LEARNING WITHOUT BURDEN pdf

1: Learning without burden | Teachers of India

LEARNING WITHOUT BURDEN Dear Parent, Presidium is extremely sensitive to the needs of students. One such need is the minimisation of the weight of school bags so as to make learning BURDEN FREE.

Author, The Art of Self-Directed Learning 12 Ways to Educate Yourself Without College In an era of skyrocketing tuition fees, millions of students will find themselves unable or unwilling to finance the college package deal. No matter which way you look, somebody is writing about a student loan horror story , declining academic standards , disruptive technological change , or the narrow work options available to graduates. Criticizing is easy, of course. Offering solutions is hard. The reality is that college fills many valuable roles today. It offers young adults the chance to build hard skills e. College is pretty much the only place that bundles all these good things into one convenient package deal. But in an era of skyrocketing tuition fees combined with widespread economic austerity, millions of students will find themselves unable or unwilling to finance the college package deal. You can gain skills, community, independence, exposure, and work opportunities by piecing together a self-directed, a la carte curriculum of real-world projects. Self-directed learning is one solution to the college debate, and certainly not the only one. But unlike other solutions, you can begin self-directed learning immediately, without spending a ton of money or waiting for policy makers or university administrators to change their ways. And perhaps most importantly, self-directed learning builds serious personal entrepreneurship: Here are 12 ways to begin pursuing your own self-directed higher education, right now, without college: Organize a Kickstarter or IndieGoGo campaign to raise money for one of your creative projects, upcoming trips, or educational ventures. Here how to get started. Write for an audience. No matter how you do it, writing for an audience sharpens your mind and helps you figure out what other people find valuable. For fastest learning, work with a professional editor and solicit as much reader feedback as you can bear. Take free or cheap introductory courses in multiple subjects. Compose a goal list and share it publicly. Think of this as your self-directed syllabus. Recruit a mentorship team. Assemble a small team of trustworthy and knowledgeable people from whom you can seek guidance for your self-directed journey. If possible, include someone who currently works in your field of professional interest. Search Zero Tuition College to find mentors who understand the self-directed path. Develop a hands-on skill. Couchsurf and volunteer your way across a country. International travel can be an incredible learning experience if you take the time to immerse yourself in the local culture. Start a tiny business. Record a series of instructional videos they might land you a New York Times piece , offer a free online course , lead a hands-on class, tutor someone, or create a workshop for a conference. Enhance your peer community. Face-to-face community is a vital part of higher education. Without being formally enrolled, you can find community through online interest groups , local events, and workplaces. Unlike regular practice, DP involves custom-tailored instruction accompanied by immediate, high-quality feedback. You can use DP to become a better violinist, swimmer, artist, or businessperson. But more importantly, you can learn the methodology behind the process and apply it to everyday learning situations. Build an online portfolio. And keep your eyes on Degreed , RadMatter , and Knowit: These are just a few ways to start giving yourself a well-rounded higher education without college. Do you have other suggestions? Please share them in the comments below.

Learning without burden REETU JOSHI NCERT's suggestions to make Class X board exams voluntary for those seeking higher education gives way to an open ended-debate, Hyderabad Times explores.

Yash Pal, former Chairman of the UGC to suggest ways and means to reduce academic burden on school students. Chaturvedi, Additional Secretary, Department of Education to examine the feasibility of implementing the recommendations made in the report of Yash Pal Committee. The Group submitted its report on 5. After studying the problem of curriculum load in detail, Yash Pal Committee identified the following as manifestation of the existence of the problem: It appears that the perception has taken a deep root that if a child has to succeed in life, he or she must start education early in life. Size of school bag So far as physical load of the school bag is concerned, the situation has become worse over the past few years. Both the teachers and the parents constantly reinforce the fear of examination and the need to prepare for it by memorising a whole lot of information from the textbook and guide books. This sort of perception about the examination makes things difficult for children. Joyless learning Majority of our school going children view learning at school as a boring, even unpleasant and bitter experience. The limited purpose of preparing for examination is indeed a very important factor for the unpleasantness of learning. The child centred education and activity based teaching learning method are talked about but are seldom practised in our school. Syllabi and textbook The syllabi and textbooks if not prepared properly lead to the problem of curriculum load. It has been observed that most of the textbooks have high density of concepts and the style of writing is very terse. The language used in the books in some cases is beyond the comprehension of many students. The Committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags, the problem of non-comprehension makes things extremely difficult for majority of children The feeling of academic burden arising out of non-comprehension of subject matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalisation of elementary education. After discussing the indicators or manifestations of the problem of curriculum load, the committee identified the following as the roots of the problem: By equating information with knowledge, more things are added to the syllabus making it heavier for children. Experts commissioned to write textbooks for school students are isolated from classroom realities Since they are not familiar with learning process of children, the textbooks prepared by them prove too difficult for majority of children. Centralised character of curriculum Curriculum development centrally is not relevant to the local needs of different parts of the country. There is need for increasing participation of teachers in the process of curriculum development. Boredom is the inevitable outcome when tersely written textbook is taught in a rigid and mechanical manner. Competition based social ethos Our social ethos, particularly in urban areas is now fully entrenched in the competitive spirit which is fast becoming our way of life. Absence of academic ethos Adequate time, staff, accommodation and its maintenance, funds, pedagogical equipment, playgrounds are essential pre-requisites for effective curriculum transaction but unfortunately, an overwhelming majority of schools do not have even the minimum essential facilities. The method of teaching used in majority of teachers are devoid of any type of challenge for the students. Children are hardly provided ail opportunity to observe and explore natural phenomenon. The concept of library as a readily available source for learning simply does not exist in most schools. Similarly, science laboratories are not equally equipped and are not used for experimentation and discovery. While forwarding the report of the Committee, Prof. Yash Pal, the chairman of the Committee advised that wide-ranging debates on the report are necessary. In the 50th meeting of the CABE held on 2. V Extensive use of audio-visual material and enforcing teacher-pupil ratio of 1: A monitoring Committee for making periodical review of the pace of the implementation process has been set up in the Ministry of Human Resource Development. The whole question of curriculum load is a complex question and there are no simple solutions. It has to be tackled in a comprehensive way, and not through isolated steps. It may not be possible to enhance overnight the level of competence, motivation and commitment of teachers, provide the facilities required to all the schools, check the growth of

