Department of Distance Education
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PUNJABI UNIVERSITY PATIALA

LESSON No :

Section B

EDUCATION FOR LIFE AND THROUGH LIFE AND ITS REFLECTION IN CURRICULUM

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2.1.1 Introduction

Education is one of the most important parts of our life. Education is important to live with happiness and prosperity. Education empowers minds that will be able to conceive good thoughts and ideas. Education enables students to do the analysis while making life decisions. Life gives various survival challenges for

humans. But education guide human to fight with failure and get success in life.Education is only one thing that can remove corruption, unemployment, and environmental problems. Education is not about doing a degree it is about how you can live with your own feet.Creativity and little different approach to education is the only thing that can remove corruption, unemployment, and environmental problems. Education is not about doing a degree it is about how you can live with your own feet and solve daily life challenges.

2.1.2 Objectives

After going through this lesson, you will be able to:

i.   Understand the meaning of education for life.

ii.   Explain the concept of education through life.

iii. Discuss the importance of education in life.

iv.   understand the relationship between education for life and curriculum.

v.   Explain education for life is related to different pedagogical practices.

vi.   understand the principles of imparting effective pedagogical practices.

vii. describe the concept of pedagogical content knowledge.

2.1.3 Education for Life and through life

According to Nelson Mandela, "*Education* is the most powerful weapon which you can use to change the world."

Education helps to become good students, parents, entrepreneurs, doctors, siblings, and honest citizens. Being in contact with an educated person and having an intelligent conversation with him expands knowledge and introduces a certain creativity and joy in the mind.Education makes the national development process fast. Education develops a good political ideology. The standard of living of its citizens is largely dependent on the level of education the citizens are able to acquire.Everyone deserves to be educated. Education is the first early investment for child development. Similarly, for governments and nations, to make their country developed, their first budget allocation has to be on the education infrastructure in schools and colleges.

Education grows as values. If you have the skills but don't have the values then an educated person becomes useless. For example, many people are educated, skilled in many trades, but then they use their skills and education to

cheat, disturb with creative fouls for society. That's why it's important for teachers, boards, syllabus creators to regulate topics to certain value (useful) goals. So that students, connect and focus on the good values and usefulness of their education for the development of society and country.

Education has to be accessible to all. Thanks to modern technologies and internet innovators. Due to them, now rural people, poor people, and people living in huts are able to get access to education through mobile phones. Even they can show and guide their kids by becoming aware of the information that they are getting from videos, search engines, and social media.We all have to ensure that there is no barrier to education for common people. For that as a teacher, you can educate values online, as a minister you can invest more time and funds on the rural areas for education development, as a social worker or NGO you can run educational awareness campaigns. Education is not limited to academics and schooling. It's more than an expansion.

 The value of education and its significance can be understood from the fact that as soon as we are born, our parents start educating us about an essential thing in life. A toddler starts learning new words and develops a vocabulary based on what his parents teach him. They educate him who is his father, mother, brother, sister, etc. and how to behave with each person giving them due respect. They also impart him priceless knowledge about ethics and morals right from the beginning when he has a tender mind so that these qualities stay with him for his entire life in the form of conditioning.How we behave with our parents and how much regard we have for our elders is a direct result of our initial education in our childhood days. So it wouldn't be wrong to say that a person's initial education begins at his home. Parents guide their child not just into the first steps when he starts learning how to walk; they also guide him on the steps to be taken with behavior, morality, and respect.They educate him about the rules of society and why they need to be followed to become a good human being. As the child grows older, his ambitions and desires grow bigger and parents try their best to provide him the best educational environment to make his dreams come true.

If you look at the existing educational system today, you will notice that education has been reduced to an exchange of instructions and information and nothing more. Whereas in earlier times the motive of education was to infuse good values and morals in an individual's consciousness. Today we have drifted away from this ideology because of the rapid commercialization in the education sector.

In today's era, it is extremely important to know about the significance of a good education. A good education does not simply consist of going to school or college to get a degree. It goes beyond that. If someone is able to read or write, has gone

to school and attained a degree, it does not mean he has a complete education. This is just a part of the knowledge that makes him aware of what is important in the world, and since most of the world wants a degree from him, he goes ahead and gets a degree. In this process, he gets the capability to know what is important for him, what is wrong and what is right.

What do we mean when we say "Education for Life?" We can present the problem and the solution. The problem is that people in traditional forms of education usually approach it from the viewpoint of just preparing a person for a job. But one's job isn't the definition of one's life—it's only that which enables you to have enough money to meet your needs. Our lives encompass a much broader arena than one's capacity to earn money. Any educational system that teaches only job skills or offers only intellectual information is neglecting the essential needs of human beings. The solution is a form of education that trains us in that which is most relevant to us—how to find lasting happiness in life.

We deeply need proper training in "how-to-live" skills such as how to find the right mate, how to raise our children, how to be a good employee, how to get along with our neighbors, and how to concentrate our minds so that we can draw success into all our endeavors. There are many such skills that are essential to prepare a child for adulthood, and in traditional education many of them are completely ignored. Education for Life is a system that prepares the child to face the challenges of living as a human being, and helps him to achieve balance and harmony in all he does. What we're really talking about is preparing everyone, not just children, for true maturity. This is a much bigger concept than just coming of age. As defined it in the book, *Education for Life*, maturity is the ability to relate appropriately to other realities than one's own. You'll find that even people of advanced years are often childish and immature with regard to this definition, yet this ability to relate to others' realities is what education should accomplish.

We find that basically we have four tools that enable us to relate to life. First, we have to recognize that since we live in physical bodies, we can see our bodies as tools for helping us to grow. If we don't properly take care of our bodies, we may find them becoming our foes instead of our friends. Second, we find that we respond to the world with our emotions. If our emotions are always agitated because of intense likes and dislikes, we will respond emotionally to what others say and not really hear them. We may hear our own idea of what they are saying, but if we have an emotional prejudice, we won't hear them objectively. Third, if we don't know how to use our will power to overcome faults in ourselves, or to set goals and accomplish them, then we will never know fulfillment in life. Finally, if we don't develop our intellect, then we cannot understand things clearly, and our life's experiences will come through our minds in a dull way. So we have these four basic tools that enable us to grow toward ever-greater maturity: the body, the emotions or feelings, the will power, and the intellect. I've observed that the

first six years of a child's life tend to be the period when they have to learn how to get their bodies under control. You'll see a child of four running down an aisle and knocking over a chair, or falling over something because he didn't look down. It takes a lot of energy to somehow learn how to get this body working well for us.

2.1.3.1 Why is education so important in our life?

Following points may be considered regarding the importance of education in our life:

1. A good education makes an individual develop personally, socially as well as economically. Education helps us to do our daily life activities in the best possible ways. Education makes us dutiful. Education helps us to acquire new skills and knowledge that will impact our development in life.

2. Education gives a person all the necessary tools and awareness about how he can earn his daily bread and butter. He also gets knowledge about how he can raise his standard of living while fulfilling his family's daily requirements.

3. Having an education makes a person well informed about his rights and his responsibilities. He knows that it is his right as well as his responsibility to exercise his power to vote and elect a good representative during elections.

