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Documents for Publications of

Dr. Vikrant Mishra

on Distance Education at DDE during last five years.

The Educational Thoughts of A P J Abdul Kalam

Dr. Vikrant Mishra⁵

Introduction-

Dr. Kalam is a practical educational thinker and visionary who stands for integrating ancient and modern educational ideals for the development of a balanced Indian society. Being a top scientist of international reputation, his direct contribution to the advancement of science and technology is unique and commendable. His scholarly research publications, articles, books etc. have opened new avenues for research and studies in the area of aeronautics, ballistics, and metallurgy.

Dr Kalam lays great emphasis on education. He believes that the teachers, particularly school teachers, have tremendous responsibility in shaping the life of an individual. Childhood is the foundation stone upon which stands the entire life structure. He states that the seeds sown in childhood blossom into the tree of life. He firmly believes that the education system should be able to retain the smiles of children. He further states that the education system has a tremendous responsibility to transform a child into a leader—the transformation from “What can you do for me?” to “What can I do for you?” He believes that proper education would help nurture a sense of dignity and self-respect among the students. He maintains that the purpose of teaching is to create nation-building capacities in the students and these capabilities are derived from knowledge, education, own experience and value system inherited through civilization.

Kalam's Aims of Education-

According to Dr. Kalam education system should retain the smiles of children. This can happen if the education system is made creative throughout and full

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Creativity in Education

Vikrant Mishra*

ABSTRACT

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. It is present everywhere, in every culture and in every sphere of life. In this paper, a systematic effort has been made to find out the myths of 'creativity', and how to accelerate it properly, in the classroom.

Introduction

Creativity is a phenomenon whereby something new and somehow valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition, or a joke) or a physical object (such as an invention, a literary work, or a painting). Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing. Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life.

Creative Thinking

Creative thinking means looking at something in a new way. It is the very definition of "thinking outside the box." Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious. The fictional



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Educational and Vocational Guidance

Course: M.A. (Education) Final

Paper: Ed -208

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MEANING AND PRINCIPLES OF GUIDANCE

Writer : Dr. Vikrant Mishra*

Concept

Guidance is as old as the history of man. In an unorganized and an informal way, it is provided, in all times by elders, parents or mature persons to needy person who is facing any problem in his life. It is a kind of help to assist a person come out of darkness. It is a help required in the process of development. Its needs is ever-rising in the modern times, as the society is becoming complex day by day and human being is facing conflicts, tensions and stress in routine life. Advances in science and technologies have given us lot of progress and unprecedented problems.

Meaning of Guidance:

Literally guidance means to direct, to point out, to show the path. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

Guidance and Counseling :

The terms guidance and counselling have been loosely or interchangeably used. Guidance is a term which is broader than counseling and it includes counseling as one of its services. Butter makes a logical separation of the counseling process i.e. (i) adjustive and (ii) distributive phase. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The distributive phase can be most aptly described as guidance while the adjustive phase can be considered as description of counselling.

Principles of Guidance:

Guidance is based upon the following principles.

- (i) Holistic development of individual : Guidance needs to be provided in the context of total development of personality.
- (ii) Recognition of individual differences and dignity: Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme.

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ORGANIZATION OF GUIDANCE SERVICES IN SCHOOL

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Meaning

Organization of guidance programme means to utilize the human resources and material resource in a organized way for providing guidance and counseling to the students. It is cooperative adventure of the head of the institution, counselor and team of teachers to make use of material and human resources of school and community providing guidance to students in maximum realization of their potentialities. The head of the institution plan supervise and coordinate efforts of counselor and teachers to utilize material resources for guidance activities. The organization of guidance program includes:

- Lay down objectives
- Muster resources
- Planning
- Co-ordination and conduct of activities
- Allocation of duties and responsibilities
- Provision of minimum essentials
- Leadership
- Team work

NEED

Elementary and secondary schools are showing keenness to organize guidance programmes. They are offering more different kinds of guidance services than ever before.

A comprehensive programme of guidance is essential for an elementary as well as a secondary school for the following reasons:

- 1. Co-ordinating guidance work:** Guidance programme will involve members of the staff and make possible the co-ordination of their work. Instead of divergent, unrelated types of activity, the organized work will integrate efforts of different members.
- 2. Facilitate individual efforts:** Guidance is co-ordinated activity. Every member of the staff has something to contribute. Organization of guidance will facilitate the use of skill, training and interests of every member of the staff. This will give recognition to the talent and skills of members, both inborn and acquired through various inservice courses.
- 3. Avoiding wastage of time and effort:** Proper organization of guidance will avoid wastage of time and effort of concerned persons. They will work only towards the well defined goals, instead of making irrelevant efforts.

