



B.Ed.

1st Year

SEMESTER- 1

**PHILOSOPHICAL FOUNDATION OF EDUCATION
PERSPECTIVES IN CHILD DEVELOPMENT
ICT FOR ENRICHING TEACHING & LEARNING**



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- 1) Philosophical foundations
of Education**
- 2) Perspectives in Child Development**
- 3) ICT for Enriching Teaching and
Learning**

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UNIT - I

INTRODUCTION TO PHILOSOPHY AND EDUCATION

1. Write the concept of Philosophy ? Discuss the scope of philosophy ?

Ans : Meaning of Philosophy :

The word philosophy is made up of two Greek words - "Phileo" and "Sophia". "Phileo" means love and "Sophia" Means wisdom. The term philosophy means "Love of Wisdom". Philosophy is also the practice of making and assessing arguments.

Definitions of philosophy

The following dejunctions of philosophy help us to understand the true meaning of philosophy.

- * *Philosophy is a daily activity* - Socrates
- * *Philosophy is the science of sciences* - Brubacher
- * *Philosophy is a view of Life, It gives a direction to life, offers a design for Living* - S.Radha Krishnan
- " *Philosophy is a point of view, out look on life* - Kilpatric

Scope of Philosophy :

The scope of philosophy is basically on three aspects. They are

1) Metaphysical problems :

The problems of reality are solved by different philosophers indifferent ways. There are three basic aspects of reality a) God b) Self-mind and body c) World - Dalton atoms.

2) Epistemological problems :

The universe is full of knowledge. We have a number of

problems like the questions concerning Man's life, place and prospects in the universe.

3) Axiology :

It is a study of values and value judgments.

2. Define meaning of Education ? Describe the scope of Education.

Ans: Meaning of Education : The word "Education" is derived from the Latin roots as under

1. Educatum	To train, act of teaching or training
2. Educere	To lead out, to draw out
3. Educare	To bring up, To raise, to educate

The Latin word 'Educatum' Means to train.

'E' means from inside and 'DUCO' means to draw out, to lead out or to bring up.

Definition of Education :

* *Education means the bringing out of the Ideas of universal validity which are latent in the mind of every man.* "Socrates"

* *"Education means the manifestation of the divine perfection, already existing in man".* - Vivekananda

* *"Education is a natural, harmonious and progressive development of Man's Innate powers".* - Pestalozzi

"Education is complete Living" - Spencer

Scope of Education

Education is a comprehensive concept which comprehends the knowledge obtained through Newspapers, radio, T.V. and other Means, in addition to the formal education provided in colleges. Briefly, the scope of education is as follows :

General Education : It aims at developing the general qualities of the child, so that its personality can develop and it can become capable of adjusting to its environment.

Specific Education :

Specific education plays a very important role in a nation's development because it provides specially trained personnel in every field who can serve society and enhance the welfare of the nation.

Philosophy of Education :

Philosophy determines all the aspects of education - nature of education, curriculum, method of teaching, evaluation etc and education makes them practical

Sociology of Education :

Sociology of education may be defined briefly, as a study of relation between education and society. This branch of study deals with the aims of education, methods of teaching, economic, cultural and religious force of the society in which they take place.

Education Psychology :

Teachers at present should be equipped with those psychological skills and competencies which are badly needed for the guidance of learning, growth of the child.

Economics of Education :

It helps for the teachers to understand the demand of education returns in education, problems of financing education etc.

3. Explain the relationship between Education and Philosophy ?

Ans: Philosophy and Education both aim to impart knowledge of the truths and realities of life and develop the child accordingly. Both philosophy and education are integrally and interdependently related to each other.

The following statements give better understanding of the relation between philosophy and education.

* *Philosophy and education are two sides of coin - "ROSS".*

* *Education is dynamic side of philosophy - Johnadams*

Education is dependent on philosophy due to following reasons

Philosophy determines the real destination towards which education has to go :

Spencer has rightly remarked - "True education is practicable only by a true philosophy". Philosophy determines the goal of life and also provides suitable and effective guidance and supervision for education to achieve that Goal.

Philosophy determines the various aspects of Education:

"Philosophy and education are like the sides of the same coin, present different views of the same thing and that one is implied by the other" - ROSS

Philosophy has been influencing all aspects of education since the very beginning and will go on influencing education for all times to come.

Great philosophers have been Great Educationists also:

All great philosophers have employed education as a means to translate their philosophical ideas into practice for the people to follow and develop themselves.

Philosophy is dependent on education due to following reasons:

Education is the dynamic side of philosophy :

It is obvious that philosophy provides the purpose or the aim and education makes it practical.

Education is a means to achieve the Goal :

* *"Education has no time to make holiday till all the philosophical questions are once for all cleared up" - Herbart*

Philosophy determines aims of education, curriculum, methods of teaching, nature of text books, evaluation etc.

4. Discuss the functions of Educational Philosophy?

Ans: The meaning, definitions, characteristics, needs of educational philosophy reveal its functions which are as follows:

* It provides the answers of the basic current questions related to education and society.

- * It prepares young generation for future life.
- * It provides the solution of educational problems by employing philosophical thinking and approach or out look.
- * It includes the universal values and social norms in the process of education.
- * It develops the education system to fulfil the national needs and requirements.

5. Write a short note on - types of Education.

Ans: According to teacher, curriculum and methods of teaching, education can be classified into the following categories.

Formal and Informal Education : Formal Education is that Education where according to pre determined aims and methods of teaching.

Informal education is natural and incidental. There are no predetermined aims, curricula, methods, teachers and places where children receive informal education.

Direct and Indirect Education :

Direct education is that education in which the teacher and the child are face to face and predetermined doses of knowledge are given to the child in a specific way during a specific duration of time.

Indirect education is not a predetermined plan. It has no aims, no methods and no fixed duration of time.

General and specific education :

General education is also called liberal education the aim of General education is Imparting General education for all children upto a certain stage.

Specific education has specific aim. The aim of specific education is to prepare a child for a specific vocation.

Individual and collective Education :

Individual education is that education which is provided to each child separately according to his interests, need collective education is imparted to Group.

UNIT - II

INDIAN EDUCATION : HISTORICAL PERSPECTIVE

Teacher - Pupil relationship:

Teacher was a model before the students. He was the symbol of purity. The teacher was regarded as the main source of inspiration for the student.

2. Explain briefly Buddhist Education.

Introduction: Jainism is much more ancient faith than Buddhism. Jinas or Thirthankars are founders of Jainism. There are 24 Tirthankaras in Jainism. Rishababath was founder of Jainism and first Tirthankara. The last Tirthankara was Vardamana Mahaveera.

Aims:

Liberalism is implied in Jaina system of education. This system stresses social, Economic, moral and spiritual aims of Education.

Curriculum:

Jaina curriculum includes social sciences, natural science, moral education, vocational education and various co-curricular activities and yoga exercises.

Methods of teaching:

This system emphasized socialised techniques, experiments, practical work, coordination etc.

Teachers are

Teachers are considered as Gods.

Discipline:

Self discipline and self - restraint.

3. Discuss Gandhiji's philosophy of education in detail.

Life: Gandhiji was born on 02-10-1869 at Porbandar. Gandhi went to South Africa in 1893 to work as an assistant lawyer. He died on 30-01-1948.

Philosophy of life:

Gandhiji's philosophy of life is based upon the philosophy of Idealism. He believed in God implicitly. His philosophy of life has four elements namely truth, non violence, fearlessness and Satyagraha.

Basic principles of educational philosophy: The following are the basic principles of Gandhiji's philosophy of Education - ♣ there should be no place for English in the education of a child. ♣ education should be made self - supporting through some productive work. ♣ The medium of instruction should be mother tongue. ♣ Education should lead to economic independence and self - reliance for livelihood.

Meaning of Education:

According to Gandhi "Literacy is neither the beginning nor the end of education. This is only a means through which man or woman can be educated".

Aims of Gandhian Education:

Gandhiji has divided educational aims into two categories as

1. Immediate aims of Education:

Immediate aims of Gandhiji's education are given below.

a) Vocational aim:

Gandhi wished that each child should earn while engaged in learning and gain some learning as he is busy with earning.

b) Cultural aim:

Gandhi wished that education should develop Indian culture hence he advocated that together with vocational education, cultural advancement should also be achieved.

c) Perfect development aim:

Gandhiji insisted that education should develop all aspects of individuality harmoniously.

2. Ultimate aim of Education:

According to Gandhiji, the ultimate aim of education is to realize god. Gandhiji himself writes "To develop the self is to build character and to prepare the self for complete realization and realization of Godliness".

Curriculum:

Gandhiji's scheme of education is known as basic education. Its curriculum is activity centered. In this activity centered curriculum, Gandhiji included mother tongue, basic craft, sociology, Art, music etc.

Methods of teaching:

He emphasized the importance of the following principles in his method of teaching -

1. To achieve mental development, training of senses and parts of the body should be given.
2. Reading should precede the teaching of writing.
3. More opportunities should be given to learning by experience.

Discipline:

Self - discipline, freedom is essential.

Q 4. Evaluate the educational philosophy of Tagore.

Ans: Life sketch: Ravindranath Tagore was born on 06-

05-1861 in Bengal in an educated, rich and respected family. Tagore got education mostly at home by self-study. He translated his world famous work "Gitanjali" into English which brought him Nobel prize in 1913. On 22nd September 1921, he established the famous 'Vishwa Bharati'. From 1921 to 1941 the poet laboured hard to add new Bhavans to his institution such as Kala Bhavan, Cheena Bhavan and others.

Tagore's Philosophy of Education:

Rabindranath's philosophy of Education is connected with his philosophy of life. His educational philosophy may be discussed under the following heads:

- * The medium of instruction should be mother tongue.
- * During education, a child should enjoy full freedom.
- * Child should be educated in the laps of nature far away from towns.
- * Children should be provided full freedom to live in natural environment and learn by doing or their own experiences.

Aims of education:

The following lines we discuss the chief aims of education as advocated by Tagore.

- a. Physical development:** To develop the child physically by providing various physical activities such as games and sports.
- b. Mental development:** To promote mental development by providing more activities.
- c. Moral and spiritual development:** To promote the moral and spiritual development of the child through self discipline, tolerance.

Curriculum:

Curriculum includes history, geography, agriculture, arts and technical subjects. Co-curriculum includes singing, dancing etc.

