Uniform curriculum Structure for 2 Year B.Ed. Programme in West Bengal

B.Ed Semester 2

SCANNER

University Question & Answer

Sourovi Thakur
Shuchita Mondal

- COURSE-III | Learning and Teaching
- COURSE-VIII(A) | Knwledge and Curriculum
- COURSE-IX | Assessment for Learning
- COURSE-EPC-2 | Drama and Art in Education

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B.Ed SEMESTER-II

SCANNER

Cover Previous Years Questions With Answers and Suggestion of all University of West Bengal

Based On : Very Short, Short & Essay Type Question Answer

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Learning and Teaching

1st Half — Learning

1 Unit — Understanding Learning

Very Short Question & Answers — Marks - 2

1. What is learning? **[CU–2017]**

Ans. Learning is a key process in human behaviour. It refers to a spectrum of changes that takes place as a result of one's experience. Learning may be defined as *"any relatively permanent change in behaviour or behavioural potential produced by experience."* The behavioural changes that occur due to learning are relatively permanent. They must be distinguished from the behavioural changes that are neither permanent nor learned.

Learning is the act of acquiring new, or modifying and reinforcing, existing ***knowledge, behaviours, skills, values, or preferences*** *and may involve synthesizing different types of information.*

'Learning is the acquisition of habits, knowledge and attitude. It involves new ways of doing things and it operates in an individual's attempts to overcome obstacles or to adjust to new situation. It represents progressive changes in behaviour. It enables him to saisfy interests to attain goals." **Crow and Crow (1973)**

From definition we can say that learning has the following characteristics—

(i) As we grow we learn
(ii) Learning is making adjustment with the environment.
(iii) Learning is purposeful.
(iv) We learn through experiences.
(v) Learning is both individual and social.

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2. Distinguish between cognitive learning and behaviouristic learning. **[KU-2017]**

Ans. Distinguish between cognitive learning and behaviouristic learning :

Aspect	Behaviourist	Cognitivist
Learning theories	Thorndike, Pavlov, Watson, Hull, Guthrie, Skinner, Tolman	Koffka, Kohler, Lewin, Piaget, Ausubel, Gagne, Bruner
View of the learning process	Change in behaviour	Internal mental process (including insight, information processing, memory, perception
Locus of learning	Stimuli in external environment	Internal cognitive structuring
Purpose in education	Produce behavioural change in desired direction	Develop capacity and skills to learn better
Educator's role	Arranges environment to elicit desired response	Structures content of learning activity
Manifestations in adult learning	Behavioural objectives Competency -based education skill development and training	Cognitive development Intelligence, learning and memory as function of age, Learning how to learn

3. What is Training ? **[BU-2017]**

Ans. It is an organised activity aimed at imparting information and instructions to improve the trainee's performance or to help him attain a required level of skill. In the field of teaching students get training for the development of their teaching skills likewise many other professionals such as doctors, engineers, artists etc. In other words training is a planned and systematic sequence of instruction under competent trainer.

4. What is spaced learning? **[WBSU-2017]**

Ans. Spaced learning is a learning method in which highly condensed learning content is repeated three times, with two 10-minutes breaks during which distractor activities such as physical activities are performed by the students. This method of learning offers plenty of benefits like–

(i) It takes the load off, so students feel reduced mental exhaustion and are more likely to assimilate the information they are learning.

(ii) It improves the retention and recall.

5. What are the characteristics of learning? **[WBSU-2017]**

Ans. From the definitions of learning, it may clearly reveal that learning

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may be termed as a *process or its outcome in which necessary changes in the behaviour of the learner are brought through experiences–direct or indirect.*

General nature/characteristics of learning :

- Learning may be both vertical and horizontal.
- Learning is expected to bring about more or less permanent change in the learner's behaviour.
- Learning should enable us to make the least use of the things in the world around us.

Yoakman and ***Simpson*** have described the following six important characteristics of learning.

(i) **Learning is growth :** The individual grows as he lives. The individual gains experiences through various activities. These are all sources of learning.

(ii) **Learning is adjustment :** Learning enables the individual to adjust himself properly, with the new situations.

(iii) **Learning is purposeful :** All kinds of learning is goal-oriented.

(iv) **Learning is experience :** The individual learns through experiences. Human life is full of experiences. All these experiences provide new knowledge, understanding, skills and attitudes.

(v) **Learning is both individual and social :** Although learning is an individual activity, it is social also.

(vi) **Learning affects the conduct of the learner :** Learning is called *the modification of behaviour.* It affects the learner's behaviour and conduct.

6. What is conceptual learning? [WBUTTEPA-2017]

Ans. Conceptual Learning : A concept refers to phenomena in a given field that are grouped together because of their common characteristics. A concept is a mental image about objects, events, phenomena etc. formed by generalizations from particulars. A concept represents a class of stimuli which have common characteristics. The process by which we organize and classify stimuli, by which we come to perceive sets of stimuli as unified wholes and by which we come to put a number of instances into a category such as 'Teacher' is called concept formation or concept learning.

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For Example : A little child thinks all four legged animals are dog. Later through concept learning i.e. through organization and classification of perceived stimulus, he learns. Some four legged animals are dogs, some are cow, some are cat and soon.

7. Briefly write about the factors of remembering. [CU–2017]

Ans. The following are the Factors Cotributing to Good Memory are as follows—

Classification 1 :

- **Factors relating to the learner**
  - (a) Age of the learner
  - (b) Intelligence of the learner
  - (c) Mental state of the learner
  - (d) Physical state of the learner
  - (e) Health of the learner
  - (f) Attitude of the learner
- **Factors relating to different types of material**
  - (a) Meaningfulness of the learner
  - (b) Pleasantness of the material
- Factors relating to retention or retention as affected by original learning
  - (a) Motivated to learn and will to remember
  - (b) Recitation
  - (c) Distributed practice
  - (d) Associations
  - (e) Material learnt by the whole method
  - (f) Over-learnt material

Classification II :

(a) Health of the learner
(b) Attentiveness of the learner
(c) Distinct and vivid impressions
(d) Repetition insight

Improvement of Development of memory :

Memory may be improved by the following techniques.

(a) Law of exercise and intelligent repetition

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(b) Spaced repetition
(c) Use of modern Technology
(d) Use of Progressive methods of Teaching-Learning
(e) Interest
(f) Motivation in Learning
(g) Will
(h) Association
(i) Over-Learning
(j) Use of Mnemonics
(k) Meaningful organization of the Subject matter
(l) Formation of clear Concept
(m) Principle of learning by doing
(n) Overall classroom Environment

8. What is working memory? **[BU-2017]**

Ans. Information that is attended to and recognized in the sensory memory, Process to short term memory. This short term memory lasts somewhat longer. As long as we activity think of the information, we can keep it in the short term memory. If we quit attending to it, it will be deleted within 10–20 seconds. This is why, short term memory is called as working memory.

9. What is chunking? **[BU-2017]**

Ans. It is one of the control process which operates in STM to expand its capacity, is chunking. Through chunking it is possible to expand the capacity of STM which otherwise is 7+2. For example, the following digits may be chunked together as shown in the parenthesis- 194719492004 (1947, 1949, 2004) and remember these digits by relating the years when India became an independent country, the year when Indian constitution was adopted and the year when the tsunami hit the coastal regions of India and South East Asian countries.

In chunking, several smaller units are combined to form large chunks.

10. State the different steps of memory. **[BU; VU-2017]**

Ans. There are three steps of memory, which are–

(i) Sensory memory or sensory register
(ii) Short term memory or STM.
(iii) Long term memory or LTM.

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11. Write any two differences between immediate memory and short term memory. [WBSU-2017]

Ans. Two differences between immediate memory and short term memory are as follows—

(i) Maximum duration of immediate memory is 1 sec where as for short term memory it is 30 sec.

(ii) Immediate memory cannot be prolonged via rehearsal but short term memory can as long as we actively think about it or through rehearsal.

12. What do you mean by retroactive and proactive inhibition?

Ans. In Retroactive interference, information currently being learned interferes with the retention of information acquired previously. In Proactive interference, information learned previously interferes with the retention of new information currently being acquired and entered into memory.

13. What is encoding?

Ans. Encoding is the process of receiving sensory input and transforming it into a form, or code, which can be stored; storage is the process of actually putting coded information into memory; and retrieval is the process of gaining access to stored, coded information when it is needed. In order to form new memories, information must be changed into a usable form, which occurs through the process known as encoding.

Encoding refers to the translation of incoming stimulus into a unique neural code that a person's brain can process.

14. What do you mean by retrival?

Ans. It retrival involves digging out or recalling information that is stored in the memory. The retrieval process allows us to bring stored memories into conscious awareness. There are four tasks involved in retrieval.

A. Recall
B. Recognition
C. Recollection
D. Re-learning

Retrieval is the recovery of the stored or retained information at a later occasion.

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15. What is memory span or span of memory?

Ans. Span of memory refers to the amount of materials that an individual can recall from his memory store usually from his sensory memory. This amount varies depending upon the nature of material and also upon individual's own characteristics.

Usually, span of memory is determined by recall or recognition output of verbal tasks in a single presentation for a very brief period (1/10th of a second). The span for average college students is 7 to 8. On oral presentation, however, it may go up to 9 to 10.

Short Questions & Answers — Marks - 5

1. Mention any four types of learning with suitable examples. [CU-2017]

Ans. Educators and Psychologists have classified learning in several ways. One way to categorize kinds of learning are these broad categories of " learning domains".

(i) **Factual Learning :** Factual learning means, *processing of factual information and remembering the facts.* Factual learning emphasizes the acquisition and storage of information to be retrievable on demand. This viewpoint sees the learning of facts as a narrow and outmoded method of education, describing it with such terms as **"memorization", "drill", and "cramming."** For Example : Cramming the multiplication tables, memorising the definitions, recalling the examples. etc.

(ii) **Associative Learning :** If the sensation of an object experienced in the past is reproduced in connection with the present sensation of a similar object and hereby an association is made between these two objects of the present and the past, then the sensation becomes perception.

Learning through Association or Associative learning is defined as "Learning resulting from a mental connection between stimuli and responses, events, objects or persons on the basis of temporal or spatial nearness of their occurrence".

For example : remembering the word 'BODMAS', we can remember the first step in the solution of arithmetical problems

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is the opening of the brackets and the successive steps are of division, multiplication, addition and subtraction in order to facilitate it, an association between 'B' and bracket, 'O' and/or 'D' and division, 'M' and multiplication, 'A' and addition, 'S' and subtraction may be formed.

(iii) **Conceptual Learning :** A concept refers to phenomena in a given field that are grouped together because of their common characteristics. A concept is a mental image about objects, events, phenomena etc. formed by generalizations from particulars. A concept represents a class of stimuli which have common characteristics. The process by which we organize and classify stimuli, by which we come to perceive sets of stimuli as unified wholes and by which we come to put a number of instances into a category such as 'Teacher' is called concept formation or concept learning.

For Example : A little child thinks all four legged animals are dog. Later through concept learning i.e. through organization and classification of perceived stimulus, he learns. Some four legged animals are dogs, some are cow, some are cat and so on.

(iv) **Procedural Learning :** Procedural learning *is the acquisition of skills, or knowledge regarding how to perform tasks*. Procedural, or motor learning has been defined as "...a set of processes associated with practice or experience leading to relatively permanent changes in the capability for responding" (Schmidt, 1988). *Procedural learning refers to the acquisition of motor skills and habits, and certain types of cognitive skills. It involves acquisition of a skill through repeated performance and practice.*

For Example : Learning to drive a car, to draw a diagram, to play a guitar.

2. Write in brief, about cognitive learning. [BU-2017]

Ans. A concept refers to phenomena in a given field that are grouped together because of their common characteristics. A concept is a mental image about objects, events, phenomena etc. formed by generalizations from particulars. A concept represents a class of stimuli which have common characteristics.

Psychologists have divided concepts into three categories-1. Concept of person or object, 2. Concept of class, 3. Abstract concept.

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The conditions for concept learning are :

- The stimulus portion of the chain must have been previously learned.
- A variety of stimuli must be presented incorporating the conceptual property to be learned.
- The learning of a brand new concept can in some cases be a gradual process.
- Level of abstraction is must. The learner must be able to extract the abstract from the various stimuli. In other words, the learner should be able to squeeze the properties of a class of stimuli.

The process by which we organize and classify stimuli, by which we come to perceive sets of stimuli as unified wholes and by which we come to put a number of instances into a category such as 'Teacher' is called concept formation or concept learning.

To illustrate concept learning, consider a young child, who left for long periods to manipulate a variety of cubes. These cubes are having different size, colour and textures. As a result of this concrete experience, the child discovers inductively the criteria attributes of the cube. These attributes are embedded in the representative image of a cube. So that the child can recall the image of the cube even in the absence of the cube. This process of inductively discovering the attributes of a concept is called 'concept formation'. The internal conditions of concept learning are ability to discriminate between objects and the ability to notice commonalities in them. Contiguity, repetition and feedback are some external conditions.

Language helps greatly to form concepts about different objects and to think with the help of these concepts. The process of analysis and synthesis needed in the act of concept formation can only be made possible with the help of language.

When the attributes of a concept are presented to the learner by definition rather than being discovered by him, the concept learning involved is referred to as 'concept assimilation'.

Educational Implication : Concept learning proves very useful in recognizing, naming and identifying things. All over, behaviour, verbal, symbolic, motor as well as cognitive, are influenced by our concepts. Thus, what we do, say, understand, reason, judge is, to a great extent, controlled by the quality of our concept learning. The important feature of concept learning is that, having learned a concept one is able to identify, other examples of the concept without further learning. Concept

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learning has a central position in school situations, particularly in the teaching of Mathematics, Science, Geography and English.

3. Discuss in brief the types of learning. **[NBU-2017]**

Ans. Educators and Psychologists have classified learning in several ways. One way to categorize kinds of learning are these broad categories of " learning domains".

(i) **Factual Learning :** Factual learning means, *processing of factual information and remembering the facts.* Factual learning emphasizes the acquisition and storage of information to be retrievable on demand.

This viewpoint sees the learning of facts as a narrow and outmoded method of education, describing it with such terms as **"memorization", "drill" and "cramming."**

For Example : Cramming the multiplication tables, memorising the definitions, recalling the examples. etc.

(ii) **Associative Learning :** If the sensation of an object experienced in the past is reproduced in connection with the present sensation of a similar object and hereby an association is made between these two objects of the present and the past, then the sensation becomes perception.

Learning through Association or Associative learning is defined as "Learning resulting from a mental connection between stimuli and responses, events, objects or persons on the basis of temporal or spatial nearness of their occurrence".

For example : remembering the word 'BODMAS', we can remember the first step in the solution of arithmetical problems is the opening of the brackets and the successive steps are of division, multiplication, addition and subtraction in order to facilitate it, an association between 'B' for bracket, 'O' for or, 'D' for division, 'M' for multiplication, 'A' for addition, 'S' for subtraction may be formed.

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Procedural learning refers to the acquisition of motor skills and habits, and certain types of cognitive skills. It involves acquisition of a skill through repeated performance and practice.

For Example : Learning to drive a car, to draw a diagram, to play a guitar.

A principle/rule is a relationship between two or more concepts Principle and rule learning involves chain of two or more concepts.

This is a very-high-level cognitive process that involves being able to learn relationships between concepts and apply these relationships in different situations, including situations not previously encountered. It forms the basis of the learning of general rules, procedures, etc.

4. Discuss any four causes of forgetting. [CU-2017]

Ans. Remembering or forgetting is a matter of strength of learning, strength of retention and factors operative in retrieving the stored materials to reproduce or recall the stored materials from memory system.

(i) **Factors relating to Poor Learning :** It is believed that, better we learn, better will be our memory and conversely, poorer is the learning, poorer is our memory. Thus, it is clear that learning and memory are inseparable units and, therefore, memory depends upon how better or poor we learn and acquire various experiences.

(ii) **Interfering effects :** Interfering effects occur either in retroactive or proactive directions. These interferences may be due to either anti-consolidation (perseverance) or response competitions or the

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two factors may jointly operate and exert negative influences in getting the original experiences retained better.

(iii) **Lack of intention :** Lack of intention to recall also interferes with correct retrieving and recall. Lack of proper mood, intention and emotional states affect retrieval and subsequent recall.

(iv) **Non-availability of right cues :** Retrieval depends upon right cues which help in bringing back the early learning experiences into consciousness. If the cues used to encode material are either not available or are not vivid or are insufficient during interval, memory is likely to suffer.

5. How can forgetting be minimized? [WBSU-2017]

Or, Suggest any five strategies for effective memorization. [KU; VU-2017]

Or, Mention the techniques of memorization. [NBU-2017]

Ans. There are several strategies to improve memory.

Mnemonics : Mnemonic devices are useful in retaining several types of material. Through this device, information in the brain is deliberately transformed into meaningful system to improve memory.

Aims of education may be memorized with the aid of 7 R's. 7R's denote Reading, Writing, arithmetic, Rights, Responsibilities and Recreation.

Chunking : It is one of the control process which operates in STM to expand its capacity, is chunking. Through chunking it is possible to expand the capacity of STM which otherwise is 7+2. For example, the following digits may be chunked together as shown in the parenthesis- 194719492004 (1947, 1949, 2004) and remember these digits by relating the years when India became an independent country, the year when Indian constitution was adopted and the year when the tsunami hit the coastal regions of India and South East Asian countries.

In chunking, several smaller units are combined to form large chunks.

- **First letter technique :**

In this strategy, by using the first letter of larger words, we are able to recall the larger words with ease. We need to pick up the first letter of each word and arrange them to form another word or a sentence. For example, IB, ICU, NCTE etc. are the initial letters of larger words such

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as Intelligence Bureau, Intensive Care Unit, National Council for Teacher Education etc.

- **Minimising the interference :**

Interference is a major factor of forgetting. For this intermittent relaxation intervals should be allowed after learning so that after-effects of learnt material may be well consolidated before trying to learn another subject or material.

- **Give yourself enough retrieval cues :**

While we learn something, we should think of retrieval cues inherent in the learning material. We should try to identify them and link the parts of the learning material to these cues.

Essay Questions & Answers — Marks - 10

1. Explain in brief different types of learning in special reference to factual, conceptual, procedural and rule learning. [KU-2017]

Ans. Educators and Psychologists have classified learning in several ways. One way to categorize kinds of learning are these broad categories of " learning domains".

(i) **Factual Learning :** Factual learning means, *processing of factual information and remembering the facts.* Factual learning emphasizes the acquisition and storage of information to be retrievable on demand. This viewpoint sees the learning of facts as a narrow and outmoded method of education, describing it with such terms as **"memorization", "drill" and "cramming."** For Example : Cramming the multiplication tables, memorising the definitions, recalling the examples. etc.

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For example : remembering the word 'BODMAS', we can remember the first step in the solution of arithmetical problems is the opening of the brackets and the successive steps are of division, multiplication, addition and subtraction in order to facilitate it, an association between 'B' for bracket, 'O' for or, 'D' for division, 'M' for multiplication, 'A' for addition, 'S' for subtraction may be formed.

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For Example : Learning to drive a car, to draw a diagram, to play a guitar.

For Example : A principle/rule is a relationship between two or more concepts Principle and rule learning involves chain of two or more concepts.

This is a very-high-level cognitive process that involves being able to learn relationships between concepts and apply these relationships in different situations, including situations not previously encountered. It forms the basis of the learning of general rules, procedures, etc.

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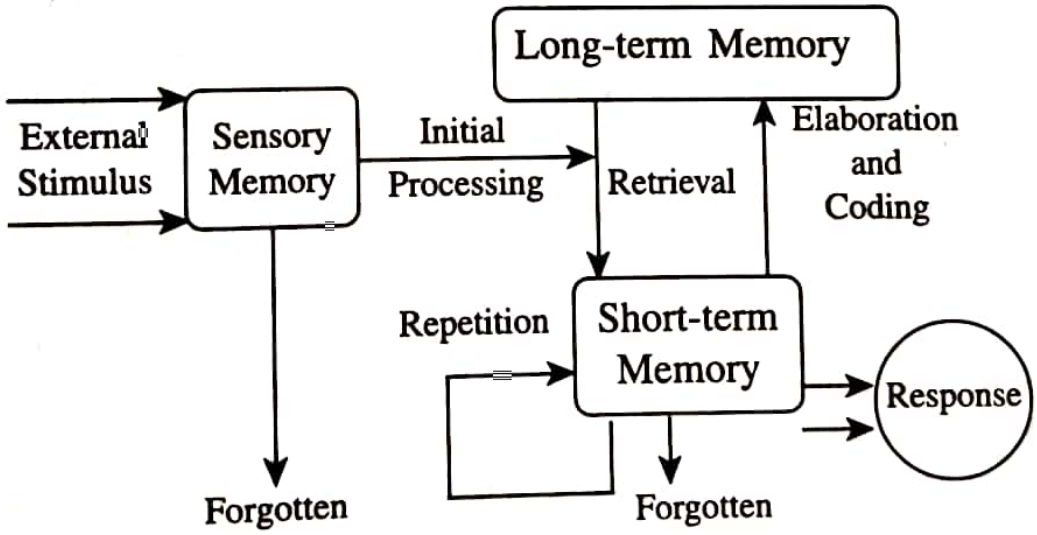
2. Discuss Information processing approach. [CU-2017]

Ans. The information-processing theory was developed by Richard Atkinson and Richard Shiffrin (1968).

In the **Atkinson-Shiffrin theory,** memory starts with a sensory input from the environment (Figure). This input is held for a very brief time-several seconds at most-in a sensory register associated with the sensory channels (vision, hearing, touch, and so forth). Information that is attended to and recognized in the sensory register may be passed on to **short-term memory (STM),** where it is held for perhaps 20 or 30 seconds. Some of the information reaching short-term memory is processed by being rehearsed-that is, by having attention focused on it, perhaps by being repeated over and over, or perhaps by being processed in some other way that will link it up with other information already stored in memory. Information that is stored along to long-term memory rehearsed may then be passed along to **long-term memory (LTM)** ; information not so processed is lost. When items of information are placed in long-term memory, they are organized into lifetime. When you remember something, a representation of the item is withdrawn, or *retrieved,* from long-term memory.



A stage model of memory (*Adapted from Atkinson and Shiffrin 1969)*

Let us discuss about the types of memory very brierly—

1. Sensory memory : Sensory memory is the earliest stage of memory. Sensory memory captures what we see, hear, feel, taste and smell. Quite simply, it records the things that you *"sense."* During this stage, sensory

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information from the environment is stored for a very brief period of time, generally for no longer than a half-second for visual information and 3 or 4 seconds for auditory information. We attend to only certain aspects of this sensory memory, allowing some of this information to pass into the next stage–*short-term memory*.

2. Short-term memory : Short-term memory lasts somewhat longer, in fact, as long as you give thought to something, we can keep it in short-term memory. It will continue to be available in your memory as long as we actively think about it. If we quit attending to it, it will be deleted within 10-20 seconds. In order to remember something after that, the brain has to move it to long-term memory. The approach of repeating a number is, in fact, a means of passing the number from short-term to long-term memory.

3. Long-Term Memory : This is where information is stored for future use. For the stored information to be useful, some special effort must have been extended during the coding process in working of short-term memory. The coding should have provided meaning and connections between old and new information. If initial coding is not properly accomplished, recall will be distorted and it may be impossible. The more effective the coding process, the easier the recall. However, it should be noted that the long-term memory is a reconstruction, not a pure recall of information or events. It also is subject to limitations, such as time, biases, and, in many cases, personal inaccuracies.

3. Briefly explain the concept of "Learning as a process".

Ans. Learning is a modification of behavior through experience and training. So it is a growth and development process. The need arises, goal is set-up, adjustment begins, and behavioral changes take place and stabilize. This whole process is called as learning.

Learning is a complex process. The process has growth. There are various aspects of the process of learning. Effectiveness of learning can be ensured by paying attention to these aspects.

- **Needs :** learning begins with the need of the learner. Learning will be more effective, when the learner is conscious of the need and if this need is strong enough, the learner sets definite goal for achievement.
- **Readiness :** The next aspect of the process of learning is learning readiness.

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- **Situation :** Learning situation is an important aspect in the process of learning. The learning situation provides opportunity for learning.
- **Interaction :** Interaction is the process of responding to a situation and getting feedback from it. The child learns by interacting in the learning situation.

The process of learning is followed with the steps like;

1. *Perception*
2. *Registration*
3. *Memory*
4. *Concept of formation*
5. *Critical thinking*
6. *Problem solving*
7. *Transfer of training etc.*

By ***"learning process"*** *we mean what goes when people learn. The teacher teaches and the child may learn. The educational psychologists is interested in what happens when a child learn, why he learns, what teachers want him to learn, and why we learns what teachers do not want him to learn.*

Learning process in general includes the following :

- ✦ Acquisition of new experiences.
- ✦ Retention of old experiences in the form of impressions, engrams or skills.
- ✦ Development and modification of experience.
- ✦ Growth and increase in these experiences.
- ✦ Creation of new experiences.
- ✦ Synthesis and organisation of the old and the new experiences, resulting in a novel pattern called learning.
- ✦ Aspects of the Learning Process in the Classroom.

Aspects of the Learning Process :

Learning cannot be visualized in the teaching. Learning and teaching are interrelated. One cannot exist without the other. The teacher creates the learning situation, i.e., the environment. The process is the interaction between pupil and the teacher. Teaching and Learning relationship or interaction may be explained with the help of a diagram.

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1. **The Teacher**
2. **The Environment**
3. **The Pupil**

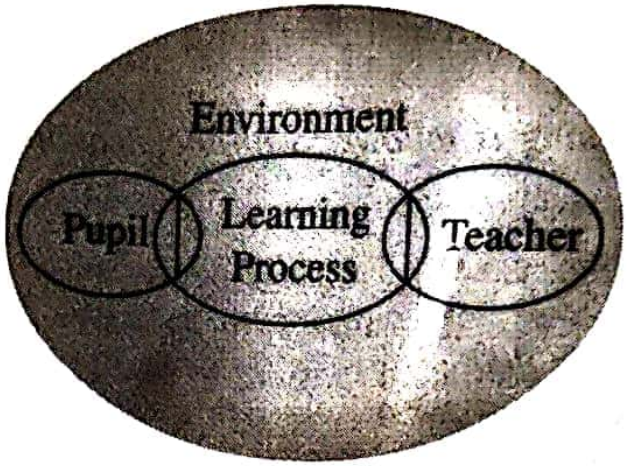

Fig. - Learning Process in the Classroom

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2 Unit

Factors Influencing Learning

Very Short Question & Answers — Marks - 2

1. What is motivation? **[CU-2017]**

Ans. Accroding to C.V. Good, "Motivation is the process of arousing, sustaining and regulating activity."

2. Mention two advantages of collaborative learning. **[CU-2017]**

Ans. The benefits of collaborative learning include :

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Increase in student retention, self-esteem, and responsibility.

3. What do you mean by 'Achievement Motivation? **[KU;WBSU-2017]**

(i) **Achievement Motivation :** Humans learn to complete, desire to excel, to surpass their own standards and to succeed in difficult tasks. This tendency of human beings to achieve is termed as **achievement motive** or **need for achievement (n Ach).**

Achievement motivation refers to the desire of a person to meet standards of excellence.

The need to achieve, also known as n-Ach energies, directs behaviour, and influences perception of situations.

n-Ach is a drive to overcome challenge, advance and grow. This motivation drives the individual to seek accomplishment for their own pride. They work for inner satisfaction of their desire to succeed and feel self-pride.

4. What is extrinsic motivation? **[BU-2017]**

Ans. Extrinsic motivation is encouragement from an outside force;

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behaviour is performed based on the expectance of an outside reward such as *money* or *praise*. Usually extrinsic motivation is provided by incentives. For this purpose, extrinsic motivation is also called *incentive motivation*. Praise, blame, rewards, marks, competition and co-operation are examples of extrinsic motivation.

5. Why co-operative learning is important? [WBSU-2017]

Ans. Cooperative learning provides social benefits to students with and without disabilities in inclusive settings specifically students with learning disabilities often have difficulty with buiding social relationships.

Cooperative learning improves student's academic ferformance as well. Since heterogeneous grouping is at the core of the cooperative learning strategy, students with learning strategy, students with learning disabilities can work closely with students that are funcioning at advanced levels.

As overall students with learning disabilities benefit in the social, behavioural and academic areas with the use of co-operative learning, it has become an important method of learning now-a-days.

6. What are the types of motivation? [WBSU-2017]

Ans. The basic three types of motivation are—

(i) Intrinsic motivation

(ii) Extrinsic motivation

(iii) Achievement motivation.

7. What is peer learning? [WBSU-2017]

Ans. Peer tutoring is instruction provided by the peers of students and involves children teaching other children usually one-to one basis.

In this technique, a student plays the role of a teacher and teaches the other students in the class or a students in the lower class. The teacher supervises such types of teaching. The student-teacher learns the techniques of teaching chooses a topic, prepares a lesson and then teaches other students.

8. Suggest the utilities of peer learning. [WBSU-2017]

Ans. Peer tutoring helps in a number of ways like the following—

(i) The tutee-tutor develops self-confidence and a sense of responsibility.

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(ii) Before teaching the peers, tutor clears his own concepts relating to the topic to teach.
(iii) Among students, interaction and harmonious relations develop.
(iv) Dyslexic children are accepted in the class through this technique.
(v) Understanding develops with each other.
(vi) Undesirable behaviours from the students may be modified.
(vii) The students who facing the difficulties in learning may clarify about their difficulties freely from the student-teacher.

9. Give four examples of social motivation. [GBU-2017]

Ans. Praise, affiliation, power, approval among others. are examples of social motivation.

10. What is intrinsic motivation? [VU-2017]

Ans. Natural Motivation or Intrinsic Motivation :

The individual, who is intrinscially or natrally motivated, performs an act because he finds interest within the activity. He is engaged in learning something because he derives pleasure within the learning of that thing. The activity carries his own reward and the individual takes genuine interest in performing the activity due to some outside motives and goals.

11. Write any two differences between collaborative and co-operative learning. [WBUTTEPA-2017]

Ans. Two differences between collaborative and co-operative learning are as follows —

- *Collaborative learning* requires the mutual engagement of all participants and a coordinated effort to solve the problem. *Cooperative learning* requires individuals to take responsibility for a specific section and then coordinate their respective parts together.
- *Collaborative learning* applies to college and university students becouse it is used to teach non-foundations of learning.

Cooperative learning is typically used for children because it is used to understand the foundations of knowledge.

12. How can teacher use 'peer turoring' as a learning strategy?

Ans. A teacher can use 'peer turoring' as a learning strategy in the following way—

(i) Teacher may give a project work and use this peer tutoring as a self-learning method for students.

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(ii) To develop interaction, communication, harmonious relationship among the students, the teacher can use 'peer tutoring' as a learning strategy.

13. What is a motive?

Ans. Motive is a comnbination of thought, feeling or condition that causes one to act. It can last even for a moment, or for a long period. a person may have a long motive to a mass wealth or to become a public leader. Each action has a motive behind it.

Short Questions & Answers — Marks - 5

1. Briefly describe the three types of motivation. **[CU-2017]**

Ans. (i) **Natural Motivation or Intrinsic Motivation :**
This type of motivation is directly linked with the natural instincts, urges and impulses of the organism. It is the state where an individual learns or does something for his own sake. The activity carries its own reward and the attention is spontaneous.

The individual, who is intrinscially or natrally motivated, performs an act because he finds interest within the activity. He is engaged in learning something because he derives pleasure within the learning of that thing. The activity carries his own reward and the individual takes genuine interest in performing the activity due to some outside motives and goals.

The following areas are all valuable in creating a learning environment in which intrinsic motivation is fostered :

- Control orientation of the teacher
- Teachers understanding of their students
- Intrinsically motivating curriculum
- Creating a community

Educational implications : When a classroom is run on children's natural motivation, emphasis is on learning and being part of the environment, not on rewards and other external reinforces that take away from the essentials of school.

(ii) **Unnatural Motivation/Extrinsic Motivation :**
When the motivation is external (Coming from outside the self), it is called Extrinsic Motivation.

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Extrinsic motivation refers to forces outside the individual which are tied with the environment.

Extrinsic motivation is encouragement from an outside force; behaviour is performed based on the expectance of an outside reward, such as *money* or *praise*. Usually extrinsic motivation is provided by incentives. For this purpose, extrinsic motivation is also called *incentive motivation.* Praise, blame, rewards, marks, competition and co-operation are examples of extrinsic motivation.

◆ **FACTORS OF EXTRINSIC MOTIVATION :**

- ✦ Clear, definit, attractive, lively goal
- ✦ Progress
- ✦ Reward
- ✦ Punishment
- ✦ Competition
- ✦ Active Particpation
- ✦ Audio-visual aids
- ✦ Intimate, sympathetic & warm teacher.

◆ **PROBLEMS OF EXTRINSIC MOTIVATION :**

- ✦ Extrinsic rewards do not produce permanent change.
- ✦ Extrinsic rewards reduce intrinsic interest.
- ✦ The use of extrinsic rewards by parents is related to less generous and less intrinsically motivated behaviours by their children.
- ✦ Extrinsic rewards can be controlling.

(iii) **Achievement Motivation :**

Humans learn to complete, desire to excel, to surpass their own standards and to succeed in difficult tasks. This tendency of human beings to achieve is termed as **achievement motive** or **need for achievement (n Ach).**

Achievement motivation refers to the desire of a person to meet standards of excellence.

The need to achieve, also known as n-Ach energies, directs behaviour, and influences perception of situations.

n-Ach is a drive to overcome challenge, advance and grow. This motivation drives the individual to seek accomplishment for their own pride. They work for inner satisfaction of their desire to succeed and feel self-pride.

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2. What is collaborative learning? **[CU-2017]**

Ans. In education, collaborative learning is a technique teachers use to group students together to impact learning in a positive way. Collaborative learning can occur between just two students or within a larger group, and it can take a variety of forms. Peer learning, or peer instruction, is a type of collaborative learning that involve students working in pairs or small groups to discuss. Concepts, or find solutions to problems. This often occurs in a class session after students are introduced to course material through readings or videos before class, and /or through instructor lectures. Through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

Collaberative learning is a situation in which two or more people learn or attempt to learn something together.

Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). More specifically, collaborative learning is based on the model that knowledge is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles.

- Collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other.
- Colleborative learning is commonly illustrated when groups of students work together to search for understanding, meaning or solutions or to create an artifact or product of their learning.
- Collaborative learning redefines traditional student-teacher relationship in the classroom which results in controversy over whether this paradigm in more beneficial than harmful.
- Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities.

The approach is closely related to Co-operative learning.

Collaborative learning is rooted in **Lev Vygotsky's** concept of learning called **zone of proximal development.** In Vygotsky's definition of zone

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of proximal development, he highlighted the importance of learning through communcation and interactions with others rather than just through independent work. This has made way for the ideas of group learning, one of which being collaborative learning.

■ ***Principles*** :

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles :

- The learner or student is the primary focus of instruction.
- Interaction and "doing" are of primary importance.
- Working in groups is an important mode of learning.
- Structured approaches to developing solutions to real-world problems should be incorporated into learning.

3. Distinguish between extrinsic and intrinsic motivation with suitable examples. **[KU-2017]**

Ans. (i) **Natural Motivation or Intrinsic Motivation :**
This type of motivation is directly linked with the natural instincts, urges and impulses of the organism. It is the state where an individual learns or does something for his own sake. The activity carries its own reward and the attention is spontaneous.

The individual, who is intrinscially or natrally motivated, performs an act because he finds interest within the activity. He is engaged in learning something because he derives pleasure within the learning of that thing. The activity carries his own reward and the individual takes genuine interest in performing the activity due to some outside motives and goals.

The following areas are all valuable in creating a learning environment in which intrinsic motivation is fostered :

- ✦ Control orientation of the teacher
- ✦ Teachers understanding of their students
- ✦ Intrinsically motivating curriculum
- ✦ Creating a community

Educational implications : When a classroom is run on children's natural motivation, emphasis is on learning and being part of the environment, not on rewards and other external reinforces that take away from the essentials of school.

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(ii) Unnatural Motivation/Extrinsic Motivation :

Meaning : When the motivation is external (Coming from outside the self), it is called Extrinsic Motivation.

Extrinsic motivation refers to forces outside the individual which are tied with the environment.

Extrinsic motivation is encouragement from an outside force; behaviour is performed based on the expectance of an outside reward, such as *money* or *praise*. Usually extrinsic motivation is provided by incentives. For this purpose, extrinsic motivation is also called *incentive motivation*. Praise, blame, rewards, marks, competition and co-operation are examples of extrinsic motivation.

Factors of Extrinsic Motivation :

- Clear, definit, attractive, lively goal
- Progress
- Reward
- Punishment
- Competition
- Active Particpation
- Audio-visual aids
- Intimate, sympathetic & warm teacher.

Problems of Extrinsic Motivation :

- Extrinsic rewards do not produce permanent change.
- Extrinsic rewards reduce intrinsic interest.
- The use of extrinsic rewards by parents is related to less generous and less intrinsically motivated behaviours by their children.
- Extrinsic rewards can be controlling.

4. How a teacher plays the role in addressing the strategy of collaborative learning in the classroom? [GBU-2017]

Ans. Cooperative learning is more than merely having students sit together, helping others to do their work. Directing students who finish their work early to assist others isn't a form of cooperative learning either. Neither is assigning a group of students to "work together" unless the teacher assures that all will contribute their fair share to the product.To make a true cooperative learning experience the teacher must satisfies a number of criteria. They are:

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(i) Division of labor among students in the group
(ii) Face-to-face interaction between students
(iii) Assignment of specific roles and duties to students
(iv) Group processing of a task
(v) Positive interdependence in which students all need to do their assigned duties in order for the task to be completed
(vi) Individual accountability for completing one's own assigned duties
(vii) The development of social skills as a result of cooperative interaction
(viii) Provision of group rewards by the teacher

- **Steps for setting up group learning experiences :**

(i) Develop a positive classroom environment.
(ii) Consider upcoming academic tasks and determine the number of students who will be assigned to each group. The size of the group will depend on the students' ability to interact well with others.
(iii) Decide how long the groups will work together. It may range from one task, to one curriculum unit, to one semester, to a whole year.
(iv) Determine the academic and behavioral/interpersonal objectives for the task
(v) Plan the arrangement of the room for the upcoming group-oriented tasks.
(vi) Prepare materials for distribution to the group.
(vii) Determine roles for group members.
(viii) Explain what will occur. Explain the rules which include; contributing to the team effort; listening to teammates; helping other team members; and asking the teacher for help only if it is a question of everyone in the group.
(ix) Present and clearly explain the assignment
(x) Monitor and assist as needed.
(xi) Evaluate each group's performance/product.
(xii) Have the learning groups assess how well they worked together and discuss how they can improve their functioning and performance.

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5. Explain the basic features of co-operative learning.

Ans. There are five fundamental elements involved in Cooperative learning.

■ ***Positive Interdependence*** :

This means the group has a clear task or goal so everyone knows they sink or swim together. The key to positive interdependence is having commitments made to personal success as the success of every member of the group.

■ ***Individual and Group Accountability*** :

The group is accountable for its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. No one can "hitch hike" on work of others. The performanc of each individual must be assessed and the results given back to the group.

■ ***Interpersonal and small Group skills*** :

Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know and be motivated to provide effective leadership, make dicision, trust, communicate and manage conflict.

■ ***Face-to-face Promotive Interaction*** :

This means that students promote each other's success by sharing resources. They support, encourage and praise each other's efforts to learn.

■ ***Group Processing*** :

Group members need to feel free to comunicate openly with each other to express comfortably as well as to celebrate accomplishments. They should discuss how well they are achieved their goals and maintaining effective working relationships.

6. Distinguish between a traditional learning group and co-operative learning group.

Ans. Distinguish between a traditional learning group and co-operative learning group :

Traditional Learning Group	Cooperative Learning Group
• Responsibility only for self • No interdependence • No individual accountability • Social skills assumed	• Responsibility for each other • Positive interdependence • Individual accountability • Social skills taught & reinforced

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Traditional Learning Group	Cooperative Learning Group
• Teacher is primary resource • Teacher intervenses • One appointed leader • No group processing • Top priority :get the job done,	• Students are the major resource • Teacher interacts • Shared leadership • Effective group processing • Top priority : get the job done, have enjoy each other.

7. State the role of teacher in co-operative learning.

Ans. The teacher operates as a planner, facilitator and evaluator :

(i) The teacher specifies the instructional objectives of the lesson.

(ii) Teacher places children in groups.

(iii) Each group should be small in size and heterogeneous. Each group may have one child with high ability, one child with SEN and three or four children of various abilities.

(iv) Teacher arranges the room or the learning environment in such a way that groups are not too close or too far. The members of any group sit together facing each other to facilitate interaction.

(v) Teacher assigns roles to each member of the group-leader, recorder, performer and evaluator.

(vi) Teacher rotates roles by lesson so that each member of the group has the opportunity to lead, record, perform and evaluate.

(vii) Teacher explains the task to the group and distributes materials.

(viii) Teacher ensures individual accountability.

(ix) Teacher has to ensure inter group interaction.

(x) Teacher has to monitor the progress of individual children and the group and provide assistance to the group when needed.

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Marks - 10

Essay Questions & Answers

1. Explain the importance of teacher taught relationship in developing achievement motivation. [KU-2017]

Ans. Humans learn to complete, desire to excel, to surpass their own standards and to succeed in difficult tasks. This tendency of human beings to achieve is termed as **achievement motive** or **need for achievement** (n Ach).

Achievement motivation refers to the desire of a person to meet standards of excellence.

The need to achieve, also known as n-Ach energies, directs behaviour, and influences perception of situations.

Mc Clellend (1961, 1971, 1978) claimed that achievement motivation is an unconscious trait that develops early in life as a consequence of parents behaviour towards children in achievement situations.

Experience in early childhood play a continuing and pervasive role in individuals responses to achievement situations.

Teacher-child relations play a prominent role in the development of competencies in early school age years and transition to middle school.Teachers may operate as social agents and they can affect the students intellectual and socio-emotional experiences by creating a classroom setting that stimulates both student's motivation and learning. Studies have shown that positive teacher-taught relationships can lead to a warm classroom environment that facilitates sucessful adaptation in school and thereby increase student's motivation to learn. On the other hand conflictual teacher-student relationships are associated with lower achievement and self esteem. Following are some strategies can be useful for developing a healthy relationship between teacher and taught and thus improves achievement motivation of the student —

(i) **Child-Centred Application :** It is the child who has to learn. The teacher only helps him to learn. Therefore, what the child has to learn, the teacher is only to help him in learning that. The learning material or experiences should always be assigned according to the needs, interest and abilities of the child.

(ii) **Use of effective methods, aids and devices in teaching :** The use of audio-visual aids and the service rendered by museum,

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library, visit of places etc., directly helps the teacher, in motivating his students. Therefore, a wise teacher should make use of the suitable methods, devices and aid-material in his teaching.

(iii) **Definiteness of the purposes and goals :** The students must be acquainted well with the aims and objectives of studying a subject or topic they must be told the purpose of acquiring a new skill or experience.

(iv) **Knowledge of the results and progress :** The proper critical evaluation of the pupils work, in terms of specific goals and good points etc. proves a effective incentive for improvement. Teachers should make provis on for the students to do well.

(v) **Praise and Reproof :** Both praise and reproofs are the patent incentives. They can be safely used for the achievement of desired motivation in the class-room situations. The teacher must try to recognize the nature of the students and consequently make use of the praise or reproof in motivating and inspiring them.

(vi) **Rewards and punishment :** Reward and punishment both of these are powerful incentives and try to influence the future conduct or learning of a organism favourably.

(vii) **Ego-involvement :** Every one of us tries to maintain status and self-respect. We like those people, objects and situations that make us feel important and dislike those that make us feel inferior. Therefore, teacher should try to motivate his students appealing to ego maximization. He should engage them in the activities which can appeal to his self-respect and raise his status among his class-mates or peers.

(viii) **Development of proper attitude :** A child, who develops a healthy attitude towards mannual work, takes genuine interest in working with hands, while the other one who has develop a negative attitude, shirks away from it. Therefore, the teacher should try to develop proper attitude of his students towards the desired act o learning.

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3 Unit

Learning Paradigms

Very Short Question & Answers

Marks - 2

1. What is Scaffolding? **[CU-2017]**

Ans. The word 'scaffolding' means a structure that helps workers to work high up on the outside wall of a building. Scaffolding is a support system that helps workers to construct a building. Similarly the teacher will have to make a support system with the help of which he can accelerate the development of children.

Scaffolding refers to the role played by parents, teachers and others by which children acquire their knowledge and skills

2. Define 'constructivism'. **[KU-2017]**

Ans. Constructivism emerged in the 1970s and 1980s, giving rise to the idea that learners are not passive recipients of information, but that they actively construct their knowledge in interaction with the environment and through the reorganization of their mental structures. Learners are therefore viewed as sense-makers, not simply recording given information but interpreting it.

3. How Piaget's theory of cognitive constructivism differs from Vygotsky's theory of social constructivism? **[KU-2017]**

Ans. The Vygotsky Theory assumes cognitive development varies across cultures, whereas Piaget states cognitive development is mostly universal across cultures.

Vygotsky states cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partners co-construct knowledge. In contrast, Piaget maintains that cognitive development stems largely from independent explorations in which children construct knowledge of their own.

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4. Define the term 'Reinforcement' **[BU-2017]**

Ans. In behavioral psychology, reinforcement is a consequence that will strengthen an organism's future behavior whenever that behavior is preceded by a specific antecedent stimulus. This strengthening effect may be measured as a higher frequency of behavior (e.g., pulling a lever more frequently), longer duration (e.g., pulling a lever for longer periods of time), greater magnitude (e.g., pulling a lever with greater force), or shorter latency (e.g., pulling a lever more quickly following the antecedent stimulus). The term was first used by B.F.Skinner.

5. Define Gestalt. **[GBU; VU-2017]**

Ans. Gestalt was a holistic approach and rejected the mechanistic perspectives of the stimulus-response models. The Gestalt theory proposes that learning consists of the grasping of a structural whole and not just a mechanistic response to a stimulus. The theory hold that learning is neither a gradual process nor does it involve any observable trial and error procedure to come to solution of a problem. Solutions come suddenly. Most often there would be no apparent progress, followed by sudden visulaization of the solution. Visualization of this sudden solution is called **insight.**

Meaning of Gestalt : 'Gestalt is a German word which means the *whole form* or *structure* or *pattern of configuration.*

6. Write any two features of cognitive learning. **[WBUTTEPA-2017]**

Ans. Cognitive Learning Theory implies that the different processes concerning learning can be explained by analyzing the mental processes first.

It asserts that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual.

Short Questions & Answers

Marks - 5

1. Briefly explain Vygotsky's Zone of Proximal Development. **[CU, KU-2017]**

Ans. ● **Zone of Proximal Development :** A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon

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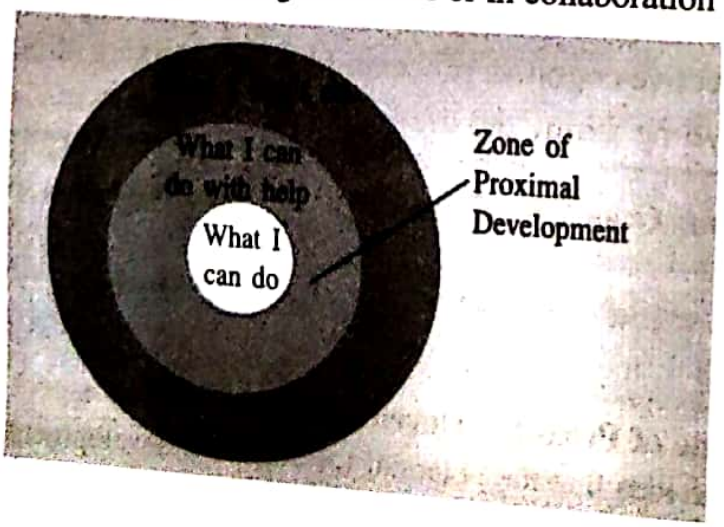
the **"zone of proximal development" (ZPD):** a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

The **Zone of Proximal Development** is a concept for which Vygotsky is well known. "Proximal" simply means "*next*". It refers to the observation that children, when learning a particular task or body of information, start out by not being able to do the task. Then they can do it with the assistance of an adult or older child mentor, and finally they can do it without assistance. The ZPD is the stage where they can do it assisted, but not alone. Thus the teacher often serves to guide a child or group of children as they encounter different learning challenges.

Vygotsky accepted Piaget's claim that learners respond not to external stimuli but to their interpretation of those stimuli. However, he argued that cognitivists such as Piaget had overlooked the essentially social nature of language. As a result, he claimed they had failed to understand that learning is a collaborative process. Vygotsky distinguished between two developmental levels (85):

The level of **actual** development is the level of development that the learner has already reached, and is the level at which the learner is capable of solving problems independently.

The level of **potential** development (the **"zone of proximal development"**) is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. The learner is capable of solving problems and understanding material at this level that they are not capable of solving or understanding at their level of actual development; the level of potential development is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration with others.



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2. Write in brief, about cognitive learning. [BU-2017]

Ans. A type of learning identified by educational psychology is cognitive learning, which is learning through active and constructive thought processes, such as practice or using our memory. Psychologists tried to broaden the study of learning to include such cognitive processes as thinking, problem solving, remembering and forming concepts.

(i) **Gestalt Learning Theory** :

Gestalt become one of the main theroies of learning. The three main Gestalt theorists (wertheiner, Kohler and Koffka).

Gestalt was a holistic approach and rejected the mechanistic perspectives of the stimulus-response models. The Gestalt theory proposes that learning consists of the grasping of a structural whole and not just a mechanistic response to a stimulus. The theory hold that learning is neither a gradual process nor does it involve any observable trial and error procedure to come to solution of a problem. Solutions come suddenly. Most often there would be no apparent progress, followed by sudden visulaization of the solution. Visualization of this sudden solution is called **insight.**

(ii) **Discovery Learning :**

Jerome Bruner's early research on thinking (Bruner, Goodnow & Austin, 1956) stirred his interest in educational approaches that encourage concept learning and the development of thinking. Bruner's work emphasized the importance of understanding the structure of a subject being studied, the need for active learning as the basis for true understanding, and the value of inductive reasoning in learning.