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OCCUPATIONAL INFORMATION

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Introduction

Tremendous explosion of knowledge in science and technology in the modern days has enriched the store house of information. The scientific and technological advancements have brought in many changes in social and economic structure of our country. Among the many challenges faced by our youths today is the choice of a right career. The occupational information, one of the important components of guidance programme is basic to career planning and adjustment.

Concept

Occupational information is information about the 'world of work'. Occupational information covers pertinent and reliable information relating to various occupations e.g. job contents, training and preparation for the occupation, entry in to occupation, working conditions, salaries, emoluments, employment outlooks and prospects etc.

NEED AND IMPORTANCE:

Occupational information service is one of the important guidance services. The need and importance of occupational information is as follows:

Career Planning:

Due to vastness of educational and occupational opportunities available today the student needs accurate reliable and useful information. Occupational information is one of the essential aspects of career planning.

Career Development:

Occupational information is also essential for career development of students. The individual's appropriate skills, attitudes, interests, abilities, values and self concept depend upon accurate information about specific jobs.

Vocational thinking:

In the early stage i.e elementary stage, occupational information helps to widen the vocational thinking. This helps them to explore the vocational world.

Changing Perceptions:

Occupational information helps to check the pre conceived distorted notion of individual regarding some job.

Placement:

As the student gets reliable and accurate information about the job, through occupational information it helps in placement. The student gets information about personality traits

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GUIDANCE OF EXCEPTIONAL CHILDREN

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Introduction

Children who have been determined to require special attention and specific necessities than other children. Special needs children face a lot of emotional, social and psychological problems due to their disability. A teacher can prove to be very helpful to students in providing personal and academic support. A little help and concern from a teacher can help them stabilize their emotional, social and psychological levels into a more balanced learner in the classroom. Under a teacher's guidance, students will feel secure and more engaged in the learning process. Teacher guidance can help students with special needs express their feelings and communicate their needs freely in the classroom which will create a more constructive student/teacher engagement and understanding.

Therefore by providing guidance to students with Special needs, teachers can effectively help students towards a greater academic and social adjustment to their learning environment.

PHYSICALLY HANDICAPPED CHILDREN

The term physically impaired or disabilities have been used in literature in various ways: physically handicapped, crippled, orthopaedically impaired or otherwise health impaired.

Physical handicaps are divided into two types : (i) orthopaedically impaired, and (ii)

health impairments. Government of India in the New Policy of Education (1986) has laid special emphasis on the education of physically handicapped children. A very comprehensive project known as 'Integrated Education for the Disabled (IED) has been prepared to provide adequate educational and other facilities for the development of the potentialities of disabled. "The objective is to integrate the physically and mentally handicapped with the general community or equal partners to prepare them for normal growth and enable them to face life with courage and confidence."

Needs and problems of physically handicapped children

The special provisions are needed for the physically handicapped children which are given as follows:

1. These children need wheelchairs, crutches, braces, hand rails etc. for independent movement in the school. The teacher should arrange the seating in such a way that their movements do not disturb the class.

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JOB ANALYSIS

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Meaning

Job analysis is the process of objectively determining the specific duties, responsibilities and working conditions associated with a specific job, as well as the personal skills and qualifications required to perform that job satisfactorily. It is the process of getting information about the job. Thus, the purpose of job analysis is to establish and document the job relatedness of employment procedures. It investigates exactly:

- What the worker does in a particular job?
- How s/he does that particular job?
- Why s/he does it ?and
- How much skill is required to do it ?
- What are the physical demands, environmental conditions associated with this specific job?

Some of the methods of job analysis are:

1. Review of job classification system
2. Interviews: Incubement interviews and supervisor interview
3. expert panel
4. observation
5. Incubement work logs

Advantages of Job analysis:

1. Job analysis helps the personnel manager at time of recruitment and selection of right personnel in right job.
2. Understanding the extent and scope of training required in the field.
3. It helps in chalking out the compensation plan for employees
4. It helps the personnel in performance appraisal of employees.

TYPES OF JOB ANALYSIS:

These may be used individually or in combination. Job analysis can be done in two ways: job specifications and job profile.

Job specifications

Job specification is a statement which tells us minimum acceptable human qualities which helps to perform a job. It helps in selecting an appropriate person for an appropriate position. The components covered under job specifications are:

1. job title and designation

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PLACEMENT SERVICE

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Individual inventory service, assists individual to 'know thyself', whereas educational and occupational information helps to 'know the educational and occupational opportunities existing in the society or country' i.e. it helps to 'know the world around'. On one side is the individual/student with unique personality and on the other side are choices/opportunities. Now role of placement service begins, it relates individual's characteristics with the requirements of the educational and occupational choices for the happiness or job-satisfaction of the individual and welfare of the society.