Methods of teaching:

Tagore advocated question-answer, discussion method of teaching. He believed that "Teaching while walking is the best methods of education".

Teacher: Tagore gave a very important place to teacher in his scheme of education. He has compared a teacher with a lamp which is burning on its own flame.

5. Discuss the philosophical thoughts of Jiddu Krishnamurthy?

Ans : Jiddu Krishnamurthy was an eloquent speaker and a great thinker and philosopher. He was deeply interested in education and in schools. He founded eight schools in different parts of the world. His views on education are contained in his book education and the significance of life.

Aims of Education: Krishnamurthy often stated that the purpose of education to bring about freedom, love, "the flowering of goodness" and the complete transformation.

Curriculum: The lower school is run based on Krishnamurthy's philosophy along with a curriculum of science and humanities. Higher classes follow a standard ICSE curriculum.

Main features of the educational philosophy of Krishnamurthy:

Integral education: According to him "The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole". Education according to him was a transformation of human mind and creation of new culture. Education must free the mind and spirit of children.

Educator's role: The teacher himself should be a properly integrated human being. For a true teacher, teaching was not a technique but a way of life

Responsibility of the parents: Krishnamurthy said "The problem is not the child but the parent and the teacher, the problem is to educate the educator".

6. Discuss the philosophy of education according to "Aurobindo".

Life:

Sri Aurobindo Ghosh was not only a great philosopher but an eminent educationist also. He was born 15-8-1872 in Calcutta. His idealistic philosophy of life based on Vedanta philosophy of Upanishads.

Basic principles of education philosophy:

The basic principles of Shri Aurobindo's educational philosophy are given below-

1.Education should be child centered. 2.Education should develop consciousness. 3.Education should train the senses of child, 4.Subject of education should be interesting. 5.Education should be imparted through the medium of mother-tongue.

Concept of education:

According to him our education should be in accordance with the needs of our real modern life. Aurobindo thus writes - "Education to be true must not be a machine made fabric, but a true building or living evocation of the powers of the mind and spirit of human being".

Aims of education:

According to Aurobindo, the aims of education are given below-

1. Physical development and purity. 2. Development of senses. 3. Mental development. 4. Development of morality. 5. Development of conscience 6. Spiritual development.

Curriculum:

Primary stage: Curriculum includes mother tongue, English, History, General science.

Secondary stage: English, mother tongue, arithmetic, psychology, social sciences.

University stage: Indian and western philosophy, sociology, chemistry, physics.

Methods of teaching: Aurobindo has laid stress upon the following principles of methods of teaching- a) Freedom of child b) educational according to the nature of child c) love and sympathy for the child d) education through self-experience.

Place of teacher: about the teacher Aurobindo has himself written- "The teacher is not an instructor, he is a helper and guide. His business is to suggest and not to impose.



UNIT - III

EASTERN SYSTEMS AND WESTERN SCHOOLS OF PHILOSOPHY

1. Discuss in detail the education according to naturalism philosophy.

Ans : Meaning of Naturalism:

Naturalism is also termed as materialism. According to this philosophy, the basis of the world is matter. Mind is also a form of matter or a synthesis of both. According to naturalism, only nature is everything. Nothing is before and beyond it. Protagonists of naturalism are Aristotle, Hobbes, Bacon, Herbert, Spencer etc.

Definition of naturalism:

To make the meaning of naturalism more clear we give some definitions as under:

"Naturalism is the type of metaphysics which takes nature as the whole of reality. That is, it excludes whatever is super natural or other worldly". - Hocking, W.F.

"Naturalism is a system whose silent characteristic is the exclusion of whatever is spiritual or indeed whatever is transcendental of experience. - Joyce.

Educational aims:

The main aim is the development of the child in conformity with his nature and to foster his individuality.

Naturalism and curriculum:

Naturalists regard religious education as useless. According to them, curriculum should consist of subjects and items which reflect the inborn tendencies natural interests, natural activities. As such curriculum should contain games, sports, History, Biology etc.

Naturalism and methods of teaching:

Naturalism prescribed 1.learning by doing, 2.learning by experience and 3.learning by play as the bases of teaching. The principles advocated by naturalists have brought into being the modern methods of teaching which are observation method, play way method, Dalton method and experimental methods.

Naturalism and teacher:

He is not to interfere with the activities of children. He is to see that their education is the free development of their interest and motives.

Naturalism and discipline:

The naturalists believe in freedom rather than control with regards to the problems of discipline. The theory of discipline by natural consequences is often advocated by them.

Merits of naturalism:

1. **Development of child psychology:** It emphasizes the development of the child according to his natural interests, inclinations and capacities.
2. **Scientific study of society and sociology:** This has contributed much to the aims and processes of development in all areas and fields.

3. **Import contribution in field of methods of teaching:** Natural brough about revolutionary changes in the field of methodology.
2. **Describe the education according to idealism philosophy.**

Meaning of idealism: The English word "Idealism" is derived from the Greek work 'Idea'. Idealism is derived from two words, these are idea and ideals. Idealism as a philosophy doctrine is represented by Socrates, Plato, Descartes, Fichte, Kant and others.

Definition of idealism:

"Idealism holds that ultimate reality is spritualism". - D.M.Dutta.

"Idealistic philosophy takes many and varied forms, but the postulate underlying all this is that mind or spirit is the essential world stuff, that the true reality of a mental character". - J.S.Ross.

Aims of Education:

According to the Idealistic school, is the exaltation of human personality or self-realization. It is to transmit the spiritual heritage of man from generation to generation. Education should help man and direct his efforts towards the attainment of rationality in the universe.

Idealism and methods of teaching:

According to idealists no specific method is to be adhered to. In their opinion every method may be employed to realize the ideals set and determined before. Socrates used question - Answer method. Aristotle advocated inductive - deductive method.

Curriculum:

It should be based on certain inherent values, moral in nature. Ex: truth, beauty, goodness or religion. The humanities as well as sciences should be included in the curriculum.

Idealism and the teacher:

Idealists have high expectations of the teacher. He is like the gardener, whose function is to carefully tend the little human plants in his charge. He had to Idealize the educand's environment.

Discipline:

Idealists are at once against free discipline and external restraint. Discipline is necessary for self - realization and here the teacher's guidance is essential.

Merits of idealism:

1) Idealistic education aims at self - realization of all individuals by one's own efforts. Hence it promotes universal education. 2) In the process of idealistic education, the teacher is assigned a very important role. 3) Idealism has influenced other philosophies as well.

3. Describe the education according to pragmatism philosophy.

Pragmatism as a school of philosophy:

Pragmatism is derived from the Greek word "pragma" which means activity or the work done. Some other scholars think that the word pragmatism has been derived from the Greek word "pragmatikos". Which means practicability or utility. Pragmatism is first developed by Charles Pierce and reformulated by William James, developed by John Dewey and F.C.S. Schiller.

Definition of pragmatism:

"Pragmatism offers us a theory of meaning, a theory of truth of knowledge, and a theory of reality" - James B. Prett.

Aims of education:

Goals to which educative efforts should be directed have to be created by man himself. The function of education is to enable the child to create his own values and to cultivate a dynamic, adoptable mind.

Curriculum-construction:

Utility, the natural interest of the child, his occupations and experiences in a particular environment and their integration are the several pragmatic principles of the curriculum-construction.

Pragmatism and methods of education:

Methods should be forged a fresh in the light of real situations of life. The child's interests and desires must be taken into consideration. Pragmatists follow experimental method, project method.

Pragmatism and the teacher:

According to pragmatists a teacher should be in the capacity of a guide and social worker.

Discipline:

The pragmatists are in favour of social discipline through the conjoint activities in the school.

Merits:

1) In the field of methods of teaching pragmatism has given birth to project method. 2) Pragmatism makes education child-centered. 3) The principle of "Learning by doing" is the main

contribution of pragmatism.

4. Describe in detail about the existentialism and education.

Existentialism emphasizes an individual existence, freedom, choice and believes in the personal Interpretation of the world. Jean-Paul, Friedrich, Nietzsche, Carl Rogers are chief exponents of existentialism. Danish philosopher Soren Kierkegaard the father of existentialism.

Meaning of existence:

To existentialism, the existence of the individual does not mean only "his being alive". It stands for the full, responsible and progressive life of the individual in the ever-developing industrial society.

Aims of education:

To develop creativity in children from the very beginning by education. To make children self-dependent in place of being dependent on God.

Content:

Existentialism central place is given to "humanities", poetry, drama, art etc. Second place is given to social sciences.

Methods of education:

The most favoured method is the Socratic method. However the methods preferred are: discussion method, method of induction, methods to develop creativity. In this more preference was given to education at home than in school.

Teacher:

According to existentialism the teacher is the main pillar of the entire educational process. The teacher has to be a guide.

Existentialism and discipline:

Existentialists provide freedom to children what they want to be come.

5. Explain the "Sankhya" system?

Sankhya is the oldest of the orthodox philosophical systems in Hinduism, with origins in the 1st.millennium BCE. It is a rationalist school of Indian philosophy and had a strong influence on other schools of Indian philosophies. Sankhya is an enumerationist philosophy whose epistemology accepted three of six pramanas as the only reliable means of gaining knowledge. These included Pratyaksa (perception), Anumana (inference), and Sabda (Aptavacana).

Sankhya regards the universe as consisting of two realities. Purusa (consciousness) and Prakriti (matter). Jiva (a living being) is the state in which purusa is bonded to prakriti in some form.

Sankhya philosophy includes a theory of gunas (qualities, innate tendencies, psyche) Guna, it states are of three types. 1. Sattva 2. Rajas 3. Tamas. Sankhya theorises a pluralism of souls (Jeevatmas) who possess consciousness but denies the existence of Ishvara (God) classical Sankhya is considered an atheist Hindu philosophy.

6. Discuss the philosophy of Yoga?**Ans : Introduction:**

Yoga is an ancient discipline. It is recognized as one of the most important and valuable gifts of our culture. Yoga helps the man to evoke the hidden potentialities of man in systematic and scientific way by which man becomes a fuller individual. Yoga is the best path to remove the animal tendencies, to make the man humane and to make him to realize the ultimate bliss.

Defintions: Patanjali defined Yoga as "CITTAUTHI NIRODHAH".

