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# **EDUCATION AS A PRACTICE**

**B.E.S.C.-134**

**B.A. General - 4th Semester**

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**Sample Preview  
of the  
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# QUESTION PAPER

June – 2023

(Solved)

## EDUCATION AS A PRACTICE

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Time: 3 Hours ]

[ Maximum Marks : 100

Note: Attempt questions as per instruction given in each Section.

### SECTION-A

Note: Attempt any two questions from this Section.

**Q. 1.** “Case studies can be an effective research method for improving educational practices.” Justify the statement with the help of examples.

**Ans. Ref.:** See Chapter-12, Page No. 98, ‘Utility of Case Studies in Improvement of Practices’.

**Q. 2.** Identify a research problem from day-to-day situation. Discuss the steps you will follow to solve the problem using survey research approach.

**Ans. Research Problem:** In the context of education, there is a growing concern about the impact of prolonged remote learning and the digital divide on students’ academic performance and well-being. With the widespread adoption of online education during the COVID-19 pandemic, it’s essential to investigate the experiences, challenges, and outcomes of students in remote learning environments to inform future educational strategies.

**Steps to Solve the Problem Using a Survey Research Approach:**

**Step 1: Define Research Objectives and Hypotheses:**

**Objective:** To understand the experiences and challenges faced by students in remote learning environments and their impact on academic performance and well-being.

**Hypotheses:** Students who faced greater digital divide challenges during remote learning will have lower academic performance and higher levels of stress and anxiety.

**Step 2: Review Existing Literature:** Conduct a comprehensive review of existing research related to remote learning, digital divide, academic performance, and student well-being.

**Step 3: Develop a Research Design:**

- Determine the target population.
- Decide on the survey method.
- Create a list of survey questions based on the research objectives and hypotheses. Questions should cover topics like access to technology, online learning experiences, academic performance, and well-being.

**Step 4: Sampling:**

- Define the sampling frame (e.g., students from various schools or universities).
- Choose a sampling method (e.g., random sampling or stratified sampling) and determine the sample size.

**Step 5: Data Collection:**

- Administer the survey to the selected sample, ensuring that students understand the questions and provide informed responses.
- Collect demographic data, such as age, grade level, access to devices and internet, and socio-economic background.

**Step 6: Data Analysis:**

- Analyze the responses to identify correlations between digital divide challenges, remote learning experiences, academic performance, and well-being.

**Step 7: Interpretation of Findings:**

- Interpret the survey results to test the hypotheses and draw conclusions.
- Determine the extent to which digital divide challenges impact academic outcomes and well-being.

**Step 8: Draw Conclusions and Make Recommendations:** Provide recommendations for educators, policymakers, and parents to address digital divide challenges and improve the remote learning experience, with a focus on reducing its negative impact on student well-being and academic performance.

**Q. 3.** Differentiate between mean, median and mode. Calculate mean, median and mode for the following distribution:

Class-Interval	Frequency
0–10	6
10–20	11
20–30	9
30–40	4
40–50	10

**Ans. Ref.:** See Chapter-16, Page No. 141, ‘Comparison of Mean, Median and Mode’.

Also Add: Mean:

Class-interval	Frequency (f)	Mid-point (x)	fx
0-10	6	5	30
10-20	11	15	165
20-30	9	25	225
30-40	4	35	140
40-50	10	45	450
	N = 40		$\sum fx = 1010$

$$\text{Mean} = \frac{\sum fx}{N}$$

$$= \frac{1010}{40} = 25.25$$

Median:

Class-Interval	Frequency (f)	Cumulative Frequency (c.f.)
0-10	6	6 ( $cf_b$ )
10-20 (Median class)	11 ( $f_m$ )	17
20-30	9	26
30-40	4	30
40-50	10	40
	N = 40	

$$\text{Median} = L + \left( \frac{\frac{N}{2} - cf_b}{f} \right) \times h$$

$$= .10 + \left( \frac{20 - 6}{11} \right) \times 10$$

$$= 10 + 12.72$$

$$= 22.72$$

Mode:

Class-Interval	Frequency (f)
0-10	6 $f_0$
10-20	11 $f_1$
20-30	9 $f_2$
30-40	4
40-50	10

$$\text{Mode} = L + \left( \frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

$$= 10 + \left( \frac{11 - 6}{2(11) - 6 - 9} \right) \times 10$$

$$= 10 + \left( \frac{5}{7} \right) \times 10$$

$$= 10 + 7.14$$

$$= 17.14$$

Q. 4. Explain the concept of Normal Probability Curve (NPC). Describe the properties of NPC with suitable example.

Ans. Ref.: See Chapter-17, Page No. 151, 'Normal Probability Curve'.

