

Maulana Abul Kalam Azad's Educational Relevance & Contributions

** Shaikh Mohammadi*

Introduction:

Maulana Abul Kalam Azad born in Mecca on November 11, 1888. His father Maulana Khairuddin was a noted scholar. His mother Aaliya was an Arab. His father gave him the name Feroz Bakht but he became Abul Kalam and the name stayed. At the age of 10 he was well versed in Quran. At the age of 17 Abul Kalam was a trained theologian recognized in the Islamic World. His studies at Al-Azhar University, Cairo further deepened his knowledge. At Calcutta where his family had settled down, he started a magazine called 'Lisan-ul-Sidq'. His early influences were Maulana Shibli Nawmani and Altaf Husain Hali.

Maulana Azad was indeed an institution in himself. As a distinguished scholar, great statesman. Maulana Azad was imbued with lofty ideas of nationalism, democracy, freedom and rationalism. Azad made a debut in politics when the British government partitioned Bengal in 1905 on religious ground. The Muslim middle classes supported

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A study of an attitude of secondary school teachers towards teaching profession in relation with their adjustment in Aurangabad city

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Introduction: -

The concept of adjustment is as old as human race on earth systematic emergence of this concept start from Darwin. In those days the concept was purely biological and he used the term adaptation, biologists used the term adaptation for physical demands of the environment but psychologists used the term adjustment for varying condition of social or interpersonal relations in the society. Thus we see that adjustment means reaction to demand and pressure of social environment imposed upon the individual. Though the interaction between ability and situation mean establish and harmony or adjustment with the world around him.

"Adjustment is explained as the process of behaviors by which man and other animals maintain equilibrium in their need and demand of the environment. Adjustment is a process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs." - L.S. Shaffer.

The term 'attitude' was first used by Herbert Spencer in 1862 (All port, 1935) Originally the term 'attitude' referred to a person's bodily position or posture.

Travers:-"An attitude is a readiness to respond in such a way that behavior is given a certain direction."

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“A Study of secondary school teacher’s Attitude towards teaching profession”

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Introduction:

The teachers’ role in the growth, development and prosperity of the nation is undeniable. It is the teachers who mould the future society and influence the coming generations towards successful achievement of the National Goals. The teachers play an important role in the field of education. The performance of a teacher depends upon many factors and one of them is attitude towards teaching profession.”

Attitude is mental readiness to respond positively or negatively towards a person, object, event or situation. According to Allport (1954) attitude is mental and neutral state or readiness, organized through experiences, exerting a directive of dynamic influences upon the individual responses to all objects and situations with which it is related. “Thurstone & Chave (1929) mentioned the attitude” as the sum of a man’s inclinations and feelings, prejudices or biases, perceived notion, threats and convictions about any specific”.

Need and Importance :

Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant

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STUDY OF SOCIOLOGICAL FOUNDATIONS OF EDUCATION IN INDIA

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ABSTRACT

Education in India is a multifaceted domain influenced by its rich historical traditions and diverse socio-cultural landscape. This paper delves into the sociological dimensions of Indian education, tracing its evolution from ancient holistic learning systems, through medieval centers of intellectual exchange, to the introduction of Western education during the colonial era. It examines key sociological theories, including functionalism, conflict theory, and symbolic interactionism, to understand education's role in societal stability, inequality perpetuation, and identity formation.

Social stratification, particularly caste and gender disparities, critically impacts educational access and outcomes. Despite legislative measures like the Right to Education Act (2009), significant challenges persist in implementation, infrastructure, and educational quality, especially in rural and marginalized communities. The paper highlights the crucial contributions of non-governmental organizations and civil society in addressing these gaps.

The paper concludes by emphasizing the necessity for collaborative efforts from policymakers, educators, and communities to address educational inequalities, ensuring access to quality education and fostering inclusive development in India.

KEYWORDS: Education, India, Education Quality, Society

INTRODUCTION

Education plays a pivotal role in shaping societies by transmitting knowledge, fostering social integration, and promoting cultural values. In India, understanding the sociological dimensions of education is crucial due to its diverse socio-cultural landscape and complex historical evolution. This paper explores the intersection of sociology and education in India, examining historical contexts, sociological perspectives, social stratification, policy implications, cultural diversity, contemporary challenges, and future prospects.

India's educational journey reflects a blend of ancient traditions, medieval influences, and colonial legacies. Ancient educational systems emphasized holistic learning encompassing moral, spiritual, and practical knowledge. The medieval era witnessed the establishment of renowned centers of learning such as Nalanda and Takshashila, which contributed to intellectual exchanges across Asia. The colonial period introduced Western education systems, aiming to serve colonial interests while initiating a transition towards modern education.