4. A good education teaches a person the art of living life to the fullest. It teaches him how best to use the nation's resources for progress.

5. An educated person is able to identify right from wrong and good from the bad.

6. During adverse times, an educated person is able to adapt to the difficult situation by tapping into his education to make things work in his favor.

7. Education gives a person knowledge about good values, ethical and moral responsibilities in life.

8. After getting educated, a person is able to fight the various social evils and feels empowered to eradicate such problems.

9. An educated person is environmentally conscious and knows how important it is to keep our surroundings clean and litter-free. An educated parent instills into his children the importance of cleanliness and also spreads this message to other people in his circle.

10. It is only an educated person who feels morally responsible for others who are traveling with him on public transport and would willingly give up his seat for the elderly and ladies.

11. An educated politician knows how to behave in public and how to talk to the media properly. He also knows what are the needs and ambitions of the public and does everything in his power to satisfy them.

12. An educated society can help everyone to grow and develop as individuals in their respective fields.

Intext Questions

1. What do you mean by the term 'Education for life'?

2. Explain the term 'Education through life'.

3. Discuss the importance of education in our life.

2.1.4 Education for life and curriculum

The idea of curriculum is hardly new – but the way we understand and theorize it has altered over the years –It was, literally, a course. In Latin curriculum was a racing chariot; *currere* was to run. A useful starting point for us here might be the definition offered by John Kerr and taken up by Vic Kelly in a standard work on the subject. Kerr defines curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. Learning is planned and guided. We have to specify in advance what we are seeking to achieve and how we are to go about it. We should recognize that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson.

In what follows we are going to look at four ways of approaching curriculum theory and practice:

1. Curriculum as a body of knowledge to be transmitted.
2. Curriculum as an attempt to achieve certain ends in students – product.
3. Curriculum as process.
4. Curriculum as praxis.

The role of education in our life and curriculum reflection on it is discussed below in points:

1. It makes you self-dependent, both financially as well as in decision-making.
2. It promotes equality as it eliminates the differences between genders and social classes.

3. With education, you can confidently express your views as well as opinions and people are more likely to take you seriously.

4. Education has also been proven to be among the most effective tools for eliminating poverty since you can use the skills acquired to earn an income.

2.1. It can also help a nation to achieve food security as well as promote sustainable agriculture and improved nutrition.

6. Education promotes healthy living as well as the general well-being. For instance, it helps to reduce child and mother mortality rates, fight the spread of diseases as well as create awareness on how to prevent various health problems.

2.3. Education creates opportunities for a viable and sustainable economic growth. It drives economic prosperity and progress.

8. It promotes inclusive and peaceful societies, provides access to justice and even encourages stability, good governance and transparency.

9. Education also helps to make human settlements and cities resilient, safe as well as sustainable through good water management, efficient energy use, proper urban planning and social inclusion.

10. An educated person has higher chances of turning his or her dreams of fruitful and prosperous life into reality.

Conclusion: These are some of the top reasons why education is important in our lives. Others include providing leadership qualities, morals and ethics, awareness of rights, creativity as well as crisis management skills.

2.1.5 Education for Life and Pedagogical practices

Itis importanttounderstandthe meaning of innovative pedagogical practices when recognizing the concept; it concerns with attempts to initiate reform within the classroom along with incorporation of technological resources that have stimulated the birth of the information society. Keeping pace with the developments of the age, audio-visual equipment, computers and other tools of communication have steadily found their place within the walls of educational institutions and the process of reforming pedagogical practice. The changing roles of participants in school life is also characterized by the more free and rapid flow of information. The attitude of teachers as conveyors/evaluators of knowledge is being replaced by a more tutorial approach in which educators act as assistants in the acquisition of knowledge. Students in the educational environment of the industrial society were for the most part simply expected to receive and reproduce information whereas new circumstances dictate that they obtain their own knowledge through active participation in the form of independent research. Contact between parents and public education has also undergone significant transformation. Perhaps the most important change brought on by the information society is that even parents can no longer regard their education as complete. They are constantly forced to upgrade their own knowledge in the interest of continuing their long- term careers. The concept of life-long learning is the best model for children, who can now acquire knowledge in a home environment that reinforces in them the significance of learning (Mikis, 2014).

Pedagogical practice is only ingenious when a teacher uses resources, materials, methods, principles and explanations that have not been employed before, therefore, the employment of technical resources is not necessarily a satisfactory condition for innovative practice - it can serve only to support, assist or elicit innovation. During the course of pedagogical practice, education is adorned by the following aspects, which is the opportunity to handle and publish data and information, easier accessibility and storage of large volumes of data and the rapid and inexpensive transfer of information (Mikis, 2014).

2.1.6 Principles of Teaching and Learning

As it has been stated above that pedagogical practice becomes innovative when the educators employ various kinds of resources, materials, methods, principles and explanations during the course of their imparting knowledge and training to the students/learners. In order to enhance the pedagogical practices, it is essential to understand what the teaching-learning principles are. The following points highlight the ways how and in what kind of environment, students develop their knowledge and skills to the best of their abilities: (PLT, 2004).

1. The learning environment is supportive and productive – It should build positive relationships through knowing and valuing each student, promotes a culture of value and respect for individuals and their communities, use of strategies and promote students self-confidence and willingness to take risks with their learning and ensures each student experiences success through structured support, the valuing of effort and recognition of their work.
2. The learning environment promotes independence, interdependence and self-motivation – The teacher encourages and supports students to take responsibility for their learning and usage of strategies that build skills of productive collaboration.
3. Student's needs, background, perspectives and interests are reflected in the learning program – The teachers have to employ the strategies that are flexible and responsive to the values, needs and interests of the individual students, use a range of strategies that support different ways of thinking and learning, builds of students prior experience, knowledge and skills and maximize students experience in a technology rich world.
4. Students are challenged and supported to develop deep levels of thinking and application - In concern with this principle, the teacher plans sequences to promote sustained learning that builds overtime and emphasizes connection between ideas, promotes substantive discussion of ideas, emphasizes the quality of learning with high

       expectations of achievement, use of strategies that challenge and support the students to question and reflect, to develop investigating and problem solving skills, and to foster imagination and creativity.

5. Assessment Practices are an integral part of learning and teaching – Designs assessment practices that reflect the full range of learning program objectives, ensures that students receive frequent constructive feedback that supports further learning, makes assessment criteria precise, use assessment practices that encourage reflection and self-assessment and uses evidence from assessment to inform planning and teaching.

6. Learning connects strongly with communities and practice beyond the classroom – In this case, the teacher supports students to engage with contemporary knowledge and practice, plans for students to develop their communication skills, interact with local and broader communities and uses technologies in ways that reflect professional and community practices (PLT, 2004).

       It is essential for the students to develop measurements from the external environment and take those back to the internal school environment to analyze. Connections and associations outside the classroom may include: Visiting speakers and practitioners, online collaborative projects, student projects that draw on community resources, displays in local shopping centers, entry of students into competitions, reports in local newspapers, family collaborative learning evenings, excursions and local environmental community action projects (PLT, 2004).