Meaning

English, H.B. and English, A.C. defined placement in 'A Comprehensive Dictionary of Psychological and Psycho-analytical Terms' (1958), as,

"Placement refers to assigning of worker to a job for which he is judged best-fitted. Fitness includes the individual's satisfaction as well as his abilities in relation to the job".

According to Downing, "Placement is a service with guidance programme designed to assist students in the selection of suitable courses of curricula, extra class activities, and part time or full time employment".

According to Andrew and Willy, "Placement refers to all of the activities performed in assisting the student to make an adequate adjustment to the next step in his training whether that's taking a full or part time job or making a choice of additional educational training".

Functions of Placement Service

Following are the purposes of placement service:

- 1. Selection of subjects and courses:** The purpose of placement service is to help the students to choose subjects where there is an option to choose. Study of the subject or to pursue a curriculum leads to vocational preparation, so it is the utmost duty of this service to help the needy students at cross-roads.
- 2. Selection of co-curricular activities:** School presents a long list of co-curricular activities to the students. Placement service assists the student to choose curricular activity in matching his abilities, interests etc. If properly chosen, student may adopt that co-curricular activity as a profession.
- 3. Selection of institution for higher learning:** Present is an age of quality. Everyone wants to join an institution with good reputation. Placement services provide help to choose institution after completing high school / secondary school/ college for next step of learning.

FOLLOW-UP SERVICE

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Follow-up service refers to the follow-up of activities of the individual placed in a job through placement service and to see whether he has achieved success or not in the job assigned to him. Follow-up service also tries to know how much satisfaction the individual has achieved in his job. This service also tries to know the causes of the individual's failure or dissatisfaction in his job and tries to remove them.

According to Robert Smith and Erickson, "the follow-up service committee is concerned with what happens to pupils while in school or after they have left school. It is interested in their progress in relationship to total or any part of educational programme".

According to Downing, "the follow-up service is a basic element of the guidance programme designed to provide information needed to assist youngsters in making better adjustment to school, to a vocational training programme or to a job.

PURPOSES OF FOLLOW-UP SERVICES

1. **To maintain contact with old students:** The purpose of follow-up service is to help the school maintain contact with the old students. It collects information from the students in a systematic way.
2. **To discover drop-outs:** Follow-up service helps to discover the number of drop-outs in different classes. It also discovers the causes of drop-out at different level. It also strives to identify the characteristics of drop-outs.
3. **To help the drop-outs:** This service identifies the drop-outs and helps them to adjust them in their life. It provides assistance to obtain job.
4. **To evaluate the results of placement:** It ascertains the effectiveness of placement service. It helps to improve the process of placement.
5. **Get feedback for guidance programme:** It enables the authorities to ascertain the opinion of old students about effectiveness of guidance programme of the institution.
6. **Feedback to improve curriculum:** Follow-up provides feedback on the basis of data obtained from drop-outs and from students who have passed out the terminal stage, for the improvement of curriculum.
7. **To ascertain job satisfaction:** It helps to determine whether individual is developing in his job, whether he is happy or getting job-satisfaction.

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Curriculum Development and Comparative Education

Course: M.A. (Education) Final

Paper VII

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SECONDARY EDUCATION

Paper- VII
Lesson No.5A

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Vetter : Prof. Puran Singh

Secondary education is given after primary education and before university education. It includes all the classes after the primary school and before the university. Education has been grouped into primary, secondary and university stages in different countries, though the duration of secondary education may differ in one country from that in other. At some places secondary classes begin from the sixth class and go up to twelfth. Elsewhere upper primary classes go up to eighth class and secondary classes start from the ninth and go up to eleventh or twelfth. Before independence secondary education was classified in different manners, such as vernacular middle school, matriculation, entrance, high school and intermediate etc.

SECONDARY EDUCATION IN USA

Cardinal Principles

'Cardinal Principles of Secondary Education' published in 1918 have greatly influenced all subsequent statements on the objectives of secondary education and have enjoyed a position of prestige as a guide to educational thinking. These principles are:

1. Safeguarding and promoting health.
2. Increasing the proficiency in fundamental processes more effectively.
3. Building right attitudes towards home responsibilities.
4. Developing an effective programme of vocational guidance.
5. Providing civic education so that the individual may well act his part as a member of neighborhood, city, state, and nation and understand international problems.
6. Training in the worthy use of leisure.
7. Developing ethical character through wise selection of content and methods of instruction, social contacts and opportunities for developing sense of personal responsibilities spirit of service and principle of democracy.

