



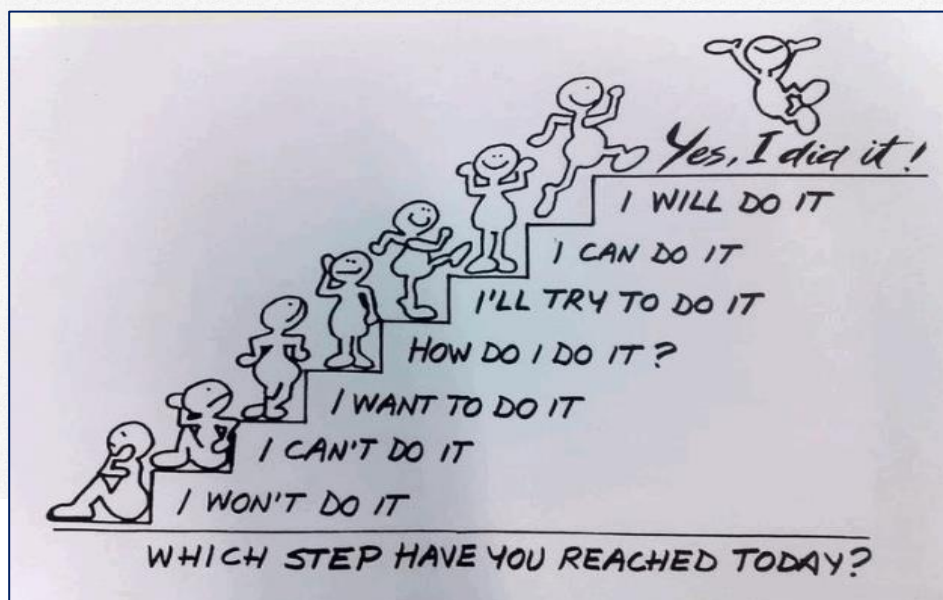
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PAPER- II

EDUCATION

CODE: 09



UNIVERSITY GRANTS COMMISSION**Education****Code:9****UNIT-7 : Pedagogy, Andragogy and Assessment****SYLLABUS****Sub unit: 1 Pedagogy**

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Section – 1: Unit at a Glance

SUB UNIT- 1

Pedagogy:

The word pedagogy comes from the Greek ‘paidagogo’, [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”.



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SUBUNIT 2

Assessment:

Assessment is defined as gathering information or evidence, as part of an evaluation. Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. The general purposes of assessment are to improve student' learning and also teachers' teaching, improvement of Educational System.

Placement Assessment:

Placement Assessment is used to place students according to their achievements. It is an unique instructional strategy. It is also used by the teachers to know student's level of achievement of skills. These types of assessments are not graded.

Formative Assessment:

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. A primary focus of formative assessment is to identify areas that may need improvement. Example: Observations during in-class activities, homework exercises as review for exams and class discussions etc.

Diagnostic Assessment:

Diagnostic assessment can help you identify your students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help you better plan what to teach and how to teach it. Example: Pre-tests (on content and abilities), Self-assessments (identifying skills and competencies) etc.

Summative Assessment:

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments. Final examination is an example of a truly summative assessment.

Learning Objectives:

Objectives are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

Learning Outcomes:

Learning Outcomes are statements that describe or list measurable and essential mastered content-knowledge—reflecting skills, competencies, and knowledge that students have achieved and can demonstrate upon successfully completing a course. These outcomes may involve:

- 1) Knowledge (cognitive).
- 2) Skills (behavioural).
- 3) Attitudes (affective behaviour)

SUB UNIT 3

Feedback

Feedback information informs the individual about the effect or outcome of a course of behavior which has been enacted by that person, thus allowing a sequence of action or behavior to be modified if necessary or desirable.

Informal feedback:

Informal feedback can occur at any times as it is something that emerges spontaneously in the moment or during action. Therefore informal feedback requires the building of rapport with students to effectively encourage, coach or guide them in daily management and decision-making for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.

Formal feedback:

Assessment tasks, formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organization as evidence.

Formative feedback

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative feedback helps students to improve and prevent them from making the same mistakes again.

Summative feedback

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Therefore summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved.

Negative feedback: corrective comments about past behavior. Focuses on behavior that wasn't successful and shouldn't be repeated.

Positive feedback : affirming comments about past behavior. Focuses on behavior that was successful and should be continued

Portfolios:

Portfolio is a cumulative assessment that represents a student's work and documents his or her performance. It is a purposeful collection of student work that has been selected and organized to show student learning progress (developmental portfolio) or to show samples of students best work (showcase portfolio).

Reflective Journal:

A reflective journal is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights a student have in the learning process of a course. Reflective journal requires the students to think more deeply, to challenge their old ideas with new incoming information, to synthesize the course materials they have learnt into their personal thoughts and philosophy, and also to integrate it into their daily experiences and future actions. The benefits of the reflective learning process are usually accumulated over a period of time, in which the students usually show a series of developmental changes, personal growth and changes in perspectives during the process.

Rubric:

A rubric is an explicit set of criteria used for assessing a particular type of work or performance and provides more details than a single grade or mark. Rubrics, therefore, will help you grade more objectively.

A rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades.

Competency Based Evaluation:

According to Webster's Third New International Dictionary, the word competency means the quality or state of being functionally adequate or of having sufficient knowledge, judgement, skills or strength. i.e. the range of ability or capability. In competency-based evaluation statement of competencies are given greater significance. All activities pertaining to evaluation are guided by them. The criterion for judging the appropriateness of a test item under competency-based evaluation is whether or not it successfully provides a means to evaluate the given competency.

Information and Communication Technology :

ICTs can be divided into two components: Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation. Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources which are made use of to communicate.

SUB UNIT 4

Interaction Analysis:

The term Interaction Analysis refers to a technique consisting of objective and systematic observation of the classroom events for the study of the teacher's classroom behaviour and the process of interaction going inside the classroom. A system of Interaction Analysis essentially consists of process of Encoding and Decoding. Encoding helps in recording the classroom events in a meaningful way, while decoding is used in arranging the data into a useful display and then analysing the results in order to study patterns of teacher behaviour and classroom interaction.

Flanders Interaction Analysis Category System (FIACS):

This technique was developed by Dr. Ned A. Flander at the university of Minnesota between 1955 and 1960. It is an observation technique which records classroom interaction in ten categories. This system measures only the verbal behaviour of teachers. In the Flanders ten category system all the events that occur in the classroom are classified into three major sections: (1) Teacher-talk, (2) Student-talk, (3) Silence or confusion.

Charles Galloway's system of Interaction Analysis:

This system of Interaction Analysis was developed by Charles Galloway in the form of a teachers' training technique. It is basically a category type system involving categorization of all sets of possible verbal and non-verbal behaviour of a teacher in the classroom while interacting with the students.

In total there are ten categories of verbal behaviour and ten categories of non-verbal behaviour. These are divided into three major sections (a) Teacher talk (b) Student talk and (c) Silence on Confusion.

Criteria for teacher evaluation:**Product Criteria:**

When teachers are judged by their effectiveness in changing student behaviour the judge is employing, in Mitzel's scheme, product criteria. The teacher is judged on the basis of a measurable change in what is viewed as his product, student behaviour. Measures of growth in skills, subject-matter, achievement, and attitude which could be logically or empirically attributed to the teacher's influence constitute acceptable data in the product category.

Process Criteria:

When teacher evaluation is based upon classroom behaviour, either the teacher's behaviour or his students' behaviour or the interplay of teacher-student behaviour, the judge is using process criteria. Some variables upon which teachers could be rated are their verbal behaviour, methods, classroom control, and individualization of instruction. Students might be rated for their verbal behaviour, attentiveness, and conformity to classroom routine. Teacher-student interaction might be judged for rapport and climate.

Presage Criteria:

When teacher evaluation is based upon one's personality or intellectual attributes (industry, adaptability, intelligence, character), his performance in training, his knowledge or achievement (e.g. marks in education courses, success in student teaching, national teacher examinations, knowledge of educational facts) or his in-service status characteristics (e.g. tenure, years of experience, or participation in professional organizations) the judge is employing presage criteria.

Section- 2: Key Statement

Every candidates appearing foe NET/SET examination should follow these key (main) points. These can help them for a better understanding regarding this unit very quickly.

Basic Key Statements: Meaning of Pedagogy (7.1.1.2), Principles of pedagogy (7.1.1.5), Pedagogical analysis (7.1.2), Andragogy (7.1.5), Knowles' 5 Assumptions (7.1.5.1), Knowles' 4 Principles (7.1.5.2), Self directed learning (7.1.5.4), Meaning of Assessment (7.2.1), Principles of assessment (7.2.2), Relations between objectives and outcomes (7.2.6), Feedback Devices (7.3.1), Criteria of Feedback Devices (7.3.3), Portfolio (7.3.5), Reflective Journal (7.3.6), (7.3.6.1), (7.3.6.2), (7.3.6.3), (7.3.6.4), Rubrics (7.3.7), (7.3.7.1), (7.3.7.2), (7.3.7.3), Competency Based Evaluation (7.3.8), Interaction Analysis (7.4.1), Flanders's Interaction Analysis Categories (7.4.2.2), Merits of Flander's Interaction Analysis System (7.4.2.5), Demerits of Flander's Interaction Technique (7.4.2.6), Assumptions of Charles Category wise Verbal and Non Verbal Behaviours (7.4.3.6), Advantages of Charles Galloway System (7.4.3.7), Limitations of Charles Galloway System (7.4.3.8), Rubrics for assessment (7.4.5).

Standard Key Statements: Pedagogos (7.1.1.2), Pedagogical analysis: steps (7.1.2.2), Critical Pedagogy (7.1.3), Principles of critical pedagogy (7.1.3.3), C P and the Role of Teacher and Student (7.1.3.5), Dynamic model (7.1.6), Types of Assessment (7.2.5), Types of feedback (7.3.2), Developmental Portfolio (7.3.5.1), Finished portfolio (7.3.5.2), Assessment of Teacher Prepared ICT Resources (7.3.9), Basic Assumptions of Flanders's System (7.4.2.1), Flander's 10 Category Analysis (7.4.2.3), Rules for Observation (7.4.2.4), Galloway Procedure for Recording of Classroom (7.4.3.1), Galloway Category wise Verbal and Non Verbal Behaviours (7.4.3.2), Criteria for teacher evaluation (7.4.4).

Advanced Key Statements: Modern Pedagogy (7.1.1.4), C P and Levels of Consciousness (7.1.3.4), Herbart's Model (7.1.4.1), Morrison's Model (7.1.4.2), Hunt's Model (7.1.4.3), Anderson and Krathwohl's Assessment of Cognitive Level (7.2.7), Krathwohl's Classification Of Affective Domain (7.2.8), Dave's Classification Of Psychomotor Domain (7.2.9), Galloway's Ground Rules for encoding of behavior (7.4.3.3), Preparation of Matrix Galloway's (7.4.3.4), Analysis of Results through Matrix ((7.4.3.5).

[N.B.- Values in parenthesis are the reference number]

Section- 2: Key Facts and Figures

SUB UNIT 1

7.1.1 Pedagogy: Concept:

Generally speaking, pedagogy is the art and science of how something is taught and how students learn it. Specifically it is an instructional theory. Pedagogy includes how teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.

7.1.1.2 Etymological meaning:

The word pedagogy comes from the Greek 'paidagogeō', [Latin 'pedagogia'] in which 'paidos' means "child" and 'agogos' means "lead"; literally means "to lead the child" or "child leading".

7.1.1.3 Historical overview:

In ancient Greece, a slave- pedagogos (often foreigners and the 'spoils of war') – was assigned to a wealthy master's son, to take him to school, supervise him while in school, and carrying his books, bags, musical instruments etc. This could still be found in more recent systems of slavery such as that found in the US- as Booker T Washington recounted in his autobiography "Up from Slavery" (1963).

7.1.1.4 Modern Pedagogy:

Modern Pedagogy has been strongly influenced by the cognitivism of Piaget; the social-interactionist theories of Bruner and the social and cultural theories of Vygotsky. These theories have laid a foundation for pedagogy where sequential development of individual mental process, such as Remember, Understand, Apply, Analyze, Evaluate, Create are scaffolded along the Knowledge Dimension in relation to, as per the revised Bloom's Taxonomy, Factual Knowledge (FK), Conceptual Knowledge (CK), Procedural Knowledge

(PK) and Metacognitive Knowledge (MK). The students needs assistance to integrate prior knowledge with new knowledge (Schema Theory). They must also develop metacognition- the ability to learn ‘how to learn’.

Thus **Modern Pedagogy** explains-

- The art of teaching- the responsive, creative, intuitive part
- The craft of teaching- skills and practices
- The science of teaching- research oriented decision making and the theoretical understanding.

7.1.1.5 Principles of pedagogy:

- It recognizes the importance of prior experience and learning
- It requires scaffolding
- It needs continuous assessment of learning
- It promotes active engagement of the learners
- It promotes individual and social processes and outcomes
- It recognizes the importance of informal learning
- It demands consistent policy frameworks.

7.1.2 Pedagogical Analysis: Concept:

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.

7.1.2.1 Components of Pedagogical Analysis:

- 1) Content analysis of the unit/topic/single concept.
- 2) Writing instructional objectives of the content material of the topic in specific behavioral terms.
- 3) Suggesting methods, techniques, teaching learning activities, aids and equipments helpful for the teaching learning of the topic relating to the instructional objectives.
- 4) Suggesting appropriate evaluation devices (oral, written or practical activities and test questions etc) for evaluating the learning outcomes of the students on the topic.

7.1.2.2 Steps of Pedagogical analysis:

Pedagogical analysis mainly consists of four steps: Content analysis, Objective formulation, Selection of appropriate teaching methods and teaching materials, Selection of evaluation devices. A detail explanation of it is given below:

- 1) At first divide the contents of the selected unit into sub-units and arrange the selected sub-units in to a number of periods required.
- 2) Then briefly write the essence or summary of the content of the selected sub-unit.
- 3) Then focus on writing appropriate previous knowledge required for the sub-unit.
- 4) After that select instructional objectives for the sub-unit.

5) Select appropriate teaching strategies for the sub-unit.

- Mention the methods applicable for the teaching of the selected sub-unit.
- Mention the teaching aids required for the teaching of the selected sub-unit.
- Illustrate Briefly the necessary demonstration and/or experimentation required for the teaching of the selected sub-unit.
- Mention necessary board work required for the same.
- Prepare a list of probing questions related to the sub-unit and write appropriate answers for them.
- Prepare a work sheet for the sub unit.

6) Give suitable examples or illustration for the sub-unit.

7) Prepare a table of specification for the sub-unit.

(Write at least six criterion referenced test-items, each with specific criteria for the sub-unit)

7.1.3 Critical Pedagogy: Concept:

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. It is to be noted that the prominent members of this critical theory are Adorno, Marcuse and Habermas. Critical Pedagogy tries to humanize and empower learners. Major authors associated with CP include Paulo Freire, Wolfgang Klafki, Michale Apple, Peter McLaren, Ira Shor and Henry Giroux, etc.

The purpose of critical pedagogy, according to Paulo Freire, is to enable the leaner 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. He said that “teaching that does not emerge from the experience of learning cannot be learned by anyone”.

7.1.3.1 The central ideas of critical pedagogy are:

- Dialogue is the centre of the teaching learning process,
- It should be connected to the regional knowledge and social context of the student,
- It should foster the critical thinking ability of the student,
- It should reflect the regional disparities, contradictions that are prevailing in the society,
- It should help the student to confront and interact to the diverse issues they faced in the classroom and day to day life,
- It should be based on the democratic principles.
- The teaching learning process of critical pedagogy based on the process of problem posing.

CP lesson plan should have to use the authentic materials such as TV, commercials, video movie, etc to generate discussion on a concerned theme/issue.

7.1.3.2 Features of Critical Pedagogy:

- 1) Critical theory is concerned with the idea of a just society in which people have political, economic, and cultural control of their lives.
- 2) The major concern of CP is with criticizing the schooling in capitalist societies.
- 3) The major goals of CP are awareness raising and rejection of violation and discrimination against people.
- 4) It focuses on the students. Students should act in a way that enables them to transform their societies which is best achieved through emancipatory education.
- 5) It proceeds through problem posing education and questioning the problematic issues in learners' lives.
- 6) Students can think critically and develop a critical consciousness which help them to improve their life conditions and to take necessary actions to build a more just and equitable society.
- 7) CP challenges any form of domination, oppression and subordination with the goal of emancipating oppressed or marginalized people.
- 8) It is the theory and practice of helping students to achieve critical consciousness.

7.1.3.3 Principles of critical pedagogy:

The general Principles and concerns of Critical Pedagogy are:

- 1) All education is inherently political and all pedagogy must be aware of this condition. So curriculum should not be treated as a sacred text rather it should be developed as part of an ongoing engagement with a variety of narratives and traditions that can be re-read and re-formulated in politically different terms.
- 2) Critical pedagogy needs to create new forms of knowledge through its emphasis on breaking down disciplinary boundaries and creating new spaces where knowledge can be produced.
- 3) It focuses on the teachers as transformative intellectuals who occupy specific political and social responsibilities.
- 4) Education must promote both emancipatory change and the cultivation of the intellect – these goals should never be in conflict, they should be synergistic.
- 5) Education often reflects the interests and needs of new modes of colonialism and empire.

Such dynamics must be exposed, understood, and acted upon as part of critical transformative praxis.

7.1.3.4 Critical Pedagogy and Levels of Consciousness:

Paulo Freire (1973) distinguished three stages or levels of consciousness namely, **intransitive, semi transitive, and critical consciousness.**

In the lowest level or intransitive, the individuals accept their lives as they are and the change that might happen in their lives seems to be the result of magic or miracles. They do not make any attempt to change their life conditions and injustices done to them.

The next level or stage of consciousness is semi transitive consciousness which is above the previous level. People with this kind of consciousness are aware of their problems and can learn to change one thing at a moment. They cannot make any connection with outside world and they consider their problems as something normal or accidental. Actions that are taken with this kind of consciousness are often short-sighted.

The third level is critical consciousness or critical transitivity which is the highest level of consciousness. People with this kind of consciousness view their problems as structural problems. They can make connections between their problems and the social context in which these problems are embedded. People with this consciousness can interpret the problems and analyse reality. To gain this sort of consciousness, learners must reject passivity and practice dialogue exchange. He also believed that critical consciousness is the result of collective struggle and praxis not individual or intellectual effort.

7.1.3.5 Critical Pedagogy and the Role of Teacher and Student:

1) According to Paulo Freire (1998), classroom experiences, with the help of the teachers will 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. He said that “teaching that does not emerge from the experience of learning cannot be learned by anyone”.

2) A critical teacher should focus on student opinions about program structure and curriculum, involved the students in dialogic interaction, and be a creator and manager of interactive class room situations.

3) A critical teacher should create an open and equal school environment, must engage in deep self-reflection about their position and the affects of their authority in the classroom.

- **Self-reflection** is “the form of questioning one’s motives, purpose, ideology, and pedagogy as informed by theory and habit”. Self reflection enables teachers to make their classes *student-centered* by accepting unsuccessful educational ideas and oppressive forms in their own educational practices (Higgins, 1996). Degener (2001) states that a critical educator helps students to understand the reasons behind the facts.

4) Teachers in CP communicate with students about the society and culture to help them reflect critically on various aspects of the culture they are studying about and preparing to enter into it. This way, students through reflection can determine and take the necessary actions in order to improve the life conditions of the oppressed groups.

5) According to Lipman (1988), Students are active participants in that together with the teacher, they correct the curricula and that they share their ideas and learn to challenge assumptions.

6) According to Degener (2001), students contribute to curricular decisions and determine areas of study and the associated reading materials.

7) Critical learners, as Moore and Parker (1986) maintain, are those who can accept, reject or suspend judgment about a claim.

8) They can also offer good reasons for their ideas and can correct their own and others' procedures (Lipman, 1988).

9) They should engage in social criticism in order to create a public sphere in which citizens can exercise power over their own lives and learning (Giroux, 1992).

10) Degener (2001) believes that by enabling students to reflect on their commonsense knowledge, they learn how to transform their lives.

This is a shift, in Freire's term, from naive consciousness to critical consciousness.

11) To help students engage in critical consciousness, educators should empower students to reflect on their own worlds and to self assess in fact.

12) Guthrie (2003) views both teachers and students as co-agents. Teacher's authority directs the class but this authority differs from that in the traditional pedagogy. This is in line with what Freire (1970) proposed in that there is a fluid relationship between teachers and students, that is, teachers are learners and learners are teachers. Therefore, learners are not recipients of knowledge rather they become creators.

13) Freire also states that "no one teaches another, nor is anyone self taught, men teach each other, mediated by the teacher".

14) Guthrie (2003) also says that teachers are in a hierarchical position above the students with regard to the existing knowledge and institutional authority.

15) However, Dheram (2007) believes that by turning verbal and nonverbal means of education into effective instruments of self-affirmation, students and teachers will understand their roles as subjects of research and agents of change.

7.1.4 Organizing 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.

7.1.4.1 Herbart's Model of memory level of teaching:

STEPS:

1) **Focus:** emphasis on cramming of facts and development of following capacities;

- a) Training of mental aspects.
- b) Providing knowledge facts.
- c) Retaining the learnt facts.
- d) Recalling the learnt facts.

2) **Syntax:** Herbart has divided understanding level of teaching in to 6 steps;

- a) Preparation: questions are asked to test the previous knowledge.
- b) Statement of Aim: to acquaint the name of the topic.
- c) Presentation: stimulating the mental activity, the pupils are provided with opportunities for self-learning.
- d) Association: Mutual relationship is established among facts, events, and expts by comparison.
- e) Generalization: principles and laws are formulated for the future life situations.
- f) Application: new learnt knowledge is used in new situations.

- 3) **Social system:** a) Pupil b) teacher.
- 4) **Support system:** oral, written and essay type examination is used

7.1.4.2 Morrison's Model of understanding level of teaching:

STEPS:

- 1) **Focus:** mastery of the content.
- 2) **Syntax:** Morrison has divided understanding level of teaching in to 5 steps;
 - a) Exploration: testing previous knowledge, analyzing the content.
 - b) Presentation: content is presented, diagnosis, and recapitulation till the students understands.
 - c) Assimilation: generalization, individual activities, working in laboratory and library, test of content.
 - d) Organization: pupils are provided with the occasions for representation.
 - e) Recitation: pupil presents the content orally.
- 3) **Social system:** teacher control the behavior of the pupil, pupil and teacher remain active in assimilation, pupil works with full involvement.
- 4) **Support system:** pupil pass exam in presentation to enter into assimilation, to enter into organization and recitation, at the end written test is taken. Similarly recitation is followed by the oral test. Essay and objective type Qs is asked.

7.1.4.3 Hunt's Model of Reflective level of teaching:

STEPS:

- 1) **Focus:** objective to – To develop problem solving, critical and constructive, independent, original thinking.
- 2) **Syntax:** Hunt has divided understanding level of teaching in to 5 steps;
 - a) Creating a problematic situation.
 - b) Formulation of the hypothesis.
 - c) Verify hypothesis
 - d) Collection of data.
 - e) Testing of hypothesis.
- 3) **Social system:** pupil occupies the primary place and teacher secondary place.
- 4) **Support system:** Objective type test is not used but essay type test is used. Attitude, beliefs and involvement is evaluated.



7.1.5. Concept of 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.

7.1.5.1 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 –As adults are at a mature stage, they have a more concentrated self-concept than children. They can easily attain self directed learning.
- 2) Past Learning Experience – Adults have a vast array of experiences to draw on as they learn, as opposed to children.
- 3) Readiness to Learn –Adults are physically, mentally, emotionally more matured and conscious than children to realize the value of education and are ready to be serious about and focused on learning.
- 4) Practical Reasons to Learn – Adults are looking for practical, problem-centered approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new field of work.
- 5) While many children are driven by external motivators – such as punishment, reward, praise etc. – adults are more internally motivated (Knowles 1984).

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-cantered rather than content-oriented (memorizing content).

7.1.5.2 Knowles' 4 Principles of Andragogy:

Based on these assumptions about adult learners, Knowles (1984) discussed four principles that educators should consider when teaching adults.

1. Adults need to be involved in the planning and evaluation of their instruction. In other words, Since adults are self-directed, they should have a say in the content and process of their learning.
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).

7.1.5.3 Real life example:

- 1) Online learning can benefit from Knowle's discussion of self-directive learning, as students often receive less supervision from teachers in an online environment.
- 2) Teachers can use Socratic dialogue, small group discussions, and student-led teaching to make lectures more self-directive and engaging.

7.1.5.4 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".

7.1.5.5 Competencies of Self directed learning:

- 1) To develop the capacity of learning and thinking of learner.
- 2) To plan and participate in one's own learning activities.
- 3) To develop problem-solving approaches.
- 4) To develop the sense of independence by encouraging free learning.
- 5) To develop decision making skills
- 6) To develop time management skills.
- 7) To develop intrinsic motivation.
- 8) To develop self-concept.
- 9) To develop self-motivation.
- 10) To use past experience in gaining new experience.

7.1.6 Dynamic model of learner's autonomy:

Dynamic model of learner's autonomy is a tool designed for providing continuous support for self-assessment and evaluation of learning competencies; to help both the learners and teachers to focus on the advanced teaching learning process.

7.1.6.1 Dimensions in the dynamic model:

There are mainly three dimensions in the dynamic model. All of them are predominant and closely interrelated. They are as follows:

- 1) Action oriented dimensions: Planning, choosing materials and methods, completing tasks, monitoring, evaluating, cooperating, managing own learning.
- 2) Affective and motivational dimensions: Dealing with one's feelings, motivating him/her self.
- 3) Cognitive and metacognitive dimensions: Structuring knowledge.

Teacher autonomy: Teacher autonomy can be defined as “teachers’ willingness, capacity and freedom to take control of their own teaching and learning” (Huang 2006, p. 41).

Learner autonomy:

“Learner autonomy is a constant process open to educational interventions, rather than a state, which is reached once and for all” (Candy 1991).

Thus based on these facts we can say that autonomy is not a product, but it is a process. Oxford (2008) describes the notion of autonomy in the following ways:

- 1) Autonomy as stages,
- 2) Autonomy as part of a spiral,
- 3) Autonomy as degrees/ levels.