Intext Questions

     4. How education for life is related to curriculum? Explain.

     5. Discuss the relationship between education for life and pedagogical practices.

     6. What are the different principles of teaching-learning?

2.1.7 Effective Pedagogical Practices

Theschool principal and other school leaders recognize that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encourage the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learn successfully. All teachers should understand the use of effective teaching methods, including explicit instruction in order to maximize student

learning. The estimation of this area includes consideration of the extent to which: (EPP, n.d.).

1. The school leadership team keeps abreast of research on effective teaching practices.
2. The school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school.
3. School leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modeling effective teaching strategies.
4. School leaders actively promote a range of evidence-based teaching strategies, including; -- creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn -- connecting new material to past learning and assisting students to see the continuity in their learning over time -- demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring -- promoting deep learning by emphasizing underlying principles, concepts and big ideas that are developed over time -- setting high expectations for every student's progress and ambitious targets for improving classroom performances -- working to build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success -- providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress -- routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice.
5. School leaders provide teachers with ongoing detailed feedback on their classroom practices.

2.1.8 Characteristics of Effective Pedagogical Practices

Following are the characteristics of the outstanding, medium and less effective pedagogical practices:

(i) Outstanding - The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong assurance that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to have. All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies, these are the

strategies that have been demonstrated through research and practice to be highly effective. School leaders spend time working with teachers to improve their teaching practices, including modeling, evaluating and providing feedback on classroom teaching (EPP, n.d.).

High - School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of good performance, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices. There is a particular focus on improved teaching methods in areas such as reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas. Clarity about what students are expected to learn and be able to do, setting high expectations of every student's learning, explicit teaching of skills and content, individualized attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning (EPP, n.d.).

(ii) Medium - School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, but generally do not engage in discussions with staff about effective teaching strategies.

Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher's performance. There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (e.g., overreliance on whole-group teaching or very little explicit teaching) (EPP, n.d.).

(iii) Low - School leaders do not appear to have strong views on the characteristics of highly effective teaching. There is little evidence that they are driving an agenda to change or enhance teaching practices across the school. The principal and other school leaders spend very little time on issues related to teaching. Questions of pedagogy appear to be viewed solely as the responsibility of teachers. There is little obvious school-wide discussion or consideration of highly effective teaching methods. There may be a lack of explicitness about what students are expected to know and be able to do as a result of classroom activities, very little explicit teaching, limited attention to individual learning needs, or low expectations on the part of teachers that all students in the room will master the content of lessons. Classroom activities frequently have the appearance of eventful effort.

2.1.9 Pedagogical Knowledge

When understanding the concept of pedagogical practices, it is important to understand pedagogical knowledge too. Within an educational setting, the pedagogical knowledge possessed by the teachers is regarded as the broad principles and strategies of classroom management and organization that appear to transcend the subject matter. In order to make pedagogical practices a success, there have been provisions of ten qualities proposed by pupils that create good teaching and further four proposed by the teachers. These are as follows: Creation of a relaxed and enjoyable atmosphere within the classroom, retention of control in the classroom, presentation of work in a way that interests and motivates, providing conditions so that pupils understand the work, making clear what pupils are to do and achieve, judging what can be expected of a pupil, assisting students who undergo difficulties and hardships during their course, encouraging students to raise expectations of themselves, development of personal, mature relationships with pupils, teachers personal talents and aptitude should be explored, consideration of how planning interacts with the management and organization of the classes and lessons, the management of the introduction of the lesson should be carried out effectively, there should be organization of question and answer sessions at the end of the lesson plan always and the educators should try to build up the confidence and trust of the pupils (Cogill, 2008).

The enhancement of pedagogical practices also requires certain information regarding the content, pedagogical content and the curriculum. The knowledge concerning these three areas would assist the educators and the students to develop their understanding, erudition and teaching-learning practices.

2.1.10 Content Knowledge

Content knowledge has been defined as the knowledge that teachers possess about the subject matter that they are teaching. Knowledge of the subject content is relevant not only for teaching itself, but also for the evaluation of the textbooks, computer software and teaching aids. Teachers with strong content knowledge may teach in a dynamic and interesting way, on the other hand, teachers with less content knowledge may approach their teaching in a reticent and diffident manner. It is imperative for the teachers to possess relevant content knowledge to make appropriate decisions when utilizing any kind of teaching practices. Real understanding of the relevant content knowledge is said to be the key factor in making pedagogical practices effective (Cogill, 2008).

2.1.11 Pedagogical Content Knowledge

Pedagogical content knowledge is the content knowledge about how to teach within a particular subject area. It enables teachers to ease the learning of students through the use of coherent explanations, appropriate analogies, and presenting learning in interesting, encouraging and even pleasurable ways. Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the amalgamation of content and pedagogy into an understanding of how particular topics, problems or issues are organized,

represented and adapted to the diverse abilities and interests of learners, and presented for instruction. The potential of teachers themselves to create their own pedagogical content knowledge raises further debate on the relationship between the experiential knowledge and the theoretical knowledge of teachers (Cogill, 2008).

2.1.12 Curriculum Knowledge

Curriculum knowledge is the knowledge of what should be taught to the particular group of pupils. It requires the understanding of the children's learning potential, national syllabuses, school planning documents and year group plans. In addition any examination or testing syllabuses must be taken into account and any local or contextual requirements should be considered (Cogill, 2008).

Intext Questions

7. What do you mean by the term 'Effective pedagogical practices'?

8. Discuss the characteristics of effective pedagogical practices.

9. Explain pedagogical content knowledge.

2.1.13 Summary

Every educational institution is to have its own pedagogical framework that is collaboratively developed within the school community to ensure high quality teaching focused on the achievement of every student. There have been certain characteristics of the pedagogical practices which have been stated above. In addition, the school pedagogical framework, will describe the school's values and beliefs about teaching and learning, and outline the processes of professional learning and instructional leadership that the educational institution decides and will in turn best support consistent whole school pedagogical practices.

To make pedagogical practices effective, it is essential to understand some of the basic concepts, which are the principles of teaching and learning, what the effective pedagogical practices are, pedagogical knowledge, content knowledge, pedagogical content knowledge and curriculum knowledge. There have been six core principles, if these are effectively implemented, than pedagogical practices would be accurately put into operation, (pedagogical framework) these are student-centered planning, high expectations, alignment of curriculum, pedagogy and assessment, evidence-based decision making, targeted instruction and safe, supportive, connected and inclusive learning environments.

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2.1.15 Suggested Books/Readings:

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PEDAGOGICAL PRACTICES: RELAVANCE OF CURRICULUM CONTENT OF THE LIVES OF CHILDREN

Structure
2.2.1 Objective of Lesson
2.2.2 Introduction
2.2.3 Pedagogical Practices
2.2.4 Types of Pedagogical Practice
2.2.5 Curriculum Content
        2.2.5.1   Meaning of Curriculum Content
        2.2.5.2   Curriculum Content for the Lives of Children
        2.2.5.3   Criteria of Selecting Curriculum Content for the Lives of
                      Children
2.2.6   Relevance of Curriculum Content for the Lives of Children
2.2.7   Conclusion
2.2.8   Suggested questions
2.2.9 Suggested readings and web resources

2.2.1 Objective of Lesson: - After reading this lesson students will be able to :
    (A)   Know Concept of Pedagogical Practices.
    (B)   Understanding types of Pedagogical Practices.
    (C)   Define curriculum Content.
    (D)   Explain relevance of curriculum content in the life of children.