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VOCATIONALIZATION OF SECONDARY EDUCATION

Paper- VII

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Lesson No.5B

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VOCATIONALIZATION OF SECONDARY EDUCATION IN U.K.

The Social and Educational Background

The United Kingdom is a relatively wealthy country, the majority of whose people enjoy a high standard of living. The concern with the country's wavering economy had led the government to promote a national system of vocational education and training, identifying a close link between an effective training system and an efficient economy. Way back in the 1960's, in its early stages this system was not working very well, and industry required more stimulus and incentive to provide training on a national scale. The outcome of this was the passing of the 1964 Industrial Training Act, which provided for the establishment of Industrial Training Boards (ITB's) for industries which together then employed about half of the country's work force. It was by then well understood that if the productivity and competitiveness of the British industry was to be maintained, it will require a steady supply of skilled personnel and this in turn would depend on effective training schemes made available both for young people and unemployed adults.

Educational Background:

The structure of educational institutions in the United Kingdom can be divided into three sectors: Primary, Secondary, and Further Education. Children attend primary schools from 5 to 11 years of age, and secondary schools from 11 to 16 years. At age 16, they may stay on in full-time education in schools until the age of 18 or transfer to a Further Education College for the same purpose. In either case, the education provided to the student remains free. There is also the 'Middle School' that is introduced whereby children attend Primary schools from 5 to 8 or 9 years, Middle schools from 8 to 12 years, or 9 to 13 years of age, followed by Secondary Schools thereafter. In the United

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Paper- VII**Writer: Dr. Vikrant Mishra****Lesson No.7****Vetter : Prof. Puran Singh****Introduction**

Distance education is characterized by a non-conformist and non-traditional approach which, in effect, questions existing norms of traditional education and seeks to provide a new orientation to educational processes. It assumes premises about the nature of learning that are vastly different from those governing the traditional system of education. Moreover, it has its own dialectic register which arises out of its endeavour to overcome the problems that are implicit in imparting instruction to students who are at a distance from the teacher and/or the institution.

This clearly shows that distance education does not exist in a vacuum. It is in fact, an outcome of certain socio-historical compulsions and technological growth: it is a system which is firmly related to social and cultural environments. The most important development in this regard is the advancements made in the field of electronic mass media. For instance, technological growth opens up new channels of communication which, when put to use, can replace the usual channel, i.e. oral communication.

Concept

The concepts on the basis of which distance education operates distinctly distinguish it from the traditional educational system. It operates mainly on the following concepts: i) Learner – centredness ii) Indirect education iii) Education in real-life setting

Learner –Centredness

Unlike formal education, distance education puts the client, i.e. the student, first and then the institution. Distance education, in fact, lays emphasis on the needs and convenience of the learners while taking into account the individual diversity among them and indeed makes this an operative condition. It works on a concept of time which is not arbitrary in the sense that it permits individual variation in the time span required for purposes of

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EDUCATIONAL ADMINISTRATION

Paper- VII

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EDUCATIONAL ADMINISTRATION OF INDIA

Ministry for Education

The Indian government is quasi federal in nature. The union government and the state government together are responsible for the development of education in the country. Hence separate ministries are formed for smooth functioning of the departments.

Central Ministry

On 26th Sept. 1985 the government of India created a new ministry in the name of Ministry of Human Resource Development. This ministry is responsible for educational development of the country. The ministry has two departments viz. Department of School Education and Literacy and Department of Higher Education. Under the former, there are two sub categories viz.

- Elementary Education
- Secondary Education and Adult Education

Under the later, there are six sub categories viz.

- University and Higher Education
- Technical Education
- Book Promotion and Copy Right
- Scholarships

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Lesson No. 3

Paper: VIII (Opt-I)

Special Education

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Vetter: Prof. Sushil Kumar**

EDUCATION OF ORTHOPAEDICALLY HANDICAPPED

STRUCTURE OF THE LESSON

- 3.0 Objectives
- 3.1 Introduction
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- 3.3 Types of Handicap
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- 3.5 Educational Programmes

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M.A. (Final) Education

Lesson No. 6

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Paper: VIII (Opt-I)

Vetter: Prof. Sushil Kumar**

Special Education

EDUCATION OF HEARING IMPAIRED

STRUCTURE OF THE LESSON

6.0 Objectives

6.1 Introduction and Meaning

6.2 Characteristics

6.3 Degree of Impairment

6.4 Etiology

6.5 Educational and Intervention Programmes

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