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SUBUNIT 2

7.2.1 Meaning of Assessment:

In education, the term assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skills acquisition of knowledge of the students from all levels of learning (pre-school through college and adulthood). Assessment is defined as gathering information or evidence, as part of an evaluation. Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. The general purposes of assessment are to improve student' learning and also teachers' teaching, improvement of Educational System.

7.2.2 Principles of assessment:

- 1) Reliability: A test can be reliable but not valid, whereas a test cannot be valid yet unreliable. Reliability, in simple terms, describes the repeatability and consistency of a test.
- 2) Validity: The word "valid" is derived from the Latin validus, meaning strong. The validity of a measurement tool (for example, a test in education) is considered to be the degree to which the tool measures what it claims to measure; in this case, the validity is an equivalent to accuracy.
- 3) Relevance and transferability: Relevance is the concept of one topic being connected to another topic in a way that makes it useful to consider the first topic when considering the second. Different theories of knowledge have different implications for what is considered relevant and these fundamental views have implications for all other fields as well. Transferability in research is the degree to which the results of a research can apply or transfer beyond the bounds of the project. Transferability implies that results of the research study can be applicable to similar situations or individuals. It is comparable to generalisability.

7.2.3 Nature of Quality Classroom Assessment:

- 1) Learner-Centered
- 2) Teacher-Directed
- 3) Mutually Beneficial
- 4) Formative
- 5) Context-Specific
- 6) Clear Purposes
- 7) Clear Targets
- 8) Sound Design
- 9) Effective Communication
- 10) Student Involvement.
- 11) Continuous process (ongoing)
- 12) more systematic, more flexible and more effective.

7.2.4 perspectives of Assessment:

Assessment for Learning:

It basically focuses on learners' achievement against some pre defined outcomes and standards. Generally teachers took this type of assessment at the end of a unit/ term/ semester in order to grade or rank the learners.

It's strategies are:

- Strategic use of questioning
- Effective teacher's feedback
- Peer's feedback
- Student's self-assessment etc.

Assessment of learning:

Assessment of learning is the assessment that becomes public and results in statements about how well students are learning. It often contributes pivotal decision that will affect student's future.

It refers to the strategies designed

- To confirm what students know, demonstrates
- To confirm whether or not , they have met curriculum outcomes or the goals of their individualised programs,
- To examine their proficiency in a particular subject
- To make decisions about their future programs
- To make placements
- To provide evidence of achievement to parents and others

Effective assessment of learning requires that teachers provide

- A rationale for undertaking a significant assessment program
- A clear-cut, straight forward descriptions of the intended learning
- It will enable the students to demonstrate their competencies and skills
- Planning for alternative strategies for assessing the same outcome
- Results should be public.

Assessment as Learning:

Assessment as Learning occurs when learners are asked to assess their performance on their own, they use various assessment techniques and strategies to assess themselves.

Assessment as Learning helps in the following:

- To enable the learners to identify their knowledge gaps
- To adopt appropriate learning strategies and self-assessment tools
- To provide chances to learners 'to monitor' what they are learning and use feedback to make adjustments to their understanding (Earl, 2003).
- To encourage learners to take responsibility for their own learning
- To ask questions about their learning
- To provide ways for students to use formal and informal feedback
- To encourage peer-assessment and self-assessment.



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7.2.5 Types of Assessment:

Placement Assessment:

Placement Assessment is used to place students according to their achievements. It is a unique instructional strategy. It is also used by the teachers to know student's level of achievement of skills. These types of assessments are not graded.

Formative Assessment:

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor. A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

Types of Formative Assessment:

- 1) Observations during in-class activities
- 2) Homework exercises as review for exams and class discussions
- 3) Reflections journals that are reviewed periodically during the semester
- 4) Question and answer sessions, both formal—planned and informal—spontaneous
- 5) Conferences between the instructor and student at various points in the semester
- 6) In-class activities where students informally present their results
- 7) Student feedback collected by periodically

Diagnostic Assessment:

Diagnostic assessment can help you identify your students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help you better plan what to teach and how to teach it.

Types of Diagnostic Assessments:

- 1) Pre-tests (on content and abilities)
- 2) Self-assessments (identifying skills and competencies)
- 3) Discussion board responses (on content-specific prompts)
- 4) Interviews (brief, private, 10-minute interview of each student)

Summative Assessment:

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

Types of Summative Assessment:

- 1) Examinations (major, high-stakes exams)
- 2) Final examination (a truly summative assessment)
- 3) Term papers (drafts submitted throughout the semester would be a formative assessment)
- 4) Projects (project phases submitted at various completion points could be formatively assessed)
- 5) Portfolios (could also be assessed during its development as a formative assessment)
- 6) Performances
- 7) Student evaluation of the course (teaching effectiveness)
- 8) Instructor self-evaluation.

7.2.6 Relations between objectives and outcomes:**Learning Objectives:**

Objectives are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction. Objectives describe the goals and intentions of the professor who teaches the course. Objectives, often termed the input in the course, state the purpose and goals of the course. Objectives focus on content and skills important within the classroom or program.

Learning Outcomes:

Student Learning Outcomes catalog the over-arching "products" of the course and are the evidence that the goals or objectives were achieved.

Learning Outcomes are statements that describe or list measurable and essential mastered content-knowledge—reflecting skills, competencies, and knowledge that students have achieved and can demonstrate upon successfully completing a course.

Outcomes express higher-level thinking skills that integrate course content and activities and can be observed as a behaviour, skill, or discrete useable knowledge upon completing the course.

Learning outcomes are statements of what a student will be able to do as a result of a learning activity. They are specific, measurable, clear, and assessable statements that define what a student is able to do at the end of a course or completion of a program. These outcomes may involve:

- 1) Knowledge (cognitive).
- 2) Skills (behavioural).
- 3) Attitudes (affective behaviour)

Outcomes are exactly what assessments are intended to show - specifically what the student will be able to do upon completing the course.

An assessable outcome can be displayed or observed and evaluated against criteria. Outcomes are clear and measurable criteria for guiding the teaching, learning, and assessment process in the course.

7.2.7 ASSESSMENT OF COGNITIVE LEVEL (ANDERSON AND KRATHWOHL):

Bloom's taxonomies of cognition, is based on the original work of Benjamin Bloom and others as they attempted in 1956. A taxonomy is really just a word for a form of classification. Lorin Anderson and David Krathwohl are the primary authors of the revisions work of Bloom's Taxonomy known as Revised Bloom's Taxonomy (2001) . The new adaptation also took into consideration many of Bloom's own concerns and criticisms of his original taxonomy.

BLOOM'S TAXONOMY (1956)	ANDERSON AND KRATHWOHL'S TAXONOMY (2001)	Illustrative Verbs OF THE REVISED FORM:
Knowledge: Learner's ability to recall information.	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Choose, Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why.
Comprehension: Learner's ability to understand information.	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate.
Application: Learner's ability to use information in a new way.	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize.
Analysis: Learner's ability to break down information into its essential parts.	Analyzing: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyze, Assume, Categorize, Classify, Compare, Conclusion, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function, Inference, Inspect, List, Motive, Relationships, Simplify, Survey, Take part in, Test for.
Synthesis: Learner's ability to create something new from different elements of information.	Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Agree, Appraise, Assess, Award, Choose, Compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value.

Evaluation: Learner's ability to judge or criticize information.	Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Predict, Propose, Solution, Solve, Suppose, Test, Theory.
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7.2.8 KRATHWOHL'S CLASSIFICATION OF AFFECTIVE DOMAIN:

LEVEL	ILLUSTRATIVE VERBS	EXAMPLE
Receiving: It is the lowest level of learning outcomes in the affective domain. It refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.).	asks, chooses, describes, replies, uses follows, gives, holds, identifies, selects, sits erect, locates, names, points to.	Respecting the rights of disadvantaged groups. Listening to a discussion on controversial issues with an open mind.
Responding: It deals with the active participation of the student and also reaction to it in some way. Learning outcomes in this stage is to enable students in responding/ willingness to respond/ or to ensure satisfaction in responding.	answers, assists, complies, conforms, discusses, greets, practices, presents, reads, recites, reports, selects, tells, writes helps, labels, performs.	Participating in group activities. Questioning new concepts in order to understand them correctly.

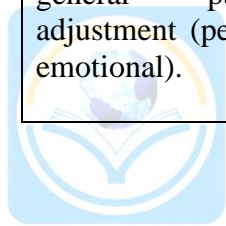
<p>Valuing: It deals with the worth or value a student attaches to a particular object, phenomenon, or behavior. This moves from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Learning outcomes in this area are concerned with behavior modification that are commonly classified under “attitudes” and “appreciation” category.</p>	<p>completes, describes, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works, differentiates, explains, follows, forms, initiates,</p>	<p>Participating in campaigning on social issues. Justifying democratic values.</p>
<p>Organization: It deals with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. The emphasis is on comparing, relating, and synthesizing values. Learning outcomes concerned with the conceptualization of a value or with the organization of a value system. Instructional objectives relating to the development of a philosophy of life would fall into this category.</p>	<p>defends, explains, generalizes, identifies, integrates, modifies, adheres, alters, arranges, combines, compares, orders, organizes, prepares, relates, synthesizes, completes.</p>	<p>Explains the role of systematic planning in problem solving. Accepting personal drawbacks for gaining standards.</p>

Characterization by a value or value set:

The individual value system has controlled his or her behavior for a long time to develop a characteristic "life-style." So behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad area of activities. Major focus is on the fact that the behavior is typical or characteristic of the student. Instructional objectives in this level is concerned with the student's general patterns of adjustment (personal, social, emotional).

influences, listens, qualifies, questions, revises, acts, discriminates, displays, serves, solves, uses, verifies, modifies, performs, practices, proposes.

Shows self-reliance when working independently.
Using personal autonomy in leadership.



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7.2.9 DAVE'S CLASSIFICATION OF PSYCHOMOTOR DOMAIN:

This domain is characterized by progressive levels of behaviors from observation to mastery of a physical skill. It includes physical movement, coordination, and use of the motor-skill areas.

LEVEL	ILLUSTRATIVE VERBS	EXAMPLE
Imitation: Observing and copying someone else.	copy, follow, mimic, repeat, replicate, reproduce, trace	Copying a work of art. Performing a skill by observing instructor.
Manipulation: Guided via instruction to perform a skill. Being able to perform certain actions by memory or following instructions.	act, build, execute, perform	Follows instructions to build a model. Being able to perform a task by memorizing it.
Precision: Accuracy, proportion and exactness exist in the skill performance without the presence of the original source. Refining, becoming more exact. Performing a skill within a high degree of precision.	calibrate, demonstrate, master, perfectionism	Working and reworking something, to become more perfect. Performing a skill or task without assistance of others.

Articulation: Two or more skills combined, sequenced, and performed consistently. Coordinating and adapting a series of actions to achieve harmony and internal consistency.	adapt, constructs, combine, creates, customize, modifies, formulate	Combining a series of skills or activities to meet a novel requirement.
Naturalization: Two or more skills combined, sequenced, and performed consistently and with ease. The performance is automatic with little physical or mental exertion. Mastering a high level performance until it become second-nature or natural, without needing to think much about it.	create, design, develop, invent, manage, naturally	Operating a computer quickly and accurately. Showing competence while playing cricket.

SUB UNIT 3

Assessment in Pedagogy of Education:

7.3.1 Feedback Devices: Meaning

Feedback information informs the individual about the effect or outcome of a course of behaviour which has been enacted by that person, thus allowing a sequence of action or behaviour to be modified if necessary or desirable.

- **Sources of Feedback:**

The feedback can be provided by the different sources which are classified into two major categories:

1) Live source includes college supervisor, peer supervisor, co-operative teacher, and pupil or trainee.

Advantages of live source feedback are: Continuity, Natural flow, Objective, Accurate and economical feedback in terms of time.

2) Mechanical sources of feedback include machines like audio or video tape recorders, which are economical in terms of time and provides accuracy.

Out of these categories one may choose any of the sources depending upon the need of the situation. After choosing the source, one has to again think of the strategy for providing the feedback.

7.3.2 Types of feedback:

- **Informal feedback:**

Informal feedback can occur at any times as it is something that emerges spontaneously in the moment or during action. Therefore informal feedback requires the building of rapport with students to effectively encourage, coach or guide them in daily management and decision-making for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.

- **Formal feedback:**

Formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organization as evidence.

- **Formative feedback**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Therefore formative feedback is best given early in the course, and prior to summative assessments. Formative feedback helps students to improve and prevent them from making the same mistakes again. In some cases, feedback is required before students can progress, or feel capable of progressing, to the next stage of the assessment.

- **Summative feedback**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Therefore summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved.

- **Student peer feedback:**

There is no longer need for teachers to be the only experts within a course. With basic instruction and ongoing support, students can learn to give quality feedback, which is highly valued by peers. Providing students with regular opportunities to give and receive peer feedback enriches their learning experiences and develops their professional skill set.

- **Student self feedback:**

This is the ultimate goal of feedback for learning. During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent (Sackstein, 2017). To help students reach autonomy teachers can explicitly identify, share, and clarify learning goals and success criteria; model the application of criteria using samples; provide guided opportunities for self-feedback; teach students how to use feedback to determine next steps and set goals; and allow time for self-feedback/reflection.

- **Constructive feedback**

This type of feedback is specific, issue-focused and based on observations. There are four types of constructive feedback:

Negative feedback: corrective comments about past behavior. Focuses on behavior that wasn't successful and shouldn't be repeated.

Positive feedback : affirming comments about past behavior. Focuses on behavior that was successful and should be continued. (Positive feedback: After delivering the lesson on a particular content the teacher's trainee is made aware about the correctness of his/her performance or teaching behavior. Such type of feedback acts as a motivating factor.)

7.3.3 Criteria of Feedback Devices:

Feedback devices must be based on individual needs. It should be linked to specific assessment criteria.

Effective feedback devices do the following:

- Guide students to adapt and adjust their learning strategies.
- Guide teachers to adapt and adjust their teaching to satisfy student's diverse learning needs.
- Guide students to become independent and self reflective of their own learning.
- Stimulate interaction, reflection.
- To become constructive
- Effective management.



7.3.4 Guidance as a feedback devices:

Guidance can speed up the learning process and provide feedback as well. The success of any learning program depends on the feedback provided by the respondents. Teacher's feedback is also a powerful pedagogical tool for promoting interaction in educational guidance between teachers and students. It has a positive effect in classroom environment, as it focuses on ways to improve student's performance. There are several types of guidance i.e. educational, vocational, personal, health, social, directive, non-directive, eclectic etc. All these types of guidance are elaborately discussed in unit 3 (Learner and Learning Process).

7.3.5 Assessment of Portfolios:

Portfolio is a cumulative assessment that represents a student's work and documents his or her performance. It is a purposeful collection of student work that has been selected and organized to show student learning progress (developmental portfolio) or to show samples of students best work (showcase portfolio). Portfolio assessment can be used in addition to other assessments or the sole source of assessment.

7.3.5.1 Developmental Portfolio (or working portfolios):

It contains the following:

- 1) Samples of independent work (initial work compared to more current work)
- 2) Evaluations by teacher, peer, self
- 3) Reflections on the growth over a period of time
- 4) May be used for instructional purposes and may include various stages of products, various drafts, etc.

7.3.5.2 Finished portfolio :

It contains the following:

- 1) Samples of best independent work
- 2) Evaluations by teacher, peer, self
- 3) Samples organized according to some system (e.g., creative writing, scientific writing)
- 4) Usually used to provide a summative evaluation and is standard format.

7.3.5.3 Purposes of Portfolios:

All content in a portfolio must be linked to the learning objectives/outcomes

In addition to learning objectives, there are many general purposes of portfolios:

- 1) Enhancing student learning (little emphasis on content, more emphasis on student reflection)
- 2) Assigning a grade (give clear guidelines to ensure that the portfolio consists of standard items)
- 3) Displaying current achievement (pick the best complete work)
- 4) Demonstrating progress (show changes over time, include various drafts)
- 5) Showcasing student work (only best work)
- 6) Documentation (showing work at variety of levels)
- 7) Show finished work
- 8) Show works in progress
- 9) To give students the opportunity to reflect on their growth over a period of time

7.3.5.4 Characteristics of portfolios used for assessment purposes:

- 1) Focus is on evaluation of student work in it's entirety and certifying accomplishment.
- 2) Teacher should provide student with clear guidelines about content of portfolio and scoring criteria.
- 3) If used to assess program goals, the content and organization of portfolios must be highly standardized.

7.3.5.5 Examples of portfolios subjects Wise :

Science subject : Charts, Projects, examples, posters , Lab reports , Research reports , Tests , Student reflections (either weekly, monthly, or bi-monthly)

Math: Samples of problem solving , Written explanations of how to solve problems , Charts, graphs, Computer analyses conducted , Student reflections (either weekly, monthly, or bi-monthly)

English/Language Arts : Reading log , Different types of writing(Poems Essays Letters), Vocabulary achievements , Tests , Book summaries/reports , Dramatizations, Student reflections (either weekly, monthly, or bi-monthly)

7.3.6 Reflective Journal:

A reflective journal is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights a student have in the learning process of a course. In addition to the demands of a typical written assignment (e.g. able to give definition on concepts, demonstrate basic understanding of course materials), reflective journal requires the students to think more deeply, to challenge their old ideas with new incoming information, to synthesize the course materials they have learnt into their personal thoughts and philosophy, and also to integrate it into their daily experiences and future actions. The benefits of the reflective learning process are usually accumulated over a period of time, in which the students usually show a series of developmental changes, personal growth and changes in perspectives during the process.

7.3.6.1 Forms of reflective journal:

- 1) **Structured journals:** students are given a specific question, target, or set of guidelines to base their writings on
- 2) **Unstructured journals/free-form journals:** students are required to record thoughts and feeling with minimal direction

7.3.6.2 Objectives of using reflective journal:

- 1) To discuss or argue a journal paper/report/an issue from a private standpoint or from various perspectives
- 2) To synthesize or analyze some materials or resources for building up an argument
- 3) To compare and contrast a particular issue with prior or new knowledge
- 4) To generate questions and think deeply as a result of perception of the resources
- 5) To describe personal experiences and integrate them into the issues in concern
- 6) To express freely for or against the specific questions given by teachers
- 7) To develop the ability and critical attitude to integrate learning into real-world experiences

7.3.6.3 Advantages of reflective journal:

- 1) It promotes active learning
- 2) It provides understanding of the progress of students
- 3) It improving writing skills
- 4) Freely expressing personal views and criticizing of one-self
- 5) It enhances critical thinking and creativity

7.3.6.4 Disadvantages of reflective journal:

- 1) It is quite difficult for objective marking
- 2) It is time consuming for grading
- 3) Lack of confidentiality
- 4) It needs clear guidelines

7.3.7 Field Engagement using Rubrics:

Meaning of rubric:

A rubric is an explicit set of criteria used for assessing a particular type of work or performance and provides more details than a single grade or mark. Rubrics, therefore, will help you grade more objectively.

A rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades.

7.3.7.1 Types of rubric:

- **Holistic rubrics:** Holistic rubrics group several different assessment criteria and classify them together under grade headings or achievement levels. In holistic rubric all criteria are assessed as a single score. Holistic rubrics are good for evaluating overall performance on a task. Because only one score is given, holistic rubrics tend to be easier to score. However, holistic rubrics do not provide detailed information on student performance for each criterion; the levels of performance are treated as a whole.
- **Analytic rubrics:** Analytic rubrics separate different assessment criteria and address them comprehensively. In a horizontal assessment rubric, the top axis includes values that can be expressed either numerically or by letter grade, or a scale from Exceptional to Poor (or Professional to Amateur, and so on). The side axis includes the assessment criteria for each component. Analytic rubrics can also permit different weightings for different components. Thus analytical each criterion is assessed separately, using different descriptive ratings. Each criterion receives a separate score. Analytical rubrics take more time to score but provide more detailed feedback.

- **Generic rubric:** It contains criteria that are general across tasks and can be used for similar tasks or performances. Criteria are assessed separately, as in an analytical rubric.
- **Task-specific rubric:** It assesses a specific task. Unique criteria are assessed separately.

7.3.7.2 How to make a rubric:

- 1) At first decide what criteria or essential elements must be present in the student's work to ensure that it is high in quality. At this stage consider selecting samples of exemplary student work that can be shown to students when setting assignments.
- 2) Then decide how many levels of achievement will include on the rubric and how they will relate to proposed goal.
- 3) Describe in detail the level of Performance for each criterion, component, or essential element of quality.
- 4) Finally, leave space for additional, tailored comments or overall impressions and a final grade.

7.3.7.3 How to use rubrics effectively:

- 1) Develop a different rubric for each assignment
- 2) Be transparent
- 3) Integrate rubrics into assignments
- 4) Leverage rubrics to manage your time
- 5) Be prepared to revise your rubrics
- 6) Consider developing online rubrics

7.3.8 Competency Based Evaluation:

Concept:

According to Webster's Third New International Dictionary, the word competency means the quality or state of being functionally adequate or of having sufficient knowledge, judgement, skills or strength. i.e. the range of ability or capability.

In competency-based evaluation statement of competencies are given greater significance. All activities pertaining to evaluation are guided by them. The criterion for judging the appropriateness of a test item under competency-based evaluation is whether or not it successfully provides a means to evaluate the given competency.

A sound competency-based evaluation program should incorporate the following:

- 1) Continuous informal evaluation integrated with teaching-learning process.
- 2) Periodical evaluation in terms of unit testing with a view to improving performance until it reaches the mastery level
- 3) Summative evaluation for comparing the achievement of children as against the laid down standards of performance in the proposed competencies.
- 4) Provision for pre-testing and post-testing of performance in the beginning and at the end of the year.

Merits:

- 1) It is helpful in determining which of the specific competencies particular Child has attained.
- 2) Listing the competencies which were attained or not by pupils.
- 3) Classifying children in terms of masters and non-masters with regard to the stated competencies.
- 4) Evaluating all aspects of a competency through a reasonably large numbers of items or test questions.
- 5) Eliminating chance errors which are likely to influence the results.
- 6) Devising proper strategies for teaching-learning.
- 7) Ensuring a systematic procedure for the instructional process and evaluation.
- 8) Providing sufficient guidance for planning diagnostic and remedial teaching for individuals or groups.

Points to remember:

- 1) The specifications of the competency must be stated in very clear and precise terms.
- 2) Four to five questions are to be prepared for each competency.
- 3) Competency-based test items may be of three types: oral, activity-based, written.
- 4) The language of the test items must be very clear and simple.
- 5) Activities chosen for evaluation must be drawn from the immediate environment of the learners.
- 6) All competencies must be covered.

7.3.9 Assessment of Teacher Prepared ICT Resources:**Concept of Information and Communication Technology :**

Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information. It consists of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services. ICTs can be divided into two components: Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation. The concept of a 'Digital Divide' has been around almost as long as ICT has been publicly available. Introducing ICT as a tool to support the education sector has initiated substantial discussions since the late 1990s. A decade ago the emphasis was on Technical and Vocational Education and Training and training teachers. During the last few years, an increasing number of international development agencies have embraced the potential of ICT to support the education sector. UNESCO has played a major role in spearheading the Education for All initiative to harness the potential of ICT. The widely subscribed Dakar Framework for Action recognizes that, these technologies (ICTs) have great potential for knowledge dissemination, effective learning and the development of more efficient education services. When looking at the integration of ICT to support the achievement

of educational objectives, it can be found that after almost a decade of using ICT to stimulate development, it is not yet fully integrated in development activities and awareness rising is still required. The main objectives of the paper are to evaluate the importance of ICT in higher education and to analyze the government initiatives for development of ICT in higher education.

Benefits of ICT in assessment:

- **Benefits for Pupils:**

(i) ICT helps to alleviate the constraints of writing and allows pupils to concentrate on the specific topic for discussion – this encourages reflection, analysis and understanding (Hennessey et al., 2003).

(v) Using databases to work with large volumes of data can help pupils to look for patterns, frame hypotheses, question accepted theories and place events into wider contexts (Martin, 2003; TTA, 1999a).

(ii) The use of computer-mediated communications (CMC), including online discussion groups, enables students to better develop and communicate historical arguments, thinking and understanding, and these skills can be transferred to essay writing (Thompson and Cole, 2003; Wellman and Flores, 2002).

(iv) Computer simulations allow complex processes to be represented in a more dynamic way, and allow students to gain a better understanding.

(v) Digital video can provide students with a model for gathering oral history before they conduct their own oral history interviews, allowing them to develop and retain the required skills more effectively (Wolfrum et al., 2001).

- **Benefits for Teachers:**

- (i) ICT (particularly the internet), gives teachers access to a wide range of information, historical sources and media types, which would otherwise not be readily available (TTA, 1999a; Brown, 2001; Brown and Purvis, 2001).
- (ii) The use of computer-mediated communications (CMC), including online discussion groups, allows teachers to identify misconceptions in pupils' historical thinking, which might not otherwise have been apparent in more structured classroom discussions (Thompson and Cole, 2003; Wellman and Flores, 2002).
- (iii) ICT can enable teachers to present learning materials in ways most suited to individual and personal needs
- (iv) ICT can be used to help teachers support, or scaffold, the development of historical thinking and understanding at all levels (Wellman and Flores, 2002; Masterman and Rogers, 2002).

Services of information technology help the teachers in the realization of teaching-learning objectives. Information technology assists the teachers in their task of teaching. It acquaints them with the books, reference books including journals and other reading material, audio-visual material and equipment, electronics and telecommunication media. It enables them to acquire relevant teaching material and techniques.

Teachers can enable the students to make use of the source of information for self-learning.

- Access to a comprehensive range of advice, guidance and support for teachers of all subjects at all levels on how ICT can be used effectively in classroom practice to embed ICT in teaching and learning across the curriculum.
- Opportunities to access a wide range of resources that simplify the preparation and enrich the delivery of lessons;
- More sophisticated use of pupil data, including the matching of teaching and learning styles and the setting and tracking of individual learning goals;
- Revitalized professional networks supporting communication and collaboration, including the sharing of resources and best practice, within and between schools;

- Support for workforce remodeling through the automation of routine administrative tasks and the availability of technical support; increased opportunities to develop innovative and creative ways of supporting students' learning, enabling seamless links with experiences beyond the conventional classroom and timetable.