2.2.2 INTRODUCTION
Pedagogy is the act of teaching. Definitions of pedagogy include the function of work of teaching, the art or science of teaching, education instructional methods. On the other hand curriculum content simply means the totality of what is to be taught in a school system. Curriculum content is another main lever of education quality. The knowledge, skills and attitudes imparted by learning areas, cross cutting approaches.

2.2.3 PEDAGOGICAL PRACTICES
Quality teaching is defined as pedagogical practices that are for diverse children, their access to knowledge, activities and opportunities to advance their skills, in ways that build previous learning, assist in learning how to learning provide a

strong foundation for further learning, in relation to the goals of the curriculum. Pedagogical practice is consisted of the following things:

(1) Methods, strategies and styles of Instruction. The learning activities that support the unit of content, the instructional approach such as active learning, constructivist model, student-to-student engagement, teaching through multiple learning styles, variety of assessment, etc.

(2) The strategies than teachers use to teach students. Strategies are selected according to the beliefs of the teachers, the needs of the learners and the demands of the task.

(3) Interactions and learning activities that support the delivery of content, such as using the constructivist model, active learning, student-centered activities, supporting multiple student learning styles etc.

In simple words, pedagogical practice is the act, science or craft of teaching. When a teacher plans a lesson, he will consider different ways to deliver the content. That decision will be made based on his own teaching preferences, his experiences and the context that he teaches in. Effective teachers carefully plan and implement appropriate pedagogy and pedagogical practice. Learning is dependent on the pedagogical approaches teachers use in the classroom. A variety of pedagogical approaches are common in schools but some strategies are more effective and appropriate than others. The effectiveness of pedagogy and pedagogical practice, often depends on the particular subject matter to be taught, on understanding the diverse needs of different learners and adapting to the on-t -ground conditions in the classroom and surrounding context.

2.2.4 TYPES OF PEDAGOGICAL PRACTICE

1. **Teacher-Centered:** In this, the teacher is at the centre of the learning process. It relies on methods such as whole-class lecture, rote-memorization and chorus answers. This approach is often criticized, especially when students complete only lower-order tasks and are afraid of the teacher.

2. **Learner-Centered:** Here learners play an active role in the learning process. Students use their prior knowledge and new experiences to create knowledge. The teacher facilitate this process but also creates and structures the condition for learning. Considering research and advocacy has promoted learner-centered pedagogical practice in recent years. Some research suggests this approach can be very effective but it is also difficult to measure consistently.

3. **Learning-Centered:** It is relatively new term that acknowledges both learner-centered and teacher-centered pedagogical practice can be effective, but teacher must consider the local context, including the number of students in the class, the physical environment, the availability of teaching and learning materials etc. It suggests that teachers should be flexible and carefully adapt, their pedagogical approaches based on the school environment.

Pedagogical approaches are often placed on a spectrum from teacher-centered to learner-centered pedagogy, though these two approaches may seem contradictory, they can often complement each other in the realization of educational goals. A teacher-centered approach may be useful to introduce a new theme, while a learner-centered approach may be necessary to allow students to explore these ideas and develop a deeper understanding.

2.2.5 CURRICULUM CONTENT
The term 'Curriculum' is viewed in two different ways- the micro and the macro. The micro curriculum refers to subjects, while the macro curriculum refers to curricular programs. For example, the subject physics is a micro curriculum while other programs and supportive activities are called macro curriculum.

2.2.5.1 Meaning of Curriculum Content
Curriculum content or content area refers to a defined domain of knowledge and skill in an academic programme. The most common content areas in public schools are languages, science, social studies and mathematics. Content areas are one method that schools use to organize knowledge, teaching and programming.

Curriculum content may be defined as information to be learned in school. Curriculum content comes in any form- audio, text and video and it informs, entertains, enlightens or teaches people who consume it. Curriculum content must take account of the environment in which the course will be used, the needs of the learners and principles of teaching and learning. In this way, curriculum content simply means the totality of what is to be taught in a school system. Its purpose is to organize the material and establish a sequential relationship of material. It also presents application of facts, concept, knowledge and skills taught in the class.

2.2.5.2 Curriculum Content of the Lives of Children
Following types of the curriculum content is supported to be reflection to, the lives of children.
1. **Life Oriented:** The curriculum content to be taught to the children must be connected to their life and daily routine. It must be Life centric and must not be merely theoretical.
2. **Participation:** It should have ample scope for learner's active participation.
3. **Scientific Outlook:** Curriculum content must have a scientific outlook. It must have its bases upon the nature, age, demand and interest of the learner. It should be graded in the accordance with the varying demands, interest of the different age-group.
4. **Development of Integral Personality:** Content should aim at meeting the physical needs of the students such as, meditation, developing their abilities of critical thinking and adjustment, nourishing their creative urge

and developing their capability of aesthetic appreciation in different areas. All these will lead to the development of integrated personality and character.

5. **Experience Centered:** The content should be activity oriented. All the great educators from all the countries and recent education commission and committees have attached great importance. to activity-based and experience.-contend curriculum. It will enrich the society with productive individual imbued with social sense. It is essential for the happy life of the child.

6. **Service to Society:** The content of the curriculum should foster in the child — the sense of serving the society and thus enable the society.

7. **Progressive and Pragmatic:** The content should be modern. It should not blindly conserve the social heritage and transmission of same to the next generation. It should develop the social conditions and help in the process of social change and progress even at the cost of traditional norms.

8. **To face the Challenges of Life:** The content should be power to make children to face the problems of life boldly. From the primary stage, a child should learn to judge each and every value of life without accepting it blinding only because those are taught by the elders. They should develop the strength and power to face the truth of life.

9. **Based on Life-Skills:** The content should be based on skills and their development. Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Some of such skills are decision making, problem solving, creative thinking, critical thinking, self-awareness, empathy, coping with emotions, communication and interpersonal relationship skills etc.

10. **All Round Development:** The curriculum content should be able attempt all round development of the child. It should be related to the development of skills in five main areas of development- Cognitive, Social and Emotional, Speech and language, Motor skills and Intellectual developments.