### SECTION-B

Note: Attempt any four questions from this Section.

Q. 5. Discuss how the philosophical, sociological and psychological principles are translated into educational practices.

Ans. Ref.: See Chapter-1, Page No. 1, 'Translating Philosophical, Sociological and Psychological Principles Into Practice'.

Q. 6. Describe the main features of "Lok Jumbish Pariyojana" and "Eklavya Educational Programme".

Ans. Ref.: See Chapter-2, Page No. 11, 'Lok Jumbish Pariyojana' and 'Eklavya Educational Programme'.

Q. 7. How are planning, executing and implementation of educational policies as important as formation of the educational policies? Explain.

Ans. Ref.: See Chapter-4, Page No. 28, 'Educational Policies/Schemes' and Page No. 30, Q. No. 3.

Q. 8. Describe the three pillars of HIAL and concept of "Live Learning Labs".

Ans. Ref.: See Chapter-6, Page No. 44, 'The Himalayan Institute of Alternative Learning (HIAL)', 'Live Learning Labs'.

Also add: The three pillars of HIAL are:

**Learning by Doing:** Well-planned and uniquely assessed experiential learning programs stimulate intellectual curiosity, reflection, compassion, creativity and skillfulness. Therefore, HIAL encourages learner development through Live Learning Labs that will supplement the traditional academic setting. Thus instilling qualities of leadership, cultural awareness, and entrepreneurship.

**Collaborative Teaching:** HIAL is building a network of collaborative partners that will support its efforts in research, teaching, and exchange programs. Guest lectures by visiting faculty and industry experts will be facilitated on a regular basis and learner-facilitator collaborations will be encouraged. Programs are designed to create a space for learners to share and reflect on their experiences.

**Research and Innovations:** Research and innovation drives every aspect of HIAL. Learners at all academic levels will be encouraged to undertake research

# **Sample Preview of The Chapter**

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# EDUCATION AS A PRACTICE

## Education as an Area of Practice

### INTRODUCTION

Education is a process of acquiring knowledge and skills, preparing for the future, and is instrumental in changing society and promoting social mobility. It is not limited to formal education and obtaining a degree, but encompasses the overall development of individuals. The purpose of this unit is to explore the different aspects of education, including its interconnection with other disciplines, its link to legislation and policy-making, curriculum construction, and research contributions to theory generation and positive outcomes in education. Education is a vast field of learning, training, innovation, and knowledge creation, and it is essential to understand its meaning and purpose critically.

### CHAPTER AT A GLANCE

#### TRANSLATING PHILOSOPHICAL, SOCIOLOGICAL AND PSYCHOLOGICAL PRINCIPLES INTO PRACTICE

Education is not limited to learning or acquiring knowledge, but involves the development of skills, attitudes, and habits of an individual. Different thinkers have defined education in various ways, with some viewing it as a multidisciplinary or interdisciplinary field. However, the most dominant view of education considers it a 'field', incorporating principles from other disciplines such as philosophy, sociology, political science, and psychology. Education creates its own epistemological basis while amalgamating features of other disciplines.

**Education and Philosophy:** Philosophy and Education are interdependent, with Philosophy providing theory and guidance, and Education providing the tools to achieve those ideas. The subfield of 'Philosophy of Education' emerged due to this interdependence. Naturalism, one of the schools of thought, emphasizes the importance of nature as a guide for education. Jean Jacques Rousseau, a prominent naturalist, believed in the philosophy of 'negative education' and suggested that education should develop in harmony with the natural abilities of students. Other schools of thought like

Idealism, Realism, and Pragmatism are based on their own principles of metaphysics and axiology, defining and suggesting the best structure for education and practices.

**Education and Sociology:** Education is an essential part of society and serves as a tool for social change, beliefs, skills, and attitudes. The interlink age between education and socio-political ideas has resulted in the emergence of the field of Sociology of Education. Sociologists analyze educational practices in the context of society and its hidden agendas, beliefs, and motives. Functionalists like Durkheim believed that schools are an essential part of society, and education perpetuates and reinforces homogeneity among its members. Sociologists study the social functioning of society concerning caste, class, gender, region, race, etc., and education becomes the center of analysis.