Bhagavadgita defines Yoga as "Samatvam Yoga Uchayata" and also 'Yogahkarmasu'. According to Paramahansa Yogananda the word means union of the individual consciousness or soul with universal consciousness or spirit".

Aims of Yoga:

The main aim of yoga is the realization of the self. Yoga mainly aims at eliminating association with everything seemingly true and providing a direct and continuous contact with everlasting and ultimate truth.

Objectives of Yoga:

✦ Yoga emerged as a knowledge and counseling unit with the objectives as mentioned below.

✦ Yoga reduces tension by promoting silence. ✦ Yoga makes the mind prone for serenity and calmness. ✦ Yoga makes the peace and bliss as the aims of the man. ✦ Yoga provides a befitting body to deal with the cosmic challenges.

The philosophy of Yoga:

The practice of yogic techniques to control the I and the sense organs had existed in India from very ancient times. Very great attached to Yoga in the Samkhya philosophy, so much so that in the Gita the two are identical. The importance of Yoga as a technique of purifying the mind is accepted ever. In its earliest extant form, Yogic thought is found in the Yoga Sutra of Pantanjali, be been written in the second century B.C. This text is divided into four sections - Sadhanapada, Vibhutipada and Kaivalyapada.

A critique of this text was prepared by Vyas, and later on was followed by learned interpretations of it, all of which help to

explain the yogic philosophy.

Yoga philosophy specializes in the presentation of means to achieve liberation the time of the Upanisads right up to the present day, Indian philosophers, from Yajna Aurobindo, have considered Yoga to be the most potent and indispensable method to attain In India, different types of Yoga have been developed. Here we are concerned only developed by Patanjali in his 'Yoga Sutra'

7. Briefly comment on the Nyaya system?

Ans : The Nyaya philosophy represents the finest development of logic in the Indian Philosophy tradition, so much so that Nyaya and logic are considered synonymous. Nyanya Sutra, the text of this philosophy, was composed by Gautama. A study of this text reveals this it was primary to dispose of the arguments of the supproters of the Buddhist sect, although obster it, too, aimed as finding a way out of the grip of pain and suffering. Because of its obcriticism of the Buddhist thought, many efforts, were made by the Buddhiss to destroy it. On the other hand, the theistic schools of thought made strenuous efforts to prevent its destruction. Its most refined expression is to be found in the Nyaya Suchi Nibandha written by Vachaspali which is the only extant text of Nyaya philosophy. Of the many elaborate treatises written on this text, the most famous is the treatise of Vatsyayana which was written in the second century A.D. Many other treatises came to be written on the subject. In the twelfth century, a school of though known as Neo-Nyaya philosophy came into existence due to the efforts of Gangesh Undhyaya of Mitnila, and as a result all previous texts came to be considered ancient. But the latest treatise differed from the earlier philosophy as it concentrated merely on the intricacies of logic while its predecessor had been concerned with salvation. Hence, the means itself became and end. But it must be remembered that Nyaya philosophy retains its importance in Indian Philosophy as a technique of logical thinking.

8. Briefly comment on the Vedanta System?

Ans : Vedanta:

The Vedanta school built upon the teachings of the Upanishads and Brahma Sutras from the first millennium BCE and is the most developed and well known of the Hindu schools. The epistemology of the Vedantins included, depending on the sub-school, five or six methods as proper and reliable means of gaining and form of knowledge pratyaksa (perception) anumana (inference), upamana (comparison and analogy) arthapatti (postulation, derivation from circumstances), anupalabdi (non-perception, negative/ cognitive proof) and sabda (word, testimony of past or present reliable experts) Each of these have been further categorized in terms of conditionality, completeness, confidence and possibility of error, by each sub-school of Vedanta.

The emergence of Vedanta school represented a period when a more knowledge - centered understanding began to emerge. These focussed on jnana (knowledge) driven aspects of the Vedic religion and the Upanishads. This included metaphysical concepts such as atman and Brahman, and emphasized meditation, self-discipline, self-knowledge and abstract spirituality, rather than ritualism. The Upanishads were variously interpreted by ancient and medieval era Vedanta scholars. Consequently, the Vedanta separated into many sub-schools, ranging from theistic dualism to non-theistic monism, each interpreting the text in its own way and producing its own series of sub-commentaries.



UNIT - 4

VALUE EDUCATION

1. What do you mean by Values ?

Ans: Values relate to the aims of human life. The term values has been used variously to refer to Interests, Pleasures, likes, goals, needs and many other kinds of selective orientations.

Defintions :

Values are the Ideals, beliefs or norms which a society or the large majority of a society's members holds - "Kane"

Values are conscious or unconscious motivators and justifiers of the actions and judgement. - Hipple, T.W.

2. Write about classification values.

Ans: Personal Values : These are considered essential principles on which we build our life and guide us to relate with other people.

Moral values : The attitudes and behaviours that a society considers essential for coexistence, order and general well being.

Spiritual values : They refer to the importance we give to non-material aspects in our lives.

Material values: These values allow us to survive and are related to our basic needs as human beings such as food and clothing and protection from the environment.



UNIT - 5

TEACHING AS A PROFESSION

1. Explain Teacher as a Nation Builder.

Ans : The teacher can be rightly called a nation builder. Teachers through their perseverance, love and sacrifices has shown us the right path in which great men have built our nation.

The teacher is a representative of the society who inculcates Moral Precepts. In the development of a country. The role of a teacher is a multi - faceted one comprising academic, pedagogical and social roles.

The essence of the teacher as a nation builder cannot be over - emphasized. Good teachers need to be themselves constantly speaking knowledge be of good character, have high motivation and be creative, Innovative and effective in their teaching strategies.

2. Write about professional ethics of teachers.

Ans : Basic values of the teaching profession :

a) Human values and human rights : The teacher work is founded of values and principles set down in universal human rights, especially the unconvention on the rights of children.

b) Professional Integrity : Ethical consciousness and high professional competence are the basis of the profession's Integrity.

c) Privacy : Personal Information must be managed in ways that protect the integrity and dignity of children.

d) Respect and equality : Each individual persons personality and Integrity must be met with respect.



**PERSPECTIVES
IN
CHILD
DEVELOPMENT**

UNIT - 1

APPROACHES OF HUMAN DEVELOPMENT

1. **What is growth and development? What is the difference between growth and development?**

Ans : Mostly these two terms are used interchangeably and taken as synonymous terms.

Nature and meaning of development :

Development is a series of orderly progression of changes towards the goal of maturity. 'Orderly' refers to the arrangement of the changes. That is, one change cannot occur without the concurrence of a certain preceding change.

'Progression' refers to the directionality of changes. The direction of course is toward adaptation which is conducive to survival.

Meaning of growth:

Growth is generally taken to dimensional augmentation, cellular multiplication or quantitative changes in size, weight and number.

Nature of growth and development:

1. often used as synonymous terms
2. growth is cellular; development is organisational
3. growth discontinues: development is progressive
4. growth involves body changes; development involves changes from origin to maturity
5. joint product of heredity and environment
6. growth and development go hand in hand.

Difference between growth and development:

Growth	Development
1. The term growth is used in purely physical sense. It generally refers to an increase in size, length, height and weight. Changes in the quantitative aspects come into the domain of growth.	1. Development implies overall changes in shape, form or structure resulting in improved working or functioning. It indicates the changes in the quality or character rather than in quantitative aspects.
2. Growth is one of the part of developmental process. In strict sense development in its quantitative aspect is termed as growth.	2. Development is a wider and comprehensive term. It refers to overall changes in the individual. Growth is one of its parts.
3. Growth may be referred to describe the changes which take place in particular aspects of the body and behaviour of an organism.	3. Development describes the changes in the organism as a whole and does not list the changes in parts.
4. Growth does not continue throughout life. It stops when maturity has been attained.	4. Development is a continuous process. It goes from womb to tomb. It does not end with the attainment of maturity. The changes however small they may be, continue throughout the life span of an individual.

5. The changes produced by growth are the subject of measurement. They may be quantified and are observable in nature.

5. Development, as said earlier, implies improvement in functioning and behaviour and hence brings qualitative changes which are difficult to be measured.

2. What do you mean by maturation?

Ans: Maturation refers to the unfolding of biologically inherited potentialities as a function of time or in an age-related sequence. Example: We may try to teach a 6 months old child to walk but it is not possible because muscles of the child have not matured enough to learn walking.

*It is measurable * maturation is operational * Maturation comes out of growth, development and experience.

3. What are the principles involved in growth and development?

Ans : The changes brought about in the individual by the process of growth and development, tend to follow some well defined principles. These are known as principles of growth and development. These principles are being described below.

1. Principle of continuity:

Development follows continuity. It goes from womb to tomb and never ceases. An individual starting his life from a tiny cell develops his body, mind and other aspects of his personality through a continuous stream of development in the various dimensions.

2. Rate of growth and development is not uniform:

Although development follows continuity, yet the rate of growth and development is not steady and uniform at all times. It proceeds more rapidly in the early years of life but slows down

into later years of infancy. Again at the dawn of puberty there is a sudden rise in the speed of growth and development but it is not maintained for long. Therefore at no stage the rate of growth and development show steadiness. It rather takes place by fits and starts.

3. Principle of individual differences:

According to this principle there exist wide individual differences among children with respect to their growth and development in various dimensions. Each child grows at his own unique rate.

4. Uniformity of pattern:

Although development does not proceed at a uniform rate and shows marked individual differences, yet it follows a definite sequence or pattern and somewhat uniform in the offsprings of a species. For example all offsprings of human beings begin to grow from head downwards. Similarly the motor development and language development in all children seems to follow a definite sequence.

5. Development proceeds from general to specific responses:

In all phases of child's development, general activity precedes specific activity. His responses are of a general sort before they become specific. For example the boy waves his arms in general, random movements before he is capable of so specific a response as reaching. Similarly when a new born infant cries, the whole of the body is involved. With growth the crying is limited to the vocal cords, eyes etc. In language development, the child learns general words before specific. He uses the word daddy in greeting many men and it is only afterwards that he uses it for his father.

6. Principle of integration:

Where it is true that development proceeds from general to

specific or from whole to parts, it is also seen that specific responses or part movements are combined in the later process of learning or development. "Development," as Kuppaswamy observes, "thus involves a movement from the whole to the parts and from the parts to the whole. It is the integration of whole to the parts and from the parts to the whole. It is the integration of whole and its parts as well as of the specific and general responses that make a child developed satisfactorily in the various dimensions of his growth and development.