2.2.5.3   Criteria of Selecting Curricular Content for the Lives of Children

All curricula have content, regardless of their design. Children content or subject matter is more than simply information to be learned in school. It is compendium of facts, concepts, generalizations, principles of accumulated discoveries, an invention of man's down the centuries, due to man's exploration of his world. This is subject-centered view of the curriculum. On the other hand, those who view knowledge as learner-centered, relate knowledge to the individual's personal and social world and how he or she defines reality. Here given some criteria for selecting curriculum content for the lives of children:

1. **Self-sufficiency:** According to Schaffer, the prime guiding principle for content selection is helping the learners to attain maximum self-sufficiency in learning but in the most economical manner.
2. **Significance:** When content will contribute to basic ideas concepts, principles and generalizations to achieve the overall aim of the curriculum, then it is significant. It is also significant if it will develop learning abilities, skills, processes and attitudes.
3. **Validity:** It relates to the authenticity of the content selected. It refers to the relevance of the stated learning experience to the stated goals of the curriculum. It contains two things- is the content related to the objectives and is the content true or authentic.
4. **Variety:** Learning experiences must cater to the needs of different types of learners by providing different types of experiences.
5. **Suitability:** It must be suited to the learners' present state of learning and characteristics.
6. **Interest:** The content should suit the personality and intellectual capabilities of the students. It should be interesting to the learner. It should motivate the child to learn.
7. **Learning ability:** This criterion emphasizes on the optimal placement and appropriate organization and sequencing of the content.
8. **Feasibility:** This criterion compels the planners to analyze and examine the content in the light of the time and resources available to the students, cost involved, socio-practical climate, etc.
9. **Relevance to Life:** The content must be related to the learner real life situations in and out of school.
10. **Other Considerations:** Content or subject-matter can be selected for guidance if these are:
    (i)   Frequently and commonly used in daily lives of the children.
    (ii)   Suited to the maturity levels and abilities of children.
    (iii)   Valuable in meeting the needs and the competencies of a future career.
    (iv)   Related with other subject areas, and
    (v)   Important in the transfer of learning.

2.2.6 RELEVANCE OF CURRICULUM CONTENT FOR THE LIVES OF CHILDREN

Pedagogy and pedagogical practice is related to the curriculum deeply. Curriculum gives the subject-matter or content and pedagogy provides the method of teaching that content. Teaching should be designed to encourage learning processes like memory, attention and observation and cognitive skills of reasoning, comparing, con-fr.as-ting and classification, as well as the acquisition of specific information. The teaching strategies or methods used in implementing the content or curriculum are the arranged interaction of pupils and materials

planned and used by teachers. They include the teacher role, teaching styles and instructional techniques.

Pedagogy practice is cognitive socialization. It refers to the role that teaches in early childhood setting play through their expectations, their teaching strategies, their curricular emphases in promoting the repertoire of cognitive and affective characteristics and skills that the young child needs to move down the path from natal culture to school culture, to the culture of the larger society.

1. **Constructivism:** It should be based on constructivist theory and believed that learning occurs as learners are actively involved in a process of meaning and knowledge construction, as opposed to passively receiving information. Learners are the makers of meaning and knowledge. In constructivist strategy, it is important that we know where our students are coming from but not to judge them, but to be able to provide the most suitable learning environment for them to discover what needed to be learned and un-learned.

2. **Collaborative Strategy:** In this strategy, a situation is created in which two or more learners learn or attempt to learn. Something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills. They ask one another for information evaluate one another's ideas and monitor one-another's work, etc. Jigsaw collaborative strategy is an example of this, in which learners work in a small group. In it, students are allowed to interact, work independently also and develop listening, engagement and empathy skills apart from academic studies.

3. **Interactive Strategy:** This strategy is a learning theory describing a movement towards integrating lessons helping students to make connection across curricula. Its aim is to connect what is learned in school to real life situations. Thus, it more on developing problem solving and discussions of issues in the real world. Integrative approach is making connections of learning across curricula. It focuses on connections rather than isolated facts. Thematic teaching is an example of this in which themes help students to see the meaningful connection across disciplines or learning areas. Similarly, integrating with reading comprehension and writing lessons has been shown to improve students' understanding in both science and English language.

4. **Reflective Strategy:** It is a process where teachers this over their teaching practice, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes. In this way, reflective method of teaching is stepping back and analyzes their experience to improve future learning.

5. **Experiential Learning Strategy:** It is the core pedagogical approach. Experienced learning is an engaged learning process whereby students learn, "learning by doing" and by reflecting on the experience. Experiential

learning activities can include, but are not limited to hands on laboratory experiences, practicum, field exercise and studio.

6. **Service Learning Strategy:** Service learning is a pedagogy or teaching strategy that combines classroom instruction, engaged student learning, meaningful service in the community and personal reflection. Many educational institutions support and help to generate academically grounded community-based learning opportunities, their faculty, students and local communities work directly to enhance partnerships and to foster a culture of mutual benefit.

7. **Inquiry-Based Strategy**: It is form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge. This process is often assisted by a facilitator. Inquirers will identify research issues and questions to develop their knowledge or solutions. Inquiry-based learning includes problem-based and is generally used in small. Scale investigations and projects as well as research. The inquiry-based instruction is principally vet closely related to the development and practice of thinking skills.

2.2.7   Conclusion

Pedagogy and pedagogical practice is related to the curriculum deeply. Curriculum gives the subject-matter or content and pedagogy provides the method of teaching that content. Teaching should be designed to encourage learning processes like memory, attention and observation and cognitive skills of reasoning, comparing, con-fr.as-ting and classification, as well as the acquisition of specific information. The teaching strategies or methods used in implementing the content or curriculum are the arranged interaction of pupils and materials planned and used by teachers. They include the teacher role, teaching styles and instructional techniques.

2.2.8 Suggested questions

(1) What is the meaning of pedagogy and pedagogical practice?
(2) Discuss various types of pedagogical practices.
(3) Define criteria of selecting curriculum content for the lives of the children.
(4) Describe pedagogical strategies relevant to teaching curriculum content to the lives of children.

2.2.9 Suggested readings and web resources

1. Basics in education (2014). NCERT Publication, New Delhi.
2. Sethi, N., Geetika and Kaur, M. (2019). Experiential Learning. *Twenty first century publication,* Patiala.
3. http/www.qcc.cuny.edu/Socialsciences/interoTextchapter Chapter%205%20.
4. http/www.importance of curriculum.info/what is curriculum.

Sensitization of Students on Global Issues

Structure of Lesson

2.3.1 Objectives

2.3.2 Introduction

2.3.3 Various Global Issues

2.3.3.1 Resource and Technology Availability Inequality

2.3.3.2 Poverty

2.3.3.3 Climate Change

2.3.3.4 Global warming

2.3.3.5 Value Crisis

2.3.3.6 Food and Energy Crisis

2.2.4 Sensitization of Students

2.3.5 Global Education

2.3.6 Conclusion

2.3.7 Suggested Questions

2.3.1 Objectives

After reading this chapter students will be

> 1. Able to know about concept of global issues like resource and technology availability inequality.

> 2. Sensitized about problems like poverty, climate change and global warming.

> 3. Aware of global crisis like value crisis, food crisis and Energy crisis.

2.3.2 Introduction

Global issue can be defined as any issue problem or risk that adversely affects the Global community and environment possibly in negative way including any environmental issue any political crisis any social issue or any economical crisis. Global issues are the generally those issues which require cooperation among nations. Global problems are the natural consequences of modern globalization and unrestricted economic growth. Global issues are the end products of irrational natural resource uses, hydrocarbon based economy, geopolitical stand of superpowers possessing destructive weapons and many more. These are also caused by many processes which include uncontrolled production, uncontrolled consumption, pollution, population growth and immense pressure on ecosystem. These problems are considered as global issues when these meet the following criteria:

➢ Encompassing the interest of world in present as well as future.
➢ Having a total and word character in relation to the nature of man, society and ecosystem.
➢ Ability to influence historical and evolutionary level of planetary existence and growth.
➢ Global issues possess a large scale risk and a high level of threat when they are not resolved.
➢ These are characterized by an impossibility to be resolved on local or regional level using local resources and local instruments with local mechanisms.
➢ Global issues result in increased environmental harm and risk of catastrophe.
➢ These also result in asymmetric development of humanity, society and result in social economic disparity between the people and the nations.
➢ Global problems may include some demographic problems like uncontrolled growth in the poorest countries and decrease birth rate in developed countries.
➢ Global issues may encircle terrorism, war threat, food crisis or famine.
➢ Global problems may also characterized by energy crisis socio-cultural and religious conflicts or conflict of Civilization.