Sociological Perspectives on Education

Various sociological theories provide insights into the role and impact of education in Indian society. Functionalism highlights education's function in maintaining social stability and cohesion. Conflict theory critiques education as a mechanism that perpetuates inequalities based on caste, class, and gender. Symbolic interactionism explores how educational experiences shape individual identities and social interactions within diverse cultural contexts.

Social Stratification and Education

India's social stratification significantly influences access to and outcomes of education. The caste system historically marginalized lower castes, limiting their educational opportunities. Gender disparities persist despite efforts towards gender parity in education. Socioeconomic factors such as poverty and rural-urban divides further exacerbate educational inequalities, affecting both attainment and quality.

Policy and Governance

Government initiatives aim to address educational disparities and promote inclusive education. The Right to Education Act (2009) mandates free and compulsory education for all children aged 6-14 years, aiming to bridge educational gaps. However, challenges in implementation, inadequate infrastructure, and teacher shortages hinder effective educational delivery, particularly in rural and marginalized communities. Non-governmental organizations and civil society play crucial roles in supplementing governmental efforts and advocating for educational reforms.

Education and Cultural Diversity

India's cultural diversity manifests in varied educational practices and curriculum adaptations across regions and communities. Multilingualism and multiculturalism present both challenges and opportunities for curriculum development and educational equity. Addressing regional disparities in educational infrastructure is essential for ensuring equitable access to quality education sensitive to local cultural contexts.



ASSESSMENT AND EVALUATION METHODS IN B.ED. PROGRAMS: A COMPREHENSIVE REVIEW AND DATA ANALYSIS

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ABSTRACT

Assessment and evaluation are integral components of B.Ed. programs, crucial for gauging student learning and program effectiveness. This paper reviews various assessment and evaluation methods employed in B.Ed. programs, analyzes their effectiveness and discusses implications for curriculum development.

KEYWORDS: Data Analysis, Education, Learning, Program, Evaluation

INTRODUCTION

In the field of education, assessment and evaluation play pivotal roles in ensuring student learning outcomes meet educational standards. For Bachelor of Education (B.Ed) programs, these processes are critical not only for measuring individual student progress but also for evaluating the overall efficacy of educational practices and curricula. This paper explores the diverse methods of assessment and evaluation used within B.Ed programs, aiming to provide insights into their application, effectiveness, and areas for improvement.

Theoretical Foundations

The theoretical framework of assessment and evaluation in education emphasizes the importance of aligning assessment practices with educational objectives and desired learning outcomes (Wiggins & McTighe, 2005). According to Bloom's taxonomy, assessments should encompass various levels of cognitive skills, from basic recall to critical thinking and problem-solving (Anderson & Krathwohl, 2001).

Current Practices

Current literature reveals a wide array of assessment methods used in B.Ed programs, including formative assessments (e.g., quizzes, classroom discussions), summative assessments (e.g., final exams, portfolios), and diagnostic assessments (e.g., pre-tests) (Black & Wiliam, 1998). These methods serve different purposes throughout the learning process, providing feedback to both students and educators.

Challenges and Issues

Despite their importance, implementing effective assessment and evaluation practices in B.Ed programs faces challenges such as aligning assessments with curriculum goals, ensuring fairness and reliability, and integrating technology-enhanced assessment tools (Popham, 2008).

METHODOLOGY

This research employs a qualitative approach, utilizing semi-structured interviews with B.Ed program coordinators and faculty members. Data were collected regarding the types

of assessment and evaluation methods used, their perceived effectiveness, and challenges encountered in implementation. Thematic analysis was employed to identify common themes and patterns in the data.

Assessment Methods in B.Ed. Programs

Types of Assessment

Assessment methods in B.Ed programs encompass a range of techniques. Formative assessments, such as continuous classroom assessments and peer reviews, are used to monitor student progress and provide ongoing feedback. Summative assessments, such as standardized tests and final examinations, measure student achievement at the end of a course or program. Diagnostic assessments help identify students' prior knowledge and learning needs at the outset of instruction.

Examples

Case studies from various B.Ed programs illustrate the application of these assessment methods in practice. For instance, the use of e-portfolios in teacher education programs allows students to showcase their learning artifacts and reflections, demonstrating growth over time (Barrett, 2005).

Evaluation Methods in B.Ed. Programs

Types of Evaluation

Evaluation in B.Ed programs extends beyond student assessment to encompass program evaluation and continuous improvement processes. Self-evaluation, peer evaluation, and external evaluations by accrediting bodies contribute to a comprehensive assessment of program effectiveness and adherence to educational standards.

Effectiveness

Research findings indicate that a combination of assessment methods, including both formative and summative assessments, enhances student learning outcomes and program quality (Hattie & Timperley, 2007). However, challenges such as subjective grading practices and time constraints impact the reliability and validity of evaluations.