In order to grasp the structure of information, Bruner believes, student must be active- they must identify key principles for themselves rather than simply teacher's explanations. This process has been called **discovery learning**.

(iii) **Cognitive Constructivism :**

The main tenets of this theory is that people actively construct their own knowledge and that what we call reality is determined by the experiences of the knower.

The most influential exponent of cognitivism was Swiss child psychologist Jean Piaget. Piaget rejected the idea that learning was the passive assimilation of given knowledge. Instead, he proposed that learning

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is a dynamic process comprising successive stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world (1968, 8).

(iii) **Social Cognitive Learning :**

Observation of other's behaviour may play a leading role in learning and acquiring various things concerning one's environment. The cognitive psychologists who appreciate the role of observation in learning are termed as social psychologists and the theory of learning they propagate is known as the social cognitive learning theory.

Bandura (1963) leading social learning theorists, make a sharp distinction between the acquistion and the performance of behaviour. ***Observation*** of other's behaviour may play a leading role in learning and acquiring various things concerning one's Environment. **Observational learning** (Learning through indirect experiences) rather than the learning based on direct experiences is thus the base of the social learning theory. In 1963 Bandura and Walters broadened the social learning theory with the principles of observational learning and vicarious reinforcement.

3. State any four educational implications of conditions.

[WBSU-2017]

Ans. Educational Implications of Classical Conditioning Theory :

- **Theory of reward and punishment :** The desired behaviours of the learners should aways be associated with the rewards and their undesired behaviour should be associated with the punishment.
- **Formation of attitudes and sentiments :** Positive attitudes, sentiments, vaslues and beliefs can be formed and developd with the help of conditioning.
- **Formation of good habits :** Good habits can be formed with the help of conditioning. Habits of industriousness, punctuality, obedience, co-operation, sincerity, respect for elders and self-discipline etc. can be developed among children by using the procedure of conditioning.
- **Superstition and phobeas :** These can be deconditioned. **For example**, a child has developed superstition that by conditioning that when he sees a cat crossing the street, he gets punishment. Such superstitions can be removed through further conditioning (deconditioning).

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- **Repetition (Practice) :** Repetition helps in conditioning. Learning of Physical sciences, biological sciences, social sciences, mathematics, language and skills need repetition or practice.

4. Write down the principles of the self concept theory of Carl Rogers. [GBU; WBUTTEPA-2017]

Ans. According to Roger's theory learning in an individual takes place through his interactions with the external environment based on his internal experiences. Therefore, different individuals have different types of interactions and learning. This type of reaction goes on between activity and its aims, the human being and his values, the human being and his experiences, the human being and his self, etc. When these reactions remain positive or as per his internal self, assimilation takes place, and relationship exists. He becomes a better learner, a better human being and a well adjusted person.

Rogers described '*self*', '*becoming*', experiencing and '*concepts of humanistic approach*' on the basis of subjective as well as objective factors. We can divide his theory into two parts: **Concept and Process.**

Concept : The main concepts in his theory are -experience field, self-ego-ideal, real ego, congruence, incongruence and self-actualization.

Process : The process includes-barriers in the psychological development, relationship between individual and society, emotions and learning.

Self-Concept Theory :

Carl Rogers was not only one of the founders of the Humanistic Approach, but also arguably the most influential therapist in the 20th century. Roger's theory is basically phenomenological, in that it placed a strong emphasis on the experience of the person, their feelings, their values, and all that is summed up by the expression "*inner life*". His theory is known as **self-theory**. The other name of his theory is **Person-Centred Theory**.

Rogers outlined attitudes which characterized a true facilitator of learning:

1. **Realness :** the instructor should not present a "front" or "facade" but should strive to be aware of his/her own feelings and to communicate them in the classroom context. The instructor should present genuineness, and engage in direct personal encounters with the learner.

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2. **Prizing the Learner :** This characteristic includes acceptance and trust of each individual student. The instructor must be able to accept the fear, hesitation, apathy, and goals of the learner.
3. **Empathic Understanding :** The instructor can understand the student's reactions from the inside.

Rogers warned that a non-judgmental teacher is sure to arouse suspicion in older students and adults, because they have been "conned" so many times. The wise teacher is aware of this and can accept their initial distrust and apprehension as new relationships between teacher and students are built.

5. How do you apply the Gestalt theory of learning to your classroom teaching. [GBU-2017]

Ans. These are implications of the Gestalt principles in the teaching and learning process-

(i) **Law of Proximity:** Related concepts or lessons should be taught aligned or closely to each other. This is the reason why subtraction is taught after addition, multiplication after subtraction then division after multiplication. Imagine teaching addition then jumping directly to polygons.

(ii) **Law of Similarity:** Similar lessons or contents should be grouped together to make learners develop understanding more efficiently and effectively. This is the reason why lessons are grouped into units: Unit I is for human body, Unit II is for energy and motion, so on and so forth.

(iii) **Law of Closure:** When a concept or topic is incomplete thus isn't "closed", incomplete information may make learners want to discover what's missing, rather than concentrating on the given instruction. If students find a math algorithm confusing because a certain question is left unanswered or a step isn't clear, they will tend to concentrate on that confused part of the process rather than the total process as a whole. This is why students get "lost". Thus, make the lesson complete. Present it clearly, simply and always be ready for students' clarifications.

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(iv) **Law of Good Continuation:** Lessons should be presented in such a way that learners will see these as connected and continuous. Now you know why we have the "Review" part of the lesson plan. This way, students will realize that their new lesson actually has continuity and is related to what they already know or to the previous lesson.

(v) **Law of Pragnanz:** Pragnanz states that when things are grasped as wholes, the minimal amount of energy is exerted in thinking. In short, make your lesson holistic, complete and most of all simple.

(vi) **Law of Figure/Ground:** For a figure to be perceived, it must stand out from the background. Emphasis should be done on important aspects of the lesson. For example, teachers should vary the tone of their voice or write boldly or underline the important key words of the lesson.

6. 'A reinforcing stimulus changes subsequent behaviour of a student.' – Explain. **[GBU-2017]**

Ans. B.F.Skinner, the founder of the notion of operant conditioning believed that the causes of behaviour are in the environment and do not result from inner mental events such as thoughts, feelings or perceptions. Skinner argued that these inner mental events are themselves behaviours, and like any other behaviours, are shaped and determined by environmental forces.

The organism, while going about it's everyday activities, is in the process of "operating on the environment". In the course of its activities, the organism encounters a special kind of stimulus, called a **reinforcing stimulus**, or simply a **reinforcer**. This special stimulus has the effect of increasing the behaviour occuring just before the reinforcer. This is operant conditioning : "the behaviour is followed by a consequence, and the nature of the consequence modifies the organism's tendency to repeat the behaviour in the future." A behaviour followed by a reinforcing stimulus results in an increased probability of that behaviour occuring in the future.

A reinforcer is the stimulus whose presentation or removal increases the probability of a response re-occuring using.

A person who studies long hours might get good grades; a person who works well at his job might get an extra increment; a child who behaves appropriately might be praised by his or her parents and so on. The above

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behaviours of studying long hours, behaving appropriately and working very hard are strengthened because of reinforcement.

The fundamental process in reinforcement is the strengthening of the response tendency. Behaviour can be the response tendency. Behaviour can be strengthened by using either or both of the two kinds of reinforcers. positive and negative.

(i) **Positive Reinforcer :** Positive reinforcement occurs when a response is strengthened because it is followed by the presentation of a rewarding stimulus. Food, water, sexual contact etc. are classified as positive reinforcer.

(ii) **Negative Reinforcer :** It is any stimulus the removation or withdrawl of which increases the likelihood of a particular behaviour. Electric shock, a loud noise etc. are said to be negative reinforcers.

7. Write the educational significance of Trial and error method of learning at secondary school education. [GBU-2017]
or, Explain educational significance of Tharndike's laws of learning. [VU; WBUTTEPA-2017]

Ans. Educational Implications : Important educational implications of trial and Error Theory of Learning are given below:

- **Importance of readiness :** Thorndike believes that readiness is preparation for action. It is essential for learning. If the pupil is ready to learn, he learns more quickly and effectively and with grearer satisfaction than if he is not ready to learn.
- **Importance of motivation :** Thorndike emphasized the importance of motivation in learning which was totally neglected his time. Students must be properly motivated before they are taught.
- **Importance of Experience :** The theory recognizes the importance of previous experiences. Understanding grows due to previous experiences.
- **Strengthening of bonds :** An important task of the teacher is to see what theories, principles and generalizations, etc. he likes to be remembered or forgotten by the students. Consequently, he must try to strengthen the bonds or connections between the stimuli and the responses which are to be remembered. This could be done through drill, repetition, practice and reward.

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- **Importance of repetition :** For effective learning more repititions should be made. Students should follow the rule that "practice makes a man perfect".
- **Role of reward and punishment :** The theory (law of effect) recognizes the role of rewards and punishments in learning. Getting reward motivates and encourages the child to proceed with more intensity and enthusiasm while the punishment of any discourages him and create distaste and distraction towards that learning.

8. Write in brief, about social cognitive learning. [VU-2017]

Ans. Bandura (1963) leading social learning theorists, make a sharp distinction between the acquistion and the performance of behaviour. ***Observation*** of other's behaviour may play a leading role in learning and acquiring various things concerning one's Environment. **Observational learning** (Learning through indirect experiences) rather than the learning based on direct experiences is thus the base of the social learning theory. In 1963 Bandura and Walters broadened the social learning theory with the principles of observational learning and vicarious reinforcement.

❑ The Four Elements of Observational Learning :

Bandura (1986) concluded that observational learning required the presence of four elements.

- **Attention :** To learn anything through observation, the learner must first pay attention to the model. For example, a person at a fancy dinner party who wants to know which utensil to use has to watch the person who seems to know what is correct. Certain characteristics of models can make attention more likely. For example, people pay more attention to those people they perceive as attractive.
- **Memory :** The learner must also be able to retain the memory of what was done, such as remembering the steps in preparing a dish that was first seen on a cooking show.
- **Imitation :** The learner must be capable of reproducing, or imitating the actions of the model. Imitation may be simultaneous, immediate or delayed, Registration has to be deep and powerful.

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- **Motivation :** Finally, the learner must have the desire to perform the action. That person at the fancy dinner, for example, might not care which fork or which knife is the "proper" one to use. Also, if a person expects a reward because one has been given in the past, or has been promised a future reward, or has witnessed a model getting a reward, that person will be much more likely to imitate the observed behaviour.

  Performance of observed behaviour is influenced by three kinds of incentives, direct, vicarious, and self-administered.

9. Make differences between classical and operant conditioning.

Ans. Differences between classical and operant conditioning :

Classical Conditioning	Operant Conditioning
(i) It was formulated by a Russian Psychologist namely Pavlov.	(i) It was formulated by an American Psychologist Skinner.
(ii) In classical conditioning, the occurence of conditioned response is forced reflectively by unconditioned stimulus.	(ii) Response is more sponntaneous and voluntary in operant conditioning.
(iii) Classical conditioning is preparatory or anticipatory response. It is also called **signal learning.**	(iii) Operant conditioning serves mainly to stress or guide the learner that slready has certain response available.
(iv) The law of contiguity is the basis of association between stimulus response (S – R)	(iv) The law of effect is the basis of association between stimulus-response (S – R)

Essay Questions & Answers — Marks - 10

1. State the major laws of learning of Thorndike's Connectionism and discuss their educational implication. **[CU-2017]**

Ans. Connectionism (Thorndike's Laws of Learning) : In Thorndike's view, *learning is the process of forming associations or bonds,* which he

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defined as "***the connection*** of a certain act with a certain situation and resultant pleasure"

Thorndike propounded the following laws of learning on the basis of his theoretical notions about the learning process.

1. The Law of Effect : One of Thorndike's great contributions to psychology was the Law of Effect, which states that responses which occur just prior to a satisfying state of affairs are more likely to be repeated, and responses just prior to an annoying state of affairs are more likely not to be repeated.

This law emphasizes the role of rewards and punishment in the process of learning. Getting a reward as a result of some learning motivates and encourages the child to proceed with increased intensity and enthusiasm while punishment of any kind discourages him and creates a distaste for that learning.

2. The Law of Exercise : The connections become strengthened with practice, and weaken when practice is discontinued. This law has two sub-parts: The Law of Use and The Law of Disuse which may be stated as :

The Law of Use.

When a modifiable connection is not made between a situation and response that connection's strength is, other things being equal, increased.

The Law of Disuse.

When a modifiable connection is not made between a situation and response, during a length of time, that connection's strength is decreased.

The law of use refers to the strengthening of a connection with practice and the law of disuse to the weakening of connection or forgetting when the practice is discontinued.

3. Law of Readiness : Readiness, according to Thorndike, is preparation for action. It is essential for learning. If the child is ready to learn, he learns quickly, effectively and with greater satisfaction than if he is not ready to learn. This shows not to force the child to learn if he is not ready. The right moments concerning the learning situation and the learner's state of mind should be recognized and maximum use should be made of this knowledge by the teacher.

Several additional laws form part of Thorndike's learning theory :

1. **Law of Multiple Response or Varied Reactions :** This law implies that in any given situation, the organism will respond in

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a variety of ways if the first response does not immediately lead to a more satisfying state of affairs. Problem solving is through trial and error.

2. **Law of Set or Attitude :** There are predisposition's to behave or react in a particular way. These are unique for species or groups of related species, and may be culturally determined in humans.
3. **Law of Prepotency of Elements :** Thorndike observed that a learner could filter out irrelevant aspects of a situation and respond only to significant (proponent) elements in a problem situation.
4. **Law of Response by Analogy :** In a new context, responses from related or similar contexts may be transferred to the new context. This is sometimes referred to as the theory of identical elements.
5. **Law of Associative shifting :** It is possible to shift any response from one stimulus to another.

C. Educational Implications : Important educational implications of trial and Error Theory of Learning are given below:

- **Importance of readiness :** Thorndike believes that readiness is preparation for action. It is essential for learning. If the pupil is ready to learn, he learns more quickly and effectively and with grearer satisfaction than if he is not ready to learn.
- **Importance of motivation :** Thorndike emphasized the importance of motivation in learning which was totally neglected his time. Students must be properly motivated before they are taught.
- **Importance of Experience :** The theory recognizes the importance of previous experiences. Understanding grows due to previous experiences.
- **Strengthening of bonds :** An important task of the teacher is to see what theories, principles and generalizations, etc. he likes to be remembered or forgotten by the students. Consequently, he must try to strengthen the bonds or connections between the stimuli and the responses which are to be remembered. This could be done through drill, repetition, practice and reward.
- **Importance of repetition :** For effective learning more repititions should be made. Students should follow the rule that "practice makes a man perfect".
- **Role of reward and punishment :** The theory (law of effect) recognizes the role of rewards and punishments in learning. Getting

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reward motivates and encourages the child to proceed with more intensity and enthusiasm while the punishment of any discourages him and create distaste and distraction towards that learning.

2. State in brief, the key concepts used in Piaget's theory of cognitive constructivism and show its significance to education. [KU-2017]

Ans. Formalization of the theory of **constructivism** is generally attributed to **Jean Piaget**, who articulated mechanisms by which knowledge is internalized by learners. Children are active thinkers who are constantly trying to construct more accurate or advanced understanding of the world around them (e.g., Siegler & Ellis, 1996). In other words, from this perspective, children **construct** their knowledge of the world by interacting with it. How do children build such knowledge? Piaget suggested that through processes of **accommodation and assimilation**, individuals construct new knowledge from their experiences.

The first of these is **assimilation**, which involves the incorporation of new information or knowledge into existing knowledge structure known as **schemas**. **A schema** is a kind of "cognitive scaffold"- *a framework for holding knowledge and organizing it.*

When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations.

The second process is **accommodation**; it involves modifications in existing knowledge structures (schemas) as a result of exposure to new information or experiences. According to the theory, accommodation is the process of refraining one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our

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expectations, we often fail, but by accommodating this new experience and refraining our model of the way the world works, we learn from the experience of failure, or others' failure.

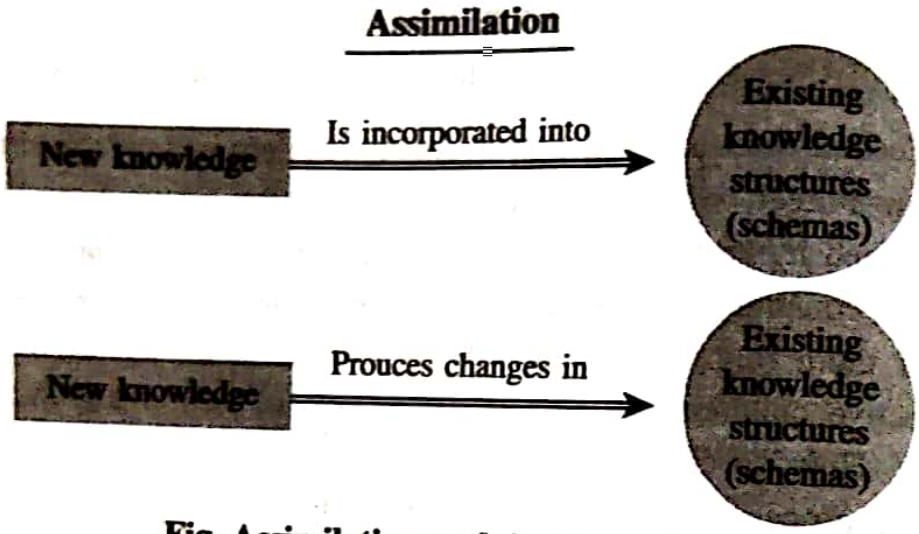

Fig. Assimilation and Accommodation

Constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves. Students are thought to use background knowledge and concepts to assist them in their acquisition of novel information. When such new information is approached, the learner faces a loss of equilibrium with their previous understanding which demands a change in cognitive structure. This change effectively combines previous and novel information to form an improved cognitive schema.

Educational Implications :

Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information.

they place greater importance on strategies that help students to actively assimilate and accommodate new material.

Likewise, providing students with sets of questions to structure their reading makes it easier for them to relate it to previous material by highlighting certain parts and to accommodate the new material by providing a clear organizational structure.

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Constructivism asks why students do not learn deeply by listening to a teacher, or reading from a textbook. To design effective teaching environments, it believes one needs a good understanding of what children already know when they come into the classroom. The curriculum should be designed in a way that builds on the pupil's background knowledge and is allowed to develop with them. Begin with complex problems and teach basic skills while solving these problems.

Constructivism has many varieties such as **Active learning, discovery learning, and knowledge building**, but all versions promote a student's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working answering open-ended questions and solving real-world problems.

3. Discuss in brief Bruner's theory of Discovery learning with its educational implications. [KU-2017]

Ans. To the foundation of constructive learning theory established by Piaget, Jerome Bruner contributed important ideas regarding learning through acts of discovery in order to rearrange and transform what is learned "in such a way that one is enabled to go beyond the evidence so reassembled to additional new insights". Bruner distinguished between three modes of representation or systems of processing in both the physical (i.e., action) and mental (i.e., imagery and language) realms. In Bruner's (1964) view, growth necessitates and is facilitated by manageable representation of "recurrent features" of the "complex environments in which we live.

Bruner referred to these three systems of processing as enactive, iconic, and symbolic, and defined them as follows:

(i) **Enactive representation**(0-1yr) – By enactive representation means a mode of representing past events through appropriate motor response. This appears first. It involves encoding action based information and storing it in our memory. For example, in the form of movement as a muscle memory, a baby might remember the action of shaking a rattle.

The child represents past events through motor responses, i.e., an infant will "shake a rattle" which has just been removed or

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dropped, as if the movements themselves are expected to produce the accustomed sound. And this is not just limited to children. Many adults can perform a variety of motor tasks (typing, sewing a shirt, operating a lawn mower) that they would find difficult to describe in iconic (picture) or symbolic (word) form.

(ii) **Iconic representation** (1-6yrs)--Iconic representation summarizes events by the selective organization of percepts and of images, by the spatial, temporal, and qualitative structures of the perceptual field and their transformed images. This is where information is stored visually in th : form of images (a mental picture in the mind's eye). For some, this is conscious; others say they don't experience it. This may explain why, when we are learning a new subject, it is often helpful to have diagrams or illustrations to accompany the verbal information.

(iii) **Symbolic representation** (7 yrs onwards)-A symbolic system represents things by design features that include remoteness and arbitrariness. A word neither points directly to its referent here and now, nor does it resemble it as a picture. This develops last. This is where information is stored in the form of a code or symbol, such as language. This is the most adaptable form of representation, for actions & images have a fixed relation to that which they represent. Dog is a symbolic representation of a single class.

Symbols are flexible in that they can be manipulated, ordered, classified etc., so the user isn't constrained by actions or images. In the symbolic stage, knowledge is stored primarily as words, mathematical symbols, or in other symbol systems.

Bruner (1960) opposed **Piaget's notion** of **readiness**. He argued that schools waste time trying to match the complexity of subject material to a child's cognitive stage of development. This means students are held back by teachers as certain topics are deemed too difficult to understand and must be taught when the teacher believes the child has reached the appropriate state of cognitive maturity.

Bruner (1960) adopts a different view and believes a child (of any age) is capable of understanding complex information : 'we begin with the hypothesis that any subject can be taught effectively in some intellectually honest from to any child at any stage of development.'

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Bruner (1960) explained how this was possible through the concept of the **spiral curriculum.** This involved information being structured so that complex ideas can be taught at a simplified level first, and then revisited at more complex levels later on.

Therefore, subjects would be taught at levels of gradually increasing difficulty (hence the spiral anaology). Ideally, teaching his way should lead to children being able to solve problems by themselves.

4. Describe in detail, about constructivist learning. [BU-2017]
Or, Describe Vygotssky's social constructivist learning. [WBSU; VU-2017]

Ans. Constructivism emerged in the 1970s and 1980s, giving rise to the idea that learners are not passive recipients of information, but that they actively construct their knowledge in interaction with the environment and through the reorganization of their mental structures. Learners are therefore viewed as sense-makers, not simply recording given information but interpreting it.

(i) **Cognitive constructivist learning :** The most influential exponent of cognitivism was Swiss child psychologist Jean Piaget. Piaget rejected the idea that learning was the passive assimilation of given knowledge. Instead, he proposed that learning is a dynamic process comprising successive stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world.

Formalization of the theory of **constructivism** is generally attributed to **Jean Piaget**, who articulated mechanisms by which knowledge is internalized by learners. Children are active thinkers who are constantly trying to construct more accurate or advanced understanding of the world around them (e.g., Siegler & Ellis, 1996). In other words, from this perspective, children **construct** their knowledge of the world by interacting with it. How do children build such knowledge? Piaget suggested that through processes of **accommodation and assimilation**, individuals construct new knowledge from their experiences.

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When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations.

The second process is **accommodation**; it involves modifications in existing knowledge structures (schemas) as a result of exposure to new information or experiences. According to the theory, accommodation is the process of refraining one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and refraining our model of the way the world works, we learn from the experience of failure, or others' failure.

(ii) **Social constructivist learning :** Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. Social constructivism was developed by post-revolutionary Soviet psychologist Lev Vygotsky. Vygotsky was a cognitivist, but rejected the assumption made by cognitivists such as Piaget and Perry that it was possible to separate learning from its social context. He argued that all cognitive functions originate in, and must therefore be explained as products of social interactions and that learning was not simply the assimilation and accommodation of new knowledge by learners; it was the process by which learners were integrated into a knowledge community.

- **Internalization :** Vygotsky's theory was an attempt to explain consciousness as the end product of socialization. For example, in the learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow "inner speech".

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

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Vygotsky used the term internalization to explain *how external activity is transformed to internal activity*. The term internalization means transforming interpersonal processes into intrapersonal.

- **Zone of Proximal Development :** A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the **"zone of proximal development" (ZPD):** a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

- **Scaffolding :** The word 'scaffolding' means a structure that helps workers to work high up on the outside wall of a building. Scaffolding is a support system that helps workers to construct a building. Similarly the teacher will have to make a support system with the help of which he can accelerate the development of children.

Scaffolding refers to the role played by parents, teachers and others by which children acquire their knowledge and skills.

5. Describe classical conditioning theory and its educational implication. **[BU; VU-2017]**

Ans. Ivan Pavlov, in 1927, began working with learning through "classical conditioning." Initially the dog only salivated when it was eating. Later Pavlov noticed the dog salivated when he carried the food into the room. He become curious as to why this change had taken place. He thought there were both learned and unlearned components to the dog's behavior. He began experimenting with different stimuli, and if he rang a bell immediately before giving food to the dog, eventually the dog would salivate merely in response to the sound of the bell. He generated terminology to describe his observations. An **unconditioned stimulus** (UCS) such as food, generates and instinctual reflexive, unlearned behavior, such as salivation when eating. The salivation was called an **unconditioned response (UCR)** because it was not learned. The bell, formerly a neutral sound to the dog, become a **conditioned learned stimulus (CLS)** and the salivation a conditioned response (CR).

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Table-1

Situation	Natural Stimulus	Conditioned Stimulus	Natural Response
I Before Conditioning	Food Sa	—— ——	Saliva R
II During Conditioning	Food Sa	Plus ringing of bell plus Sb	→ Saliva → R
III After Conditioning	—— ——	Ringing of bell alone Sb	→ Saliva → R

Conditioned learning [Sa is natural stimulus in the form of food, Sb is artificial stimulus in the form of ringing of bell]

Pavlov also found that the shorter the time between the stimulus and the response, the more quickly a conditioned response could be developed. Ringing the bell immediately before giving food to the dog was more effective than ringing it some longer period of time before feeding. He referred to the time between stimulus and response as **contiguity** of the stimulus. Other concepts developed by Pavlov were generalization, **discrimination**, and **extinction**.

Principles of Conditioning :

- **Presentation of two stimuli :** In classical conditioning two stimuli are presented in quick succession i.e., one followed by the other immediately i.e., conditioned stimulus and unconditioned stimulus.
- **Presentation of unconditioned stimulus :** Unconditioned stimulus must be presented after the conditioned stimulus otherwise there will be no conditioning.
- **Strength of unconditioned stimulus :** Unconditioned stimulus must be stonger than artificial stimulus.
- **Extinction of CR :** After conditioning, if ringing the bell is not followed by presentation of meat (food) on several occasions, the dog may stop salivating. **Pavlov** named this process as *'extinction of CR"*. Extinction may be defined as temporary forgetting of conditioned response.

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- **Spontaneous recovery :** *Pavlov* brought the dog out of the experimental laboratory after extinction. After a gap of a few days, he again put the dog in the same experimental laboratory. Surprisingly, *pavlov* found that there was spontaneous recovery of the extinguished response ie the dog once again selivated to the ringing of the bell.
- **Stantaneous generalisation :** *Pavlov* discovered that if the dog is conditioned to one particular sound of bell, it would also give the response of salivation more or less to all sorts of bells.
- **Stimulus differentiation :** If the dog is presented food (meat) after a particular sound of bell and is not presented food (meat) to other sounds of bell, the dog may develop to a particular sound but will not salivate to other sounds of bell.

Educational Implications of Classical Conditioning Theory :

- **Theory of reward and punishment :** The desired behaviours of the learners should aways be associated with the rewards and their undesired behaviour should be associated with the punishment.
- **Formation of attitudes and sentiments :** Positive attitudes, sentiments, vaslues and beliefs can be formed and developd with the help of conditioning.
- **Formation of good habits :** Good habits can be formed with the help of conditioning. Habits of industriousness, punctuality, obedience, co-operation, sincerity, respect for elders and self-discipline etc. can be developed among children by using the procedure of conditioning.
- **Superstition and phobeas :** These can be deconditioned. **For example**, a child has developed superstition that by conditioning that when he sees a cat crossing the street, he gets punishment. Such superstitions can be removed through further conditioning (deconditioning).
- **Repetition (Practice) :** Repetition helps in conditioning. Learning of Physical sciences, biological sciences, social sciences, mathematics, language and skills need repetition or practice.

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6. State in brief the Gestalt theory of learning. Write down the application of Gestalt theory in education.[WBSU; WBUTTEPA-2017]

Ans. Gestalt become one of the main theroies of learning. The three main Gestalt theorists (wertheiner, Kohler and Koffka)

Gestalt was a holistic approach and rejected the mechanistic perspectives of the stimulus-response models. The Gestalt theory proposes that learning consists of the grasping of a structural whole and not just a mechanistic response to a stimulus. The theory hold that learning is neither a gradual process nor does it involve any observable trial and error procedure to come to solution of a problem. Solutions come suddenly. Most often there would be no apparent progress, followed by sudden visulaization of the solution. Visualization of this sudden solution is called **insight.**

'Gestalt is a German word which means the *whole form* or *structure* or *pattern of configuration.*

Insight is defined as sudden perception of relationships between the elements of a situation and goal which suddenly comes and goes on without any break till one reaches the goal.

Basic Principles of perceptual Organisation :

Gestalt Learning theory proposed several laws of organisation, which are innate ways that human beings organised perceptions. A gestalt factor is a condition that aids in perceiving situation as a whole or totality. Isomorphism refers to the Doctrine of Psychophysical parallelism and depicts the cerebral cortex as ***"mapping these gestalt fields of simuli."***

According to the Gestalists there are five laws of perceptual organisation as applicable to learning of which the main law is called *the law of pregnanz,* and the other four laws subordinate to it are :

- *The law Similarity*
- *The law of Proximity*
- *The law of Closure*
- *The law of Good continuation.*

The Law of similarity : This law proposes that like parts tend to be grouped together in cognition. According to this law "other things being equal, the stimuli that are more similar to one another will have greater tendency to be grouped." This has implications for instruction, suggesting

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that learning is facilitated if similar ideas are treated and linked together and then constrated with opposing of complementory sets of ideas.

Examples :

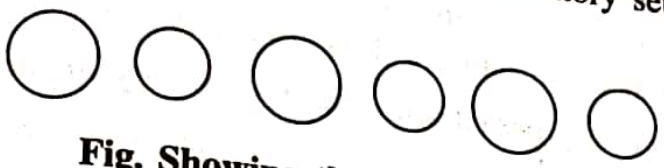

Fig. Showing the closure structure.

The Law of Proximity : This law suggests that when elements are grouped closely together, they are perceived as wholes.

This law states that 'Perceptual groups are foured according to the nearness of the parts." This means that objects which are close in space and time are likely to form an organised whole or a Gestalt. This has relevance in reading, visual arts and music.

Eg. The lines in the following figure tend to be seen as 3 pairs of lines rather than in some other way.

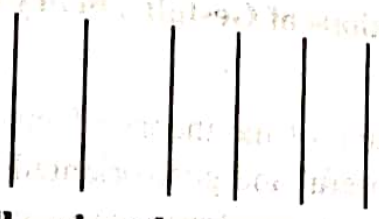

Fig. Showing the Proxmity structure

The Law of Closure : This law suggests that perception tends to complete incomplete objects.

When only part of an image, sound, thought or feeling is presented as a stimulus, the brain attempts to complete it to gennate the whole. The following figures are seen in as godd a way as is possible under the stimulus condition. The good figure is a stable one. The gaps in the following figure are frequently closed because the resulting figure is more pregnent (Sub principle of closure.)

Example :

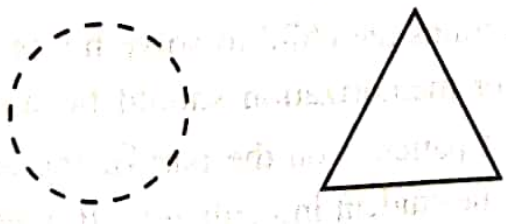

Fig. Showing the closure structure.

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The Law Good Continuation : According to this law "organisation in perception which appears to go in a particular direction appears to be going infinitely in the same direction." This means that some factors tend to give perceptual organisation a direction, movement and continuation.

This law is closely linked with the trace theory of memory.

We tend to see figures in such a way that the direction continues smoothly.

Example :

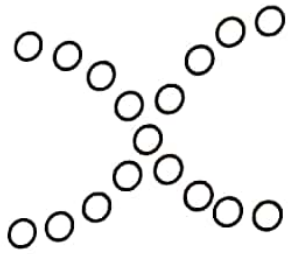

fig. Showing the good continuation structure

❑ Educational Implications of Gestalt Theory of Learning and Role of the Teacher :

The greater contribution of the theory of insightful learning is that it has made learning purposeful and goal-oriented task. It does not involve simple reflexive or automatic machine-like responses. The learner has to be motivated by arousing his interest and curiosity for the learning process and he has to be well acquainted with the specific aims and purposes of the learning.

- This type of learning encourages creative activity of the child.
- This type of learning develops the reasining, thinking and imagination.
- In mathamatics, music, art and literature, this type of learning is specifically important.
- This method is economical in terms of human energy. There are no useless and random trials.
- This approach trains the child to solve his problems in later life.
- Rote learning or memorization should be discouraged.
- It needs a lot of patience on the part of the teacher. Insight does not develop in the student immediately. It needs persistent efforts.

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7. Discuss the principles of Skinner's theory of learning with its application in the classroom learning process. [NBU-2017]

Ans. B.F.Skinner, the founder of the notion of operant conditioning believed that the causes of behaviour are in the environment and do not result from inner mental events such as thoughts, feelings or perceptions. Skinner argued that these inner mental events are themselves behaviours, and like any other behaviours, are shaped and determined by environmental forces.

The organism, while going about it's everyday activities, is in the process of "operating on the environment". In the course of its activities, the organism encounters a special kind of stimulus, called a **reinforcing stimulus**, or simply a **reinforcer**. This special stimulus has the effect of increasing the behaviour occuring just before the reinforcer. This is operant conditioning : "the behaviour is followed by a consequence, and the nature of the consequence modifies the organism's tendency to repeat the behaviour in the future." A behaviour followed by a reinforcing stimulus results in an increased probability of that behaviour occuring in the future.

- **Key Terms :**

Respondent and **operant behaviour** Skinner first time, got the idea that most of the responses could not be attributed to the known stimuli. He defined *two types of responses* :

The one "elicited" by known stimuli which he called as ***"respondent behaviour"*** and the other "elicited" by the unknown stimuli which he called as ***"oprant behaviour"***. Examples of operant behaviour may include all reflexed such as jerking one's hands when jabbed with a pin and the pupillary constriction on account of bright light or salivation in the presence of food.

- **Operant :**

Skinner considers an operant as a set of acts which constitues an organisms doing something e.g., raising its head, walking about, pushing a lever etc.

- **Skinner's Experiment :**

B.F. Skinner conducted a series of experiments with animals. For conducting the experiments with rats, he designed a special apparatus

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known as **Skinner's box.** A Skinner box typically contains one or more leveres that an animal can press so that reinforcers like can be delivered, and one or more stimulus lights. The presses on the levers by the animal can be detected and recorded. It is also posible to deliver reinforcers such as food, water or to deliver punishers like electric shock through the floor of the chamber.

For doing experiments with pigeons, skinner made use of another specific apparatus called **'Pigeon Box."** A Pigeon in this experiment had a peck at a lighted plastic key mounted on the wall at head light and was consequently rewarded by receiving grain.

The primary principle of operant conditioning is simple organism tend to repeat those responses that are followed by favourable consequences. This principle forms the essence of Skinner's concept of reinforcement. Reinforcement is the occurence of a stimulus or event following a response that increases the likelihood of the response being repeated. Then, reinforcement is a stimulus that follows an reinforcement is a stimulus that follows an operant and increases the likelihood of the operant being repeated.

- **Educational Implications or Significance of operant conditioning :**

Operant conditioning has many applications in everyday life ranging from training animals to biofeed back to behaviour indication.

1. **Successive approximation :** The theory suggests the great prtentiality of the shaping procedure for behaviour modification. Operant conditioning can be used for shaping behaiour of children by appropriate use of reinforcement or rewards.
2. **Elimination negative behaviour through Extinction :** Extinction procedures can be successfuly used by the class-room teacher in eliminating negative behaviour of students.
3. **Reinforcement :** Operant conditioning has valuable implications for reinforcement techniques in the classroom. The schools can use the principles of operant conditioning to eliminate the element of fear from school atmosphere by using positive reinforcement.
4. **Behaviour modification :** Operant conditioning technique implies the use of behaviour modification programmes to shape desirable behaviour and to eliminate undesirable behaviour.

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4 Unit

Transfer of Learning

Very Short Question & Answers — Marks - 2

1. What is Transfer of learning? [CU; VU; WBSU; WBU-2017]

Ans. Transfer of learning is the idea "that what one learns in school some how carries over to situations different from that particular time and the particular setting."

- **Hilgard Atkinson Atkinson :** (Introduction to Psychology) "The influence that learning one task, may have on the subsequent learning of another is called transfer of learning."

❑ **Transfer of learning has the following characterestics :**

- The experiences or a performance on one task influences the subsequent task.
- The acquired knowledge and skills are applied to another situation.
- It is application of knowledge, habits, skills and performances to another situation.
- It is an investment and extension of acquired thinking or behaviour to another situation.

2. Mention any three theories of transfer of learning. [CU-2017]

Ans. There are a number of theories regarding transfer of traming. The major theories are :

- **Mental Faculty Theory :** This theory is the outcome of Faculty school of psychology. Which believed that mind is composed of a number of independent faculties like memory, attention, will, imagination, reasoning and temperament. According to this theory, a particular faculty works in every situation. If a person possesses strong memory, he can use it in any situation. He will be able to remember anything.

- **Theory of Identical Elements :** According to this theory transfer takes black from one situation to another to the extent that there are common or identical elements (or components) in the two situations. Reasoning

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ability is common to Geometry and Physics. Hence transfer can take place here. Modern Psychologists also believe that mental functions like perception, attention, memory and reasoning are not separate entities but interrelated aspects of the total functioning of the mind. Hence learned response in one situation may benefit the learner in another situation, if there are common elements in it. This theory was propounded by Thordike.

- **Transposition Theory :** This theory has been put foth by Gestalt Psychologists. Gestalt Psychology emphasises the total pattern of behaviour. So transfer is dependent upon the whole-part relations between the old and the new situations. It is not the principle or of generalisations that is at the basis of transfer, but the understanding of the relationship between facts, processes and principles. Hence the need for 'transposition.' Thus a song learned in a certain key may be recognised even in a different key. The component of the song may be different, but that does not hamper the transfer. It is because of the understanding of the total situation.

3. What is lateral transfer? [WBSU-2017]

Ans. Lateral transfer occurs when learners are able to solve different but similar problems of equal complexity as soon as they have learned to solve one of them. Lateral transfer involves a learning achievement at the same level as the initial learning but in another context.

4. Give an example of vertical transfer of learning. [GBU-2017]

Ans. Vertical transfer is the ability to solve similar and at the same time more complex or elaborated problems with the help of previously acquired knowledge. For example, the knowledge of chlorophyll of class VII will help to understand the process of photosynthesis of class IX.

Short Questions & Answers — Marks - 5

1. Mention any two types of transfer of learning and their importance in education. [CU-2017]

Ans. Positive transfer : Positive transfer occurs when the acquisition of one type of performance facilitates learning of another type. In the positive transfer, learning of one activity makes learning of another activity easier. Example, school children who memorised poems, mathematical tables and other verbal material show better learning of the similar new

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material as compared to the children who did not get previous training in memorisation. It is also a common experience that learning of pedalling of tricycles makes the pedalling of bicycles easier. In all these examples we have noticed that previous learning of a related skill benefits the learner in subsequent learning.

Negative transfer : Negative transfer occurs when the previous pereformance puts hindrances in the performance of the subsequent task. The contents, techniques of principles which make for negative transfer are opposed to those required by the new situation. For instance, after the end of a year, most of us continue to write the previous year on our cheques fo sometime. If the telephone number of our friends changes, we often continue dialing their previous number. When we switch over from reading a bicycle to driving a scooter we often pull the clutch lever for stopping the vehicle instead of using the foot broke. These types of habits interference are examples of negative transfer of learning.

2. Briefly discuss any four methods of enhancing transfer.

[CU; WBUTEPA-2017]

Ans. **Factors Affecting Transfer of Training :** A lot of research has been directed towards finding the conditions most necessary for transfer.

- **Conditions for attaining maximum Transfer :**

(i) **Similarity in contents and procedures : We** can expect more transfer when the training task and criterion task resemble cach other in their overall characteristics. For example, the content of mathematics is useful in the slution of problems in physics. Some of the procedures of mathematics are helpful in statistics.

(ii) **Amount of Practice on the training task :** The more throughly the first task is learnt, the more likely it is that transfer willk occur.

(iii) **Proceedings from Easy to Hard tasks :** The relative difficulty of task affects the amount of positive transfer. There is more transfer, for instance, from the learning of poetry to the learning of nousence syllables than in the reverse direction. The training task, whether difficult or easy, must permit some measure of success for the learner. It is advisable to proceed from easy to hard tasks.

(iv) **Length of training :** Length of training has a long-term effect on transfer.

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(v) **Generalization of Experience :** The learner must be able to generalize his experiences and to apply them to a new but similar situation. This means that the learners must be able to develop insight.

3. Discuss the role of a teaching in maximizing transfer of learning in class. [KU-2017]

Ans. Securing maximum transfer depends solely upon the teacher. It is he who can include worthy ideals and attitudes which secure maximum transfer in all situations. If is he who can find out that he wants to teach, and for what goal. Transfer can take place, if the goals of teaching are known and the appropriate methods are used.

■ **Teaching Strategies for Transfer :**

The amount of transfer include can be increased by the method of teaching used. There are a few general rules–

- **Bring out the feature to be transfer to be transferred :** The thing to be transferred from one experience to another factor a method, or a general principle or an attitude or a way of life.
- **Develop Meaningful Genralization :** Transfer is more likely to occur when the thing to be transferred is a generalisation or a rule that can be understood. In any case, it is important for the teacher to examine the generalisations suggested by the student and to suggest further exercises if those generalisations are not acceptable.
- **Provide a variety of Experiencs :** It is most important to use a variety of experiences to develop generalisation.
- **Practice in Application in other Fields :** The element to be transferred should be brought into clear focus, to be formulated and clearly structured. If should also be applied to fields outside the subject-matter of the lesson.
- **Practice in Transfer :** One experience of successful transfer may enable a student to extract more transfer from his next experience.
- **Ascertain the past Experience :** The teacher should ascertain the past experience of children as far as possible in relation to the new material he intends to teach.
- **Maximize the similarity between taching** and the **ultimate testing situation :** The teacher can help students for transfer by teaching

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under conditions which are at least somewhat similar to the ultimate testing situation. The attempt to meximize similarity can be made by the feacher in several ways. The teacher must clearly identify and highlight the feature or the idea that can be applied in a new situation. Teacher must have clear-cut objectives in mind.

4. What is high road transfer? Discuss with example. [BU-2017]

Ans. In recent years, the low-road/high-road theory on transfer of learning, developed by Salomon & Perkins (1988), has proven to be a more fruitful theory. High-road transfer involves: cognitive understanding; purposeful and conscious analysis; mindfulness; and application of strategies that cut across disciplines. In high-road transfer, there is deliberate mindful abstraction of an idea that can transfer, and then conscious and deliberate application of the idea when faced by a problem where the idea may be useful.

High road transfer, depends on mindful abstraction from the context of learning or application and a deliberate search for connections: What is the general pattern? What is needed? What principles might apply? What is known that might help? Such transfer is not in general reflexive. It demands time for exploration and the investment of mental effort. It can easily accomplish far transfer, bridging between contexts as remote as arteries and electrical networks or strategies of chess play and politics.

For example, if you drive a manual Honda Civic and you are given the keys to a Toyota Corolla, you will drive away without a thought. This is low-road transfer. The tasks of driving the two cars are essentially the same, so driving the new car can be done with automaticity. But if you are given the keys to a Massey-Ferguson tractor that has three clutches, all of a sudden your thinking about driving will have to become principled and conscious. You will have to see the connections from what you already know about driving to this new situation and creatively apply that knowledge. To drive the tractor, you will have to achieve high road transfer

Another example would be, a person new to politics but familiar with chess might carry over the chess principle of control of the center, pondering what it would mean to control the political center.

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Essay Questions & Answers

Marks - 10

1. Write the methods of enhancing the transfer of learning. [BU; GBU; WBSU-2017]

Ans. Methods of Enhencing Transfer of Learning & Role of Teachers : **Techniques and Benefits :**

There are many different conditions that influence transfer of learning in the classroom. These conditions are

- features of the task
- features of the learner
- features of the organization
- Social context of the activity

First, The featues of the task include practicing through simulations, problem-based learning and knowledge and skills for implementing new plans.

Second, the features of the learners include their ability to reflect on past experiences, their ability to participate in group discussions, practice skills, and participate in written discussions.

All of the unique features will contribute to a student's ability to use transfer of learning. There are structural techniques that can aid lerning transfer in the classroom. These structural strategies include hugging and bridging.

- **Hugging** uses the technique of simulating an activity in order to encourage reflexive learning. An example of the huging strategy is when a student practices teaching a lesson or when a student role plays with another student. These examples encourage critical thinking which will engage the student and help them understand what they are learning which is one of the goals of transfer of learning.
- **Bridging** is when instruction encourages thinking abstractly by helping to identify connections between ideas and to analyze those connections. An example is when a teacher lets the student analyze their past test results and the way in whcih they got those results. This includes amount of study time and study strategies. By looking at their past study strategies it can help them come up with strategies in the further in order to improve their performance. These are

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some of the ideas that are important to successful practices of hugging and bridging.

- **Transfer and Role of the Teacher :** Securing maximum transfer depends solely upon the teacher. It is he who can include worthy ideals and attitudes which secure maximum transfer in all situations. If is he who can find out that he wants to teach, and for what goal. Transfer can take place, if the goals of teaching are known and the appropriate methods are used.

■ **Teaching Stra'egies for Transfer :** The amount of transfer include can be inc eased by the method of teaching used. There are a few general rules–

- **Bring out the feature to be transfer to be transferred :** The thing to be transferred from one experience to another factor a method, or a general principle or an attitude or a way of life.
- **Develop Meaningful Genralization :** Transfer is more likely to occur when the thing to be transferred is a generalisation or a rule that can be understood. In any case, it is important for the teacher to examine the generalisations suggested by the student and to suggest further exercises if those generalisations are not acceptable.
- **Provide a variety of Experiencs :** It is most important to use a variety of experiences to develop generalisation.
- **Practice in Application in other Fields :** The element to be transferred should be brought into clear focus, to be formulated and clearly structured. If should also be applied to fields outside the subject-matter of the lesson.
- **Practice in Transfer :** One experience of successful transfer may enable a student to extract more transfer from his next experience.
- **Ascertain the past Experience :** The teacher should ascertain the past experience of children as far as possible in relation to the new material he intends to teach.
- **Maximize the similarity between taching** and the **ultimate testing situation :** The teacher can help students for transfer by teaching under conditions which are at least somewhat similar to the ultimate testing situation. The attempt to meximize similarity can be made by the feacher in several ways. The teacher must clearly identify

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and highlight the feature or the idea that can be applied in a new situation. Teacher must have clear-cut objectives in mind.

- **Mastery of sequential tasks :** When the learning can be conceived of as hierarchy of sub-skills of differing difficulty and in which the more difficult portions of the task contain the easier portions, make sure that the student has mastery of the prequisite skills before he attempts the more difficult or higher order tasks. The teacher must apply their principle of transfer only where the arrangement of sub skills is truely hierarchical. The sequency of learning should procced from the more inclusive tasks to the more specific aspect of the task. Transfer from generalised prior knowledge to a new task is facilitated if the learner's prior knowledge is well-organised.
- **Use of discussion :** The teacher should invite questions from the students on the different aspects of the problem to clarify the difficult areas. Opportunity should be provided for free discussion in the classroom fo better understanding of the problem.

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5 Unit

Organization of Learning Experiences : Issues and Concerns

Very Short Question & Answers

Marks - 2

1. What are co-curricular activities? [CU-2017]

Ans. Co-curricular activities are now considerd an intrinsic part of the educational programme in a school. Any activity that goes into the curriculum of a school is called 'Curricular activity.' Anything and everything that goes on in the school campus within the school hours or after school hours are considered part and parcel of the school curriculum and comprise the 'co-curicular activities.'

To quote the secondary Education commission once again, co-curricular activities are "a scheme of hobbies, occupations and projects that will appeal to and draw out the powers of children of varying temperaments and aptitudes.

As per Dr. Radhakrishnan's view, they are those activities that help "Release the talents of children and help them to become what they are in potential." As per the secondary Education Commission, these activities provide opportunities to the children for developing individual characteristics, abilities and self-confidence. They also provide training in promoting discipline and qualities of leadership.

2. What do you mean by mental health of learner? [WBUTTEPA; KU; GBU-2017]

Ans. Mental health is a level of psychological well being or an absence of a mental disorder. It is the "Psychological state of someone who is functioning at a satisfactory level of emotional and behavioural adjustment." From the perspective of positive psychology, mental health may include an individual's ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience.

According to world health organization (WHO) mental health includes "subjective well-being, perceived self-efficacy autonomy, competence,

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inter-generational dependence, and self actualization of one's intellectual and emotional potential among others." WHO further states that the way of being an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work contribution to their community.

Mental health of the children is of immense importance in the field of education. The learning process of the child will be greatly hampered if proper steps are not taken to maintain his mental health in the school. From the point of view of Mental Hygiene children can be divided into three categories based on mental health –

(1) Children with normal mental health

(2) Children with partially deteriorated mental health and

(3) Children who have developed mental illness.

The duty of the school is to improve the mental health of these types of children and help them to lead a healthy social life. Children with normal health start going to school with innocent mind and great expectation. It is the duty of the teacher to help them in their self realisation by creating a joyful environment in the school and make them able to face the ups and downs of life with a balanced mind so that the children can make use of their abilities, learn to accept their limitations and this will help to enhance their self respect.

3. What is Brainstorming? [BU; VU; NBU-2017]

Ans. In addition to encouraging creativity through everyday interactions with students, teachers can try brainstorming. The basic tenet of brainstorming is to separate the process of creating ideas from the process of evaluating them because evaluation often inhibits creativity (Osborn, 1963)

It is the method or technique in which allowing a group to explore ideas without judgement. By keeping a problem in front of them like 'what to do for growing unemploying in India and then asked to suggest ideas as rapidly as possible.