It becomes impossible to solve global problems at individual level. Countries are involved even if these countries have the largest population and strongest economies. The need to achieve universal justice in world forces us to take account of the interests of all participants of the process. The remote participant in geographical term from the epicentre of any problem qualified because it is caused by a global problem.

2.3.3 Various Global Issues

Informally global issue is any issue that adversely affects the community or environment in a catastrophic way including environmental, political, social or economic crisis. UN has listed various issues like diseases, nuclear weapon, children education, trafficking, disease, education etc, climate change, decolonization, democracy, poverty, food crisis, climate change, health issues, human rights, peace and security, population explosion, water pollution and many more. Few of those global issues are discussed ahead.

2.3.3.1 Resource and Technology Availability Inequality

Resource inequality occurs when resources in a given society are distributed unevenly, typically through norms of allocation that includes specific patterns along lines of traditionally defined categories of people. It is the differentiation preference of access of social goods in the society brought about by power, religion, kinship, prestige, race, ethnicity, gender, age, sexual orientation, and class. Social inequality usually implies to the lack of equality of outcome but may alternatively be conceptualized in terms of the lack of equality of access to opportunity. The social rights include labour market, income source, health care, education, political representation and participation. Inequality linked to economic resources usually described on the basis of the unequal distribution of income or wealth is most common type of social inequality.

Though the disciplines of economics and sociology generally use different theoretical approaches to examine the concept of economic inequality but both fields are actively involved in researching on inequality. However, social and natural resources other than purely economic resources are also unevenly distributed in most of the nations and may contribute to their global status.

Norms of allocation can also affect the distribution of rights and privileges, social power, access to public goods such as education and the judicial system, adequate housing, transportation, credit and financial services such as banking and other social goods and services. The economies of the world have developed unevenly, such that some geographical regions were left mired in poverty and disease while others began to reduce poverty and disease on a wholesale basis.

There are five types of social inequality i.e. wealth inequality, treatment and responsibility inequality, political inequality, life inequality, and membership inequality. Political inequality is the difference brought about by the ability to access governmental resources which therefore have no civic equality. In treatment and responsibility differences, some people benefit more and can quickly receive more privileges than others. In working stations, some are given more responsibilities and hence better compensation and more benefits than the rest even when equally qualified. Membership inequality is the number of

members in a family, nation or faith. Life inequality is brought about by the disparity of opportunities which, if present, improve a person's life quality. Finally, income and wealth inequality is the disparity due to what an individual can earn on a daily basis contributing to their total revenue either monthly or yearly.

The major examples of inequality include income gap, gender inequality, health care, and social class. In health care, some individuals receive better and more professional care compared to others. They are also expected to pay more for these services. Social class differential comes evident during the public gathering where upper-class people given the best places to seat, the hospitality they receive and the first priorities they receive.

The relationship between technology and inequality is multifaceted. Technology has enhanced productivity, accelerated economic growth, enabled knowledge and information sharing and increased access to basic services. However, it has also been the cause of inequalities. Frontier technologies are based on huge quantities of real-time data, which are they critically dependent on high-speed internet. The existing lack of broadband connectivity across many Asia-Pacific countries means that the uptake, adoption and development of technologies will continue to be uneven. A digital divide also exists within countries between urban and rural areas and between men and women driven by the availability, affordability and reliability of broadband services.

The role technology plays in income and wealth inequality is quite complex. Technology is a key driver of aggregate economic growth, through productivity improvements, but its contribution to economic growth varies greatly across countries. Technology can also be a driver of income and wealth inequality because of its skills-bias nature. Technology offers considerable opportunities, but rewards are not guaranteed. For lower-income and other vulnerable groups to see benefits, research suggests that at least three conditions are necessary.

1)   The availability of ICT infrastructure.
2)   Skills to identify and use technologies.
3)   Opportunities to access technologies that address the needs of low income groups.

Inclusive technology and innovation policies can help address inequalities. While the market is a key determinant of technology development, governments have influence in the direction of technology change.

2.3.3.2 Poverty

Poverty is not having enough material possessions or income for a person's needs. Poverty may include social, economic, and political elements. Absolute poverty is the complete lack of the means necessary to meet basic personal needs, such as food, clothing, and shelter. The threshold at which absolute poverty is

defined is always about the same, independent of the person's permanent location or area.

On the other hand, relative poverty occurs when a person cannot meet a minimum level of living standards, compared to others in the same time and place. Therefore, the threshold at which relative poverty is defined varies from one country to another or from one society to another. For example, a person who cannot afford housing better than a small tent in an open field would be said to live in relative poverty if almost everyone else in that area lives in modern brick homes, but not if everyone else also lives in small tents in open fields. It has become clear that poverty means more than lack of income, it includes isolation and powerlessness, insecurity, lack of services, and lack of control over one's future. It means spending hours every day gathering water and fuel wood, suffering from indoor pollution, facing domestic violence, being mistreated by police and government officials, and feeling constantly exposed to catastrophic risks such as just one family member becoming ill. Major causes of poverty all over world are:

1. Inequality and Marginalization

2. International Conflict

3. Hunger, Malnutrition, and Stunting
4. Poor Healthcare Systems: Especially For Mothers and Children
5. Little or No Access to Clean Water, Sanitation and Hygiene
6. Climate Change
2.3. Lack of Education
8. Poor Public Works and Infrastructure
9. Lack of Government Support
10. Lack of Jobs or Livelihoods
11. Lack of Reserves

There are still 1.2 billion people living in severe poverty on less than $1 a day, 65 percent of them in Asia and 25 percent in Africa, where most live on less than 60 cents a day. Worldwide, close to 3 billion people, half the world's population live on less than $2 a day. Everywhere, the worst affected are children, women, and old people. More than 800 million people suffer from hunger and malnutrition.4 Global poverty is shockingly deep and widespread.

The issue fighting poverty in a major and definitive way is truly global; it requires joint efforts by developed and developing countries. Not only is solving it the acid test for our ability to share our humanity, but it is also the test for how serious we are about solving global issues at large. Poverty is the top issue because it underlies many of the others. Fail on this one, fail on everything.

2.3.3.3 Climate Change

Climate Change includes those variations that persist for a longer time, typically decades or more. In the time since the industrial revolution the climate has increasingly reflected by human activities that are causing climate change. From shifting weather patterns that threaten food production, rising sea levels that increase the risk of catastrophic flooding. The impacts of climate change are global in scope and unprecedented in scale. Without drastic action today, adapting to these impacts in the future will be more difficult and costly.