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Text with Technology

Sub unit: 4 Assessment in Andragogy of Education

7.4.1 Interaction Analysis:

The term Interaction Analysis refers to a technique consisting of objective and systematic observation of the classroom events for the study of the teacher's classroom behaviour and the process of interaction going inside the classroom. It helps a teacher to bring desirable modification in his behaviour and improve the interaction with pupils for making his teaching more effective and purposeful.

A system of Interaction Analysis essentially consists of process of Encoding and Decoding. Encoding helps in recording the classroom events in a meaningful way, while decoding is used in arranging the data into a useful display and then analysing the results in order to study patterns of teacher behaviour and classroom interaction. Interaction analysis, in this way, works as a standardized observation tool and analysis techniques for identifying the patterns of teacher behaviour and analysing classroom Interaction between the teacher and the students.

7.4.2 Flanders Interaction Analysis Category System (FIACS):


This (FIACS) technique was developed by Dr. Ned A. Flander at the university of Minnesota between 1955 and 1960. It is an observation technique which records classroom interaction in ten categories. This system measures only the verbal behaviour of teachers.

In the Flanders ten category system all the events that occur in the classroom are classified into three major sections: (1) Teacher-talk, (2) Student-talk, (3) Silence or confusion.

7.4.2.1 Basic Assumptions of Flanders's System:

1. Mostly the classroom is predominant with verbal communication. That means either the teacher is speaking or the students are speaking when teaching process goes on in the classroom.
2. The classroom verbal behaviour of the teachers and the students can be observed and recorded objectively and reliably.
3. In the classroom, non-verbal behaviour also occurs but that cannot be measured very accurately and reliably.
4. Teacher's classroom behaviour highly influences the learner's behaviour.
5. Teacher's classroom behaviour can be modified through feedback.

7.4.2.2 Flanders's Interaction Analysis Categories (FIAC)

	Categories	Categories
	Indirect Influence	1 Accepts feelings of the students
		2 Praises or encourages
		3 Accepts Pupil's ideas or uses their ideas
		4 Asks Questions
	Direct Influence	5 Lecturing
		6 Giving Directions
		7 Criticizing or justifying authority
Pupil's talk		8 Pupils give response
		9 Pupils initiate talk
		10 Silence of Confusion

7.4.2.3 Flander's 10 Category Analysis:

Ten class method or interaction analysis method developed by Flander have two parts—

(1) Encoding Procedure—Observers on the basis of teaching in the classroom or on the basis of text, sound, tape marking is different interconnection procedures. Text is inspected at least 20 minutes. If the same type of interactions is quite moving his notation is used many times.

Interactions for the construction of the table is a matrix of 10×10 boxes and observers that the marking on the basis of their inspection.

(2) Decoding Process—Marking is necessary to interpret the data obtained. It is to analyze the behaviour of the teacher. The interpretation of data is done through—

1. Quantitative Interpretation
2. Qualitative Interpretation

7.4.2.4 Rules for Observation:

Rule 1: When it became clear that the behavior is related to which category, farthest from the fifth class of the category should note the order number. If the number 2 and 3 in the category unmistakably asserts, the fifth category, the category most far have 2 numbers, so the 2 numbers must record each category. Similarly, if there is ambiguity in the 5th and 7th class category number 7 should be noted. Category 8-9 of 9 in category marking should be confusion.

Rule 2: If the teacher talks if the trend continued direct or indirect constant observation by the observer must not change suddenly category By the teacher may not receive a clear signal of change.

Rule 3: Do not use your own approach to the inspector.

Rule 4: If more than one second in three categories which are active all categories should be recorded. If a category does not change the three second number is the same class must be repeated.

Rule 5: If silence is more than 3 seconds to record the 10th Division.

Rule 6: If silence is more than 3 seconds to record the 10th Division.

Rule 7: If the teacher to the student's answer and the answer is correct, then this behavior repeated Category 2 is maintained.

Rule 8: The idea of the student teacher to listen and debate the relationship of Category 3 will accept this behavior.

Rule 9: If a student by another student begins its negotiations after talks.. Between the 9th and 8th grade class 10 is written.

Rule 10: All right Yes or OK etc are related to category 2.

Rule 11: Inspection should be given to the situation than words.

Rule 12: If a student teacher, then it's no fun without a targeted range of 2.. and mocks her with a student, it is maintained by Category 7

Rule 13: If the student has to speak a little to the question if the assembled class record is 8.

7.4.2.5 MERITS OF FLANDER'S INTERACTION ANALYSIS SYSTEM

1. It is scientific and objective technique of observing the verbal behaviour of teachers.
2. It serves as a feedback for modifying the behaviour of the teacher.
3. It is of diagnostic type. It can be used for tracing out any type of wrongs in the verbal behaviour of the teacher.
4. It helps in determining the pattern behaviour of the teacher.
5. It supplements the training techniques like micro teaching and term teaching.
6. It can be used to determine the flexibility of teacher influence.
7. It may be helpful in developing theory of teaching.
8. It can be used for carrying out research in the different areas of teaching.

7.4.2.6 DEMERITS OF FLANDER'S INTERACTION TECHNIQUE

The Flander's System of interaction Analysis (FIAC) is undoubtedly of great value in modifying the behaviour of the teachers but it has a few limitations which are as under:

1. Only the fully trained observers can make use of it successfully.
2. Going beyond the ten point categories is not possible though actually there is need.
3. By using technique, only verbal behaviours can be judged and not all type of behaviour.
4. It does not give any value judgments in terms of good or bad. There is ample scope for subjective observation of behaviour.
5. A few activities of classroom teaching do not find any place, in this system e.g. demonstration of some activity or experiment, reading from the chart or map etc.
6. The categories are not equally distributed between the teacher and the students. For teachers, there are seven categories whereas for students, there are only two categories.
7. Equating silence with confusion is inappropriate.
8. Category No.7 stands for criticizing or justifying the authority. Thus opposite behaviours are put up in the same category which is inappropriate.
9. In every three seconds, the observer has to record one category. This job can be done by an alert and fully trained observer. Moreover, after sometime the process or recording becomes cumbersome and tiresome.

7.4.3 Charles Galloway's system of Interaction Analysis

This system of Interaction Analysis was developed by Charles Galloway in the form of a teachers' training technique. It is basically a category type system involving categorization of all sets of possible verbal and non-verbal behaviour of a teacher in the classroom while interacting with the students.

In total there are ten categories of verbal behaviour and ten categories of non-verbal behaviour. These are divided into three major sections (a) Teacher talk (b) Student talk and (c) Silence on Confusion.

In this system relevance to the non-verbal cues is given along with the verbal behaviour, as the teachers do convey information to students through non-verbal cues. These cues can be either spontaneous or managed and facilitate any effort to understand others and to be understood.

7.4.3.1 Procedure for Recording of Classroom Event:

Manual Encoding:

In this system also, the process includes observation of the classroom event. The observer is required to select an appropriate position in the classroom to listen and watch the events as smoothly as possible without disturbing or interfering in the spontaneous activities of the classroom. He/she is also required to train himself for the proper recording (referred to as encoding in the language i.e. interaction analysis) for this purpose he/she must memorize the code number (the category number) in relation to the component behaviours represented by the different categories.

Advanced Computerised Encoding:

Apart from the above encoding, for very keen observation or for having objectivity in the verbal and non-verbal observation, the computer programming can be used to record the behaviours by the teacher

7.4.3.2 Category wise Verbal and Non Verbal Behaviours:

Category No.	Verbal behaviour	Non-Verbal behaviour
1	Accept students feelings	Congruent-Incongruent
2	Praises or Encourages	Congruent-Incongruent
3	Uses students Idea	Implement-Perfunctory
4	Asks questions	Personal-Impersonal
5	Lectures-Gives Information	Responsive- Unresponsive
6	Gives Directions	Involve-Dismiss
7	Criticizes on Justifies Authority	Firm-Harsh
8	Students Talk (Response)	Receptive-Inattentive
9	Students Talk (Initiated)	Receptive-Inattentive
10	Silence on Confusion	Comfort-Distress

7.4.3.3 Ground Rules for encoding of behaviour

The task of observation, recording or encoding is quite complex and needs sufficient training, practice and care on the part of the observer. For maintaining objectivity and reliability of the process there are certain ground rules, which have to be kept in mind by an observer. These are as follows:

Rule-1: When not certain, about which category to choose, that is numerically farthest from category 5, for e.g. choosing between 3 and 4, choose 3 and for 8 and 9, choose 9.

Rule-2: If the primary tone of teacher's behaviour has been consistently direct or consistently indirect do not shift into the opposite classification unless a clear indication of shift is given by the teacher.

Rule-3: The observer must not be concerned with his own bases or teachers intent.

Rule-4: If more than one category occurs during the three second interval then all categories used in that interval should be recorded, if no change occurs within three seconds, repeat the category number.

Rule-5: For silence longer than three seconds record 10 for every third second.

Rule-6: A teacher's joke which is made at the expense of children is recorded as 7 but, without expense of children is recorded as 3.

Rule-7: If a student gives a specific predictable answer to a narrow question it is recorded as 8 and in case when a number of students respond collectively it is also recorded as 8.

7.4.3.4 Procedure for Preparation of Matrix

Matrix is prepared so as to analyze the results made by recording the categories. Categories from 1 to 10 are recorded in the manner presented in The table below for verbal behaviours and 1 to 7 for the corresponding desirable/ undesirable non verbal behaviours shown by a teacher while teaching through the computer key board.

Category wise Representative Keys for Recording of Verbal, Desirable and Undesirable Non Verbal Behaviours

Category	Representative Keys		
	Verbal Behaviours	Non Verbal Behaviours	
		Desirable	Undesirable
1	1	Q	A
2	2	W	S
3	3	E	D
4	4	R	F
5	5	T	G
6	6	Y	H
7	7	U	J
8	8	-	-
9	9	-	-
10	0 (ZERO)	(ZERO)	(ZERO)

Matrix is a rectangular arrangement of quantities in rows and columns that is manipulated according to particular rules. In the recorded list of encoded behaviour, pairing was done as sequentially that, each encoded behaviour is the second member of the pair and in the next pair the number was first member of the pair. In this pair, first digit of the pair represents row and second the column. The intersect cell of this row and column was identified and each frequency was entered in this cell, such that for each pair, one tally is put in the concerned cell as the above process given. Thus, at the end we get the total tallies in the rows and columns are presented in the matrix and also in percentage according to the formulae given.

7.4.3.5 Analysis of Results through Matrix

Results of the verbal behaviours recorded could be analysed with the help of certain calculations under the heads given:

1. Teacher Talk Ratio (TT)

It represents the performance of a teacher in terms of his/her verbal actions while teaching. It can be calculated by the formula.

$$TT = [1+2+3+4+5+6+7/N] * 100$$

For this purpose, the total frequencies belonging 1 to 7 categories are added and divided by total numbers of frequencies and multiplied by 100.

2. Indirect Teacher Talk Ratio (ITT)

This ratio represents the performance of a teacher in terms of the actions worded in encouraging and supporting pupil participation.

The formula is

$$ITT = [1+2+3+4/N] * 100$$

This involves only tallies of category 1, 2, 3, and 4 where, the teacher either accept the feeling of student, reinforces the student or accepts student's response and ask questions.

3. Direct Teacher Talk Ratio (DTT)

This ratio represents the performance of a teacher in terms of the actions which restricts student participation i.e. the categories headed by the teacher such as lecturing, giving instructions and criticizing or justifying. It can be calculated as follows:

$$DTT = [5+6+7/N] * 100$$

4. Pupil Talk Ratio (PT)

It refers to the verbal activities of the students in response to a teacher. It involves both 8 and 9 categories related to the student. It can be calculated as: $PT = (8+9)/N * 100$

Where, (8+9) stands for the addition of the frequencies of students response and students initiation categories.

5. Silence or Confusion Ratio (SC)

This ratio represents the silence or confusion, i.e. any event not included in other categories. It is calculated by the formula,

$$SC = (10) * 100 / N$$

Where, 10 stand for the frequencies of category 10.

6. Indirect to direct Ratio (I/D)

It represents the proportion of Indirect behaviour of teacher i.e. categories belonging to 1, 2, 3 and 4 to direct behaviour of teachers i. e. categories 5, 6,7.

It can be calculated as:

$$ID = (1+2+3+4)/(5+6+7) * 100$$

7. Pupil Initiation Ratio (PIR)

It represents the pupil talk judged by the observer to be an act of initiation. It is calculated as:

$$PIR = (9) * 100 / (8+9)$$

8. Teacher Response Ratio (TRR)

It represents an index of teacher's tendency to the ideas and feelings of students.

It is computed by the formula,

$$TRR=(1+2+3)/(1+2+3+6+7)*100$$

9. Teacher Question Ratio (TQR)

It represents the teacher behaviour involving questioning to test students understanding while teaching. It is computed by the formula,

$$TOR=(4)/(4+5)*100$$

10. Context Cross Ratio (CCR)

It is an indication of the extent to which focus of discussion has been on the subject matter. It presents the proportion of the classroom activity related to the teacher's questions and lecturing with respect to his total classroom interaction.

The formula for the calculation of this ratio runs as –

$$CCR=(4+5)/N*100$$

11. Steady State Ratio (SSR)

It indicates the tendency of teacher and pupil talk to remain in the same state for a period longer than three seconds. Operationally it is the percentage of the frequencies in steady state cells. [(1-1), (2-2), (3-3), (4-4), (5-5), (6-6), (7-7), (8- 8), (9-9) and (10-10)].

The formula runs as SSR

$$SSR=Total\ Frequency\ Steady\ State\ Cells\ /N*100$$

12. Pupil Steady State Ratio (PSSR)

It Indicates the tendency of pupil talk to remain in the same state for a period longer than three seconds. It is percentage of the (8-8) and (9-9) out of categories 8 and 9. The Formula is:

$$PSSR=(8-8) + (9-9)/(8+9)*100$$

13. Instantaneous Teacher Response Ratio (ITRR)

It is an index of the teachers' tendency to praise or integrate pupil ideas and feelings into the class discussion when pupil stops talking. The Formula runs as

$$ITRR = \frac{(8-1) + (8-2) + (8-3) + (9-1) + (9-2) + (9-3)}{(8-1) + (8-2) + (8-3) + (8-6) + (8-7) + (9-1) + (9-2) + (9-3) + (9-6) + (9-7)} \times 100$$

Where (8-1) (8-2) (8-3) (8-6) (8-7) stand for the tallies or frequencies of these cells in existing eighth first row and first, second, third, sixth and seventh column of matrix. Similarly, (9-1) (9-2) (9-3) (9-6) (9-7) stand for the tallies or frequencies of cells in existing ninth row and first, second, third, sixth and seventh column of matrix.

14. Instantaneous Teacher Question Ratio (ITQR)

It indicates the tendency of teacher to respond to pupil talk with questions based on his own ideas, compared to his tendency to lecture. It can be computed by the formula.

$$ITQR = \frac{(8-4) + (9-4)}{(8-4) + (8-5) + (9-4) + (9-5)} \times 100$$

15. Vicious Circle Ratio (VC)

It indicates teacher's restrictive behaviour involving directions and self justification which is sensitive to difficulties faced by the teacher when the students are not complying satisfactorily. It can be computed by using the formula,

$$VC = \frac{(6-6) + (6-7) + (7-6) + (7-7)}{N} \times 100$$

The corresponding non verbal tallies for the above verbal behaviour for categories 1, 2, 3, 4, 5, 6 and 7 are shown in the form of frequency i.e. number of times these behaviours are shown while teaching. These are represented in the form of percentage. Whereas, for categories 8, 9 and 10, non verbal tallies were not taken in consideration, as present study is related only to the behaviour of a teacher. Thus, both verbal and non-verbal behaviour of a teacher were interpreted on the basis of behaviour ratio through Charles Galloway system.

7.4.3.6 Assumptions of Charles Galloway System:

The assumptions of Charles Galloway System are as follows:

- 1) Non-verbal communication of a teacher do, has a significant role in classroom interaction.
- 2) As one cannot see when he / she behaves, so, a feedback is necessary for the behaviour.
- 3) The non-verbal cues are important, as they can reinforce and can motivate a student.
- 4) Non-verbal communication can be more effective during interaction in the classroom.
- 5) Becoming aware of his non-verbal events occurring around us, one can achieve a better understanding of himself.
- 6) Training of teachers enhances the aspect of non-verbal communication in teachers.
- 7) The system is based upon the theory of modification of the teacher's behaviour.

7.4.3.7 Advantages of Charles Galloway System:

The advantages of Charles Galloway System are as follows:

- 1) The teachers are continuously provided with the feedback such that the modification of behaviour is done.
- 2) It provides an opportunity to a teacher to improve upon his/her nonverbal behaviour.
- 3) Negative Reinforcement i.e. punishment is avoided.
- 4) It is a reliable and objective technique of observing and analyzing the verbal and non-verbal behaviour of a teacher in classroom.
- 5) It helps in determining the pattern and flow of teaching behaviour.
- 6) It adds and supplements the training techniques like microteaching and team teaching.
- 7) It can be used for carrying out research in the means of teaching, teacher behaviour, Pre-service and In-service education of teachers.

7.4.3.8 Limitations of Charles Galloway System:

The limitations of Charles Galloway System are as follows:

- 1) The teacher may hesitate in the presence of video camera or supervisor.
- 2) The teachers may find it difficult to handle it in the classroom as both the verbal and the non-verbal behaviours could not be prominently marked.

- 3) A single aspect of non-verbal behaviour, do comprise of various small behaviour, which could not be properly categorized.
- 4) The process is time consuming.
- 5) Requirement of costly sophisticated media of educational technology i.e. video camera or other device.
- 6) The system concentrates on both the verbal and non-verbal behaviour. It does not describe the classroom behaviour totally as some are always over looked which might be important too.
- 7) Classroom interaction in the form of pupil-pupil interaction does not find place in this system.
- 8) It requires highly trained, reliable and competent observer.
- 9) It does not provide value judgments about good and bad teaching behaviours.

7.4.4 Criteria for teacher evaluation

- **Product Criteria:**

When teachers are judged by their effectiveness in changing student behaviour the judge is employing, in Mitzel's scheme, product criteria. The teacher is judged on the basis of a measurable change in what is viewed as his product, student behaviour. What constitutes acceptable products, or changes, has never been made altogether clear. But it would seem that measures of growth in skills, subject-matter, achievement, and attitude which could be logically or empirically attributed to the teacher's influence constitute acceptable data in the product category.

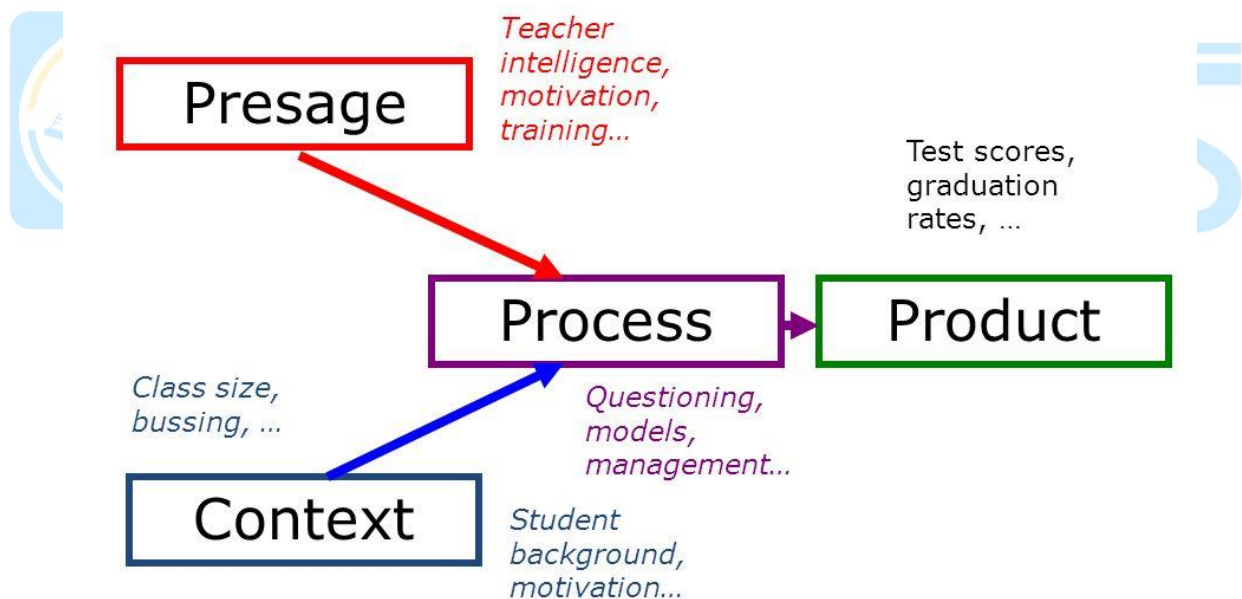
- **Process Criteria:**

When teacher evaluation is based upon classroom behaviour, either the teacher's behaviour or his students' behaviour or the interplay of teacher-student behaviour, the judge is using process criteria. The process; behaviours chosen to measure are believed to be worthwhile in their own right and thus are not necessarily related to product criteria. Some variables upon which teachers could be rated are their verbal behaviour, methods, classroom control, and individualization of instruction. Students might be rated for their verbal behaviour, attentiveness, and conformity to classroom routine. Teacher-student interaction might be judged for rapport and climate.

- **Presage Criteria:**

When teacher evaluation is based upon one's personality or intellectual attributes (industry, adaptability, intelligence, character), his performance in training, his knowledge or achievement (e.g. marks in education courses, success in student teaching, national teacher examinations, knowledge of educational facts) or his in-service status characteristics (e.g. tenure, years of experience, or participation in professional organizations) the judge is employing presage criteria. These criteria are, at best, indirect measures of a teacher's effectiveness and are normally chosen because in someone's view they are related to, and therefore, predict either process or product criteria.

Dunkin and Biddle
Study of Teaching (1973)



7.4.5 Rubrics for assessment:

A) Types of rubric:

- **Holistic rubrics:** Holistic rubrics group several different assessment criteria and classify them together under grade headings or achievement levels. In holistic rubric all criteria are assessed as a single score. Holistic rubrics are good for evaluating overall performance on a task. Because only one score is given, holistic rubrics tend to be easier to score. However, holistic rubrics do not provide detailed information on student performance for each criterion; the levels of performance are treated as a whole.
- **Analytic rubrics:** Analytic rubrics separate different assessment criteria and address them comprehensively. In a horizontal assessment rubric, the top axis includes values that can be expressed either numerically or by letter grade, or a scale from Exceptional to Poor (or Professional to Amateur, and so on). The side axis includes the assessment criteria for each component. Analytic rubrics can also permit different weightings for different components. Thus analytical each criterion is assessed separately, using different descriptive ratings. Each criterion receives a separate score. Analytical rubrics take more time to score but provide more detailed feedback.
- **Generic rubric:** It contains criteria that are general across tasks and can be used for similar tasks or performances. Criteria are assessed separately, as in an analytical rubric.
- **Task-specific rubric:** It assesses a specific task. Unique criteria are assessed separately.

B) How to make a rubric:

- 1) At first decide what criteria or essential elements must be present in the student's work to ensure that it is high in quality. At this stage consider selecting samples of exemplary student work that can be shown to students when setting assignments.
- 2) Then decide how many levels of achievement will include on the rubric and how they will relate to proposed goal.
- 3) Describe in detail the level of Performance for each criterion, component, or essential element of quality.
- 4) Finally, leave space for additional, tailored comments or overall impressions and a final grade.

C) How to use rubrics effectively:**1) Develop a different rubric for each assignment**

Although this takes time in the beginning, though it can be changed slightly or reused later. Whether you develop your own or use an existing rubric, practice with any other graders in your course to achieve inter-rater reliability.

2) Be transparent

Give students a copy of the rubric when assigning the performance task. These are not meant to be surprise criteria. Hand the rubric back with the assignment.

3) Integrate rubrics into assignments

Require students to attach the rubric to the assignment when they hand it in. Some instructors ask students to self-assess or give peer feedback using the rubric prior to handing in the work.

4) Leverage rubrics to manage your time

Mark the assignment, circle or highlight the achieved level of performance for each criterion on the rubric. This will save a great deal of time. Include any additional specific or overall comments that do not fit within the rubric's criteria.

5) Be prepared to revise your rubrics

Decide upon a final grade for the assignment based on the rubric. If the work achieves highly in some areas of the rubric but not in others, decide in advance how the assignment grade is actually derived. Some use a formula, or multiplier, to give different weightings to various components; be explicit about this right on the rubric.

6) Consider developing online rubrics

If an assignment is being submitted to an electronic drop box one may be able to develop and use an online rubric. The scores from these rubrics are automatically entered in the online grade book in the course management system.



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Previous Years Question Analysis

2019 June

1. Which of the following are considered indicators of indirectness in Flander's interaction analysis?

- a) Lecturing
- b) Giving direction
- c) Acceptance of feelings
- d) Praising or encouraging
- e) Criticizing or justifying authority
- f) Using student's ideas

Ans: c), d) and e).