**Education and Psychology:** The relationship between Psychology and Education is based on the understanding of human behaviour and experiences, which led to the origin of the branch 'Psychology of Education.' This area deals with the psychological implications of education, such as the study of learners' development and growth. Theories of cognitive development, learning, and behaviourism are used to maximize learning opportunities in the classroom and develop the best education for students.

#### CONSTITUTIONAL PROVISIONS AND POLICY FORMULATION

The Constitution of India guides the nation on the path of values and aspirations enshrined in the Preamble. It serves as a source of legislation and policy formulation, including for education. Education is an essential aspect of society and fulfils the vision and goals set by government policies. Policies are developed to fulfil the constitutional obligations and provisions, such as Article 45, which states that every child has the right to free and compulsory education. However, successful implementation of policies requires planning, strategy, and trained personnel. While constitutional provisions are mandatory, research and praxis inform them and policies. Over time, various provisions have been added to the Constitution associated with education.



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1. Right of free and compulsory education- Article 45.
2. Right to education-Article 21A.
3. Education for women-Article 15(1)(3).
4. Promotion of education and economic interests of SC, ST and OBC-Article 46.
5. Religious education-Article 25, 28 (1) (2) (3).
6. Education of minorities, protection of interest of minorities-Article 29.
7. Right of minorities to establish and administer educational institutions-Article 30.

**The Right to Education Act (RTE) 2009:** The Right to Education Act (RTE) was passed in India in 2009 to provide free and compulsory education for children aged 6-14 years. The Act is based on Article 45 of the Indian Constitution, which makes education a fundamental right.

Key points of the RTE Act include free and compulsory education for all children, mandatory admission of at least 25% of children from weaker sections in private schools, no collection of donations or capitation fees, no physical or mental harassment of children, a fixed student-teacher ratio, a requirement for teachers to obtain professional degrees, and penalties for schools that violate RTE regulations. Successful implementation of such policies and provisions will improve the quality of education and help achieve desired objectives.

### CURRICULUM CONSTRUCTION AND TRANSACTION

This passage discusses the importance of policy-making in education and its relationship with the constitution. Curriculum is defined as a written plan that manages learning or a blueprint of experiences for students. The curriculum encompasses all educational experiences offered to learners, and the syllabus provides a list of topics for those experiences. The curriculum also involves pedagogy, educational resources, and evaluation and assessment. The curriculum is crucial in bringing constitutional provisions into practice. However, it can also be influenced by political powers, resulting in a hidden curriculum that goes beyond stated objectives.

#### Curriculum Construction: Basic Foundations

The process of curriculum construction is guided by three foundational principles: philosophical, sociological, and psychological. These foundations influence decisions on curriculum planning, content selection, and teaching methods. The philosophical foundation determines the purpose of education, subject-matter, and assessment. The sociological foundation considers societal needs and goals and helps to develop social skills and knowledge. The psychological foundation provides insights into how individuals learn and interact with their surroundings, informing teaching methods and learning objectives. Overall, the three foundational principles work together to create a well-rounded and effective curriculum.

#### Approaches to Curriculum Transaction

Curriculum transaction is the process of implementing a curriculum through effective planning and evaluation by stakeholders. The traditional approach to curriculum transaction is subject-centred, while new approaches are emerging. These include the learner-centred approach, which focuses on individual needs and interests, and the social re-constructionist approach, which emphasizes social justice and change. Other important factors in curriculum transaction include teamwork, communication, and time management.

There are different approaches to curriculum transaction. The traditional approach is subject-centred or teacher-centred, but new approaches are replacing it.

These new approaches include the activity-centred curriculum that emphasizes learning by doing and relating to life, the child/learner-centred curriculum that prioritizes the learner's needs and overall development, the integrated curriculum that combines subject-centred, learner-centred, and activity-centred approaches, and the holistic curriculum that focuses on the overall development of the learner by integrating various aspects of development in an environment.

#### RESEARCH AT THE MICRO AND MACRO LEVEL

Research in education plays a crucial role in understanding educational practices and issues, developing new knowledge, and improving the education system. The process of research involves organized and systematic steps to find solutions to problems. Different approaches to educational research exist, but most view it as investigating educational practices and their impact on students and teachers. Research in education contributes to curriculum development, equity in education, diversity understanding, and developing learning tools.