4. Write about longitudinal and cross sectional approaches of understanding development?

There are two quite different approaches to the collection of normative data about children's behaviour and development - the cross - sectional and the longitudinal methods. In the cross - sectional approach different groups of subjects at different stages of development are studied simultaneously. The approach has been most widely used because the experimenter can, within a short period of time, study the behaviour that is typical of children at many different stages of development. In the longitudinal approach, data are obtained by studying the same children over a period of years, in their different stages of development. In the longitudinal approach, data is obtained by studying the same children over a period of years, in their different stages of development. This method has been gaining in favour as shown by the large - scale longitudinal studies carried out in recent years at Harvard university. The longitudinal is a more difficult method to employ because the experimenter must wait several years for the developmental span of childhood to elapse, and during this time children may leave the community where the research is being conducted. Some of the advantages of the longitudinal approach are readily apparent.

Q5. Discuss the different stages of growth and development.**Stages of growth and development:**

Life begins with conception in mother's womb. The fetus spends around a nine months period in womb. The period is known as the pre-natal period. The birth time that the fetus comes out from the womb is known as the ante-natal period.

Name of period	Approximate ages
Prenatal period	From conception to birth
Infancy	First two years
Childhood	3 - 12 years
Adolescence	13 -19 years
Adult hood	20 -59 years
Old age	From 60 years to death

Infancy: (Birth - 2 years)

During first two weeks Infants are neonates, by six months of age infants can discriminate between parents and strangers. By the age of nine months a baby cooperates with others.

Child hood:**I. Early childhood (3-6 years)**

a) Physical development: Physical growth is at a slow rate. The baby teeth begin to be replaced by permanent teeth.

b) Cognitive development: The child begins to think symbolically. Imagination and creativity begin to grow.

c) Emotional development: child shifts its emotions very rapidly. Thus emotions are temporary.

d) Social development: Social environment expands beyond home.

e) Language development: Children's vocabularies increase rapidly as they learn new words.

f) Moral development: The children at this age think of good and bad only in terms of specific acts approved or disapproved by parents.

II. Later childhood: [7 - 12 years]

a) Physical development: Later childhood is a period of slow, steady and uniform growth. The average height of the child at 12 is about 58 inches height and weighs between 95 and 100 pounds.

b) Cognitive development: In this stage child's logical thinking increases. Child has a very short span of attention.

c) Emotional development: This is the period of stability and control. Emotions are expressed even in the absence of concrete objects.

d) Social development: This period is often called the gang age and the geographical instinct develops to the full.

e) Moral development: At this stage children develops tolerance, honesty and justice. The delinquent child at this age is easily noticed.

f) Language development: The 6 years old child should have command of nearly every kind of sentence structure.

III. Adolescence [13-20 years]

a) Physical development: During adolescence the physical growth and development reaches its peak. Adolescents regardless of their sex are conscious of their physical appearance.

b) Cognitive development: During this period the mental development reaches its climax. This is also a period of heightened imagination and therefore, there is a great increase in the aesthetic sensibility of the pupils.

c) Emotional development: Adolescence is the period of emotional imbalance, strain and stress. This emotional stress as evidenced by recent experiments is not inherent in the period.

d) Social development: Adolescence is period of social conformity. Social responsibility develops during this time.

e) Moral development: The following are important aspects of the moral development in an adolescent. 1. Development of conscience 2. Need of discipline 3. Moral maturity 4. Setting of higher moral standards.



UNIT - 2

THEORIES OF DEVELOPMENT

1. **What is meant by cognition ? Describe Piaget's theory of cognitive development.**

Ans : Jean Piaget (1896-1980), a Swiss psychologist was the first to make a systematic study of how children develop understanding and thinking. In other words, what are the cognitive processes that enable a child to know about the world. From countless observations of the thought processes of the children at different ages, Piaget traced four concepts and four stages of cognitive development. Piaget's four stages of Cognitive Development are :

1. Sensory Motor Stage
2. Pre-Operational Stage
3. Concrete Operational Stage
4. Formal Operational Stage

1. Sensory - Motor Stage (Birth to 2 years)

Immediate experience through the senses is the basis of this sensory motor stage and the chief intellectual activity is sensory interaction of the environment. The child's activities are physical and without language, to label experiences. This stage is characterized by :

- i) Development of sensory, motor and perceptual skills.
- ii) Coordination of motor activities

(For instance, a six month old infant will try to hold a ball by using all its four limbs where it does not know that hands and legs can be moved separately) but an eight month old infant will try to hold the ball only with hands; a ten month old infant tries to hold

a small objects like a lemon by a single hand and use both hands for object of big size).

iii) At first, for a child an object 'out of sight' is 'out of mind'. But towards the close of the second year it learns 'Object permanence' in space and time.

(For instance, an infant of half a year old trying to reach a toy will stop its attempt immediately, if the toy gets covered and hid by a cloth. But a 18 month old child continues to search for it, thereby indicating that he knows that the object exists though it is not present to his sense.)

iv) Development of rudimentary memory;

v) Gradual progression from reflex behaviour to intentional behaviour;

vi) Development of curiosity, and trial and error exploration of immediate surroundings;

vii) Able to differentiate itself from objects and this is the basis of self-concept.

2. Pre-operational stage (2 to 7 years)

The thinking of pre-operational child is characterised by :

i) **Ego-Centrism** : (Employing words which have unique meaning for the child, which limits the child's ability to comprehend the views of others);

ii) **Animism** : (Thinking and treating inanimate, lifeless things as living objects. For example, children used to deal with their lifeless dolls as if they are alive.)

iii) **Realism** : (Considering dreams as true and real (e.g. children at this stage pretend stuffed toys are real, have imaginary friends etc.)

iv) **Centring** : (the child can concentrate on only one aspect of a thing at a time.)

v) Due to centring they can not understand that objects

are conserved even if they change their positions or their shapes altered.

3. Concrete operational stage (7 to 11 years)

The child begins to perform logical manipulations and masters various conservation concepts during this concrete operational stage. Classification and seriation (organizing objects into ordered series as increasing size, etc.) become possible at this stage. He can also form a mental representation of a series of acts. But this's limited to those objects which are perceivable in the real world. The child cannot think beyond their self experiences. (For example, a child of 5 or 6 years age will be able to lead us to an address asked but may not be able to explain the route, though it is familiar with those routes).

4. Formal operational stage (11 years to adulthood)

Thought becomes increasingly flexible and abstract during this stage of formal operations. He can carry out systematic experiments and keep a record of the track of what has been done, consider hypothetical objects and events, understand abstract ideas and principles. Theorising and critical evaluation as well as "putting the possible against the real" are evident at this stage.

2. Describe the stages of Erickson's Psycho-social theory which need to be taken care of in designing learning experiences for primary school children.

Ans : Erik Erickson was born in Germany to parents of Danish stock. He was introduced to Freud in Vienna. After working there for sometime, he migrated to America. Erickson's living in the migrated land convinced that Freud, in giving over importance to sex instinct had undermined influences of social and cultural experience in shaping human behaviour. Another modification which he introduced in Freudian theory is related with the age

extension of mature adulthood to 65 and beyond. For this reason, his theory is called psychosocial stages of development in contrast to Freud's psychosexual stages.

Stages of Psychosocial development

The negative and Pathological aspects of emotional gusty, Erickson directed the theory into a broadly context. He saw development continuing throughout one's entire life and yet gave special significance to childhood (birth to six years). The Juvenile era (six to twelve years) and adolescence (twelve to eighteen years). In Erickson's perspective, personality grows out of successful resolutions of dichotomies (like trust versus mistrust, etc.) The theory espouses, people adapt to the world of living by employing both the positive and negative qualities of a particular stage of development. However, the positive qualities have to out-weigh the negative (weak) qualities for well adjusted behavioural development.

Trust versus Mistrust (Birth to 1 ½ year)

Infants basic impulses revolve around his/her oral satisfaction like taking in food and actions such as biting. These experiences are provided by the mother and lead to comfort and satisfaction for the infant. In case, the mother handles these need firmly, i.e., 'consistently, continuously, and with sameness of experiences' together with a sense of loving, then, the infant develops trust. This provides confidence in the outer world and forms the core of the infant's ego. However, if these oral needs are met with doubt, then, the infant develops a sense of mistrust.

Autonomy versus shame and doubt (1 ½ to 3 years)

Toilet training of the infant provides experiences in 'holding on and letting go.' The trust developed in the first stage can be violated, in case, the parents ignore ejection forms an outlet for the child to decide for him/her self how to execute these needs. A conflict develops whether to control bowels or to respond to parental

pressure to eliminate on their request or not. Not to do so on parental command leads to a sense of shame.

Initiative versus Guilt (3 - 7 years)

It is a period of conflict development for the children of 3 to 7 years. The conflict arises due to children sexual and aggressive advances toward the parents because, they discourage these acts. Children who are made to feel unworthy, immoral, and dirty, etc due to these overt behaviours tend to develop an enduring sense of guilt in coming years.

Industry versus Inferiority (7-12 years)

On entering the school system, children engage in a variety of play/ academic activities. Success in these activities leads to development of their competence. Failure negates it. Honest parental support leads to a sense of productivity among children. Non - supportive reprimands build a sense of despair and inferiority in them.

Identity versus role confusion (12-18 years)

With the onset of puberty, acquired security and identities are badly shaken among the adolescents, Sexual impulses and relations with others pose severe problems for them. The adolescents doubt about their feelings for others. The hunt for personal identity on the basis of their sex role. It also affects their career plans. All this creates floundering conditions in them. It deters them in moving in an assured direction of work-world. Those adolescents who come to the grip of an unique and integrated personality become better individuals. Those who fail in this, end in a sense of isolations, and hence, tread the path of frustrated being.

Intimacy versus Isolation (18-30 Years)

During this period a need to love some one of the opposite sex is intensely felt. This provides mutually satisfying state of affairs. However, it is no more tagged to sex alone. But instead

of it, intimacy is extended to spheres like work, recreation, parenthood as well as to procreation process. This kind of intimacy is actually difficult to achieve, because of sexual inhibition and adaptations to other interest/needs and life styles. If this is achieved, then, it leads to better adjustment by the person. If otherwise, then, conflict arises due to non-attainment of goal. Such persons, in general, feel as if they are not liked by anyone and feel isolated from the society.