4. State two principles of Enrichment programme. [WBSU-2017]

Ans. There must be a stimulating learnig environment. Students must be allowed to critically evaluate facts and ideas and explore new line of thoughts

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5. What do you mean by remedial teaching? **[GBU-2017]**

Ans. Remedial teaching is a measure which is adopted to remove learning disabilities in children which arise in them for their failure to utilise their learning capabilities for some definite reasons.' Diagnostic tests are used to measure educational competence of the children. Among the standardised diagnostic tests used now-a-days to identify the points of academic weakness of the students. **The advantages** of Diagnostic test in remedial teaching is that it can identify the points of academic weakness of the learner that makes it easy for the teacher to adopt necessary remedial measure.

6. Write the importance of remedial teaching. **[NBU-2017]**

Ans. Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance and each has his own in learning. The aim of remedial teaching is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

7. What do you mean by guidance. **[NBU-2017]**

Ans. Guidance is the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry on his own burdens.

B.F. Skinner observes "Guidance is a process of helping persons to learn to adjust to self, to others and to circumstances."

Short Questions & Answers — Marks - 5

1. What are the different types of Co-curricular activities? Write with examples. **[CU-2017]**

Ans. Co-curricular activities are categorized under seven heading :

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1. Literary Activities.
2. Physical Development Activities.
3. Aesthetic and cultural Development Activities.
4. Civic Development Activities.
5. Social welfare Activities.
6. Leisure time Activities.
7. Excursion Activities.

In the followig, we will find different activities under the main heading.

TYPE OF CURRICULAR ACTIVITIES

Literary Activities	Organizing literary club, wall magazine, newspaper reading, symposium, Debates and descussions subject wise club, school magazine, Dramatics, study circle, story writing competition, seminar, recitation, kavi summelan, library work.
Physical Development Activities	Games, Indoor and outdoor, Athletics, Mass Drill, Parade, Scouting, NCC, ACC, Yoga, Wristling, Gardening.
Aesthetive and Cultural Development	Music, Dancing, Drawing, Painting, Sculpture, Dramatics, Exhibition, Fancy dress, Folk Dance, Folk songs, Variety Programme celebrating Festivals.
Civic Development Activities	Cooperative Bank co-operative Store, Assembly, students' council, canteen, celebration of religious, national and Social Festivals, Organising of school Panchayat, Mock parliament.
Social welfare Activities	Social study circle, social services on special occasions like Fairs, Festivals, Professions, cultural programmes, Assembly, Scouting or guiding, First Aid and Red Cross, Social Survey.
Leisure Time Activities	Stamp Collection(philately) , coin collection (Numismatics), collection of copies, photography, Reading, Needle work and knitting, Album making, courting things like pictures, stones, or anything curious that interests the individuals.
Excursion Activities	Picture, visit to museum, zoo etc. visit to exhibition.
Craft Related Activities	Graphics, paper folding, cutting and mounting, clay modeling, toy making, weaving, sculpturing.

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2. How can mental health be developed among learners? [KU-2017]

Ans. It is very essential for the present day school to act as a promoter of mental health.

- Identifying the normal and abnormal children in the classroom.
- Importing training to the children towards development of good habits and skills.
- Establishing the suitable conditions for mental health and hygiene.
- Provide opportunities to the pupils regarding mental health and hygiene.
- Identifying the individual differences among the pupils and coping with them.
- Providing opportunities for complete expression of the child and avoiding inhibitions.
- Emphasizing self control and self discipline.
- Providing enough scope for recreation.

To ensure students mental health the teacher and school can adopt the following preventive measures :

1. **Primary Preventive Measures :** To prevent mal-adjustment in children, their physical and mental health must be improved. To improve physical health of the students they must be encouraged to develop certain good habits from the childhood such as cleanliness, taking part in sports and physical exercise, taking nutritions food in time, taking rest and so on. The teacher has to make the ignorant parents aware of the importance of maintaining mental health of the students. The provision of midday meal must be put into practice. Regular medical check-up must be arranged and reports of these check-ups must be conveyed to parents. The teacher must ensure that the children become aware of their abilities and weaknesses, they can face reality with courage and can take victory or defeat with equal ease.

2. **Secondary Preventive Measures :** It is the duty of the school to detect slightest indications of maladjustment in the behaviour of the students and to adopt necessary measures to rectify them.

3. **Tertiary Preventive Measures :** The school and teacher has to take necessary measures to prevent further deterioration of mental health of student suffering from emotional problems or those who have shown primary symptoms of mental illness.

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3. State in brief the strategies for remedial teaching taken by schools for slow learners. [VU; KU; BU; WBUTTEPA-2017]

Ans. Remedial teaching is a measure which is adopted to remove learning disabilities in children which arise in them for their failure to utilise their learning capabilities for some definite reasons.'

Since the learning disabilities are of various types the techniques of remedial teaching will vary according to the nature of the learning disability.

Where the learning disability is found among the gifted or normal children the teacher will have to find out the real cause of such learning disability. So far as the gifted children are concerned their learning disablity is due to the failure of the conventional curriculam to cater to the special needs of them. So the curriculum of the gifted children should be different from that of the average children both qualitatively and quantitatively.

If the child is mentally retarded, the degree of his mental retardness should be measured first and the teaching measures should be adopted to the power of his mental receptivity.

For physically handicapped children, the remedial teaching measures should coroborate with the specific type of handicap. For example, for the totally blind children the learning of Braille is necessary to acquire the fundamentals of education.

For the partially sighted children, the sight-conservation classes, large-print text-books and other devices which are suited to their needs are necessary.

The deaf and dumb children should be educated in separate schools with the help of mannual alphabet, lip reading and speech.

The backward children having speech defects generally need tension-reducing home and school life.

In complicated cases of speech defects the help of speech-therapists may be sought.

Lastly, if the learning disability is found to be due to emotional disturbances, the teacher will have to find out the actual cause of emotional disturbance and make necessary arrangements to reeducate the child's undesirable patterns of behaviour and try to develop socially desirable emotional habits in him.

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4. Discuss the role of school in guidance. **[BU-2017]**

Ans. School can offer some guidance services. The guidance services are formed in such a way as to help the pupil in identifying his potentials, aptitudes, attitudes, interests etc; to assist him to understand accept and utilize his traits; to provide him with opportunities for learning about areas of vocational endeavours; to asist him in making use of his potentials to the maximum. Different guidance services offerred in school cater to the needs of pupils in the school.

(1) **Orientation Service :**

To cater to the need of all the pupils in the school, the orientation service should be provided to them. Orentation programme—

- provide the new pupil with the information about the school; its rules and regulations, its strong points and limitations, facilities available etc.
- help the pupil to adjust to the school environment.
- provide for articulation and continuity for the other child.
- make the student aware of the expectation of the school from him.

(i) **Orientation Day :** At the beginning of the new academic year, an 'orientation day' may be observed what students are provided with the information about the educational and vocational counseling, health services, cultural services activities, sports, science clubs, hobby clubs, student government, rules of conduct trips, tours etc. Printed material having information about the subjects of study, rules and regulations of the school, facilities and achievements of previous students, scholarships freeships stipends names of the staff etc could be provided during the orientation course to the student.

(ii) **Counter at the entrance :** In the beginning of the year for a few days, a special counter may be opened to give all the information about the school and for a warm welcome.

(2) **The Information Service :**

Information services can provide all the information about different opportunities available.

(3) **Student/Self Information Service :**

Collecting necessary data about the pupil from different sources, tests

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and techniques, the student information service can aware their potentials, interests, personality, health etc. so that they can choose the right kind of subject of study and to take up suitable occupation later.

(4) **Counselling Service :**

Counseling officer, teacher and administrator may provide this service to establish a relationship between the guide and the student to realize their potentials to the maximum extent.

(5) **Placement Service :**

Placement service programme is intended to help the pupil in :

(a) situating himself in the right scholastic track in the proper course.
(b) Finding a suitable place in the post-school environment, proper choice of co-curricular activities.
(c) Getting admission, in the right kind of institutions.
(d) getting jobs that are suitable.

(6) **Remediation Service :**

For problem learners, remediation services are arranged to overcome the problem.

(7) **Referral Service :**

Some students are referred to specialists to render help. The teacher/ counsellor will follow up the case and maintain a close relationship. With the specialist, so that they can help the pupil to the maximum extent.

(8) **Follow-up Service :**

Information obtained through follow-up programme is used to improve and alter the strategies.

(9) **Research Service :**

The research service is intended to examine both the personnel and the techniques of guidance used by them, so as to discover their strong and weak points and ultimately strengthen the whole programme.

(10) **Evaluation Service :**

In such service, the promotion of students with educational and vocational plans is found out. Degree of harmony between educational and vocational plans and capacity are marked. Extent of the success in the examination and participation in co-curricular activities, nature of shifts in vocational choices and mal adjustment among pupils should be found out.

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5. How would you organise the strategy of Brainstorming for the learning of your students? **[GBU-2017]**

Ans. Brainstorming is an excellent teaching strategy to generate ideas on a given topic. Brainstorming helps promote thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. All too often, a child with special learning needs will say they don't know. However, with the technique of brainstorming, the child says what comes to mind as it relates to the topic.Brainstorming promotes success for students with special needs as there is no one right answer.

Let's say that the brainstorm topic is Weather, the students would state whatever comes to mind, which would most likely include words like rain, hot, cold, temperature, seasons, mild, cloudy, stormy etc. Brainstorming is also a terrific idea to do for bell work (when you have just 5-10 minutes to fill just prior to the bell).

Brainstorming Is an Excellent Strategy To :

(i) Use in the inclusional classroom
(ii) Tap into prior knowledge
(iii) Give all students a chance to express their ideas
(iv) Eliminate fear of failures
(v) Show respect for each other
(vi) Try something without fear
(vii) Tap into individuality and creativity
(viii) Eliminate the fear of risk taking

Here are some basic rules to follow when conducting a brainstorm in the classroom with a small or whole group of students:

(i) There are no wrong answers
(ii) Try to get as many ideas as possible
(iii) Record all ideas
(iv) Do not express your evaluation on any idea presented.

There are many different ways to conduct a brainstorming session, but here are seven general principles that will make brainstorming sessions and other meetings successful :

(i) **Prepare for the session.** Make sure you have all the materials before getting started.
(ii) **Gather your group together.** The interactions among participants are a critical part of brainstorming.

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(iii) **State the problem clearly.** The purpose of brainstorming is to solve a specific problem. A good method is to write the problem clearly at the top of the board. For instance:
"What if all cars were yellow?'

(iv) **Provide the necessary background information.** Ideally, you would provide the necessary information before the meeting, but sometimes you need to provide it during the meeting.

(v) **There are no bad ideas in brainstorming.** While the group will, of course, generate some bad ideas, group members are asked not to offer criticism until after the brainstorming session has ended. The note taker should write down whatever ideas are thrown out without comment or criticism.

(vi) **Set a time limit.** A good brainstorming session doesn't last forever. Depending on the problem, 10 or even 5 minutes may provide adequate time.

(vii) **Go over your list of ideas.** Once the brainstorming session is complete, the group can discuss the list and pick out the most promising ideas.

6. State the role of school in organizing co-curricular activities. [VU-2017]

Ans. There are certain co-curricular activities that are generally conducted in a school. In conducting co-curricular activities, teachers play an important role in school.

When we think about organising co-curricular activities, the nature of the activity, involvement of students, teachers, parents and community as well as objectives of a particular activity must be thought of. Secondly, it is a joint activity and joint effort of many people. The learning experiences of the students are improved when the organiser of co-curricular activities utilizes the talents and energies of all optimally. A better climate for learning is established and finally, school community relationship is always improved.

♦ (1) Organisation of Literary and Cultural Activities :

Literary activities are those activities which are related to literature. It includes activities like debate, elocution, recitation, writing articles, organising visits by eminent personalities, study circle, essays, recitation of self-made poem, dramatization (dialogue writing), literature corner, exhibition, news bulletin etc.

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How will these activities in school help in achieving educational objectives?

Literary Activities help language building and in enhancing vocabulary, improve articulation, expression, communication, creative writing skills, independent thinking etc.

They also give an opportunity to students to show thire hidden talents and develop self-confidence. Thus literary activities in school help in achieving educational objectives.

Culture activities are those activities which are based on culture and tradition, e.g. celebration of religious, social and national festivals, folk songs, folk dance, music, drama, dance, painting, picnic, excursion, fancy dress, funfair etc.

Curtural activities contribute towards attainment of group feeling i.e. belongingness, which provide an opportunity to show hidden talents students learn group responsibilities express ideas, share ideas, etc.

♦ (2) Organisation of Physical Education Activities :

Physical development is a crucial and important aspect of human development. A sound mind rests in a healthy body. Physically a person has to be fit in order to concentrate in various activities. So, physical training has become one of the important aspects of school education. Physical development activities include mass drill, parade, ACC, NCC, Yogasana and sports, indoor as well as outdoor games. Indoor games includes chess, table tinnis, badminton etc. Outdoor games include kabadi, cricket, kho-kho football, volley ball, hockey etc.

Physical activities in the form of sports, games and athletics are important not simply because they provide physical exercise, but for a number of other reasons also. They develop qualities of sportsmanship, self-confidence, perseverance, judgement, foresight, judiciousness, fairplay etc. Through teamgames and competitive games, sociability, co-operation, team spirit, spirit of self-sacrifice and attitude of healthy competition develop.

♦ (3) Organisation of other Activities in School :

In an educational institution full general co-curricular activities include the following – the school Assemble, celebration of National Days, School Day, Organisation of students self-government etc.

- The school Assembly activities the purpose of inculcating a spirit of patriotism, helps to develop positive habits like

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punctuality, discipline, and also provides an opportunity to the head of the institution to identify and solve problems.

- The objectives of celebrating National Days like August 15th and January 26th, is to bring about national unity and develop patriotism among pupils.
- Excursions and field trips are co-curricular activities that very greatly supplement the curriculum in the sense that what cannot be learnt from the classroom situation is learnt through firsthand experience.

7. Discuss in brief the determinants of mental health. [NBU-2017]

Ans. Good mental health is more than just the absence of mental illness. It can be seen as a state of mental health that allows one to flourish and fully enjoy life. Everyone experiences down times in life. The ability to cope with negative experiences varies greatly from one person to another and, in large part, determines whether people enjoy their lives. Some of the determinants that affect the mental health of youth are as follows:

(i) **Self-esteem :** This is the value we place on ourselves, our positive self-image and sense of self-worth. People with high self-esteem generally have a positive outlook and are satisfied with themselves most of the time.

(ii) **Feeling loved :** Children who feel loved, trusted and accepted by their parents and others are far more likely to have good self-esteem. They are also more likely to feel comfortable, safe and secure, and are better able to communicate and develop positive relationships with others.

(iii) **Confidence :** Youth should be encouraged to discover their own unique qualities and have the confidence to face challenges and take risks. Young people who are brought up to have confidence in themselves are more likely to have a positive attitude, and to lead happy and productive lives.

(iv) **Family breakup or loss :** Separation or divorce or the loss of a parent or sibling is extremely painful. Finding ways to cope and adjust to the changes wrought by these events is critical for everyone, but particularly for youth. How grief is handled can affect young people negatively for years to come. If children are having difficulty coping, professional help is recommended.

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(v) **Physical ill health :** Diseases, injuries and other physical problems often contribute to poor mental health and sometimes mental illness. Some physical causes (such as birth trauma, brain injury or drug abuse) can directly affect brain chemistry and contribute to mental illness. More commonly, poor physical health can affect self-esteem and people's ability to meet their goals, which leads to unhappiness or even depression. In such cases, receiving the best possible treatment for both the physical problem and the resulting psychological consequences is key to optimal recovery to good mental health.

(vi) **Abuse :** The mental health of abused children is at great risk. Abused children are more likely to experience mental disorders or mental illness during childhood and into adulthood. Abuse may be physical, sexual, psychological or verbal. Children need to be protected from abuse and helped to overcome its negative effects. Abuse can cause feelings of low self-esteem, lack of self-confidence, depression, isolation and anger all feelings that impair a child's chance to lead a happy life.

Essay Questions & Answers — Marks - 10

1. Briefly discuss Brainstorming as strategies of learning. [CU-2017]

Ans. In addition to encouraging creativity through everyday interactions with students, teachers can try brainstorming. The basic tenet of brainstorming is to separate the process of creating ideas from the process of evaluating them because evaluation often inhibits creativity (Osborn, 1963).

It is the method or technique in which allowing a group to explore ideas without judgement. By keeping a problem in front of them like 'what to do for growing unemploying in India and then asked to suggest ideas as rapidly as possible. In this brainstorming session, all the ideas to be encouraged and appreciated and no criticism are allowed. No evaluation or comment of any sort should ne make until the session is over. After the expiry of the session all the ideas received should be discussed in a very free, frank and desirable environment and the most meaningful ideas should be accepted for the solution of the problem.

It is said to be a brain child of the Alex Osborn,

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John Baer (1997, Pg.43) gives these rules for brainstorming :

- Defer judgement.
- Avoid ownership of ideas. When people feel that an idea is 'theirs', egos sometimes get in the way of creative thinking.
- Feel free to 'Hitchhike' on other ideas. This means that it is okay to borrow elements from ideas already on the table, or to make slight modifications of ideas already suggested.
- Encourage wild ideas. Inipossible, totally unworkable ideas may lead someone to think of other, more possible, more workable ideas. It's easier to take a wildly imaginative bad idea and tone it down to fit the constraints of reality than to take a boring bad idea and make it interesting enough to be worth thinking about.

The students may be provided with a focus, i.e. a particular problem like 'Student unrest', 'growing unemployment in India' etc. The students are asked to suggest ideas as rapidly as possible following the norms :

- All ideas to be encouraged and appreciated.
- Students are encouraged to make their ideas as unusual as possible and suggest as many ideas as they can.
- The students are encouraged to put altogether separate ideas, to suggest more unique ideas.
- No criticism be allowed during the brainstorming session.
- No evaluation or comment of any sort should be made until the session is over.

❑ The advantages of brainstorming :

(i) It's stimulating. It provides a varied instructional approach. Enthusiasm and eagerness to join in by learners and the open invitation to participate. The idea of a free-wheeling approach for some learners develops great self-esteem.

(ii) It's highly motivating. There is often a real sense of contribution from all as their suggestions are noted on the mind map or visualization

(iii) It increases "task focus." The brainstorming group is kept on target with very little pressure from the group leader because of the structure and ground rules.

(iv) It can promote great spontaneity and creativity. Mental power is fully unleashed in this positive atmosphere, confidence and self-esteem is also raised.

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(v) It's efficient and extremely productive. Scores of ideas and suggestions, problems and obstacles can be listed in a few minutes. Involves learners in the ownership of ideas. They can feel greater kinship for their mind mapping of the brainstorming process as they assume group ownership of their ideas and suggestions.

2. Briefly discuss enrichment programme as strategies of learning. [CU; KU-2017]

Or, Write different enrichment programmes of a school. [GBU-2017]

Ans. Boredom is a real problem for gifted students because they are forced to learn material they already know. For this reason, the teacher needs to :

- find out what the students know before instruction.
- Arrange to teach, in a brief fashion, the remaining concepts or skills and
- Provide a different set of experiences to enrich or advance the students.

Therefore content modification is urgently important

Enrichment caters to the varying needs for the gifted children by providing them additional enriched experiences without placing them in higher grades classes. It stands for enriching the curriculum experiences for getting the gifted children richer in terms of gaining more knowledge and skills, satisfying their diversified interests and acquiring necessary attitudes, ways of thinking and problem solving.

Enrichment counsists in giving the gifted child the opportunity to go deeper or to range more widely than the average child in his intellectual, social and artistic experience. Enrichment programme may be *characterized* by :

- emphasis upon the creative or the experimental
- emphasis on the skill of investigation and learning
- independent work, stressing initiative and originality
- high standard of accomplishment.
- Co-operative planning and activity that provide opportunity for leadership training and experiences in social adjustment.
- individual attention given by teacher to student.
- first-hand experiences
- flexibility of organization and procedure

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- extensive reading, and
- concern with community responsibility

Enrichment of the curriculum must take into account these principles :

- There must be a stimulating learnig environment. Students must be allowed to critically evaluate facts and ideas and explore new line of thoughts
- Special emphasis must be placed on creative ability and insight. Gifted children must have opportunity to go deep into the subtle and abstract aspects of the subject :.
- The curriculam should not be taught in a dull manner. The classwork should be challenging to enhance maximum intellectual development.

The curriculum can be formulated on the following basis :

(a) **Individual Evrichment :** The extra curriculum should be planned in such a way that any gifted child can complete it individually with self confidence.

(b) **Group Oriented Enrichment :** The children should be given work-material to complete in a group so that they can be able to complete it by mass-activities.

(c) The teacher should give them extra reading and writing, work in the regular.

(d) They should be motivated to participate in extra-curricular activities.

(e) Visiting professors should be appointed who can identify the needs of such children and can give timely suggestions to their teachers, parents and management.

(f) New projects should be introduced for such children to provide new experiences.

(g) Higher goals should be determined for these gifted childrnen.

(h) Variety and newness should be brought to teaching method.

(i) The children should be made to realise their effeciency in their special fields and the curriculum should be made accordingly.

Therefore, the well co-ordinated programmes should be chalked out in terms of enrichment of the programmes for the gifted.

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3. Write strategies for organizing learning for diverse learners. **[VU-2017]**

Ans. In addition to encouraging creativity through everyday interactions with students, teachers can try brainstorming. The basic tenet of brainstorming is to separate the process of creating ideas from the process of evaluating them because evaluation often inhibits creativity (Osborn, 1963).

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(g) Higher goals should be determined for these gifted childrnen.

(h) Variety and newness should be brought to teaching method.

(i) The children should be made to realise their effeciency in their special fields and the curriculum should be made accordingly.

Therefore, the well co-ordinated programmes should be chalked out in terms of enrichment of the programmes for the gifted.

Remedial teaching is a measure which is adopted to remove learning disabilities in children which arise in them for their failure to utilise their learning capabilities for some definite reasons.'

Since the learning disabilities are of various types the techniques of remedial teaching will vary according to the nature of the learning disability.

Where the learning disability is found among the gifted or normal children the teacher will have to find out the real cause of such learning

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disability. So far as the gifted children are concerned their learning disablity is due to the failure of the conventional curriculam to cater to the special needs of them. So the curriculum of the gifted children should be different from that of the average children both qualitatively and quantitatively.

If the child is mentally retarded, the degree of his mental retardness should be measured first and the teaching measures should be adopted to the power of his mental receptivity.

For physically handicapped children, the remedial teaching measures should coroborate with the specific type of handicap. For example, for the totally blind children the learning of Braille is necessary to acquire the fundamentals of education.

For the partially sighted children, the sight-conservation classes, large-print text-books and other devices which are suited to their needs are necessary.

The deaf and dumb children should be educated in separate schools with the help of mannual alphabet, lip reading and speech.

The backward children having speech defects generally need tension-reducing home and school life.

In complicated cases of speech defects the help of speech-therapists may be sought.

Lastly, if the learning disability is found to be due to emotional disturbances, the teacher will have to find out the actual cause of emotional disturbance and make necessary arrangements to reeducate the child's undesirable patterns of behaviour and try to develop socially desirable emotional habits in him.

4. How can a teacher help in fartering the mental health of student? [WBUTTEPA-2017]

Ans. It is very essential for the present day school to act as a promoter of mental health.

- Identifying the normal and abnormal children in the classroom.
- Importing training to the children towards development of good habits and skills.
- Establishing the suitable conditions for mental health and hygiene.
- Provide opportunities to the pupils regarding mental health and hygiene.

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- Identifying the individual differences among the pupils and coping with them.
- Providing opportunities for complete expression of the child and avoiding inhibitions.
- Emphasizing self control and self discipline.
- Providing enough scope for recreation.

To ensure students mental health the teacher and school can adopt the following preventive measures :

1. **Primary Preventive Measures :** To prevent mal-adjustment in children, their physical and mental health must be improved. To improve physical health of the students they must be encouraged to develop certain good habits from the childhood such as cleanliness, taking part in sports and physical exercise, taking nutritions food in time, taking rest and so on. The teacher has to make the ignorant parents aware of the importance of maintaining mental health of the students. The provision of midday meal must be put into practice. Regular medical check-up must be arranged and reports of these check-ups must be conveyed to parents. The teacher must ensure that the children become aware of their abilities and weaknesses, they can face reality with courage and can take victory or defeat with equal ease.

2. **Secondary Preventive Measures :** It is the duty of the school to detect slightest indications of maladjustment in the behaviour of the students and to adopt necessary measures to rectify them.

3. **Tertiary Preventive Measures :** The school and teacher has to take necessary measures to prevent further deterioration of mental health of student suffering from emotional problems or those who have shown primary symptoms of mental illness.

For the development and maintenance of the mental health of children, teachers should take care that the basic needs of children are properly, satisfied in school.

(a) To form the minds and to mould the character of children is a difficult task. In order to help children to achieve good mental health, the teacher himself will have to acquire good mental health first.

(b) The teacher will have to neutralise some of the mistakes that are made by parents in respect of creating wrong mental

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attitudes. He will have to positively aid the child in the formation of same mental outlooks.

(c) The teacher will have to maintain a close contact with the parents and guardians of children so that he can persuade them to join hands with him in the matter of developing good mental health in children.

(d) Lastly, the following measures taken by the teacher will be conducive to fostering healthy mental attitudes in the children. A teacher should encourage children to aim at success through honest efforts, to concentrate on the task in hand, to make the best of conditions they cannot change, to face reality squarely, to take success without being spoiled by it, and to meet defeat without undue discouragement" (Herbart A. Carroll)

WBUTTEPA B.ED GUIDE LINE

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2nd Half

Teaching

1 Unit — Understanding Teaching

Very Short Question & Answers — Marks - 2

1. Define teaching. **[BU; WBSU-2017]**

Ans. H. C. Morrison (1934) : Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the later.

2. Distinguish between training and instruction. **[BU-2017]**

Ans. Instruction refers to impart the knowledge of specific subjects whereas training emphasizes on practical aspects. Instruction is imparted in school, colleges, universities etc but training is imparted only in training institutions.

3. What is training? **[WBSU-2017]**

Ans. Training : It is an organised activity aimed at imparting information and instructions to improve the trainee's performance or to help him attain a required level of skill. In the field of teaching students get training for the development of their teaching skills likewise many other professionals such as doctors, engineers, artists etc. In other words training is a planned and systematic sequence of instruction under competent trainer.

4. Define instruction. **[VU-2017]**

Ans. According to **Dr. R. A. Sharma**, "Instruction is the process of influencing learners towards some goals."

In other words Instruction is a system of actions involving an agent, an end in view and a situation including two sets of factors, those over

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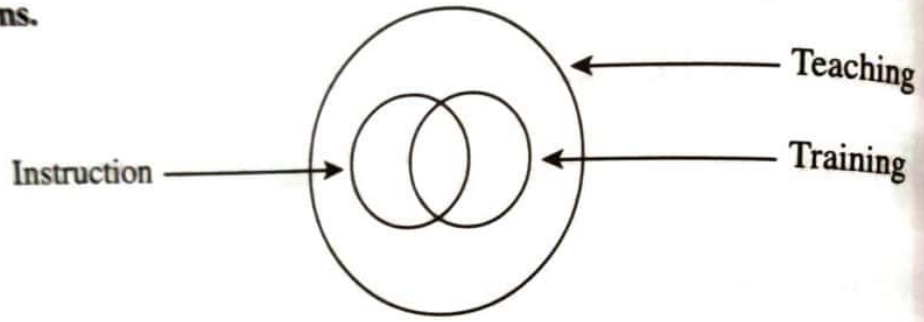
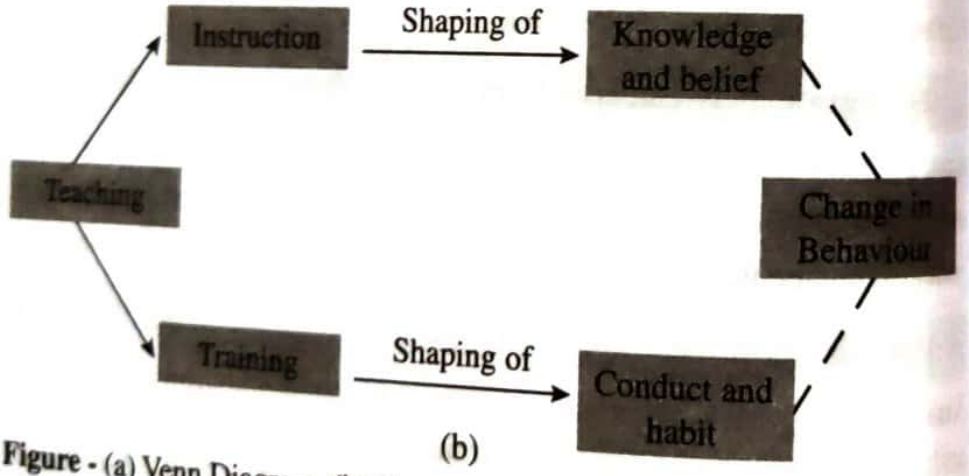
which the agent has no control (e. g. class size, characteristics of learners etc.) and those which can modify (such as the ways asking questions and structuring content or information).

5. What is the relation between teaching, instruction and training? [KU; BU-2017]

Ans.



(a)



(b)

Figure - (a) Venn Diagram, (b) Concept Map, showing the relation between teaching, instruction and training.

Teaching is a process to help learners in their all round development. Teaching is a process of helping pupils to acquire knowledge, skills and attitudes. Teaching is a wider major concept, instructions and training are the subordinate concepts of teaching.

The term instruction has numerous meaning. First, instruction is a system of actions consisting of not a single act but a series of acts in some structural form. Second, instruction is goal directed and so it is goal directed activity which has a focus and directions. Third, instruction occurs in a situation comprising the controllable and uncontrollable

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factors. Thus, we see that instruction is an instance of human action aimed at enhancing the human capacity for action.

Training is an organised activity aimed at imparting information and instructions to improve the trainee's performance or to help him attain a required level of skill. In the field of teaching students get training for the development of their teaching skills likewise many other professionals such as doctors, engineers, artists etc. In other words training is a planned and systematic sequence of instruction under competent trainer.

Thus we conclude that teaching is a wider term often used in carrying out classroom teaching-learning programme. Besides, teaching is an interactive process whereas instructions is there only in a specific context, where for this purpose, lecture method is used. On the other hand training is a practical activity, where the trainer tries to formulate a set type of behaviour of the individual.

Short Questions & Answers — Marks - 5

1. Explain the role of teacher in effective teaching at different stages. [WBSU; VU; NBU-2017]

Ans. The role of teacher is to help students apply concepts, through classroom instruction and presentation. His role is also to prepare lessons, progress report, manage the classroom, meet with parents and work closely with school staff. Moreover, he carries the role of a surrogate parent, disciplinary mentor, counselor etc.

Following are the importent roles of a teacher in effective teaching :

(1) Teacher as a knowledge transmitter.
(2) Teacher as a facilitator.
(3) Teacher as a communicator.
(4) Teacher as a mediator.
(5) Teacher as a reflector.
(6) Teacher as a negotiator.

1. **Teacher as a knowledge transmitter :** The responsibilities of the teacher is to transmit knowledge and understanding to students in a topic appropriate via teaching learning process. The teacher uses lecture method to deliver the knowledge to the students. The

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teacher remains active whereas students receive information passively.

2. **Teacher as a facilitator :** A teacherd arranges classroom activities in such a manner that students are involved in those activities. The students may take help from the teacher as per their requirements. Not all ideas will be given by the teacher. In other words the role of a teacher is like a 'host' and student as a 'guest'. For example, Buffet system in the marriage ceremoney where different varities of food items are available and the guest take those items as per their own choice.
3. **Teacher as a communicator :** The role of a teacher is to use an appropriate language as per standard of the students. Problems are given to them according to their level of development, so that they will be able to solve. They will not be frustrated.
4. **Teacher as a mediator :** The teacher encourages the students to undergo problem solving. While working on the problem, they observe the situation closely and apply their existing knowledge to solve the problem. Many questions emerges in the mind of the students, creating a contradictory situation among the students. In this situation, some cue-points (hints) will be provided by the teacher to resolve such contradictions. Therefore, teacher acts as a mediator.
5. **Teacher as a reflector :** The role of a teacher is to think over his teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcome. The teacher ask questions & allow time which calls for depth of thinking beyond knowledge or comprehension. Sometimes the teacher uses students' comment as a source of feedback about the learning environment.
6. **Teacher as a negotiator :** The most important skill that a teacher uses for classroom management is negotiation. Now a days teacher and students have very different relationship in comparision to the past generation. Students and parents are now more aware of their rights and less likely to consider the teacher to be always right.

2. Write the nature of teaching. **[GBU-2017]**

Ans. Teaching is an important concept in our educational system. The word 'teaching' is derived from 'to teach' which means to instruct.

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◆ **Traditional concept of teaching :** Teaching is a process of disseminating information to the learner related to school subjects in the classroom. Teaching is a mechanical process by which the teacher brings the student and the subject matter together.

◆ **Modern concept of teaching :** Teaching is the complex set of guiding students through a variety of selected experiences towards the attainment of appropriate teaching-learning goals. Modern teaching is not a mechanical process.

◆ **H. C. Morrison (1934) :** Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the later.

◆ **Joyce** and **Weil** (1985) have defined teaching as "a process by which teacher and student create a shared environment including sets of values and beliefs (agreement about what is important) which in turn colour their view of reality."

◆ **Nature and characteristics of teaching :** Following are the nature and characteristics of teaching :

1. **A Complex social process :** Teaching is a complex process in the society. As the ideals of the society are always changing, it becomes difficult to describe the exact and permanent nature of teaching.
2. **Both art as well as Science :** Teaching is an art, as it calls for exercise of talent and creativity. On the other hand teaching is a science as it involves a repertoire of techniques, procedures and skills that can by systematically studied, described and improved. Hence teaching is an art as well as science.
3. **A Professional activity :** Teaching is a professional activity involving the teacher and the student and result in the development of the student.
4. **Cause to learn :** Teaching is what a teacher does with his student to learn something and it is thus purely an outcome of the teacher's effort. The teacher is our instrument in helping a child to learn and to do things for himself.
5. **An organized system of varied actions :** In teaching many activities are included. All these activities are organized in such a way that appropriate change can be brought about in the behaviour of student in a given physical and social atmosphere through available teaching-learning materials, teaching methods and teaching techniques etc.

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6. **Teaching is a tripolar process :** As teaching consists of three important factors i.e. teacher, student and learning experiences. Hence it is called a tripolar process.
7. **Teaching is highly dominated by communications skill :** Appropriate communication of knowledge, actions and feeling is generally considered to be the main features of good teaching. This communication is carried on between the teacher and the students to make teaching a reality and a success.
8. **Teaching is an interactive process :** In teachnig interaction takes place between the students and the teaching sources which is essential for the guidance, progress and development of the learners.

3. State the relationship between teaching and instruction. [VU-2017]

Ans. Difference between teaching and instruction :

Teaching	Instruction
1. Teaching implies the all round development of potential of an individual.	1. Instruction refers to impart the knowledge of specific subjects.
2. Teaching is imparted in and outside the school i.e. It is both formal & informal.	2. Instruction is generally confined to the classroom i.e. It is formal.
3. The scope of teaching is very wide.	3. The scope of instructim is narrow and limited.
4. The range of method used is wide.	4. Lecture method is generally used in imparting instuctions.
5. It is natural as well as artificial process.	5. It is an artificial process.
6. Curriculum of teaching is broad & comprehensive.	6. Curriculum of instructions is narrow & fixed.

4. Write the relationship between teaching and learning. [NBU-2017]

Ans. Teaching and learning are vital processes in survival as they comprise the very foundations of growth. Both of these methods are necessary in

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achieving development by seeking to actualize significant changes in behaviors. Equally, they have various styles and theories that guide the education system. They are also essentially interconnected in a way that you have to learn something before you can actually teach it and that the act of teaching can make you learn something. Their relationship is discussed below-

(i) **Goal of Teaching and Learning :** The primary goal of teaching is to impart knowledge and to monitor change in behavior while learning aims to understand and apply knowledge. A teacher seeks to share what he knows whereas a learner intends to receive new information.

(ii) **Authority in Teaching and Learning :** As compared to learners, the teachers possess higher authority.

(iii) **Dependence in Teaching and Learning :** For the teaching process to be actualized, teachers need to have students as recipients of novel knowledge. On the other hand, learners do not always need teachers to learn something as mere solitary experiences can bring about realizations; hence, learning.

(iv) **Expertise in Teaching and Learning :** Teaching is characterized by a higher level of expertise as compared to learning.

(v) **Curiosity in Teaching and Learning:** The learning process is improved by piquing students' curiosity. Alternatively, the teaching process is improved by looking for a way to arouse learners' curiosity.

(vi) **Feedback in Teaching and Learning:** Generally, teaching helps others by observing and aptly pointing out which behaviors should be retained and altered while the learning undertaking is marked by being able to understand the feedback as well as apply it to future behavior.

(vii) **Extent (with respect to existence) of Teaching and Learning:** Largely, learning is possible until our last breath. As for teaching, people can still learn from the teachings of someone who has already passed away.

(viii) Directive in Teaching and Learning: Essentially, learning cannot be mandated. Students are directed to study but the act of learning is more of an internal process. On the contrary, teaching can be assigned and verified through syllabi, lesson plans, curricula, and the like.

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(ix) **Population in Teaching and Learning:** As compared to learners, the population of teachers is often less. There are usually fewer individuals involved in the teaching process than those at the learning end.

(x) **Autonomy in Teaching and Learning:** The teaching course is more imbued with autonomy as compared to the learning exercises. For instance, students usually have to ask the permission of the teacher before engaging in a certain class-related behavior.

(xi) **Performer of Teaching and Learning:** In a typical classroom setting, the act of facilitating the lessons is performed by the teacher while the learners are responsible for acquiring knowledge.

(xii) **Consciousness in Teaching and Learning:** Most often, the teaching process is a conscious task while learning can be conscious as well as unconscious. For example, we usually learn to fear something from a negative experience from the past specially during childhood. An acrophobic, someone who is irrationally scared of heights, may not be aware that he has the condition because he fell from a ladder when he was a toddler.

Essay Questions & Answers — Marks - 10

1. Discuss the concept and characteristics of teaching. [CU;KU-2017]

Ans. Teaching is an important concept in our educational system. The word 'teaching' is derived from 'to teach' which means to instruct.

Traditional concept of teaching : Teaching is a process of disseminating information to the learner related to school subjects in the classroom. Teaching is a mechanical process by which the teacher brings the student and the subject matter together.

Modern concept of teaching : Teaching is the complex set of guiding students through a variety of selected experiences towards the attainment of appropriate teaching-learning goals. Modern teaching is not a mechanical process.

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6. **Teaching is a tripolar process :** As teaching consists of three important factors i.e. teacher, student and learning experiences. Hence it is called a tripolar process.
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8. **Teaching is an interactive process :** In teachnig interaction takes place between the students and the teaching sources which is essential for the guidance, progress and development of the learners.

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2. Describe the manims of good teaching.[CU; KU; NBU;VU-2017]

Ans. Maxims of teaching : Maxim in general is the truth drawn from the science of experience. Educationists and teachers have advocated numerous rules of conduct for teaching which is called maxims. These maxims are of universal significance and every teacher is expected to be familiar with these maxims of teaching. The different maxims of teaching have been briefly explained below :

(i) **From known to unknown :** The most natural and simple way of teaching a lesson is to proceed from something that the students already know to those facts which they do not know.

(ii) **Proceed from simple to complex :** Simpler ideas are to be taught before more difficult ones. Proceeding from simple to complex, subject matter provides an appropriate learning sequence, thus motivating and encouraging students to try to learn more difficult ideas.

(iii) **Proceed from easy to difficult :** Teach easy matter first and difficult one in the last. Division of content into easy and difficult is done from pupil's point of view for this purpose.

(iv) **Proceed from the concrete to abstract :** Abstract things are confusing and difficult to comprehend whereas concrete things can be visualized and are relatively simple and understandable.

(v) **Proceed from particular to general :** Before giving principles and rules, particular examples should be presented. Thus a study of particular facts should lead children themselves to frame general rules.

(vi) **Proceed from emperical to rational :** Observation and experience are the basics of emperical Knowledge Rational knowledge implies a certain amount of abstraction and an argumentative approach.

(vii) **Proceed from psychological to logical :** While teaching, Psychological principles of teaching should be kept in mind and then teaching should proceed to the logical arrangement of the subject matter. The teacher should psychologically plan learning experiences in accordance with the needs, interest and ability of the students but the teaching act must have logic too.

(viii) **Proceed from whole to part : J P Guildford, E B Newman** and **May seagoe** concluded after their research that 'Whole' approach

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is generally better than 'part' learning because the material to be learnt 'makes sense' and its parts can be seen by the learner as inter related. The 'whole' unit or passage for slow learners should be smaller than the 'Whole' for the fast learners.

(ix) **Proceed from near to far :** A child learnes well in surrounding in which he resides. So he should be first acquinted with his immediate environment. Gradually he may be taught about things which are far from his immediate environment.

(x) **Proceed from analysis to synthesis :** Analysis means breaking/ splitting a problem into convenient parts whereas synthesis mean grouping of these separated parts into one complete whole. A complex problem can be made simple and easy dividing it into units for study and understanding.

(xi) **Proceed from actual to representative :** When actual objectives are shown to children, they learn easily and retain them in their minds for a long time. This is specially suitable for younger children. Representative objectives in the form of pictures, models etc. should be used for grown ups.

(xii) **Proceed inductively :** 'Farmers in India are very poor' is a general statement in the deductive type of reasoning. The inductive will follow thus--- Ram is a farmer, he is very poor. Shyam is a farmer, he is very poor. In this way from several such examples, it will be evident that farmers are poor.

WBUTTEPA B.ED GUIDE LINE

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2 Unit — Models of Teaching

Marks - 2

Very Short Question & Answers

1. Mention the basic features of teaching models. **[BU-2017]**

Ans. All good models of teaching have some common identifiable characteristics which are given below :

(i) **Scientific procedure :** A model of teaching is not a haphazard combination of facts. It is a systematic procedure to modify the behaviour of the learners.

(ii) **Specifications of learning outcomes :** All models of teaching specify the learning outcomes in detail on observable student's performance. What the student will perform, after completing an instructional sequence, is specified in detail.

(iii) **Specification of environment :** It refers that every model of teaching specifies in definite terms the environmental conditions under which a student's response should be observed.

(iv) **Specification of Criterion of Performance :** This implies that a teaching model specifies the criteria of acceptable performance which is expected from the students. The model of teaching delineates the behavioural outcomes which the learner would demonstrate after completing specific instructional sequence.

(v) **Specifications of operations :** All models of teaching specify mechanisms that provide for students' reaction and interaction with the environment.

2. What are the practical application of AOM? **[BU; WBUTTEPA-2017]**

Ans. In order to ensure that concepts become an organized, stable and clear part of a student's cognitive structures, the most general ideas of the discipline should be presented first and then must be progressively differentiated (Ausubel, 1963a) in terms of specificity and detail. This

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procedure follows Ausubel's Advance organizer model. Again, if new ideas must be consciously reconciled and integrated with previously learned content, then the sequence of the curriculum must be organized so that each successive learning task is carefully related to what has been presented before. This procedure occurs when teachers make an explicit effort "to explore relationships between ideas, to point out significant similarities and differences, and to reconcile real or apparent inconsistencies" which is also achievable by using AOM.

3. What is syntax? [GBU; NBU; WBUTTEPA-2017]

Ans. A model of teaching is not a haphazard combination of facts. It is a systematic procedure to modify the behaviour of the learners.

❖ **Syntax :** It implies the description of the structure of teaching activites it refers to the aspect of presentation of teaching.

4. Who are the founders of Concept attainment Model and Advance organize model? [VU-2017]

Ans. The founder of Concept Attainment model is Jerome Bruner (1956) and the founder of Advance Organizer model is David Ausubel (1960).

5. What is concept?

Ans. A concept is a class of objects having some common characteristics. It relates generalized ideas of the essential attributes of the things, events or relationship.

A concept has three elements (a) Examples (b) Attributes (c) Attribute values. The different things are put into categories on the basis of attributes.

6. What is the differences between concept formation and concept attaiment?

Ans. In the concept formation new categories are formed. In the concept attainment, the concepts which already exist are attained. The concept formation is the first step which leads to concept attainment. Concept formation and concept attainment differ significantly in terms of thinking process. The two processes require different teaching strategies.

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Marks - 5

Short Questions & Answers

1. What do you mean by example and non-example for explaining a concept in cocept attainment model? [KU-2017]

Ans. This model belongs to the category of information processing models based on applied cognitive psychology. In 1956, **Jerome Bruner** and his associates developed this teaching model. This model helps the students to attain new concepts.

In concept attainment model the important components are :

(1) **Focus :** It refers to the development of categorization as the basic process of thinking to reduce complexities of the environment. For example, Flower, home, tree etc.

(2) **Syntax :** It includes act of concept formation and act of concept attainment. The act of concept formation include the following activities.

(a) Giving examples positive and negative.

(b) Identifying essential characteristics for attributes for categorizing.

(c) Finding out common essential features and

(d) Framing a rule or **definition** specifying the essential attributes of the concept.

Suppose the concept is an 'apple', then each fruit is an example. Oranges and grapes are negative examples and apples are positive examples. The colour may be an attribute as red or yellow are the attribute values.

Three phases of instruction/teaching help the students to attend the concept are :

❖ **Phase I :** Presentation of data and identification of concept :

In this phase the following activities are included :

(i) Teacher presents labelled examples.

(ii) Students compare attributes in positive and negative attributes.

(iii) Students generate and tests hypothesis.

(iv) Students state a definition according to essential attributes.

❖ **Phase II :** Testing attainment of concept :

In this phase following activities are involved :

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(i) Students identify additional unlabelled examples as Yes or No.
(ii) Teacher confirms hypothesis name, concepts and re-states definition.
(iii) Students generate more examples of the concept.

❖ **Phase III :** Analysis of thinking strategies

The analysis is done with the help of following activities :

(i) Students describe their thought processes.
(ii) Students discuss rules of hypothesis and attributes.
(iii) Students discuss types and number of hypothesis.

(3) **Principles of Reacton :** As the lesson proceeds the teacher will point out to the students that the concepts are hypothetical in nature and will encourage them to compare one hypothesis with another. At last the students will analyse their concepts and strategies.

(4) **Social system :** Teacher and students together are involved in the process of concept attainment. The teacher selects and organizes the materials into positive & negative examples and sequence the examples. The teacher presents cues and additional data and act as supportive agent and recorder. The students attend the concept selected by the teacher.

(5) **Support System :** Library facility and facilities of group activity must be provided. Availability of example and non-example of the concept is essential.

2. Give the classification of modern teaching models. [WBSU-2017]

Ans. **Joyce** and **Weil** (1972) define model of teaching as "a pattern or plan which can be used to shape curriculum or course to select instructional materials and to guide teacher's action."

There are four important types of model :

(1) Behaviour modification models.
(2) Information processing models.
(3) Personal development models.
(4) Social interaction models.

(1) **Behaviour modification models :** These models laid emphasis on changing the external behaviour of the learners and describe them in terms of visible behaviour rather than underlying them in terms of visible behaviour. B.F. skinner is the chief exponent of this model. These behaviour. B.F. skinner is the chief exponent of this model. These models include :

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(i) Anxiety Reduction Model
(ii) Assertive Training Model
(iii) Direct Training Model
(iv) Managing Behaviour Model
(v) Programmed Instruction Model
(vi) Relaxation Model
(vii) Self-Controlled Model

(2) **Information processing models :** These models refer to the way people handle stimuli from the environment, organized data, sense problems, generate concepts and solution to the problem and use verbal and non-verbal symbols. Models of this type are concerned with intellectual growth rather than emotional or social development. These models include :

(i) Concept Attaintment Model
(ii) Advance Organizer Model
(iii) Inquiry Training Model
(iv) Cognitive Growth Model
(v) Memory Model
(vi) Inductive Thinking Inquiry Model

(3) **Personal development models :** These models assist the individual in the development of selfhood. Frequently, they focus on the emotional life of an individual. These include five type of models:

(i) Awareness Training Model
(ii) Classroom Meeting Model
(iii) Conceptual Systems Model
(iv) Non-directive Teaching Model
(v) Synectics Model

(4) **Social Interaction Models :** These models focuses on the relationship of the individual to other persons and to society. These include six type of models :

(i) Group Investigations Model.
(ii) Jurisprudential Model.
(iii) Laboratory Method Model.
(iv) Role Playing Model.
(v) Social Inquiry Model
(vi) Social Stimulation Model

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3. What are the base components of Inquiry Training model? [WBSU-2017]

Ans. The Inquiry Training Model (ITM) belongs to the category of information processing models. This model was built by **J Richard Suchman** in 1968 for developing scientific inquiry training skills in the students.

In this model students are to work according to the following sequence of activities through the following phases.

- **Phase I : Encounter with the problem :**

  Significant problem should be placed before the learners to involve and compel them to inquire through multiple questions.

- **Phase II : Data gathering verification :**

  The students here try to collect detailed information about the problem. They try to seek clarification about the doubts concerning the problems. The teacher will encourage and help the students in their inquiries.

- **Phase III : Data gathering experimentations :**

  This is the stage when the students actually start putting questions and the teacher is reacting to their questions by saying 'Yes or No' as the case may be and which will be recorded by two or three students.

- **Phase IV : Formulating an explanation :**

  Different puzzling situations that might crop up are further explained. Some rules are therefore formulated.

- **Phase V : Analysis of the inquiry process :**

  The students analyse the whole process of inquiry. They reflect on the problem strategies that they used during the process of inquiry. Thus, they are able to develop more effective strategies.

4. Write the characteristics of teaching model. [GBU-2017]

Ans. All good models of teaching have some common identifiable characteristics which are given below :

(i) **Scientific procedure :** A model of teaching is not a haphazard combination of facts. It is a systematic procedure to modify the behaviour of the learners.