The UN Intergovernmental Panel on Climate Change (IPCC)

The Intergovernmental Panel on Climate Change (IPCC) was set up by the World Meteorological Organization (WMO) and United Nations Environment to provide an objective source of scientific information. In 2013 the IPCC provided more clarity about the role of human activities in climate change when it released its Fifth Assessment Report. It is categorical in its conclusion: climate change is real and human activities are the main cause.

United Nations Framework Convention on Climate Change

The UN family is at the forefront of the effort to save our planet. In 1992, its "Earth Summit" produced the United Nations Framework Convention on Climate Change (UNFCCC) as a first step in addressing the climate change problem. Today, it has near-universal membership. The 197 countries that have ratified the Convention are Parties to the Convention. The ultimate aim of the Convention is to prevent dangerous human interference with the climate system.

Kyoto Protocol

By 1995, countries launched negotiations to strengthen the global response to climate change, and two years later adopted the Kyoto Protocol. The Kyoto Protocol legally binds developed country to emission reduction targets. The Protocol's first commitment period started in 2008 and ended in 2012. The second commitment period began on 1 January 2013 and will end in 2020. There are now 192 Parties to the Kyoto Protocol.

Paris Agreement

At the 21st Conference of the Parties in Paris in 2015, Parties to the UNFCCC reached a landmark agreement to combat climate change and to accelerate and intensify the actions and investments needed for a sustainable low carbon future. The Paris Agreement builds upon the convention and for the first time brings all nations into a common cause to undertake ambitious efforts to combat climate change and adapt to its effects, with enhanced support to assist developing countries to do so. On Earth Day, 22 April 2016, 175 world leaders

signed the Paris Agreement at United Nations Headquarters in New York. This was by far the largest number of countries ever to sign an international agreement on a single day. There are now 186 countries that have ratified the Paris Agreement.

Climate Action Summit

On 23 September 2019, Climate Summit bring world leaders of governments, the private sector and civil society together to support the multilateral process and to increase and accelerate climate action and ambition. The Summit focused on key sectors where action can make the most difference such as heavy industry, nature-based solutions, cities, energy, resilience and climate finance. World leaders reported on what they are doing and what more they intend to do when they convene in 2020 for the UN climate conference, where commitments will be renewed and may be increased.

2.3.3.4 Global warming

The rising average temperature of Earth's climate system is called global warming and is driving changes in rainfall patterns, extreme weather, arrival of seasons, and more. Collectively, global warming and its effects are known as climate change. While there have been prehistoric periods of global warming, observed changes since the mid-20th century. Greenhouse gases occur naturally and are essential to the survival of humans and millions of other living things by keeping some of the sun warmth from reflecting back into space and making Earth liveable. But after more than century industrialization, deforestation and large scale agriculture, quantities of greenhouse gases in the atmosphere have risen to record levels not seen in three million years. As populations, economies and standards of living grow, so does the cumulative level of greenhouse gas (GHGs) emissions. There are some basic well-established scientific links:

- ➢ The concentration of GHGs in the earth's atmosphere is directly linked to the average global temperature on Earth;
- ➢ The concentration has been rising steadily, and mean global temperatures along with it, since the time of the Industrial Revolution;
- ➢ The most abundant GHG, accounting for about two-thirds of GHGs, carbon dioxide (CO_2), is largely the product of burning fossil fuels.

In October 2018 the IPCC issued a special report on the impacts of global warming of 1.5°C, finding that limiting global warming to 1.5°C would require rapid, far-reaching and unprecedented changes in all aspects of society. With clear benefits to people and natural ecosystems, the report found that limiting global warming to 1.5°C compared to 2°C could go hand in hand with ensuring a more sustainable and equitable society. While previous estimates focused on

estimating the damage if average temperatures were to rise by 2°C, this report shows that many of the adverse impacts of climate change will come at the 1.5°C mark.

The report also highlights a number of climate change impacts that could be avoided by limiting global warming to 1.5ºC compared to 2ºC, or more. For instance, by 2100, global sea level rise would be 10 cm lower with global warming of 1.5°C compared with 2°C. The report finds that limiting global warming to 1.5°C would require "rapid and far-reaching" transitions in land, energy, industry, buildings, transport, and cities. Global net human-caused emissions of carbon dioxide (CO_2) would need to fall by about 45 percent from 2010 levels by 2030, reaching 'net zero' around 2050. This means that any remaining emissions would need to be balanced by removing CO_2 from the air.

2.3.3.5 Value Crisis

Value crisis is when the practice of members of the society starts deviating from the values we hold dear. When there is a general acceptance of corrupt practices and unethical activities, then the society as a whole is in value crisis. It creates a new normal of acceptance of dishonesty, lies and immoral behaviour. In the contemporary world, there has been gradual deterioration of moral and ethical values. Things are being justified in terms of ends and opportunities. In India, we have started accepting retail corruption as normal and in fact justifying it. Strategies to control value crisis in the contemporary world are as follows:

➢ Parents should be made aware of the importance of raising children with right values and that they should themselves become role models for their children.

➢ Schools should have value lessons embedded in syllabus.

➢ Code of ethics for organizations. Right ethical conduct should be rewarded.

➢ The cost of unethical behaviour should be made high by increasing punishment. Just increasing the punishment will not do. Implementation should also be proper.

➢ People who are generally the victims in the society should be made aware of their rights. Dalits and women should make aware of their rights and ways to register complaints and get justice.

➢ Popular leaders should use their appeal to inculcate good values in the society.

➢ The downward spiralling ethical stock of the society need to be stopped and ethical standards should be raised. A prosperous society with no ethics is no good for anybody.

Mahatma Gandhi stated that seven deadly sins are committed by an individual. These sins are as follows:-

- wealth without work
- pleasure without consciousness
- knowledge without consciousness
- commerce without morality
- science without humanity
- religion without sacrifice
- politics without principles

Each of these perversions reflects lack of values. People with character, integrity and the right values are not for sale. They know that money will buy amusement, but not happiness; a bed, but not sleep, a clock, but not more time; companions, but not friend; finery, but not beauty; food, but not appetite; a house, but not a home; medicine but not health; and a ring, but not a marriage.

No doubt clouds of value crisis are dark in the sky of life, but there is always a silver lining in dark clouds. So education is need of hour, which will take the learners near the sea of values and in the education system, teacher have the most important role to play in the whole process.

2.3.3.6 Food and Energy Crisis

Food insecurity refers to the lack of secure access to sufficient amounts of safe and nutritious food for normal human growth and development for an active and healthy life. For people to be food secure food must be both consistently available and accessible in sufficient quantities and diversity and households must be able to utilize by store, cook, prepare and share the food in a way that has a positive nutritional impact.

Yemen, the Democratic Republic of the Congo and Afghanistan had the largest populations in Crisis representing 32 percent of the total population in food crises. Venezuela appeared as the world's fourth largest food crisis with 9.3 million people acutely food insecure and in need of urgent assistance as per new data became available in 2019. Ten countries namely Yemen, the Democratic Republic of the Congo, Afghanistan, Venezuela, Ethiopia, South Sudan, Syrian Arab Republic, the Sudan, Nigeria and Haiti constituted the worst food crises and accounted for 65 percent of the total population in Crisis or worse i.e. 88 million people.