Generativity Versus self-Absorption (30-60 years)

In terms of age span, no other stage has such a big range of development. In human life this stage is associated with the fulfilling of the ego with adult responsibilities largely of parenthood. The term 'generativity' encompasses meanings like the fostering and enriching of one's pursued interests, promotion of welfare activities and rearing of one's children. Non-achieved goals lead to frustrating situations in areas of self-interest and hatred for work culture conditions. All these cause stagnation among persons. People who hold others responsible for their stagnation, feel miserable and also resort to this style of life.

INTEGRITY VERSUS DISGUST 60 YRS+

During this stage the healthy person feels a sense of having led a whole some life. He had meaningful perspective of living. Being a human and lived like it makes him happy. These are persons who feel being self-actualized. Therefore they possess ego integrity. Non-actualized persons feel disappointment, failure and loss. Ego-integrated persons display positive view of death. Fear of death haunts those who manifest despair. For such persons it is already late to embark on a better style of living. For Erickson, persons who display ego integrity have achieved emotional integration for better 65+ and beyond living. In Indian parlance it is the Zinda dillee that clocks better living even after 65+.

3. Explain the theory of Kohlberg's Moral development?

Ans : Kohlberg's Theory of Moral development

Kohlberg's six stages can be more generally grouped into three levels of two stages each. Kohlberg defines moral development as the development of an individual's sense of justice.

Level 1: Pre-conventional Level (4Years-10Years)

The Pre-conventional level consists of the first and second stages of Moral development and is solely concerned with the self in an egocentric manner. A child with pre-conventional morality has not yet adopted or internalized society's conventions regarding what is right or wrong but instead focuses largely on external consequences that certain actions may bring.

Stage 1: punishment- obedience orientation rules are obeyed to avoid punishment.

Stage 2: Personal Reward orientation :

Personal needs determine right and wrong

Level 2: conventional level [11Years - 13 Years]

In this stage judgement based on family expectations, traditional values, others approval etc

Stage3: Good Girl - Good Boy orientation :

Good is determined by what pleases aids and is approved by others

Stage4: Law and order orientation:

It is important to obey laws, dictums, and social conventions because of their importance in maintaining a functioning society.

Level 3: Post conventional level:

The Post conventional level also known as the principal level. People define their own values in terms of ethical principles they have chosen to follow.

Stage 5: Social contract orientation : Good is determined by socially agreed upon standards of Individual rights.

Stage 6: Universal Ethical principle orientation: Moral reasoning is based on abstract reasoning using universal ethical principles.

4. Explain the theory of Freud theory of psycho-sexual development?

Ans : According to Freud sex is the life urge or fundamental motive in life. All Physical pleasures arising from any of the organs or any of the functions are ultimately sexual in nature. Sexuality is not the Characteristic of only the grown-up. Children from the very beginning also have sexual desires. This, he termed as infantile sexuality. A Child passes through the following different stages with respect to his psycho sexual development:

(a) The oral stage: According to Freud mouth represents the first sex organ for providing pleasure to the child. The beginning is made with the pleasure received from the mother's nipple or the bottle. Thereafter it is used to derive pleasure by putting any thing candy, stick, his own thumb, etc..

(b) The Anal Stage : At this stage, the interest of the child shifts from the mouth (as the erotogenic zone) to the organs shifts of elimination i.e. anus or the urethra. He derives pleasure by holding back or jetting go of the body's waste material through the anus or urethra. This stage, generally, ranges from two to three years.

(c) Genital Stage : This phase starts from the age of four years with the shifting of the child's interest from the eliminating organs to the genitals. At this stage children come to note the biological differences between the sexes and derive pleasure by playing and manipulating the genial organs. This stage, according to Freud, may give birth to a number of complexes like Deprivation and Electra complexes like Deprivation and Electracomplexes in

girls and Castration and Oedipus complexes in boys. Deprivation complex is the result of the feeling generated into the minds of the little girls that they have been deprived of the male organs by their mothers. Castration complex is generated in boys through the fear of being deprived of the male organs certainly as a result of the threat received from the elders in the form of cutting off the organ if they did not leave the habit of playing with it. About Oedipus and Electra phases Freud says that they are the results of the sexual attraction or pleasure the children receive in the company of the opposite sex parent. In case the like sex parent frustrate the desire, expresses his or her resentment and is not friendly to the boy or girl, the child may be likely to develop Oedipus or electra complex by loving more the opposite sex parent and rather hating the like sex parent.

(d) The Latency stage : This period starts from six years in the case of girls and seven to eight years in the case of boys and extends upto the onset of puberty. At this stage, boys and girls prefer to be in the company of their own sex and even neglect or hate the members of opposite sex.

(e) The Phallic stage : Puberty is the starting point of the phallic stage. The adolescent boy and girl now feels a strange feeling of strong sensation in the genitals and attraction towards the members of the opposite sex. At this stage they may feel pleasure by self-stimulation of the genitals, may fall in love with ones own self by taking interest in beautifying and adorning their own body organs and may be drawn quite close to the members of the opposite sex even upto the indulgence of sex relations.

5. Explain the theory of Goleman's Emotional development theory.

Ans : Daniel Goleman a journalist and Havard University professor popularised Emotional Intelligence term in his book.

"Emotional Intelligence : According to Goleman "Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for Managing emotions well in ourselves and in our relationships.

The following steps describe the five components of emotional Intelligence at work as developed by Goleman.

The Five components of Emotional Intelligence :

1. Self - awareness : The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self awareness depend on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.

2. Self-regulation : The ability to control or redirect disruptive impulses and moods. Halls Marks include trust worthness and Integrity; comfort with and ambiguity.

3. Internal Motivation : A passion to work for internal reasons that go beyond money and status which are external rewards rewards - such as Inner Visson of what is important in life.

4. Empathy : The ability to understand the emo tional make of other people. A skill in treating people according to their emotional reactions.

5. Social skills : Proficiency in Managing relationships and building net works and an ability to find common ground and build rapport.

UNIT - 3

CHILDHOOD AS A PERIOD OF SOCIALIZATION

1. Explain the concepts of physical, cognitive, social, Emotional, moral and language development of childhood?

Early childhood: Early childhood is a period between 3 and 6 years. This period is labeled by parents as the toy age, troublesome age.

Developmental characteristics of early childhood:

a) Physical development: Physical growth is at a slow rate. ♣ It is found that 60% of the adult height is reached by girls at $3\frac{1}{2}$ years and by boys at $4\frac{1}{2}$ years. ♣ The average annual increase in weight is 3 to 5 pounds. ♣ There is a motor development and muscular coordination.

b) Cognitive development: This stage is marked by ego-centrism. Animism is another characteristic of this stage. Children between 4-6 years of age regard everything to be alive unless it is broken. Children up to 7 years of age regard everything that moves to be alive.

c) Emotional development: It is at this stage that the emotions begin to show themselves up in differentiated form common emotions of children during early childhood are fear, anger, and jealousy.

d) Social development: According to Appeal children of 4 years of age quarrel more in comparison to those of two years of age. Green is of the view that boys are more combative while this tendency in girls is limited to oral quarrel only.

e) Moral development: The children at this age think of good and bad only in terms of specific acts approved or disapproved by parents. The children are also interested in the idea of God.

f) Language development: Children have strong motivation to learn to speak because learning to speak is an essential tool in socialization six year children speaks more like adults with a few errors.

Later childhood (7-12 years)

Later childhood extends from the age of 7 years to the time the individual becomes sexually mature. This period is labeled by parents as the troublesome or sloppy age.

Developmental characteristics of later childhood:

a) Physical development: The growth is slowest for girls between the ages of 9 and 10 years while the boys grow slowest between 10 and 11 years. This period of slow growth is called pre-puberty lag. The most important feature of this period is lengthening of limbs.

b) Cognitive development: In this stage child's logical thinking increases. A six to seven years old child can form concepts of concrete objects. Child has a very short span of attention.

c) Emotional development: Late childhood may be said to be a period of greater control and stability of emotions. Emotions are expressed even in the absence of concrete objects.

d) Social development: Child becomes an active member of a peer group. Children develop group consciousness.

e) Language development: Late childhood all areas of speech, vocabulary and sentence structure improve rapidly.

2. Discuss the main characteristics of childhood?

Ans : Childhood period significant changes in the sphere of physical, intellectual, emotional and social aspects take place.

The main characteristics of development during this stage can be named as follows:-

1. ***Period of slow and steady growth:*** Development rate, although continuous and uniform, is very slow at this stage.
 2. ***Independence:*** The child at this stage desires independence.
 3. ***Emotional stability and control:*** Childhood in the emotional aspect is the period of stability and control.
 4. ***Developing social tendency:*** The child at this age, develops social tendencies and picks up so many social virtues.
 5. ***Realistic attitude:*** Child at this stage begins to accept and appreciate the hard reality of life.
 6. ***Sexual development:*** With regard to sexual development, this stage is called latency period.
3. **Explain the childhood developmental tasks.**

The tasks of infants thru 18 month - olds

*learning to trust their environment. *believing that their needs are important. *exploring their word.

The tasks of 18 month-olds thru 3 years-olds

*becoming more independent *continuing to explore their world *beginning to see themselves as separate from the parent.

The tasks of 4 and 5 years old:

*learning how to plan out and engage in a task *learning how to use power *learning that behaviours have consequences

The tasks 6 thru 11 year-olds

- *mastering difficult tasks
- *increasing the independence
- *becoming more cooperative.

The tasks 12 thru 18 year-olds

- *establishing their own identity
- *separating emotionally from parents
- *learning about how to relate to the opposite sex.

4. What are the characteristics of socially matured person?**Ans: Characteristics of socially matured person:**

1. A socially mature individual likes to mix up with people. He is capable of making and keeping friendships.
2. The area of his social interests and participation is very wide. He possesses refined tastes and adequate social etiquettes.
3. He possesses a strong desire to serve the cause of the society. He feels for evils and malpractices in the society and tries to bring desirable reforms.
4. He possesses a greater degree of adaptability and adjustability.
5. He is very much cooperative. He believes in maintaining relationships with others.
6. He is not self-centered. He is always ready to sacrifice.