2. Which of the following will form the basis for self-evaluation for a student teacher?

- a) Students' level of participation
- b) Satisfaction of parents about student's progress
- c) Students performance in the test
- d) Student-teacher perception about himself/ herself
- e) Peer group feedback
- f) Feedback from mentor

Ans: a), c) and d)

3. Which of the following is the main assumption of Charles Galloway system of observation?

- 1. Verbal training should be enriched
- 2. Verbal communication is the adequate base of teaching-learning process
- 3. Non-verbal events do not matter much in the classroom
- 4. Non-verbal communication can be more effective during interaction in the classroom

Ans: 4

4. The concept of reflective journal in teacher education is supposed to be based on the idea of

1. Providing reflection on curriculum and curricular activities
2. Providing more reflective space for quality learning
3. Providing more opportunities to use technology
4. Ensuring quality enhancement in colleges of education

Ans: 2



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Unit 1: Educational Studies

Sub Unit 1: Contribution of Indian Schools of Philosophy

Topics 1.1.0

Sl.No.	Topics	
1.	1.1.1	Philosophy
2.	1.1.2	Subject matter of philosophy I) Metaphysic II) Epistemology III) Axiology
3.	1.1.3	Philosophy & Education
4.	1.1.4	Philosophy of Education
5.	1.1.5	Indian Philosophy
6.	1.1.6	Sankhya
7.	1.1.7	Yoga
8.	1.1.8	Vedanta
9.	1.1.9	Buddhism
10.	1.1.10	Jainism
11.	1.1.11	Islamic

Sub Unit 2: Contribution of western schools of thought

Topics 1.2.0

Sl. No.	Topics	
13.	1.2.1	Western Philosophy
14.	1.2.2	Idealism
15.	1.2.3	Realism
16.	1.2.4	Naturalism
17.	1.2.5	Pragmatism
18.	1.2.6	Marxism
19.	1.2.7	Existentialism

Sub Unit 3: Approaches to sociology of education

SL. No.	Topics
1.	1.3.1 Approaches to sociology of education
2.	1.3.1.1 Symbolic interaction
3.	1.3.1.2 structural functionalism
4.	1.3.1.3 Conflict theory
5.	1.3.2 Concept and types of social institutions and their functions
6.	1.3.2.1 Family
7.	1.3.2.2 School
8.	1.3.2.3 Society
9.	1.3.3 Concept and theories of social movements
10.	1.3.3.1 Relative deprivation theory
11.	1.3.3.2 Resource mobilization theory
12.	1.3.3.3 Political process theory
13.	1.3.3.4 New social movement theory
14.	1.4.1 Education and culture
15.	1.4.2 Contribution of educational thinkers
16.	1.4.2.1 Swami Vivekananda
17.	1.4.2.2 Rabindranath Tagore
18.	1.4.2.3 Mahatma Gandhi
19.	1.4.2.4 Aurobindo
20.	1.4.2.5 Krishnamurthy
21.	1.4.2.6 Paulo Freire
22.	1.4.2.7 Wollstonecraft
23.	1.4.2.8 Nel Noddings
24.	1.4.2.9 Savitribai Phule
25.	1.4.3 Socialism
26.	1.4.4 Secularism
27.	1.4.5 Justice
28.	1.4.6 Liberty
29.	1.4.7 Democracy
30.	1.4.8 Equality
31.	1.4.9 Freedom

Section – 1 Unit at a Glance

Sub Unit-1 Indian Schools of philosophy

1.1.1 Philosophy

Literally speaking, the word 'Philosophy' involves two Greek words – 'Philo' meaning love and 'Sophia' meaning wisdom. Thus literally speaking, philosophy means love of wisdom. Therefore philosophy shows that the philosopher is constantly and everywhere engaged in the search for truth.

1.1.2 Subject matter of philosophy

Metaphysic-This is a study of existence, reality or essence. Its main branches are Cosmogony, Cosmology, Ontology, Eschatology, and Philosophy of self.

Epistemology- This part of philosophy discusses philosophically truth, falsehood, validity of knowledge, limits of knowledge and nature of knowledge, knower and known etc.

Axiology-This branch of philosophy philosophically studies value. It has been divided into the three Ethics, Aesthetics, Logic.

1.1.3 Philosophy & Education- Then Philosophy and Education are the two sides of the same coin there Education the dynamic side of philosophy, Education is practical in nature and Philosophy is theoretical. Fichte very rightly observed, the art of education will never attain complete clearness without philosophy.

1.1.4 Philosophy of Education- Philosophy of education is that branch of philosophy that addresses philosophical questions concerning the nature, aims and problems of education. As a branch of practical philosophy, its practitioners look both inwards to the parent discipline of philosophy and outwards to educational practices, as well as to developmental psychology, cognitive science more generally, sociology, and other relevant disciplines.

1.1.5 Indian Philosophy- It refers to ancient philosophical traditions of the Indian subcontinent. The principal schools are classified as either orthodox or heterodox –astika or nastika-depending on one of three alternate criteria. Whether it believes in the premises of Brahman and Atman; and whether the school believes in afterlife and Divas.

1.1.6 Sankhya- It is one of the six Orthodox schools of Hindu philosophy and classical Indian philosophy. Sage Kapila is traditionally credited as the founder of the Sankhya school. Sankhya is a dualistic realism. It is dualistic because of its doctrine of two ultimate realities i.e. Prakriti and Purusha.

1.1.7 Yoga- Yoga is a method of controlling the tendencies of mind. Sage Patanjali as the founder of the Yoga school, an ancient book 'Yoga Sastra'. The aim of Yoga is to control one's desires and aspirations. Yoga has eight components called 'Ashtanga'.

1.1.8 Vedanta- The term that designates the ancient scriptures (shastras) of India, the earliest of which date of circa 1500-1200 BCE. Vedanta derived from veda-knowledge; and anta- end, literally means end or completion of knowledge. The term for the Upanishads. Vedanta most commonly refers to one of the six schools of orthodox Indian Darshanas that emerged between the 7th and 8th century CE.

1.1.9 Buddhism- Buddhism was founded by Siddhartha, a prince of Kapila . Vastu, who later on come to be known as Mahatma Buddha (563-483BC). Buddhism does not accept the permanent entity such as or the Atman. Buddhism advances the theory of Nirvana. Nirvan is a state of total freedom and on sufferings, with perfect knowledge, perfect peace and perfect wisdom, man is free from all bondage in the state of Nirvan. Lord Buddha taught his followers four ‘Nonble Truths’ or ‘Aryasatya’, which he realized during his enlightenment.

1.1.10 Jainism- Jainism does not have a single founder there have been 24 tirthankaras Lord Mahavir -24th (and final) Trithankara. Jainism doesn’t have a single founder. The truth has been revealed at different times by a tirthankara, which means a teacher who makes a ford, shows the way. All souls are equal, Non-violence, Multiplicity of views, Non-possessiveness, karma, Three jewesls-Right knowledge, Right faith right conduct.

1.1.11 Islamic- It is a development in philosophy that is characterized by coming for an Islamic tradition. Two terms traditionally used in the Islamic world are sometimes translated as philosophy. Which refers to philosophy as well as logic, mathematics, and physics and Kalam , which refers to a rationalist form of Islamic theology. The study of religious faith, practice, and experience, especially the study of God and of God’s relation to the world.

Sub Unit: 2 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 id 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 relists objects, Realation between object and thought.

1.2.4: Naturalism-Naturalism is also as old as idealism. The term naturalism, by its ordinary meaning, means the ism laying emphasis upon nature in every fiekd 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 also 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, Kart 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 on personal or individual freedom but finds his freedom is 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 develop ideas to improve and develop society. His theory is set in the backgrounds of French revolution during 19th century.

1.2.7: Existentialism- It is the philosophy that individuals create their own meaning in there 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 him self, 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 accept 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.

Sub unit - 3**INTRODUCTION:**

Approaches to sociology of education could be defined as a conceptual scheme designed to explain observed regularities or relationship between two or more variables. Theoretical perspectives are used to provide logical explanation for why things happen the way they do. There are several sociological perspectives on why things happen the way they do in society.

- We are going to take a look at the key aspects of the following theories which have made major contribution to the field of sociology of education:

- a) Symbolic interaction
- b) Structural Functionalism
- c) Conflict Theory

TYPES OF SOCIAL INSTITUTION

- A) Family
- B) School
- C) Society

- **CONCEPT AND THEORIES OF SOCIAL MOVEMENTS:**

Concept:

According to Anderson and Parker, social movement is “a form of dynamic pluralistic behaviour which progressively develops structure through time and aims at partial or complete modification of the social order.”

- **Theories of social movements:**

- A) Relative deprivation
- B) Resource mobilization
- C) Political process
- D) New social movement theory



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SUB-UNIT-4

- **SOCIALIZATION AND EDUCATION(EDUCAION AND CULTURE; CONTRIBUTION OF THINKERS; NATIONAL VALUES OF CONSTITUTION WITH REFERENCE TO EDUCATION;**

INTRODUCTION:

According to Drever, "Socialization is a process by which an individual has adapted his social environment and becomes a recognised, cooperating and efficient member of it."

Education and culture

Originally , the word 'culture' means 'the cultivation of the soul or mind'. It also signifies man's moral, spiritual and intellectual achievement. It is a medium through which individual develops and matures.

Socialism

Socialism has been used in the context of economic planning.

Secularism

India is neither religious nor irreligious nor anti-religious.

Justice

It is basically centered on the good relations between the people and the state

Liberty

Education gives you the tools to be able to think and learn and liberty gives you the ability to find truth

Democracy

Democracy refers both to a political system and a political aspiration.

Equality

‘Equality of educational opportunity’ has assumed different connotations. It can be taken as the application of the principle of distributive justice in respect of the good of education.

Freedom

The ideas of freedom in education were an expression of the dissatisfaction of democratically minded, petit bourgeois intellectuals and some bourgeois intellectuals with the status quo in society.



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Section -2: Key Words

Every candidates appearing for NET/SET examination should follow these key(main) points those can help them a better understanding regarding this unit very quickly.

Basic Key Statements: wisdom(1.1.1), intellectual (1.1.1), influence (1.1.3), – Bring up (1.1.4), authority (1.1.5), capable (1.1.6), controlling (1.1.7), liberation (1.1.8), nirvana (1.1.9), Relativism(1.1.10), lies (1.1.11)

Standard Key statements: skepticism (1.1.1), reality(1.1.2), Intuition(1.1.2), acquiring(1.1.2), doubts(1.1.1), restless(1.1.2), universe(1.1.2), judgment(1.1.3), draw out(1.1.4), spiritual(1.1.5), immortal(1.1.6), Immortal(1.1.6), prescribe(1.1.7), postulation(1.1.8), Meditation(1.1.9), Relativism(1.1.10),

Advanced Key Statements: Metaphysic(1.1.2), **Epistemology** (1.1.2), **Axiology** (1.1.2), *Logic(1.1.2)*, Cosmology(1.1.2), Aesthetics(1.1.2), *Agnosticism* (1.1.3), *Skepticism(1.1.3)*, *Intuitionism(1.1.3)*, Axiology(1.1.3), nourish(1.1.4), temperament(1.1.5), rumitation(1.1.5), **HETERODOX**(1.1.5), **ORTHODOX**(1.1.5), Prakrati(1.1.6), Prakrati(1.1.6), Duality(1.1.6), Brahman(1.1.8), Atman(1.1.8), suffering.(1.1.9), Anekantavada(1.1.10), Agnosticism(1.1.10), Animism(1.1.10), Unified(1.1.11), pure monotheism(1.1.11), ideological(1.2.1), inadequate(1.2.2), Phenomenal(1.2.2), supremo(1.2.2), arguments.(1.2.2), adjustment(1.2.3), *Humanistic(1.2.4)*, Empiricism (1.2.5), struggle for existence(1.2.5), Self-governance(1.2.5) productive(1.2.6), *Class less society(1.2.6)*, Vocationalisation.(1.2.6), Merleau-ponty(1.2.7), existence(1.2.7).

Section-2: Key Words

Every candidates appearing for NET/SET examination should follow these key points those can help them a better understanding regarding this unit very quickly.

Basic key statements:Sociology(1.3.1), Family(1.3.2), School(1.3.2), Society(1.3.2), Culture(1.4.1), Personality (1.4.2.1), Value(1.4.2.1), Socialism(1.4.3), Equality (1.4.8)

Standard key statements:Structural functionalism(1.3.1.2), Conflict(1.3.1.3),Social movement(1.3.3), Integral (1.4.2.4), Secularism(1.4.4), Justice(1.4.5), Liberty(1.4.6), Democracy(1.4.7), Freedom(1.4.9).

Advance key statements:

Symbolic(1.3.1.1), Exchange(1.3.1.1), Relative deprivation (1.3.3.1), Resource mobilization(1.3.3.1), Political Process(1.3.3.3)



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[N.B.- Values in parenthesis are the reference number]

Unit -1: Educational Studies

Sub Unit: 1.1.0

1.1.1 :Philosophy:

- The word 'Philosophy' can be traced to the Greek word "Philosophia" which is made up of two words i.e.

i) philo/phileo – Love

ii) Sophia – wisdom

Therefore, the literal meaning of Philosophy is 'love of wisdom'.

- Philosophy is a search for reality and truth, based on enquiry, dynamic and living force, arts as well as science, intellectual attempt to interpret and understand a guide to way of life.
- Plato is the first view of philosophy, its origin in wonder of curiosity in the mind of man. Second view (Descartes) its origin in the feeling of skepticism in the mind of man (Proof to confirm his doubts). Third view, human mind is restless and always active in the search of truth or realities find the ways and means to solve these problems. Fourth view, thus guided principles what is right or wrong, proper or improper heaven or hell, can lead a man to a right direction.

1.1.2 : Subject matter of philosophy

A Roman scholar Cicero (106-43 B.C) called philosophy is the mother of all arts and the true medicine of mind. Another English philosopher regarded philosophy as the great mother of the Sciences.

I) Metaphysic (Problems of reality) - It inquires into the nature and ultimate significance of the universe.

Question form- What is soul? Living being? Relationship between body and soul?

Branches – i) Theology- It deals with nature and existence of God his wish power.

ii) Cosmology – The creation of cosmos and other living and non living things.

iii) Creation –How this universe has been created and how will it come to an end.

iv) Universe-Its origin and end mortal and immortal.

v) Concept of soul- Existence of soul and its relation to the mortal body.

II) Epistemology (Problems of knowledge)- It investigates the nature of knowledge and the process of knowing.

Question form- What is truth? Doubt sources of acquiring technology?

Study of- Human intelligence, capacity to acquiring knowledge, nature and verification of evidence and knowledge.

Method of knowledge acquisition– Revelation, Authority, Intuition, Reason, Senses, experimentation.

iii) Axiology (Problems of Value)- It is the third area of philosophy which studies values philosophically.

Questions form- what is truth, good and beauty?

Branches of-

- i) Logic (truth)-Nature of logical thinking, inductive, deductive, imagination and reasoning domination.
- ii) Ethics (good)-It is known as moral philosophy. It deals with judgment of rightness and wrongness, goodness and badness, virtues and vices.
- iii) Aesthetics (beauty) – It discusses the nature and criteria of beauty.



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1.1.3 Educational Philosophy :

1) Metaphysics in Education :

- a) This has a close bearing upon the aims and ideals of education.
- b) It has provides the attitude the educationists.
- c) Development of character and self.
- d) Moral, Religious education.

Ex. Metaphysic influences are Idealism, Realism, Naturalism, Pragmatism.

2) Epistemology in Education:


[Induction, deduction, Synthesis, Analysis]

- *Agnosticism* – Relativity of human knowledge.
- *Skepticism* – Limited of knowledge.
- *Mysticism* – spiritual experiences is the field of Religious.
- *Intuitionism* – intellect and intuition are complementary.
- *Criticism*– is neither a priori nor a posteriori.

3) Axiology in education:

a) *Logic* – logic is the science of reasoning and Argument. It is studies various intellectual process such as thinking, reasoning , judgment. Teacher must known logic in order to have successful communication.

b) *Ethics* – (Ethos – character) / Moral philosophy. It is the Science of character, habits of actively or behavior of human being.

- 
- Moral – Mores – conventions / Practice.
 - Ethics is the Science of human conduct.
 - The mirror of character.
 - Character is manifested in determinations. Determination is the activated from of character.
 - It is a normative Science.
 - Man meaning and character building education.
 - It also helps is the application of moral principles is actual life.
 - Ethics includes the conclusion of other Science and arts .
 - Human personality.

c) *Aesthetics* : the science of beauty. It is the basis of all literary and artistic criticism. That literature and art.

True (Logic)/ thinking.

Axiology

Good (Ethics) / character.

Beauty (Aesthetics) / literature and art.

1.1.4 Relationship of education & Philosophy:

- Philosophy is in Reality the theory of education.
- Education is the dynamic side of philosophy. (Application of the fundamental principals of philosophy)
- Philosophy is wisdom, education transmit that one generation to the other.



Ross – Phil and Edu are two sides of a coin.

Adam – Edu is the dynamic sides of philo.

Spence – Only a true philosopen may give a practical shape of education.

- i) Philo and aims of education.
- ii) Cuniculum / Method teaching, teaching, Educational Administration, School, discipline and evaluation.

Education - (Latin):

Educatio – Bring up / A breeding/ A Rearing

Educo = E + duco (E - from / duco - out of)

Education = E + Catum

Educare - nourish / bring up.

Educare - draw out / lead out.

Educatum - to train.

Educo - to lead out.

1.1.5 Indian Philosophy:

Indian philosophy share numerous thought like this dharma, karma, samsara, reincarnation, dukkha, renunciation, meditation, with just about all of them focusing on the extreme foal of liberation of the individual through diverse range of spiritual practices. They differ in their audacity about the temperament of the path to the ultimate liberation, resulting in many schools that disapproved with each other. Their ancient theory span the diverse reach of philosophies set in other ancient cultures.

History of Indian Philosophies is as follows-

- # The Vedic period (1500-600BC)
- # The Epic period (600-200BC)
- # The Sutra period (200-1700AD)
- # The Scholastic period (Sutra – 17th Century)

Classification of Indian Schools of Philosophy:

Vedas are the primitive attainable Indian literature on document. There were nine schools of rumitation in Indian philosophy. It is difficult to establish the chronological sequence of upliftment of schools of Indian philosophy. Indian philosophical schools are serial into HETERODOX (nastika) schools and ORTHODOX (astika) schools. Nastika schools reject the authority of the Vedas. Astika schools that do not reject the authority of the Vedas.

SIX ORTHODOX:(Sad-darsana)

- Samkhya ---- Kapila
- Yoga---- Patanjali
- Nyaya---- Gautama
- Vaisheshika--- Kanada
- Purva Mimamsa-- Jaminin
- Uttar Mimamsa/ Vedanta – Shankara

HETERODOX/ UORTHODOX:

Charvak— Charvaka

Jainism--- Vardhaman Mahavira

Buddhism—Gautam Buddha

1.1.6 Sankhya:

The Sankhya philosophy is emerged by the Sage Kapila who is mentioned to have flourished about the 7th century BC. It is the oldest philosophy. According to this philosophy, soul is immortal. The Atman pervades all and is indestructible. Only the physical bodies end.

a) Metaphysic

- i. Prakrati- The unmanifested matrix whatever is manifested in the Universe.
- ii. Purusha- It is transcendental self and absolute, independent.
- iii. Duality- Prakrati and purusha.
- iv. Satkaryavada- preexistence of the effect in the cause.
- v. Ultimate reality- Brahman or self.
- vi. Three Gunas(qualities)-
 - Sattva-Pose, fineness, lightness, illumination, joy or goodness.
 - Rajas-Activity, excitation, immortal.
 - Tamas-Inertia, coarseness, heaviness, sloth or darkness.
- vii. There are twenty-five basic principles.
- viii. Prakrati -> Purusha -> Ahankar -> Mahat/Budhi.

b) Epistemology:

- Prataykshya- Indeterminate (nirvikalf) & Determinate (savikalpa).
- Anuman- logical inference.
- Sabd- verbal testimony.

c) Axiology:

According to sankhya, pain and suffering are due to non-discrimination between purusa and prakriti . the supreme good is the realization of the perfection of purusa and all ethical activity leads to this end. Virtuous behavior and the practice of Yoga are recommended as the means to salvation. According to Sankhya, independence of God and individual souls is difficult to maintain.

Educational Implication:

- i. Aims of Education- The ultimate aims as attaining the perfection of Purusha through discrimination, leading to its salvation. To create discerning individuals capable of attaining the perfection that exists with them.
- ii. Methods of Teaching- Through study of authorities but keeping an open mind and using reason to validate their theories. Maximum involvement of the senses. Enabling the development of observation and logical reasoning and activity based learning include projects, practical work, etc.
- iii. Curriculum-To the study of all disciplines with stress on the natural sciences, physical science and yoga will also form part of the curriculum.
- iv. Discipline- High degree of discipline self- impose.
- v. Teacher's Roles- A facilitator, develop of the innate potentiality of the child.

**1.1.7 Yoga:**

Yoga philosophy is one of the six main orthodox schools of philosophy. It is closely related to the Samkhya school of Philosophy. According to sage Patanjali, the author of an ancient book 'Yoga Sastra'. Yoga is a method of controlling the propensity of mind. The aim of yoga is to control one's desires and aspirations.

a) **Metaphysics-** The metaphysics of Yoga school is form of dualism. It considers consciousness and matter, self or soul and body as two different realities. The Purusa is deliberated as the conscious principle, a passive enjoyer(bhokta) and the Prakriti is the enjoyed (bhogya).

Yoga philosophy believes that the Purusa cannot retrograded as the source of phlegmatic world, because an intelligent principle cannot metamorphosis itself into the unconscious world.

b) **Epistemology-** The theory of knowledge according to Yoga school is similar to that of Sankhya theory.

I. *Pratyaksa (Drstam)-*

Direct sense perception. It is of two types :external and internal. External perception is described as that arising from the interaction of five senses and worldly objects , while internal perception is described bh this school ad that of inner sense, the mind.

II. *Anumana(Inference)-* It is described as reaching a new conclusion and truth from one or more observations and previous truths by applying reason. Ex: Observing smoke and inferring fire is an example of Anumana. This is a cogent and useful means to knowledge. Three procedure of inference Pratijna(hypothesis), Hetu(a reason), and Drshtanta(examples).

III. *Sabda(Aptavacana)-* It means relying on word, testimony of past or present reliable experts. The schools of philosophy which repute it epistemically valid suggest that a human being needs to know many facts, and with the narrow time and energy procurable, he can learn only afragment of those facts and truths straight away.

d) **Axiology:** The Yoga school of Philosophy include both a theory of values through the observances of positive values and avoidance of negative, as well as an aesthetic theory on bliss from intrinsic and extrinsic perspectives. The values to be observed are mentioned niyamas, while those to be avoided are prescribe in the Yamas in Yoga.

Educational Implication:

- i. *Aims of Education*- The comprehensive development of human personality and also to make human child, free from bodily, mental and super natural miseries. Education must look- after for the bodily, mental, intellectual and spiritual growth of the learner. The Yoga philosophy the aims of education moral preparation, spiritual attainment, scientific and logical attitude.
- ii. *Curriculum*: Provides literature which arouses interest amongst students in moral life. Psycho-physical training of human child. Yoga approves all those subjects which deal with human physiology, true human nature and hidden laws of nature, medicine, clinical psychology, social science.
- iii. *Methods of Teaching*- Concentration as the most essential method. Scientific attitude development method and discriminative method in acquiring knowledge. The law of association in education involves right cognition and imagination memory.
- iv. *Teacher Role*- Teacher has power of knowledge, power of will and power of action. Not only a theoretician but also a demonstrator. Give practical demonstration to the student. Great importance to teacher.

1.1.8 Vedanta:

Vedanta is the most prominent of the six schools of Hindu philosophy. Literally meaning 'end of the Vedas', Vedant reflects ideas that emerged from the speculations and philosophies contained in the Upanishads, specifically, knowledge and liberation. Vedanta carries many sub-traditions, array from dualism to non-dualism, all of which developed on the base of normal textual connection called the Prasthanatrayi: the Upanishads, the Brahma Sutras and the Bhagavad Gita.

All Vedanta schools in their composure, concern themselves, but disagree in their views pertaining ontology, soteriology & epistemology.

- i. *Asvait Darshna--Shankaracharya*
- ii. *Vishishtadvaita Darshn--Ramanujacharya*
- iii. *Dvaita Darshan- -Madhvacharya*
- iv. *Bhedabhed Darshan-- Nimnarkacharya*
- v. *Shuddhadvait Darshan- -Vallabhacharya*
- vi. *Achintyabhedabhed Darshan-- Chaitanya*
- vii. *Akshar Purushottam Darshan-- Swaminarayan*

a) **Metaphysics:** Vedanta philosophies discuss three fundamental metaphysical categories and the relations between the three.

- I. Brahman/Ishvara- The ultimate reality.
- II. Atman/Jivatman- The individual soul, self.
- III. Prakriti/Jagat-The empirical world, ever changing physical universe, body and matter.

b) **Epistemology:** Advaita and some other Vedanta schools recognize six epistemic means. As correct means of accurate knowledge and truths:

- 1) Pratyaksa(perception)
- 2) Anumana(inference)
- 3) Upamana(comparison and analogy)
- 4) Arthapatti(postulation, derivation from circumstances.
- 5) Anupalandi(non-perception, negative/cognitive proof)
- 6) Sabda(scriptural testimony/verbal testimony of past or present reliable)

c) **Axiology:** Belief in rebirty and the desirability of release from the cycle of rebirths, The self is the agent of its own acts and the recipient of the consequences of these actions.

Educational Implication:

- i. *Aims of Education-* The aim of education is this, in which knowledge should dispel doubts, dogmas and darkness. Education should aims at overall development of an individual(moral,intellectual,social,physical). Nature oriented education and religion centered education. All round development, equality of opportunity, self sufficiency.
- ii. *Curriculum:* Students should receive knowledge of various subjects.The focus is on the subjects like Vedas, Vedang, sound system, knowledge of religious rites, grammar, astronomy, commentary history, purans , ethics and military science etc. were studied.
- iii. *Methods of Teaching:* The teacher imparted education to his pupils and pupils were to listen to their teacher's words attentively. The teaching and learning process was Hearing, Recitation, Understand the meaning. The teacher explained the subject matter with the help of stories, proverbs and other illustrations.
- iv. *Teacher Role:* The teachers not merely a teacher but also a guide mentor, a surrogate, parent, a role model and a friend.

1.1.9. Buddhis:

Buddhism does not accept the permanent entity such as or the Atman. Buddhism advances the theory of Nirvana. Nirvan is a state of total freedom and on sufferings, with perfect knowledge, perfect peace and perfect wisdom, man is free from all bondage in the state of Nirvan. Lord Buddha taught his followers four 'Nonble Truths' or 'Aryasatya', which he realized during his enlightenment.

Hinayana – (Lesser) south India / original Buddha (Pali Language)

Mahayana – (Greater) Heavenliness / Sanskrit / North India)

- i) Four Nobel Truths:
 - a) All existence involves suffering.
 - b) Suffering is caused by desire.
 - c) Suffering can be eliminated.
 - d) There is a path to nirvana.
- ii) The eight fold path to nirvana
 - a) Right belief / Meditation
 - b) Memory / Effort / Speech
 - c) Conduct / Thought / Action
- iii) Nirvan / Salvation
- iv) No- violence
- v) Six penception – concentration / effort / ethical/ behavior/ generously/ patience/ wisdom.

Symbol of Buddhism Religion

Umbrella - protection from suffering of harmful force.

Two golden fish – Luck and fortune.

The conch shell – Deep and joy full sound of the dham.

Lotus flower – Enlightenment beauty clarity.

Banner of victory – Remind people that one absorption wins over their own pride, lust, affection to be able to reach enlightenment.

Vase – showing health, wealth, personality and all the good thing.