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(ii) **Specifications of learning outcomes :** All models of teaching specify the learning outcomes in detail on observable student's performance. What the student will perform, after completing an instructional sequence, is specified in detail.

(iii) **Specification of environment :** It refers that every model of teaching specifies in definite terms the environmental conditions under which a student's response should be observed.

(iv) **Specification of Criterion of Performance :** This implies that a teaching model specifies the criteria of acceptable performance which is expected from the students. The model of teaching delineates the behavioural outcomes which the learner would demonstrate after completing specific instructional sequence.

(v) **Specifications of operations :** All models of teaching specify mechanisms that provide for students' reaction and interaction with the environment.

5. Write the educational importance of advance organiser model. [VU-2017]

Ans. Ausubel thinks that meaningful learning depends on the learner and the learning materials and not on the method of presentation. New learning materials must be solidly connected with what the learner already knows. Active reception of material through progressive differentiation (working from general concepts to specific concepts) and integrative reconciliation (relating of new ideas to prior knowledge) is essential for meaningful learning.

Following are the merits of AOM:

(i) It is a useful verbal teaching model.

(ii) It helps in the mental development of students.

(iii) The knowledge and experience learned by this model becomes long-lasting.

(iv) It encourages analytical thinking and increases the power of imagination.

6. What are the basic elements of any teaching model? Explain.

Ans. The concept of a model in the sense of a paradigm is suggestive of three important things–a structure of activities, a focus which is identifiable, and a frame of reference with which the activities and the

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focus is accounted for. Applying this to instruction it can be observed that the paradigm having specific instructional activities in a structural form and having specific objectives in terms of learning outcomes among students and a frame of reference which harmonizes the structure of activities with focus can be called model of instruction/teaching. A teaching model has six fundamental elements:

(i) **Focus :** It refers to goals or objectives of teaching. All the teaching activities are oriented towards this goal.

(ii) **Syntax :** It implies the description of the structure of teaching activities. It refers to the aspect of presentation of teaching.

(iii) **Social system :** It includes three things :
   (a) The description of students–teacher roles,
   (b) The description of hierarchical relationships and
   (c) Description of the kinds of norms which are encouraged in students' behaviours. Models of teaching can be highly structured, moderately structured and unstructured.

(iv) **Support system :** It is mainly the confronting materials and the necessary resources related to teaching situations. It is related to additional requirements other than the usual human skills/capacities of the teacher and the facilities usually available in the ordinary classroom. These requirements refer to special skill, special knowledge of teachers and special audio-visual materials.

(v) **Principle of reaction :** It refers to the way of a teacher should regard and respond to the activities of the students. These responses should be appropriate & selective.

(vi) **Application :** Several types of teaching models are available. Each model attempts to describe the feasibility of its use in varying context achieving specific educational goals and demanding specific work environment.

Essay Questions & Answers

Marks - 10

1. Briefly discuss the components of Advance organizer model of teaching. **[CU; KU; WBSU-2017]**

Ans. The advance organizer model belongs to the category of information processing models. In 1960, David Ausubel developed this teaching model.

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This model ends at helping teachers convey large amount of information to the learners meaningfully. Principles and concepts can be presented directly to the students, it focusses to strengthen the students' cognitive structure and the knowledge of subject matter at a time. **Ausubel** thinks that meaningful learning depends on the learner and the learning materials and not on the method of presentation. New learning materials must be solidly connected with what the learner already knows.

(1) **Focus :** This model helps students acquire meaningful verbal learning and retain the new knowledge learned by them. The main focus of this model is to strengthen the cognitive structure of the student in relation to the incoming knowledge.

(2) **Syntax :** In order to execute this model the teacher has to proceed through the following three phases in order to maintain the sequence of his activities.

- **Phase I :** Presentation of advance organizer :

In this phase following operations are involved :

(i) Classify aims of the lesson.

(ii) Present organizer (Informational Structure of the content).

(a) Identify defining attributes

(b) Give examples

(c) Provide Context

(d) Repeat

(iii) Prompt awareness of the learner's relevant knowledge and experience

- **Phase II :** Presentation of learning task or material in logical order

In this phase following operations are involved.

(i) Presenting material

(ii) Maintaining attention

(iii) Making organization explicit

(iv) Making logical order of learning materials explicit.

- **Phase III :** Strengthening cognitive organization by anchoring materials to learners' cognitive structure :

Following operations are involved in this phase :

(i) Use principles of differentiation and integration by providing examples and non examples.

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(ii) Promote active reception learning.

(iii) Elicit active reception learning to subject matter classification.

(3) **Principles of Reacton :** This model is mostly teacher centred. So, the teacher should always try to promote active reception learning. At the third phase of this model he will have to pay sufficient attention to the questions raised by students. Moreover, he will give further examples and additional facts to clarify the subject matter.

(4) **Social System :** At the first two phases of this model the teacher has less scope for interaction with students. But at the third phase, when students ask different types of questions, the teacher will get the opportunity to create interactive environment in the class.

(5) **Support System :** The success of this model depends on the proper presentation of the advance organiser and connecting it with the cognitive structure of students. So, for the successful implementation of this model the support system will consist of the appropriate advance organiser and the logical order of the subject matter.

(6) **Application :** This model is based on meaningful verbal learning and as such it has a wide range of applicability. It can be used to teach almost all subject areas of the curriculum.

2. Briefly describe the structure of Inquiry Training model of teaching with example. [CU; NBU-2017]

Ans. The Inquiry Training Model (ITM) belongs to the category of information processing models. This model was built by **J Richard Suchman** in 1968 for developing scientific inquiry training skills in the students.

(1) **Focus :** This model attempts to provide systematic training in inquairy for students in order to motivate their natural curiosity.

(2) **Syntax :** In this model students are to work according to the following sequence of activities through the following phases.

- **Phase I : Encounter with the problem :**

  Significant problem should be placed before the learners to involve and compel them to inquire through multiple questions.

- **Phase II : Data gathering verification :**

  The students here try to collect detailed information about the problem. They try to seek clarification about the doubts concerning the problems. The teacher will encourage and help the students in their inquiries.

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- **Phase III : Data gathering experimentations :**

  This is the stage when the students actually start putting questions and the teacher is reacting to their questions by saying 'Yes or No' as the case may be and which will be recorded by two or three students.

- **Phase IV : Formulating an explanation :**

  Different puzzling situations that might crop up are further explained. Some rules are therefore formulated.

- **Phase V : Analysis of the inquiry process :**

  The students analyse the whole process of inquiry. They reflect on the problem strategies that they used during the process of inquiry. Thus, they are able to develop more effective strategies.

(3) **Principles of Reaction :** When students encounter with the problem the teacher will encourage them to ask questions in order to satisfy their curiosity and at the same time guide them to arrive at the solution of the problem. If necessary the teacher will supply new data to students so that they can sustain the spirit of their enquiry. Lastly, the teacher will help, students come to the conclusion and analyse the process of their inquiry.

(4) **Social System :** It refers to the creation of an effective interactive environment by the teacher in the class in order to involve students in the lesson and make them inquisitive about the problem.

(5) **Support System :** The additional support which is required in this model is to select appropriate materials by the teacher. Moreover, the teacher will have to understand the intellectual processes and strategies of inquiry so that he can manipulate the resource material according to the nature of the problem.

(6) **Application :** About the applicability of this model Joyce and Weil observe, "The emphasis in this model is clearly on becoming aware of and mastering the enquiry process, not on the content and explanation of any particular problem situation. Although the model should also be enormously appealing and effective as a model of acquiring and using information, the teacher cannot be too concerned with subject matter coverage or correctness.

3. Discuss in brief the concept attainment model of teaching.

[KU; GBU-2017]

Ans. This model belongs to the category of information processing models

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based on applied cognitive psychology. In 1956, **Jerome Bruner** and his associates developed this teaching model. This model helps the students to attain new concepts.

In concept attainment model the important components are :

(1) **Focus :** It refers to the development of categorization as the basic process of thinking to reduce complexities of the environment. For example, Flower, home, tree etc.

(2) **Syntax :** It includes act of concept formation and act of concept attainment. The act of concept formation include the following activities.

(a) Giving examples positive and negative.

(b) Identifying essential characteristics for attributes for categorizing.

(c) Finding out common essential features and

(d) Framing a rule or **definition** specifying the essential attributes of the concept.

Suppose the concept is an 'apple', then each fruit is an example. Oranges and grapes are negative examples and apples are positive examples. The colour may be an attribute as red or yellow are the attribute values.

Three phases of instruction/teaching help the students to attend the concept are :

♦ **Phase I :** Presentation of data and identification of concept :

In this phase the following activities are included :

(i) Teacher presents labelled examples.

(ii) Students compare attributes in positive and negative attributes.

(iii) Students generate and tests hypothesis.

(iv) Students state a definition according to essential attributes.

♦ **Phase II :** Testing attainment of concept :

In this phase following activities are involved :

(i) Students identify additional unlabelled examples as Yes or No.

(ii) Teacher confirms hypothesis name, concepts and re-states definition.

(iii) Students generate more examples of the concept.

♦ **Phase III :** Analysis of thinking strategies

The analysis is done with the help of following activities :

(i) Students describe their thought processes.

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(ii) Students discuss rules of hypothesis and attributes.

(iii) Students discuss types and number of hypothesis.

(3) **Principles of Reacton :** As the lesson proceeds the teacher will point out to the students that the concepts are hypothetical in nature and will encourage them to compare one hypothesis with another. At last the students will analyse their concepts and strategies.

(4) **Social system :** Teacher and students together are involved in the process of concept attainment. The teacher selects and organizes the materials into positive & negative examples and sequence the examples. The teacher presents cues and additional data and act as supportive agent and recorder. The students attend the concept selected by the teacher.

(5) **Support System :** Library facility and facilities of group activity must be provided. Availability of example and non-example of the concept is essential.

Applications : CAM model can be used extensively for the following purposes :

(i) CAM is used in language teaching. Such as teaching of grammer.

(ii) It is used in science teaching. (for example : Classification of plants & animals.)

(iii) It is used in teaching of fundamentals of mathematics.

(iv) It is used in teaching the concepts to the young learners through inductive reasoning.

(v) This model is used to develop creative abilities of an individual & group.

Example of using CAM in math class is discussed below;

(i) First the teacher chooses a concept to developed. (i.e. Math facts that equal 10)

(ii) Begin by making list of both positive "yes" and negative " no" examples: The examples are put onto sheets of paper or flash cards.

(iii) Positive Examples: (Positive examples contain attributes of the concept to be taught) i.e. 5+5, 11-1, 10X1, 3+4+4, 12-2, 15-5, (4X2)+2, 9+1

(iv) Negative Examples: (for examples choose facts that do not have 10 as the answer) i.e. 6+6, 3+3, 12-4, 3X3, 4X4, 16-5, 6X2, 3+4+6, 2+(2X3), 16-10

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(v) Designate one area of the chalkboard for the positive examples and one area for negative examples. A chart could be set up at the front of the room with two columns - one marked YES and the other marked NO.

(vi) Present the first card by saying, "This is a YES." Place it under the appropriate column. i.e. 5+5 is a YES

(vii) Present the next card and say, "This is a NO." Place it under the NO column. i.e. 6+6 is a NO

(viii) Repeat this process until there are three examples under each column.

(ix) Ask the class to look at the three examples under the YES column and discuss how they are alike. (i.e. 5+5, 11-1, 2X5) Ask "What do they have in common?"

(x) For the next tree examples under each column, ask the students to decide if the examples go under YES or NO.

(xi) At this point, there are 6 examples under each column. Several students will have identified the concept but it is important that they not tell it out loud to the class. They can howevershow that they have caught on by giving an example of their own for each column. At this point, the examples are student-generated. Ask the class if anyone else has the concept in mind. Students who have not yet defined the concept are still busy trying to see the similarities of the YES examples. Place at least three more examples under each column that are student-generated.

(xii) Discuss the process with the class. Once most students have caught on, they can define the concept. Once they have pointed out that everything under the YES column has an answer of 10, then print a new heading at the top of the column (10 Facts). The print a new heading for the NO column (Not 10 Facts).

4. Give a short note on CAM with its application. [BU-2017]

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(iv) It is used in teaching the concepts to the young learners through inductive reasoning.

(v) This model is used to develop creative abilities of an individual & group.

5. What is advance organizer model? Discuss briefly about the components of advance organizer model and mention its two advantages. [NBU-2017]

Ans. The advance organizer model belongs to the category of information processing models. In 1960, David Ausubel developed this teaching model. This model ends at helping teachers convey large amount of information to the learners meaningfully. Principles and concepts can be presented directly to the students, it focusses to strengthen the students' cognitive structure and the knowledge of subject matter at a time. **Ausubel** thinks that meaningful learning depends on the learner and the learning materials and not on the method of presentation. New learning materials must be solidly connected with what the learner already knows.

(1) **Focus :** This model helps students acquire meaningful verbal learning and retain the new knowledge learned by them. The main focus of this model is to strengthen the cognitive structure of the student in relation to the incoming knowledge.

(2) **Syntax :** In order to execute this model the teacher has to proceed

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through the following three phases in order to maintain the sequence of his activities.

❖ **Phase I :** Presentation of advance organizer :

In this phase following operations are involved :

(i) Classify aims of the lesson.

(ii) Present organizer (Informational Structure of the content).

(a) Identify defining attributes

(b) Give examples

(c) Provide Context

(d) Repeat

(iii) Prompt awareness of the learner's relevant knowledge and experience

❖ **Phase II :** Presentation of learning task or material in logical order

In this phase following operations are involved.

(i) Presenting material

(ii) Maintaining attention

(iii) Making organization explicit

(iv) Making logical order of learning materials explicit.

❖ **Phase III :** Strengthening cognitive organization by anchoring materials to learners' cognitive structure :

Following operations are involved in this phase :

(i) Use principles of differentiation and integration by providing examples and non examples.

(ii) Promote active reception learning.

(iii) Elicit active reception learning to subject matter classification.

(3) Principles of Reacton : This model is mostly teacher centred. So, the teacher should always try to promote active reception learning. At the third phase of this model he will have to pay sufficient attention to the questions raised by students. Moreover, he will give further examples and additional facts to clarify the subject matter.

(4) Social System : At the first two phases of this model the teacher has less scope for interaction with students. But at the third phase, when students ask different types of questions, the teacher will get the opportunity to create interactive environment in the class.

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(5) **Support System :** The success of this model depends on the proper presentation of the advance organiser and connecting it with the cognitive structure of students. So, for the successful implementation of this model the support system will consist of the appropriate advance organiser and the logical order of the subject matter.

(6) **Application :** This model is based on meaningful verbal learning and as such it has a wide range of applicability. It can be used to teach almost all subject areas of the curriculum.

Following are the merits of AOM :

(i) It is a useful verbal teaching model.

(ii) It helps in the mental development of students.

(iii) The knowledge and experience learned by this model becomes long-lasting.

(iv) It encourages analytical thinking and increases the power of imagination.

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3 Unit

Task of Teaching

Very Short Question & Answers

Marks - 2

1. What is teaching task? [BU-2017]

Ans. Task of Teaching : The term 'task of teaching' refers to all these activities that are carried out by a teacher in his act of teaching in real teaching-learning situation. A teacher's teaching task thus essentially involves the act or process of teaching aimed at achieving certain teaching objectives.

According to **Carter V. Good (1959) :** "the term task of teaching simply refers of the act of teaching or imparting instruction in educational institutions."

2. What are the variables of teaching task? [WBSU-2017]

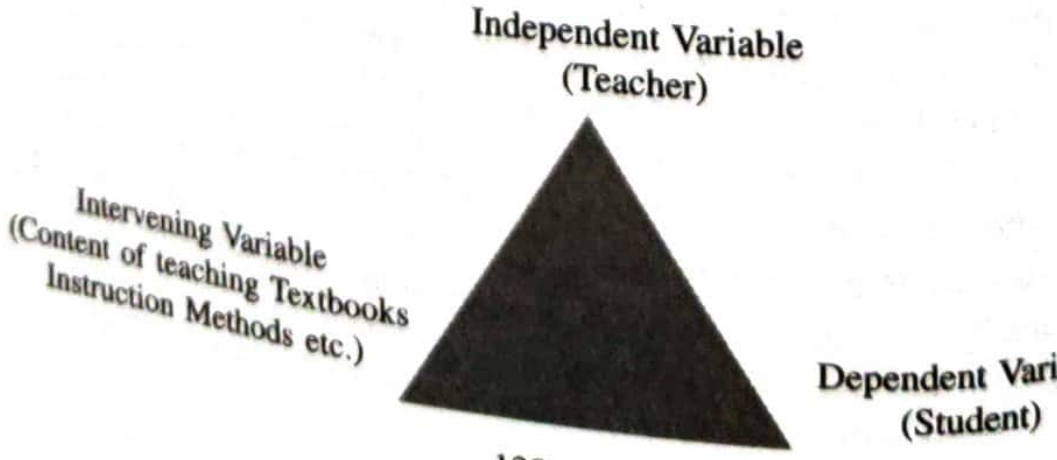
Ans. Variables involved in a teaching task :

Structure of teaching involves three variables which operate in the process of teaching and create learning situations. These are classified as under:

(i) Independent variable

(ii) Dependent variable

(iii) Intervening or mediating variable



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3. Write independent variables of teaching. [GBU-2017]

Ans. Independent Variable : The teacher plays the role of an independent variable. Students are dependent on him in the teaching process. The teacher does the planning, organizing, leading and controlling of teaching for bringing about behavioural changes in the students. He is free to perform varius activities for providing learning experiences to students.

4. What is meant by pre-active phase of teaching? [VU-2017]

Ans. In the pre-active phase of teaching, the planning of teaching is carried over. This phase includes all those activities which a teacher performs before class-room teaching or before entering the classroom.

5. State the importance of interactive phase of teaching.[VU-2017]

Ans. All those activities which are performed by a teacher after entering in a class are clubbed (to combine together) under inter-active phase of teaching. Generally these activities are concerned with the presentation and delivery of the content in a class. The teacher provides pupil' verbal stimulation of various kinds, makes explanations, ask questions, listen to the student's response and provide guidance. Hence the second phase of teaching is concerned with the implementation and carrying out what has been planned or decided at the planning stage.It is the stage for actual teaching.

6. State the importance of post-active phase of teaching.[VU-2017]

Ans. The Post-active phase concerns with the evaluation activities. This can be done in number of ways including tests or quizzes or by observing student's reaction of questions, comments, structures and unstructured situations. In this phase, as the teaching task sums up, the teacher invites the questions from the pupils, verbally or in written form, to measure the behaviours of the pupils so that their achievements may be evaluated correctly. Therefore, evaluation aspect includes all those activities which can evaluate the achievements of the pupils and attainment of the objectives. Without evaluation teaching is an incomplete process. It is related with both teaching and learning.

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Short Questions & Answers

Marks - 5

1. Discuss the roles of different variable of teaching. [CU; VU-2017]

Ans. Variables involved in a teaching task : Structure of teaching involves three variables which operate in the process of teaching and create learning situations. These are classified as under:

(a) Independent variable

(b) Dependent variable

(c) Intervening or mediating variable

In teaching process, the active or functional part is played by the independent and dependent variables. Mainly following three types of functions are performed by these variables :

(A) **Diagnostic function :** The initial task in bringing about the desirable changes in the behaviour of the students is to have a proper diagnosis of the existing situation. Accordingly, a teacher has to perform the following diagnostic functions.

(i) Diagnosing the entry behaviour of student in terms of cognitive, conative and affective abilities.

(ii) Formulating specific educational objectives, the type and quality of behavioural changes to be introduced in the students in the light of the entry behaviour and environmental conditions.

(iii) Analysing the content, instructional material and environmental facilities available for carrying out the task.

(iv) Diagnosing his own abilities and potentialities and bringing about desirable changes in his own behaviour for achieving success in his mission of moulding the behaviour of the student under his charge.

Although the teacher, as independent variable, in more active in exercising diagnostic functions, yet the role of the student as a dependent variable cannot be underestimated He has also to perform certain important diagnostic functions on the basis of his perception for his abilities and responses as follows :

(i) He has to diagnose the strength & weakness of his entry behaviour.

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(ii) He has to assist himself in terms of the tools of learning like language and comprehension, power of expression, ability to think and analyse, psychomotor skill and emotional behaviour.

(iv) He has to make efforts to know the behaviour of the teacher, the type of teaching stategies, the nature of the content and instruction material for the purpose of initiation and response on his part.

(B) **Prescriptive Function :** It is based on the diagnosis for achieving the stipulated objectives. In the presciptive function, the teacher is more active. He has to work for the meaningful interaction. Cooperation of the student is also absolutely essential in carrying out the prescriptive function by the teacher. The prescriptive function involves:

(i) Selecting appropriate content and organizing it in the proper order.

(ii) Selecting proper teachning methods, media and strategies and feadback devices in view of the individual difference of the students.

(iii) Seeking desired cooperation from the students for a perposeful interaction.

(C) **Evaluative function :** Evaluative function is considered with the task of finding out the progress and outcome of the teaching process. It is done in order to test the diagnostic and prescriptive functions of teaching. Evaluation is very important from the teacher's as well as the students point of view. Evaluation is conducted with the aid of several measures like tests, inventeries, observation, interviewing, rating scales etc. If the results are favourable, it is taken for granted that the prescriptions were correct. In case the results are contrary, necessary changes are made in the teaching-learning process to get the desired results. Evaluation serve as a feedback. Teaching strategies are planned in the light of the feedback obtained from evaluation.

2. What are the phases of teaching ? Explain interactive phase of teaching. **[CU-2017]**

Ans. Teaching is a complex task. For performing this task, a systematic planning is needed. Teaching is to be considered in terms of various steps and the different steps constituting the process are called the phases of teaching.

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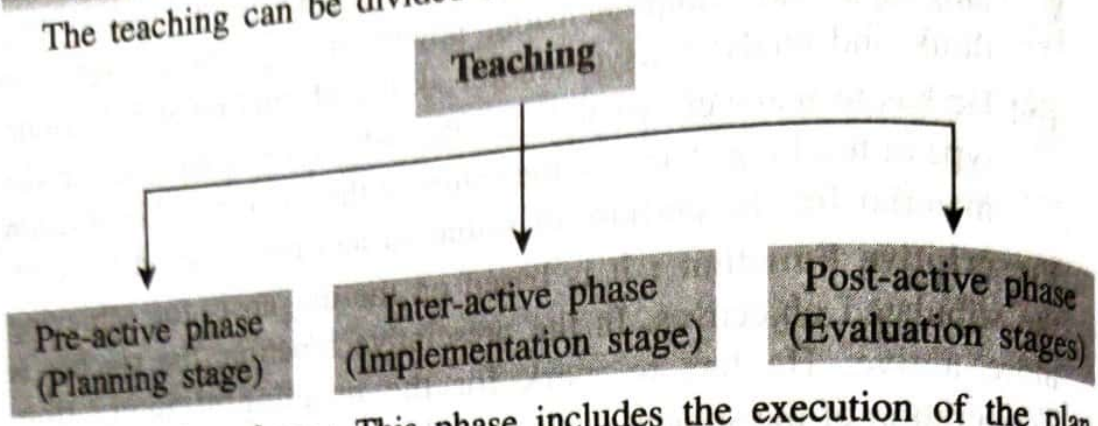
The teaching can be divided into three phases:



Inter-active phase : This phase includes the execution of the plan, where learning experiences are provided to students through suitable modes.

As instruction is the complex process by which learners are provided with a deliberately designed environment to interact with, keeping in focus pre-specified objective of bringing about specific desirable changes. Whether instruction goes in a classroom, laboratory, outdoors or library, this environment is specifically designed by a teacher so that students interact with certain specific environmental stimuli, like natural components (outdoor), information from books, certain equipment (laboratory) etc. Learning is directed in pre-determined directions to achieve certain pre-specific goals.

All those activities which are performed by a teacher after entering in a class are clubbed (to combine together) under inter-active phase of teaching. Generally these activities are concerned with the presentation and delivery of the content in a class. The teacher provides pupil' verbal stimulation of various kinds, makes explanations, ask questions, listen to the student's response and provide guidance. Hence the second phase of teaching is concerned with the implementation and carrying out what has been planned or decided at the planning stage.It is the stage for actual teaching.

The following activities are suggested for the inclusion in the inter-active phase of teaching :

(i) **Sizing up of the class :** As the teacher enters the classroom, first of all he perceives the size of the class.

(ii) **Knowing the learners :** After having a feeling of class-size, the teacher makes efforts to know how much the new comers or pupils have previous knowledge. He tries to know the abilities, interests, attitudes and academic background of learners.

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The teacher performs the following activities in order to analyze the nature of verbal and non-verbal inter-action of teaching activities :

(a) Selection and presentation of stimuli.

(b) Feedback and reinforcement.

(c) Deployment of strategies.

(a) **Selection and presentation of stimuli :** The motive or new knowledge is a process of teaching. It can be verbal or non-verbal. The teacher should be aware of the motive which would prove effective and which would not be so for a particular teaching situation.

The teacher should select the appropriate stimulus as soon as the situation arises and an effort should be made to control the undesired activities to create the situation and for desired activities.

(b) **Feedback and reinforcement :** Feedback or reinforcement is that condition which increases the possibility for accepting a particular response in future.

- **Positive reinforcement :** These are the conditions which increase the possibility of recurrence of desired behavior or response.
- **Negative response :** These are the conditions in which the possibility of recurrence of the undesired behaviour or response is decreased, such as punishment or reprimanding etc.

In the deployment of the teaching strategies, three areas should be considered. These are–

- Presentation of subject-matter,
- Levels of learning.
- Level or context of learners, their background, needs, motivation, attitudes, cooperation and opposition.

3. What are the necessities of effective teaching? [VU-2017]

Ans. he following Factors are the essentials of effective teaching:

(i) **Having high expectations :** Effective teachers have high expectations of students in terms of both their standard of learning and behaviour, and they help their students meet those expectations. They also have high expectations of themselves and their own learning.

(ii) **Acknowledging individual differences :** Effective teachers personalize the learning for their students. They understand that students develop at different rates and that in every classroom there will be a range of student' abilities and aptitudes.

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(iii) **Using a range of pedagogies :** Effective teachers use techniques that best serve the learning needs of their students.

(iv) **Encouraging student responsibility :** Effective teachers teach in a way that encourages students to take greater responsibility for their own learning. They make sure their students know what the goals of the learning program are; understand how these goals will be assessed; know whether they are on track to achieve success; and are actively involved in evaluating their own learning.

(v) **Having mastery of their teaching content :** Effective teachers have a thorough knowledge of their subject content and skills.

(vi) **Providing a safe environment :** Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential.

(vii) **Monitoring progress and providing feedback :** Effective teachers closely monitor each student's achievements. This enables them to provide every one of their students with regular feedback on their performance, and gives them valuable information to assess the impact of their teaching.

(viii) **Building positive relationships :** Effective teachers develop productive relationships with their students.

4. Discuss pre-active phase of teaching. [NBU; WBUTTEPA-2017]

Ans. Pre-active phase : In the pre-active phase of teaching, the planning of teaching is carried over. This phase includes all those activities which a teacher performs before class-room teaching or before entering the classroom.

Planning of Lesson Plan : Pre-teaching consists essentially of the planning of a lesson. The planning of lesson needs to be seen in broader terms, not merely the designing of a lesson plan. Planning includes identifying the objectives to be achieved in terms of students learning, the strategies and methods to be adopted, use of teaching aids and so on.

The following activities are suggested in the Pre-active phase of teaching :

(i) **Determining goals/objectives :** First of all, the teacher determines the teaching objectives which are then defined in terms of expected behavioral changes. Thus, he ascertains the teaching objectives and what changes he expects in the students by achieving those objectives.

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(ii) **Selection of the content to be taught :** After fixing the teaching objectives, the teacher makes decisions about that content which is to be presented before the pupils and as a result he wants to bring the changes in their behaviours. This decision is taken by the teacher by considering the following points :

- Level, need and importance of the curriculum proposed by the teacher for the students.
- The expected terminal behaviour of the students
- Level and mode of motivation to be used for the students
- Selection of appropriate instrument and methods, the teacher should use to evaluate the knowledge related to the content.

(iii) **Sequencing the elements of content for presentation :** After making selections regarding the contents to be presented to the students, the teacher arranges the elements of content in a logical and psychological manner, so that this arrangement of content may assist in transfer of learning.

(iv) **Selection about the instructional methodology :** After sequencing the contents, the teacher makes decisions regarding the proper methods and strategies by keeping in view the contents , entering behaviour and the level of the students.

(v) **How and when of teaching strategies :** Decision-making regarding the teaching methods and strategies for presenting the sequenced contents to the students is not sufficient. So the teacher should also decide how and when he will make use of the previously selected method and strategy during the class-room teaching.

Essay Questions & Answers — Marks - 10

1. Explain in detail the phases of teaching task. [KU-2017]

Or, Explain the role of a teacher in the different phases of teaching task. [GBU-2017]

Ans. Teaching is a complex task. For performing this task, a systematic planning is needed. Teaching is to be considered in terms of various steps and the different steps constituting the process are called the **phases of teaching**.

The teaching can be divided into three phases:

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Planning is done for taking decision about the following aspects :

- Selection of the content to be taught
- Organization of the content
- Justification of the principles and maxims of teaching to be used
- Selection of the appropriate of methods of teaching
- Decision about the preparation and usage of evaluation tools.

The following activities are suggested in the Pre-active phase of teaching :

(i) **Determining goals/objectives :** First of all, the teacher determines the teaching objectives which are then defined in terms of expected behavioral changes. Thus, he ascertains the teaching objectives and what changes he expects in the students by achieving those objectives.

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The following activities are suggested for the inclusion in the inter-active phase of teaching :

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(ii) **Knowing the learners :** After having a feeling of class-size, the

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teacher makes efforts to know how much the new comers or pupils have previous knowledge. He tries to know the abilities, interests, attitudes and academic background of learners.

The teacher performs the following activities in order to analyze the nature of verbal and non-verbal inter-action of teaching activities :

(a) Selection and presentation of stimuli.
(b) Feedback and reinforcement.
(c) Deployment of strategies.

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The teacher should select the appropriate stimulus as soon as the situation arises and an effort should be made to control the undesired activities to create the situation and for desired activities.

(b) **Feedback and reinforcement :** Feedback or reinforcement is that condition which increases the possibility for accepting a particular response in future.

- **Positive reinforcement :** These are the conditions which increase the possibility of recurrence of desired behavior or response.
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In the deployment of the teaching strategies, three areas should be considered. These are–

- Presentation of subject-matter,
- Levels of learning.
- Level or context of learners, their background, needs, motivation, attitudes, cooperation and opposition.
- **Post-active phase :** Post-active phase is the one that involves teacher's activities such as analysing evaluation results to determine students' learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the system in the next instructional period.

The Post-active phase concerns with the evaluation activities. This can be done in number of ways including tests or quizzes or by observing student's reaction of questions, comments, structures and unstructured situations.

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The following activities are suggested in the post-active phase of teaching :

(a) **Defining the exact dimensions of the changes caused by teaching :** At the end of the teaching,the teacher defines the exact dimensions of changes in the behaviours as a result of teaching, this is termed as criterion behaviour. For this the teacher compares the actual behavioural changes in the students with their expected behavioural changes.

(b) **Selecting appropriate testing devices and techniques :** The teacher selects those testing devices and techniques to compare the actual behavioural changes vith the desired behavioural change which are reliable and valid and which can evaluate the cognitive and non-cognitive aspects of the pupils.

(c) **Changing the strategies in terms of evidences gathered :** While, by using the reliable and valid testing devices, the teacher gets the knowledge regarding the performances of pupils and attainment of objectives on one hand, and on the other hand he also gets clarity regarding his instruction, teaching strategies and tactics.

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Unit 4

Levels & Approaches of teaching

Marks - 2

Very Short Question & Answers

1. What is CAI? **[CU; WBSU; NBU-2017]**

Ans. According to International Dictionary of Education (1985), CAI as "Use of a computer to assist in the presentation of instructional materials to a student, to monitor learning progress, or to select additional instructional material in accordance with the needs of the individualised learner. Thus we can say that Computer Assisted Instruction is a method of instruction in which there is a pursposeful interaction between a learner and the computer device for helping the individual learner achieve the desired instructional material with his own pace and ability at his command.

2. Mention two important characteristics of linear programmed instruction. **[BU-2017]**

Ans. Two important characteristics of linear programmed instruction are.

(i) Each of small unit constitutes a frame. The learner is expected to respond actively to each frame.

(ii) The learner is expected to compose his own answer to each question.

(iii) It is a straight line programme.

3. What do you mean by levels of teaching? **[KU-2017]**

Ans. The purpose of teaching is to bring about desirable changes in learner through learning. Teaching-learning are intimately related concepts which have intend to achieve the same goal i.e. the alround development of the learner's personality. Teaching can be performed at three levels keeping in view the developmental stage of learner, so that the educational objectives can be achieved. There are three levels of teaching :

(1) Memory level : Thoughtless teaching

(2) Understanding level : Thoughtful teaching

(3) Reflective level : Upper thoughtful teaching

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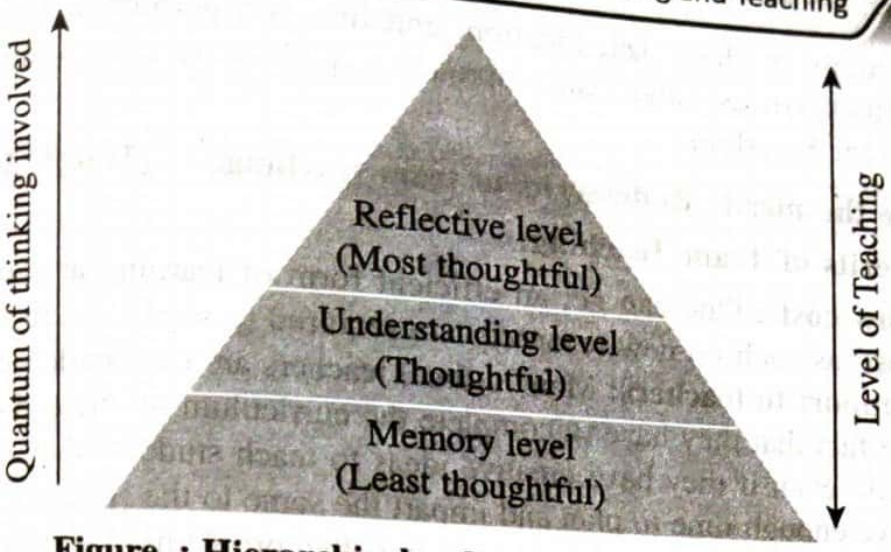

Figure : Hierarchical order of the levels of teaching

4. What is the difference between instruction and programme based instruction? [WBSU-2017]

Ans. Difference between instruction and programme based instruction ;

Programmed Instruction	Instruction Teaching
(1) It is an individualised technique of instruction.	(1) It is a group technique.
(2) It provides immediate feedback to the learners.	(2) It does not give immediate feedback to the learners.
(3) The objectives of teaching learning are clearly defined.	(3) The objectives are not well defined.
(4) The subject matter is properly organized and is very systematic.	(4) The subject matter is not well organised.

5. What is team teaching? [WBSU-2017]

Ans. Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better. Teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time. New teachers may be paired with veteran teachers. Innovations are encouraged, and

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modifications in class size, location, and time are permitted. Different personalities, voices, values, and approaches spark interest, keep attention, and prevent boredom.

6. State the merits & demerits of team teaching. [WBSU-2017]

Ans. Merits of Team Teaching:

(i) **Low cost :** One can get an efficient form of learning at very low cost; as such no new resources are required to start team teaching.

(ii) **Support to teachers:** Many a time, teachers are overburdened with the fact that they have to complete the curriculum by the end of the term, even if they have creative ideas to teach students they do not have enough time to plan and impart the same to the students. Team teaching eliminates such problems and other problems of similar kind.

(iii) **Closer integration of staff :** Very often teachers in schools and colleges lack bonding and friendship among themselves. Even worse a competitive environment is seen among the teachers. With team teaching, teachers are bound to bond, as frequent discussions and planning make them develop a good relation.

(iv) **Variety of ideas :** When teachers come together their teaching style, ideas and expertise come together, if planned perfectly, the mixture of best ideas and styles will put forth many ways out of a single topic. It thus helps in better learning.

◆ **Demerits of Team Teaching:**

(i) **Acceptance of change by teachers:** Teachers may not accept the idea of team teaching, they are often rigid and want to stick to the traditional teaching techniques.

(ii) **Bad team management:** Internal coordination and good team tempo is extremely important, internal conflict may result to a complete failure.

(iii) **Inability to complete curriculum:** While devising creative curriculum & engaging students in interactive session, the curriculum may fall behind.

(iv) **Hard to keep track:** The sessions at times can get super interactive and teachers will forget the link. The teachers have shared responsibility and have an individual role to play. If any one of the teacher is absent for some reason then the whole session will be jeopardized.

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7. What are the advantages and disadvantages of CAI. **[WBSU-2017]**

Ans. Following are the advantages of CAI :

(i) The researcher evidence suggests that CAI can improve student performance particularly if used in combination with other techniques.

(ii) The graphic capability of computer allows student to use the simulation mode to their advantage.

(iii) Immediate feedback helps students to verify their learning.

(iv) Self-pacing is possible if the tutorial mode is used.

(v) The higher cognitive abilities are achievable with the right mode.

(vi) CAI is instructor independent and is consistent, well structured and thorough.

(vii) CAI can be used effectively for remedial instruction.

(viii) CAI is beneficial for distance-learning and continuing educational programmes.

Following are the disadvantages of CAI :

(i) There is lack of personal touch if the entire course is taught using CAI.

(ii) It is difficult to get suitable software for our Indian requirements.

(iii) Cost may be important factor of consideration for the school as the computer can be expensive proposition.

(iv) Computer literate teachers are not easily available.

8. Define play. **[GBU-2017]**

Ans. Engage in activity for enjoyment and recreation rather than a serious or practical purpose is termed as play by Oxford dictionary.

9. What do you mean by constructivism? **[VU; GBU-2017]**

Ans. Constructivism : The term 'constructivism' has been derived from two words 'constructive' and 'ism' which means 'a theory of building or constructing. Constructivism is a psychological theory of knowledge which is called epistemology. It urges that humans generate knowledge and meaning from their experiences.

According to Anita Woolfulk : "Constructivism is the view that emphasizes the active role of the learner in building, understanding and making sense of information."

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10. State two importance of games. **[VU-2017]**

Ans. . Importance of games: Games plays an important role in maintaining a healthy mind, body and soul. Games give us a lot of exercises in forming our body as well as mind. Games foster a spirit of friendship and co-operation among the players.

11. What is debate? **[VU-2017]**

Ans. Debate is very effective in developing critical thinking and argumentations skills among students. The teacher may integrate debate within the classroom teaching learning situation. In a debate, topics are discussed on which there are different view points and students have to take a stand on the given view point. They provide powerful arguments supported by evidence to justify their stand. In debate pros and cons of each topic are presented by two opposing groups. Each group tries to convince the other through poweful arguments. Each group also tries to strongly defend the stand taken by it.

12. Write two differences between co-operative and group discussion. **[NBU-2017]**

Ans. Group discussion is a generic term that just means students are collaborating in some way. Group discussion can be led by teachers or the students themselves. They may be working toward producing some output, or simply discussing a topic in greater depth. Students are normally graded or rewarded based on the collective results that the group achieved. Whereas, co-operative learning puts students in groups and requires them to work together to complete a defined task. This approach differs from group learning in that each member of the group has a specific responsibility and is held individually accountable for the group's overall success.

13. What is innovative teaching? **[NBU-2017]**

Ans. In innovative teaching, students are engaged in a wide variety of innovative, high-impact educational experiences, from designing educational games to research with real-world impacts. Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. For example, Audio podcasts and conversations – teachers presenting learning materials as downloadable MP3s.

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14. Distinguish between seeninar and debate. [NBU-2017]

Ans. Difference between seeninar and debate :

Debate	Seminar
(a) Begins with the assumption of right and wrong positions;	(a) No assumption of absolute right and wrong; each participant may have some element of "truth" that collect-ively contributes to everyone's under- standing.
(b) Combative in nature, objective to win.	(b) Cooperative in nature, objective to work together to understand and explore material.
(c) Listen to find flaws in opponent's arguments; focus only on weaknesses and flaws in opponent's position; never acknowledge strengths.	(c) Listen to find flaws in opponent's arguments; focus only on weaknesses and flaws in opponent's position; never acknowledge strengths. Listen critically to develop underst anding and meaning; look for insight in others ideas; examine both strengths and weaknesses.

15. Write the demerits of computer assisted instruction. [BU-2017]

Ans. Following are the disadvantages of CAI :

(i) There is lack of personal touch if the entire course is taught using CAI.

(ii) It is difficult to get suitable software for our Indian requirements.

(iii) Cost may be important factor of consideration for the school as the computer can be expensive proposition.

(iv) Computer literate teachers are not easily available.

Short Questions & Answers — Marks - 5

1. Discuss the characteristics of memory level of teaching. [CU-2017]

Ans. In memory level presentation, drills and exercise play a very important role in promoting learning. Stress is laid on presentation of information and facts in a highly systematic manner with a view to develop memory. Learners memorize the essential contents of the subject matter and reproduce them. The learner is reduced by and large to a passive role.

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Morris L. Bigge has defined this level of teaching as that type of act "Which supposedly embraces committing factual materials to memory and nothing else." This definition conveys that the classroom task at the memory level of teaching is confined merely to the memorization of the facts or association related to the content material of a subject.

◆ **Merits of MLT :**

The following are the merits of MLT :

(i) MLT is very useful for children.
(ii) It is useful for the cognitive development of the learners.
(iii) It is helpful for the acquistion of facts, information of models and structure.
(iv) It is very useful for the slow learners and stagnant students.
(v) It works as the basis for understanding and reflective level of teaching.

2. Discuss the characteristics of understanding level of teaching. [CU-2017]

Ans. Understanding level of teaching represents relatively a high level in the teaching process as compared to memory level. It calls for the use of one's thought process and cognitive abilites in the form of thinking and reasoning power, power of imagination, analysis, synthesis, comparision, application, generalization and drawing conclussion etc.

Morris L. Bigge has defined understanding level of teaching, the one "that seeks to acquiant students with the relationships between a generalization and particulars–between Principles and solitary facts–and which shows the use to which the Principles may be applied."

An analysis of the above definition may reveal the following features of ULT :

(i) It does not stop with the acquisition of facts or information by the students as done at the memory level but takes them ahead for generalizing the rules or principles out of these acquired facts.
(ii) The students can identify the relationship between the individual facts and the principles generalized out of these facts.
(iii) It helps the students use the generalized rule or principle as a tool or instrument in the acquisition of new facts or applying them in real situations.

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3. Explain 'Programmed Instruction'. **[CU-2017]**

Ans. **Sussan Markle (1969)** gave a wider definition of Programmed Instruction. "It is a method of designing a reproducible sequence of instructional events to produce a measurable and consistant effort on behaviour of each and every acceptable student."

In programmed instruction, the subject matter is broken into small steps which are carefully designed and sequenced.

Each small step contains some information followed by questions which are to be answered by the student after carefully reading the information. There is a feedback system through which the student is informed on the correctness of the responses. The informations, questions for testing and the feedback system altogether constitute what is called a 'Frame' of the programme. Frame is a smallest unit of a learning programme in programmed instruction, the student goes on studying frame after frame till he completes the programme. At each frame he is required to answer questions and compare his answers with correct answers provided in the feedback system.

♦ Merits of PI :

Following are the merits or advantages of programmed instruction.

(i) The self pacing allows for differences in rate of learning among students.
(ii) The immediate feedback verifies student learning.
(iii) The active responding engages students in the process of learning.
(iv) PI seems to be a stable and enduring form of instruction as opposed to the lecture.
(v) It is effective for information learning.

♦ Demerits of PI :

Following are the demerits or-disadvantages of programmed instruction.

(i) PI is not as interactive as a discussion or Computer-Assisted Instruction.
(ii) The student cannot alter (change) the scope or sequence of learning.
(iii) Programmes, which are generally limited to requesting students to filling in missing words can prove monotonous.
(iv) It cannot replace the teacher from the field of teaching altogether. It is because only an effective teacher can prepare a good programmed material.

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(v) It requires more creativity and imaginative efforts to develop such individualized instructional material. Every individual learner learns at his own speed here.

◆ **Types of PI :**

On the basis of findings of research and experimental studies, programmed instruction have classified as follows:

(i) Linear or extrinsic
(ii) Branching or intrinsic
(iii) Mathetics
(iv) Ruleg system
(v) Computer-Assisted Instruction
(vi) Learner Controlled Instruction

4. Discuss the strategies teaching at understanding level of teaching. [KU-2017]

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5. Write a short note on Programmed instruction. [KU-2017]

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◆ **Modes of CAI :**

The various ways in which CAI can be used are called modes. The common modes of CAI are : (i) Drill and practice, (ii) Tutorial, (iii) Simulation, (iv) Modelling (v) Problem-solving, (vi) Gaming.

Following are the advantages of CAI :

(i) The researcher evidence suggests that CAI can improve student performance particularly if used in combination with other techniques.
(ii) The graphic capability of computer allows student to use the simulation mode to their advantage.
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7. Discuss the levels of teaching. [VU-2017]

Ans. The purpose of teaching is to bring about desirable changes in learner through learning. Teaching-learning are intimately related concepts which have intend to achieve the same goal i.e. the alround development of the learner's personality. Teaching can be performed at three levels keeping in view the developmental stage of learner, so that the educational objectives can be achieved. There are three levels of teaching :

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Teaching at reflective level represents the higher level of the teaching act that can be carried out at the most thoughtful modes of operation providing the desirable quality of teaching-learning situation and experiences to the learner for utilizing and enhancing their cognitive abilities to the maximum.

Morris L. Bigge has defined it as : "Careful, critical examination of an idea or supposed article of knowledge in the light of testable evidence which suppose it and the further conclusions towards which it points."

A careful examination of this definition may reveal the following facts about the nature of RLT :

(i) It provides opportunity to the learners for the close, careful and critical examination of the existing facts, ideas, insights and generalization.

(ii) The learner try to test them in the lights of the relevant evidences.

(iii) They are free to formulate independent hypothesis, test them and draw their own conclusion for learning new facts or having new insights.

Following are the merits of RLT :

(i) The teaching-learning process at reflective level is based on the most thoughtful mode of operation. The students at this level use their original and critical thinking to overcome the given problem.

(ii) It is a learner-centred approach. Reflective level teaching gives emphasis to the learner playing an active and initiative role. He raises problem and tries to find out the solution through perceptual organization.

(iii) The student at reflective level of teaching-learning equips with the problem solving ability.

8. Discuss the reflective level of teaching with an example.

[NBU; WBUTTEPA-2017]

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9. Distinguish between linear and branching programming. [NBU-2017]

Ans. Few important differences between linear and branching programme of instruction has been given below in the tabular forms :

Content	Linear Programme	Branching Programme
(1) Proponent	(1) B. F. Skinner	(1) Norman Crowder
(2) Learning theory	(2) Operant conditioning	(2) Configuration theory of learning
(3) Application	(3) Modification of behaviour	(3) Remedial to the difficulties of the learner
(4) Size of the step	(4) Small	(4) large
(5) No. of steps	(5) Large	(5) small
(6) Responses	(6) Constructed	(6) Multiple choice
(7) Subject matter	(7) Subject can be divided into small pieces (frames) i.e. Frame size is small	(7) Broad concept or large pieces (frames) can be given i.e. frame size is larger

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5 Unit

Skills of Teaching

Very Short Question & Answers — Marks - 2

1. What is meant by 'micro teaching'? [CU; BU; WBSU-2017]

Ans. In micro-teaching, a pupil teacher teaches a single unit of the lesson for five to ten minutes to a small group of students comprised of five to seven students and manifest only one teaching skill repeatedly during his teaching. His teaching is observed by the classmates and the teacher trainer. According to D. W. Allen (1966), Micro-teaching is a scaled down teaching encounter in class size and time.

2. Mention two merits of micro-teaching. [WBSU; WBUTTEPA-2017]

Ans. Following are main merits of Micro-teaching :

(i) It is a real teaching.

(ii) It reduces the complexities associated with normal classroom teaching.

3. What is probing questioning? [NBU-2017]

Ans. The single most important attribute of probing questions is how effective the question is at helping someone think deeper about a given topic. Probing questions are not just about clarifying specific details; instead, these questions dig much deeper than the surface. Probing questions do not necessarily probe for facts; they look for answers that will help them approach a problem differently, that will allow them to ponder different options that will make a topic more interesting. It helps in brainstorming the students.

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Short Questions & Answers

Marks - 5

1. Discuss the procedure of microteaching. [CU; GBU; NBU-2017]

Ans. Procedure adopted in Micro teaching :

The following steps are used for conducting a micro lesson successfully.

(i) **General discussion :** There is general discussion about micro teaching. Theory of micro teaching with all details is discussed. The teacher under training reads re ated literature and through discussions, clarifications are sought.

(ii) **Explaining the different skills :** Different skills involved in teaching are explained to the pupil teachers.

(iii) **Practice of one skill :** Out of the various skills, one skill for mastery purpose is selected. Full details of that skill are given to the pupil teachers.

(iv) **Demonstrations :** An expert of the subject gives a demonstration lesson on that particular skill.

(v) **Discussion and clarifications :** The demonstration lesson is followed by discussions in which the pupil teachers discuss things and seek all types of classifications.

(vi) **Writing the micro lesson plan :** The pupil teacher writes the lesson plan on the skill already selected. He does this in consultation with the supervisor.

(vii) **Teaching the micro lesson :** The pupil teacher teaches the lesson to a small group of students (i.e. 5–10 students). The lesson is observed by the supervisor (the teacher educator) or by the peers or with the help of a video tape.

(viii) **Feedback :** Immediately after the lesson, feedback is provided. All types of suggestions are given for the improvement of the lesson.

(ix) **Replanning the lesson :** In the light of discussion and suggestions, the pupil teacher replans the lesson. It is done again under the guidance of the supervisor.