UNIT - 4

ADOLESCENCE AS A PERIOD OF TRANSITION

1. What are the characteristics in Adolescence ?

Characteristics of Adolescence Period :

According to "Ross" "Adolescence is best regarded as a recapitulation of the first period of Life, as a second turn of the spiral of development."

a) Physical development and changes :

Physical growth and development reaches to its peak and human body finds its final shape. Boys and Girls develop the characteristic features of their respective sexes. There is a distinct change in voice among the two sexes.

b) Emotional development and changes :

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like fear, love etc. According to Ross the adolescents are not consistent in their emotional expressions.

c) Social development and changes during Adolescence :

Adolescence is the period of increased social relationship and contacts. The social circle of an adolescent is very wide.

d) Intellectual Development and adolescence :

Intelligence reaches climax during this period. Hero worship is most prominent in this period.

e) Moral and Religions Development :

It prepares a stage of proper moral development. The formation of strong sentiments during this period intensifies the process of moral development.

f) Sexual development and the adolescence :

Sexual development reaches its peak during adolescence. during adolescence, the sexual development like Infancy goes into 3 stages as described a head. a) stage of auto-erotism or self love
b) stage of Homo-sexuality c) Hetero - sexual stage

2. Write about needs in Adolescence ?

Special characteristics of Adolescence : (With reference to the needs and problems of adolescents)

1. Perplexity with regard to somatic variation :

Every adolescent has more or less difficult task of adjusting to "Somatic Variation" which may occur during or after puberty.

2. Intensification of self - awareness :

Adolescence can be described as an age of self-decoration.

3. Intensification of sex-consciousness :

Sex consciousness becomes too intense at this time.

4. Peer -Group relationship :

Peer group relationship plays a substantial role in the life of an adolescent.

3. Write about different Mechanisms.

Defense Mechanisms:

Definitions

"In psychoanalytic theory, methods used by the ego to prevent unconscious anxiety from reaching consciousness"

- **Wuade an Tavis**

"Unconscious strategies used to avoid anxiety, resolve conflict, and enhance self-esteem."

- **Morganet al.**

Characteristics :

- * It helps in the process of adjustment.
- * Defense Mechanism is to enhance self-esteem
- * It is for developing adjustment in the new situations.

* It is an unconscious strategy used to resolve conflicts.

Defense Mechanisms

Individuals use defense Mechanisms for reducing the shocks of normal failure in life. Defense Mechanisms help in the adjustment process.

1. Rationalisation :

Rationalisation is most commonly found after failure to achieve a goal. Through rationalisation an individual justifies his undesirable behaviour. For example, if a boy does not get any response from the girls whom he loves, he may say that she is of bad character or the boy who comes late to school thinks that the clock is slow.

2. Repression :

Repression is especially operative during early childhood. Repression is that part of a conflict situation which is most unacceptable to the Ego and Super ego and may be forced to the unconscious by the Ego. Repression is the process of complete exclusion from consciousness of impulses, experiences and feelings which are psychologically disturbing because they arouse a sense of guilt or anxiety. Repression always solves unconscious conflict. It must be distinguished from suppression. Suppression is the conscious control of undesirable impulses, feelings and experiences. Repression is also to be distinguished from inhibition. In inhibition the individual consciously and purposely refrains from any activity.

3. Projection

There is a tendency for all of us to seek our faults in others. This is projection. In projection the individual protects himself from awareness of his own desirable traits or feelings by attributing them to others. Projection is the inverse of introjection.

4. Introjection

Introjection is like identification except that in identification

the individual wants to be like the object while in introjection he considers the individual a part of himself. In schizophrenic patients the individual believes that he has ability of others.

5. Reversal formation

Reversal formation means conscious attitudes which are partially repressed. For example, a girl who is of bad character will say that she is being teased by boys or a bride will become angry with her husband when the child arrives in the family too early.

6. Aggression

Aggression is a method of reducing tension. It is not an inborn drive. It springs only from frustration. It may also arise from being humiliated. This is a recent theory. Previously it was considered to be an inborn tendency. For example, war could never be abolished because of the aggressive drive. It does not follow either.

7. Withdrawal

The primary object of withdrawal is to remove oneself from a distressing situation. The process may take many different forms and may vary in extent and in degree of performance. Examples are forest rangers whose is a solitary occupation.

8. Regression -

Regression is the mechanism whereby the individual returns to an earlier and less matured level of adaptation. It is a reversion of progressive sequence of development and a return to primitive form of personality structure. This happens in schizophrenic patients who regress from the adult world to infancy and are unable to dress, wash and feed themselves. The other example is of a first born child in the family. The first child get a lot of affection but when the second child arrives in the family he reverts to bed-wetting.

9. Day Dreaming

Day dreaming allows a person to achieve in infancy what he cannot achieve in reality. Day dreaming is always connected with specific frustrations. For example, a child, because of frustration by his parents, imagines that he is not their son or daughter but he is really the child of wealthy parents. Reverie is a reaction to boredom of monotony while day dreaming is likely to be connected with a specific frustration.

4. What is leadership ? Explain its types ? How do we promote leadership qualities in adolescents ?

Ans : Leadership is a very complex phenomena. Attempts have been made by various psychologists to define this term. Some of the definitions on leadership are presented below.

"Leadership is the exercise of authority and the making of decision".
- **Dubin**

- "Leader is one who succeeds in getting others to follow him".
- **"Cowley"**

Leadership Types : Leadership styles are classified into various ways according to their functions in a group.

1. Dominant Leadership : They lead the group due to an urge to dominate. They are autocrats and dictators. Ex : Napoleon, STALIN.

2. Persuasive Leaders : They do not aim to dominate and dictate the group but to persuade the members to help them and follow them. Ex : Gandhi, Lincoln

3. Charismatic Leadership : A charismatic Leadership style can seem similar to transformational leadership, because these leaders inspire lots of enthusiasm in their terms and are very energetic in driving others forward.

4. Laissez Faire leadership : Here the leader is only a stimulator and provides mainly materials and information. The

leader tries to exercise a minimum of control.

Training for leadership : The following suggestions may work well in helping these potential leaders.

1. These children should be given opportunities for playing the role of leaders in curricular or extra - curricular group situations. They can be made monitor of the class or assigned leadership role in the hobbies groups, games or other extra curricular group situations.

2. The biographies and auto biographies of National heroes, political, social and religious leaders and other great men educate and inspire the youngsters. Thus they should be encouraged and provided opportunities of reading stimulating and inspiring literature.

3. Example is better than precept. Therefore the teachers and headmaster should produce a living example of successful leadership before children. Student leaders belonging to higher grades of the school may also stimulate and educate the would be leaders belonging to the lower grades.

4. Religious and moral education and the organization of social services may also help in the cultivation of proper social and moral traits as well as group tendencies among these children.

5. Cooperation of the parents and other social agencies should also be secured in the proper cultivation of desirable leadership traits among these children.



UNIT - 5

INDIVIDUAL DIFFERENCES

1. What is interest and explain classification and measurements of interests ?

Interest :

Interest refers to selection of stimuli. Interest is a term used to refer to a desire for activities.

Classification of Interests :

Super has identified interest groups as follows :

1. **Expressed Interests :**

Expressed interests are identified by asking a pupil to tell or write about the activities, vocational and avocational interests which a person most and least enjoys.

2. **Manifested Interests :**

Manifested Interests may be identified by directing and observing the pupil or by finding out about his hobbies and other activities.

3. **Interests inferred from tests :**

From tests also, Interests, can be Inferred.

Measurement of Interests :

Some of the Instruments employed in the measurement of interest are given below.

1. **Strong's vocational interest blank (SVIB)**

The test is used to infer vocational interest. It consists of 400 items representing different activities.

2. **Kuder preference Record :**

It consists of 14 sets 3 choice items. There is no time limit scores are classifiable into 9 areas;

2. What is a value ? How do you measure the values?

Ans : Values : The term "Value" is generally employed to designate a relatively generalized attitude. The word value conveys "values" rather than information.

Examples : Beauty, Truth, Love etc.

A value may be said to be an attitude which is dominated by the Individual's Interpretation of the stimulus worth to him in the light of his goals.

Measurement of values : Value scale is designed to measure spranger's six values a) Theoretical : truth for its own sake; b) Economic; wealth for its own sake c) Aesthetic (Artists or composers) d) political (Power for its own sake) e) social f) Religious (Man's relationship with God).

3. Write about creativity.

Creativity - Concept : Creativity is the capacity of an Individual to create, produce and discover a new idea or object including the rearrangement or reshaping of what is already known to him.

Definitions :

"Creativity is the capacity of a person to produce compositions".
- Drevdahl

"Creativity is the capacity to produce ideas that are both new and useful through divergent thinking" - Guilford

Types of creativity : Taylor differentiates between various levels at which individual may be creative. According to Taylor 5 different levels which are in an ascending hierarchy. The first level, according to him, is expressive creativity, the second level is productive creativity, third level which is marked by the presence of ingenuity, fourth level is Innovative creativity. The fifth and the

highest level creativity is emergentive creativity.

4. Write about aptitude.

Aptitude concept : Aptitude may be considered as a specific capacity or special ability.

Definition :

Aptitude is a present condition which is indicative of an Individual's potentialities for the future". - Traxler"

Types of aptitude : General classification of aptitudes can be done as given below.

a) Clerical aptitude : It involves rapid and accurate perception of numbers or words.

b) Numerical aptitude : It is the ability to compute with speed and accuracy.

c) Verbal aptitude : It is the ability to deal with the words or skillful use of vocabulary and ability to find synonyms and antonyms.

Measurement of aptitude :

a) GATB (General aptitude test battery) GATB consists of 12 tests. 8 paper and pencil tests and 4 apparatus tests.

b) Clerical aptitude tests :

a) Perceptual ability b) Intellectual ability c) Motor ability

c) DAT (Differential aptitude tests) : DAT developed by U.S. Psychological corporation. It includes tests for verbal reasoning, numerical ability, clerical speed.

5. Define personality ? Explain the characteristics of

personality ? Give an account of projective techniques in personality assessment ?

Ans : Personality concept : The term personality has been derived from the Latin word "person a" meaning "Mask". Personality is the sum total of all the biological innate dispositions. Impulses and instincts of the individuals and the dispositions and tendencies acquired by experience.