Wheel – Eight total path.

Bodhi Tree – Achieve enlightenment or Bodhi

Eyes – Wisdom

Vayra – Great spiritual power

Begging bowl – Daily Life

Lion – Royalty

Festivals :

- i) Buddha Day – Full Moon (May)
- ii) Dharma Day – Full Moon (July)
- iii) Sangha Day – (October)

Buddhism and Education:

- i) Aims - knowledge / Society / Vocatia / Religious/ Character development.
- ii) Method - Agra Shishy Pranali / (Monitorial system) Preaching / Conference / Travaling / Nature study / Debates/ Discussion.
- iii) Discipline – NO corporal punishment.

1.1.10 Jainism :

Founder – Vardhaman (1st Rishabade, 23rd Parsva nath)

- i) Shvetambaras – (white clad)
- ii) Diyambaras – (sky)

Epistemology:

- i) Anekantavada
- ii) Pluralist
- iii) Relativism
- iv) Sysadvada / Agnosticism

Metaphysics :

- i) Realistic
- ii) Relativism
- iii) Soul
- iv) Animism
- v) Atomism
- vi) Bondage of life

Axiology:

Five vows -

- Ahimsa – non violence
- Satya – truth
- Brahmacharya – control over the senses.
- Apaigraha – completely renounce property and social relation.

Educational Implication:

Aims of Education-

- a. Development of the personality of each individual student is the aims of education.
- b. It believes in the development of the self.
- c. Intellectual Development.
- d. Freedom.
- e. Co relation of object.
- f. Social Development.



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Curriculum-

- i) It consisted of the learning of Vedas, Upanishads, Siksha, kalpa, Vyakarna, Nikratha, Chanda and Jyothisha.
- ii) In the later periods, study of classics like Ramayana and Mahabarath.
- iii) As well as other text like panchakavya, Artha, Sastra, Dharma, Sastra, Smauthis, Dhanur sastra etc. were also include in the curriculum.
- iv) Nature of education to be offered was left to the discretion of the teacher.

Teaching Methods:

- a. Imitation
- b. Recitation
- c. Practical/ empirical method
- d. Adopting all the five vows.
- e. Individual's practice to acquire all the vows.

Teacher's Roles:

- i. A model.
- ii. A living exemplary with all vows.
- iii. Gurus are considered as Gods.
- iv. Train rigorously to liberate the soul from bondage.

Disciple:

- a) Should respect the teachers and treat them as Gods.
- b) Emulate all the ideal character from their gurus.
- c) Follow the five vows to attain good conduct.
- d) To be careful in all the walks of life.
- e) Self-discipline.
- f) Self-restraint.

**1.1.11 Islamic Philosophy:**

It is a development in philosophy that is characterized by coming for an Islamic tradition. Two terms traditionally used in the Islamic world are at time translated as philosophy. Which allude to philosophy as well as logic, mathematics, and physics and Kalam , which mention to a freethinker form of Islamic theology. The perusal of religious faith, contemplation, and experience, particularly the study of God and of God's relation to the world. The real basis lies in Quran and Hades.

Metaphysics-

Oneness is an monumental metaphysical concept and answers the maze of the universe (Unified world, integrated universe). Universals exist before things. Universe is uniformity, purposefulness and interdependence.

All mankind are expected to believe in Allah. Clarifies the true site of mortality as the vicegerent of Allah on Earth. Gives man entire trust in Allah(real bending to Allah).

Relationship between man and universe, harmony not conflict. Monitor to happy life performed to virtue, purity, justice, and peace.

Leads to obeying Allah's commands. Other pillars of faith depends on pure monotheism.

Epistemology:

The totality of life is spiritual, intellectual, religious, cultural, individual, mind, spirit, sense, etc.

Islamic education deals with all field of knowledge.

Axiology:

Unchanging religious , individual and social values.

Being a Good Neighbors and removing harm from the path.

Being thankful, smiling, cleanliness , resection elders.

Starting from the right side and truth speaking.



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Educational Implication:**a) Purposes of Education-**

- ❖ The ultimate foal for creating mankind and to know and worship Allah.
- ❖ Prepare Muslim youths in a balanced way(life and after-life).
- ❖ Develop goodness, piety, fear of Allah in the individual, tolerance, brotherhood, love, right, ability of self expression and shouldering, responsibility, pure and happy life.

b) Curriculum:

Curriculum based on Holy Quran and Sunna. Religious, intellectual and Islamic education deals with all field of knowledge.

c) Methods of Teaching:

Teaching methods are Dialogue, induction, deduction, personal experience, intuition, discussion, note-taking and analogy. Practical application of knowledge, Al-Gazzali. Self-study, reasoning , seek knowledge, rationalization of things.

d) Role of the Teacher:

Teacher's inheritors of prophets knowledge, motivation , ethics, more responsibilities, honest, loyalty for the job. Behave excellent with students, humility, brotherhood, shouldering the responsibility.

Sub Unit: 2 Contribution of western schools of thought

1.2.1 Western Philosophy:

Historically the term philosophy refers to the philosophical thought and alludes to the philosophical idea of western culture, beginning with Greek Philosophy of the pre-Socratics like this as Thales (624-546B.C) and in the long run covering a broad area of the globe. Western philosophers have often been separate into several major branches, or schools, based either on the questions typically addressed by people working in different parts of the field, or notions of ideological undercurrents.

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.

Founder – Plato - (427 – 347BC) [Greek]

Book - Republic, Laws

i) Immanuel Kant - (1724 – 1804 A.D) [German]

Book - Critiqu of pure Reson,

Critiqu of practical Reson.

Critiqu of judgment.

The metaphysics of Morals.

ii) Georg wilhelm Friedrich Heget - (1770 – 1831 A.D) [German]

Books - The phenomenology of spirit.

Elements of the philosophy of right.

Science of logic.

Systems of ethical life.

- iii) Fiedrich August Froebel - (1782 – 1852) [German]

Books - Education of Man.

Pedagogies of kind erg raten.

Education by Development.

Mother play and Nursery songs.

- iv) Willeam Torrey Hanis - (1835 – 1909AD) [American]

Book - Philosophy in out line :

Speritual sense of Dante's Divina commedia.

- v) Swami Dayananda - (1825 – 1883 AD)

- vi) Rabindranath Tagore - (1861 – 1941 AD)

- vii) Aurobindo Ghosh - (1872 – 1950 AD)

Various forms of Idealism:



- i) Subjective / Personalistic – (Berkley)

Only the existence of mind

- ii) Objective – (plato)

Independent existence of reality is the source of all souls.

- iii) Absolute – (Fichte, Hegel)

Only self (soul) is the absolute reality.

- iv) Phenomenal - (Kant)

Physical or metaphysical world is not actually and reality. It is only the phenomenon of the reality.

Fundamental Principles :

- i) *Metaphysical :*
 - a) There is a nature behind the nature.
 - b) Believe existence of God. Who is the power house of supremo.
 - c) Soul is divine. Soul is only transformed to other soul.
 - d) Belived in total spirituality.
- ii) *Axiology :*
 - a) Based on truth and value.
 - b) God beauty, truth.
 - c) Believs in Asthetic value.
- iii) *Epistemology :*
 - a) This knowlwdge is only experience bose.
 - b) They believes in revolution of knowledge.
 - c) The knowledge is based on inductive reasoning and must believes in logical arguments.

Educational Implication:

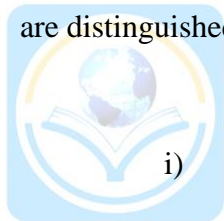
- i) *Aims of Education :*
 - a) Beatification of personality.
 - b) Development of spirituality.
 - c) Moral and intellectual training.
 - d) Persecution, transmission and advancement of culture.
 - e) Creation of an ideal society.
 - f) Self- realization.
 - g) Development of man and nature.
 - h) Synthesis of man and nature.
 - i) Exploration of universal values.
 - j) Try to reach divine love / reach new creatively / character development.

ii) *Curriculum:*

- a) Physical matters - care of body & mind, Ason, Pranayam, PT
- b) Mental matters - skill development, Drama, Dance, Music.
- c) Spiritual matters - Truth, Goodness, beauty, dev of intellectual (truth)

1.2.3 Naturalism:

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.



- i) Democritus - (460 – 370 BC) [Greek]
 Books - the atomists, leucippus and Demicritus, on the Gods and the world, five hymns.
- ii) Epicurus - (435 – 355 BC) [Greek]
 Books - the art of happiness, letter to menocetus on nature, Fragments.
- iii) Becon - (1562 – 1626 AD) [English]
 Books - Novum organum, new Atlantis, the Advancement of learning
 Meditationes sacrae and human philosophy.
- iv) John Amos Comenius - (1529 – 1670 AD) [Naetherland]
 Books - Orbis pictus, school of infancy, the angle of peace, labyrinth of the world and paradise of the health.
- v) Hebert spercer - (182 – 1626 AD) [English]
 Books - Social staties, the man versus the state, the principles of sociology.

- vi) Huxley - (1825 – 1895 AD) [English]
 Books – Mans place in nature science and christeam tradition, a scientific education the Darwian Hypothesis.
- vii) J.J. Roussa - (1712 – 1778 AD) [Genevam]
 Books - the progress of arts & science (1750)
 The origin of inequality among men (53)
 The new Heloise a Romance (59)
 The social contract (62)
 The Emile (1762)
 Discours on Inquality (1755)

Form of Naturalism:



A. *Atomostic Naturalism* : (Democritus / Epicuria we go on discussing a thing, a situation come when further is not at all possible. This ultimate indivisible unit or situation is called atom. Thus the creation of the universe is a natural process. Then is not role of any metaphysical power here.

B. *Scientific Naturalism* : The early modern period when scientific experiment were going on the fast speed. The also divided aloes into election, proton and neutron. This we can in two un-form.

- i) Physical Naturalism : only physical objects are real.
- ii) Biological Naturalism : this philosophy is based on Darwin's theory of evolution there are three principles to explain this theory
 - a) Adjustment to environment.
 - b) Straggle for existence.
 - c) In the process of adjustment and haggle.

C. *Mechanical Naturalism*: (Herbert Spence) Man is a small part of this huge machine. His movement is also governed by external stimuli or forces of nature. We have to discover the eternal laws with the help of science. This philosophy led to the development of psychology as science.

D. *Historical Naturalism*: human history is the history of man's struggle on this earth. Thus wealth or matter is real and its accumulation is a natural phenomenon.

Fundamental principles of Naturalism:

A. Metaphysical:



- i) Don't believe in God.
- ii) There is no supernatural power.
- iii) Nature isn't creation.
- iv) We have no soul.
- v) All work is purpose full.

B. Axiology :

- i) They believe in existence theory.
- ii) All real values exist in nature.
- iii) Values are created in terms of specific needs.

C.

D. Epistemology:

- i) Nature alone is the source of all knowledge.
- ii) The believe in empirism based on perception knowledge
- iii) The believes in inductive and deductive theory.
- iv) The believes in ultimate and of knowledge.

General principles of Naturalism:

- i) Harmony with nature
- ii) Freedom
- iii) Psychological behavior.
- iv) Follow nature
- v) Self learning
- vi) Child centred education
- vii) Progressive manner of education.
- viii) Complete freedom of the child
- ix) Training of senses.
- x) Materialistic education.

Educational Implication:**Aims of education:**

The aims of education should be to establish harmony between man, nature and substance.

- i) Preparation of child for struggle of life.
- ii) Attainment of comforts and pleasure
- iii) Sublimation of instincts.
- iv) Conditioning of reflex action.
- v) Development of physical and natural power.
- vi) Progressive and unrestricted development
- vii) Self-learning.
- viii) Autonomous development.
- ix) Improvements of racial gains.
- x) This must be individualistic.

Curriculum:

- i) Science which deal with nature physics, chemistry, zoology and botany.
- ii) Literary subject is useless because they cannot give any pleasure.
- iii) Moral as religious education is also not needed for child. Do not prepare him for material life.
- iv) No books will be recommended in the early period of education.
- v) Natural development of the child will be encouraged through physical exercises and actively.

Teaching methods:

- i) Use of learning theory.
- ii) Learning by doing.
- iii) Learning by experiences.
- iv) Self-learning.
- v) Progressive method.
- vi) Learning by play.
- vii) Individual teaching.
- viii) Learning through observation and experiment in laboratory.
- ix) Heuristic method.

Discipline:

- i) Free discipline
- ii) Harmonious growth
- iii) Must be propounded
- iv) No gender difference
- v) The teacher is followed

The teacher:

- i) Passive mode
- ii) His duty is like a gardener.
- iii) Educator should be a guide and a friend.
- iv) The educator should try to recalled his own childhood and expiry.
- v) He is responsible for creating as environment in which the child can experience the greates amount of freedom.
- vi) He must study the child psychology.

1.2.4 Realism:

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 relists objects, Relation between object and thought.

- i) Irasmus - (1466 – 1536 AD) [English]
Books - the praise of folly, colloquies, Adagia, the education of a christen.
- ii) Rebellias - (1483 – 153) [French]
Books - Le quant Livre the third book of Pantagruel. Gargantua,
- iii) John Milton - (1608 – 1674 AD) [English]
Books - Entitled, Tracts on education
- iv) Lord Montaigne - (1533 – 1592 AD)
Books - Pendentry, of the education of the children, Attention of father to their children.
- v) Richard Mulcaster - (1531 – 1621 [English]
Books - The first part of the Elementary, Positions.

- vi) Francis Bacon - (1561 – 1626) [English]
Books - The new Atlantis, Advancement of teaching.
- vii) Ratke - (1571 - 1635) [German]
Books - Ratichius, Theologica, Foundations in an age of Biological invention.
- viii) Comenius - (1592 – 1670) [Czech / Nethala]
Books - Orbis pictus, School of infancy, The angle of peace.
- ix) White head - (1861 1947) [English]
Books - Process and Reality, the concept of nature, Adventures of ideas Religion in the Making Modes of thought.
- x) John Friedrich Herbart - (1776 – 1841) [German]
Books - Outline of educational doctrine, Outline of psychology, The Science of Education.
- xi) Herbert Spencer - (1820 – 1903)
A naturalistic as well as Realistic.
- xii) Bertrand Russell - (1872 – 1970) [British]
Books - The problems of Philosophy, History of western Philosophy, the Conquest of Happiness, Roads of freedom, The principles of Mathematics, Human knowledge, education and the Social order.

Forms of Realism:

- i) *Humanistic Realism*: when it can solve the day to day problems of men and thus promote human welfare,
Erasmus / Rebellas / John Milton.
- ii) *Social Realism* - The thing which is Socially useful to us only real.
Lord Montaigne / John Locke.

- iii) *Sense Realism* – Knowledge comes through senses not from worlds. So to the maximum in the process of education.
Mulcaster / F. Bacon / Comenius.
- iv) *Neo Realism*: - I here is no permanent nature of truth as reality. Because rules and procedures of science are also changeable.
Wheteheaq / B. Russell.

Fundamental principles of realism:**A. Epistemology:**

- i) Objects have an existence independent of any knowledge of them.
- ii) Realism holds that qualities are a part of the object.
- iii) The realist theory is that objects cannot be effected in this way.
- iv) Realism holds that objects are known directly.
- v) Objects are universal.

B. Metaphysics :

- i) External world is a solid relies.
- ii) There is no soul.
- iii) Then is no creator of man
- iv) Then is no exist an of God.
- v) Body is practically science oriented depends on various laws.
- vi) Mind goes by the nature of environment.

C. Axiology :

- i) Values are permanent.
- ii) It always objective.
- iii) No new creation.
- iv) Realism the material any physical.

Educational Implication

Aims of Education:

- i) Aims of education is a happy and integrated life.
- ii) Activities concerned with language.
- iii) Activities of mental health and hygiene.
- iv) Citizenship / Leisure / Vocational / Ordinary social / Religious activities
- v) To prepare the child for a happy and successful life by solving the real problems of life.
- vi) To make the child practical in his behavior.
- vii) To develop the physical and mental power of the child.
- viii) To bring the child close to nature.

Curriculum :

Here only those subject as activity are included in the curriculum which prepare the child for his real worldly life.

- i) Primary science and vocational subject are preferably.
- ii) Second place is given to arts and humanistic.
- iii) Mother tongue is the base of all the educational activities.
- iv) Specific interest and ability of children are also taken into account while selecting a particular subject.
- v) They should be planned according to the needs of the society.
- vi) The curriculum should lay emphasis upon science subject physics, chemistry, biology, astrology etc.

Methods of teaching:

- i) Observation sense experiences, self experimentation.
- ii) Action or experimentation rather than thinking.
- iii) Audio visual aids also used.
- iv) Inductive methods

- v) Travelling and excursion in order to enhance experiences
- vi) Evaluation process maintained
- vii) Always maintain vernacular environment.
- viii) It always try to reach from simple to hard.
- ix) Taught very clearly and systematically by willing psychological and scientific method

Discipline :

- i) Realistic believe in self –discipline.
- ii) Which is established by synthesizing impressionistic and emancipator forms of discipline.
- iii) Challenge more and more hard reality then it from more creativity.

The teacher's :

- i) Here role of the teacher is neither as high as an Idealist nor as negligible as a naturalism.
- ii) The teacher should have full command over the subject on one hand he should know his pupils fully on the other.
- iii) He teachers the situation through some problem before the students.
- iv) He must guide the students how to face the hard reality.

1.2.5 Pragmatism :

Pragmatism is also 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.

Founder : Charles Sanders Peirce (American) (1839 – 1914)

Books : The essential Peirce Chance, love and logic studies in logic, His Glassy Essence.

i) William James : - (1842 – 1910 AD) [America]

Books - The Varieties of Religious experience. The principles of psychology. The will to believe. A pluralistic universe the meaning of truth.

ii) John Dewey - (1859 – 1952) [America]

Books - The School and society democracy and Education ethics.
Reconstruction in philosophy, school and society, My pedagogic creed, Essay in experiment

Forms of Pragmatism :

i) Humanistic pragmatism – Thus human welfare is the base of this philosophy. Those ideas are true which can satisfy the needs expatriation, and ends of human being.



ii) Experimental Pragmatism : - only those ideas are true which can be verified and proved by experiments. If an idea is not useful or practicable on the basis of activity.

iii) Nominalistic Pragmatism: - According to nominalistic pragmatism the experimental are always particular and concrete, never general and abstract this philosophy closely affiliated with sense experience as criterion for the particulars that we meet are mostly sense data including their relation.

iv) Biological pragmatism : - (Instrument) This form of capacity of a human being valuable. This power enables a man to adjustment in the society and with the environment.

Fundamental Principles of Pragmatism:**A. *Metaphysic :***

- i) Don't believe in metaphysic
- ii) Nature is created by nature.
- iii) Believe in perception teleology all are purposive
- iv) No soul but believes in body and mind.

B. *Axiology :*

- i) This philosophy truth, reality goodness or beauty etc. are all relative terms.
- ii) They change with the change in person, place time or circumstances.
- iii) Social and natural laws must be follows.

**C. *Epistemological :***

- i) No believed in complete knowledge.
- ii) Knowledge on based on experiment.
- iii) Solve the coming problems through deductive or inductive.
- iv) Believes in hypothecs testing.
- v) Man learns by various types of activities that he is engaged on his long path of life.

General principles of pragmatism:

- i) Changing nature of truth.
- ii) Useful result is the criterion of truth.
- iii) The solution of the problems is the criteria of truth.
- iv) Knowledge is the result of action.
- v) Social rather individual values.
- vi) Utility as usefulness of ideas (subjective)
- vii) Importance of man power.

- viii) Emphasis the present realities of life.
- ix) Principle of pluralism (Truths are many)
- x) Nothing is fixed and final in the world, even thing is change.
- xi) Faith in the future
- xii) Democracy
- xiii) Emphasis of human personality
- xiv) Empiricism
- xv) Comprehensive education.

Educational Implication

Aims of education :

- i) Pragmatism does not believe in any pre-determined and fixed aims of life.
- ii) The aims of education is different for different people in different countries at different spans of life.
- iii) Adjustment in the society according to specific interest aptitude and need of the child.
- iv) All the aims of education must be concerned with the present and the future. And must be subject to modification.
- v) Such aims are based on the educand's actions and needs.
- vi) They elicit the educand's co-operation.
- vii) Vocational aims of education.
- viii) To due power of adjustment
- ix) To prepare for struggle for existence.

Curriculum :

- i) Principle of utility
- ii) Principle of interest
- iii) Principle of activity
- iv) Principle of integration

Only those subject, activity and experience should be included in the curriculum which have direct relevance and usefulness to fulfilling the specific needs of children.

Language, ph. Edu, Geography, History, Science, Math, Agriculture, Home Science, Vocational and technical Education.

According to John Dewey these interests are of four types –

- a) Interest in conversation
- b) Interest in investigation
- c) Interest in creative expression

Independent, purposeful and social activities should be include in the curriculum to help the students to fulfill the needs of the society. Such activities and experience will make the children good citizens and men of high moral character.

Method of teaching:

- i) Problems centered teaching project method.
- ii) Project method.
- iii) Method of teaching are based on psychology and sociology.
- iv) Learning by doing.
- v) Process should run from whole to part.
- vi) Child centred teaching.
- vii) Purposive and progressive teaching.
- viii) Integrated approach of teaching.
- ix) Creative activities in the teaching learning process.
- x) Includes activity which lead to learning through experience.

Discipline :

- i) Pragmatism stresses or social discipline.
- ii) Discipline through group works.
- iii) Force discipline (Freedom)
- iv) Don't believe in prize and punishment.
- v) Self discipline.
- vi) Self-governance on monitoring.
- vii) Every member should be treated equally.
- viii) Discipline should be through freedom and Joy.
- ix) By performing these activities the child himself become self restrained and co-operative and sense of morality / responsible is automatically develop in him.
- x) This freedom is the root of all true discipline, because this discipline is never imposed from outside.

The teacher :

- i) Act as a friend, philosopher and guider.
- ii) Teacher should be a practical man.
- iii) Teacher should create a problem society attitude in his puple.
- iv) Limited importance.
- v) He should also concentrate on motivating the educand.
- vi) The educator to present a good model in his own behavior to create an atmosphere of co-operation and brotherhood.
- vii) The educator must aims at creating a desirable social environment and at evolving proper educational technology.

1.2.6 Marxism:

Marxism developed as a protest against an idealist conception of man and the world as represented by Hegel (1770-1831). 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 on personal or individual freedom but finds his freedom is following the collective will of the people.

Fundamental Principles of Pragmatism

a) *Metaphysic :*

- i. *Matter is reality-outlook to material world is the conception of nature.*
- ii. *Matter is ultimate real than god; it's eternal God less philosophy.*
- iii. *Life is the product of non living matter.*
- iv. *Man itself is product of nature, productive animal.*
- v. *The mind is the refraction of this material reality.*



b) *Epistemological :*

- i) *Objectivity of science.*
- ii) *Truth of science and discard all religious faith perception gives correct impression of things when we directly known them.*
- iii) *True belief, not supernatural becomes knowledge, when it is tested, investigated and proved by evidences. Knowledge can be applied only to material world.*
- iv) *Testing knowledge throughout the history is valuable source for gaining knowledge.*
- v) *Science and practice refine knowledge.*

c) Axiology :

- i. *Class less society.*
- ii. *People own the natural resources.*
- iii. *Working class seizes the problem.*
- iv. *Religion is opium of the people.*
- v. *Man posses not individual freedom but find its freedom in the following the collective will of the people.*
- vi. *Social purpose for gaining knowledge service of the state.*

Educational Implication:**Aims of Education-**

- a) Strengthen the state.
- b) Building the class less society.
- c) Knowledge is not required for own sake but for the service of the state.
- d) To prepare casteless society.
- e) Prepare to dignity of labour.
- f) Right to freedom and equality.
- g) Vocationalisation.
- h) Productive thinking.

**Curriculum:**

- i) Marx stressed the importance of studying history scientifically.
- ii) The significance of class struggle could be fully understood thought the study of social sciences, competence in vocational fields should be encouraged.
- iii) Mainly vocational education, agriculture, horticulture, zoo culture.
- iv) Work and work experience.
- v) Social science, psychology, economics, sociology, history , geography etc.
- vi) Any type of creative work.

Teaching Methods:

- a. Lecture and textbooks
- b. Tutorials and seminars
- c. Projects and problem-solving
- d. Learning by doing
- e. No classroom teaching
- f. Group work.
- g. Scientific approach.

Teachers Role:

- i. Act as a friend with students.
- ii. Do social work with students.
- iii. Must be subject expert.
- iv. Belongs to some strata with students.
- v. Should know the right knowledge.

Discipline:

1. No strict discipline.
2. School allows co-education.
3. No prize and punishment.

1.2.6 Existentialism :

Man is nothing else but what he purposes he exists only in so far as he realizes him self, 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 accept 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.

Founder : S. Keerkegead (Denish)

i) *Soren Kierkegeard (1813 -55)*

- a) Faith in God – Truth is internal and subjective
- b) Subjective truth – Satisfy ourself
- c) Objective that – Satisfy other.
- d) Subjective truth allowed to act, think and feel freely in his own way.
- e) Existence of individuality is reliable and prior to thinking.
- f) Willing is more important than intelligence.
- g) Doing is real but thinking is unreal.
- h) “I think because I exist.”
- i) True change from person to person on the base of his individual existence
- j) “ I should be given importance rather than we”
- k) Morality and Religion are present in the inner self of man.
- l) There is no universal and objective religion present in the world.
- m) Self-consciousness is nature of knowledge
- n) What you think is not correct but what I think is true only
- o) Self-realization is necessary
- p) I have not got the experience of striation, how can I know the pains of starting people
- q) I will not give us true realization of death.
- r) Three types of feeling in man –
 - Asthetic – Related to out wand word beauty of the universh.
 - Moral – inner self and things for the welth of the others.
 - Redigious – moral feeling gets perfected through this feeling.

Books –

- i) “For self – examination and judge for yourself.” 1851
- ii) Philosophy of religion.
- iii) Organized Religion.
- iv) Christendom
- v) Ethics
- vi) Christian existentialism.

ii) Karl Jasper : (German)

Who is Restrained and balanced form of existentialism.