(x) **Reteaching the lesson :** The lesson replanned, is retaught to the small group of students.

(xi) **Refeedback :** After the lesson is over again feedback is given and thus improvement in teaching is made.

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2. Discuss the features of skills of questioning in classroom teaching. [CU-2017]

Ans. Questioning is an integral skill of a good lesson. In the process of questioning the following things are important :

- The question should be relevant and meaningful.
- It should be pin-pointed.
- It should aim at one answer.
- The wording of the question should be accurate.
- It should not-suggest answer in any way.

♦ **Components of skill :**

(i) **Prompting :** The teacher puts questions with the purpose of prompting the students for speaking. The question itself works in such way that the students are able to react to it.

(ii) **Precision and clarity of language :** The questions must be asked in a precie, exact and clear language, so that it does not lead to any confusion. Using appropriate language helps to save time, serves the purpose properly and make the lesson lively.

(iii) **Link with specific objectives :** Language of a question varies according to the learning objective to which it is linked. Teachers must learn how to ask questios to evaluate specific learning objectives.

(iv) **Refocussing and Redirecting :** Refocussing refers to the flexibility of questioning to suit the level of a particular student in the classroom. Redirecting refers to the distribution of same question or different questions or parts of a question having lengthy answer over the different segments of the class. Refocussing helps in reinforcement, participation of the whole class in the deliberations, increases the habits of responding and reduces the tendency of avoidance.

(v) **Using students' response for further questioning :** Response management is an important skill that helps the teaching-learning to be dynamic. In this component only the ability to utilize students' response for further questioning instantly has been taken up.

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3. Write a short note on 'teaching skill'? [GBU; KU-2017]
Or, Write the characteristics of teaching skill. [BU-2017]

Ans. The teaching skill is a set of strictly overt behaviours of the teacher (verbal and non-verbal) that can be observed, measured and modified. Teaching skills have essentially three components. They are :

- **Perception :** Teaching skills have a perceptual component for observing and receiving feedback. The teacher observes and selects appropriate skills to be acquired by him.
- **Cognition:** Cognition refers to the behaviour or experience of knowing in which there is some degree of awareness, as in thinking and problem solving. Skills are thus cognitive strategies that allow the teachers to complete their assigned tasks i.e., teaching-learning activities which they learn through education and training. The knowledge thus acquired develops in teachers the ability to make interpretations, and form judgments and decisions about various teaching-learning activities.
- **Action:** Teaching skills demand every teacher to actually practice his/her perceived and acquired knowledge in an effective manner in the classroom. This is so because teaching skills are a set of strictly overt and observable behaviours.

We assume that the effective teachers need three essential kinds of knowledge before they can teach the class confidently. These are: knowledge of content, knowledge about the students they are going to teach and the learning process; and knowledge of teaching strategies. Teachers also need appropriate opportunities to practice what they have learnt through simulated or workshop experiences.

The classification of skills according to the teacher tasks is as follows -

- **Pre-instructional skills:** A set of decisions have to be made before instruction takes place. The tasks performed by the teacher before he starts teaching fall under this category. The teacher has to plan teaching activities and prepare students for learning.
- **Instructional skills:** Classroom learning starts only after the teacher has arrived and started teaching. The tasks related to setting the climate of classroom such as presenting content, organising discussion, maintaining

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the motivationof the students, using audio-visual materials, using a blackboard, managing the classroom,etc., belong to this category.

- **Post-instructional skills:** As the title indicates, the tasks involved in summarising what is taught, providing feedback, giving homework/ assignments, testing and grading, etc.,are called post-instructional skills.

4. Write the principles of micro teaching. [BU-2017]

Ans. Micro teaching is based on a few sound principles which are briefly explained below :

(i) **Principle of one skill at a time :** In micro teaching training of one skill is given till the person has acquired mastery over it. Then the second skill is taken up and so on. Thus, we find that micro teaching is based on one skill at a time.

(ii) **Principle of limited contents :** In micro teaching limited contents are taken up and the teacher is required to use these contents only. It helps the beginner teacher to teach that limited material easily and confidently.

(iii) **Principle of practice :** Micro teaching is based on the sound principle of practice. Here lot of practice is given by taking up one skill at a time. 'Practice makes a man perfect.' It helps the pupil teacher in becoming better and better.

(iv) **Principle of immediate feedback :** The micro lesson lasts for 4-5 minutes only. Thereafter, feedback is provided to the pupil teacher. It helps the pupil teacher to know his drawbacks and improve them effectively without any delay.

(v) **Principle of experimantation :** A lot of experimentation is involved in micro teaching. The experiment consists of objective observation of actions performed under controlled conditions. The pupil teacher and the supervisor conduct experiment on teaching skills under controlled conditions. Variables like time duration of the lesson, contents of the lesson to be taught, number of students sitting in the class etc. can be easily controlled.

(vi) **Principle of evaluation :** In micro teaching there is continuous assessment of the performance of the pupil teacher. Evaluation helps the learner to know his drawback and then he is able to improve it. In micro teaching, each micro lesson is supervised by

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the supervisor or the peers. Drawbacks in teaching are pointed out and suggestions for improvement are given. Self-evaluation is also possible. Thus evaluation insures good learning by the pupil teacher.

(vii) **Prinple of individualised training :** In microteaching, each trainee is given training very thoroughly. There is individual attention by the supervisor. The drawbacks in teaching are pointed out. Suggestions given one by one and thus improvement is brought about.

(viii) **Principle of Continuity :** Learning of, different skills of teaching is a continuous process in micro teaching programme. The pupil teacher is learning one skill at a time and learning continuous till he has mastered the skill. For each skill, the principle of continuity is implied. It makes the teacher good and effective.

5. Give a brief account on use of teaching aids.

[BU; NBU; GBU-2017]

Ans. Good teaching aims at effective communication and appropriate learning outcomes. For realizing both these, different types of aids and materials such as charts, models, television computer and so on are used. The objectives of teaching aids in the teaching learning process are to :

(i) Heighten motivation for learning.
(ii) Provide freshness and variety.
(iii) Appeal to students of various abilities.
(iv) Encourage active participation.
(v) Give needed reinforcement.
(vi) Widen the range of experiences.
(vii) Assure order and continuity of thought.
(viii) Improve the effectiveness of other materials.

❖ **Components of skill :**

(i) **Relevent to content :** The teaching aids must be prepared in such a way that it can fulfil the objectives of the content.

(ii) **Appropriate to the pupil's level :** The teaching aids used during the teaching learning situation in the classroom must be in accordance with the age, maturity and learning level of the pupils.

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(iii) **Proper display :** The teaching aids must be displayed properly so that each and every pupil can see it clearly.

(iv) **Appropriate use of teaching aids :** The teaching aids are to be used at the proper instant of time during the teaching learning process to make the learning outcome more and more effective.

6. How does micro-teaching differ from teaching in general? [WBSU-2017]

Ans. Comparison between micro-teaching and general teaching :

Micro teaching	General teaching
(1) Teaching is relatively simple.	(1) Teaching as experienced by the teacher is complicated and difficult.
(2) It does not pose a big threat or fear to the teacher.	(2) It poses a big threat and a challenge to the teacher.
(3) It usually encourages the beginner teacher for better job performance in future.	(3) It may lead to failure and cause frustration.
(4) Here the objectives are given in behavioural terms.	(4) The objectives are not stated in behavioural terms.
(5) The number of students in a class is less. It is rather a small group of 5-10 students.	(5) It is an over crowded class where the number of students is 60-90.
(6) There is provisition of immediate feedback that helps the teacher to know his drawbacks and improve upon them.	(6) Immediate feedback is not provided.
(7) Teaching is carried on under fully controlled situations. The supervisor is there who is determined to improve teaching.	(7) There is no control as such over teaching. There in no supervi-sion.
(8) The teacher practises one skill at a time. He continues the practice till he is able to have mastery of it.	(8) The teacher practises the whole teaching behaviour which consists of many skills.
(9) Duration of time for teaching is 5-10 minutes.	(9) Duration of time for teaching is 35-40 minutes.
(10) Patterns of classroom interaction can be studied objectively.	(10) The patterns of classroom interaction cannot be studied easily.

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7. Discuss merits and demerits of Flander's Interaction Analysis [WBSU-2017]

Ans. ❖ **Merits of FIACS :**

(i) It is an effective tool /instrument to measure the social-emotional climate in the classroom.

(ii) It is also used for in-service teachers.

(iii) It provides feedback to the pupil-teachers.

(iv) It is an objective and reliable method for observation of classroom teaching.

(v) It is mostly teacher talk oriented.

(vi) It is used to compare the behaviour of teachers at different age levels, gender, subject etc.

(vii) It is much useful in team teaching and micro teaching.

❖ **Demerits of FIACS :**

(i) It consumes much time in preparing 10 x 10 matrix without which, interpretation is not possible.

(ii) Less attention has been paid towards pupil-talk.

(iii) The observers have to be trained in order to code correctly.

(iv) Classroom interaction of pupil-pupil type is not considered here.

(v) The system of coding and decoding procedure very difficult and expensive

8. Discuss the art of questioning. [NBU-2017]

Ans. Questioning is an integral skill of a good lesson. In the process of questioning the following things are important :

- The question should be relevant and meaningful.
- It should be pin-pointed.
- It should aim at one answer.
- The wording of the question should be accurate.
- It should not-suggest answer in any way.

❖ **Components of skill :**

(i) **Prompting :** The teacher puts questions with the purpose of prompting the students for speaking. The question itself works in such way that the students are able to react to it.

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(ii) **Precision and clarity of language :** The questions must be asked in a precie, exact and clear language, so that it does not lead to any confusion. Using appropriate language helps to save time, serves the purpose properly and make the lesson lively.

(iii) **Link with specific objectives :** Language of a question varies according to the learning objective to which it is linked. Teachers must learn how to ask questios to evaluate specific learning objectives.

(iv) **Refocussing and Redirecting :** Refocussing refers to the flexibility of questioning to suit the level of a particular student in the classroom. Redirecting refers to the distribution of same question or different questions or parts of a question having lengthy answer over the different segments of the class. Refocussing helps in reinforcement, participation of the whole class in the deliberations, increases the habits of responding and reduces the tendency of avoidance.

(v) **Using students' response for further questioning :** Response management is an important skill that helps the teaching-learning to be dynamic. In this component only the ability to utilize students' response for further questioning instantly has been taken up.

9. Write some of the characteristics of FIACS. [NBU-2017]

Ans. Following are the characteristics of Flauder's interaction analysis :

(i) The classroom verbal interaction can be made more effective.

(ii) The teacher can increase student participation in his teaching.

(iii) The direct behaviour of teacher may be shifted to indirect behaviour, which is more suitable in democratic way of life.

(iv) The tape recorder and videotape can be used for recording the classroom events. The trainee can encode and decode his own behaviour.

(v) This technique can also be combined with other feedback device such as microteaching and simulated teaching.

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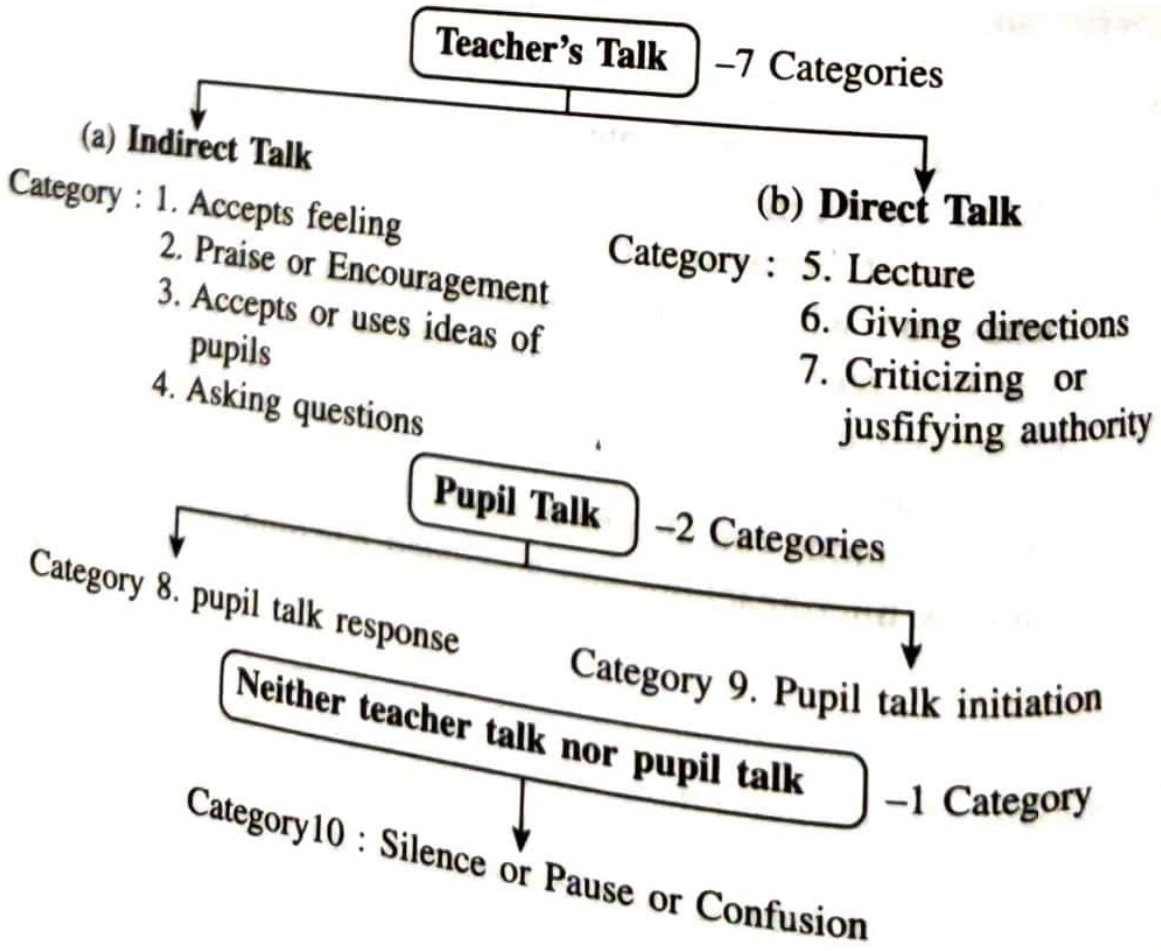
Essay Questions & Answers

Marks - 10

1. State in detail Flander's Interaction Analysis with its educational significance. [KU, BU; WBUTTEPA-2017]

Ans. Classroom interaction is essential in any teaching situation. Ned A. Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Aalysis Category System (FIACS)

- Flanders and others developed this system at the University of minnesota, USA between 1955 and 1960.
- Flanders classified total verbal behaviour into ten categories. Verbal behaviour comprises teacher talk, student talk and silence confusion.
- The ten categories are mentioned as under :
  1. Teacher talk — 7 categories
  2. Pupil talk — 2 categories
  3. Silence or confusion — 1 categories
- The first 7 categories are teacher talk has been bifurcated into (a) Indirect talk, (b) Direct talk.



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Meaning of various categories :

1. **Teacher talk (7 categories)**

(a) **Indirect Talk :** In this method of analysis, the first four categories represents the teacher's indirect influence.

Category 1 : Accepts feelings

- In this category, teacher accepts the feelings of the pupils.
- He feels himself that the pupils should not be punished for exhibiting their feelings.
- Feelings may be positive or negative.

Category 2 : Praise or encouragement

- Teacher praises or encourages student's action or behaviour.
- When a student gives answer to the question asked by the teacher, the teacher gives positive rainforcement by saying words like 'Good', 'very good', 'better', 'correct', 'excellent,' 'Carry on' etc.

Category 3 : Accepts or Uses ideas of pupils

- It is just like 1st category. But in this category, the pupils ideas*are accepted only and not their feelings.
- If a pupil passes on some suggestions, then the teacher may repeat in nutshell in his own style or words.
- The teacher can say, 'I understand what you mean etc. or-the teacher clarifies, builds or develops ideas or suggestions given by a student.

Category 4 : Asking Questions

- Asking question about content or procedures, based on the teacher ideas and expecting an answer from the pupil.
- Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.

(b) **Direct Talk :** Next 5th to 7th categories represent the teacher's direct influence.

Category 5 : Lecturing/Lecture

- Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation or citing an authority other than a pupil.

Category 6 : Giving Directions

- The teacher gives directions, commands or orders or initiation with which a pupil/student is expected to comply with,

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- Open your books.
- Stand up on the benches.
- Solve 4th sum of exercise 5.3.

Category 7 : Criticizing or Justifying Authority

- When the teacher asks the pupils not to interrupt with foolish questions, then this behaviour is included in this category.
- Teacher's 'what' and 'why' also come under this category.

2. Pupil talk (2 categories)

Category 8 : Pupil Talk Response

- It includes the pupils talk in response to teacher's talk
- Teacher asks question, student gives answer to the question.

Category 9 : Pupil Talk Initiation

- Talk by pupils that they initiate.
- Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.

3. Silence or Pause or Confusion (1 category)

Category 10 : Silence or Pause or Confusion

- Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

Procedure of observation/encoding procedure

- The observer sits in the classroom in the best position to hear and see the participants.
- At the end of every three seconds he decides which category best represents the communication events just completed. Thus the time involves in coding one tally for every 3 seconds, is 20 tallies in one minute, 100 tallies in 5 minutes and 1200 tallies in one hour.
- In this process only the serial numbers of the categories are recorded.

Constructing interaction matrix :

- After encoding or observation procedure of interaction, the coded behaviours are written in 10 x 10 table. This 10 (rows) x 10 (columns) table is known as a matrix.

Interpretation of interaction matrix :

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1. Teacher Talk Ratio/Percentage of Teacher Talk (TT)

The tallies of first seven categories are added and divided by the total tallies of the matrices (N) and hence the percentage can be calculated.

$$TT = \frac{C_1 + C_2 + C_3 + C_4 + C_5 + C_6 + C_7}{N} \times 100$$

2. Indirect Teacher Talk Ratio (ITT)

$$ITT = \frac{C_1 + C_2 + C_3 + C_4}{N} \times 100$$

3. Direct Teacher Talk Ratio (DTT)

$$DTT = \frac{C_5 + C_6 + C_7}{N} \times 100$$

4. Pupil's Talk Ratio/Percentage of Pupil Talk (PT)

$$PT = \frac{C_8 + C_9}{N} \times 100$$

5. Silence or Confusion Ratio (SC)

$$SC = \frac{C_{10}}{N} \times 100$$

6. Indirect and Direct Ratio (I/D)

$$\frac{I}{D} = \frac{C_1 + C_2 + C_3 + C_4}{C_5 + C_6 + C_7} \times 100$$

2. Discuss in detail the phases of micro-teaching cycle with its merit and demerit. [KU-2017]

Ans. According to clift and Others (1976), micro teaching procedures have the following three phases :

1. **Knowledge Acquisition Phase :** At this stage, the student teacher tries to get knowledge of the skill to be practised. He reads relevant literature concerning that skill. He is also made to observe a demonstration lesson in which that skill figures prominently. The person who demonstrates the skill is an expert of the subject and the skill. By observing that lesson, the teacher under training gets theoretical as well as practical knowledge of that skill.

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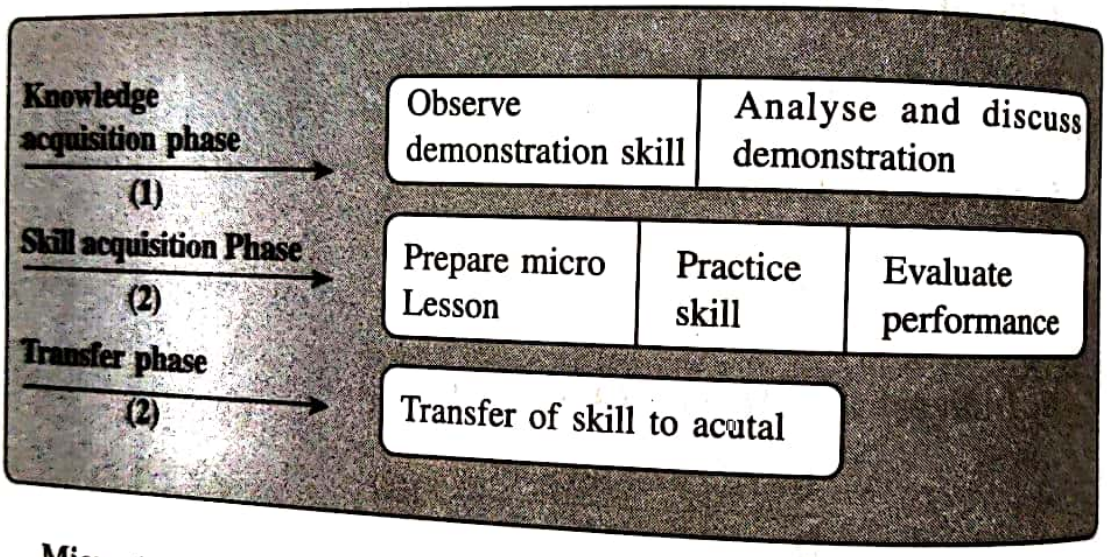
2. **Skill acquisition phase :** The student teacher acquires the skill in hand through a lot of practice. He prepares the micro lesson, teaches it to have practice and then through feedback he evaluates his performance. Then he replans the lesson with modifications and improvement and then reteaches that lesson. Again there is re-feed back in order to enable him to have mastery of the teaching skill. In this way, different skills are learnt by the student teacher one by one.
3. **Transfer Phase :** At this stage, pupil teacher integrates the different skills. Instead of artificial situation he teaches in the real classroom where the number of students is full class. His lesson is of 30–35 minutes duration and there he tries to integrate all the skills for which he made efforts in phase Nos. 1 and 2.

Micro teaching Concept and significance



Micro teaching cycle : The Micro teaching cycle is based on the following steps :

(i) Writing the micro lesson plan
(ii) Teaching
(iii) Feedback is given
(iv) Replanning the lesson
(v) Reteaching the lesson
(vi) Refeedback is provided

The student teacher is required to replan, reteach and refeedback till he is able to have mastery over ther skill in hand.

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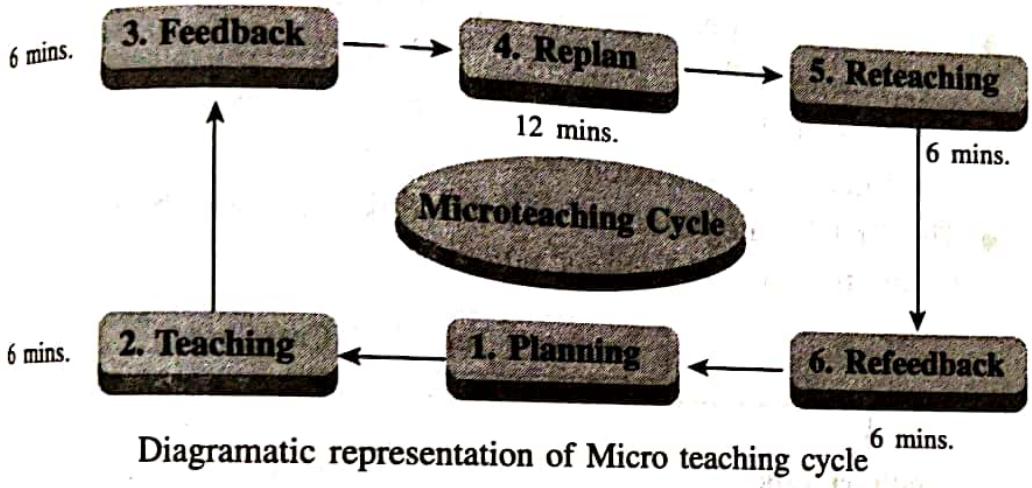
One session of micro teaching cycle comprised 36 minutes and this durations is divided as below :

Tehching sessions	6 minutes
Feed back sessions	6 minutes
Replan sessions	12 minutes
Reteach sessions	6 minutes
Refeedback sessions	6 minutes
Total duration =	36 minutes



Diagramatic representation of Micro teaching cycle

♦ Merits of Micro-teaching :

Following are main advantages of Micro-teaching :

(i) It is a real teaching.
(ii) It reduces the complexities associated with normal classroom teaching.
(iii) It focusses on training for accomplishment of specific tasks.
(iv) It allows for the increased control of practice.

♦ Demerits of Micro-teaching :

Following are the disadvantages of Micro-teaching :

(i) For successful implementation, micro-teaching requires competent and suitable trained teacher educator.
(ii) It tends to reduce creativity of teachers.
(iii) It can be carried on successfully in a controlled environment only.
(iv) It is very time consuming.

3. What is FIACS? Explain how it can modify teacher's behaviour? [GBU-2017]

Ans. Classroom interaction is essential in any teaching situation. Ned A.

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Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Aalysis Category System (FIACS)

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Teacher's Talk –7 Categories

(a) **Indirect Talk**

Category : 1. Accepts feeling
2. Praise or Encouragement
3. Accepts or uses ideas of pupils
4. Asking questions

(b) **Direct Talk**

Category : 5. Lecture
6. Giving directions
7. Criticizing or jusfifying authority

Pupil Talk –2 Categories

Category 8. pupil talk response

Category 9. Pupil talk initiation

Neither teacher talk nor pupil talk –1 Category

Category10 : Silence or Pause or Confusion

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Knowledge and Curriculum

1 Unit

Epistemological bases of Education

Very Short Question & Answers — Marks - 2

1. What is knowledge building ? **[CU–2017]**

Ans. Knowledge building can be defined as "that creation, testing and improvement of conceptual antifacts. It is not confined to education but applies to creative knowledge work at all kinds."

The knowledge Building (KB) theory was propounded by corl Bereiter and Marlene Seardamalia for explaining what a community of learners aspine to accompleted in order to create knowledge.

Knowledge building can be referred as a process of creating new cognitive antifacts as a results group discussions, common gods and synthesis of ideas.

An intensed form of constructivism includes a collective inquiry into a specific issue/topic to have a deeper understanding through interactive questioning, dialogue and continuous upliftment of ideas can also be termed as knowledge building.

2. What is Training ? **[CU–2017]**

Ans. According to Dr. Deepak Sharma, *"The objective of training is to develop particular skills in child. "*

Training is a process of value addition and developing skills and knowledge in oneself or in others (individual or group of persons) to ameliorate capacity, capability, aptitude, competence, productivity, efficiency and performance.

Training enables one to perform one's work more efficiently, quickly, economically, effectively, gently, swiftly and successfully.

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3. Define Knowledge **[BU–2017]**

Ans. After thorough examination, **Plato** defined knowledge as, "justified true belief." According to Plato's definition, human knowledge, in order to be given the 'status' of knowledge, should fulfill the condition of being a belief-true and justified.

John Locke, the founding father of empiricism, and who defined *'mind as tabula rasa'*, surprisingly defined knowledge as "the perception of the agreement or disagreement of two ideas".

4. What are the sources of knowledge ? **[WBSU–2017]**

Ans. The various sources of data are given a tabular form

Sources of Knowledge

(1) A posteriori (experiential knowledge)
(2) A priori
(3) Authority
(4) Culture
(5) Customs
(6) Experience
(7) Experiment
(8) Inference
(9) Introspection (one of the main four ways of acquiring knowledge through experience)
(10) Intuition or insight
(11) Self Realization
(12) Knowledge by Acquaintance
(13) Memory (One of the main four ways of acquiring knowledge)
(14) Observation
(15) Perception (one of the main four ways of acquiring experiential knowledge)
(16) Instinct
(17) Reason
(18) Testimony (one of the main four ways of acquiring experiential knowledge)

5. What is the meaning of epistemology ? **[NBU; GBU–2017]**

Ans. The term "epistemology" has been derived or come from the Greek word "episteme", meaning "knowledge" and "logos" meaning, roughly, "study or science of" or "speech / word", in this context denoting "codified knowledge of".

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J. F. Ferrier, coined the term 'epistemology' on the basis of the model of "Ontology", to designate the branch of Philosophy which aims at discovering the meaning of knowledge and explained it also as the "true begining of philosophy."

Short Questions & Answers

Marks - 5

1. Differentiate between knowledge and skill.

[VU; CU; KU; GBU; WBSU-2017]

Ans. Difference between knowledge and skill :

Knowledge	Skill
(i) Knowledge is properly justified true beliefs. Knowledge is theoretical or practical understanding of a subject.	(i) A skill is a learned ability acquired through practice, training or experience, to perform a task perfectly, efficiently, timely, smoothly, professionally, actively, effectively, economically, easily and successfully.
(ii) Knowledge wants approval and certification.	(ii) Skills do not require approval or certification.
(iii) Knowledge is intangible.	(iii) Skill can be made tangible by applying to a context and getting outcomes.
(iv) Knowledge can be easily shared and transferred.	(iv) Skill is not transferrable generally.
(v) Knowledge can be learned.	(v) Skill requires practical exposures.
(vi) Knowledge needs validation and rationalization.	(vi) Skills do not need validation and rationalization.
(vii) Knowledge requires some ground and reason.	(vii) Skills do not require such ground and reason.
(viii) Knowledge is learning of theoretical matter regarding any subject.	(viii) Skill is the ability of using that knowledge, and applying It in a context.
(ix) Knowledge involves theoretical or practical understanding of a subject.	(ix) Skill involves proficiencies developed through practice.
(x) Knowledge is the state of awareness about something.	(x) Skill is the ability to do something.

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Knowledge	Skill
(xi) Knowledge involves 'knowing that' aspect.	(xi) Skill involves the 'knowing how' aspect.
(xii) Knowledge may not involve actual interaction with learning situation.	(xii) Involvement with the learning situation is required to imbibe a skill.
Example : Rani knows the vital aspects of a dance form. She can tell us about the postures, expressions involved. But she cannot perform the dance form. This means Smita has knowledge of the theoretical aspects of the dance form.	**Example :** Rani can perform the dance form incorporating all its necessary elements. She possesses the skill of dancing.

2. Differentiate between training and teaching.

[CU; BU; WBUTTEPA; NBU; GBU; WBSU–2017]

Ans. Difference between training and teaching :

Teaching	Training
(i) Teaching is an interpersonal influence, an art and science, and a rational process of diagnosing learning problems, creating learning environment, inspiring the students, giving information, causing to learn; guiding, training and stimulating the students by more mature person (teacher), in the class rooms, laboratory, playground or any other place, to develop innate powers, adjustment capacities, behaviour and personality of the students.	(i) Training is a process of value addition and developing skills and knowledge in oneself or in others (individual or group of persons) to ameliorate capacity, capability, aptitude, attitude, competence, productivity, efficiency and performance.
(ii) Teaching enables one to know information and facts about various subjects and areas in general.	(ii) Training enables one to perform one's work more efficiently, quickly, economically, effectively, gently, swiftly and successfully.
(iii) Teaching involves imparting knowledge or instructing through experience, example or precept.	(iii) Training involves formation through drill and practice.
(iv) Theoretical in nature.	

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Teaching	Training
(v) May relate to the subject area with focus on content aspect.	(v) May relate to function area with focus on skill aspect.
(vi) Involves intensive knowledge over limited domains.	(vi) Involves extensive knowledge over vast areas.
(vii) A teacher creates an awareness of the concept and provides new knowledge.	(vii) A trainer helps in understanding the ' practical application of this knowledge.
(viii) In teaching, generally feedback is given to students.	(viii) In training, generally, feedback is received from trainees.
(ix) Person to whom teaching is provided is called student.	(ix) Person to whom training is provided is called 'trainee'.
(x) Person who provides teaching is called 'teacher'.	(x) Person who provides training is called 'trainer'.
(xi) Teaching fills mind of the students with knowledge.	(xi) Training develops habits and positive attitude towards the work.
(xii) It has longer time span.	(xii) Training has shorter time span.
(xiii) It is concerned with breadth of general knowledge in all spheres.	(xiii) It is concerned with depth of specific knowledge in specific sphere.

3. State the relationship between 'Reason and Belief'. [KU–2017,]

Ans. Relationship between 'Reason and Belief' :

Belief	Reason
(a) A belief is an assumed truth. Belief is simply mental acceptance with an element of fruit.	(a) Reason is a tool to understand different events.Reasons is the logical ordering of the experience of our five senses in the physical universe.
(b) Belief is how we position ourselves in both the physical and spiritual words	(b) Reason is how we relate to what is seen
(c) Belief is often led by intuition or emotions. It is, therefore, quite unsystematic and no logic may be involved.	(c) Reason is organized. It is systematic and purposeful.
(d) Belief does not demand proofs.	(d) Reason only accepts things for which proofs can be given.
(e) Belief does not provide justification or explanations but accepts a given statement as true.	(e) Reason is a cause, explanation, or justification for an action or event.
(f) The word belief is amalgam of two separate words–'be' and 'life'. Word	(f) Etymologically the word 'Reason' is derived from Latin and French word

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Belief	Reason
'Be' comes from 'being', which indicates a state of existence. And word 'lief' is derived from the Indo-European word 'leubh' which means– 'love'.	'raison', which indicates 'speech' or 'explanation'.
(g) Belief indicates mental state which indicates lack of doubt.	(g) Reason is a mental capability which indicates power of reasoning.
(h) 'Belief' is used to refer to individuals' attitudes associated with true or false ideas and concepts.	(h) Reasoning is a rational process of making sense, applying logic, authenticating and justifying facts and practices.
(i) Belief includes faith, conviction, confidence, credence, certainty, trust, assurance credibility and firmness.	(i) Reason is an amalgam of cause rationale, explanation, motive, grounds, basis, justification, argument, validation, cause and effect, truth and falsehood and underlying principle and it is associated with thinking, cognition and intellect.
(j) No such verification is possible in case of belief.	(j) Process of verifying the facts.
(k) No justification and authentication in case of belief.	(k) Process of authenticating and justifying facts and practices.

4. Differentiate between knowledge and information.

[BU; VU; GBU; WBSU; WBUTTEPA-2017]

Ans. Difference between knowledge and information :

Knowledge	Information
(a) Knowledge is well organized.	(a) Information may or may not be organized.
(b) Knowledge is molded information.	(b) Information is processed data.
(c) Knowledge is based on information.	(c) Information is based on data.
(d) Knowledge is required cognitive and analytical abilities.	(d) Information is not required such abilities.
(e) Knowledge is fluid mix of framed experience, values, contextual information and insight.	(e) Information is contextualized data.
(f) Knowledge is justified true belief.	(f) Information is data with relevance and purpose.
(g) Knowledge refers to the ability to make meaning out of the processed data.	(g) Information is data that has undergone processing.

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Knowledge	Information
(h) Knowledge is dynamic.	(h) Information is static.
(i) Knowledge has meaning as applied by the knowledge seeker.	(i) Information has limited intrinsic meaning.
(g) Knowledge is the product of raw material and is influenced by the cognitive activity in the mind of the individual.	(j) Information is like raw material subjected to very limited cognitive activity.
(k) Knowledge is tacit and is revealed only when one performs an action.	(k) Information is explicit, visible to all.
(l) Knowledge involves awareness and intuition and depends on maturity of the individual.	(l) Information does not involve awareness and intuition.
(m) Knowledge is information with meaning.	(m) Information is data with context. Information must be put into context to become knowledge.

Essay Questions & Answers

Marks - 10

1. Explain the meaning of Epistemology with reference to the process of knowledge generation and building? [KU–2017]

Ans. The term "epistemology" has been derived or come from the Greek word "episteme", meaning "knowledge" and "logos" meaning, roughly, "study or science of" or "speech / word", in this context denoting "codified knowledge of".

"Logos" is the root of all the terms ending in "- ology -" such as Zoology, Psychology, Sociology - and of "Logic" and has many other related meanings.

Epistemology is the study of knowledge. Epistemologists concern themeselves with a number of tasks, which we might be able sort into two categories, that are as follows–

(a) determination of nature of knowledge.

(b) determination of the extent of human knowledge.

J. F. Ferrier, coined the term 'epistemology' on the basis of the model of "Ontology", to designate the branch of Philosophy which aims at discovering the meaning of knowledge and explained it also as the "true begining of philosophy."

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Epistemology is the study of nature, origin, and limits of human knowledge. Epistemology has a long history, beginning with the ancient Greeks ans continuing to the present. Along with metaphysics, logic, and ethics, it is one of the four main branches of philosophy, and nearly every great philosopher has contributed to it.

Epistemology is concerned with delineating the boundary between justified belief and opinion, and involved generally with a theoretical philosophical study of knowledge. The primary problem in epistemology is to understand exactly what is needed in order for us to have knowledge.

Epistemology is one of the branches of philosophy, which is concerned with the theory of knowledge. It refers to the origin, nature and limits of human knowledge. It deals with some important issues, such as whether knowledge of any kind is possible, whether knowledge is innate or learnt, whether knowledge is a mental state, and so on. As such, epistemology, deals with two fundamental problems of knowledge-origin of knowledge and validation of knowledge. The discussion on origin of knowledge focuses on the relative roles of knower and the known in the making of knowledge. In the process it generated wealth of knowledge on both ways and forms of knowing and knowledge. In order to know the origin of knowledge, it is required to focus on process of how do we come to know. Process of coming to know begins with knower's (the subject) engagement with to be known (the object). The knower's engagement and relationship begins with his/her contact with to be known. The contact takes place through senses in a context-physical, biological, socio-cultural and others. In this context, the knower own initiatives for seeking knowledge employing different ways assume significance.

■ Knowledge Building :

- It can be defined as "that creation, testing and improvement of conceptual antifacts. It is not confined to education but applies to creative knowledge work at all kinds."
- The knowledge Building (KB) theory was propounded by corl Bereiter and Marlene Seardamalia for explaining what a community of learners aspine to accompleted in order to create knowledge.
- Scardamalia proposed 12 basic principles of knowledge building in an article on collective cognitive Responsibility for the Advancement of Knowledge in the year 2002.
- 12 Principles of Knowledge building are as follows :

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Principles of Knowledge Building :

Principles of Knowledge Building

- (i) Real ideas and authentic problems.
- (ii) Improvable ideas
- (iii) Idea diversity
- (iv) Rise above
- (v) Epistemic agency
- (vi) Community knowledge and collective responsibility
- (vii) Democratizing knowledge
- (viii) Symmetric knowledge advancement
- (ix) Pervasive knowledge building
- (x) Constructive uses of authoritative sources.
- (xi) Knowledge building discourse
- (xii) Concurrent, embedded and transformative assessment.

- Knowledge building can be referred as a process of creating new cognitive antifacts as a results group discussions, common gods and synthesis of ideas.
- An intensed form of constructivism includes a collective inquiry into a specific issue/topic to have a deeper understanding through interactive questioning, dialogue and continuous upliftment of ideas can also be termed as knowledge building.

Knowledge Building and Generation :

- Where do we get our knowledge from is always a question for debate. Empiricism holds that knowledge is primarily got through our experience. Senses help us to perceive and learn. Empiricism does not believe that knowledge is innate.
- Empiricism believes in experimentation and observation to draw inferences. For example, the knowledge that the earth is spherical in shape first came from observations such as the shadow cast by the earth during an eclipse. Other heavenly bodies are spherical, so it was concluded that the earth is also spherical. Modern day technology supports this with actual photographs.
- Rationalism, on the other hand, accepts knowledge based on reason. Rationalists hold that at least some of our knowledge is derived from reason alone, and that reason plays an important role in the acquisition of all of our knowledge.

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2 Unit

Philosophical Foundation of Education

Very Short Question & Answers

Marks - 2

1. What is education according to Vivekananda? [BU–2017]

Ans. Swami Vivekananda's philosophy of education reflects his general philosophy of life. In his own words, "Education is the manifestation of the divine perfection already existing in man. Knowledge is inherent in man, no knowledge comes from outside, it is all inside, what we may say a man knows, should in strict psychological language be what he discovers or unveils". Like fire in a piece of flint, knowledge exists in the mind. Man discovers it with the guidance of his teacher.

2. State two features of Gandhiji's philosophy of education. ? [WBSU–2017]

Ans. New concept of education : Mahatma Gandhi interprets education as the development of human personality. The scheme of education is life-centred. Thus, education is life and life is education. It really provides opportunities for the development of an all-round personality and it prepares the child for effective and successful living.

Education for new social order : Mahatma Gandhi tries to make education an instrument of social change and social reconstruction. He wants to establish a new society—a classless as well as casteless society by mass education based on the principles of truth and non-violence in personal and social life.

3. Write the etymological meaning of 'Philosophy' ? [GBU–2017]

Ans. The word "philosophy" has been derived from two Greek words—*philos* and *sophia*. The term *philos* means love. The concept *sophia* means wisdom. Therefore, philosophy means *love of wisdom*. It refers to the search for wisdom, truth or fact and the relationship among ideas. The man who engages himself in this effort is called a **philosopher.**

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4. What is education according to Gandhiji ? **[VU–2017]**

Ans. The educational views of Gandhi are based on idealistic, naturalistic and pragmatic backgrounds. Gandhi viewed education as a powerful instrument of social reconstruction. He gave practical shape to his educational philosophy.

Gandhi is of the view that education should develop the body, mind and heart. He changes the 3R's (reading, writing and arithmetic) to 3H's (hand, head and heart). Hence, the function of education is to develop the hand, head and heart. In his own words, the definition of education is "By education I mean an all-round drawing out of the best in the child and man—body, mind and spirit".

5. Mention two features of Aurobindo's Pondicherry International School. **[NBU–2017]**

Ans. Two features of Aurobindo's Pondicherry International School are as follows :

Sense training : Sense training is developed through observation of natural phenomenon under the guidance of the teacher.

Developing power of investigation : Observation plays an important role in developing the power of investigation.

Training of memory : Training of memory and mind is done by equipping the students to note the similarities and dissimilarities.

Short Questions & Answers — Marks - 5

1. Discuss the educational thoughts of Gandhiji. **[CU–2017]**

Ans. Gandhi has synthesised the educational philosophies of idealism, naturalism and pragmatism. His educational philosophy is the outcome of his long experience in politics, social and economic life of the country and the world. The basic principles of Gandhi's philosophy of education are summarised as follows :

- Education for each child up to 14 years of age should be free, compulsory and universal.
- All education should be imparted to the child through the medium of his mother tongue.

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- English should not be given any importance in the education of a child, that is, no place for English in the curriculum.
- Mere literacy cannot be equated with education. It should develop human values in the child.
- Education should enable the child to realise the ultimate truth (God) through non-violence and purity of means.
- Education should develop all the powers of the child so as to fit him into the community of which he is an integral part.
- Education should develop the total personality of the child, that is, education should aim at achieving harmonious development of his mind, body and soul.
- Education should create vocational efficiency in the child in order to prepare him to earn his living. Hence, craft education should be emphasised in the curriculum and it should be correlated with the local industries.
- Education should create useful, responsible and dynamic citizens to fulfil the duties they owe to the society.
- Education *(Basic Education)* should purify the heart and mind of the people and create a society free from all exploitations and aggressions.
- A child should also be given gainful work experiences through practical training without which theoretical knowledge is useless.
- The school should be a place for activity and all work experiences should be given to the child so that he may gain economic self-reliance for his life.
- Education should inculcate universal moral values in the child for achieving any success in the field of education.

2. Discuss about Dewey's philosophy of education.

[CU; BU; NBU–2017]

Ans. Dewey's educational philosophy is based on the evolutionary concepts of Darwin and pragmatism. His philosophical doctrine and educational ideology reflect the influence of the industrial revolution, the change of population, the rapid growth of the machine era and the domestic ideal. Dewey believes that there are two sides to the educative process—the psychological and the sociological. The goal of education cannot be achieved in the absence of these educative processes. The psychological side is the study of the child with his interests, instincts, endowments and inclinations. Thus, it forms the basis of all education. But the sociological side is the social environment, in which the child is

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born, lives and grows for society. Education is progress, both for the individual and the society.

(i) **Pragmatism:** John Dewey is a pragmatist. Therefore, experience forms the core of his educational philosophy. Dewey wants to test everything including any idea, hypothesis, faith or religion by how it works and the consequences thereof.

(ii) **Social utility:** According to John Dewey, school is a miniature society. So, the needs of the society should be taken into consideration. School becomes the natural part of the society if it reflects the natural inclinations and activities of the child.

(iii) **Social Chage:** Dewey believes that social change is a natural phenomenon. No society can remain static for a long time. Everything changes as time changes. So, education is also changing according to the changing needs of the society.

(iv) **Social discipline:** Dewey's concept of social discipline is reflected in a democratic society. To him, the purpose of school discipline is the cultivation of social attitudes, habits and ideas of conduct in the children through the conjoint activities organized in the school.

(v) **Child centredness:** Dewey wants education to be child centered so that every child can have the full opportunity and freedom to develop himself according to his needs, interests and ability.

(vi) **Self experience:** Dewey is also an experimentalist. According to him, every idea should be tested or experimented before it is accepted.

(vii) **Universal education:** According to Dewey, education aims at the development of the individual personality. So, it should not be restricted to only a particular section of the society.

(viii) **Democracy is the philosophy of education:** Dewey states that democracy is the political and moral philosophy of education. He believes that the barriers of caste, colour, religion, language etc. have divided humanity.

(ix) **Education based on scientific method:** Science and scientific method is the significant feature of Dewey's educational philosophy.

3. State the impact of philosophy on education regarding aims and objectives and curriculum of education. [KU–2017]

Ans. Philosophy is the mother of all arts including education. Hence, a study of philosophy is very helpful in understanding the following practices and trends in education:

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Philosophy and Aims of Education :

- Philosophy is the determining force for laying down the aims of education. The aims of education are related to the aims of life. The aims of life are determined by the philosophy of that time. They change with the changing philosophy of life. In the words of Bode, "Unless we have philosophical understanding of life and some guiding philosophy, education will be meaningless".
- John Dewey says that philosophy is concerned with determining the ends of education. In-the modern age diff rent countries have different aims of education according to their phi osophy.
- In democratic countries such as India, England and America, freedom, equality, fraternity, and justice are the main aims of education. In communist countries like China and Russia the aims of education is to make the individual useful and subservient to the interest of the nation. Bode says that unless we have some guiding philosophy in the determination of aims, we will get nowhere at all. Education is a purposeful activity. Hence, it is unthinkable without aims. It is philosophy that makes education a purposeful activity by determining the directions and aims of education.

Philosophy and Curriculum :

- Curriculum may be deemed as the practical side of philosophy. It is the means through which we realise the aims of education. The philosophy of a country at a particular time determines the curriculum in which such subjects, activities and experiences are included which meet the emerging demands of the society. Various philosophies such as realism, humanism, idealism, naturalism, pragmatism have influenced curriculum in varying degrees. For example, the naturalists included various subjects and activities in the curriculum based on the interests, experiences and activities of the child.
- When philosophy determines the goals of education it must also determine the curriculum to achieve those aims.
- Philosophy solves all these problems of curriculum construction and development in the following ways:

  (i) Philosophy evaluates all the human experiences and knowledge from the point of view of usefulness and gives its judgement as to what should be taught and at what stage.

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(ii) Since humans can not accumulate all the experiences in their life span, philosophy divides these experiences into sections and subsections and determines what portion of knowledge a person should study on the basis of his needs and interest.

(iv) It also gives us knowledge of what is worth teaching and what is not. Thus, philosophy talks in terms of values of life and ethics of education.

(v) It also tell us which part of the curriculum should be given special emphasis and why.

State the features of Tagore's philosophy of education [WBSU; NBU-2017]

Ans. Basic Educational Thoughts of Tagore :

- Mother tongue should be the medium of instruction by which our mind is awakened and quickened to learn as far as possible.
- The child should be given opportunities to enjoy full freedom during his education so that he may achieve his natural growth.
- The child should be provided opportunities for self-expression and creative activities.
- The child should be brought up and educated in the laps of Nature far away from the environment of towns and cities.
- The child should be provided opportunities for social contact in order to develop in him a sense of social services.
- Foreign education cannot be the basis of national education. It never awakens in us our national spirit.
- National education should be closely connected with national life.
- Indian child should get Indian education so that our children will come to know about national ideals, values and culture.
- The child should be acquainted with our philosophy and culture through national education.
- Education should bring about an all-round development of a child's personality—mentally, physically, socially, economically, morally and spiritually.
- Indian philosophy and social ideals should find a place in the curriculum „by which our culture is preserved, promoted and transmitted to the succeeding generations.
- The child should be encouraged to learn from original sources because knowledge acquired from original sources is the best.

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- Children should not be forced to acquire bookish knowledge which leads them to the rote method and makes them dull and dependent on their teacher for learning.
- Children should be bestowed full freedom to live in a natural environment, wherein, they can learn by doing or engaging themselves in practical activities.

5. State the features of Swami Vivekananda's philosophy of education. [WBSU; VU-2017]

Ans. Swami Vivekananda has been ranked among the greatest educationists of the world. His philosophy of education is a reflection of his general philosophy of life, which is built upon the bedrocks of vedanta. He criticises the existing system of education. In fact, he has brought about a great revolution in the fields of Indian education and touched almost all aspects of it.

- All knowledge is in the human mind. He has to uncover and develop it by his own efforts.
- The infinite library of the universe is in our minds.
- Study of books alone is not education.
- Religious education should be imparted through sweet impressions and the fine conduct of the teacher, not through books.
- Education should be imparted according to the nature of the child and his natural propensities.
- Concentration is the key to all knowledge for which the practice of Brahmacharya is necessary.
- Knowledge of Western technology and industrial education is a must for the progress of the country.
- Real education is that education which prepares a man for the struggle for survival in the world, and it is not just passing examination and getting degrees.
- Purity of thoughts, speech and deed is self-discipline, developed through meditation and concentration.
- Education should develop the child physically, mentally and spiritually.
- Education should foster spiritual faith, devotion and self-surrender in the individual through service and sacrifice.
- Boys and girls should be given the same type of education.

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- Women should be imparted religious education so that they can facilitate character formation in their children.
- Education should develop character, mental power, intelligence and inculcate self-confidence together with self-reliance in the" taught.
- The subjects included in the curriculum should promote the material and spiritual advancement of a child.
- Mass education should be formulated and launched with a view' to eradicate illiteracy, ignorance and poverty.

6. Establish the significance of philosophy in education.

[GBU–2017]

Ans. Philosophy and education are integrally and interdependently related to each other. Practically, it is very difficult to separate them. In the words of J.S. Ross, "Philosophy and education are like the two sides of the same coin; one is implied by the other; the former is the contemplative side of life, while the latter is the active side".