Definitions of personality :

"Personality is that which permits a prediction of what a person will do in a given situation". - Cattell

"Personality is an individual's characteristic and distinctive patterns of thinking; feeling and behaving". - Bootzin

Characteristics :

- * Personality is dynamic
- * Personality is organized
- * Personality is self-consciousness
- * Personality is unique and specific

Assessment of personality : (Projective and Non-projective techniques)

Projective Techniques

Lawrence Frank in 1939 labeled the term "Projective techniques"

The following are some of the commonly used projective tests.

1. Rorschach Ink-Blot test :

Hermann Rorschach, a Swiss Psychiatrist in 1921 developed the Rorschach Ink-blot test. This test is for the purpose of analyzing and understanding personality. Material of the test consists of 10 cards on which we have Ink-blot. Five of them are in black and

five are multi-coloured. These ink-blots are completely unstructured - the shapes of the blots do not have any specific Meaning.

2. Thematic apperception Test (TAT) :

It consists of 30 pictures which portray human beings in a variety of actual life situations. 10 of these cards are meant for males, 10 for females and 10 for both. In this way the maximum number of pictures used with any subject is 20. The test is usually administered in 2 sessions using 10 pictures in each session.

3. Children apperception test (CAT)

TAT test works well with adults and adolescents but for children it is not suitable. For children between 3 to 10 years, the CAT was developed by D.L. Bellak. It consists of 10 cards. The cards have pictures of animals in various life situations. All ten cards are used for children of both sexes.

Non-Projective Techniques

1. Interview : Interview is a technique of eliciting information from the subject about his personality in face-to-face contacts. Interviews are of two types structured and unstructured interview.

2. Personality Inventory: Personality Inventory is specially designed to seek answers about the person and his personality.

3. Rating scale : Rating scale is used to know from others where an individual stands in terms of some personality traits.

6. Describe Gardner's theory of multiple intelligences?

Gardner's Theory of multiple Intelligences :

Gardner 1993 believed that there are 7 different kinds of Intelligences that are independent of one another. They are

Linguistic Intelligence : the ability to use language effectively.

This intelligence includes making convincing and persuasive arguments : Writing poems and using appropriate vocabulary, observing subtle differences in meaning of words while communicating with others.

Musical intelligence : This is the ability for creating understanding and appreciating music. This includes ability to play musical instruments, composing and appreciating music.

Logical-mathematical intelligence : This is the ability to reason logically, especially in mathematics and science. This includes : ability to solve mathematical problems : generating mathematical proofs; formulating and testing hypotheses about observed phenomena.

Spatial intelligence : This is the ability to notice details of what one sees and to imagine and 'manipulate' visual objects in one's mind. This includes : building up mental images in one's mind; drawing a visual likeness of an object, making fine discrimination among similar objects.

Bodily-kinesthetic intelligence : This is the ability to use one's body skillfully; it includes; dancing, playing a game; performing pantomime.

Intrapersonal intelligence : (Knowledge of one's own feelings motive and desires). It includes; distinguishing emotions like sadness and regret; identifying the motive guiding one's own behavior; using self-knowledge to relate more effectively with others.

Interpersonal intelligence : (The ability to notice subtle aspects of other people's behavior). It includes reading other people's mood; detecting others underlying intentions and desires; using knowledge of others to influence their thoughts and behavior.

Gardner first identified and introduced seven different kinds of intelligence. He then identified an eight intelligence, the naturalist intelligence that refers to the ability to recognize and classify plants, minerals and animals, including rocks and grass and all varieties of flora and fauna.

Like Sternberg's triarchic theory, Gardner's theory of multiple intelligence also suggests that we may find different forms of intelligence in different students. (For example one student may be strong in math while another may be in language still some other may be good in music in comparison with his classmates. Gardner, like Sternberg feels that intelligence is reflected differently in different cultures.

Sternberg and Gardner give us reason no believe that if intelligence is multifaceted, then we are likely to see intelligent behavior in many of our students - perhaps all of them, in on way or another. One may be good in mathematics; another may be exceptionally a creative writer; a third may be skilful in interpersonal relationship and a fourth may have talent in art or music.

7. Define creativity ? How do you foster creativity among the children.

Ans: They psychologists define creativity in many ways.
"Creativity is the capacity of a person to produce compositions".

- "Drevdahl"

"Creativity is the capacity to produce ideas that are both new and useful through divergent thinking". - **Guilford**

Fostering of creativity in School children :

The following suggestions are given for fostering and guiding creative children.

Competitions : Problem - solving, quiz competitions, painting etc provide creative thinking for children.

Curriculum : The curriculum for the child should be so designed as to have ample scope for creative thinking.

Curiosity : The curiosity of the child should be satisfied with affection and tolerance.

Clubactivities : Science club, Nature club can be conducted in schools.

Methods of teaching : Heuristic and project method are some methods of teaching for promoting creativity among children.



**ICT
FOR ENRICHING
TEACHING
AND
LEARNING**

UNIT - 1

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

1. **Discuss the Meaning and Definition of Educational Technology.**

Ans : Meaning : Education means any process of Learning. Technology means a science of techniques and methods of doing getting things done, related to any art, science or to a particular profession. Education Technology is as wide as education, itself. It is concerned with the design and evaluation of curriculum and learning experiences and with the problems of Implementing and renovating them.

Definitions :

"Education Technology is the application of scientific methods and techniques to education".

- B.P. Lulla

"Educational Technology is the development, application and evaluation of systems, techniques and aids to improve the process of human learning

- National Council of Education Technology U.K.

2. **Describe characteristics, Advantages, of Education Technology.**

Ans : Characteristics :

- * It is an important medium of communication
- * Education Technology is the application of scientific principles to education
- * It involves input, output and process aspect of Education.
- * It stresses the organization of learning situations for the effective realization of the goals of the Education.

Advantages :

* Educational administrative problems can be solved scientifically with the help of system analysis.

* It helps in improving teaching - Learning process and makes it more purposive.

* It helps in understanding the structure and nature of teaching. Teaching Models can be developed for achieving different objectives in education.

3. What is communication ? Define it.

Ans : Communication is one of the commonest things people do . Communication Means to Inform, to tell, to show, or to spread information. It brings about unity of purpose, Interest and efforts in an organisation. Communication tries to blend into a mutual understanding of a fact, principle or theory.

Definitions:

"Communication is the process by which information is transmitted between individual and /or organisations so that an understanding response results" **- Peter Little**

"Communication is an exchange of facts, Ideas, opinions or emotions by two or more persons". **- George Terry**

"Communication is the sharing of Ideas and feelings in a Mood of mutuality" **- Edgar Dale**

4. Discuss the components of communication Describe the classification (Types) of communication.

Ans: The various components of communication are briefly described to help understand the process of communication.

1. Message :

It is information, written or spoken, which is to be sent from one person to another. The most important characteristic of message as an element of communication is that it is organised,

structured, shaped and selective

2. Sender :

The person who transmits, spreads or communicates a message or operates an electronic device is the one who conceives and initiates the message with purpose of informing the attitude, opinion of the receiver.

3. Encoding :

It involves deciphering the message.

4. Channel :

This is the vehicle or medium which facilitates the sender to convey the message to the receiver.

5. Receiver :

A person who receives and interprets the message.

6. Decoding :

It involves deciphering of the message.

7. Acting :

Communication manipulates the receiver to act in a desired manner.

8. Feed back :

It is the response the receiver gives to the sender as a result of sender's message.

Types of Communication

We classify communication according to the number of persons (receivers) to whom the message is addressed.

1. Intra personal communication :

It is talking to one self in one's own mind.

Examples :

Soliloquies, asides in dramatic works.

2. Interpersonal Communication :

It is the exchange of messages between two persons.

Example : a conversation or an interview in which two persons interact.

3. Group communication :

It can be among small or large groups, like an organisation, club or class room, in which all individuals retain their individual identity.

4. Mass communication :

It occurs when the message is sent to large groups of people.

Example : Newspaper, radio or television.

5. Verbal communication :

It means communicating with words, written or spoken.

6. Non verbal communication :

It includes using of pictures, signs, gestures and facial expressions for exchanging information between persons.

5. Which are the barriers of communication ? Discuss?

Ans : Barriers may arise at any of the following levels.

1. Psychological barrier :

Teachers and taught often have a barrier between them because of their different roles.

2. Physical barriers :

Environmental, improper time, physical discomfort and ill health.

3. Medium which misses :

If the sender picks the wrong medium, he will not transmit the message successfully.

4. Learner Mass :

Teachers think of the learners as an undifferentiated mass of people and launch a single communication at them in the hope that it will hit their "Learner Mass" target.

5. Back Ground Barriers :

previous experiences, previous knowledge inadequate.

6. What are the characteristics and importance of ICT.**Characteristics of ICT**

1. ICT information is available for learners any time.
2. By using ICT advanced technology we can transform information to learners.
3. By using ICT we can design our portfolio
4. ICT gets all global in front of learners.
5. ICT can be used in educational institutions, offices, home teaching and learnings

Importance of ICT :

1. By using ICT we can increase efficiency of Educational institution.
2. It can act as intermediate between teachers and learners.
3. Students' practices are highly used in this ICT.
4. It can be used Globally without any boards.



UNIT - 2

ICT IN EDUCATION

1. How would you analyse "Flander"s Interaction analysis category system.

Ans : Ned. A Flanders standardized ten categories Interaction analysis. This is known as Flanders Interaction Analysis categories system (FIACS)

Basic assumptions

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

Flanders has categorized the interaction of teachers and pupils in classrooms. There are ten categories in the system. Among them seven categories are assigned to teacher talk and two to student talk and the tenth category classifies pauses, short periods of silence and talk that is confusing or noisy. The seven categories assigned to teacher talk are again divided into indirect and direct influence.

Categories 1 to 4 represent indirect influence.

Categories 5 to 7 represent direct influence.

Category 8 student talk - response to teacher.

Category 9 student talk - initiation by the pupils.

Indirect influence encourages student participation and freedom of action. Direct influence increases the active control of the teacher and often aims at conformity and compliance. Direct influence tends to increase the teacher's activity and restrains student behaviour. The net effect is less freedom of action for the students.

Flanders Interaction Analysis Categories

Flanders Interaction Analysis Category table has been given in the next page.

No scale is implied by the numbers. Each number is classificatory, it merely denotes a particular kind of communication event. Thus to write these numbers down during observation is to enumerate not to judge a position on the scale.