- a) Technical and industrial progress has brought an end to self realization of man kind.
- b) Self is realized through the process of objectivity (subjective realization starts from objective knowledge).
- c) Self realization = knowing willing – doing physical world is objective. Spiritual world is subjective.
- d) Self realization is through being subjective
- e) “man is hungry for achieving unity with spiritual world”.
- f) Reality of the physical world
- g) Man is nothing else but what he purposes he exists only in so far as he realizes him self, 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 accept 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.
- h) Man is nothing else but what he purposes he exists only in so far as he realizes him self, 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 accept 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.

Books –

“ Reason and exisyzenz”

“ way to William : an introduction to philosophy”

“ man is the modern age”

“La filosofia”

The atom boomb and future of man”

Truth and sysmbol”

iii) *Martin Heidegger* : (Greek)

a) Self can be preserved by the coordination of objective as well as subjective knowledge.

b) Science study the living being objective technology study living being subjective.

c) Man cab realize his existent with the objective world.

d) We can realize being only when there is non-being.

e) The existence of light depends on shadow.

f) Heidegger is very closed to maxims which educates the sacrifice of self from social being.

Books :

“ History of the concept of time”

“ The fundamental concepts of metaphysics”

“ Basic problems of phenomenology”

iv) Paul T. llich

v) Reunhold Niebuhr

vi) Friendrich Nietzsche

vii) Albert Camus

viii) George Wilhelm friedrich Hegel

ix) Maurice Merleau-ponty

Education and Existentialism :

- i) Concept of Education: Education is to give special importance to individuality of man in education system, and to develop the self of all individuals (development of self) “this philosophy can be considered a budge between religion and modern life”.

Aims of Education :

- a) To develop his inside and feeling for the development of his inner self.
- b) To provide opportunities for all round development of the personality.
- c) To development individual physically mentally, emotionally, spiritually.
- d) To tarn everybody from objective to subjective.
- e) Principle of liberal education.
- f) Man live and adjust in the modern world with out compromising his individuality and subjectively.
- g) Man lives and makes decisions about what he will do and be
- h) Individual differences
- i) Individual freedom
- j) Children own experiences
- k) Individual is the creator of his values.

**Curriculum and existentialism :**

- By discarding the objectivity of physical knowledge and experience.
- Existentialism does not give any important to objective subject like natural science and mathematics.
- This philosophy opposes that scientific, industrial and technical environment, which doesn't allow individuality of man to develop. Because it wants to develop science and technological knowledge for the science of man.
- Humanities, ethics and religion.

- Humanities and social sciences are given very much important / moral science and technology.
- The individual nature of child and his special interest are also taken in to curriculum.

Method of teaching:

This is philosophy has not actually propounded any specific method of teaching.

The method most favored method is the socratic method, which involves personal intimate relation and help is acquiring knowledge and wisdom by bring teacher and taught together closely.

- Inductive method
- Discussion method
- Informal method
- Highly democratic and laissez-fair in nature.
- The learner should first of all satisfy himself.
- Humanistic method.
- Individual discovers here his own truth by applying his intellect.

Existentialism and teacher:

The teacher should not impose their ideas and personality and values on children.

- Teachers should be sympathetic to that child.
- Teachers is rebellious in nature.
- A teacher should not think about children as problem children.
- Teacher who creates they change their extroversion into introversion.

Discipline & Existentialism :

- A child has its own personal choice laid from out side.
- A child should realize its own responsibility and act.
- Student achieve self –realization under the nature guidance of their teacher.
- The are also given full freedom to develop their self by changing their objective knowledge into subject one.



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SUB-UNIT:3

- **Approaches to sociology of education, concept & types of social institutions & their functions, concept & theory of social movements:**

INTRODUCTION:

Approaches to sociology of education could be defined as a conceptual outline designed to ascertain observed orderliness or relationship between two or more variables. Theoretical perspectives are used to provide logical explanation for why things happen the way they do. There are several sociological perspectives on why things happen the way they do in society.

For any individual or group to survive social institutions are important that certain human functions are kept in mind. Like the function of controlling the process of reproduction. For the society to exist it is important that members of this society itself keep supplying societal members with a nurturing environment.

In the society a huge number of changes have been fetched about by efforts advertised by people individually and collectively. Such efforts have been called social movements. A social movement may, consequently, be defined as “a collectively acting with some regularity to promote or resist a change in the society or group of which it is a part”.

1.3.1 APPROACHES TO SOCIOLOGY OF EDUCATION(SYMBOLIC INTERACTION,STRUCTURAL FUNCTIONALISM AND CONFLICT THEORY):

American education introduced both political and economic needs ,which command the function of education. Today, sociologists and educators debate over the function of education. We are going to accept a look at the key hereafter of the following theories which have made major contribution to the field of sociology of education:

1.3.1.1 Symbolic Interaction

1.3.1.2 Structural Functionalism

1.3.3.3 Conflict Theory

1.3.1.1 Symbolic Interaction:

Symbolic interactionism for short, is one of the major theoretical perspectives in sociology. This perspectives has a long intellectual history, beginning with the German sociologist and economist, Max Weber(1867-1920) and the American philosopher,GeorgeH.Mead(1863-1931), both of whom emphasized the subjective meaning of human behaviour, the social process, and pragmatism. Herbert Blumer, who studied with Mead at the University of Chicago,is responsible for coining the term,"symbolicinteractionism,"as well as for formulating the most prominent version of theory.

- Interactionists focus on the subjective aspects of social life, rather than on objective, macro-structural aspects of social systems.
- One reason for this focus is that interactionists base their theoretical perspective on their image of humans, rather than on their image of society.
- For the interactionists, society consists of organized and patterned interactions among individuals.
- Research by interactionists focuses on easily observable face-to-face interactions rather than on macro-level structural relationships involving social institutions.

- Furthermore, this focus on interaction and on the meaning of events to the participants in those events shifts the attention of interactionists away from stable norms and values toward more changeable, continually readjusting social processes.
- For interactionists, humans are pragmatic actors who continually must adjust their behaviour to the actions of their actors. We can adjust to these actions only because we are able to interpret them.
- This approach focuses attention on interactions between group-peers, teacher-student, teacher-principal, on student attitudes and achievement, on students' values, on their self-concepts and their effect on aspirations and the relationship between students' socioeconomic status and their achievement.



- Two interactions theories are of great importance in sociology of education. They are –
- **Labelling theory** – It is concerned with how the self-identity and behaviour of individuals may be determined or influenced by the terms used to describe or classify them, and is associated with the concept of a self-fulfilling prophecy and stereotyping. As for example-if a child is repeatedly told that he/she is stupid or lazy, he/she will make the 'label' a part of his/her self concept and behave accordingly. Students almost always fulfil teachers' expectations.
 - **Exchange theory**- This theory emphasizes the idea that social action is the result of personal choices made by considering relative benefits and costs. The theory of social exchange predicts that people will make choices with the intention of maximizing benefits. A key component of this theory is the postulation of the "comparison level of alternatives", which is the actor's sense of the best possible alternative based on the assumption that there are costs and rewards

involved in our interactions. The reasons that make people to engage in a social exchange are:

1. Anticipated reciprocity
2. Expected gain in reputation and influence on others
3. Altruism and perception of efficacy
4. Direct reward

1.3.1.2 Structural Functionalism:

Durkheim (the founder of Functionalist theory) identified the latent role of education as one of socialising people into society's mainstream. This theory focuses on the ways that universal education serves the needs of society. It believe that society leans towards equilibrium and social order. They see society like a human body, in which each part plays a role and all are dependent on each other for survival. Institutions such as education are like important organs that keep the society/body healthy and well. Social health means the same as social order, and is guaranteed when nearly everyone accepts the general moral values of their society.

- Structural functionalists believe the aim of key institutions, such as education, is to socialize children and teenagers.
- Socialization is the process by which the new generation learns the knowledge, attitudes and values that will need as productive citizens.
- Although this aim is stated in the formal curriculum, it is mainly achieved through “the hidden curriculum”, a subtler, but nonetheless powerful, indoctrination of the norms and values of the wider society.
- Students learn these values because their behaviour at school is regulated until they gradually internalize and accept them.
- Education must, however perform another function. As various jobs become vacant , they must be filled with the appropriate people. Therefore the other purpose of education is to short and rank individuals for placement in the labour market.

- Those with high achievement will be trained for the most important jobs and in reward, be given the highest incomes. Those who achieve the least, will be given the least demanding (intellectually at any rate, if not physically) jobs, and hence the least income.

1.3.1.3 Conflict theory:

Conflict theory is based upon the educational system which reinforces and perpetuates social inequalities that arise from differences in class, gender, race and ethnicity. The several social theories that emphasize social conflict have roots in the ideas of Karl Marx (1818-1883), the great German theorist and political activist. The Marxist conflict approach emphasizes a materialist interpretation of history, a dialectical method of analysis, a critical stance toward existing social arrangements and a political program of revolution or, at least, reform.

Some conflict theorists like Max Weber (1864-1920) believe education is controlled by the state which is controlled by the powerful and its purpose is to reproduce existing inequalities, as well as legitimize 'acceptable' ideas which actually work to reinforce the privileged positions of the dominant group.

- Education achieves its purpose by maintain the status quo, where lower class children become lower class adults, and middle and upper class children become middle and upper class adults.
- McLeod argues that teachers treat lower-class kids like less competent students, placing them in lower "tracks" because they have generally had fewer opportunities to develop language, critical thinking and social skills prior to entering school than middle and upper class kids.
- When placed in lower tracks, lower-class kids are trained for bluecollar jobs by an emphasis on obedience and following rules rather than autonomy, higher-order thinking and self-expression.

- They point out that while private schools are expensive and generally reserved for the upper classes, public schools-like municipal schools, especially those that serve the poor are under-funded, understaffed and growing worse.
- Schools are also powerful agents of socialization that can be used as tools for one group to exert power over others- for example, by demanding that all students learn English, schools are ensuring that English-speakers dominate students from non-English speaking backgrounds.
- This cycle occurs because the dominant group has, over time, closely aligned education with middle class values and aims, thus alienating people of other classes.
- Many teachers assume that students will have particular middle class experience at home, and for some children this assumption is not necessarily true. Some children are expected to help their parents after school and carry considerable domestic responsibilities in their often single-parent home.
- The demands of this domestic labour often make it difficult for them to find time to do all their homework and this affects their academic performance
- Where teachers have softened the formality of regular study and integrated student's preferred working methods into the curriculum, they noted that particular students displayed strengths they had not been aware of before.
- However few teacher deviate from the traditional curriculum and the curriculum conveys what constitutes knowledge as determined by the state and those in power. This knowledge is not very meaningful to many of the students, who see it as pointless.
- Conflict theorists believe this social reproduction continues to occur because the whole education system is overlain with ideology provided by the dominant group.



1.3.2 CONCEPTS AND TYPES OF SOCIAL INSTITUTIONS AND THEIR FUNCTIONS (FAMILY, SCHOOL AND SOCIETY):

Concepts:

Institutions are established ways of doing things. It refers to those rules and regulations which in their abstractness focus on the practicality of them by maintaining social interaction and regulated behaviour pattern. It involves discipline and curbing the human emotions and behaviour. Recognized usage and procedures are known as institutions of sociology. A social institution is a complex and integrated set of social norms, organised around the preservation of a basic societal value. Social institutions are important structural components of modern societies that address one or more fundamental activity or specific functions. Without social institutions, modern societies could not exist.

Functions:

- They simplify the actions and work of the individual.
- They provide a means to control the society and people who constitute it.
- Every individual is assigned a role depending on which he can achieve and regulate his status.
- They help to maintain the order in the society.
- They act as stimulus by giving the required freedom.
- Create harmony and unity among the members of the society.

Types of social Institutions:

We will discuss three types of social institutions i.e. Family, School and Society.

1.3.2.1 Family:

According to Kingsley Davis ,”Family is a group of persons , whose relations to one another are based upon con-sanguinity and who are therefore kin to one another.”

Characteristics of Family :

- ✓ Family is a Universal group. It is found in some form or the other, in all types of societies whether primitive or modern.
- ✓ A family is based on marriage, which results in a mating relationship between two adults of opposite sex.
- ✓ Every family provides an individual with a name and hence, it is a source of nomenclature.
- ✓ Family is the most important group in any individual's life.
- ✓ The family is a unit of emotional and economic cooperation.
- ✓ Each family is made up of different social roles, like those of husband, wife mother, father, children, brothers or sisters.

Functions of Family:

1. Family is a unit through which procreation takes place. Marriage sanctions sexual relationships and it also establishes a family, which is further reinforced with the birth of children.
2. The process of reproduction is institutionalized, regulated and controlled in a family. The family legitimizes the act of reproduction.
3. Family helps in propagation of human species and perpetuation of human race.
4. Family provides an individual with an identity.
5. Family is also an important agent of cultural transmission.
6. Family is a great source of strength, emotional and psychological for its members.
7. A family fulfills the economic needs of its members. This function has undergone transformation, with families moving from being production and consumption units in earlier times, to becoming more of consuming units rather than a producing one.
8. Family also has a recreational function. Family gatherings during festivals, functions, family reunions, marriages, brought entire families together. Now-a-days, taking family members out on holidays or for movies, plays, dinners or parties etc., perform the same function.

1.3.2.2 School :

In modern industrial society, the school system has emerged as one of the most potent agencies of socialisation. The school is an artificial institutional setup for the purpose of socialisation and cultural transmission. The school is a miniature, reflecting what goes on in the wider society. School offers two context of educational cum socialising ability to students. The first is the formal context of the classroom, wherein the context of socialisation is decided by the prescribed curriculum. The second context is informal and can be perceived in the interpersonal relationships of students with teachers and those among the students.

Characteristics of school:

- ✓ A strong instructional leadership
- ✓ A strong sense of mission
- ✓ An effective instructional behavior
- ✓ High expectations for all students
- ✓ Frequent monitoring of student achievement
- ✓ A safe and orderly operation



Functions of school:

1. The school system requires students to participate in various tasks to acquire the knowledge and develop the skills that are essential for taking on appropriate adult roles.
2. Schools give students feedback about their competence through formal assessment.
3. Socializes the young to perform needed adult roles
4. It helps perpetuate society by socializing the young into particular societal values and beliefs.
5. It develops skill needed to live in society such as reading and writing.

6. Selects and allocates the young to the needed roles from professional to laborers.
7. Informally and especially through social clubs, the school enables the child to learn a number of other social roles and skills which are also important for his/her overall development as a member of society.
8. It provides opportunity for understanding democratic process

1.3.2.3 Society:

According to Parsons,” Society may be defined as the total complex of human relationships in so far as they grow out of action in terms of mean end relationship, intrinsic or symbolic.”

A society is a group of individuals involved in persistent social interaction or a large social group sharing the same spatial or a large social group sharing the same spatial or social territory, typically subject to the same political authority and dominant cultural expectations. A society may be illustrated as an economic, social or cultural infrastructure made up of yet distinct from, a varied collection of individuals. In this regard society can mean the objective relationships people have with the material world and with the material world and with other people, rather than “other people” beyond the individual and their familiar social environment.

Characteristics of Society:

- ✓ Society is a largest human group.
- ✓ It satisfies the needs of its members.
- ✓ It is always changing.
- ✓ It has its own means to survive.
- ✓ It is a self-sufficient social system.
- ✓ It is having sense of belonging and cooperation. It is more or less permanent association.

- ✓ Everyone in society is dependent upon every other member.
- ✓ It should be organized i.e. will be having division of labor.
- ✓ It lasts for a longer period of time than groups and communities.
- ✓ It will form a social structure through social institutions i.e. family, education economic, political and religious institutions.

Functions of Society:**1. Establishment of good schools:**

The society should establish good schools. Efficient and trained teacher should be appointed in these schools. The schools should help in physical, intellectual, emotional, social, cultural, aesthetic, moral, spiritual and vocational development of the pupils.

2. Establishment of good library:

The society should establish good libraries. Good libraries help in broadening the mental horizon of the pupils as well as in the development of various other aspects of personality.

**3. Provision for adult education:**

If we want to make democracy a success, we shall have to provide social education. Evening schools can be started for providing adult education.

4. Providing literacy and cultural education:

In our country, there is huge number of literacy and cultural institutions which frequently organize lectures, discussions, debate, music competitions etc.

5. Providing vocational education:

Technical and scientific training should be given while keeping in view the considerations and the trends of the society.

6. Inculcation of moral, spiritual and noble values:

No society can make progress until it inculcates moral and spiritual and noble values in the masses. Virtues like co-operation, fellow feeling, honesty, true patriotism and love for humanity should be developed.

7. Maintains standard of the school:

It fixes up standards with the help of higher controlling authorities and it verifies with the help of school board or university whether the students have attained the desired goals or not.



8. Sets the aims and objectives of education:

The society formulates the aims and objectives of education needed at different levels of education.

9. Promotion of Universal education:

It means provision of equal opportunities to all. The society plays a great role in contribution towards universal education.

1.3.3 CONCEPT AND THEORIES OF SOCIAL MOVEMENTS:

Concept:

According to Anderson and Parker, social movement is “a form of dynamic pluralistic behaviour which progressively develops structure through time and aims at partial or complete modification of the social order.”

Social movement is the effort by an association to bring about a change in the society. A social movement may also be directed to resist a change. Some movements are directed to modify certain aspects of the existing social order whereas others may aim to change it completely. The former are called reform movements and the latter are known as revolutionary movements. Social movements may also be distinguished from association. Firstly, an association is an organized group, while some social movements may be totally unorganized. An association carries the customary behaviour of the society, while the social movement is concerned with some change in behaviour norms.

Features:

1. Social movement is an effort by a group
2. Its aim is to bring or resist a change in society
3. It may be organized or unorganized
4. It may be peaceful or violent
5. Its life is not certain. It may continue for a long period or it may die out soon.



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Causes:

1. Cultural drifts: The society is undergoing constant changes. The values and behaviour are changing in all civilized societies. In the course of cultural drift most of the people develop new ideas.
2. Social disorganization: Social disorganization brings confusion and uncertainty because the old traditions no longer form a dependable guide to behaviour. The individuals become rootless. They feel isolated from the society.
3. Social injustice: When a group of people feel that injustice has been done to it they become frustrated and alienated. Such feeling of injustice provides fertile soil for social movements. It may be noted that in a stable, well integrated society there are few social movements. In such a society there are very few social tensions or alienated groups.

Theories of Social movements:**1.3.3.1 Relative deprivation theory:**

The doctrine of relative deprivation propagated by American Scholars (Gurr, 1970) has led some projects on agitation and mass movements. Relative deprivation is described as player's recognition of inconsistency between their value desires and their environment's manifest value potentialities. The determinants of value potentialities are to be appeared extensively in the social and physical surroundings; they are the stipulations that decide people's known possibilities of obtaining or retaining the norms they justifiably desire to achieve.

Relative deprivation is the experience of being deprived of something to which one feels to be entitled. It refers to the discontent that people feel, when they compare their positions to those around them and realise that they have less of that which they believe themselves to be entitled. This theory of relative deprivation has a potential to lead political violence such as rioting, terrorism, civil wars and other instances of social deviance such as crime.

Relative deprivation theory has influenced the development of numerous fields in the social sciences including psychology, economics and sociology. For example, the theory of relative deprivation has influenced psychological theory. In particular, relative deprivation theory is the foundation of multiple theories of social psychology including frustration-aggression theory, equity theory, social comparison theory and reference group theory. The concept of relative deprivation and its measurement is used in the field of economics. Economics focuses on the measurement and quantification of relative deprivation using multiple summary indices of deprivation including the Gini coefficient, the maximum index and the coefficient of variation. In the field of sociology, relative deprivation theory is used to explain the root causes of social movements and revolutions.

1.3.3.2 Resource Mobilization Theory:

Resource mobilization theory emphasizes the importance of resources in social movement development and success. Resources are understood here to include: knowledge, money, media, labour, solidarity, legitimacy and internal and external support from power elite. The argues that social movements develop when individuals with grievances are able to mobilize sufficient resources to take action.

Some of the assumptions of the theory include:

- There will always be grounds for protest in modern, politically pluralistic societies because there is constant discontent(i.e. grievances or deprivation); this de-emphasizes the importance of these factors as it makes them ubiquitous.
- Actors are rational; they weigh the costs and benefits from movement participation
- Members are recruited through networks; commitment is maintained by building a collective identity and continuing to nurture interpersonal relationships
- Movement organization is contingent upon the aggregation of resources
- Social movement organizations require resources and continuity of leadership
- Social movement entrepreneurs and protest organizations are catalysts which transform collective discontent into social movements; Social movement organizations form the backbone of social movements
- The form of the resources shapes the activities of the movement (e.g., access to a TV station will result in the extensive use TV media)
- Movements develop in contingent opportunity structures that influence their efforts to mobilize; as each movements organization and resources, there is no clear pattern of movement development nor are specific movement techniques or methods universal.



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1.3.3.3 Political Process Theory:

- Political process theory is similar to resource mobilization in many regards, but tends to emphasize a different component of social structure that is important for social movement development: political opportunities. Political process theory argues that there are three vital components for movement formation: insurgent consciousness, organizational strength and political opportunities.
- Insurgent consciousness refers back to the ideas of deprivation and grievances. The idea is that certain members of society feel like they are being mistreated or that somehow the system is unjust. The insurgent consciousness is the collective sense of injustice that movement members feel and serves as the motivation for movement organization.
- Organizational strength falls in line with resource-mobilization theory, arguing that in order for a social movement to organize it must have strong leadership and sufficient resources.
- Political opportunity refers to the receptivity or vulnerability of the existing political system to challenge. This vulnerability can be the result of any of the following (or a combination thereof):
 - ❖ Growth of political pluralism
 - ❖ Decline in effectiveness of repression
 - ❖ Elite disunity; the leading factions are internally fragmented
 - ❖ A broadening of access to institutional participation in political processes
 - ❖ Support of organized opposition by elites
 - ❖ One of the advantages of the political process theory is that it addresses the issue of timing or emergence of social movements. Some groups may have the insurgent consciousness and resources to mobilize, but because political opportunities are closed, they will not have any success. The theory, then, argues that all three of these components are important.



- ❖ Critics of the political process theory and resource-mobilization theory point out that neither theory discusses movement culture to any great degree. This has presented culture theorists an opportunity to expound on the importance of culture
- ❖ One advance on the political process theory is the political mediation model, which outlines the way in which the political context facing movement actors intersects with the strategic choices that movements make. An additional strength of this model is that it can look at the outcomes of social movements not only in terms of success or failure but also in terms of consequences (whether intentional or unintentional, positive or negative) and in terms of collective benefits.

1.3.3.4 New Social Movement Theory:



New social movement theory argues that contemporary social movements are performing collective action in markedly different ways than traditional social movements. Sociologists use new social movement theory to analyse the role of new social movements in contemporary, post-industrial society. Understanding the history, applications, strength and weakness of new social movement theory is vital background for all those interested in the sociology of social movements and collective action.

The main principles:

- Sociologists use new social movement theory to explain the role of social movements in post-industrial societies. Social movements refer to a voluntary organization of individuals who act in concert to make or block changes. Social movements are power oriented groups rather than participation oriented movements, meaning that the group actions of social movements are not necessarily of primary benefit to individual members but instead serve the groups larger goals. Coordinated group actions are undertaken to make changes in the

larger socio-political context. Social movements tend to be most successful in open, democratic societies in which social mobility and social change are accepted concepts. Norm- oriented social movements are more common than value-oriented social movements. Norm-oriented movements refer to groups that attempt changes within the system whereas value-oriented movements refer to groups that attempt to change the basic goals of a system(Morrison,1971). New social movement theory refers to a new paradigm of social movement activity and collective action. Contemporary social movements are characterized by strategies, goals and membership distinct from tradition social movements. New social movement theorists and scholars explain new social movements as arising from numerous channels in society.

For example, new social movements are seen as expressions of civil society's desire for structural change and arise from the growing importance and ubiquity of information in our increasingly knowledge based society.



New social movements are also seen as an inevitable outcome of changing social, economic and political relationships in the post-industrial society.

New social movements are movements for change based on the desire for structural reform rather than revolution, do not attempt to dismantle the existing political and economic systems and are characterized by their self-limiting radicalism. New social movement helps to explain the changing forms of political organization and the shifting relations between public and private spheres in post-industrial societies(Lentin,1999). New social movement theory dominates current social movement research and allows for the study of macro external elements and micro internal elements(Fuchs,2006).

New social movement theory argues that new social movements such as anti-war, environmental, civil rights and feminist movements are distinct from other traditional social movements such as labor movements. Traditional social movements tend to be engaged in class conflict while new social movements are engaged in political and social conflict. Traditional social movements tend to focus on economic concerns and inequalities. Members of new social movements are most often from a segment of society referred to as the new middle class. New social movement encourage-age members to engage in lifestyle changes, tend to have supporters rather than members and are characterized as loosely organized networks. These movements differ from protest groups or movements as they often desire to see change on a global scale as opposed to the single issues taken on by protest groups.



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Previous Year Questions**June-2019**

1. In the following two sets of information, Set-1 lists the agents of political socialization, while Set-11 narrates their roles:

Set-1	Set-11
(Agents)	(Roles)
a) Family	i) Provides opportunity for understanding Democratic
b) School	ii) A source of political information and also an Instrument for shaping political values and beliefs
c) Peer group	iii) Perpetuates values that support authorities
d) Mass media	iv) Influences teenager's lifestyle and attitude Development

Match the two sets and indicate your answer from the options given below:

1. a)-i); b)-ii); c)-iii); d)-iv)
2. a)-ii); b)-iii); c)-iv); d)-i)
3. a)-iii); b)-i); c)-iv); d)-ii)
4. a)-iv); b)-ii); c)-ii); d)-i)

Options 1.1

2.2

3.3

4.4

2. The focus of concern of sociology of education, in classical approach has been on

1. class conflict resolution
2. political freedom
3. social construction of reality
4. resources and social networks

Options 1.1

2.2

3.3

4.4



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Answer with Reference

SL.NO.	ANSWER	REFERENCES
1	3	1.3.2.2
2	1	1.3.1.3



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SUB-UNIT:4

- **SOCIALIZATION AND EDUCATION(EDUCAION AND CULTURE; CONTRIBUTION OF THINKERS; NATIONAL VALUES OF CONSTITUTION WITH REFERENCE TO EDUCATION;**

INTRODUCTION:

According to Drever, "Socialization is a process by which an individual has adapted his social environment and becomes a recognised, cooperating and efficient member of it."

Socialization means that process through which an individual interacts with other individuals and learns social ideals, attitudes and patterns of behaviour. The individual, inspired by the ideals of social service and social welfare through interaction, makes himself well adjusted with his family, neighbours and other special groups so that he himself becomes a true social being in the real sense of the term.