Philosophy determines the direction of education: Education is a conscious dynamic and purposeful process. It is an integral part of life. Hence, it needs proper guidance and supervision. Philosophy determines the goals of life. It provides suitable and effective guidance and supervision for education to achieve that goal.

Education is the practical side of philosophy: The function of philosophy is to formulate the aims and the functions of education. In fact, education is the practical side of philosophy, which makes education a dynamic process and answers all problems related to it. In the words of Adam, "Education is the dynamic side of philosophy. It is the active aspect of philosophical belief, the practical means of realising the ideals of life". Education cannot even be imagined without philosophical principles like wise philosophical principles are lifeless without the help of education.

Great philosophers are great educationists: The great philosophers of all times, from Plato upto the present day, have also been great educators. Great Western philosophers such as Socrate.s, Plato, Locke, Rousseau, Spencer, Froebel, Dewey, H.G. Wells, Bertrand Russell, A.N. Whitehead, Aldous Huxley, Aristotle; and Comenius were great educators. Modern Indian philosophers such as, Mahatma Gandhi, Zakir Hussain, Swami Vivekananda, Sri Aurobindo, Gurudev Tagore, Dayananda and Radhakrishnan were great educationists of their times.

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Philosophy determines various aspects of education: All the problems of education arc the problems of philosophy. That is why, Geniile says, "Education without philosophy would mean a failure to understand the precise nature of education". It is because philosophy determines both the aim of life and the aim of education. It helps to construct curriculum according to the needs of the individual and the society. The influences of philosophy can also be seen in the conception of methods of teaching, the role of teachers, discipline, textbook, school administration, evaluation, selection of subject matter, and the role of students etc. J.S. Ross remarks, "From every angle of the educational problems comes the demand for philosophical basis of life and education".

Philosophy provides answers to ultimate questions: Philosophy performs the functions of methodical interpretation of educational problems on the criterion of philosophy. It is a deep study which converts philosophy into a metaphysics, ethics, logic or a combined subject.

Philosophy shapes the aspects of education: Generally, there are rwo aspects of education, namely theoretical and practical education. It is philosophy that determines how much emphasis should be provided to either of these aspects of education.

7. Mention the objectives and demerits of basic education as proposed by Gandhiji. [NBU–2017]

Ans. Basic education was an embodiment of Gandhi's perception of an ideal society as one consisting of small, self-reliant communities. The objectives of basic education are described below.

(i) The core aim of basic education is to help students to develop self-sufficiency.

(ii) Basic education laid a strong emphasis on manual work.

(iii) There should be free, compulsory and universal education within the age group 7 to 14

(iv) It envisages providing education through the medium of craft or productive work so that the child gains economic self- reliance for his life.

(v) The medium of education should be mother tongue.

(vi) Education should develop human values in the child.

(vii) It is aimed to achieve the harmonious development of the child's body, mind heart and soul.

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(viii) In basic scheme education is imparted through some local craft or productive work.

♦ Demerits of Basic Education :

Concept of basic education is not made clear : Most of our educationists, educational administrators and teachers are in a state of confusion in understanding the concepts and fundamentals of basic education. As a result of this, the government of India does not take any step to implement it and the general masses fail to grasp the significance of basic education.

Based on unsound psychological foundation : Basic education has completely ignored the development of the tender mind of the child. It forces the child to learn a craft before he is twelve. Moreover, it is cruel to make the child earn during the stage when he ought to be playing and enjoying himself.

Not accepted by the rich : The rich and learned people oppose basic education and send their children to a public school or to an English medium school.

Not suitable for urban people : This scheme of education is useful only in the villages and not good for the urban population.

No correlation between craft and education : It is impossible to establish any natural and real correlation between craft and all other subjects. In fact, all subjects cannot be taught through the medium of some basic craft. For instance, social sciences can be taught through books most effectively.

8. Name some specific features of education in Santiniketan in realizing the aims of education. [NBU–2017]

Ans. Characteristics of Shantiniketan :

(a) It has all the characteristics of a garden school, 'Ashram', and 'Gurukul'.

(b) It is situated amidst natural surroundings with a fine display of Nature's own beauty with its varied gifts of colours, flowers, fruit, and birds combined with the joy of her mornings and the peace of her starry nights.

(c) It is a co-educational and residential institution.

(d) It is a community school meant for all children regardless of caste, creed, place, sex and colour.

(e) It imparts knowledge through mother tongue.

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(f) It provides training in sewing, book-binding, weaving, and carpentry.

(g) It includes drawing, art and music in the curriculum as an integral part of education.

(h) It provides adequate opportunities for choosing their hobbies and occupations.

(i) It is a self-governing institution having a dairy farm, post office, hospital, workshop and court (students hold their own courts).

(j) There is a close personal contact between the teacher and the taught. They live like parents and children.

(k) It is based on the concept of freedom of the mind. The children are free from dos and don'ts.

(l) It has a well-furnished library.

(m) The school has a place for manual labour.

(n) As an idealist, Tagore follows the guiding principle of simple living and high thinking at his Shantiniketan.

(o) Classes and meetings are held in the open, under the trees or in the verandas except on rainy days. It provides an environment after the fashion of ancient 'tapovana'—forest school mentioned in the upanishads.

(p) Students receive individual attention at Shantiniketan.

9. Write a brief note on 'the place of religion in education' as revealed in the educational philosophy of Swami Vivekananda.

[WBUTTEPA–2017]

Ans. Swami Vivekananda considers religion as the backbone of the society, the central theme of life and the inner most core of education. The gospel of the vedas and upanishads is, "Arise, awake and stop not till the goal is reached". He tries to make this gospel the guiding principle of education. The religious education imparted to the children should include the lives of great saints of all lands. No particular religion should be followed and taught while providing religious education in educational institutions. Religion must be a living experience with oneself. He says, "One must enter into heart of religion, that is, one must realize it in one's own life". All religion must be accepted and only their essential spirits should constitute the religious education to be given to children.

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Swami Vivekananda has great regard for all religions. He says, "All religion must be respected and only their essential spirits should constitute the religious education to be given to children. He speaks about the diversity of his faith: "I go to church, I go to mosque and I go to any temple". Further he remarks, "Let us take in all that has been in the past, enjoy the light of the present and open every window of the heart for all that will come in the future. Salutation to the prophets of the past, to the great ones of the present and to that comes in the future".

For man making, Swami Vivekananda assigns great importance to religious education. He says that without spiritual development we cannot experience the highest power. So, everything that is good in all religions must be studied. All religions teach us the love of God which lead us to a holy life.

10. Write a brief note on 'the place of religion in education' as revealed in the educational philosophy of Dr. Sarvapalli Radhakrishnan [WBUTTEPA–2017]

Ans. Place of religion: Dr. Radhakrishnan, an idealist believed in the existence of God as a guiding principle. Man is an aspect of the universe which is an actualized possibility of the Absolute. Values have a reference to the spiritual reality.

Dr. Radhakrishnan believed that the religion is the way of remaking of man, a complete integration of his being. Religion introduces an entirely new sense, a totally new set of values. But religion is not doctrinal conformity of ceremonial piety. It is a personal encounter of the individual with the supreme. Emphasis on religion does not be little the role of science in our life. Science and religion are not opposed to each other. Both seek truth. The achievements of science have induced in our minds a mood of despair, making us feel like homeless exiles, caught in a blind machine. This cannot be counted as the failure of science. It is, in fact, the failure of man. Men sometimes become unmindful of their moral implications and social consequences. Education is the means by which we can tide up our minds, acquire information as well as a sense of values. Education gives to us that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens of our country. A True democracy is community of citizens differing from one another but all bound to a common goal.

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11. Write in brief, the relevance of Rabindranath's philosophical thought regarding 'aims of education' with respect to the present Indian society. [WBUTTEPA–2017]

Ans. Tagore was not an educationist in the academic sense. He had not written any books on education. He, however, expressed his educational ideals either directly or indirectly in his numerous writings and speeches. Let us refer to the aims of education as recommended by him.

- **Physical development :** Tagore condemned the existing system of education which partially exercised the intellect only to the entire neglect of the body. He insisted that the first aim of education should be to develop the child physically.
- **Moral and spiritual development :** Tagore was an idealist. Therefore, he stressed inner discipline, peace, tranquility, a simple way of life and naturalness. He emphasised the power of self-determination, attainment of inner freedom, an inner power and enlightenment. He wanted children to know the importance of mutual co-operation, sociability, tolerance, courtesy, self-discipline and inner freedom to promote their moral and spiritual development.
- **Mental or intellectual development :** Tagore equally emphasised the development of the power of thinking and the power of imagination of the mind. He condemned bookish teaching
- **Harmonious development :** The aim of education is to bring about harmonious development in the child. Tagore had given great importance to sociability and human feelings. It led to the harmonious development of all human faculties. The purpose is to attain complete manhood.
- **Individual development :** Tagore was an individualist and he gave importance to individual development. To him, the child is more important than all kinds of books, educational rules and teachers.
- **Social development :** Tagore considered society to be an essential medium for the individual freedom and development of the child. He, therefore, gave maximum importance to community activities and social service in his educational plans.
- **Development of national feelings :** Tagore was a patriot and he respected "Indian culture. He expressed patriotism in his poems and writings through which he made Indians gain an emotional oneness. For this purpose, education should aim at imparting to children respect and love for the healthy traditions of their motherland.

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- **Development of international understanding :** Tagore was regarded as the champion of international understanding and world peace. He stood for international knowledge, universal brotherhood and international harmony.
- **Development of tolerance :** This is an important aim of education. Tagore stressed on the teaching of religious toleration to children. He wanted the children to be trained to live peacefully, amicably and cheerfully in the company of others having different faiths.
- **Economic development (utilitarian aim) :** Tagore emphasised the utilitarian aim of education. He did not want education to be cut off from the daily life of the people. It means the aim of education should be related to our economic life and wants.

2. State the method of teaching proposed by John Dewey ?
[WBUTTEPA–2017]

ns. Dewey is a successful educational psychologist who has presented any novel and useful ideas on educational methods in his two books mely How We Think and Interest and Effort in Education. Let us list n his ideas oh the teaching methods.

(i) **Learning by doing :** The child learns best when he himself performs actions related to particular subjects. Dewey says that all learning must come as a byproduct of actions and never as something learned directly for its own sake. In the teaching process, the teacher should provide learning situations and create suitable environment and the child will learn by doing.

(ii) **Direct experience:** If learning is to be moral and sound, it must come forth as the result of the normal and direct experience of the child. According to Dewey, the child learns effectively through observation and direct experience. The function of the school is to provide an environment and improvise activities for learning through the use of child's senses.

(iii) **Integrated approach:** Dewey stresses on integration between the child's life, his activities and the subjects he studies. The subjects taught to the child should be arranged around his activities to which he is accustomed. In this way his learning becomes compact, useful and systematic.

(iv) **Individual approach:** The method of teaching should be according to the interest, inclination and ability of the child. In fact, each child

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is unique and different from his fellow flock. Therefore, the educator must understand the interest and capacity of the child before organizing the activities which are useful to him. That is, teach a child, according to his level of understanding and specific interest.

(v) **Collective approach:** Dewey is of the opinion that in a democratic educational pattern, the child should be made to participate in collective activity which makes the learning more effective and useful, and helps to develop social efficiency in him. The teacher should assign various types of programmes to the children to be completed by them collectively. This kind of teaching method creates social discipline among the learners.

(vi) **Project method:** Dewey recommends projects to be used as a teaching technique. A project is a purposeful activity proceeding in a social environment. This method lays emphasis on the pupil's purpose, needs, interest, self-activity and participation in the entire process of teaching. Dewey suggests that problematic situations should be provided to children in and around the classroom. But it should not be too ambitious and beyond the pupil's capacity to accomplish.

(vii) **Experimental method:** Dewey emphasises the fact that all learning must come as the by-product of experimentation. He wants to test everything before finally accepting it. According to him, experimental method is in tune with the heuristic method through which all ideas and hypotheses are tested to discern whether they are true and useful to society.

13. What are the components of Sri Aurobindo's 'Integral Education'? [WBUTTEPA–2017]

Ans. Aurobindo has mentioned two bases for integrated education:

- Individuality is one whole
- Humanity is one.

- **Individuality is one Whole :**

This can be divided into the following categories:

(i) Harmonious development : The individuality of man constitutes body, mind and soul which have their significances when they are harmoniously developed. An individual's intellectual development must be developed in relation to his moral, emotional and spiritual

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nature and vice versa. A balanced and harmonious development of all the aspects of human personality—cognitive (knowledge), conative (skills) and affective (attitudes and values) moulds an individual into an integrated individual.

(ii) **Socio-economic-politico integration :** Education should aim at developing the individual as an economic, political and social being, in order to train him as a productive and disciplined member of the society.

(iii) **Different aspects of 'self but self is one :** We may distinguish in man the different aspects of his being, mental, intellectual, ethical, practical, aesthetic, physical and the like. But all these have been as powers of a "self that manifests through them and yet they are not all the 'self.

(iv) **No concentration on academic perfection alone :** The study of the mind is essential to understand the innate power of the child. Any system of education which concentrates on academic perfection of the child, disregarding his mind, hampers intellectual growth. Hence, concentration on academic perfection of the child and the study of his mind are necessary to produce an integrated mind.

Essay Questions & Answers — Marks - 10

1. State the views of Dr. Sarvapalli Radhakrishnan on aims and curriculum of education. State its present relevance. [KU–2017]

Ans. ➡ Dr. Radhakrishnan defines education as the instrument for social, economic and cultural change. For social and national integration, for increasing productively, education should be properly utilized.

(a) **Development of Personality :** A satisfactory system of education aims at a balanced growth of the individual and insists on knowledge and wisdom. It should train the intellect, and furthermore, wisdom can be gained by the study of literature, philosophy and religion that interpret the higher laws of the universe.

(b) **Development of Scientific Attitude :** Aims of education should enable the child develop his talents to create, discover and invent something new, novel and useful. Science is to be used for productive work.

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(c) **Development of Character :** According to Radhakrishnan, Character development is an important aim of education. Education for character building has been advocated by Dr. Radhakrishnan. To him character of a man is the aggregate of the tendencies of his mind or the sum-total of the impressions created by his action and speech.

(d) **Development of Spiritual Values :** Radhakrishnan has given a right place to education for developing spiritual values among the people. Radhakrishnan has attached great importance to spiritual education. He thinks that education which does not inculcate spiritual feelings in students is not true.

(e) **National Integration :** National Integration is an important aim of education. It is also one of the basic needs of India. Religious education, mass education programmes like social services, community living, and study of social services were emphasized for the development of nationalism. Development of Vocational Efficiency: Radhakrishnan emphasized education for the development of vocation efficiency. This aim of education is to enable the child to attain certain skills in order to become economically self-sufficient.

(f) **International Understanding :** Radhakrishnan considered International Understanding as an important aim of education. He advocated for the creation of new world order, growth of world community and world citizenship.

■ Nature of Curriculum :

Radhakrishnan has defined his concept of curriculum in his university commission report published in 1949. He wants that a student should study a number of subjects such as philosophy, literature, science, ethics, politics, theology, geography, history, agriculture, natural science, economics, human science and civics. In the curriculum for women, Radhakrishnan wants to include some subjects which may be particularly useful for their specific duties in life. They should also be given education in home science, cooking, fine arts, ethics and religion. Thus Radhakrishnan wants that curriculum must be related to one's life.

(a) According to Radhakrishnan curriculum must be related to life. Radhakrishnan has defined his concept of curriculum in his university commission report published in 1949. He wants that a student should study a number of subjects such as: Languages, Literature, Social Studies (Geography, History, Economics etc.), Philosophy, ethics,

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theology, Morality, politics, civics, Science (Natural, Human etc.), Mathematics, Art/Music/Fine Arts, Vocation/Profession Subjects, Sports and Physical Education, Yoga, and Religion,.

(b) Dr. Radhakrishnan has suggested the study of three languages like Mother tongue/Regional Language, Federal Language Hindi and link language English.

(c) Radhakrishnan also suggested Religious and Spiritual education, Vocational courses, Women education and mass education in curriculum.

(d) In the curriculum for women education, Radhakrishnan wants to include some subjects which may be particularly useful for their specific duties in life. For women education, he suggested the subjects like Literature, History, Science, Religion, ethics, Puranas, Housekeeping, Arts, Sewing, Domestic work, home science, child rearing, worship, meditation and studies inculcating ideal characters in the women.

The Relevance of Dr. SarvapalliRadhakrishnan's educational thoughts in Today's India:

(a) The present education in India suffers from the crisis in character and loss of moral values. In this regard, Radhakrishnan educational thought is very pertinent in order to develop character and moral values.

(b) Radhakrishnan educational thoughts are the combination of idealistic, realistic, humanistic, and existentialistic philosophy. It will fulfill the modern aim of education i.e., all-round development of child.

(c) Dr. SarvapalliRadhakrishnan strongly advocated for free and compulsory education for all the children of the country irrespective of caste, creed, gender and socio-economic status. All Committees and Commissions in India have accepted this educational ideal in the country.

(d) Radhakrishnan supported the idea of equal rights and opportunity for both men and women in the field of education.

(e) The ideology of Radhakrishnan about the education for democracy is very germane.

(f) Radhakrishnan?s thought of Self-development, Man making, Self-expression respectively are the three important educational attempts for individual and national development.

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(g) The educational thoughts of Dr. Radhakrishnan throw immense values in modern times. Dr. Radhakrishnan opined that only the right kind of education could solve many problems of the society and the country.

(h) Radhakrishnan emphasized spiritual education in India. Education in India should aim at fostering spiritual values, faith in God, good manners, honesty and fellow-feeling. This has great relevance for modern times particularly in this age of science and technology.

2. Briefly describe the philosophy of education on the aims, curriculum and method of teaching as elaborated by Aurobindo. [BU; GBU–2017]

Ans. According to Aurobindo, "Education is helping the growing soul to draw out that is in itself. In other words, education should bring out the latent powers of child to make him a complete man.

■ Aims of Education :

- **Acquire knowledge:** The aim of education is helping the child to acquire knowledge. According to Aurobindo, knowledge should be the latest and related to the different fields such as literature, culture, science, politics etc.
- **Physical purity:** Physical purity and development of the child is the main aim of education. This is because it is the body which should perform all religious obligations.
- **Training of senses:** The aim of education is to train all the senses namely, hearing, speaking, listening, touching, smelling and tasting. As senses are the important sources of knowledge,
- **Develop logical faculty:** Aurobindo believes that logical faculty plays a very significant role in the education of the child. He has mentioned three steps for the training and development of the logical faculty, that is, drawing inferences, making success and failures and causes of success and failures.
- **Development of conscience :** Aurobindo has remarked four levels of conscience—chitta, manas, int*elligence* and *intuition*. The duty of the teacher is to help the child in the development of all these levels of conscience harmoniously.

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- ***Self-realisation*** **:** Aurobindo believes firmly that self-realisation should be the aim of education. In fact, self-realisation enables the individual to realise his real being. Therefore, this is the ultimate meaning of life on the earth.

Curriculum :

Aurobindo suggests all those subjects and activities, which the students are interested in. The subjects and activities included in the curriculum should possess creativity and educational expression. Thus, the curriculum is constructed in such a way as to develop the inner potential of the child and turn him into a super human being. Aurobindo has prescribed the following five principles of curriculum construction.

- Curriculum should be interesting for the child.
- Curriculum should include all subjects and activities which promote mental and spiritual development of the child.
- The subjects of a curriculum should be able to motivate the child to learn.
- Curriculum should activate the creative potentialities of the child in order to develop him into a real man.
- Curriculum should motivate the children towards the attainment of up-to-date knowledge of the whole world.

Methods of Teaching :

- **Freedom to child :** Freedom to the child enables him to acquire more and more knowledge by his own efforts. Any restriction imposed on the child will retard his natural growth and development.
- **Love and sympathy for the child :** The teacher should treat the child with utmost love, sympathy and kind consideration. This will reduce the tension felt in learning and promote the natural development of the child.
- **Mother tongue :** Education through mother tongue enables the child to grasp and understand even the most difficult subjects. Hence, the medium of instruction should be in mother tongue.
- **Child-centred education :** Education should always be child centred. The teacher should study the varied interests of his pupils before he provides education to them.
- **Self-experience :** Self-learning experiences should be provided to the child. This type of learning is very useful for his future life.

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- **Learning by doing :** Aurobindo believes that learning by doing is the best 'method of learning'. This method places great emphasis on the activities of the pupils.
- **Group learning or co-operative learning :** The teaching-learning process is a cooperative process. Therefore, there must be a learning based on the cooperative activities of teacher and children.
- **Nature of child:** Naturally each child has been gifted with some mental and spiritual potentialities. Education should develop these gifts in the child by developing his inner capacity.
- **Education according to 3 A's :** The mind of the child is a great vehicle for acquiring knowledge. So, the mind has to be consulted in his growth. According to Aurobindo, education should be provided to the child according to three A's namely, age, ability and aptitude.

WBUTTEPA B.ED GUIDE LINE

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Unit 3

Sociological Bases of Education

Very Short Question & Answers

Marks - 2

1. What is globalization ? [CU; WBUTTEPA–2017]

Ans. A useful definition of globalization is that offered by Gibson-Graham (Gibson-Graham, 2006): "a set of processes by which the world is rapidly being integrated into one economic space via increased inter- national trade, the internationalization of production and financial markets, the internationalization of a commodity culture promoted by an increasingly networked global telecommunications system".

2. Mention two objectives of globalization in education. [NBU–2017]

Ans. Two objectives of globalization in education :

(i) **Competetion with the world for fighting smugness :** The educational system of our country has been traditionally oriented for decades. In spite of the recommendations for progressive changes by various committees, the situation has hardly changed. However, a stiff competetion with global educational institution may change the impasse prevailing in our education.

(ii) **Cultural Impact :** Influence of foreign culture is not a new feature in India. From time immemorial various invaders came and settled in India. They started living in India and mingled with the mainstream culture of the country. Overseas traders, scholars travellers came to India and exchanged their cultural views which enriches the local culture.

3. What is secular education ? [VU–2017]

Ans. Secular education means making public education free from any religious dominance, especially in its learning environment. Those institutions which impart pure religious education should be brought to the national mainstream by adding new scientific and technological

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knowledge to the curriculum of these institutions. Whatever religious tenets are taught to students ,they should be judged on a scientific basis.

4. What do you mean by gender equality ? [GBU–2017]

Ans. Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviours, aspirations and needs of women and men are equally valued and favoured.

5. What is mean by equalization of educational oppertunity ? [VU; GBU–2017]

Ans. Democracy believes in equality. Man leads a better life in democratic set up through education. The quality of education determines the goal of democracy. The widest provision of educational facilities for all its members and not for a few only, will help man to survive and succeed in a democracy. Regarding equalisation of educational opportunity the report of the Education Commission 1964-66 states, "One of the important social objectives of education is to equalize opportunities, enabling the backward underprivileged classes and individuals to use education as a lever for the improvement of their condition".

6. What is the meaning of secularism in Indian content ? [WBSU–2017]

Ans. The concept of Indian secularism becomes apparent from the words of Dr S Radhakrishnan: "Secularism does not mean anything irreligious or atheism or even stress on material comforts, rather it lays stress on the universality of spiritual values which may be obtained by a variety of ways."

In the words of Dr B R Ambedkar: "secular states does not mean that it shall not take into consideration the religious sentiments of the people. All that secular state means is that the parliament shall not be competent to impose any particular religion upon the rest of the people. This is the only limitation that the constitution recognizes."

7. What in multiculural education ? [WBSU; WBUTTEPA–2017]

Ans. Multicultural education is a concept, an educational reform movement, and a process (Banks, 2007).

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- Multicultural education is an idea stating that all students, regardless of their gender, ethnicity, race, culture, social class, religion, or exceptionality, should have an equal opportunity to learn at school.
- As a reform movement, multicultural education involves changes in the total school (and is not limited only to curriculum change) so that all children have an equal chance to experience school success.
- Multicultural education is also a continuing process whose idealized goals will never be fully realized. A major goal of such education is improving academic achievement.

8. Mention two objective of Secular education ? [BU–2017]

Ans. Two objective of Secular education are as follows :

- **Multi-religious :** India is a multi-religious country. People of India have various castes, races, cultures, faiths and traditions. In such a diversified society education must be oriented multiculturally. Secular education is appropriate in that direction.
- **Religious intolerance :** India is marred by religious intolerance and communal violence for last five decades. For a long term solution for this problem secular education must be encouraged.

9. What are the advantages of globalised education ? [BU–2017]

Ans. Advantages of Globalization in Education :

(i) Competetion with the world for fighting smugness
(ii) Cultural Impact
(iii) Availability of wide range of choices
(iv) Transition from Fordist to post-Fordist forms
(v) Female participation

10. What is sustainable development ? [WBUTTEPA; KU; NBU–2017]

Ans. The report of the World Commission on Environment and Development (WCED, 1987) observes : "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts :

(i) the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and

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(ii) the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

11. State two characteristics of secularism ? [CU-2017]

Ans. Two characteristics of secularism are as follows :

(i) All religions are treated as equal. In our constitution this spirit is expressed by the term "discrimination aginst religion".

(ii) Every citizen is given freedom to practice his own religion.

(iii) Freedom of worship is assured to every Indian.

12. What are the needs of nationalism ? [BU-2017]

Ans. Elements which go to make up the nation are of two kinds – the objective and the subjective. Among the objective elements are geographical unity, unity of language, unity of race, a common religion, political unity and independence. But the objective elements are of greater significance. According to Renan and Mill, it must also possess consciousness of a glorious past, feelings of pride and shame, happiness and pain, common experience and sacrifice, true glory, allied to this past. The chief among these emotive elements are common interests and traditions, common political ambitions, and, most important of all, a community feeling, or we feeling. Community feeling or we feeling is such an important constituent of nationalism, that MacIver has defined nationalism in terms of this feeling. He defines nationalism as a kind of community feeling that has its origin in certain historical circumstances, and which is also strengthened by such strong common psychological factors that individuals who experience it desire to form a specific and even an individual government of their own. Oppenheimer has commented that consciousness of nationality makes the nation.

Short Questions & Answers — Marks - 5

1. What are the causes of illiteracy ? [BU; NBU-2017]

Ans. There are so many reasons why an individual can be illiterate. These are some of the causes of the inability to read or write:

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(i) **Illiteracy among parents:** Many illiterate parents do not put much emphasis on the importance of education. Several of those born to parents who can neither read nor write end up being illiterate. This is especially true in remote areas where many people in the older generation have not gone through formal education. The reverse is true for those who have been brought up by parents with an elaborate educational background. They realize the necessity of taking their children to school and therefore ensure that they receive a good education.

(ii) **Lack of family support:** This can be the cause of illiteracy more so where a child has difficulty reading or writing because of dyslexia. In a situation where the family does not understand the child's condition, it may simply be assumed that he or she is not a bright person and maybe school is not meant for everyone. Supportive family members help a child overcome reading disability and go through formal education with minimal challenges.

(iii) **Unemployment of the educated:** Some people believe that the only reason someone should go to school is so that he or she can get a good job and make a good life. Without the promise of employment, education is not a necessity to them. In a country where many of the educated are unemployed, there may not be enough motivation for the illiterate to go to school. After all, they reckon, why would you spend so much money paying for your education when there is no promise of a return on investment? In countries where those who have gone to school have good jobs and reasonable incomes, there may be sufficient motivating factors for people to get rid of illiteracy.

(iv) **Lack of awareness:** In places where several members of the local population do not understand why it is important for them to go to school, the level of illiteracy may be high. Disinterest in the benefits of formal learning can also be caused by lack of awareness on the importance of going to school. The number of illiterate people in urban areas tends to be lower than that of those in rural areas. People in towns are more aware of the need to eliminate illiteracy, the challenges that arise from lack of education and the social benefits of being literate compared to those who live in the remote place.

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(v) **Social barriers:** Many social barriers such as restrictions on girls' education in some societies lead to illiteracy among the affected segment of the population. Education of the girl child has been an issue in some parts of the world leading to the formation of different organizations focused on championing the education of women. Forcing children into marriage is another social issue that causes illiteracy in the community. Family or social norms where female education is not allowed also causes illiteracy. In societies where the caste system is still in force, those who fall into the wrong caste may not get the opportunity to go to school. They are condemned at birth to remain illiterate.

(vi) **Lack of affordable education facilities:** Those who live in very remote areas with few or no education facilities may remain illiterate. The nearest school might be found several miles away. Instead of going through the tiresome process of walking for long distances on a daily basis just to go to school, many choose to stay at home. Lack of access to education facilities in rural areas has contributed a lot to the high number of illiterate people in these places.

(vii) **Poverty:** Poor parents with low incomes find it difficult to pay school fees. They are forced to choose between providing basic needs such as food, shelter and clothing and taking their children to school. In countries where basic education is not free, the number of children who do not go to school tends to be higher compared to places where basic education is free and mandatory.

2. Mention the activities for eradication of illiteracy ?

[NBU; BU; WBUTTEPA; VU–2017]

Ans. The following activities can be taken up to eradicate illiteracy from our country:

(i) **Free education:** The provision of free education in schools, colleges, and universities by the government can play a major role in reducing the level of illiteracy in a country by getting more people to school. Since some people fail to attend school due to lack of money to pay for the fees, offering free education can increase the number of people attending school and subsequently reduce illiteracy levels within a society.

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(ii) **Awareness:** Creating awareness about the importance of education can help people understand why they need to go to school. Non-governmental organizations, government agencies, and other concerned parties should put in place deliberate measures to create awareness in the society and reduce the number of people who are unable to read and write.

(iii) **Grants:** Offering grants, subsidies, and scholarships can reduce the financial burden that parents and students bear in paying for education. It would make it possible for students to learn without interrupting their education due to lack of school fees. Parents would also channel the money that would have been used to pay for school fees towards other income generating projects. The cost of financing education can prove to be too high especially for those who live in poverty.

(iv) **Late night classes:** Working people can opt for late night classes. In this way, they can learn even as they earn income through their daytime jobs.

(v) **Free books:** The government and different foundations can offer free books in schools to encourage students to develop a reading culture. Offering free books can also reduce the financial burden placed on parents in the provision of textbooks.

(vi) **Digitization:** Since we live in the age of technology and information, creating digital platforms for reading and learning can help reduce illiteracy in the society. It can also help take care of the challenge of shortage of education facilities. Digital libraries can provide a good platform for those who live far away from urban centers to expand their knowledge base and become more informed.

(vii) **Lower educational cost:** Even though education has its rewards, it is very costly to finance. Many graduates usually leave school with huge debts in the form of student loans. It makes saving and investing difficult. The cost of university education has been a key political and social issue in many nations. By lowering the cost of education, the government can make it easier for people to study up to the highest level possible.

3. State the impact of globalization on education ? [CU; GBU–2017]

Ans. The impacts of globalization on education is mutifarious. The various aspects which is influenced by globalization, are :

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(i) **Change in the modes of learning :** Rapid and sustained change is occurring in the ways we learn and do things. Boundaries in time and space are being crossed with great ease; people learn of events much quicker than ever before and they can go to distant places with great ease. This process of compression of the boundaries of space and time is acclerated by the advent of Information and Communication Technologies (ICTs).

(ii) **Movement of students :** More and more students are moving from one country to another for higher education.

(iii) **Globalization of Universities :** Universities are opening branch campuses or branch offices in different countries. Course offered by a local institute is getting the affiliated degree of some major foreign university.

(iv) **Globalization of Domain Experts :** Teachers, experts and educationists are easily moving overseas to provide educational services.

(v) **Biased choice of disciplines :** World wide emphasis on STEM disciplines (science, technology, engineering, and mathematics) and negligience for social science and humanities has weakened the emotional developments and value system of the students.

(vi) **Disappearence of permanent knowledge :** According to Giddens (1994), with the rise of multiple technologies and globalization dynamics, there are no permanent structures of knowledge or meaning today. Globalization marked the arrival of an era of reflexivity, caused by the growing proportion of people who are knowledge seekers. Because knowledge will be increasingly subject to revision, we might find 'doubt' to be a feature of globalization.

(vii) **Policies of Education :** The philosphy of 'education for all' leads to the idea of mastery learning which presupposes that each child can learn. This outlook towards learning gives rise to the continuous comprehensive evaluation or no detention policy for evaluation of students. Globalization engendered new models of partnerships for education (between state, NGO, third-sector, and in some instances religious or private organizations); new models for adult literacy and nonformal education; new models of university/business relationships; and new models for educational financing and school organization (for instance, charter schools).

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(viii) **Curriculum :** The curriculum tends to incorporate the principles declared in the report of Delar's commission. Peace education, value education, population education, lifestyle education, environmental education etc are the diverse aspects of education that teach the pupils the learning of living together. Some reform initiatives have been actively supported by UNESCO and other UN agencies.

(ix) **Instruction :** The class rooms all over the world are becoming similar. Widespread use of ICTs in teaching is a feature of the globalized era.

(x) **Educational Financing :** Increased tendency to privatization of education.

(xi) **Standardisation :** New techniques of gradation, credit point, percentile rank etc for universal interpretation of evaluation results.

4. Discuss the relationship between education and secularism. [CU–2017]

Ans. **Education and Secularism :**

(i) **Aims :** The aims and objectives of such an educational system are secular. The goal would be to develop India as a rational, democratic, progressive and modern welfare state. The philosophy of humanism guides such educational objectives. The well-being of all the citizens of the country is the goal towards which India's educational energies are directed.

(ii) **Appointments, promotions, admissions :** The organization of most of Indian educational institutions is based on secular principles. It is necessary to observe secular, democratic, rational criteria in appointments, promotions, admissions, and all such matters.

(iii) **Curricular reform :** The educational curricular at all levels in India lay special emphasis on the promotion of secular values. Lessons in textbooks are free from religious bigotry and prejudice while the good ideas and values emphasized in different religions are presented in appropriate forms. The co-curricular activities aim at promoting harmony and co-operation among different groups and respect for each other's culture in the students. It is not permitted to condemn or unduly praise any one particular religion or cultural system or institution. It is the usual practice in all schools, colleges

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and universities to celebrate fairs, festivals, birth anniversaries, etc., relating to different religions. While imparting moral education equal importance is given to different faiths.

(iv) **Science teaching :** Secularism stands for scientific rationalism. It stresses logical thinking and abhors superstitions and irrational things. Therefore, Indian education today puts much emphasis upon science teaching. Science is taught in a practical manner at all levels of schooling, so that it might influence the attitudes and values of the pupils. The spirit of science with emphasis on inquiry, experimentation, proof and critical outlook, permeates the teaching of other subjects also.

(v) **Role of Teachers :** In the education for secularism in India the teachers today are expected to treat their pupils in an impartial manner. They eschew all caste, community and class considerations in dealing with students and colleagues. Equal respect is given to all students and to all religious groups. Every conscientious teacher behaves in a truly democratic and fair manner.

(vi) **Inculcation of Wider Attitude :** Secular education makes a man dynamic and enlightened. It develops in him a wider attitude towards life, and he takes interest in social service by sacrificing his selfish motives. Education makes him courageous enough to face the problems of life and solve them to the best of his efforts and intelligence.

(vii) **Pluralistic outlook :** Secular education leads to the emergence of a healthy pluralistic outlook which fosters the growth of science, art, philosophy and even religion. Pluralism is the principle of mutual acceptance of various cultures. A pluralistic outlook is the very essence of democracy.

(viii) **Democratic value :** Education should help learners in developing democratic qualities like liberty, equality, fraternity and co-operative living. True secularism stresses the dignity of the individual and the sacredness of human personality. Secular education helps to establish and incorporate democratic process. Every person is treated as an end and never as means only.

(ix) **Cultural development :** Education helps in promotion of cultural development. It preserves and reinforces culture. Secularism and culture go hand in hand and influence each other. Secularism is the dynamic aspect of culture.

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(x) **Scientific spirit :** Scientific spirit is important for fostering secular attitude among learners. It releases the individual from the bonds of blind faith. Scientific spirit implies a spirit of free enquiry, a spirit of looking at things objectively and rationally, freedom from an obsession with the past, and a more humble attitude towards our own history and achievements. Secular education promotes scientific values of rationality, objectivity and open-mindedness.

5. Discuss the role of education in sustainable development.
[WBUTTEPA; KU; NBU–2017]

Ans. The role of education in sustainable development are discussed bellow :

(i) The quality of the human and bio-spheric future depends on our collective capacity and ability to learn and change.

(ii) Sustainable development is not itself sustainable (that is, lasting and secured), unless relevant learning among all stakeholders is central to the process.

(iii) While sustainable development can be promoted through policy instruments, these tend to be effective for only as long as they are applied.

(iv) Education can enhance the effectiveness of each of these instruments through developing informed engagement, agency and empowerment among all affected stakeholders. Further, education can build lasting change - that is, sustainable change, because it is owned by the learner and reaches hearts and minds.

(v) Be embedded in the curriculum in an interdisciplinary and holistic manner, allowing for a whole-institution approach to policy making.

(vi) Through education we can share the values and principles that underpin sustainable development.

(vii) We can promote critical thinking, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development.

(viii) Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.

(ix) Allow learners to participate in decision-making on the design and content of educational programmes.

(x) Address local as well as global issues, and avoid jargon-ridden language and terms.

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(xi) Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning

6. Make a short note on 'Multiculturism'. **[KU-2017]**

Ans. Multiculturalism is the existence of multiple cultural traditions within a single country, usually considered in terms of the culture associated with an aboriginal ethnic group and foreigner ethnic groups.

This can happen when a jurisdiction is created or expanded by amalgamating areas with two or more different cultures (e.g. French Canada and English Canada) or through immigration from different jurisdictions around the world (e.g. United States, Australia, Canada, Brazil, United Kingdom, New Zealand, and many other countries).

Multiculturalism is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles.

If we fail to recognise multiculturalism in our educational system, following problems may arise :

(i) Teacher may fail to recognize and address problems that arise when there is a notable difference of culture between students and the school.

(ii) Teacher may misread students' aptitudes, intents or abilities due to the difference in use of language or interaction which is caused by the cultural diffence.

(iii) Teacher may implement styles of instruction and disciplinary rules that are odd to the community.

(iv) Assuming that the failure of a child to thrive intellectually in teaching,is due to deficiency of capability of the child rather than a deficit in teaching, the teacher may end up teaching less when one should be teaching more.

(v) Teaching may become stereotype in approach leading to unsatisfactory outcome.

■ **Multicultural education :**

Multicultural education is a concept, an educational reform movement, and a process (Banks, 2007).

- Multicultural education is an idea stating that all students, regardless of their gender, ethnicity, race, culture, social class,

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religion, or exceptionality, should have an equal opportunity to learn at school.

- As a reform movement, multicultural education involves changes in the total school (and is not limited only to curriculum change) so that all children have an equal chance to experience school success.
- Multicultural education is also a continuing process whose idealized goals will never be fully realized. A major goal of such education is improving academic achievement.

Other competencies of the teachers :

The multicultural teacher is expected to :

(a) be an active participant in promoting culturally responsible and responsive formal and informal curricula

(b) be skillful in using and benefiting from the positive factors of diversity in educating children

(c) be able to promote mutually favourable teacher-parent and school-community relationships

(d) possess and enrich required professional knowledge and skills to cope with the diversity of students

Learning experiences :

In general the following measures are taken by a multicultural school as mentioned by Pepi Leistyna (2002) to develop multicultural curriculum :

(a) Establish a multicultural resource center/library.

(b) celebration of holidays around the world

(c) organise a sale of multicultural books

(d) planning a multicultural celebration

(e) teaching units called "We Are All Alike, We Are All Different"

(f) display map of the world labeling the origins of the children

(g) inviting the owner of the local multicultural bookstore to come and read to the children

(h) celebration of New Year Days of various communities

7. Mention the constitutional goals for Indian Education ? [BU; WBUTTEPA; NBU–2017]

Ans. Policy, in general, is the intended actions from the part of the government. At the union level, policies are enacted to aid the people and encourage social goals. Constitution provides a guideline for the policy

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framers because the policies must be in concurrence with the principles, visions and spirit of the constitution.

In the preamble the Constitution upholds some basic values for the individual, political and social life of the citizens. These basic values for the citizens are :

(i) **Democracy :** Democracy goes hand in hand with education. John Dewey observed that "a government resting upon popular suffrage cannot be successful unless those who elect and who obey their governors are educated. Since a democratic society repudiates the principle of external authority, it must find a substitute in voluntary disposition and interest; these can be created only by education."Therefore, education conforms "democracy as a way of life"for the citizens.

(ii) **Socialism :** The preamble of the Constitution adopted in 1950 had no mention of "socialism". However, in harmony with the provisions of the right to equality and the right against exploitation laid down as Fundamental Rights assured for the citizens in part III, India was described as "socialist" by the 42nd Constitutional Ammendment Act.

(iii) **Secularism :** The Preamble of the Constitution declares India as a secular country. It generally implies that the State does not provide for any kind of official support to any religion. However, the Constitution provides each citizen of India freedom to practice any religion. In view of this, the Constitution makes special provision regarding the status of religious instruction in the institutions funded by the state.

(iv) **Liberty of thought, expression, belief and faith :** In order to make democracy a success, it is essential that its citizens must have faith in the democratic ideals. And this can be brought about only when they are adequately educated because it is only the educated person who realizes that the sole purpose of life is not the satisfaction of gross physical desires. The ideals of freedom, liberty, brotherhood, are more valuable and necessary. No one but the educated individual can understand the circumstances and needs of another person before passing judgement on him. Only such a person can accept the ideal of equality after recognizing human values as being the end to be achieved.

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(v) **Equality of status and opportunity :** The concept of National System of Education envisaged in the report of the Education Commission, 1964 and the Natioanl Policy of Education, 1986, lays the greatest emphasis on elimination of disparities in the educational system and educatioal opportunities.

(vi) **Social, economic and political justice :**

(vii) **Fraternity among the citizens :**

(viii) **Dignity of individual :**

(ix) **National integration and unity :**

8. Briefly describe the techniques of education in rebuilding the National Integration ? **[BU; VU–2017]**

Ans. In view of promoting national integration in November 1960, the Education Ministers of all the States met to consider this matter. The problem of National Integration was considered in all its gravity. The following techniques of education can be very helpful in promoting national integration.

(i) Restructuring the school curriculum/syllabus (curriculum that promotes NI)

(ii) Uniform policy of Education across the country

(iii) Learning of many languages

(iv) Visits & excursions to different places/states for direct contact with people of different states

(v) Celebration of Festivals of different states (Onam, rathyatra, Durgapuja, Holi, Lodi, Uttarayan, Navratri

(vi) Posters/photographs of great men & women of different states (poets, authors, artists, leaders, thinkers)

(vii) Student exchange programmes

(viii) Awareness regarding current affairs in different states

(ix) Inviting eminent members of different communities of different states to talk about their specific cultures (customs, traditions, food-habits, their traditions of Music, dance, drama, folk-arts, ways of worship)

(x) Sensitizing students about the suffering of people of other states at the time of natural calamities as well as other problems such as communal violence

(xi) Encouraging them for active participation in the rescue operations & Charitable activities

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(xii) Traditional dress day

(xiii) Showing travel documentaries on 'variegated culture, Flora & Fauna of different states.

(xiv) Mass illiteracy and lack of proper education, endanger national solidarity. India is still a land of mass illiteracy. Adult education programmes should be organized while keeping in view the development of national consciousness and national solidarity.

(xv) It emphases the brotherhood of mankind is a great persuading force to bring about emotional and national integration. True secularism is not opposed to religious and moral teaching rather secularism implies true religion and morality.

(xvi) Students may be asked to repeat a pledge twice a month dedicating themselves to the service of their country and their countrymen.

9. State the problem of national integration in India. ?

[WBSU-2017]

Ans. India is a country with innumerable diversities, an entity composed of many communities, races classes, languages and sub-cultures. In any such nation, there are many obstacles to the achievement of national integration.

In India the following hindrances are obstructing the growth of national feeling, casteism, communalism, linguistic fanaticism, social disparity, economic inequalities and immorality, regionalism etc.

(i) **Casteism:** Caste is an imported part of our social fabric. This was developed in the past on the basis of division of labour in the society. But now casteism has segregated the society. Unity and integrity has become a dream in a caste ridden society. The feeling of socially neglected scheduled castes under the suppression of upper caste ruined the sense of we feeling and unity. It becomes a problem for national integration.

(ii) **Communalism:** Religions antagonism has posed a i serious challenge to national integration in India. India is a multi- religious land. Political manipulation has projected one religion against the other which resulted in communal riot, bloodbath, mutual, distrust and disintegration of the country. Large scale illiteracy and superstition are responsible along with other causes for raise

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communalism in the country. It is very difficult to promote national integration under these situations.

(iii) **Linguistic Fanaticism:** Multi-linguism is one of the important characters of India. India has fifteen officially recognized languages. There are about 1652 languages are spoken in India which shows its diversities. There is conflict and riots on the languages issue. People of one language try to establish their language over others. When Hindi was declared as the national language people of South India resented against this decision supporting English language. Language issue became a barrier on the way of national integration.

(iv) **Regionalism:** There are several regions in India having their unique traditions, food habits, dress and languages. Each regional differs from the other in one or other ways which leads to disintegration of the country. People of one region compete with the person of other regions which leads to conflict and riots. Land dispute, language problem are some of the reasons which pose hurdle on the way of national integration.

(v) **Social Disparity:** Social disparity among the people of different communities, castes and sometime within the community and caste causes tension and imbalance among the people. Social disparity poses great challenge to national integration.

(vi) **Economic Inequalities:** Economic standard of people in a state depends on the fertility of land, resources available and manpower management. All the states are not equal in the above matter which leads to economic backwardness of the people. Even in a state distribution of wealth is not properly done. Day by day poor becoming poorer and rich become richest this causes tension and conflict. It is a problem for national integration.

10. Discuss the ways of achieving gender equality. [GBU-2017]

Ans. The following ways can be adopted to achieve gender equality :

(i) **Developing awareness :** Education develops awareness about the rights of women as laid down in the Constitution and in Indian legal system in general. Women would be able fight against isrimination using their special rights.

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(ii) **Empowerment :** Education is empowerment. An educated person is able to opt foe various professions of her choice and become economically independent.

(iii) **Power equality :** Education can play a major role in the elimination of the gender based divisions in society, the unequal power relationship of the genders, the sex-segregated labour market and the sex-specific allocation of responsibilities for children and the household.

(iv) **Democracy :** Education plays a very basic role in the very functioning of democracy. The achievement of equality between girls and boys, women and men, of all cultural and ethnic origins can be achieved by imparting education of democracy to the learners.

(v) **Change of attitude :** There is a clear interaction between socio-cultural values (and praxis) with gender socialization. This explains why it is that in many developing societies there is a persistent prioritization of women's 'domestic' roles and responsibilities over public ones. Most young girls are socialized into the 'biological inevitability' of their socially determined future roles as mothers. Proper education can change this situation in favour of females.

(vi) **Irrational Beliefs and traditions :** India is suffering from various irrational beliefs and traditions which has been denying the rights of women. For example the tradition of sati or widowhood. Education can build up proper rational attitude towards these traditions of our country and bring about gender equality.

(vii) **Economic independence :** Educated women are able to earn their living through various professions. This economic independence makes them able to demand for equality of status in family.

11. State the advantages and disadvantages of globalization in education ? [VU; WBUTTEPA-2017]

Ans. Advantages of Globalization in Education :

(i) **Competetion with the world for fighting smugness :** The educational system of our country has been traditionally

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oriented for decades. In spite of the recommendations for progressive changes by various committees, the situation has hardly changed. However, a stiff competetion with global educational institution may change the impasse prevailing in our education.

(ii) **Cultural Impact :** Influence of foreign culture is not a new feature in India. From time immemorial various invaders came and settled in India. They started living in India and mingled with the mainstream culture of the country. Overseas traders, scholars, travellars came to India and exchanged their cultural views. Such cultural exchange enriches the local culture.

(iii) **Availability of wide range of choices :** Students and teachers easily keep in touch with the global educational system. They get wide range of choice and avail best opportunities of the world.

(iv) **Transition from Fordist to post-Fordist forms :** A transition from Fordist to post-Fordist forms of workplace organization. Post-Fordist refers to a model based upon increased flexibility in the use of the labor force, inventories, labor processes, and labor markets, and upon the declining costs and increasing speed of moving products and information from one location of the globe to another.

(v) **Female participation :** Globalization led to the increase in the proportion of part-time and female workers, many of them now working out of their homes.

Disadvantages of Globalization of Education :

(i) **Americanisation :** Undoubtedly, globalization refers to an ideology of the market, dictated by the IMF, the World Bank and the G-7 executive, crowned by General Agreement on Tariffs and Trade (GATT). It refers to a global market whose big brother, as well as the moral conductor, is the United States. It sets the norm not only for free trade but also (in the same universalizing mode) for human rights, for historical and cultural studies. In short, What is being globalized is therefore American-style capitalism and its implicit worldview.

(ii) **Change in approach to education :** Globalization increases interaction among people and this creates opportunities for what is called the 'cult of technology' and conversely the

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diminution of respect for spiritual and cultural values. Similarly, the prioritizing of STEM disciplines (science, technology, engineering, and mathematics) diminishes the perceived value of humanities and social sciences, and increases the focus on education-for-jobs thereby weakening broader notions of education-for-life. While some ideas indeed are being exchanged freely, it is a struggle to offer and disseminate ideas with weak connection to the market.

(iii) Globalization engenders complexity. Increasing globalization has stimulated an unprecedented flow of immigrants worldwide. These newcomersa from many national origins and a wide range of cultural, religious, linguistic, racial, and ethnic backgrounds –challenge a nation's sense of unity. Globalization threatens both the identities of the original residents of the areas in which newcomers settle and those of the immigrants and their children. Integrating immigrants and the subsequent generations into the receiving society is a primary challenge of globalization which will have long-term social implications.

(iv) Due to globalization, difference is becoming increasingly normative. Globalization and massive migrations are changing the ways we experience national identities and cultural belonging.

(v) Globalization led to a certain loss of nation-state sovereignty. Due opening up of national economies the great powers intervene the policies of smaller nations leading to the erosion of national autonomy.