The National Education Policy (2020) recognizes the importance of academic research in education and suggests measures to encourage quality academic research in all fields.

The field of education research has several defining characteristics, including its crucial role within our education system, its emphasis on critical and systematic analysis, and its reliance on both empirical evidence and observable experiences of individuals and groups. Education research is diverse in nature, encompassing a wide range of social, cultural, economic, educational, and philosophical phenomena. This research serves a variety of purposes, from generating new theories and revisiting old ideas to analyzing phenomena critically and finding solutions to problems. Both qualitative and quantitative data, collected through primary and secondary sources, play an important role in education research.

Research in education can be qualitative or quantitative and follows a systematic process from identifying issues to concluding with findings. Mixed

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research methods can also be used. There is always a need for research to find answers to questions and in the field of education, there are micro and macro approaches for investigating and understanding human interaction. These approaches differ in the level at which they investigate the interaction.

**Micro level Research**

Micro level research in education refers to research that is conducted at the school or college level for informing school practices or examining the challenges and issues faced at a micro level. This type of research examines person-to-person interactions and analyzes to make a broader understanding. For example, researching how primary school male students' identities form through school practices. Micro level research only considers a particular class or group of students, which helps to understand the nuances of day-to-day school practices, but fails to consider broader practices and patterns that impact such phenomena or processes.

**Macro Level Research**

Macro level research in education is conducted at a broad level to understand, analyze, and contribute to policy formation. It helps to understand the political and social meaning of school practices, evaluate educational policy implementation, and critically examine the role of education in society. Micro level research can contribute to macro level research by gathering data for studying the impact and findings of multiple micro level research studies at a broader level.

**Challenges of Research in Contemporary Education System**

Conducting research in the field of education comes with challenges, such as the political nature of education and minimizing biases. Additionally, some areas of education are unexplored, making finding literature a constant struggle. However, these challenges should not hinder the research, and researchers should aim to justify their work.

**ACTIVITIES**

**Q. 1. Read more about the Right to Education (RTE) Act, 2009 and share your understanding of this act. Do you think making education a right of every child will be able to resolve all the dropout issues in India? Give relevant arguments for your response.**

**Ans.** The Right to Education (RTE) Act, 2009 is a law that aims to provide free and compulsory education to all children between the ages of 6 and 14. The law was enacted in 2010 and is based on the principle that education is a fundamental right of every child.

The RTE Act, 2009 has several provisions aimed at ensuring that every child receives a quality education. These provisions include free and compulsory education for all children, the establishment of neighbourhood schools, the prohibition of discrimination in admission,

and the appointment of trained teachers. The act also aims to improve the quality of education by mandating the use of child-friendly learning materials and regular teacher training.

However, while the RTE Act, 2009 has helped to increase enrolment in schools, it has not been able to resolve all the dropout issues in India. There are several reasons for this, including the lack of infrastructure in many schools, the shortage of trained teachers, and the socio-economic barriers that prevent children from attending school regularly.

Moreover, the act does not address the quality of education provided in schools. Even if children are enrolled in school, they may not be receiving a quality education that prepares them for the future. This can lead to low retention rates and dropouts, as children may feel that they are not learning anything useful.

Therefore, while making education a right of every child is an important step towards improving the education system in India, it is not enough on its own to resolve all the dropout issues. The government needs to focus on improving the quality of education provided in schools, ensuring that children have access to well-trained teachers and modern infrastructure. The government should also work to address socio-economic barriers that prevent children from attending school regularly, such as poverty and child labour.

**Q. 2. After reading about all the aspects of the curriculum, how will you differentiate between curriculum and syllabus? List out all the differences between curriculum and syllabus giving relevant examples/instances.**

**Ans.** Curriculum and syllabus are two terms that are often used interchangeably, but they have distinct meanings. In simple terms, a syllabus is a document that outlines the content and learning objectives of a specific course or subject, while a curriculum is a broader framework that outlines the goals, objectives, and overall structure of a particular educational program. Here are some differences between the two concepts on the basis of its scope and level, flexibility, timeframe and focus:

**Scope and Level:** Curriculum refers to the entire educational program, which includes all the subjects, courses, and instructional materials, whereas syllabus is a part of the curriculum that focuses on a particular course or subject. For example, a curriculum for a high school may include subjects such as Mathematics, English, Science, Social Studies, etc., while a syllabus for an English course would outline the learning objectives, course content, reading list, and assignments for that specific course.