'Culture' is one of the most important concepts used in education, psychology, sociology, political science and economics. The study of human society immediately and necessarily leads us to the study of its culture. The study of society becomes incomplete in the absence of an understanding of the culture of that society. It is because both culture and society go together.

Education, its values and relevance, finds an important place in the Constitution of India. It provides the conception of the economic and social order for which youth of the country should be educated. Its preamble has reflects the National echoes and the objectives of national policy. Every constitution has a philosophy of its own which embodies the ideals, values hopes and aspirations of people.

1.4.1 Education and culture:

According to E.B. Taylor, “Culture is the complex whole which includes knowledge, belief, art, morals, law, custom and other capacities and habits acquired by man as a member of the society.”

- **Characteristics of culture:**

1. **Culture is learnt or acquired:** Culture is not inherited biologically but learnt socially by man. Culture is a system of learnt behaviour shared by and transmitted among the members of a group or society.
2. **Culture is social:** It originates and develops through social interaction. Man cannot acquire culture in the absence of association with other human beings. Culture helps man to develop human qualities in the social environment.
3. **Culture is distinct entity:** Different societies of the world have different patterns of culture. It is because of difference in beliefs, material and social progress, geographical conditions and physical environment which establish the different identities of different nations.
4. **Culture is shared:** The culture of man such as customs, traditions, beliefs, ideas, values and morals are all shared by people of a group or society.
5. **Culture is transmissive:** Culture is transmitted from one generation to the next. Parents pass on culture traits to their children and they in turn give them to their children and so on.
6. **Culture is continuous and cumulative:** Culture exists as a continuous process. It is a growing whole which includes the achievements of the past and the present and makes provision for the future achievements of mankind.



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7. **Culture is dynamic & adaptive:** Culture changes as society changes. Some cultures change rapidly while some others do so slowly. It also intervenes in the natural environment and helps man in his process of adjustment.
8. **Culture is integrated:** The value system of a society is closely connected with its other aspects such as morality, religion, customs, traditions, belief and so on.
9. **Culture varies from society to society:** Every society has its own culture which differs from society to society. Cultures are not uniform.
10. **Culture is the sum total of man's life experience:** The knowledge and experiences a man acquires in life is his culture. They are manifested in social contacts.



- **Relationship between Education and Culture:**

The educational system of any society has a clear impact on its culture. Education and culture are closely related to each other. In fact, true education is incomplete without cultural heritage. For example, if the cultural pattern of a society is materialistic, then its educational pattern will be shaped for the attainment of material values which promote material comforts. It is clear that a society devoid of any culture will have no definite educational organization. Hence, the culture of a country has a very powerful impact on its educational pattern. In short, the destiny of any educational system is shaped by the cultural patterns in which the system lives. In the words of S.P. Chaube and A. Chaube, “ Culture is closely related to education. The bases of the educational system of a society are its needs and impact on its culture and they are fulfilled by education. Culture has its impact on education.

- **Influence of culture on education:**

The following are some of the influences of culture on education:

- **Aim and ideals of education:** They are mostly determined by the values and patterns of society.
- **Curriculum:** It is conditioned according to the culture of society. It is framed according to the ideals and needs of the society to realise the cultural values.
- **Method of teaching and culture:** They are intimately connected to each other. The changing cultural patterns of a society exerts powerful influence upon the method of teaching also.
- **Discipline:** It is also influenced by the cultural values. The present cultural patterns of thinking and living are directly linked to our concept of discipline.
- **Textbooks:** They are written according to the formulated curriculum. Only those books are welcomed which promotes and fosters cultural ideals and values are welcomed.
- **Teacher:** He/she is one who has imbibed the cultural ideals and values of the society to achieve his mission successfully. Only such teacher is able to infuse higher ideals and moral values in children.
- **School:** It is a miniature of society. The total activities and programmes of the school are organised according to the cultural ideals and values of the society.

- **Influence of education on culture:**

The following are some of the influences of education on culture:

- **Preservation of culture:** Each country believes and flaunts the superiority of its own culture over the rest. Hence, it tries to preserve its culture in its original form. Education preserves the culture of society.
- **Transmission of culture:** The process of preservation includes the process of transmission as well. Transmission of culture from one generation to another is the best guarantee of its preservation.

- **Development of culture:** The function of education is to bring about the needed and desirable changes in the cultural ideals and values for the progress and continued development of society, without which social progress cannot take place.
- **Development of personality:** Education employs diverse cultural patterns of thinking behaviours and items of cultural values, so that children are physically, mentally, socially and emotionally developed to the maximum extent.
- **Removal of cultural lag:** Material culture develops at a fast pace due to scientific researches and innovations, whereas non-material culture consisting of ideals, values and norms lags behind creating a gulf between the two. Education is the only means to bridge this cultural lag by its activities and programmes of development.

1.4.2 Contribution of Educational Thinkers:

1.4.2.1 Swami Vivekananda

- **Introduction:**

Swami Vivekananda was not only a social reformer, but also the educator, a great vedanta's, patriot prophet of India, born at Calcutta in 1863, who sought to modernize the nation of its social and cultural harmony. He defines education as 'the manifestation of perfection that is already in man'.

According to him education is a continuous process; it should cover all aspects of life-physical, material, intellectual, emotion, moral and spiritual. His attitude towards modernization is that the masses should be educated before anything else is done. He wanted to remove from India four major evils, via: 1) priest-craft 2) poverty 3) ignorance 4) tyranny of the wise. He tried to make the people of India understand that political and social strength should have their foundations on cultural strength. He has a true vision of philosophy of education in India in its cultural context.

- **Meaning of Education:**

Education must provide 'life- building, man- making, character- making assimilation of ideas'. The ideal of this type of education would be to produce an integrated person.

Aims of Education:

- **Creation of self- Confidence and self – realization:**

Man has an immortal soul which is the treasure- house of infinite power. Man should, therefore, have full confidence in himself and strive to reach the highest goal of his life, self- confidence leads to self-realization.

- **Formation of character:**

Character is the aggregate of a man's tendencies, the sum-total of the bent of his mind. Education must build up character and manifest our real nature.

- **Development of Personality:**

Personality is the influence, the impression, one creates on the others." According to Vivekananda, personality is two- third and his intellect and words are only one- third in making the real man". The ideal of all education and all trainings should be this man making.

- **Service of Mind:**

In Swamiji's own words, "if you want to find god, serve man." He wanted that education must enable everyone to stand on his own feet and satisfy his own primary needs.

- **Promotion of Universal brotherhood:**

He insisted the education must call forth this power in every person and broaden it to such an extent that it may cover the whole world. He always pleaded for the harmony and good relationship of all nations.

- **Aim of Physical and Mental development:**

The child should be able to promote national growth and advancement as a fearless and physically well developed citizen of tomorrow. Stressing the mental development of the child, Swamiji wished education to enable the child to stand on his own legs economically rather than becoming a parasite of others.

- **Aim of Moral and Spiritual development:**

A nation's greatness is not only measured by its parliamentary institutions and activities, but also by the greatness of its citizens. But the greatness of citizens is possible only through their moral and spiritual development which education should foster.

- **Aim of Religious development:**

He advocated the training of feelings and emotions so that the whole life is purified and sublimated. Then only, the capacities of obedience, social service and submission to the teachings and preachings of great saints and saviors will develop in the individual.

- **Educational views:**

- **Curriculum:**

The prime aim of education is spiritual growth and development. But this does not mean that he did not advocate material prosperity and physical well being. For spiritual perfection Swamiji prescribed Religious, Philosophy, Upanishads, Company of saints and their preachings and for material advancement and prosperity he recommended Languages, Geography, Science, Political Science, Economics, Psychology, Art, Agriculture, Industrial and Technical subjects together with Games, sports and other Physical exercises.

- **Methods of Education:**

1. To control fleeting mental faculties by the practice of yoga.
2. To develop the mind by concentration and deep meditation.
3. To gain knowledge through lectures, discussions, self- experience and creative activities.
4. To imitate the qualities and character of teacher intelligent and clear understanding.
5. To lead the child on the right path by means of individual guidance by the teacher.

- **Relevance of Swami Vivekananda's ideas in modern education:**

- **Value education:**

Education is seen as an instrument for harnessing human drives and as consequences, it becomes to some extent a method of behaviour modification. Education preserves rather than changes social values. Education is seen to abide by existing culture norms of the society.

- **Peace education:**

Constructive education for peace must aim to reform humanity so as to permit the inner development of human personality and develop a more conscious vision of the mission of mankind and the present conditions of social life as was so emphatically averred by Vivekananda as well.

- **Environmental education:**

Environmental education is viewed as an integral part of the education process. It is taken to be centered on practical problems and can be an interdisciplinary character. It should aim at building up a sense of values, contribute to public well being and concern itself with survival of the human species.

- **Citizenship education:**

The concept of citizenship education should target to mould the future citizens into the frame of a civic society where citizens are aware of their rights, respect democratic ideals and work for a welfare society with shared responsibility. Education for democratic citizenship is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities society.

- **Most popular Books:**

- ✓ Living at the Source(Shambhala Dragon Editions)
- ✓ Raja Yoga
- ✓ Meditation and Its Methods According to Swami Vivekananda
- ✓ Karma Yoga: the Yoga of Action
- ✓ Inspired Talks: My Master and Other Writings



1.4.2.2 Rabindranath Tagore

- **Introduction :**

Rabindranath Tagore was born into a prominent Calcutta family known for its socio-religious and cultural innovations during the 19th Bengal Renaissance. He shines like a morning star on the intellectual firmament of the globe and received Nobel Prize for Literature in November, 1913 for his world famous classic ‘Gitanjali’. He was a great artist and he founded his own school of art and music. He was well versed in Sanskrit Language and Indian Philosophy, religion and culture.

- **Educational Philosophy :**

His philosophy of life was based on the ideals of dedication, patriotism and naturalism. He was an ideal philosopher, but the thoughts of naturalism, pragmatism and individualism are also reflected in his philosophy.

“ Experience of the spiritual world, religion as the right centre of life’s activities and the unity of thought and truth” was the keynote of Tagore’s great philosophy.

The basic principles of Tagore’s philosophy of education as follows:

- Harmony with all things- Tagore’s philosophy of education is based on naturalism, humanism, internationalism and idealism. Harmony with all things means harmony with nature, human surroundings and harmony in international relations.
- Principle of freedom.
- Principle of creative self-expression
- Active communion with nature and man

According to Tagore, “ Education is to produce good thinkers and achievers in all aspect of life, physical, intellectual, moral, spiritual. An educated person is ready to serve society and country at all times.”

To him, the object of education is freedom of mind through the path of freedom, though the path it had its risk and responsibility too. Education should be natural in content and quality. Through contact with nature, the child will be introduced to the great world of reality easily and jointly. Nature is creation of God. The nature of man all over the globe is one only. A teacher cannot truly teach unless he is learning himself, is articulated by Tagore.

✓ **Aims of Education:**

1) Self Realization: Spiritualism is the essence of humanism; this concept has been reflected in Tagore’s educational philosophy. Manifestation of personality depends upon the self-realization and spiritual knowledge of individual.

2) Intellectual Development: Tagore also greatly emphasized the intellectual development of the child. By intellectual development he means development of imagination, creative free thinking, constant curiosity and alertness of the mind. Child should be free to adopt his own way learning which will lead to all round development.

3) Physical Development: Tagore's educational philosophy also aims at the physical development of the child. He gave much importance to sound and healthy physique. There were different kinds of exercises. Yoga, games & sports prescribed in Santiniketan as an integral part of the education system.

4) Love for humanity: Tagore held that the entire universe is one family. Education can teach people to realize oneness of the globe. Education for international understanding and universal brotherhood is another important aim of his educational philosophy.

5) Freedom: Freedom is considered as an integral aspect of human development. Education is a man making process, it explores the innate power exists within the man.

6) Mother tongue as the medium of instruction: Language is the true vehicle of self-expression. Man can freely express his thought in his mother-tongue.

7) Moral and Spiritual development: Moral and spiritual education is more important than bookish knowledge for an integral development of human personality.

8) Social Development: According to Tagore, "Brahma" the supreme soul manifests himself through men and other creatures. Since he is the source of all human beings and creatures, so all are equal. All should develop social relationship and fellow-feeling from the beginnings of one's life. Education aims at developing the individual personality as well as social characters which enables him to live as a worthy being.

✓ **Methods of Teaching:**

1) Teaching through tours and trips: Tagore believed that the subjects like history, geography, economics and other social sciences can be effectively taught through excursions and tours to important spots.

2) Learning by activities: The development of child's body and mind, learning through activity is essential. Therefore, he included activities like climbing tree, drama, jumping, plucking fruits, dancing etc. in his educational programmes.

3) Narration-cum-discussion and debate method: Narration-cum-discussion and debating activities were organized, Tagore's education centre to develop oratory abilities of the students. Students were encouraged to solve problems of various areas through rational debate and thorough discussion.

4) Heuristic Method: In this method first, the students, are asked questions to clarify their doubts on topics and teachers try to satisfy them by their correct answers. Then the teacher asks the questions to students to evaluate how far the students are able to comprehend the topic in the class.

- **Most Popular Books**

- ✓ Gitanjali
- ✓ The Home And The World
- ✓ Tagore Reader
- ✓ The World Treasury of Modern Religious Thought
- ✓ Whispering

1.4.2.3 Mahatma Gandhi

- **Introduction:**

The history of education is the history of the life and experiments of great educational philosophers whose gems of ideas continue to inspire educational thought and practice across the world. Generally people regard Gandhiji great politician only but the fact is that he valued social reform and development more than more political growth and advancement. As such, he advocated social revolution and reform to go hand in hand with any political revolution. In this the main roll to be prayed by education.

Education helps the man to brought out the hidden to lent in every and each person who are living in the universe. At present there is a essentiality inculcate quality education among students. The real difficulty that people have no idea what type of education is perfect. Gandhi's educational philosophy is dynamic and realistic. Gandhi's vision on education was truly civilized for the betterment of society as well as whole country. Gandhiji does not give priority to modern science and technology in education. Genetic engineering will not confirm to his views. The ultimate purpose of Gandhi's education is the promotion of human beings.

- **Fundamental Principles of Gandhi's Educational Philosophy:**

- **Literacy is not education:** Education is the all round development of child.
- **Development of all human qualities:** Education should develop all human qualities inherent are a child.
- **Harmonious development of personality:** Education should effect harmonious development of a child's body, heart, mind and soul.
- **Beneficial handicraft as the beginning of education:** A child's education should begin from a beneficial handicraft or skill by which he can meet the economic needs of his future life.
- **Free education:** The children from seven to fourteen years of age in the country should be given free and compulsory education.
- **Mother tongue the medium of instruction:** A child should be given education by the medium of his mother tongue.
- **Self-dependent education:** The industry of handicraft chosen as the medium of education should make a person self-dependent.
- **Active education:** A child should get his education actively and he should use it to understand his social environment and have better control over it. Gandhi's Philosophy of education is naturalistic in its methods, idealistic in its setting and pragmatic in its aims.

- **Aims of Education:**
- **Vocational aim:** Gandhiji wished that each child should, through his education, be able to learn a productive craft to meet his future needs of life by adopting some industry or business. Hence he advocated education for self reliance and capacity to earn one's livelihood as the main aim of education.
- **Cultural aim:** He advocated that vocational education and cultural advancement should go side by side. He considered the cultural aspect of education as more essential than its academic aspect. Culture is the main foundation and an essential part of education.
- **Character aim:** Character building implies cultivation of moral values such as courage, strength of mind, righteousness, self-restraint and service of humanity. He believes that education will automatically develop an ability in the child to distinguish between good and bad.
- **Perfect development aim:** The realeducation is that which fully develops the body, mind and soul of children. Character building implies cultivation of moral values such as courage, strength of mind, righteousness, self-restraint and service of humanity.
- **Liberation aim:** By liberation he meant two kinds of liberation. One was the liberation all kinds of economic, social, political and mental slavery. Second was the liberation of the soul from worldly pursuits and devote itself to higher forms of spiritual living.
- **Training for leadership:** Gandhiji believed that for successful democracy, good leaders are needed. Only the students will be able to shoulder the responsibilities in a satisfactory manner.
- **Dignity of labour:** Gandhiji wants that education should develops students in such a manner that they may stand on their own legs after completing their education. The students must learn the dignity of labour.
- **Gandhi's views on Education:**

- **Objectives of education:** The ultimate objective of the new education is not only a balanced and harmonious individual but also a balanced and harmonious society- a just social order in which there is no unnatural dividing line between the haves and have-nots and everyday is assured of a living wage and the right to freedom.
- **Education through craft:** The uniqueness of this scheme is that education is to be given through village crafts. The need for a machine-less society, Gandhi developed his ideas on education. The idea was not simply to introduce handicrafts as a compulsory school subject, but to make the learning of a craft the centre piece of the entire teaching programme.
- **Curriculum:** Curriculum in Gandhi's scheme is activity centered and craft centered. Craft occupies the position of the sun in the vast solar system of human life. The subject in the curriculum includes in the following:

1.Basic craft- Agriculture, Spinning, Weaving etc.

2.Mother- Tongue

3.Mathematics- Useful for craft and community life

4.Social studies- Social and economic life of the community, culture the community, history of craft etc.

5.General Science- Nature study, zoology, physiology, hygiene, physical culture, anatomy etc.

6.Drawing and music.

- **Methods of Teaching:**

The importance of the following principles in his method of teaching-

- ✓ To achieve mental development, training of senses and parts of the body should be given.
- ✓ Reading should precede the teaching of writing
- ✓ Before teaching of alphabets, art training should be given
- ✓ More opportunities should be given for learning by doing
- ✓ Encouragement should be given to learning by experience
- ✓ Correlation should be established in the teaching methods and learning experiences
- ✓ Mother tongue to be the medium of instruction
- ✓ Productive craft as the basic of all education
- ✓ Teaching through creative and productive activities
- ✓ Lecture, questioning and discussion method
- ✓ All syllabi should be woven around vocational training



- **Some Books**

- ✓ The Story of my Experiments with Truth
- ✓ Hind Swaraj
- ✓ India of my Dreams
- ✓ Village Swaraj

1.4.2.4 Sri Aurobindo

Introduction:

Aurobindo was born in an educated middle class family in Calcutta on 15th August, 1872. He received his education at Cambridge. At the age of 18, he passed the entrance examination of the Indian Civil Service. He joined the Indian National Congress and became an active freedom fighter. He went to Pondicherry and spent his remaining 40 years in his Ashram. He changed himself and involved in several educational and social activities. He proposed theories of education which catered to Indian needs. He set up an International Ashram and International Centre of education and social activities. He also started a new experiment known as Auroville as a city of human unity.

- **Aurobindo's views on mind:**

His concept of mind is different from others. To him, the mind is the primary means of manifestation in man. Mind is not a thing. It should not be equated with the brain. The function of mind expresses itself in higher mental processes in feelings, emotions, attention and memory etc. The human mind is still in the process of evolution. Aurobindo's idea of supermind implies that the task of a teacher is to uplift the awakened consciousness of human beings.

In his writings he brings out the different planes of mind. They are-

1. The ordinary mind(thinking mind, dynamic mind & externalizing mind)
2. The higher mind
3. The illuminated mind
4. The intuitive mind
5. The over mind
6. The super mind

- **Integral Education**

Integral education are-

- Achievement of five principal aspects- the physical, vital, mental, psychic and spiritual. All the five aspects have to be developed together.
- Development of the four aspects of truth namely; love, knowledge, power and beauty.
- Development of the vehicles of truth namely psychic for love, mind for knowledge, vital for power and physical body for expression of physical beauty.

- **Aim of education**

1. **Perfection of soul:** The main aim of education is to help the growing soul to draw out that is best and make it perfect for a noble cause
2. **Realization of inner self:** Education should enable him to realize his inner self which is a part of the universal consciousness. He has to enter into right relationships not only within himself but also with the people of country and with the universal society to which he belongs.
3. **Physical development:** Physical development of the child is another important aim of education. It will be misleading to say that those who are physically strong are mentally weak.
4. **Development of morality:** Without moral and emotional development mental development becomes harmful to human progress. The three essential factors for the moral development of a child are emotions, impressions or habits and nature. So it is necessary.
5. **The development of senses:** Education should aim at the training of senses. According to him senses can be trained fully when manas, chitta and nerve are pure.
6. **Development of consciousness:** According to him it has four levels: a) chitta b) manas 3) intelligence 4) knowledge. This will promote the development of conscience



7. **Cultivation of values:** Old values have been challenged while new values have not firmly taken their place. Character formation very much depends on value.

- **Methods of Teaching**

1. Love and sympathy for the child
2. Education through mother tongue
3. Education according to the interests of the child
4. Education through self experience
5. Emphasis on learning by doing
6. Education through co-operation of teacher and students in the education process
7. Education according to the nature of child-considering the divinity in the child and latent gifts of mind and spirit
8. Freedom of child-free environment to gain more knowledge through his own efforts.

- **Some Books**

- The Life Divine
- Savitri
- Synthesis of Yoga
- Powers Within

1.4.2.5 J. Krishnamurti

- Introduction

Jiddu Krishnamurti insisted that children must be educated rightly in order to make them religious human beings of course. He wanted these centres to be the places of learning the ways of life, which is not based on pleasures, on self centered activities instead on the understanding of correct action, on the depth of relationships and on the sacredness of a religious life. These places should be meant for only the enlightened ones. Education should awaken the capacity to be self aware and not merely, indulge in gratifying self-expression. He developed an independent perspective both about the nature of inquiry and about his role in pursuit of the good society. He rejected the view that the teaching is something that has to be first studied and then translated into action. Infact, he spent his entire life talking about education as being the agent not only of inner-renewal, but also of social change.

- Characteristics of Integral Learning



- **Integrated experience:** The right kind of education which encourages the language of technique should help man to experience the integral process of life which is of greater importance.
- **Freedom from readymade ideas:** His ideas have no place in education for they prevent the comprehension of the present and escaping into the future cannot make one aware of what is to be after an idea indicates sluggishness of mind and a desire to avoid the present.
- **Development of free and mature human beings:** Education in true sense should help the individual to be free and mature and to blossom in love and goodness. The conditioning of the child's mind to fit a particular ideology whether political or religious breed's enmity between man and man will not help to bring about brotherhood and change in the society.

- **Development of right understanding of environment:** We must realize the fact that we are not conditioned by the environment, but we are the environment. We never see that we are the total environment because there are several entities in us, all revolving round the 'me', the self. The self is made of these entities, which are merely desires in various forms, the will of the 'me' and the 'mine'.
- **Development of right relationship:** Education should help an individual to cultivate right relationship between individuals and society and this is possible only if he understands his own psychological process.
- **Development of freedom and integration:** To educate a child is to help him to understand freedom and integration. To have freedom, there must be order and order is achieved only through virtue. Integration is achieved through simplicity-simplicity in both our inward life and outward needs.
- **Development of creative intelligence:** The spirit of constant inquiry and the feeling of discomfort in the existing system can bring forth creative intelligence. To keep this spirit alive is cumbersome task.
- **Development of International understanding:** As long as the glaring disparities like rich and poor, exploiters and exploited powerful and powerless exist in our society and divisions like nationality religion, caste, color and various dividing loyalties prevail. It is not possible to have brotherhood among men.
- **Method of Teaching:**
 - We should not teach the student 'what to think' and 'how to think'.
Allow him freedom to think for himself.
 - Study the child thoroughly and employ such methods that suit him best
 - The student should be treated as an equal partner
 - Problem solving and explorative methods should be encouraged.
Repetition encourages the mind of the child to be sluggish.



- **Role of a Teacher**

The teacher himself should be a properly integrated human being. According to him, the teacher has to be careful, thoughtful and affectionate in the creation of the right environment for the development of understanding to enable the child to deal intelligently with human problem. In order to achieve all this, the education needs to understand himself. In order to deal with children, great deal of patience and understanding are needed. For a teacher, teaching was not a technique but a way of life.

- **Curriculum**

- Curriculum should develop the working efficiency
- Development of curriculum should encourage the patriotism in students
- Curriculum should give the knowledge to find the solution of problems
- Curriculum should encourage the interest for research and development in students
- Curriculum should develop the self expression ability in the students
- Teachers should use interactive resources for methods, while transacting curriculum
- Curriculum should be able to develop, praise and aesthetic opinion in students

1.4.2.6 Paulo Freire

Introduction

Paulo Freire was one of the most influential philosophers of education of the twentieth century. He worked wholeheartedly to help people both through his philosophy and his practice of critical pedagogy. A native of Brazil, Freire's goal was to eradicate illiteracy among people from previously colonized countries and continents. His insights were rooted in the social and political realities of the children and grandchildren of former slaves. His ideas, life and work served to ameliorate the living conditions of oppressed people. His most famous educational texts were the 'Pedagogy of the Oppressed' and 'Cultural Action for Freedom'. He made a considerable impact on the development of educational practices, informal education and in adult educational programme.

- Aim of Education

According to Freire, aim of education is to break the culture of silence among the oppressed and conscientize them in order to make them fully human. Freire believed that the goal of education should be freedom to speak, think and act in an authentic way. His educational thoughts were based on developing a dialectical perception of reality. His contribution analyses how to be with the people so that they can develop the way of thinking.

- Educational Philosophy

- Critical Pedagogy Versus the Banking Model of Education
- Paulo Freire's philosophical views grew from his experiences as a teacher and the interactions he had with his students. Rather than continuing with the established cultural patterns of relating to people through a hierarchy of power, Freire's starting point in the classroom aims to undermine the power dynamics that hold some people above others. Freire emphasizes that a democratic relationship between the teacher and her students is necessary in order for the conscientizacao process to take place.