An energy crisis is any significant bottleneck in the supply of energy resources to an economy. Most energy crisis has been caused by localized shortages, wars and market manipulation. Some have argued that government actions like tax hikes, nationalisation of energy companies and regulation of the energy sector, shift

supply and demand of energy away from its economic equilibrium. For instance, an electricity shortage is felt most acutely in heating, cooking, and water supply. Therefore, a sustained energy crisis may become a humanitarian crisis.

Global energy consumption is increasing and we will face a shortage of fossil fuels in the coming decades. Therefore, the availability of reserves is an important source of concern. Our current consumption model relies almost entirely on the use of non-renewable energy sources such as oil, gas, coal and uranium. At the current rate of consumption, oil will be the first fossil fuel to run out. According to projections, there would be between 40 and 60 years of proven reserves of conventional oil. Natural gas could be exploited for another 70 years. For coal, there would be around two centuries of reserves.

These data are to be put into perspective because they are based on current consumption, while it is clear that it will increase considerably. Energy demands are and will be amplified by the demographic the world's population should reach nearly 10 billion people in 2050 and economic boom of growing areas. According to the International Energy Agency (IEA), global energy demand could increase by more than 50% by 2030 in the absence of public policies in this area.

Mainly coming from the unnecessary use of energy resources, energy waste describes the wastage of energy sources, in particular fuels and electricity. Consequently, the reduction of waste is a colossal source of energy savings, which requires actions both on an individual and collective level.

Apart from conventional energy resources some unconventional energy sources are wind, tidal, solar, nuclear and geo-thermal. Occasionally, these sources are also referred to as renewable energy. They are used all over the world. These sources are not the standard, because they are still relatively new compared to coal, oil and gas. But there is need to sensitize people about pollution less nature of these unconventional sources.

2.3.4 Sensitization of Students

Sensitization literally means making students sensitive about various issues and problems. This is the core of raising awareness and is what you really want to achieve that people become aware and react against certain issues and problems. Sensitization is by far the most effective and non-conference approach of reforming the society sensitization is the process of changing the stereotype mindsets of students. Sensitization increases the sensitivity of students at large towards global problems in the process it creates a class of responsive functionaries at different levels from policy-making to grass root level. Sensitization tends to change the perception of people towards various global issues.

Unlike what is believed, the life of a student is not only about getting grades degrees or passing the examinations. Students who are aware about various

issues and problems at national and international levels can realise their prime responsibilities to serve the nation and society. Therefore, it is necessary for school colleges and universities to provide basic sense of social responsibility and sensitizes students about these causes and issues. It will contribute to global welfare which is crucial to everyone's a survival.

Education is the key to sensitization. Educational institutions like school colleges universities where teachers are the active players in classroom can play a vital role in sensitization process. It can be said that information education and communication are three pillars of effective sensitization process. Providing valid information and effective communication between student and teacher can lead to effective and results in classroom. For sensitizing school going children it is necessary to adopt some effective strategies. These strategies may include:

1. **Imparting knowledge:**
   Imparting knowledge means we want to inform students about an issue and try to make sure that they have the correct information to truly understand the issue its causes and effects. We want to target audience to think critically about the issues and actively participate in dealing with these particular problems.

2. **Shaping attitudes:**
   Changing for shaping students Attitude means that we want to change their behaviour towards the particular issue. To explain them how new behaviour as and new attitudes are going to have and deep impact on this global issues. Here we try to focus the fact that students can change cultural norms and believes regarding these problems.

3. **Focus on skills:**
   Make sure that students have enough skills to go with their knowledge, changed behaviour and attitude. Students must be equipped with such skills which are useful in coping with various problems and issues addressed at international level.

4. **Building social support:**
   A good social support system is essential for dealing with global problems. The students we are sensitizing should know where they can get support or where they can give support. They must be aware of the other people facing the same issue and need help from them.

5. **Role of Teacher:**

   Teacher may play an important role inculcating values among students. Teachers are the ideals and role models to their pupils. The most important aspect is that they should set good examples of conduct and behaviours, which the students may imbibe. "No

system of education, no syllabus, no methodology, no textbook can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers." V.S. Mathews.

No innovation or change can be implemented without teacher's awareness, involvement and commitment so teacher role is very vital in moulding the future of country and, as such, it is considered the profession. An educational institute is considered as temple. It is consider as a place where consciousness is aroused and illumined, soul is purified and strengthened. It is the place where seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts.

Though sensitizing students is not that easy task but it is the need of time. So some of the practices are given here under to sensitize students:-

- ➢ Sensitizing through interaction and discussion.
- ➢ Sensitizing by challenging the myths and correcting the misconceptions.
- ➢ Sensitizing with convincing arguments.
- ➢ Sensitizing through skill building activities such as role play or other capacity building training.
- ➢ Sensitizing through encouraging your students to build a social support network.

7.5   Global Education

Cates in his article 'Teaching for a Better World: Global Issues and Language Education' suggested the concept of global education for student sensitization. He states that "Global education" is a new approach to teaching that attempts to answer the questions of global issues. It aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems. Global education has been defined as "education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world" Fisher and Hicks states that global education consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age. Global educators emphasize that global education is a pedagogical approach, not just a new teaching technique but usually designate peace, human rights, development and the environment as the four content areas of global education.

The goals of a global approach to education are generally divided into:

1. knowledge
2. skills

3. attitudes
4. action

Knowledge about world problems is the first goal. If we want students to work for a better world, they must know the nature of world problems, their causes, and viable solutions. We must sensitise students about various global problems and their responsibility towards that at very early stage.

Acquiring skills such as communication, critical and creative thinking, cooperative problem solving, nonviolent conflict resolution, informed decision making, and the ability to see issues from multiple perspectives are necessary to solve world problems is the second goal.

Developing global attitudes, global awareness, curiosity, an appreciation of other cultures, respect for diversity, a commitment to justice and empathy with others is the third goal of global education. Global attitude encourages students to think about beyond boundaries of self and nation.

The final goal of global education is making education action oriented. Students should be prepared with appropriate knowledge and skills to foster democratic participation in the local and global community service to solve world problems for universal welfare.

2.3.6 Conclusion

Unlike what is believed, the life of a student is not only about the grades, degrees and passing the examinations. It is purely different. Students who are socially aware realize that one of their prime responsibilities is to serve the society they are a part of. Therefore, it is very important for colleges and universities to imbibe a basic sense of social responsibility and sensitize students to social causes and issues, so that they are not just efficient inside the class but also act responsibly outside of it. A key challenge of environmental problems is education. In developing countries, there is a neglect of the role of education in resolving environmental problems. Apart from formal education which is not doing enough to tackle these issues, informal education must be considered. Global education is an approach to teaching that attempts to answer these questions. It aims to enable students to effectively acquire foreign skills while empowering them with the knowledge, skills and commitment required by world citizens to solve global problems. If we want students to work for a better world, they must know the nature of world problems, their causes, and viable solutions. Schools, college and universities must come forward to aware students regarding global issues.

7.7   Suggested Questions

1. What do you understand by term global issues?

2. What are main global issues of present times?

3. Write a note on sensitization of students against global issues?

4. Discuss role of teacher in student sensitization of global problems.

5. What are the aims of global education?