**Flexibility:** Curriculum is generally more flexible and adaptable to changing circumstances, while syllabus is typically more fixed and specific to a particular course. For example, the curriculum for a school may be adjusted

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to accommodate new courses or programs, while the syllabus for a specific subject may only be adjusted slightly from term to term.

**Timeframe:** Curriculum is usually designed to span over a longer period of time, while syllabus is designed for a shorter duration. For example, a curriculum for a Senior Secondary program may span over a period of two years, while a syllabus for a specific subject/topic/course may only span over a few weeks.

**Focus:** Curriculum typically focuses on the broader goals and objectives of an educational program, while syllabus is focused on the specific learning objectives of a particular course.

For example, a curriculum for a teacher training program may focus on developing the overall teaching skills and strategies of the participants, while a syllabus for a specific course on classroom management would focus on developing specific skills related to classroom management.

In conclusion, while both curriculum and syllabus are important components of the education system, they have different purposes and functions. A curriculum provides a framework for the overall educational program, while syllabus outlines the specific learning objectives and content for a particular course or subject. Understanding the differences between the two can help educators' design effective teaching and learning experiences that meet the needs of their students.

**CHECK YOUR PROGRESS**

**Q. 1. What is the perspective of 'Philosophy of Education'?**

**Ans.** Education provides the means to carry out those ideas, while philosophy provides the theory and direction. Philosophy and education are mutually dependent. Due to this interconnectedness, the field of 'Philosophy of Education' was created. One school of thought, known as naturalism, places a strong emphasis on the value of nature as a teacher. An influential naturalist named Jean Jacques Rousseau advocated 'negative education', which holds that education should evolve in line with students' innate talents. Other schools of thought, such as Idealism, Realism, and Pragmatism, define and suggest the ideal framework for activities and instruction based on their own set of metaphysical and axiological ideas.

**Q. 2. Discuss how the psychological principles translated into educational practice.**

**Ans.** Understanding of human behaviour and experiences forms the basis of the interaction between psychology and education and is what gave rise to the discipline known as 'psychology of education'. This field focuses on the psychological effects of education, such as the growth and development of learners. In order to maximize learning possibilities in the classroom and create the greatest education for children, theories of

cognitive development, learning, and behaviorism are applied.

**Q. 3. Analyse the inter-linkage between Sociology and Education.**

**Ans.** Education is a crucial component of society and acts as a tool for changing attitudes, beliefs, and skills. The area of sociology of education has emerged as a result of the connections between socio-political theories and education. Sociologists examine educational procedures in light of society's covert goals, precepts, and motivations. Durkheim and other functionalists held that education creates homogeneity among society's members and is a necessary component of schools. Sociologists examine how society functions socially with regard to caste, class, gender, region, race, etc., with education serving as the focal point of the study.

**Q. 4. List down some of the important articles of the Constitution which are related to education.**

**Ans.** The Preamble of the Indian Constitution serves as a roadmap for the country's beliefs and objectives. It is a resource for creating laws and policies, notably those pertaining to education. The vision and objectives put forth by governmental policies are fulfilled via education, which is a crucial component of society. Constitutional responsibilities and rules, such as Article 45, which specifies that every child has the right to a free and compulsory education, are fulfilled through the development of policies.

The Constitution now includes a number of clauses relating to education, including:

1. Article 45, "Right to Free and Compulsory Education".
2. Article 21A, "Right to Education".
3. Women's education: Article 15(1), (3).
4. Article 46 promotes the economic and educational interests of SC, ST, and OBC.
5. Religious education- Article 25, 28 (1) (2) (3).
6. Education of minorities, protection of interest of minorities- Article 29.
7. Right of minorities to establish and administer educational institutions- Article 30.
8. The Right to Education Act (RTE), passed in India in 2009.

**Q. 5. What do you understand by curriculum and why is it significant for any education system?**

**Ans.** Curriculum is defined as a written plan that manages learning or a blueprint of experiences for students. The curriculum encompasses all educational experiences offered to learners, and the syllabus provides a list of topics for those experiences. The curriculum also involves pedagogy, educational resources, and evaluation and assessment. The curriculum is crucial in bringing constitutional provisions into practice. However, it can also be influenced by political powers, resulting in a hidden curriculum that goes beyond stated objectives.