- Freire's critical pedagogy or problem posing education, uses a democratic approach in order to reach the democratic ideal and in this sense, the goal and the process are consistent.
- Instead of the banking method, Freire proposes a reciprocal relationship between the teacher and the students in a democratic environment that allows everyone to learn from each other. The relationship developed through the banking method between the teacher and the students is characterized by insecurity, suspicion of one another, the teacher's need to maintain control and power dynamics within a hierarchy that are oppressive.
- **Concept of education maintains the following attitudes and practices:**
 - ✓ The teacher teaches and the students are taught
 - ✓ The teacher knows everything and the students know nothing
 - ✓ The teacher talks and the students listen meekly
 - ✓ The teacher thinks and the students are thought about
 - ✓ The teacher disciplines and the students are disciplined
 - ✓ The teacher chooses and enforces his choice and the students comply
 - ✓ The teacher acts and the students have the illusion of acting through the action of the teacher
 - ✓ The teacher is the subject of the learning process, while the pupils are mere objects.
 - ✓ The teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students

- **Major Works**

- ✚ Pedagogy of the oppressed
- ✚ Cultural actions for freedom
- ✚ Education for consciousness
- ✚ Pedagogy in process
- ✚ The politics of education in culture, power and literacy
- ✚ Pedagogy of liberation
- ✚ Pedagogy of freedom
- ✚ Pedagogy of the city

1.4.2.7 Marry Wollstonecraft

- **Introduction**

Marry Wollstonecraft was an English writer, philosopher and advocate of women's rights. Until the late 20th century, Wollstonecraft's life, which encompassed several unconventional personal relationships, received more attention than her writing. Today Wollstonecraft is regarded as one of the founding feminist philosophers and feminists often cite both her life and work as important influences.

During her brief carrier, she wrote novels, treatises, a travel narrative, a history of the French Revolution, a conduct book and a children's book. Wollstonecraft is best known for A Vindication of the Rights of Women(1792), in which she argues that women are not naturally inferior to men, but appear to be only because they lack education. She suggests that both men and women should be treated as rational beings and imagines a social order founded on reason.

- **Wollstonecraft's views on Education:**

- A vindication of the Rights of Women is more often than not regarded as a purely political treatise. However, like Plato's Republic and Rousseau's Emile, it can be seen as both a political and an educational treatise.
- Wollstonecraft rejected the education in dependency that Rousseau advocated for them in Emile. A woman must be intelligent in her own right, she argued. She cannot assume that her husband will be intelligent. She maintained that this did not contradict the role of the woman as a mother or a carer or of the role of the woman in the home. She maintained that 'meek wives are, in general, foolish mothers'.
- For Wollstonecraft, reason formed the basis of our human rights as it was our ability to grasp truth and therefore acquire knowledge of right and wrong that separated us, as human beings, from the animal world. Through the exercise of reason we became moral and political agents. The world-view was acknowledged by all progressive thinkers of the time.
- She set about arguing against the assumption that women were not rational creatures and were simply slaves to their passions. She argued that it was up to those who thought like this to prove it. She maintained that if girls were encouraged from an early age to develop their minds, it would be seen that they were rational creatures and there was no reason whatsoever for them not to be given the same opportunities as boys with regard to education and training. Women could enter the professions and have careers just the same as men.
- She also went a step further and proposed that they be educated together which was even more radical than anything proposed before. The idea of co-educational schooling was simply regarded as nonsense by many educational thinkers of the time.
- It was fashionable to contend that if women were educated and not docile creatures, they would lose any power they had over their husbands. She was furious about this and maintained that 'This is the very point I am at. I do not wish them to have power over men but over themselves.'

- She favoured co-educational day schools, lessons given by informal conversational methods, with lots of physical exercise both free and organised. She had a picture of an ideal family where the babies were nourished by an intelligent mother and not sent away to nurses and then to boarding school and fathers were friends to their children rather than tyrants. Essentially family members were all regarded as rational beings and children should be able to judge their parents like anyone else. Family relationships therefore became educational ones.

- **Major Works**

- ✓ Thought of the Education of Daughters(1787)
- ✓ Marie and Fiction (1788)
- ✓ Vindication of the Rights of the Women(1792)
- ✓ Marry and Marie (1791)



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1.4.2.8 Nel Noddings

Introduction

NelNoddings' is America's best known philosopher and educationalist. She received a bachelor's degree from Montcl State College in New Jersey and completed Ph.D in education from Stanford Graduate school of education. She worked for 17 years in primary school and high school where she taught mathematics. She was a professor and dean of the Stanford University and after retirement, joined Columbia University. She developed some of the important roles of educational development and worked for the upliftment of education.

Noddings' approach to ethics of care has been described as relational ethics because it prioritizes concern for relationships. She accepts that justice based approaches, which are supposed to be more masculine, are genuine alternatives to ethics of care. Noddings' believes that caring, 'rooted in receptivity, relatedness and responsiveness is a more basic and preferable approach to ethics.

Contribution to education

- ❖ In education, the ethic of care speaks of obligation to do something right and a sense that we must do something right when others address us. The 'I must' response is induced in direct encounter in preparation for response. We respond because we want to; either we love and respect those that address us or we have significant regard for them. As a result, the recipients of care must respond in a way that demonstrates their caring has been received.
- ❖ An educators respond to the needs of students, teachers may see the need to design a differentiated curriculum because as teachers work closely with students, we will be moved by their different needs and interests.

- ❖ Inferred needs- The overt curriculum in education is designed to meet the inferred needs of students, as they are those identified by teachers or individuals to improve the classroom learning environment. Inferred needs are referred to as those that come from those not directly expressing the need. Students' inferred needs can often be identified interactively, through working with them one on one or observing their behaviour in a classroom environment.
- ❖ Expression needs- Expression needs are difficult to assess and address in the classroom environment, as they are needs directly expressed by learners through behaviour or words. Although expressed needs are difficult to address, educators need to treat them positively in order to maintain a caring relationship with learners. If expressed needs are not treated carefully, the individual might not feel cared for. Educators should make a consistent effort to respond to a student's expressed needs through prior planning and discussions of moral and social issues surrounding the needs.
- ❖ Basic needs- It is defined as the most basic needs required to survive such as food, water and shelter. Basic needs and needs associated with self-actualization co-exist when basic needs are being compromised over extended periods of time.
- ❖ Overwhelming needs- These needs cannot be met by the usual processes of schooling and include extreme instances such as abuse, neglect and illness. As well, a student's socioeconomic status or dysfunctional family environment can cause them to come to school with needs that cannot be expressed nor met by educators. To help meet those overwhelming needs of students, particularly those in poor neighbourhood, the ethic of care philosophy dictates that schools should be full-service institutions.

Implication for education

People who are poor, perhaps homeless, without dependable transportation cannot afford to run all over town seeking such services and often they don't know where to begin. Despite being aware of the overwhelming needs many students face, we force all children- regardless of interest or aptitude-into academic courses and then fight an uphill battle to motivate them to do things they do not want to do.

Major Works

- + Philosophy of Education(1965)
- + Caring, The Feminine Approach of Ethics(1984)
- + Women and Evil (1989)
- + Educating Moral Police(2002)

1.4.2.9

Savitribai Phule

Introduction

Savitribai Phule was an Indian social reformer, educationalist and poet from Maharashtra. She is regarded as the first female teacher of India. Along with her husband, Jyotirao Phule, She played an important role in improving women's rights in India during British rule. Phule and her husband founded the first Indian run girl's school in Pune, at Bhidewada in 1848. She worked to abolish the discrimination and unfair treatment of people based on caste and gender. She is regarded as an important figure of the social reform movement in Maharashtra.

Savitribai Phule who not only fought for right education for girls but also for the right to dignity for widows, unwed mothers and women with unwanted pregnancies, She was the first female teacher of the first women's school in India. Women of the Indian Society are not aware of the greatness of Savitribai Phule, who dared to pursue the noble profession of teaching in the 'Dark Age'.

- **Role in Women Education and Empowerment**

- ❖ Savitribai Phule is hailed as India's one of the first modern feminists
- ❖ Married at the tender age of nine, she fought against social evils like marriage and sati pratha
- ❖ She laid emphasis on educating women and along with her husband, she opened the first school for girls in India. They together went on to open 18 schools for girls
- ❖ She not only worked for women's rights but also championed the cause of fighting against the practice of corrupt caste system
- ❖ She opening up a well for the untouchables in her own house was an act resulting from her vehement defiance to untouchability and her compassion for the outcaste
- ❖ She was not just a social reformer but also a philosopher and a poet. Her poetry mostly revolved around nature, education and abolition of caste system
- ❖ She observed the miserable conditions of pregnant rape victims and therefore, along with her husband, opened a care centre "BalhatyaPratibandhakGriha"
- ❖ In order to reduce the miseries of the widows, she organised and led a strike against the barbers to dissuade them from shaving the heads of the widows which was a norm back in those days
- ❖ In order to encourage students to study and reduce the drop-out rate, she used to give stipends to children for attending school
- ❖ At a time when caste system was embedded in Indian society, she promoted inter-caste marriages. She along with her husband founded the Satyashodhaksamaj which used to organise marriages without a priest and dowry.

- **National values of constitution with reference to education:**

The value expressed in the preamble are expressed as objectives of the Constitution. These are Sovereignty, socialism, secularism, democracy, republican character of Indian state, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the nation.

1.4.3 Socialism:

The word 'Socialism' has been used in the context of economic planning. It signifies major role in the economy. It also means commitment to attain ideals, like removal of inequalities, provision of minimum basic necessities to all and equal pay for equal work.

Socialism is a socio-economic political doctrine which arose as a revolt against the Capitalism, in Europe. Karl Marx and Lenin in Russia and Mao in China were the chief architects of Socialism. Socialism aims in establishing a classless society based on the total supremacy of the state and total submission of the individual to the state.

➤ **Socialism and aims of education:**

- ✓ Development of democratic outlook
- ✓ Development of socialist values
- ✓ Development of secular values
- ✓ Providing equal opportunities to all, for their all round development and welfare
- ✓ Rapid expansion of educational facilities in all areas
- ✓ Developing values like dharma, dignity of labour, non-violence, unselfishness and selfless service

➤ **Socialism and Curriculum and Methods of Teaching:**

- ✓ Topics like democracy, duties of citizens, equality, freedom, rights, socialism, social reform movements, non-violence etc. should be taught
- ✓ Group activities like debates, discussion, social service camps, social surveys etc. to be organised
- ✓ Inclusion of socially useful productive work as an essential component of the social curriculum to be the key note of the curriculum
- ✓ Emphasize should be laid on Polytechnique vocational and professional courses
- ✓ Introduction of information technology. It's effective use would enable students to do well age of modernisation
- ✓ Emphasize should be given to group method like teaching, seminars, projects etc.
- ✓ Self-discovery method should be encouraged

1.4.4 Secularism

In the context of secularism in India, it is said that “ India is neither religious nor irreligious nor anti-religious.” It implies that there will be no ‘state’ religion i.e. the state will not support any particular religion out of public funds. This has two aspects i.e. every individual is free to believe in and practice, any religion he/she belongs to and state will not discriminate against any individual or group on the basis of religion.

Characteristics of secular education

- ✓ Moral outlook
- ✓ Development of wider vision
- ✓ Pluralistics outlook
- ✓ Democratic values
- ✓ Cultural development
- ✓ Synthesis of spiritual and material
- ✓ Humanitarianism



Education for Secularism in India

India presents educational system that promotes secular attitude and values through its broad based aims, curriculum, enlightened teachers and appropriate activities, progressivism, rationality, freedom from bigotry and equal respect for all religion.

- ❖ It develops a moral outlook
- ❖ It helps in the development of liberal attitudes and values
- ❖ It develops wider vision
- ❖ It develops an attitude of appreciation and understanding of other's point of view
- ❖ It develops democratic values and humanistic outlook
- ❖ It synthesises materialism and spiritualism
- ❖ It serves as an antidote to religious fanaticism and hatred

Educational Implications

Many positive steps have been taken to promote secularism in the country. It is laid down in the constitution that religious minorities are free to establish their educational institutions from grant. Secularism is a philosophy of moral education. Secular behaviour springs in the school from the influence of school through the conduct and behaviour of teachers themselves and life in the school community as a whole. All the activities and programs of school must strive for the inculcation of values of love, truth and tolerance.

1.4.5 Justice

The concept of justice is based on numerous fields and many differing viewpoints and perspectives including the concepts of moral correctness based on ethics, rationality, law, religion, equity and fairness. Often, the general discussion of justice is divided into the realm of social justice as found in philosophy, theology and religion and procedural justice as found in the study and application of the law. It holds an important position in the life of an individual and society. It is basically centered on the good relations between the people and the state.

It is divided into following three sections:

1. Social justice- It means the place of equality in society. It assures everyone, to get the proper place in the society and to overcome difficulties.
2. Economic justice- It assures that everyone has the right to property.
3. Political justice- It states that anyone who attained the age of 18 and is the citizen of India, should have the power to vote.

If there is educational inequality in schools, it demonstrates a case of social justice. This inequality prevails everywhere in the world. Social justice in education prevails bright and deserving students to reach their potential because the wealthy not so bright, students take over and leave them behind using their resources. Schools can promote social justice by giving social justice education to their teachers and changing their educational policy by practicing social justice principles.

1.4.6 Liberty

Education gives you the tools to be able to think and learn and liberty gives you the ability to find truth. Liberty is basically freedom from restraint. However, it is not the freedom to do whatever you want, being irresponsible and denying basic truths and morals.

Education is dependent on liberty because of two main reasons:

Firstly, Without liberty, you will be taught what to think, instead of how to think. That is not true education, it is indoctrination. If you are taught, what to think instead of how to think, then your mind is not being enlightened in understanding, you are simply being programmed like a robot, to think in a certain way.

Secondly, education is dependent on liberty because without liberty, you cannot truly learn. Education is about expanding your knowledge and abilities and that is impossible without the liberty to search for truth. Just as education is dependent on liberty, liberty is dependent upon education. Without education, you will be confined to realm of your limited knowledge. The value of liberty in Indian Constitution implies that a teacher should help students to be free from influence of dogmas and fears in life.

1.4.7 Democracy

➤ **Meaning**

The term ‘democracy’ has been derived from two Greek words, namely Demos whose means ‘the people’ and ‘cratic’ meaning power. Thus, the literal meaning of the combined word ‘democracy’ is power of the people or power of the public.

According to Abraham Lincoln, “Democracy is a government by the people, for the people and of the people.”

➤ **Principles of Democratic Education**

- ❖ **Equal opportunities for all-**Equal opportunities are made available to every individual in the country to receive education for his fullest development. Democratic education stands for equal educational opportunity for all regardless of intelligence, race, religion, location, language, sex, politics and economic status.
- ❖ **Free and compulsory education-** Education should be provided to all children free of cost upto a certain level. The principle of universal and compulsory education involves free education upto a certain stage in almost all democratic countries. In a democracy the ruling power remains in the hands of the people.
- ❖ **Child centred education-** The child is always supreme in a democracy. Hence, the curriculum, the method of teaching, discipline and textbooks are determined on the basis of the child's interest, attitude, inherent powers and needs.
- ❖ **Adult education-** The provision of adult education, women's education and education of the mentally retarded and physically handicapped have been emphasised under the influence of democratic tendency in different countries. In order to provide education for these people, right schools, short term courses, one day schools and distance education are being introduced through out the country.
- ❖ **Methods of teaching-** In democratic education, teaching methods such as seminars, lectures, workshops, symposium, discussions and debates are encouraged. These methods pave the way for free participation of students.
- ❖ **Social service-** Democratic education develops the 'feeling of working together' through various social service activities. That is why proper attention is being paid to social, cultural and co-curricular activities such as tree planting, road construction, deepening of ponds and wells, keeping the environment free from pollution and cleaning the streets and parks which bring about more and more social experiences in the children.
- ❖ **Political training-** This type of training is given to students through students' union, student welfare association, students council, group activities and clubs. Such a training helps the students to become balanced, dynamic, efficient and socially motivated personalities.

- ❖ **Education for national integration and international understanding-** Democratic education inculcates the qualities of good citizenship among the students. Such qualities are essential for national integration and international understanding, because the world has become a single unit.
- ❖ **Physical and health education-** In a democratic school, games and sports, gymnasia, medical tests and medical help are provided freely to promote the physical well being of children in order to save the country from despots.

➤ **Relationship Between Democracy and Aims of Education**

Harmonious development of the individual citizen is the main aim of education in all democratic countries. In democracy, there must be a capacity to understand the social, economical and political problems in an effective way. One should think in a creative way. The education should give importance to both individual and social development.

Education should develop socialism, both in thought and action of the people. According to the Secondary Education Commission(1952-53), three aims fit in democracy. Firstly, the framing of the character to fit the students to participate creatively as the citizens in the democratic social order. Secondly, the improvement of their practical and vocational efficiency, so that they can play their part in building up the economical prosperity of their country.

➤ **Curriculum and Democracy**

- Different activities like play, school education, co-curricular activities etc. should be included in curriculum
- There should be an ample scope for individual freedom and it should be flexible in nature
- While selecting a course, intelligence, capabilities and necessities of individual must be considered
- It should give importance to local needs
- It should be social oriented

- Importance should be given to efficient utilisation of the leisure time
- Vocational needs should also be considered, while framing the curriculum

➤ **Role of School in Democracy**

- The school should make the students capable of living in democracy
- Steps should be taken, to develop secularism and religious neutrality
- Teachers should have freedom, to select their own methods and textbooks
- Democratic feeling should be given to the teachers
- Creating desirable environment for developing friendship among teachers, principals and inspectioners
- Cooperation, sympathy, love etc. should be given special emphasis.

➤ **Teacher and Democracy**

In a democratic society, the teachers should be given high status to bring desirable changes in the society and this will lead towards the progress of the society. They should have an adequate training and must have competency of developing the feelings of democracy, among the children. They should be able to understand the potentialities of each child. He should have ability to provide education for good citizenship and must be a man of high character.

➤ **Teaching methods and Democracy**

- They must be flexible
- They must be based on dynamisms and progressivism
- They must be activity-cantered
- There must be an individual freedom (use methods like Dalton's plan, project method, Montessori)
- They should emphasise the intellectual and social development of the child.

Self-discipline also has importance in democracy. It should be emphasised in democracy. For this, children should be given opportunity for self-governance. It is essential to remember that democracy whether in the school or society can be only successful when it's members have proper approach towards it.

1.4.8 Equality

Equality is ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of their specific protected characteristics, including areas of race, gender, disability, religion or belief, sexual orientation and age. 'Equality of educational opportunity' has assumed different connotations. It can be taken as the application of the principle of distributive justice in respect of the good of education.

At the primary level, it means provision of free, compulsory education of an adequate duration and content to all without any discrimination, at the secondary level. It implies provision of diversified curricula to suit the differing needs and interests of individuals, at the higher education level, it can only mean provision of opportunities, to all those who have the required ability to profit from such education and make proper social contribution in return.

Despite large scale expansion of educational facilities during the six decades after independence, glaring inequalities still remains in the education of the poor and the rich, of the SCs, STs and other backward classes on the one hand and the forward groups on the other and between boys and girls. While, the goal of universal education is far from being reached, beneficiaries of expansion at the secondary and higher levels have been mostly drawn from the relatively affluent sections of the society. The concept of 'Equality of educational opportunity' implies that education on the basis of ability neutralising negative factors.

1.4.9 Freedom

Freedom of education is the right for parents to have their children educated in accordance with their religious and other views, allowing groups to be able to educate children without being impeded by the nation state.

Freedom of education is a constitutional concept that has been included in the European Convention on human rights, protocol1, article2, International Covenant on Economic, social and cultural rights. Article 13 and several national constitutions and the Dutch constitution(article 23).

The ideas of freedom in education were an expression of the dissatisfaction of democratically minded, petit bourgeois intellectuals and some bourgeois intellectuals with the status quo in society. The anarchist educational theorists presented freedom in education as a means or restructuring society, by ensuring the comprehensive development of children's creativity and intellectual and physical of the teacher.



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SUB-UNIT-4**PREVIOUS YEAR QUESTION****June-2014**

1. 'Pedagogy of the Oppressed' is authored by

- a) Paulo Freire b) Bertrand Russell
c) Krishnamurthy d) John Dewey



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Answer with Reference

SL.NO.	ANSWER	REFERENCES
1.	a	1.4.2.6



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December-2014

1. Gandhi's Philosophy of Education is
 - a) Naturalistic in its aims, pragmatic in setting and idealistic in its methods
 - b) Naturalistic in its methods, idealistic in its setting and pragmatic in its aims
 - c) Naturalistic in its setting, idealistic in its aims and pragmatic in its methods
 - d) Realistic in its methods, idealistic in its setting and pragmatic in its aims



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ANSWER WITH REFERENCE

SL.NO.	ANSWER	REFERENCES
1.	b	1.4.2.3



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June- 2015

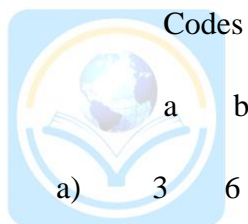
1. Match the following:

List i

- a. Gandhiji
- b. Tagore
- c. Aurobindo
- d. Vivekananda

List ii

- 1. Integral education
- 2. Naturalistic education
- 3. negative education
- 4. Basic education
- 5. Man making education
- 6. Instinctive education



Codes

	a	b	c	d
a)	3	6	2	5
b)	4	2	3	5
c)	4	2	1	5
d)	5	6	1	3

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ANSWER WITH REFERENCE

SL.NO.	ANSWER	REFERENCES
1.	c	1.4.2.4



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December- 2015

1. Which of the following thinker does not give priority to modern science and technology in education?

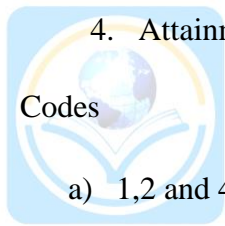
- a) Gandhiji
- b) Tagore
- c) Aurobindo
- d) Vivekananda

2. Aurobindo's concept of supermind implies

- 1. Constant evolution of human mind
- 2. Synthesis of sat, chit and anand
- 3. Realising self through yoga
- 4. Attainment of perfect intuition

Codes

- a) 1,2 and 4
- b) 1,2 and 3
- c) 1,2,3 and 4
- d) 2,3 and 4



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ANSWER AND REFERENCE TABLE

SL.NO.	ANSWER	REFERENCES
1.	a	1.4.2.3
2.	c	1.4.2.1



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June-2016

1. Match the following;

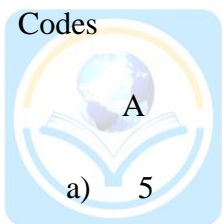
List i

- a) Gandhiji
- b) Tagore
- c) Aurobindo
- d) Vivekananda

List ii

- 1. Geeta Pravachan
- 2. Practical Vedanta
- 3. Geeta Rahasya
- 4. Savitri
- 5. My Experiment with Truth
- 6. Universal Man

Codes



- a) 5
- b) 6
- c) 1
- d) 5



- | B | C | D |
|---|---|---|
| 6 | 3 | 2 |
| 4 | 3 | 1 |
| 2 | 4 | 6 |
| 6 | 4 | 2 |

2. Which of the following is not a characteristics feature of culture?

- a) Culture is social inheritance
- b) Culture is cumulative
- c) Culture is in constant flux
- d) Culture is biologically inheritance

3. Which one of the following combinations represent Tagore's vision of education?

1. Education is means of attaining self-sufficiency and confidence by man
2. Education can be attained through the study and practice of art, literature, drama and music
3. Nature is creation of God
4. The nature of man all over the globe is one only

Codes

- a) 1, 2 and 3
- b) 2, 3 and 4
- c) 1, 2 and 4
- d) 1, 2, 3 and 4



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ANSWER WITH REFERENCE

SL.NO.	ANSWER	REFERENCES
1.	d	1.4.2.3
2.	c	1.4.1
3.	b	1.4.2.2



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June-2017

1. Which of the following core content will not confirm to Gandhiji's views?

- a) Language b) Social studies
- c) Vocational skills d) Genetic engineering

2. The main purpose of education should be the integrated development of the person.

Who has offered a model in this regard?

- a) Aurobindo b) Tagore
- c) Gandhiji d) Vivekananda

3. Which one of the following statements appropriately describes the position of Sri Aurobindo?

- a) Life has been evolving to a higher level Technology
- b) Art is long and time is short
- c) Life has a purpose
- d) Man is a divine animal

ANSWER WITH REFERENCE

SL.NO.	ANSWER	REFERENCES
1.	d	1.4.2.3
2.	a	1.4.2.4
3.	a	1.4.2.4



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December-2017

1. A teacher cannot truly teach unless he is learning himself, is a viewpoint articulated particularly by
 - a) Gandhiji
 - b) Tagore
 - c) Aurobindo
 - d) Vivekananda

2. According to Aurobindo, the human mind
 - a) Has evolved to its maximum limit
 - b) Is still in the process of evolution
 - c) Has evolved to the level of 'Sat-Chit-Anand'
 - d) Is in need of proper education for evolving

3. The value of liberty in Indian Constitution implies that
 - a) A teacher will advocate full liberty and freedom
 - b) A teacher should help students to be free from influence of dogmas and fears in life
 - c) A teacher can teach anything, even outside the syllabus
 - d) A teacher should inspire his students to feel good

4. The concept of 'Equality of educational opportunity' implies
 - a) Identical educational opportunity to each and every child, irrespective of differences
 - b) Everybody to be given his/her due
 - c) Providing educational facilities to all
 - d) Education on the basis of ability neutralising negative factors

ANSWER WITH REFERENCE

SL.NO.	ANSWER	REFERENCES
1.	b	1.4.2.2
2.	c	1.4.2.4
3.	b	1.4.6
4.	d	1.4.8



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June-2018

1. The ultimate purpose of Gandhi's education is the
 - a) Creation of a classless society
 - b) Promotion of human beings
 - c) Development of a human and awakened society
 - d) Salvation for all

2. Aurobindo's idea of supermind implies that
 - a) Darwinian Theory is relevant, hence education cannot do much
 - b) The task of a teacher is to uplift the awakened consciousness of human beings
 - c) A teacher has to integrate psychology, biology and education in his/her teaching techniques
 - d) Education can achieve its divine purpose through meditation



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ANSWER WITH REFERENCE

SL.NO.	ANSWER	REFERENCES
1.	b	1.4.2.3
2.	b	1.4.2.4



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June-2019

1. In which of the following areas is the contribution of Savitribai Phule highly acclaimed?

- 1.Upliftment of scheduled castes
2. Resettlement of poor people
3. Education of women
- 4.Education of the slum children

Options 1.1

2.2

3.3

4.4



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2. Who defined democracy as a form of government of the people, for the people and by the people?

- 1.Mahatma Gandhi
- 2.Abraham Lincoln
3. John F. Kennedy
- 4.George Washington

Options 1.1

2.2

3.3

4.4

Answer with Reference

SL.NO.	ANSWER	REFERENCES
1.	3	1.4.2.9
2.	2	1.4.7



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