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4 Unit

Concepts and Scope of Education

Very Short Question & Answers — Marks - 2

1. What is informal agency of education ? **[KU–2017]**

Ans. Informal agency of education is not controlled by higher authority. The learners have no code of conduct and no discipline is imposed on them. The education is imparted indirectly as they do excercise educative influences on the learners and the primary aim is not to impart education. Examples – the family, peers, community, play group etc.

- **Merits :**

(i) They make education a lifelong process.
(ii) Education is imparted naturally without pressing for a rigid discipline.
(iii) Education imparted is incidental.
(iv) There is no rigid control over the process of imparting education.
(v) Education is life centric.
(vi) Education is expeiential.
(vii) Education self-controlled, self-planned, self-motivated.

- **Demerits :**

(i) Learning is incidental and therefore, not ensured.
(ii) Education is directionless.
(iii) Acquisition of knowledge is vague.
(iv) Informal system is not suitable for education of complex scientific knowledge.
(v) Learners may develop adverse habits like stealing, smoking, lieing etc.

2. Write two characteristics of formal and non-formal education. **[BU–2017]**

Ans. Formal Education : Two Characteristics of formal education :

(i) They have organised learning experiences.
(ii) Curriculum design and time schedules are rigid.

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Non-Formal Education : Two Characteristics of non-formal education—

(i) They make education a lifelong process.

(ii) Education is imparted naturally without pressing for a rigid discipline.

3. What do you mean by 'non-formal education ? [WBSU–2017]

Ans. Non-formal education refers to any organised educational activity outside the established formal school system, whether operating separately or as an important feature of some broader activity, that is intended to serve identifiable learning clienteles and learning objectives. The examples of non-formal agencies are – open school, distance education centres, open universities etc. **Non-formal :** NFE refers to any organised educational activity outside the established formal school system, whether operating separately or as an important feature of some broader activity, that is intended to serve identifiable learning clienteles and learning objectives. The examples of non-formal agencies are – open school, distance education centres, open universities etc.

4. Mention the different forms of non-formal education ? [WBSU–2017]

Ans. Usually multiple agencies like open school, part-time school, adult education, distance education, take part in this type of education.

5. Mention four pillars of education. [GBU; VU; NBU–2017]

Ans. The report of the International Commission on Education for the Twenty-first Century chaired by Jacques Delors was submitted to UNESCO in 1996. This report which is popularly known as the Delors Report, set four basic aims of education, articulated as the global vision, in twenty-first century :

(i) Learning to know
(ii) Learning to do
(iii) Learning to live together
(iv) Learning to be

6. What is aim of education? [VU–2017]

Ans. Aims of education greatly influence the curriculum development as a whole and the class room transactions. John Dewey (1915) defines aim

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as: "An aim implies an orderly and ordered activity, one in which the order consists in the progressive completing of a process. Given an activity having a time span and cumulative growth within the time succession, an aim means foresight in advance of the end or possible termination."

Short Questions & Answers

Marks - 5

1. Discuss the four pillars of education with their educational significance.

Or, According to Delor Commission, what are the four pillars of education? Discuss each of them in brief ?

[CU–2017]

[WBSU; WBUTTEPA–2017]

Ans. The report of the International Commission on Education for the Twenty-first Century chaired by Jacques Delors was submitted to UNESCO in 1996. This report which is popularly known as the Delors Report, set four basic aims of education, articulated as the global vision, in twenty-first century :

(i) Learning to know
(ii) Learning to do
(iii) Learning to live together
(iv) Learning to be

These four global visions of education as put down by the report of the Delors commssion are known as the **Four Pillars of Education.**

(i) **Learning to know :** This objective has mainly two dimensions. These are as a means and as an end in life. As for the first dimension of education it helps an individual to gain understanding of his or her environment. This in turn helps him/ her to live with dignity, develop occupational skill and skill of communication.

As an end, this aim works to inculcate understanding, knowing and discovering the abilities of an individual. Thus the implication of 'Learning to know' is that the children would acquire the knowledge of scientific methods and develop a scientific attitude.

On the other hand, the learners must get general education as well as special education so that they can keep pace with the constantly changing knowledge of the present century.

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(ii) **Learning to do :** Learning to do emphasizes the acquisition of vocational skills necessary to practice a profession or trade. Partnerships between the world of education and that of business and industry are encouraged in view of promoting a variety of arrangements that allow education and training to interact with the world of work. In addition to learning to practice a profession or trade, people need to develop the ability to adapt to a variety of often unforeseeable situations and to work in teams – these skills have conventionally not been given due attention in education.

Therefore, learners would need the skills like ability to communicate, ability to work together as a group, ability to manage and resolve conflicts.

(iii) **Learning to live together :** Human beings in the present era are becoming mute spectators of conflicts, destruction and mass killings. It is therefore essential to develop a form of education which might make it possible to avoid conflicts or resolve them peacefully by developing respect for other people, their cultures and their spiritual values. Learning to live together refers to the need to develop an understanding of others, of their history, their traditions, and their spirituality. Such understanding 'would provide a basis for the creation of a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way' and 'to escape from the dangerous cycle sustained by cynicism and complacency.'

(iv) **Learning to be :** All the aforementioned learning aims form the basis for the learning to be. This type of learning implies all round development of human personality – body, mind and spirit. Each learner should develop rational and critical thinking and form their own judgement.

2. Discuss the role of school as a formal agency of education. [CU-2017]

Or, 'School is an agency of education'—Discuss [VU; NBU-2017]

Ans. Etymologically the word school is derived from the Greek word 'Skhole' which means leisure. In ancient Greece leisure places were used for self-development. Gradually these places came to be known as schools where teachers under a pre-planned system used to give specific dozes of curriculum during a fixed time. The four walls, the furniture and other educational materials came gradually.

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(A) **Formal functions :**

(i) **Development of Mental Pouters :** The first formal function of school is to develop the mental powers of the child so that he is able to think freely, clearly and logically. To complete this function the school structures such experiences for the child that he is able to develop his inherent mental faculties according to his needs, interests and capabilities for his own good and good of the society.

(ii) **Cultivation of a Dynamic and Adaptable Mind :** The second formal function of school is to impart such knowledge to the child which is not an end in itself but a means to achieve some end. The end is cultivation of a dynamic and adaptable mind which is resourceful and able to create new value for future life.

(iii) **Preservation, Improvement and Transmission of Culture :** The third formal function of school is to preserve and improve the national culture and then, transmit it to the rising generation.

(iv) **Vocational and Industrial Education :** Another formal function of school is to impart vocational and industrial education to children according to the demands of society. In a poor and developing country like India the school must impart vocational and industrial education to children according to their interests and capabilities so that they are able to support themselves and serve the country with sincerity.

(v) **Re-organization and Reconstruction of human Experiences :** A formal function of school is to re-organize and reconstruct human experiences. The function of school is not to preserve the continuity of society only, it has to meet social problems, reform the society and ultimately purge it off its dead wood. A continuous process of research in all the higher branches of knowledge is a must for this and the school should be equipped to do it.

(vi) **Development of Citizenship :** Another formal function of the school is to develop the essential qualities of citizenship in children so that they may become active and responsible citizens imbued with qualities of leadership leading the nation on the path of progress in all spheres of national life.

(vii) **Development of Character :** The most important formal function of school is to develop children morally and socially so that they are able to acquire firm and noble character. In early times the family and the church developed the character of children jointly,

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but now it has become the function of school to develop the character of children by allowing them to participate in such moral, ethical and social activities which may inculcate in them the socially desirable values and lead to the formation of a strong good character.

(B) **Informal functions :**

(i) **Physical Development :** The first informal function of school is to develop the child physically. For this, the entire environment of school should be such which leads to the physical well being of children.

(ii) **Development of Social Feeling :** Another informal function of school is the development of social feeling in all the children of school. As a matter of fact; school is a miniature of society. The school should provide social environment to the children by organizing students' unions, social service camps, social functions and parent-teacher associations etc. so that all the socially desirable values namely sympathy, co-operation, tolerance, social awakening and above all discipline develop in them in a natural way.

(iii) **Emotional Development :** One of the most important informal function of school is to develop the child emotionally. For this, the entire environment of school must be artistic. There should be garden, flower plants and other beautiful natural objects. The school building and the campus should be neat and clean. The walls of the rooms should be white washed annually and the rooms be decorated tastefully. Trips, tours, exhibitions and debates also stimulate the emotional and aesthetic sense of children who can further be infused with a sense of admiration towards Truth, Beauty and Goodness, the high ideals of human life.

3. Discuss the importance of mass media as an agency of education ? [BU–2017]

Or, Estimate the role of media as a significant formal agency of education in today's time. [GBU; WBUTTEPA–2017]

Ans. The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet.

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Functions of Mass Media :

(i) **Providing Information :** These media help in disseminating information for the mass. People acquire different knowledge very quickly.

(ii) **Providing vocational information :** Media help in providing vocational and professional information to a larger group of the community.

(iii) **Spreading awareness and civic responsibility :** People can be aware of different problems of the society and their role in changing society through mass media. People know their rights and duties for the nation clearly.

(iv) **Educational programmes :** Mass Media help in forming suitable habit for different programmes and they utilize their leisure time in a productive way. It also influences the behavior of the people through different programmes.

(v) **Role as a non-formal agency :** Now in an advanced society mass media are not treated as informal agencies of education. They are called non-formal agencies due to its wide coverage of educational items in a systematic way. It is viewed that these media can substitute the classroom teaching in future.

4. Distingnish between formal and informal education.

[NBU; WBSU–2017]

Ans. Distingnish between formal and informal education :

Point of comparison	Formal Education	Informal Education
(1) Aim	It has pre-determined aims.	Contains no definite aim.
(2) Administration	Rigid wedefined administration.	It has no administration.
(3) Agencies	School, college, university	Family, press, radio, cinema, peer group
(4) Award of degree	Degree or certificate is an integral part	No degree or certificate
(5) Curriculum	Structured fixed curriculum	No curriculum
(6) Discipline	Strict discipline in general	The issue of discipline does not arise

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5. State the features of non-formal education. [WBSU–2017]

Ans. Features of non-formal education as follows :

(i) NFE programmes are meant to achieve short-term, special educational goals and objectives.

(ii) The courses usually run for short period of time on a part-time and recurrent basis.

(iii) Curriculum is generally organised keeping in view the needs of the specific target group.

(iv) The teaching-learning process is flexible and learner-friendly.

(v) The transaction of learning experiences is based on the community resources.

(vi) Administration is democratic and flexible in nature.

(vii) Assesment process is flexible including formative evaluation, assignments etc.

(viii) It is a lifelong process.

(ix) Learners are self-motivated.

6. Write two differences between formal and non-formal education. [VU–2017]

Ans. Two differences between formal and non-formal education :

Point of comparison	Formal Education	Non-Informal Education
(1) Aim	It has pre-determined aims.	It has some definite aims.
(2) Administration	Rigid wedefined administration.	May have seperate or common administration with formal system.
(3) Agencies	School, college, university	Correspondence courses, open universities, telecast
(4) Award of degree	Degree or certificate is an integral part	Might have or might not have degree or certificate.
(5) Curriculum	Structured fixed curriculum	very flexible curriculum
(6) Discipline	Strict discipline in general	Discipline is flexible

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7. Discuss the aims of education in relation to personal development. [GBU–2017]

Ans. The proponents of the individual aims of education were educationists like J Rousseau, Hobbes, Herbert Spencer, Pestolozzi, Sir Percy Nunn. However, ancient Indian and Greek philosophers emphasized the individual aim of education. Development of the individual's personality was an accepted aim of education both in Ancient Greece and India.

(i) The biological sciences suggest that every living being is distinct from every other living being, that each one has certain peculiar and unique characteristics, that its natural development means only the development of these unique characteristics. Hence, education aim at development of the individual abilities of each child.

(ii) The educationists mentioned above believe that individual must be in the forefront and education should aim at the development of the individual. Development must include the body as well as the mind of the learner. The world has progressed only because some individuals have contributed to it according to their special abilities. If such gifted individuals had not existed, progress in any sphere of activity would have been impossible. Hence, education should aim at individual development if it seeks to contribute to social progress. Sir Percy Nunn observed: "Nothing good enters into the human world except in and through the activities of individual men and women and educational practice must be shaped to accord with this truth."Hence, the aim of education is to develop the abilities of men and women as individuals.

(iii) Each individual is born with certain natural capabilities the complete development of which lead him/her to the self-actualisation. A person attains the state of self-realisation through self-actualisation. Education must provide the atmosphere conducive for the development of those innate potentials.

(iv) Individuals are the basic unit of society. The rights and potentials of the individual is to used within the society. Hence, the society also exists for the development and the manifestation of individual excellence. It is merely a social contract for the individual benefit to make the society more prosporous and happier.

(v) Each child must be given maximum freedom to develop his potentials completely. Freedom is essential for the fullest expression of the

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natural endowments of the child. The teacher and the school should work in this direction to "foster the free growth of individuality helping every boy and girl to achieve the highest degree of his or her individual development."

Essay Questions & Answers

Marks - 10

1. Discuss the role of home as a informal agency of education ? [KU–2017]

Ans. Home is the eternal school of life. It is here that the child has been getting education from times immemorial and will continue to get it till the last man exists on earth.

Educational functions relate to the allround development of the child. The development of useful knowledge, skill, attitude, values, morality etc all starts at home from his/ her intraction with parents and other elders of home. The important functions of home in educating the child are :

(i) **Physical Development :** Home develops the child physically. Parents and other members of the family are always careful about the health and well-being of the child. Useful physical experiences, exercises and other activities are provided to the child. Regular physical exercises, habits of cleanliness and vigorous living is fostered in the child. Wholesome food containing all the ingredients of a balanced diet is provided to the child to achieve his maximum physical development.

(ii) **Character Development :** A family develops moral and ethical values in the child which lead to the formation of habit is and attitudes that build character, the backbone of life. Other institutions can only help in connection. It is the family alone which originates and fosters these values in the early childhood. A child learns these values through imitation. As he grows older, he learns the desired moral and social values through insight. In short, family is a cradle where character of the child takes roots upto the age of six years. Other institution only develop it further.

(iii) **Development of Morality :** Family can play significant role for moral development of the child. As observed by Kohlberg, morality is not an innate ability of the child. It develops at certain stage of development of the child and needs appropriate education for its

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development. Family is the most important agent for the moral development of the child.

(iv) **Mental Development :** Mental development of the child depends on the family. By mental development we mean the development of mental powers namely, thinking, feeling, reasoning, discrimination, judgement and memory. To develop these powers parents provide adequate opportunities and experiences to the child. In comparison with poor families well-to-do families are able to provide better opportunities and experiences for their children to receive better education.

(v) **Development of Social Skills :** Though it is the function of school to ensure the social development of the child, but family is also a miniature of society – in which the child learns all the socially desirable values namely – sympathy, love, co- operation, tolerance, responsibility and justice by living democratically with all the other members of the family.

(vi) **Spiritual Development :** Spirituality is an important aspect of the education provided in home. Religious teachings are helpful for developing good values for the child. Religion is the basis of moral education and virtues like purity of thought, philanthropy etc. The family takes care of the religious development of the child.

(vii) **Cultural Development :** Cultural development is the essential part of the complete education of the child. In fact, education always has a major aim of trasmitting the culture of a society to the learners. The role of family is critical to this end. The child starts getting acquinted with the culture of the society from his parents at very early ages. This learning spontaneous and very effective.

(viii) **Development of Personality :** Happy family is the ideal place for the growth of the child's personality. The child lives there most of the time and imitates as well as emulates most of the qualities of his family members. The harmonious relations in the family – between the parents, among the brothers and sisters, among children and parents create a "rapport" for the development of all round personality. This atmosphere also helps the child for learning and developing health habits. In the family, the child interacts with both men and women, developing thereby a healthy attitude towards various genders.

(ix) **Emotional Development :** The influence of family greatly affects the emotional development of the child. Home environment, its

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upkeep, sanitation and decoration all influence the emotional growth of the child. Amity and good fellow-feeling in the members of a family affect the emotional make up of the child and develop in him healthy and positive emotions namely sympathy, courage, affection and love etc. On the contrary, disunity and maladjustment in a broken home or family develop in the child negative emotions namely, fear, anger and jealousy.

(x) **Vocational Development :** Role of family is very significant in the vocational development of the child. In the older days the family was the centre of professional education. Parents and brothers were helping the child to learn the basic knowledge and skills required for adopting the traditional vocations. It is still prevalent in our country.

(xi) **Development of Innate Tendencies :** Congenial and conducive environment of the family brings out and develops the innate tendencies of the child. If these tendencies do not have a natural outlet, they turn into complexes and the child becomes maladjusted. The unfoldment of innate tendencies begins in the family and is evident during early childhood. Parents and other members of the family should provide all facilities to the child for his self assertion and proper development.

(xii) **Development of Interests and Habits :** Good or bad habits and interests of a child spring up and develop in the family in which he lives. These good or bad habits and interests form the character of the child. If parents and other members of the family are unmindful and indifferent towards the activities of their child, he develops bad habits and interests that plague him all through his life do great harm to his family members also. Parents should be ever vigilant to know the activities of their children otherwise their children and they themselves shall have to suffer in the long run. Parents who are indifferent and careless about their children, find them getting more undisciplined, work-shirkers, careless and mischievous in schools.

2. 'Education is the process of generation, transmission and preservation of knowledge'–Explain. [KU; NBU–2017]

Ans. Education as Generation of Knowledge : Knowledge is central to the process of education. However, if we recognise problematic nature of human knowledge, it is undeniable that there are different ways of

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conceiving it. Thus while one talks about knowledge, he/she has to deal in ideologies rather than in eternal truths. Whatever view one takes of education, that view will be predicated on certain assumptions about the nature of knowledge and a particular set of values.

Two main kinds of theory of knowledge have emerged in west. One is the rationalist views that take as their starting point the supremacy of the intellect over other human faculties and stress that true knowledge is that which is achieved by the mind in some way independently of the information provided by the senses. Second theory was from the empiricist views which have taken a contrary stance and maintained that knowledge of the world about us can be derived only from the evidence that the world offers us through the use of our senses.

Education of various disciplines basically uses these two main approaches to impart knowledge to the laerners. Knowledge is not something that is 'given' to the learner from outside, rather, it is actively built up by the learner through his senses. Every learner is endowed with natural abilities. Education should aim at the complete development of those abilities of the child and help him creating knowledge of his own. Thus, from this point of view generation of knowledge is an individual endeavour. Swami Vivekananda believed that human learning is like rediscovering what is already there in his/her mind. In his opinion, knowledge is to be built up by the learner himself.

Education for Conservation of Knowledge : Conservation of knowledge is another important aspect of education. Education plays a very important role for the conservation of culture of a society. Every society has its own cultural traditions which it aims to conserve as the knowledge of tradition. Knowledge is thus closely connected to the culture of a society. In fact knowledge is an important component of culture. Knowledge is power in the present era. It directly influences the productivity of a society. Therefore conservation of knowledge for the future generations is an essential task of education.

Education for Transmission of Knowledge : Many agencies contribute to achieve this function of education, beginning with the family and carrying through the formal agencies of the school and the Church, and the constant interaction through the informal agencies of the community and the State. In social organization, they are more or less separate and autonomous institutions and agencies. But the persons in his total social interaction, is only usually aware, and then only when two or more are

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in conflict, of their distinctive impingement upon his development. As a result of our artificial divisions of education the transmission of knowledge becomes a difficult task. For long, the religion held a dominant influence in both the informal and the formal agencies of education, but with the re-establishment of the State, as the supreme organ of society, many of the values that were of prime importance to the religious institutions have become of less importance – some have said even hostile – to the State.

Knowledge guides people in day to day life and also at the moments of crisis. Therefore, from ancient times every society stressed upon the importance of proper transmission of knowledge. Knowledge should be transmitted not only to children, but in the present era transmission to adults has also become equally important. This is because we are living in a knowledge society wherein people need to learn throughout there life. As observed by the Delors commission, the learning to know is one of the pillars of education of the present era.

3. What are the important aims of education? Discuss in brief. [WBSU; NBU–2017]

Ans. Individual or Personal Aim of Education :

Role of an individual is of great importance in society because individuals are the basic units of the society. Sir Percy Nunn (2004) observed that "Individuality is the ideal of life. To call it an ideal implies that it is at once a goal of effort and a standard by which the success of the effort may be judged." If we take education as an individual process, it is naturally aims to bring about the growth and development of the individual.

(i) The biological sciences suggest that every living being is distinct from every other living being, that each one has certain peculiar and unique characteristics, that its natural development means only the development of these unique characteristics. Hence, education aim at development of the individual abilities of each child.

(ii) The educationists mentioned above believe that individual must be in the forefront and education should aim at the development of the individual. Development must include the body as well as the mind of the learner. The world has progressed only because some individuals have contributed to it according to their special abilities. If such gifted individuals had not existed, progress in any sphere of activity would have been impossible. Hence, education should aim at individual development if it seeks to contribute to social progress.

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Social Aim of Education :

Man is a social animal and therefore education must have some social aim also. Certain scholars have insisted upon this aspect of education to such an extent that they have denied any importance to the individual aspect. Hegel believes in the complete sovereignty of the state and permits it complete authority over the individual. The state has complete control over the various parts of education, the syllabus, the method of teaching, administration, organisation of institutions, etc., and its seeks to use each one of these in such a manner that it can train the individual to become a useful instrument in the hands of the state.

(i) **Education for Democracy :** Democracy is essential for the progress of the society. In history we have seen that whenever totalitarian regime has taken over the power of a state, the progress of that state has slowed down. Totalitarian ideals led to two disastrous wars in the world. So education must inculcate the values of democracy among the learners. The values of democracy refer to the free rational thinking of the learners, the spirit of co-operation and self sacrifice for the welfare of all etc.

(ii) **Education for Social efficiency** The child would participate in the development of the society. Education should aim at preparing the child to participate in the welfare of the society. Therefore the individual development is for the benefit of the society. The aims of education will be decided by the needs and aspirations of the society. The skills needed for the development of the society are to be imparted to the learners through education.

(iii) **Education for Citizenship :** Personal or social life of an individual is beset with the economic, political, moral, spiritual, physiological and other problems. The aim of education would be to enable the individual with some general awareness regarding all these problems and ways outs to face those problems.

Education aim in economic wealth :

Education accelerates the process of social and technological changes through research and technological innovations. This in turn engenders new tools, techniques and products leading to a quantum jump in economic development of a nation.

(i) **Knowledge is capital :** Knowledge is the most important factor for production and most valuable of all capital that is invested in human

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beings. The present notion is that education is investment for achieving rapid economic growth.

(ii) **Positive rate of return :** Relation between education and development is analyzed interms of the rate of return from different levels of education. The rate of return may be for the individuals, i.e., private returns and may be for the society, i.e., the social returns. It is apparent that education have a positive rate of return at least in some levels.

(iii) **Development of human resources :** The development of human beings is the key resource of economic development. Human resource has both quantitative as well as qualitative aspect quantitative in terms of effective man-hours and qualitative in terms of skills, knowledge and attitudes of human beings, on whom depends the tempo of development of a country.

India is a multiracial, multicultural, multilingual, multireligious and multicaste country. In past decades, our country has witnessed several tensive phases over conflicts between various castes, classes, languages and religions.

The goal of Indian education system must be to prepare citizens who will participate and also fruitfully contribute for accelerating the development of the country.

(a) **Awareness against environmental degradation :** The awareness regarding the ecological impacts on the very sustainance of human life on earth has to be delivered through education. Several studies has reported that poor environmental condition of a nation leads to following problems :

(i) Health problems

(ii) Qualitative detorioration of natural resources

(iii) Deceleration of economic growth leading to poverty,

(iv) Climatic disturbances leading to agricultural loss.

Education can develop awareness among the people by educating the children and re-educating the adults.

(b) **Betterment of Physical Quality of Life Index :** The Physical Quality of Life Index or PLQI is a qualitative index showing the —

(i) biological ewlbeing of people, and

(ii) ratio of intellectual labour value to total labour generated in society.

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Largescale health awareness is essential for the betterment PLQI in India. Through education we can teach various aspects of communicable and noncommunicable, (specially deficiency) diseases. The learners should be taught the importance of sanitation, life expectancy and nutrition. Awareness regarding the adverse impacts of uncontrolled use of technology can be built up.

(c) **Quality of Social Life :** Every socity is marked by the problems like murder, corruption, crime, suicide, drug abuse, terrorism. The quality of a society can be evaluated by the degree of these problems. For national development these social problems must be controlled. A quality society leads to national development.

(d) **Cultural Quality :** Cultural diversity is an important feature of India. Mutual understanding of cultures is to be built up among the citizens to resolve conflicts between different cultures in India. Education can play a significant role towards this end.

(e) **Population Growth :** A major challenge to national development is population growth. Since independence, all our effort for development failed due to population explosion. It is closely related to various other problems of the country like poverty, environmental degradation, agricultural stagnation, uneployment etc. Population education at levels of the education may inculcate awareness in every part of the country. Thus we would achieve sustainable development in India.

(f) **Regional feeling :** Due to traditional approaches in education, people in India still tend to stick to stereotyped notions and look for immediate individual gains. This results in the reinforcement of the regional loyalties and give rise to situations of widening differences between the subcultures. Our attitude and understanding is still not modern and up to date. Education of the democratic principles can be the best solution for this problem.

(g) **Improving cross-cultural understaning and appreciation :** In a multicultural society like India cross-cultural understanding is essential for developing a sustainable democracy. The curricula of schools and colleges should reflect the multicultural features of our country and aim to engender a harmonious blending of cross-cultural influences.

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4. Explain the aims of education in purspective of national development. [GBU–2017]

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WBUTTEPA B.ED GUIDE LINE

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5 Unit

Dynamics of Curriculum Development

Very Short Question & Answers

Marks - 2

1. Define curriculum. [CU-2017]

Ans. The Latin meaning of the term 'curriculum' is a racecourse used by chariots. Hence it is any path or course of study to be undertaken by an educational institution, to be covered in a specified timeframe. The course of events can take place inside the school and also outside it. A curriculum would consist of several events like plan for learning, study periods, sports activities, cultural events, etc.

2. What is formative evaluation [CU-2017]

Ans. Formative Evaluation is carried out during the process of curriculum development. According to Scriven's paper (1967) " In formative Evaluation the evaluation exercise serves as 'feedback and guide', influencing the shaping of curriculum through the successive revisions of the developmental phase, to the curriculum developers."

Formative Evaluation thus contributes to the modification during the formation of a curriculum. The results of formative evaluation may help in the two way: selection of course components and modification of course elements. Formative evaluation aims to improve an existing programme based on the feedback obtained from the evaluation. Hence, programme developers must be frequently provided with detailed and specific information to guide them in the developmental phase.

3. What is National Literacy Mission ? [BU-2017]

Ans. The National Literacy Mission (NLM) is a nationwide program started by Government of India in 1988. It aims to educate 80 million adults in the age group of 15 - 35 over an eighth-year period. By "literacy", the NLM means not only learning how to read, write and count but also helping people understand why they are deprived and helping them move towards change.

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4. Write two features of hidden curriculum **[NBU-2017]**

Ans. Features of hidden curriculum :

(i) These are unarticulated and unacknowledged things students are taught in school.

(ii) These are taught informally, and usually unintentionally.

5. What is hidden curriculum? **[WBUTTEPA-2017]**

Ans. The hidden curriculum is a complex and ambiguous term which has been used in a range of different ways since it was coined by Philip Jackson in 1968.Hidden curriculum is a concept that describes the often unarticulated and unacknowledged things students are taught in school and that may affect their learning experience. A hidden curriculum can be defined as the lessons that are taught informally, and usually unintentionally, in a school system. These include behaviors, perspectives, and attitudes that students pick up while they're at school.

Short Questions & Answers

Marks - 5

1. Discuss the determinants of curriculum development. **[BU; CU; KU-2017]**

Ans. Determinants of Curriculum Development :

Philosophy : Philosophy is concerned with elucidation of those concepts and propositions through which our experience and activities become intelligible. It is distinctive in terms of methodology and content from all other disciplines. It may be viewed as a higher order analytical quest for understanding the concepts of all other forms of knowledge or disciplines.

In the problem of curriculum development philosophy comes into play when the curriculum developers start enquiring about the exisiting curriculum at different levels, about its effectiveness in delivering the general knowledge people need in our society or how best it to invoke interest of the pupil in what we aim to teach them.

Social factors : Society is another important factor that influences the dynamics of curriculum. In fact, a major role of education is to fulfill the needs and aspirations of the society. Every society has its own distinctive culture, values, beliefs, traditions and ways of life. Education takes the

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role of transmitting these characteristic features of a society from generation to generation.

Thus, it is obvious that social determinants must influence the development of a curriculum. The most significant social determinants are : (a) Government agencies (b) Professional oragnisations (c) Groups interested in education (d) Quasi-legal groups

Psychological factors : According to the present notion, curriculum is the all the learning activities and experiences organised inside and sometimes outside the school also, to achieve some predetermined educational objectives. In the process of curriculum development the curricularists select and organise the learning activities and experiences in order to achieve objectives. Since psychology deals with the problem of learning of the pupil, naturally, it becomes one of the most important determinants of curriculum development. John Dewey felt that psychology helps to understand the principles of interaction of an individual learner with the teacher and the environment.

Economic considerations : Nature and level of economy of the target group must be an important consideration during curriculum development. Curriculum developed for in house training in corporations focuses on educating employees for promotions that bring better returns in profits. In fact, the investment in professional courses is decided by the needs of national economy. For example, the information technology or software engineering courses are being promoted in curriculum of various professional courses to fulfill the needs of the changing economy.

Education is an investment that brings about economic development of a nation. Nations financing education expect an economic return from educated students contributing to the country's economy by making it globally competitive.

Political Aspects : The belief or attitude of the curricularists regarding knowledge has serious political implications. This is because "... education is the manipulation of conciousness ... and it functions largely without serious opposition of any sort. " [Harris (1979)]

Technological aspects : Technological change is redefining not only how we communicate, but in turn, is redefining how we need to educate. The ready availability of information has lessened the necessity of rote learning, but raises new issues in terms of effective searching and the development of an ability to evaluate information. The development of

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analytical skills and higher order thinking is increasingly an important focus. New communications technologies encourage new possibilities and develop new requirements. An outcome based education policy must accept that the new communications technologies must impact upon core curriculum requirements and will influence diversity, context, assessment issues and practice.

2. Distinguish between formative and summative evaluation. [CU–2017]

Ans. Distinguish between formative and summative evaluation :

Formative evaluation	Summative evaluation
(a) Formative evaluation is used during the teaching learning process to monitor the learning process.	(a) Summative evaluation is used after the course completion to assign the grades.
(b) Formative evaluation is developmental in nature. The aim of this evaluation is to improve student's learning and teacher's teaching.	(b) Summative evaluation is terminal in nature. Its purpose is to evaluate student's achievement.
(c) Generally teacher made tests are used for this purpose.	(c) Generally standardized tests are used for the purpose.
(d) The test items are prepared for limited content area.	(d) The tests items are prepared from the whole content area.
(d) It helps to know to what extent the instructional objectives have been achieved.	(e) It helps to judge the appropriateness of the instructional objectives.
(f) It provides feed-back to the teacher to modify the methods and to prescribe remedial works.	(f) It helps the teacher to know the effectiveness of the instructional procedure.
(g) It is a continuous and regular process.	(g) It helps the teacher to know the effectiveness of the instructional procedure.
(h) It considers evaluation as a process.	(h) It considers evaluation as a product.

3. Review existing curriculum at secondary level in West Bengal. [CU–2017]

Ans. Positive features of curricula at secondary stage in West Bengal :

(i) Introduced subjects like environmental studies or lifestyle

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education. The importance of these subjects were stressed in the National Curriculum Framework.

(ii) Clearly articulated the format and detail of the test items of various tests for the learners.

(iii) Introduced more objective test items so as to ensure better objectivity of the evaluation.

(iv) In the new curriculum for the secondary stage an attempt to reduce the mismatch between the curricula in secondary and higher secondary stage can be noted.

Limitations of curricula at secondary stage in West Bengal :

(i) There is no provision in this curriculum for the integration of practical work with the theoretical knowledge obtained from the classroom. Without appropriate practical work higher order educational objectives cannot be achieved. So this curriculum effectively encouraging rote learning among the students.

(ii) Physical Education, Work Education and Social Service are kept in the curriculum as optional subjects. Mudaliar Commission, Education Commission, 1964 strongly recommended the importance of work experience and physical education in school curriculum.

(iii) There are new progressive ideas incorporated in the curriculum. Nevertheless, the teachers in the schools hardly have adequate training and skill to implement those ideas into practice. Essential at this stage was organisation of workshops, seminars etc for the training of in-service teachers. But the effort from the part of the Government of West Bengal hardly matched the requirement.

(iv) In the document of the curriculum, learners' development in various domains is mentioned as aims of the curriculum. The curriculum transaction in classrooms hardly goes with the aims envisioned in the curriculum.

(v) No effort to reduce curricular burden which was recommended in the documents of learning without burden, 1993 and the National Curriculum Framework, 2005.

(vi) No emphasis on ensuring joyful learning. Little attention has been paid toward this goal.

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4. Describe the principles of curriculum development [VU; BU; WBUTTEPA; WBSU–2017]

Ans. There are several principles of curriculum development formulated by various curriculum experts. These principles can be meaningfully classified into two groups:

[A] Principles related to Learners and Community to whom the proposed curriculum is being developed: Any curriculum must reflect and satisfy the needs and aspirations of learners and community for whom it is intended. Hence curriculum framers first have to identify the needs of learners and community. The principles in this regards are as follows-

(i) **Child centeredness:** the curriculum should be based on pupil's present need, interests. The content selection, designing of learning experiences, selection of teaching techniques and even the process of evaluation have to be done keeping child's interest and needs. The principle is important because the curriculum is for the child and the child is for the curriculum.

(ii) **Community centeredness:** A community may have several resources like historical monuments, folk-literature, places of interest, places or events of scientific interests, traditions, culture and so on. A curriculum framer can utilize these resources effectively in developing a curriculum. Thus a good curriculum which reflects the needs and aspirations of a community will be well received by that community.

(iii) **Utility principle:** The knowledge, principles, facts, skills and attitudes learnt in school must have utility value in life. It is true that some school experiences are directly useful in life as for example scientific skills, motor skills, numerical skills, vocational skills etc. but subjects like history, literature etc also have utility value in an indirect way.

(iv) **Principle of Leisure:** Curriculum should be designed not only for work but also for leisure. It is said that " A nation's enlightenment is judged by that nation's leisure time pursuits". This makes school life more pleasant and meaningful. Hence a variety of activities- social, aesthetic, sports, cultural etc should find a place in the curriculum.

(v) **Principles of creativity:** Creative abilities of children are considered as an important objective of education. Sufficient scope must be

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provided in a curriculum to foster creativity through study of arts, music, literatures etc. the curriculum must promote divergent and reflective thinking.

[B] Principles related to organization of curriculum: There are other principles which deal with the organization of the curriculum. Here are some principles which should be followed by curriculum developers-

(i) **Principle of variety:** There should be variety in subject of study, methods of teaching, learning activities catering individual differences. Due importance is given to co-curricular activities, out school activities, creative activities and community related activities. This eventually attracts students and sustains their interest in learning.

(ii) **Principle of readiness:** A curriculum framer should keep in mind two important considerations. Whether the students to whom the curriculum is intended are physically and psychologically ready to study the curriculum and whether the required infrastructural facilities will be made available to teachers to implement the curriculum.

(iii) **Principle of flexibility:** Curriculum should not be too rigid, not allowing scope for the teachers to slightly modify the content and methodology to suit local conditions and background of students. In advanced countries, teacher can bring in new topics, can use innovative methods of teaching and even modify the sequence or level of content to suit learner's requirement.

(iv) **Principle of activity:** This principle is related to Dewey's principle of Learning by Doing ie. activity oriented teaching learning. Dewey has suggested for using Project method. Gandhiji's basic curriculum gives central importance to activities and crafts. Students enjoy while learning through various activities.

(v) **Principle of organization:** It is related to the sequencing of teaching units in a course and the courses of a curriculum in a proper sequence based on psychological and logical principles. These maxims are simple to complex, particular to general, known to unknown, concrete to abstract etc.

5. Explain National Curriculum Framework–2005 [VU; BU–2017]

Ans. Advocating the need for a revision of the National Curriculum Framework for School Education, 2000 in the light of the report of the

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Yash Pal Committee namely, learning without burden, a National Steering Committee, chaired by Prof. Yash Pal, and 21 National Focus Groups were set up. Members of these committees were picked up from representatives of institutions of advanced learning, NCERT's own faculty, school teachers and non-governmental organisations. Consultations were held in all parts of the country, in addition to five major regional seminars held at the NCERT's Regional Institute of Education in Mysore, Ajmer, Bhopal, Bhubaneswar and Shillong. State Secretaries, SCERTs and examination boards were also consulted. The outcome of the effort offerred by the committee was the document known as the National Curriculum Framework, 2005. Various sections of the document are :

♦ Guiding Principles :

The major guiding principles are :

- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life,
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.
- curriculum design reflecting the commitment to Universal Elementary Education (UEE), not only in representing cultural diversity, but also by ensuring that children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics are able to learn and achieve success in school.
- addressing directly the disadvantages in education arising from inequalities of gender, caste, language, culture, religion or disabilities through the design and selection of learning tasks and pedagogic practices,
- making children sensitive to the environment and the need for its protection,
- enable children to live in harmony within oneself and with one's natural and social environment,
- building a culture of peace,

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◆ **Recommendations on Learning and Knowledge :**

The recommendations on learning and knoledge are :

- to make the curriculum an inclusive and meaningful experience for children, alongwith the effort to move away from a textbook culture.
- fundamental change in how we think of learners and the process of learning.
- learning plans must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs.
- to nurture and build on active and creative capabilities of the learners — their inherent interest in making meaning, in relating to the world in 'real' ways through acting on it and creating, and in relating to other humans.
- to enable children to find their voices, nurture their curiosity — to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge,
- emphasis should be on inclusive education and there must be flexibility for addressing the needs of every student including the students having learning disabilities
- constructive learning must be encouraged,

6. Discuss the curriculum of pre-primary stage as per NCF-2005 [GBU-2017]

Ans. In NCF 2005 pre-primary group(class1-5) is included under elementary school. As per NCF 2005, the period of elementary school (from Class I to Class VIII) is now also recognised as the period of compulsory schooling vide the constitutional amendment making education a fundamental right. The beginning of this period marks the formal introduction of the child to reading, writing and arithmetic, culminating in the introduction of the formal disciplines such as the sciences and the social sciences towards the end of elementary school. This period of eight years is one of tremendous cognitive development, shaping reason, intellect and social skills, as well as the skills and attitudes necessary for entering the work place.

(i) Education during this period must be of an integrated character, enabling children to acquire facility in language and expression and

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to grow in self-confidence as learners, both within and outside school.

(ii) The first concern of the school is on thedevelopment of the child's language competence: issues related to articulation and literacy, and the ability to use language to create, to think and to communicate with others. Special stress is needed to ensure that there are maximum opportunities for those who wish to study in their mother tongue, including tribal languages and linguistic pockets, even if the number of students is small. While English may be taught during this period, it must not be at the expense of learning Indian languages.

(iii) The development of mathematical thinking,beginning with learning numeracy and moving towards the enjoyment of and facility with more abstract ideas, needs to be supported with concrete experiences and work with manipulations.

(iv) It is in the early years, up to Class IV, that efforts at diagnosing learning difficulties and addressing remedial work in language and mathematics must be directed.

(v) Such concrete experiences are also essential in the introduction to the integrated study of the environment through which children's intuitive knowledge of the world is integrated into school knowledge.

(vi) The study of arts and crafts is essential for developing not only the aesthetic sensibility but also for learning how to manipulate materials and developing attitudes and skills essential for work. Thecurriculum must expose children to practical life skills and work experiences of varied kinds. Physical development through sports activities is also a must. A variety of activities at this stage of schooling should be made available, including participating in cultural programmes, organising events, travelling to places outside the school, providing experiences to develop socially and emotionally into creative and confident individuals sensitive to others, and capable of taking initiative and responsibility.

(vii) Care must be taken to ensure that the curriculum does not reinforce stereotypes about preferences, choices and capabilities of different groups. In this context, the gradual inclusion of vocationally oriented skills as a part of exposure to work would be an important aspect of an inclusive curriculum.

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7. Write down the merits and demerits of secondary level curriculum of WB [NBU–2017]

Ans. Merits of curricula at secondary stage in West Bengal :

(i) Introduced subjects like environmental studies or lifestyle education. The importance of these subjects were stressed in the National Curriculum Framework.

(ii) Clearly articulated the format and detail of the test items of various tests for the learners.

(iii) Introduced more objective test items so as to ensure better objectivity of the evaluation.

(iv) In the new curriculum for the secondary stage an attempt to reduce the mismatch between the curricula in secondary and higher secondary stage can be noted.

Demerits of curricula at secondary stage in West Bengal :

(i) There is no provision in this curriculum for the integration of practical work with the theoretical knowledge obtained from the classroom. Without appropriate practical work higher order educational objectives cannot be achieved. So this curriculum effectively encouraging rote learning among the students.

(ii) Physical Education, Work Education and Social Service are kept in the curriculum as optional subjects. Mudaliar Commission, Education Commission, 1964 strongly recommended the importance of work experience and physical education in school curriculum.

(iii) There are new progressive ideas incorporated in the curriculum. Nevertheless, the teachers in the schools hardly have adequate training and skill to implement those ideas into practice. Essential at this stage was organisation of workshops, seminars etc for the training of in-service teachers. But the effort from the part of the Government of West Bengal hardly matched the requirement.

(iv) In the document of the curriculum, learners' development in various domains is mentioned as aims of the curriculum. The curriculum transaction in classrooms hardly goes with the aims envisioned in the curriculum.

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(v) No effort to reduce curricular burden which was recommended in the documents of learning without burden, 1993 and the National Curriculum Framework, 2005.

(vi) No emphasis on ensuring joyful learning. Little attention has been paid toward this goal.

8. Mention recommendations of NCF-2005 regarding teacher education [NBU-2017]

Ans. According to NCF 2005, Teacher education must become more sensitive to the emerging demands from the school system. For this it must prepare the teacher for the roles of being an:

(i) Encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizens; and

(ii) Active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners.

To be able to realise this vision, teacher education must comprise the following features to enable student-teachers to :

(i) understand the way learning occurs and to create plausible situations conducive to learning.

(ii) view knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks.

(iii) be sensitive to the social, professional and administrative contexts in which they need to operate.

(iv) develop appropriate competencies to be able to not only seek the above-mentioned understanding in actual situations, but also be able to create them.

(v) attain a sound knowledge base and proficiency in language.

(vi) identify their own personal expectations, perceptions of self, capacities and inclinations.

(vii) Consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.

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(viii) View appraisal as a continuous educative process.

(ix) develop an artistic and aesthetic sense in children through art education.

(x) address the learning needs of all children, including those who are marginalised and disabled.

(xi) In the context of change perspective, it is imperative to pursue an integrated model of teacher education for strengthening the professionalisation of teachers.

(xii) develop the needed counselling skills and competencies to be a 'facilitator' for and 'helper' of children needing specific kinds of help in finding solutions for day-to-day probelmes related to educational, personal and social situations.

(xiii) learn how to make productive work apedagogic medium for acquiring knowledgeinvarious subjects, developing values and learning multiple skills.

WBUTTEPA B.ED GUIDE LINE

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Drama & Arts in Education

1 Unit

Drama & Its Fundamental

Very Short Question & Answers — Marks - 2

1. Write four characteristics of folk drama. [WBUTTEPA–2017]

Ans. Four characteristics of folk drama are —

(i) Folk Dramas are a part of the life and culture of the rural people which nourished a rich tradition.

(ii) It is a combination of dance, song, music and acting. It is a reflection of local history, rituals and focus on the prevailing socio-economic condition of the rural masses.

(iii) Folk literature are usually flat, simple and straight forward.

(iv) Folk dramas are generally shorter and easy to identify either completely good or entirely evil.

2. What is 'Third Theatre'. [WBUTTEPA–2017]

Ans. This is a new form of theatre. Famous dramatist Badal Sarcar quoted 'first theater means folk drama jatra, alkap etc. Second theater means – professional or proscenium stage? Theatres other than these two types of theater are called third theatre.

Grotasky, Poland first introduced open air theatre. In this type of theatre there is no differentiation between audience and actor. In 1971 under the guidance of Badal Sarcar the group, Satabdi first performed this type of theatre in Kolkata.

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3. Mention any two objectives of using drama in education. **[CU–2016]**

Ans. Two objectives of using drama in education are —

(i) Drama is an important instrument in education. It brings about a great change in the thought process of students, growing interest towards a particular subject and increasing concentration level.

(ii) Drama in education are enhancing communication, literacy, problem solving skills and fostering critical thinking, imagination ability, creativity, positive outlook.

(iii) Expressing self feeling and interpreting the feeling of others.

4. What is 'Street Play'? **[CU/WBSU – 2016]**

Ans. Street theater or street play is a form of theatrical performace and presentation in outdoor public spaces without a specific paying audience. These spaces can be anywhere, including car parks, recreational reserves and street corners. They are especially seen in those spaces where there are large number of people.

5. Write two effects of 'Drama'? **[VU – 2016]**

Ans. Two effects of 'Drama' are—

(i) Drama helps to improve in a wide range of areas such as selfconfidence, self-esteem, self-expression, communication, collaboration, interpersonal skills, aesthetic awareness, imagination etc.

(ii) Drama introduce culture, customs, religion, language, fantasy, fashion, traditional folk, life style which enhancing strong emotional bounding, intellectual growth, values as well as increase its side effects also such as emotions lead to anxiety, fear, trauma, depression, anti social behaviour, violence aggressiveness etc.

6. Write two names of mythical dramatists in Bengali literature ? **[VU–2016]**

Ans. Girish Chandra Ghosh, Ajitesh Bandopadhyay, Sisir Bhaduri, Bijon Bhattacharya.

7. Who wrote Natyashastra ? **[NBU–2016]**

Ans. It is a sanskrit text on the performing arts. The text is attributed to

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sage Bharata Muni and its first complete compilation is dated to between 200 BCE and 200 CE but estimates very between 500 BCE and 500 CE. The text consists of 36 chapters with a cumulative total of 6000 poetic verses describing performance arts.

8. What is 'Mythological drama'? [NBU – 2016]

Ans. The word myth comes from the Greek word 'mythos' which means 'story' that comes from an ancient culture. The main characters in myths are usually gods, demigods or supernatural humans.

Mythological drama is a collection of traditional stories about characters such as deities, heroes and fanciful creatures. It is a range of diverse traditions developed by theater with different sects, people and philosophical schools which have been given a complex range of interpretation.

Short Questions & Answers — Marks - 5

1. Discuss the role of poster drama to remore 'social distance'? [WBUTTEPA–2017]

Ans. A poster is any piece of printed paper designed to be both eye-catching and informative to communicate message in a group of people. A paster is useful for those who are studying the elements of drama as well as those who are learning the basics of theater and performance skills. It is a dramatic elements of focus which direct the audience's attention to a specific attribute. It must be able to universally communicate, connect and deliver its message to anyone in any country. Poster drama are covered a wide range of critical subjects and skills very easily which brighten up classroom and outside of the world with relevant information that support positive strength, images, values of content.

It is explore different facts of society to produce people feelings, happiness, ideas, causes of frustration, way of life, indicates problems and its solution. It is reduce social distance as a media of instruction. It can enable to change and influence public opinion because, it can reach the poor & illiterates, visualising, possible, easy to produce of wide audience, get awareness, easy to decision makers. It play in important role in advocacy work.

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2. Discuss the significance of street play in education and social changes. [5] [KU–2016]

Ans. Streetplay means act performed on streets. streetplay as a form of communication has been used to propagate social messages and to create an awareness amongst the masses regarding critical issues. It breaks the formal barriers and approaches of the people directly that means of reaching people of all strata, creating an awareness of events around them, calling them to change what they believe are the social ailments. Street play is people friendly, dynamic and mobile nature. It is sensitizing masses to social issues, enrolling them in the process of social change, Promoting peace and harmony to uplift the society.

Street play is a form of theatrical performance and presentation in outdoor public spaces without a specific paying audience. It has been an influencial factor in many people's lives creativity can flourish, academics can improve and self-expression can be developed. It can be influenced in all aspects of life and must be changed social circumstance. Learners are benefited significantly, not only in terms of exploring the unexplored or hidden ability to act, but also by shedding the inhibitions associated with performing in front of an audience.

2 Essay Questions & Answers — Marks - 10

1. Describe in brief any one of the drama techniques, state its uses in classroom teaching? [WBSU–2016]

Ans. The use of drama has been used over the course of history from the time of Aristotle. Who believed that theater provided people a way to release emotions, right to begining of the progressive movement in education. There are so many points that we strongly agree to be important to consider :

(a) Drama is part of real life and prepares to deal with life's problems.

(b) Drama engage students in creative problem solving and decision making.

(c) Drama develops verbal and non-verbal communication.

(d) Drama can enhance students' psychological well-being.

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(e) Drama develops empathy and new perspectives.
(f) Drama builds co-operation and develops other social skills.
(g) Drama increase concentration and comprehension through engagement.
(h) Drama helps students consider moral issues and develope values.
(i) Drama is an alternative way to asses by observing.
(j) Drama is an entertaining.
(k) Drama contributes to aesthetic development.
(l) Drama offers a learning avenue that enhances other areas of the curriculum.

According to syllabus Drama has some practical class-room application for teaching curricular material :

Such as voice and speech, Mime and Movements, Improvisation, Skills of observation, Imitation and presentation.

■■ Voice and Speech :

Speech is produced by precisely co-ordinated muscle actions in the head, neck, chest and abdomen, Speech development is a gradual process that requires years of practice. During this process, a child learns how to regulate these muscles to produce understandable speech.

☛ Use of voice :

Like good actors teachers need to use their voices appropriately in a variety of situations such as narrating a story or giving a character a distinctive accent. Effective teachers incorporate variations in vocal pitch and deliberately raise or lower their voice in order to make a point or simply to communicate more effectively.

