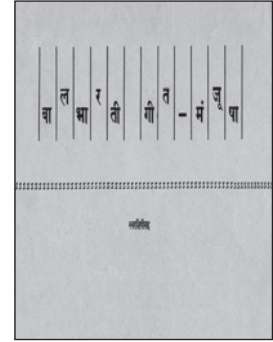
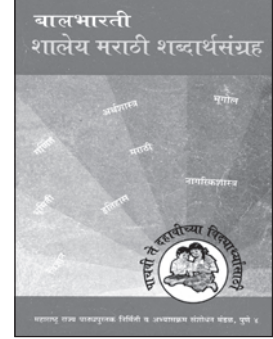
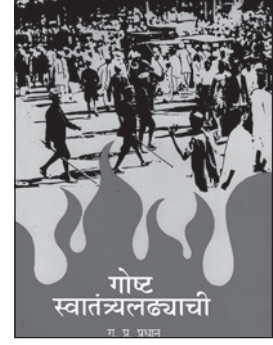
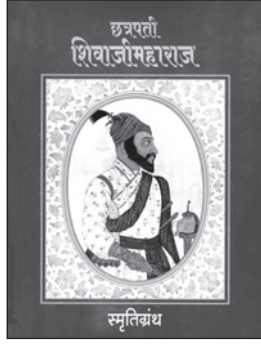


## Notes

This image shows a full page of a document template. It consists of approximately 30 evenly spaced horizontal dotted lines across the entire width of the page, providing a guide for handwriting or typing. There are no margins, headers, footers, or other markings present.

## Notes

[illegible]



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