



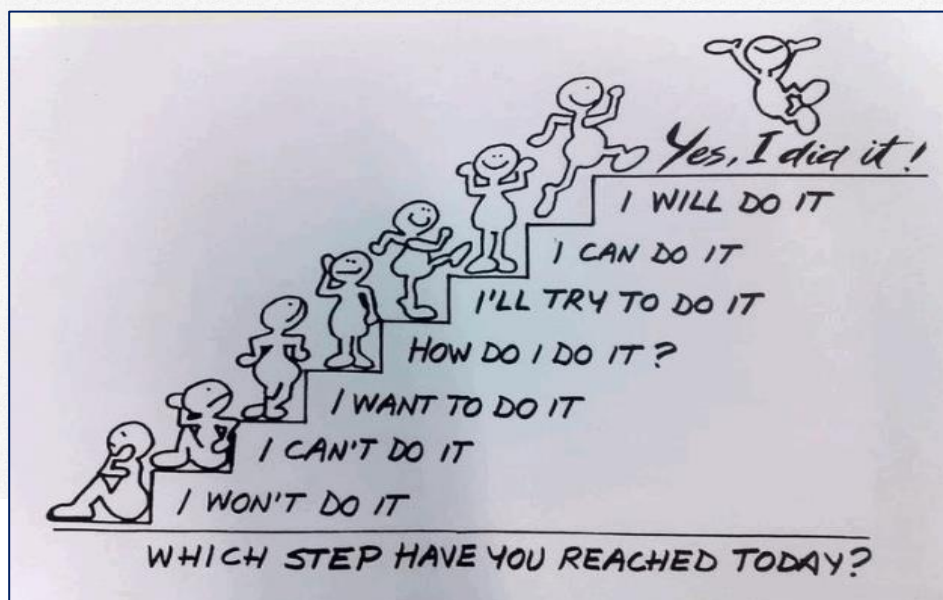
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UGC-NTA NET/SET/JRF-JUNE 2020

PAPER- II

EDUCATION

CODE: 09



Pedagogy:

The word pedagogy comes from the Greek 'paidagogeo', [Latin 'pedagogia'] in which 'paidos' means "child" and 'agogos' means "lead"; literally means "to lead the child" or "child leading". pedagogy is the art and science of how something is taught and how students learn it.

Pedagogical Analysis:

The term 'pedagogical analysis' is a combination of two words pedagogy and analysis. In the above we discuss what is pedagogy. Analysis, in learning process, stands for a process of breaking or separating a teaching unit into sub units, topics or single concepts etc. through the process of unit analysis. One can break the prescribed course content in a subject into – major and minor sections, sub-sections, units and sub-units, major concept and minor concepts, topics etc through the process of content analysis.

Critical Pedagogy:

Critical Pedagogy, best known as CP, is concerned with transforming relations of power which are oppressive and which lead to the oppression of people. It is most associated with the Brazilian educator and activist Paulo Freire using the principals of critical theory of the Frankfurt school as its main source. Critical Pedagogy tries to humanize and empower learners. **The purpose of critical pedagogy**, according to Paulo Freire, is to enable the learner to become aware of, conscious of, the conditions in his life, in society and to have the necessary skills, knowledge and resources, to be able to plan and create change accordingly. It is a process of conscious raising.

Levels of Teaching:

There are three identifiable levels of teaching and learning activities: Memory level, understanding level and Reflective level. Morris L. Biggie (1976) has added one more level under the rubric 'autonomous development'.

The memory level is that where simple processes of recall and recognition are insisted. The understanding level is one where seeing of relationship or insight is stressed and the reflective level is that where critical thinking or problem solving is the chief concern.

Andragogy in Education:

Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to the adult education. According Malcolm Knowles, andragogy is the art and science of adult learning. The word ‘andragogy’ comes from the Greek word ‘andra’ meaning ‘man’ and ‘agogos’ meaning ‘leader of’ or ‘to lead’. Thus, in Greek, andragogy means ‘man-leading’. The term andragogy is equivalent to the term pedagogy. Andragogy in Greek means the man-leading where as pedagogy in Greek means child-leading.

Knowles’ 5 Assumptions of Adult Learners:

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption.

- 1) Self-Concept
- 2) Past Learning Experience
- 3) Readiness to Learn
- 4) Practical Reasons to Learn
- 5) Adults are driven by internal motivators

Knowles' 4 Principles of Andragogy:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Since adults are looking for practical learning, content should focus on issues related to their work or personal life.
4. Adult learning is problem-centered rather than content-oriented (memorizing content).

Self directed learning:

According to Malcolm Knowles, "Self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes".

Contribution of western schools of thought

1.2.1 : Western Philosophy- It is mention to the philosophical ideas and work of the western world. ' Historically the philosophy allude to the philosophical thinking of western culture, oncoming with Greek philosophy of the pre-Socratics such as Thales and Pythagoras and at last covering a huge area of the globe'.

1.2.2: Idealism- Idealism is one of the oldest schools of thought in the global philosophy, originating in nature itself, continuing from the primitive man to his present counterpart in some modified form or the other. The idealistic standpoint it has overtones of spirituality since it believes that the ultimate existing element is spiritual in nature. Universe subsists within the spirit or mind, mechanistic explanation of universe is inadequate, Teleological explanation of universe, Synthesis between Man and Nature, Man is central to the universe.

1.2.3: Realism- Realism is the theory that holds that the existence of objects is real. The main tenet of this theory in the epistemological field is that object and its qualities are independent of and uninfluenced by the knower and the process of knowledge. Existence of objects is independent of knowledge, Qualities are inherent in known objects, Knowledge does not affect the object or its qualities, knowledge of objects is direct, Objects are common according to the analytical relation between objects, Relation between object and thought.

1.2.4: Naturalism- Naturalism is as old as idealism. The term naturalism, by its ordinary meaning, means the ism laying emphasis upon nature in every field of education. Different natural philosophers do not give any one definite meaning to nature and have presented different views in this connection. The naturalistic explanation of the universe is opposed to religious faith and ideas. Three forms of naturalism are distinguished- Physical, Mechanical, and Biological.

1.2.5: Pragmatism- 'Man is the measure of all things'. Pragmatism is as old as idealism, naturalism and realism since it is more an attitude, than a philosophy. The main principle of pragmatism is that the theories that work are true. Four types of pragmatism are distinguished – Humanistic, Experimental, Nominalistic, Biological. Importance of human effort, Faith in the future, Dualism in nature, Democracy and Humanitarianism, Social function of education.

1.2.6: Marxism- Marxist was influenced by Hegelian dialectics, French socialism and English economics, Karl Marx's theoretical scheme, which is based on three premises related to his theory of class struggle. Marxism believes in the materialistic philosophy of life. Man is a productive animal and man possesses personal or individual freedom but finds his freedom in following the collective will of the people. Marxism is a philosophy of a system of social and political analysis. Marx took the idea from Hegel individual development ideas to improve and develop society. His theory is set in the background of French revolution during 19th century.

1.2.7: Existentialism- It is the philosophy that individuals create their own meaning in their lives, as opposed to having a deity or higher power creating it for them. Man is nothing else but what he purposes he exists only in so far as he realizes himself, he is therefore nothing else but the sum of his actions, nothing else but what his life is. All existentialists emphasize the person as subject, it accepts the conclusion that existence precedes essence, The subject exists, and for some he alone exists, that is to say, if any essence whatever exists, it is the individual's subjective state of existence.



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