Some instructions are given below to improve voice and pitch :

- Reading poetry aloud. This is particularly helpful because poetry requires greater vocal inflection for its meaning to become clear.
- Varying the speed and tone according to meaning of the piece of the subject.

■■ Mime and Movement :

A mime or mime artist is someone who uses mime a theatrical mediam or as a performing art, involving miming, or the acting out of story through body motions, without use of speech.

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Mime has been performed on stage. Traditionally, these sorts of performances involve the actor/actress wearing tight black and white clothing with white facial makeup. However contemporary mimes often perform without white face similarly, while traditional mimes have been completly silent. Mime acts are often comical, but some can be very serious.

Fun is learning and learning is fun. It we remember this and try to incorporate fun in own teaching. Our students will definitely enjoy the learning process. Students enjoy dealing with and discussing real life issues and problems.

■■ Improvisation :

Improvisation, or impro, is a form of live theater in which the plot, characters and dialogue of a game, scene or story are mode up in the moment.

Effective teachers can improvise so well that at they always appear to know exactly what are doing and every thing seems to be carefully planned and well thought out. Obviously Improvisation is one of the most important skills for a teacher to learn. Deep experiences through drama guides and supports students problem solving skills, while at the same time, works to encourage an increasing awarness in how to solve issues at hand. Instead of school just being a place where students are being taught and told what to think and feel, drama turns this into a deeper experience in thinking, farther motivating students to question, respond and explain what they are feeling and thinking.

Findout about local live theater options that may connect to student's curriculum. Remember to check local colleges and community theater groups, some groups actually have plays specifically desgined to meet curriculum standards.

■■ Skills of Observation :

Observation is essential in any skills and its the source for our creativity and critical thinking.

There are different types of observation methods. Those are given below —

(i) Controled observation
(ii) Natural observation
(iii) Participants observation

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When teaching new lessons, we always depend on prior knowledge. We start with what students know, which further guides us with the next step to take in our teaching. It is difficut for some of our students to make sense of specific things which is simply where drama fits in. Drama can be used to preview or review a lesson. Further allowing teachers to assess what students already know or have learned.

Drama simply allows students the opportunity to rehearse roles. Further giving form or shape to the individual and personal ideas and feeling they are naturally experiencing. Overall, this allows students make sense out of their 'real' life problems.

Imitation and Presentation :

An Imitation of something is a copy of it. Imitation means copying someone else actions. Mimesis means 'to initate' is a critical and philosophical term that carries a wide range of meaning.

Imitation means the act of copying somebody or something. It is an act the copying the ways somebody talks and behaves, especially to entertain. In drama imitation is more pronounced in performance. Drama tries to persent life as realistically as possible on stage. This is why we say the drama is mirror of life. The children are imitating their perents or imitating life as it is lived in the family. The basic concept of drama is imitation.

Presentation :

Presentation is the apprearance of something, which someone has worked to create.

Presentation is process of selecting, designing, adapting to, or modifying the performance space for a play or film.

Staging is also used to mean the result of this process, in other words the spectacle that play presents in performance, its visual detail costumes, lighting and sound are related with the word presentation. 'A dramatic change or event happen suddenly is very noticeable and surprising.' This sentance is more applicable with the meaning presentation.

When a drama is performed there are two forms (a) Realistic (b) Non-realistic.

Realistic characteristic :

(i) Present real life on stage.

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(ii) Characters are taken from real life
(iii) Make up, light, stage craft are all real.
(iv) Dialogue etc.

☛ Non-realistics Characteristics :

(i) Does not present real life
(ii) Stages are suggestive
(iii) Dress are not real
(iv) Narrator, chorus are used to converse with audience etc.

■■ Classroom Applications :

Drama has many practical classroom applications for teaching curricular material. Important concepts, ideas, events, and people can dramatized trough improvisation, pantomime and play writing to stimulate interest, Drama can be the vehicle for the following applications :

(i) Role play situations to model/observe new skills or behaviours.
(ii) Develop scenarios to introduce new concepts.
(iii) Dramatize a meeting between characters or historical figures.
(iv) Reenact a real event.
(v) Dramatize a scene that might have happened in a story.
(vi) Improvise a scence that express the topic or theme.
(vii) Act out scenarios as a way to approach writing dialogue.
(viii) Create literacy sketches.
(ix) Stimulate ideas for compossing essays, poetry or fiction.
(x) Portray famous people

Drama is a teaching tool that allows students to participate, demostrate and observe in a "Controlled", or non-threating environment. In the other words, it provides another, "non-traditional" opportunity for students to learn and the demostrate learning. At the same time, drama helps students get in touch with their creativity and spontaneity as well as to develop confidence in the expression of their ideas. Finally it teaches self-discipline, acceptance of and positive response to criticism and co-operation with others.

2. How can school drama be used for social and personal developments? **[NBU–2016]**

Ans. Drama in education is a method that contributes to individual's personality development, improve social behaviour and skills, enables

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the individual to trust and recognize himself/herself as wll as academic achievement. Drama in school is involves a social community with its participants. It makes an individual feel belonging to a group and being in a social environment.

Drama in school as a means to personal and social development are constructs self concept, self-discrepancy, role taking ability, knowledge of vocabulary, self expression, concentration, creativity, imaginary ability etc. Acting can help students solidity important literary scenes in their mind. It can help them develop empathy and fully comprehend the gravity of a situation by creating realistic dialogue, showing emotion & including relevant details that demonstrate the content and develop critical thinking. For expample. a group acts out the moment juliet finds out her beloved Romeo killed her cousin Tybalt and she doesn't know what to think. Does she react with love and forgiveness or rage and violance? Students act out both sides, adding depth to this brief but important moment that's wedged between senes of violence & romance ask students what they learned while performing and watching and to apply it to their own lives. The activity can be really useful because student directly involve the situation & gain a practical output.

School drama are help to build confidence, develop language and communication skills, encourages children to cooperate others, develop emotional intelligence, nurture friendship, assists physical development & creativity among learner by which they are actively participate in social work.

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2 Unit

Music (Gayan and Vadan)

Very Short Question & Answers — Marks - 2

1. What is Taal and Laya?
or What is 'Laya'? **[CU–2016]**
or What is 'Laya'? Mention the types of 'Laya'.
[WBUTTEPA–2017]

Ans. Pronunciation : Taa-la Rhythm. Rhythmic, cycle, Rhytimic beats or pulses may be strong beats or week beats.

A Tala is an endlessly reapting series of a specified number of order drum syllables.

A single cycle is called an Avartan. So Tala is an endless chain of Avartans of specific theka. In theory, There are hundreds of Talas; however, in modern day, practice, about fifteen or twenty are in common use.

Some example.

Dadra Tala	6 beats – Compound duple time (3/3) – Total 6 beats
Kaharva Tala	4 beats – Common times (Total 8 beats) 4 + 4 = 8

Laya means speed or tempo i.e. one to two .... distances. It may be slow. (Vilambit), medium (Madhya) and fast (Drut) These terms are explained below :

Swargama practise in different types of 'Laya'.

1. 3/3 Chanda

Ascending –

Sa Re Ga, Re Ga Ma, Ga Ma Pa, Ma Pa Dha, Pa Dha Ni, Dha Ni Ṡa

Descending

Ṡa Ni Dha, Ni Dha Pa, Dha Pa Ma, Pa Ma Ga, Ma Ga Re, Ga Re Sa

2. 4/4 Chanda

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Ascending –
Sa Re Ga Ma, Re Ga Ma Pa, Ga Ma Pa Dha, Ma Pa Dha Ni, Pa Dha Ni Ṡa
Descending –
Ṡa Ni Dha Pa, Ni Dha Pa Ma, Dha Pa Ma Ga, Pa Ma Ga Re, Ma Ga Re Sa
3. 2/2 Chanda
Assending – Sa, Ga, Re Ma, Ga Pa, Ma Dha, Pa Ni, Dha Ṡa
Descending – Ṡa Dha, Ni Pa, Dha Ma, Pa Ga, Ma Re, Ga Sa

2. What is 'Poetry'? [WBUTTEPA–2017]

Ans. Poetry (the term derives from a variant of the Greek term, poiesis, "making") is a form of literature that uses aesthetic and rhythmic equalities of language such as phonaesthetics, sound symbolism and metre– to evoke meaning in addition to or in place of the prosaic ostensible meaning.

Poetry uses forms and conventions to suggest differential interpretation to words or to evoke emotive responses. Devices such as assonance, alliteration, onomatopoeia and rhythm are sometimes used to achieve musical or incantatory effects.

3. Name any two famous Ghazal singers from India. [CU–2016]

Ans. A Ghazal singer may refer to any kind of singer who is involved in the singing of poetic couplets that have spiritual and rhythmical undertones two famous Ghazal singers from India – Jagjit Singh, Begum Akhtar.

4. What is 'Karaoke'? [WBSU/NBU – 2016]

Ans. Karaoke is a Japanese word comes from kara meaning 'empty' and oke meaning 'orchestra'. It is a form of interactive entertainment or video game in which a amateur singer sings along with recorded music using a microphone and public address system. The music is typically an instrumental version of a well known popular song. Lyrics are usually displayed on a video screen along with a moving symbol, changing colour or music video images. Early Karaoke machines used cassette tapes but technological ad vances replaced this with CDs, VCDs, Laser discs and currently DVDs.

5. What are the origins of Indian music? [GBU – 2016]

Ans. Indian classical music can be found from the scriptures of the Hindu tradition, the vedas. Samaveda, one of the four vedas, describes

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music at length. Indian music is one of the oldest musical traditions in the world. The Indus valley civilization left sculptures which show dance and musical instruments like the seven holed flute. The Rigveda has elements of present Indian music with a musical notation to denote the metre and the the mode of chanting.

Early Indian musical tradition speaks of three accents and vocal music known as "Samagan". The classical music of India includes two major traditions : the southern carnatic music and northern Hindustani classical music. India's classical music tradition is millennia long and remains important to the lives of Indians today as a source of religious inspiration, cultural expression and entertainment. Bharat's Natyashastra was the first treatise laying down fundamental principles of dance, music and drama.

6. Define Music. **[VU–2016]**

Ans. Music is an united composition of Geet, Badya and Dance. Music is derived from the Greek work 'Muse'. It is said that Muse is the daughter of Greek God Zeus and Goddess Mnemasyme. These were the people who have implied the poem and singer as a result of that music is derived. It is an old ingenious story.

A series of tune makes a rhythm (Taal) which is the principal component of music. It is classified based on the Ragas mainly. Music is a well-crafted and delicate sutllenote which has evolved over time.

7. What is Prayer Song ? **[NBU–2016]**

Ans. Prayer song is an ancient form of song that combines the word of God with ancient tradition of chant. It relies upon repetition of short phrases to assist the mind and body in attaining peace through breathing and concentration. The purpose of prayer song is to attain a communal sense of wholeness and invite the spirit of peace to remove from us all feelings of isolation and discontent.

There are different forms of prayer such as petitionary prayer, prayer supplication, thanks giving and praise. Most major religions involve prayer in one way or another, some ritualize the act of prayer, requiring a strict sequence of actions or placing a restriction on who is permitted to pray, while others teach that prayer may be practiced sponteneously by anyone at any time.

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8. Who are the musicians? Give examples. [NBU – 2016]

Ans. A musician is a person who plays a musical instrument or musically talented, who composes, conducts or performs music. Musician can specialize in any musicial style and some musicians play in a variety of different styles depending on cultures and background. A musician plays instruments such as bells, drum, guitars etc, use a staff, beats, rhythm, tempo, timbre, melody, harmony to form a composition, create music it is just that one uses vocal cords and the other uses hands, feet or breath. Some famous Indian Musicians – Ravi Shankar, Pandit Shivkumar Sharma, Hariprasad Chaurasia, Jagjit Singh, A R Rahman.

Short Questions & Answers — Marks - 5

1. What is 'Swara' in music? [CU – 2016]

Ans. Swara is a Sanskrit word that means a note in the octave. The seven basic swaras of the scale are named Swaraj, rishabh, gandhar, madhyam, pancham, dhaivat and nishad and are shortened to Sa, Re, Ga, Ma, Pa, Dha, and Ni. Collectivety these notes are known as the sargam.

The basic swaras of vedic chanting are udatta, anudatta and svarita. The musical octave is said to have evolved from the elaborate and elongated chants of Sama Veda based on these basic swaras.

Each Shuddha sware (i.e.; Sa, Re, Ga, Ma, Pa, Dha and Ni) is traditionally held to have originated in the sound of a different animal and some have additional meanings of their own. Also, each swara is associated with one of the seven chakras of the body. Just as the swaras ascend through the saptak, so they are mapped into the chakras in the body in the ascending order. Komal notes are associated with the left side of each chakra; Suddha and Tivra notes are associated with the right side.

Ragas therefore, have more or less of on effect on a given chakra depending on the notes they :

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Swarn	Sanskrit Expression	meaning	Animal	Chakra	God
Sa	Shadja	Creator of six	Peacock	Muladhar (base of spino)	Ganapati
Re	Rishabha	bull	Bull	Svadhisthana (genitals)	Agni
Ga	Gandhara	Sky	goat	Manipura Solarplenus and havel	Rudra (Shiva)
Ma	Madhyama	middle	dove/ heron	anahata (heart)	Vishnu
Pa	Panchama	fifth	cuckoo/ nightingle	Visuddha (throat)	Narada
Dha	Dhaivata	earth	hourse	Ajna (third eye)	Sadasiva (Shiva as the unmanifest precussor to creation
Ni	Nishadam	hunter	elephant	Sahasrara (crown of the head)	Surya

These are certain forms of Indian classical music.

Type of Swara

(At Present) in North Indian Music :

- Suddha
  Normal tune
  [Sa, Re, Ga, Ma, Pa, Dha, Ni = 7
- Vikrita
  [One semitone down or up note from the normal tune]
  - Komal Swaras
    (Re, Ga, Dha, Ni)
  - Tibra or kodi Swara
    (Ma)

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Other type of Swara

- Swara of Mandra Saptaka (Ni, Dha ... etc.)
- Swara of Maddha (Middle) Saptaka (Sa, Re, Re, Ga, Ga, Ma, Ma, Pa, Dha, Dha, Ni, Ni = 12)
- Swara of tara Saptaka (Sa, Re, Ga ...)

2. Define Folk-Song? Write about the Baul-Gan (Baul-Song) [KU – 2016]

Ans. Folk music is music which is traditional or typical of particular community or nation. Folk can be used to describe something that relates to the beliefs and opinions of general and ordinary people. A folk song is defined as a song of the people of a culture or region that reflects their outlook and life. Usually, this refers to a song with no known composer or lyricist and one that exists in multiple versions developed as it spread rather than a single, standard, copyrighted edition. Different types of folk songs are mentioned below – Baul, Bhatiali, Bhawiya, Bhadu, Tusu, Jari gaan, Gambhira etc.

Baul–song (meaning 'divinely inspired insanity') are a group of mystic minstrels (Muslim Sufis and Hindu Baishnos) from the Bengal region who sang primarily in the 17th and 18th centuries. Baul song have been influenced greatly by the Hindu tantric sect of the Kartabhajar as well as by Muslim Sufi philosophers. Bauls traveled and sang in search of internal ideal. An example of baul song 'Dekhechahi Rup Sagare moner Manush Kacha Sona'.

Bauls use a number of musical instruments, the most common is ektara and others include dotara. Bauls are found in the India state of West Bengal and the eastern parts of Bihar and Jharkhand and the country of Bangladesh. The Baul movement was at its peak in the 19th and early 20th centuries, but even today one comes across the occasional Baul with Ektara and begging bowl, singing across the farflung villages of rural Bengal. Different type of Baul songs are mentioned below – Guruvadi, Vaishnav, Sufi, Lalangeeti and Dehatatya etc.

3. Discuss the role of Gayan and Vadan in Educational Practices. [KU – 2016]

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Or Discuss how can Gayan and Vadan be used in educational practices at schools. **[WBSU – 2016]**

Or Briefly describe the necessity of integration of Gayan and Vadan in educational practices. **[VU – 2016]**

Ans. The necessity of integration of Gayan and Vadan in educational practices are as follows —

(i) The term Gayan means vocal and vadan means instrumental and also tala vadya. Vocal means involving the use of the human voice, especially in singing. It can be said a wider range of vocal style. Vadan or instrumental music is performed by instrument and no by voices. Educational objectives of Gayan and Vadan are developing imagination ad concentration ability, improving creativity and literacy skills, relaxation of mind, sublimation of any disease in mental and physical.

(ii) Gayan and Vadan in education are associated with cognitive domain, affective domain, psychomotor domain, appreciation and sensitivity. Gayan and Vadan are considered a fundamental component of human culture and behavior. An education in music increase overall brain activity. It enhances knowledge in the areas of mathematics, science, geography, history, language, physical education, Gayan and vadan are not only inspires creativity and performance but academic performance over all is seriously impacted.

Essay Questions & Answers — Marks - 10

1. Discuss four types of folk-song of West Bengal. **[NBU–2016]**

Ans. Four types of folk-song of West Bengal are discussed below —

(i) **Baul** = Baul (meaning "divinely inspired insanity) are a group of mystic minstrels (Muslim sufis and Hindu Baishnas) from the Bengal region, who sang primarily in the 17th and 18th centuries. They are thought to have been influenced greatly by the Hindu tantric sect of the Kartabhajas as well as by Muslim sufi philsophers. An example –"Gharer majhe onek ache kon ghorami ghar bandheche."

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(ii) **Bhadu** = Bhadu is the social festival of South Bengal. The festival starts from the first day of Bhadro, the fifth month in Bengali calendar and continues till the end of the month.

It has its origins in the story of a princess called Bhadravati of Panchakote who committed suicide Bhadravati's devotees make an image of her. On the last day of Bhadra, people gather on the river bank and immerse the image in the water. Song mainly focussing on marriage form main attraction of the festival. An example "Amar bhadu chalechhen laiche laiche

Jhum Jhum Jhum Jhum nupur baje".

(iii) **Tusu** = Tusu is a festival in Birbhum Purulia, Medinipur district in West Bengal. It is performed during the harvest festival to celebrate the coming crop. It is held on the occasion of Makar Sankranti where in its performance groups of young girls gather every evening throughout the month of pousa which falls on December–January. An example–

"Utho Utho Utho tusu uthate esyechi go

Gomari sebika mora pujite baschi go".

(iv) **Gambhira** = Gambhira is a folk song of Malda District. The other name of Gambhira is Shib sangeet. It is sung during chaitra month. It is main lako utsav of Malda district Gambhira starts with Shiba Bandana.

An example –"Swaraj jodi pai he bhala khata dibo manik katha".

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3 Unit

The Art of Dance

Very Short Question & Answers — Marks - 2

1. Write the names of any two Folk Dance of Eastern India. **[CU–2016]**

Ans. Two Folk Dance of Eastern India are mentioned below —

(i) Bihu is a folk dance in Assam. It is accompanied by specific songs with themes ranging from love poems to welcoming the new year in village life of Assam. Dancers wear traditional Assamese clothing.

(ii) Santhal is performed by various tribal people living throughout Bihar. Jharkhand and Bengal during harvest festivals. The men beat dhals, wear dhotis and women wear distinctive white saris with red borders.

2. Name the state with which 'Garba' dance is associated? **[CU–2016]**

Ans. Garba is a form of dance which was originated in Gujrat. The name is derived from the sanskrit term 'garbha' (womb) and 'deep' (a small earthen ware lamp). It is celebrated in navaratri. Garba dance typically revolve around the subjects of 'Lord Krishna'.

3. State the stages of 'Bharatnatyam'? **[GBU–2016]**

Ans. Bharatnatyam is a form of Indian classical dance that originated in the temples of Tamil Nadu. It is a solo dance with two aspects, Lasya, the graceful feminine lines and movements and tandava Ananda Thandavam (Tamil, the dance of Shiva), masculine aspect. The stages of Bharatnatyam are as follows– Alarippu, Jethiswaram, Sabdam, Varnam, Padams, Thillana.

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4. What is meant by 'folkdance'? [VU – 2016]

Ans. Folk dances are developed by group of people that reflect the traditional life of the people of a certain region. Folk dances are performed for every possible occasion to celebrate the arrival of seasons, birth of a child, a wedding and festivals. The dances are extremely simple with minimum steps or movements. Folk dances have become an integral part of social milieu. Different types of Folk dances are Garba in Gujrat, Bhabai in Rajasthan & Gujrat, Bhangra in Punjab, Bihu in Assam etc.

5. Which type of music used in Kathakali dance? [NBU – 2016]

Ans. Kathakali is an ancient and traditional dance form of Kerala. The word Kathakali literally means 'Story-play'. The themes of the Kathakali are religious in nature. Kathakali was originated in the 17th century and has its roots in Hindu mythology. Kathakali has a unique combination of literature, music, painting, acting and dance. Kathakali is emerged from 'Krishananattam', the dance drama on the life and activities of Lord Krishna created by Zamorin of calicut.

Short Questions & Answers — Marks - 5

1. How is folk dance related with the religion and culture of India? [WBUTTEPA – 2017]

Ans. India is a rich country of cultural and folk art. Indian folk and tribal dances are simple part of daily life with religious rituals. It have eternal forms and rhythm. Folk dance in India comprises numerous styles of dance forms originated in different parts of India, developed according to the local traditions and cultures. The origins of dance in India go back into the ancient times. The vedas integrate rituals with performance arts where not only praises to gods were recited or sung, but the dialogues were part of a dramatic representation and discussion of spiritual themes. The Natya Shastra includes group dances of women as a preliminary dance. Folk dance closely depict people life, social relationship, work and religious affiliations which represent culture and customs of native lands through intricate movement of their bodies. A wide variation can be observed in the intensity of these dance. These dance are composed

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mostly on locally made instruments. The dance styles depend upon the regional positioning of the ethnic group. Every state of India has its own folk dance forms like Garba in Gujarat, Bihu in Assam, Dollu Kunitha in Karnataka, Nati in Himachal Pradesh, Bhangra in Punjab etc.

2. Write in brief about 'Bihu Dance'? [KU – 2016]

Ans. Bihu dance is a folk dance from India state of Assam related to the festival of Bihu. This joyous dance is performed by both young men and women and it is characterized by brisk dance steps, rapid hand movement and a rhythmic swaying of the hips in order to represent youthful passion. Dancers wear traditionally colourful Assamese clothing.

The most important colourful three bihu festival is the spring festival 'Bohag Bihu' or Rangali Bihu celebrated in the middle of April. Kongali Bihu in the middle of November and Bhogali Bihu in the middle of February celebrated in Assam. Song of Bihu are woven around themes of Love and after carry erotic overtones. People adorn traditional attires like dhati, Gamocha and Chadar, Mekhala.

Bihu dances performed by young boys and girls characterized by brisk stepping, flinging and flipping of hands and swaying of hips represents youthful passion, reproductive urge and 'Joie–de–vivre'. It is celebrated at the begining of the harvest season and goes on for nearby 30 days.

3. Discuss the importance of 'Nritya Natika' for integration in education. [KU – 2016]

Or Write a short note on Nritya Natika?

Ans. Nritya Natika is a dance performance which is assembled with plays based on different stories. Sometimes these stories give some social massages to the people. The principal characteristic of these works is that the story is told entirely through dance and song. The dance forms are adapted versions of Bharatnatyam, Manipuri, Kathakali etc. Here facial expression also play a vital role.

In our Indian culture Rabindra Nritya Natika is very enriched. He wrote a number of Nritya Natika like Shyama, Chitrangada, chandalika, Tasher Desh, Mayar Khela etc. All are very famous also have a social massage. For example – 'Chandalika' his written about the conflict between the different classes of our society.

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Nritya Natika is a reflection of the culture and characteristics of a particular state. The relation between dance and society would be mutual both drawing from each other. It is conversation between body and soul. Society with its physical element, diffusion, development of language and culture basic forms of dance. It has become an important part of education. Because, it is farsters creativity, imagination ability, language proficiency, discipline, mental satisfaction, professional attachment etc. among learner.

4. Describe any two folk dance forms of India? [WBSU – 2016]

Ans. Two folk dance forms of India are discussed below —

(i) **Bhabai :** Folk dance Bhabai was originated in the state of Gujarat and Rajasthan. The word Bhabai has been originated from the Sanskrit word 'Bhab'. It means 'emotions' Bhabai have associated with the Goddess 'Amba'. In the fourteenth century this folk dance was created. Both men and women participate in this form of dance. Many pats are put one after another on head and perform the dance with a skill. This dance is accompanied by dhol, Pakhoyaj, sarengi, harmonium etc. the dance perform in the temple premises.

(ii) **Chhau Dance :** The word 'chhau' is traced to the Sanskrit 'chhaya' or shade, referring to the mask used by the dancers. It is evidently a war dance. The steps and movements, the attack and defence, the performers each holding a sword and shield. Themes are based on mythology, everyday life, aspects of nature or just a mood or emotion. Rituals connected with chhau spread through out the year beginning from Dussehra. Actual training of the chhau starts from the day of 'Sri Panchami'. A number of rituals are performed primarily to call upon the divine blessing. It is based on Hindustani Ragas. The accompaniment is with a Nagra, a huge Kettledrum, Dhol, a cylindrical drum and shenais or reed pipes. It is a type of dance which takes almost care in expressing emotion and feeling anger fear, laughter, wonder or sorrow. It is follows certain fundamental traditions of classical modes as details in ancient treatises.

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Essay Questions & Answers

Marks - 10

1. Briefly discuss the history of 'Bharatnatyam'? [VU–2016]

Ans. Bharatnatyam is a form of Indian classical dance that originated in the temples of Tamil Nadu. It is developed during the sangam period of Ca 3rd century BCE to C. 4th century CE in ancient Tamilakam, the Tolkappiyam as well as the later silappadikaram lestify to a variety of dance traditions which flourished in these times. The art of music and dance were highly developed and played major roles.

Bharatnatyam dance flourished in the Hindu temples of South India. Temple dancers are flourished under royal patronage and religious devotion. Devadasi system become an integral part of South Indian temple ritual. Tamilnadu, especially Thanjavur, has been the seat and centre of learning and culture. It was the famous quartet of chinnayya, Ponniah, Sivanandam and Vadivelu of the Tanjore court during the Marathi king Sarabaji' time (1798–1824) which made a rich contribution to music and Bharatanatyam and completed the process of re-editing the Bharatnatyam programme into its present shape with its various forms like the Alarippu, Jatiswaram, Sabdham, Varnam, Tillana etc.

Bharatnatyam is a solo dance with two aspects, lasya, the graceful feminine lines and movements and tandava Ananda Tandavam (the dance of Shiva), masculine aspect.

Bharatnatyam are the skirt (saree) style or the pyjama style. Dancers, costumes made of silk sarees with gold zari embroidery design. The pleats in this costumes opens beautifully. When the dancer forms a particular pasture especially ariamandi (half sitting) and murhumandi (full sitting). The chief musical instruments used in Bharatnatyam are the Mridangam and a pair of cymbals. A tambura is also used to provide the scale for the refrain. The other instruments used are Manjira, Vina, Violin, Kamjira, Surpeti, Venu and Tanpura.

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4 Unit

Drawing and Painting

Very Short Question & Answers — Marks - 2

1. State the origin of worli art with two special features. **[WBUTTEPA–2016]**

Ans. Worli painting is one of the oldest tribal art form in Maharashtra and Gujrat. Worlis are an indigenous tribe or adivasi, having their own culture, language, tradition and deities. Worli literally means a piece of land. According to Yashodhara Dalmi the root of worli painting could be found in prehistoric art of Bhimbethka.

Worli women perform the ritual of Muthi painting when the new rice is brought home from field. Worli painters use the basic geometric units to form the images. They acquire these forms directly from natures. The circle represents sun and moon, square represents the piece of land, triangle reminds pyramidal shape of mountain and certain trees.

2. What is the etymological meaning of 'Fabric'? What are two principles, which you need to maintain before strating fabric painting? **[WBUTTEPA–2017]**

Ans. The world Fabric comes from Latin word fabrica meaning a workshop, art, trade, product of art, structure. The word farbic apparently comes from the French 'fabrique' means 'to make'. Fabric painting is a craftmanship that began thousands of years ago in Asia, Europe and Africa through trades routes. The technique has a deep history in Asia through Kalamkari, an ancient India art and also in China and Japan where other forms of patterning were developed.

Principles to maintain before strating fabric painting :

Fabric is cloth or other material produced by weaving together cotton, nylon, wool, silk or other threads some of basic consideration have been mentioned–

(i) Always try to select washable natural fiber and natural blended fabrics. Before starting fabric painting cloth should be washed

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throughly to remove all traces of starch, press the cloth to remove wrinkles after drying.

(ii) Transfer the pattern of design on cloth with the help of carbon paper. The stain of carbon paper may spail the cloth and attach the embroidery frame to the designed portion of the cloth.

3. Name the primary colours found in colour wheel. [CU–2016]

Ans. Colours that are pure and have their own existence are called primary colours. There are three primary colours – Red, yellow and Blue. A colour wheel, based on red, yellow and blue, is traditional in the field of art.

4. State some indigenous sources of colour. [GBU – 2016]

Ans. Indigenous sources of colour are natural dyes or colourants derived from plants, invertebrates or minerals. The majority of natural dyes are vegetable dyes from plant sources–roots, berries bark, leaves and wood and other organic sources such as fungi andlichens. The dye material is put in a pot of water and then the textiles to be dyed are added to the pot which is heated and stirred until the colour is transferred. Textile fiber may be dyed before spinning but most textiles are 'yarn-dyed' or piece dyed' after weaving. Throughout history people have dyed their textiles using common locally available materials.

5. What is sketching? [GBU – 2016]

Ans. A sketch is a rapidly executed freehand drawing that is not usually intended as a finished work. A sketch may serve a number of purposes: it might record something that the artist sees, it might record or develop an idea for later use or it might be used as a quick way of graphically demonstrating an image, idea or principle.

Sketches can be made in any drawing medium. The term is most often applied to graphic work executed in a dry medium such as silverpoint, graphite, pencil, charcoal or pastel. But it may also apply to drawings executed in pen and ink, ballpoint pen, water colour and oil paint. The latter two are generally referred to as "water colour sketches" and "oil sketches". A sculptor might model three-dimensional sketches in clay, plasticine or wax.

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Main configurative element of drawing and sketch is line. To create volume and shades at form through lines, different kind of strokes is used in painting. Nature of material and support influence the nature of strokes. The mark created by metal nib carry the metallic wire-like character and marks created by soft graphite pencil are velvety, dark and grainy. Even the character of strokes changes if the pencil/pen is held differently by painters. Skillful use of strokes is the treasure of a drawing or painting.

6. Mention two advantages of using charcoal in drawing. [VU – 2016]

Ans. Charcoal is one of the oldest drawing materials produced by burning wood twigs. Cave painters used charcoal as the main source of black colour. It is a good way of learning gray gradients and lighting techniques.

◆ **Advantage :**

- Charcoal is very cheap medium to paint.
- It can be handled very easily.
- Charcoal is very suitable medium for drawing and sketching
- It requires less time to finish.
- Different experiments can be done by creating several kind of texture by rubbing, frottage etc.

7. What are the organic colours? [VU – 2016]

Ans. Pigments are responsible for many beautiful colours we see in the plant world. Dyes have been made from both animal sources and plants extracts. Those colours we get from the trees, animal etc. are organic colour. We get indigo, sap green, gam bages from tree and carmine, sepia from animal.

Short Questions & Answers

Marks - 5

1. Discuss the significance of drawing and painting in educational practices? [WBUTTEPA – 2017]

Ans. Drawing is one of the early foundations of logical thinking or abstract thought. It is play a big role of cognitive development. Painting

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is the art of creating pictures by applying colour on a surface. Paintings can record events, capture a likeness of a person, place or object, tell stories, decorate walls and illustrate texts. It can express emotions and ideas or simply be enjoyed for their beauty. Drawing and painting both are significantly important for educational practice which develop some characteristics, –

(i) Creativity – It will come naturally to the child.
(ii) Improve Academic performance.
(iii) Developing child motor skill.
(iv) Growing the level of confidence.
(v) Enhance visual learning.
(vi) Increase decision making ability.
(vii) Interpret and criticize the fact.
(viii) Preserverance - Personal experience that can be challenging.
(ix) Collaboration – share responsibility and compromise to achieve common goal.
(x) Accountability – group contribution.

Drawing & painting both are helps the learner to prepare them for understanding more difficult Concept. It enables child's expression and imagination ability to become more active work.

2. What is meant by worli painting? [CU – 2016]

Ans. Warli painting is one of the oldest tribal art form in Maharashtra and Gujrat. Warlis are an indigenous tribe or adivasi, having their own culture, language, tradition and deities. Warli literally means a piece of land. According to Yashodhara Dalmia the root of warli painting could be found in prehistoric art of Bhimbethka.

◆ **Process of Warli Painting :**

For the painting the wall of house is plastered with cow dung to give the wall smooth finish. Selected rectangular part of wall is given a wash of Geru earth. After drying a brownish red surface is created. The main colour of warli wall painting is white, made from rice powder. Occasionally yellow and red dots accompany white colours. Bamboo stick is used as brush, chewed at one end. Sometime thin sticks of Baharu tree is used to draw thin stiff line. It is believed that rice paste has a magical power to ward off evil power.

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♦ Subject of warli painting :

The traditional drawing in warli paintings are chawks namely Devi Chawk, Lagna Chawk. Chawk means square area of land. Mother goddess Palaghat is shown in the chawk. Pancha Sirya Dev (Five headed god) and an equestrian headless warrior also accompany her. Pancha Sirya Dev is the archaic symbol of the cosmic cycle of life and death.

Dev Chawk : Inside of the house wall Dev chawk is drawn as square frame, surrounded by strips filled with geometric motifs. Moon, sun, comb, ladder, torpa (blowing musical instrument) and Ghangli (a string instrument) are the most popular motifs which appear in Dev Chawk.

Lagna chawk : In the decorative square of space of Lagna chawk bride, groom and groom's sister are drawn; around them people are dancing with joy, beating drums, blowing torpas in the occasion of wedding.

Kanna : there is another chawk painting known as Kanna which is drawn only in bride's house. Kanna is the symbol of virginity. A stick figure is drawn within the square with yellow, red and orange colour. Other than chawk painting the dancing on the tune of torpa is a very popular theme among warli painters. This musical instrument plays very important role in warli's daily life.

Warli women perform the ritual of Muthi painting when the new rice is brought home from field. A white paste is made from ground rice mixed with little amount of water. They dip their fist into the white liquid of rice paste and mark the impression of their fist on the wall of granary, dining hall, storage container of cereals to evoke the prosperity and abundance.

Warli painters use the basic geometric units to form the images. They acquire these forms directly from natures. The circle represents the sun and moon. The triangle reminds us of pyramidal shape of mountain and certain trees. Square represents the piece of land. Warli painters draw human figure just by merging two diagonals.

3. Explain the style and method of Madhubani art. **[WBUTTEPA – 2017]**

Or Discuss in brief the Madhubani Painting. **[KU – 2016]**

Or Briefly discuss 'Madhubani Painting'. **[VU – 2016]**

Ans. Madhubani art is a kind of painting done by the village women on the walls of houses in the occasion of marriage at Madhubani village. Madhubani painting is also known as Mithila painting.

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Madhubani literally means the forest of honey, once remained as a part of ancient kingdom Mithila, referred in Ramayana, is presently situated in Northern region of Bihar. The exact time, when Madhubani painting was originated, is unknown. It is said that king of Mithila, Rajarshri Janaka ordered all the painters of his kingdom to decorate Mithila with paintings in the occasion of wedding of his beloved daughter Sita with lord Rama.

Till now this tradition of painting continued. Women folk of Madhubani decorate walls of their house with paintings in occasion of marriage. The nuptial chamber, where newlywed couple stay for three days, is painted with lotus flowers, snakes, birds, fishes, creeper, plants and bamboo grooves. All these images are associated with fertility and proliferation.

Theme : The wedding scene of Rama and Sita is the most popular subject of Madhubani painting. The other popular couples are Radha-Krishna, Lakshmi-Narayna, Sita-Durga. Other deities like Mahishasura-mardini, Durga, Ganesha, Surya also painted. Sun, moon and sacred plant Tulasi are the popular theme in Madhubani painting.

Process : To start the painting the preparation of wall of houses is required. Walls and floors are plastered with mud and cow dung. White colour for painting is made from rice powder and other colours are acquired from different plants and earth. Black colour is made by adding soot to cow dung, yellow from mixing turmeric in sap of banyan leaves, blue from indigo, red from kusum flowers or red sandle wood, green from the leaves of wood apple tree, white from rice powder and orange from palash flower.

Painters : Madhubani art is kind of painting done by women of village on the occasion of marriage. Conventionally Brahmin, Kayastha and Dusadh women take part in painting.

Style : One can find five distinctive styles in Madhubani painting, namely, Bharni, Katchni, Tantrik, Nepali and Gobar. The first three styles are executed by upper caste of women like Brahmin and Kayastha, These paintings are mainly religious in character. But the last two styles are practised by Dusadh women, the lower class of community, depicting their history, daily life and gods-goddesses. In the painting, every inch of space is filled with different motifs like flowers, birds, geometric, animals. Painters never left any space empty. Double contour line is the hallmark of Madhubani painting. The space between two lines is filled with parallel hatching lines. The colours are applied flatly without any shading.

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WBUTTEPA B.ED GUIDE LINE

5 Unit

Creative Art

Very Short Question & Answers

Marks - 2

1. Write the meaning of 'Origami'

[WBUTTEPA–2017, WBSU–2016]

Ans. The art of folding a piece of paper without cutting or pasting into different shapes of animals, birds etc is known as Origami. The word 'origami' comes from Japan. 'Ori' means fold and 'kami' later 'gami' means paper.

The first thing required for this is paper. Paper was first made in China.

The best paper is thin, hard and square shaped. For complicate designs big paper pieces are needed. with same simple folds different parts of origami is created. Later with a few such folded parts an entire shape is formed.

2. What is 'Collage'?

[NBU–2016]

Ans. Collage (from the French : coller, 'to glue') is a technique of an art production, primarily used in the visual arts, where the art work is made from an assemblage of different forms, thus creating a new whole. A collage may sometimes include magazine and newspaper clippings, ribbons, paint, bits of colored or handmade papers, portions of other artwork or texts, Photographs and other found objects, glued to a piece of paper or canvas,

The term collage was coined by both Georges Bragque and Pablo Picasso in the beginning of the 20th century when collage become a distinctive part of modern art.

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Short Questions & Answers

Marks - 5

1. What is 'Terracotta? Discuss the process of clay making for 'relief works'. **[WBUTTEPA–2017]**

Ans. The word 'terracotta' comes from the Italian words means 'baked earth'. It is a reddish-brown porous clay which means it can be penetrated by water. A simple coat of glaze can make terracotta water tight. It can be easily sculpted into all sorts of shapes. It must be heated to between 1,000 – 2,000 F. It has been around for a long, long time because the clay is manipulated into its desired form, it is dried and then heated in an oven or over a burning material. Its striking color is caused by the reaction between the high iron content of the clay and the oxygen in the air. The final baked product may be glazed or left unglazed although only glazed terracotta is waterproof. Terracotta can be easily sculpted into all sorts of shapes.

Process of caly making for 'relief works'

The term relief is from the Latin verb relevo, to raise. It is a sculptural technique where the sculpted elements remain attached to a solid background of the same material. The process of caly making for relief works into 2 basic categories low and high relief. Low relief describes carving into non freestanding clay. That leaves the design visually attached to the background area. Clay is removed or added to strategic areas which play with light & shadows, then creating an illusion of superficial depth across the day surface. High relief describes under cutting design elements. so it appear to detach from the background surface. It may incorporate sculpted clay added to certain areas on top of the background to create added depth.

The wet clay is cut into a square or rectangle shape of required size using a stencil or measuring scale. Coils of clay are rolled out & used as outline of these plaques. It is the base on which the image of the subject is carefully hand-crafted.

2. Brief discuss the collage work. **[CU–2016]**

Ans. Collage (from the French : coller, 'to glue') is a technique of an art production, primarily used in the visual arts, where the art work is made from an assemblage of different forms, thus creating a new whole. A

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collage may sometimes include magazine and newspaper clippings, ribbons, paint, bits of colored or handmade papers, portions of other artwork or texts, Photographs and other found objects, glued to a piece of paper or canvas,

The term collage was coined by both Georges Bragque and Pablo Picasso in the beginning of the 20th century when collage become a distinctive part of modern art.

Characteristic of collage :

(i) Using waste materials

(ii) Using colours magazine, papers instead of colour

(iii) Using low cost materials

Materials :

A board or canvas, paint and colouring pencils (optional), markers, pens, glue, paint brush, magazine paper, news papaper, ruler, scissors.

Procedure

It is a technique of an art production where the art work is created using an assemblage of different forms and shapes using paper. These forms and shapes eventually create a whole image.

Firstly, get a canvas board or even simpler, a sheet of wood.

Secondly, pick any picture or image and properly transfer to canvas or board. Draw a grid on both image and canvas using ruler, pen, pencil or marker.

Thirdly, gives the picture on the canvas an almost identical transfer from the original picture, use paint, colouring pencils in their desired areas.

Fourthly, need to get some paper from newspaper or magazines that match the colours and fear them up into small pieces through the use of scissors.

Finally, using a paintbrush, lightly upread layers of glue on canvas by which pieces of paper will stick to canvas. When canvas is still wet with glue place the pieces of paper in there desired places (by size and by colour).

3. Write a short note on 'Rangoli'. [CU–2016]

Or, Mention the Materials and techniques of decorative art 'Rangoli'. [KU–2016]

Ans. Rangoli is a folk art in which patterns are created on the floor in living rooms or courtyards using materials such as coloured rice, dry

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flour, coloured sand or flower petals. It is usually made during Diwali (Deepawali) and other Indian festivals. It is traditionally done by women. Rangoli designs can be simple geometric shapes, deity impressions or flower and petal shapes but it can also be very elaborate designs crafted by numerous people. The base material is usually dry or wet pourdered rice or dry flour, to which sindoor (vermilion), haldi (turmeric) and other natural colors can be added. Chemical colors are a modern variation and other materials include red brick powder, sands flowers etc.

Rangoli art is an adornment or decoration that has different names in different states of India such as Chaookpurna in Chhattisgarh, Mandana in Rajasthan, Aripan in Bihar, Alpana in Bengal and Maharashtra, Rangavalli in Karnataka, Kolam in Tamil Nadu, Muggulu in Andhra Pradhesh, Alikhthap in Kumaon Kalam in Kerala Jhunti in Orissa and Saathiya in Gujrat. In Japanese art flower arrangement is known as Ikebana or Kodo means giving life to flowers or the way of flowers. It is a art of flower decoration.

4. Materials and techniques of decorative art 'Rangoli'?

[KU–2016]

Ans. Rice Powder Rangoli : These Rangoli need a little bit of preparation. Soak half cup of rice in water. After the rice has absorbed the water, drain the water and let it dry for sometime. Grind the rice with the help of a food processor. Mix some water when it is needed and make a beautiful designs with the help of rice powder.

Flower Rangoli :

This kind of Rangoli is made with flowers. At first choose different contrasting colours to make a beautiful Rangoli – Bright yellows, reds, white, purple in flowers such as marigold, Rose, Jasmine, look great. After making the Rangoli on the surface a cup of water in a flat plate and must keep sprinkling water as required to keep the flowers fresh and prepare a Rangoli just like a flower bouquet in a flower vase.

Coloured Powder Rangoli :

This is the most common one and does not require much preparation. At first, get the sand colours, Febric colours at the market and there are lot of colours to choose from. Just draw a design of your choice and fill in the colours. Basically Rangoli designs are geometrical patterns.

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There is no limit to the imagination. People make incredible designs and drawing and filling of colours is just fun as the whole joy is of getting together with family and friends.

Essay Questions & Answers

Marks - 10

1. Discuss any one creative art of your choice with proper illustration. [GBU–2016]

Ans. Modelling clay is any of a group of malleable substances used in building and sculpting. The material compositions and production processes vary considerably

There are different kinds of Clay making thies are as below :

◆ Ceramic clay

Ceramic clays are water-based substances made from clay minerals and other raw materials. They are baked at high temperatures in a process known as firing to create ceramics, such as terra cotta, earthenware, stoneware, and porcelain. Paper clay produced by pottery clay manufacturers is a clay body to which a small percentage of processed cellulose fiber has been added. When kiln-fired, the paper burns out, leaving the clay body. Consequently, the firing temperatures and glazes selection should be the same on those used with the clay body.

◆ Oil-based clay

Oil-based clays are made from various combinations of oils, waxes, and clay minerals. Because the oils do not evaporate like water, oil-based clays remain malleable even when left in dry environments for long periods. Articles made from oil-based clays cannot be fired, and thus are not ceramics. Because rising temperature decreases oil viscosity, the malleability is influenced by heating or cooling the clay. Oil-based clay is not water-soluble. As it can be re-used, it is a popular material for animation artists who need to bend and move their models. It is available in a multitude of colours and is non-toxic.

Oil-based clays are referred to by a number of genericized trademarks. Plastilin (or Plasteline), which was patented in Germany by Franz Kolb in 1880, was developed by Claude Chavant in 1892 and trademarked in 1927. Plasticine was invented in 1897 by William Harbutt of Bathampton, England. Plastilina is trademarked as Roma Plastilina by Sculpture House,

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Inc. According to their website, their formula is 100 years old. Roma Plastilina contains sulfur, and since certain moldmaking compounds do not set in sulfur's presence, making molds of items made of industrial plasticine is difficult.

Readily worked in fine detail, oil-based clays are also suitable for the creation of detailed sculptures from which molds can be made. Castings and reproductions can then be produced from much more durable materials. Cars and airplanes may be created using industrial design-grade modelling clay.

◆ **Polymer clay**

Polymer clay is a modelling material that cures when heated from 129 to 135 °C (265 to 275 °F) for 15 minutes per 6 millimetres (1/4 in) of thickness, and does not significantly shrink or change shape during the process. Despite being called "clay", it generally contains no clay minerals. Polymer clay is sold in craft, hobby, and art stores, and is used by artists, hobbyists, and children. Polymer clay is also popular in animation, since it allows static forms to be manipulated frame after frame. Leading brands of polymer clay include Fimo, Kato Polyclay, Sculpey, and Modello.

◆ **Paper clay**

Main article: Paper clay

Paper clay is handmade or commercially available clay to which a small percentage of processed cellulose fiber is added. The fiber increases the tensile strength of the dry clay and enables dry-to-dry and wet-to-dry joins. Commercial paper clays air-dry to a firm, lightweight sculpture, with minimal shrinking during the drying process.

Paper clay can be used as an unfired body in craft and doll-making. It is used in ceramic art studios as sculptural and functional studio pottery.

◆ **The Importance of Clay & Creativity**

Art plays a significant role in our children's development. When our children are young, we are excited when they bring home a watercolour painting or a hand-drawn card for Valentine's Day. As children enter their teenage years, we need to encourage them to continue to cultivate this creativity even as other activities start to take priority, such as getting involved in high school sports or buying the latest electronic gadgets.

Clay is one medium that promotes creativity. It is especially beneficial to young people – it helps promote self-confidence, encourages self-expression and develops problem-solving skills. Noam Zimin, founder of

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Clay Dance Studio in Siskiyou County, states, "I believe few art mediums kindle growth and skills in children the way clay does."

Noam offers a variety of pottery classes, including a class for K–8th grade students, adult pottery classes, and a special class for parents and children together. There are several courses he offers the schools during the academic year: a special course on Native American pottery and its connection to basket weaving in the Siskiyou County area, a course in ancient oil lamp making with a pit fire (dating back to ancient Egypt), and a class where he uses pottery to bring to life a book called A Single Shard, which is about a potter and his apprentice.

Keith Burroughs, who teaches ceramics at Stellar Charter School in Redding, explains that there are many benefits to ceramics: "The special thing I see over and over again is watching the self-esteem of each student grow when they accomplish something they thought they couldn't do. The reward on their smiling faces is wonderful. Some students may struggle in some courses yet really do well in arts like ceramics or music."

Stellar Charter School provides classes in ceramics and pottery from 1st through 12th grade. The classes focus on ceramic techniques, hand building, wheel work and sculpture. The school also offers an advanced ceramics class for high school students where they do more challenging projects. "To take a lump of clay and make it into something usable or beautiful changes your outlook on life," says Keith.

All Fired Up Ceramic Art Center in Chico is a professional wet clay studio offering ceramic art classes for children and adults; it's a place where artists and students can connect with each other and have access to supplies and materials. For those new to using wet clay, basic pottery skills are taught based on the type of project a customer chooses and whether the student wants a series of lessons or just a one-time class.

In January and February, Norma Lyon will be teaching workshops on rattle and whistle making. In mid-February, the studio will offer "Diversability Wednesdays" to encourage collaboration between clients of all ages with and without developmental disabilities.

For teenagers with an upcoming birthday, a clay party may be a creative way to celebrate. Janice Hofmann, owner of All Fired Up in Chico, explains, "The organizer of the party usually picks out a project for the group to do, but individuals can add many special personal touches." All Fired Up in Redding also offers birthday party packages. For pottery painting, different

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types of pottery are available such as mugs, plates and platters. The customer chooses the colors of paint for the objects, paints them, and then the studio glazes and fires them.

Both All Fired Up studios host events for large and small groups. All Fired Up in Redding has hosted groups such as the Redding School of the Arts, University Preparatory School, and Turtle Bay School. The studio in Chico is available for family reunions, ladies night out evenings, and employee team-building events.

As parents we want to foster the talents of our children. My daughters created a variety of ceramic pieces in their junior high ceramics class which provided me a window into their personal identities. What they envisioned in their imagination came to life with clay. Making something out of clay stimulates the imagination; as you create an object you reveal an aspect of yourself.

Even for those children and teens who don't show much creative talent, it's important not to lose sight of the importance of the creative arts, such as ceramics, in their lives. Parents need to support the arts in schools and encourage children and teens to take art classes. As ceramics teacher Ken Burroughs states, "So many times art is set aside for financial reasons when our youth need this education."

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