commercialisation in education, channelise the parental ambitions and aspirations, and minimise the importance of annual examinations. But this should not mean that we are altogether helpless and can do nothing in this 34 regard. A package of suitable measures, both short term and long term, needs to be initiated urgently to tackle the problem.

3: Learning Without Burden: An Analysis - J. C. Aggarwal - Google Books

Some medical surveys say that due to heavy load of school bags, almost fifty per cent of elementary school children have started suffering from back pains, spinal abnormalities and scoliosis.

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4: WHO headed the report committee Learning without burden

The present system of teaching adversely affects the creativity of young minds, he said, adding that there should be learning without burden. He is also unhappy with the things going on at.

Connecting knowledge to life outside the school. To integrate examination into classroom learning and make it more flexible. To enriching the curriculum so that it goes beyond textbooks. Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country. It recommended major changes in the design of syllabus. To develop a sense of self-reliance and dignity of the individual which would for the basis of social relationship and would develop a sense of nonviolence and oneness across the society. To develop a child centered approach and to promote universal enrollment and retention up to the age of To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation reevaluate. Naik has described equality, quality and quantity as the exclusive triangle for Indian education. With respect to social context NCF has ensured that irrespective of caste , creed , religion and sex all are provided with a standard curriculum. Learning and knowledge[edit] Learning should be an enjoyable act where children should feel that they are valued and their voices are heard. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued. The curriculum should focus on the holistic development of the students to enhance physical and mental development in individuals and as well as with the peer interactions. In order to bring about the overall development of the students, adequate nutrition, physical exercise and other psycho social needs are addressed the participation in yoga and sports is required. Adolescence is a vulnerable age for students and the curriculum should prepare the students and provide support for social and emotional support that will inculcate positive behavior and provide skills essential to cope with situations that they encounter in their lives, peers pressure and gender stereotype. Constructive learning has to be part of the curriculum. Situations and opportunities have to be created for students to provide students with challenges, encourage creativity and active participation for students. Students have to be encouraged to interact with peers , teachers and older people which would open up many more rich learning opportunities. The foundation should be laid strong and firm. Curricular area, School stages and assessment[edit] Language - Three language formula system to be followed. The Second language â€" In Hindi speaking States, the second language will be some other modern Indian language or English, and â€" In non-Hindi speaking States, the second language will be Hindi or English. The Third language â€" In Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and â€" In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language. Pedagogy and learning environment have to be made favorable for students to develop interest by going far beyond basic skills and include variety of mathematics models by pedagogy which devotes a greater percentage of instructional time to problem solving and active learning. To acquire skills and understand the methods and processes that lead to generation and validation of scientific knowledge. To develop a historical and developmental perspective of science and to enable her to view science as a social enterprise. To relate to the, local as well as global, and appreciate the issues at the interface of science, technology and society. To acquire the requisite theoretical knowledge and practical technological skills to enter the world of work. To nurture the natural curiosity, aesthetic sense and creativity in science and technology. To encourage them to explore higher levels of knowledge in different disciplines. To promote problem-solving abilities and creative thinking in the citizens of tomorrow, to introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process. To provide skills for dealing with psycho-social issues in the school, home and the community. To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N. Thus the curriculum also inculcates peace and democracy into students. Work based education aims at involving children in a variety of production or service oriented activities, to develop skills, positive attitudes and values through work and also

to develop work related competencies. Schools should also treat students with equality,justice respect, dignity and right of the students. Give equal opportunities for all students to participate in all activities without any bias. Policy of inclusion has to be part of the school where differently abled and children from marginalized section get equal opportunities. The schools should also be well equipped with libraries, laboratories and educational technology laboratories.

5: National Curriculum Framework (NCF) - Wikipedia

Get this from a library! Learning without burden: an analysis. [J C Aggarwal] -- Analysis of Learning without burden, report of the National Advisory Committee (Yash Pal Committee) appointed by the Ministry of Human Resource Development, Govt. of India, on school education.

6: Learning without burden | News - Times of India

Learning without burden: An analysis [J. C Aggarwal] on www.enganchecubano.com *FREE* shipping on qualifying offers. Analysis of Learning without burden, report of the National Advisory Committee (Yash Pal Committee) appointed by the Ministry of Human Resource Development.

7: burden - Dictionary Definition : www.enganchecubano.com

themselves gone through examinations, and the uneducated parents, whose knowledge of the examination system is based on social lore share the belief that what really matters in education is the score one.

8: LOAD OF SCHOOL BAG (YASHPAL COMMITTEE REPORT)

the burden of learning upon without hesitation, have enough or others is a shift in the burden of learning. The amount of burden placed upon the teacher deÂ-.

9: 12 Ways to Educate Yourself Without College | HuffPost

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