T E A C H E R		1. Accepts Feelings : Accepts and clarifies feeling manner tone of the students in a non-threatening manner feeling may be positive or negative. Predicting or recalling feelings are included. 2. Praises or Encourages : Praises or encourages student action or behaviour. Joke that releases tension, not at the expense of another, individual nodding head or saying "Um hm" or "go on" are included. 3. Accepts or uses idea of Student : Clarifying, building or developing ideas suggested by a student. As a teacher
	Indirect Influence	

T A L K		brings more of his own ideas into play, if shifts to category five.
		4. Asks questions : Asking a question about content or procedure with the intent that a student answers.
	Direct Influence	5. Lecturing : Giving facts or opinions about content or procedure : expressing his own ideas, giving his own explanation or citing an authority other than a pupil. 6. Giving Directions : Directions, commands or orders to which a student is expected to comply. 7. Criticising or justifying Authority : Statement intended to change student behaviour from non-acceptable to acceptable pattern; bawling some one out, stating why the teacher is doing, what he is doing, extreme self-references.
	Response	8. Student Talk-Response : Talk by student in response to teacher. Teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas limited.
P U P I L T A L K	Initiation	9. Student Talk - Initiations : Talk by students, which 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.
S I L E N C E		10. Silence or Confusion : Pauses; short periods of silence and confusion in which communication

Method of Observation

The observer sits in the classroom in the best position possible to hear and see both the teacher and the taught. At the end of every three seconds period, he decides the category that represents the communication event and makes a note of it. This procedure of recording the events goes on at a rate of twenty or twenty-five observations per minute. These category numbers are noted in sequence of numbers in a column top to bottom so that the original sequence of events is not disturbed. Which the observer has recorded, are written in the same sequence.

Preparation of Interaction Matrix Table

Interaction matrix table is also known as observation Matrix table. It consists of 10 rows and 10 columns. The category numbers.

Consider the Ex : 5, 4, 3 10, 6, 2, 6, 1, 8, 2. Now 10 is added in the beginning and also at the end of the given category numbers. 10 represent silence. Now the observations written as 10, 5, 4, 3, 10, 6, 2, 6, 1, 8, 2, 10 and pairs are formed out of the above categories. The pairs would be as (10, 5), (5, 4), (4, 3), (3, 10), (10, 6), (6, 2), (2, 6), (6, 1), (1, 8), (8, 2) and (2, 10).

All these numbers are tabulated in the matrix as frequencies, taking one pair at a time. The first number indicates row and second number indicates the column. The matrix table prepared according to the above procedure is presented hereunder :

Category	1	2	3	4	5	6	7	8	9	10	Total
1								1			1
2						1				1	2
3										1	1
4			1								1
5				1							1
6	1	1									2
7											0
8		1									1
9											0
10					1	1					2
Total	1	2	1	1	1	2	0	1	0	2	11

Advantages

1. The analysis of matrix is so dependable that even a person not present when observations were made, could make accurate inferences about the verbal communication and get a mental picture of the classroom interaction.
2. Different matrices can be made and used to compare the behaviour of teachers at different age levels, sex, subject matter, etc.
3. This analysis would serve as a vital feedback to the teacher or teacher trainee about his intentions and actual behaviour in the classroom. The supervising or inspecting staff can also easily follow this system.
4. It is an effective diagnostic tool to measure the social emotional climate in the classroom.

Limitations

The Flanders System of Interaction Analysis is undoubtedly of great value in modifying the behaviour of the teachers but it has few limitations.

1. Only the fully trained observers can make use of it successfully.
 2. Going beyond the ten point categories is not possible though actually there is need.
 3. It does not give any value judgments in terms of good or bad.
 4. A few activities of classroom teaching do not find any place in this system.
 5. Equating silence with confusion is inappropriate.
- 2. What is individualized instruction. Explain it concept, Need, principles and Techniques.**

Ans : Individualized instruction : It is method of instruction

in which ; content, instructional technology and learning are based on the abilities and interest of each learner (or) student.

Need of Individual Instruction :

1. Improve listening practice of students
2. It is used to design circular based on student performance.
3. To educate the student in efficient manner in short period of time.

Ways of individualized instruction :

The ways to individualized instructions are

- 1) Content of subject
- 2) Process
- 3) Products

Advantages of individual instruction :

1. To focus each and every student academic performance, personality development and strengths.
2. To focus on regular exercise of academic subjects.
3. Students can easily learn and improve their subject on speedy way.
4. Students (or) learners can gain quality of education from teachers (or) instructors.

Limitations of Individual instructions :

1. Need to spend more time on each student.
2. Time management is complex in individual instructions.
3. Maintain each student record in classroom leads to more complexity.
3. **Define the term Programmed Learning ? What are the principles of programmed learning ? Mention the types of programmed learning ?**

Programmed Learning : Programmed Learning is one of the important innovations in the Teaching - Learning process.

Programmed Learning represents an effective strategy in the teaching learning process. Programmed Learning. Instruction emerged out of experimental research on operant conditioning which was formulated by B.F. Skinner and law of effect which was proposed by E.L. Thorndike.

Definitions :

"Programmed Learning is the first application of laboratory technique utilized in the study of the learning process to the practical problems of education" - **"Skinner"**.

Programmed Learning is a systematic, step -by. Steep, self - instructional programme aimed to ensure the learning of stated behaviour" - **Edgardale**

Characteristics of programmed learning :

- * Each step in the Learning process is followed Logically.
- * The frames are arranged sequentially.
- * It is highly individualized.
- * Goals to be achieved are also evaluated and stated specifically.
- * It maximises the rate and depth of learning, Foster understanding and enhance the motivation of the students.

Principles :

- a) **Principle of small steps :** A programme is made-up of a larger number of small, easy to take steps. A student can proceed from knowing very little about a subject to mastery of the subject by going through a programme.
- b) **Principle of active responding :** Programming provides opportunity for learner to respond frequently.
- c) **Principle of self-pacing :** Programmed Learning is a technique of individualized learning.

- d) **Principle of student testing** : In programmed Learning the student is tested continuously.
- e) **Principle of immediate confirmation** : The psychological phenomenon of reinforcement is the basis of this principle.

Types/Modes of presentation and development of programmed Learning:

1. Linear programming (or) Extrinsic programming :

B.F skinner is the originator of linear programming. It is also called a single track programme. Every learner starts from the initial frame and ends at the terminal frame following the same sequence. Subject matter is broken down into very small steps and each steps is presented in proper sequence.

Principles :

- * Principle of small steps.
- * Principle of active responding.
- * Principle of minimum errors
- * Principle of knowledge of results.

2. Branching or intrinsic programming :

Branching programming was developed by Norman A. crowder It is also known as crowderian model.

Basic assumptions :

- * It is based on the possibility of detecting and correcting errors.
- * By his ability the learner controls the exact sequence that he will take from the available tracks in the programme.
- * The learner learns better if matter is presented in totality.
- * Multiple choice items help more in the learning process.

3. Mathetics :

Mathetics type of programming was formulated by Thomas. F. Gilbert and the term is derived from the greek word "Mathein" - Meaning to learn". In mathetics style, an exercise is the technical unit of learning instead of a frame of a linear style.

Principles :

a) **Principle of chaining** : The chain of stimulus and response is helpful in developing the Mastery of content and determining its structure.

$$S_1 \rightarrow R_1 \rightarrow S_2 \rightarrow R_2 \rightarrow \dots S_n \rightarrow R_n$$

b) **Principle of Discrimination** : The main is deahere is that discrimination of situation of learning Is generated by providing different stimuli having different responses.

$$S_1 \rightarrow R_1$$

$$S_2 \rightarrow R_2$$

$$S_n \rightarrow R_n$$

c) **Principle of Generalization** : In this type of situation, a group of stimuli emits single response.

$$\begin{array}{l} S_1 \rightarrow \\ S_2 \rightarrow \rightarrow R \\ S_3 \rightarrow \end{array}$$

◆◆◆

UNIT - 3

COMPUTER FUNDAMENTALS AND APPLICATIONS

1. What are the different types of computers ?

Types of computers :

Computers in general, are of three types.

1. Digital computer : In digital computers, Mathematical expressions are finally represented as binary digits (0 and 1) and all the operations are done by using these digits at very high rate. The digital computer basically knows only how to add. Remaining operations like multiplication, division and exponentiation etc. are first converted to addition and then calculated.

2. Analog computer : Analog is a Greek word which means establishing similarities between two quantities. The main advantage of this computer is that here all the calculations are done in parallel and hence it is very fast. This computer has its own limitation. Its accuracy is poor.

3. Hybrid computer : Hybrid computer is a combination of computer using all the good qualities of both the analog and digital computers. In such a computer, some calculations are done in analog portion of the computer and some are done on digital portion of the same computer.

Computer - classification based on application

Different types based on this classification are 1) General purpose computers 2) Special purpose computers 3) Machine - in built computers 4) High Intelligence Machine computers 5)

knowledge information processing systems.

Computer - classification based on size and shape :

According size and shape, computers are classified as :

- 1) Super computers 2) Maniframe computers 3) Mini computers 4) Micro computers

2. Explain the characteristics of computers

Computers display following characteristics to grater or lesser extent depending on their type and application. Computers have assumed their importance due to the following qualities.

1. Speed :

Computers makes calculations at very fast rate.

2. Accuracy and Degree of Reliability :

It works on the basis of electronic pluses due to which there is no chance of making mistakes.

3. Memory :

The computer have got super in- built and auxiliary memory systems. A computer can store a great amount of information in it. The idea of computer having memory was in capsulated by the great scientist Johnvon Neumann in 1946.

4. Integrity :

It is the ability to take in and store a sequence of Instructions for obeying. Such a sequence of instructions is called a program and must be written in the language of computer.

5. Power of making logic :

The ability to use simple logical rules to make for their own

internal control or for the control of some external activity.

6. **Versatillity :**

The ability to communicate with other systems and adopt several modes like audio, visual, graphics etc.

7. **Superiority of manufacture :**

Computer hardware is manufactured with superior most materials by superior most process.

3. **What are the components of computers. Explain ?**

Ans : Computer components are mainly divided into two types they are 1) Hardware 2) Software

1. Hardware : Input device, output Derive and storage devices

1. **Computer Input devices :**

Input devices are 1) Key board 2) Mouse 3) Floppy Disc 4) Camera 5) Light pen 6) Scanner 7) compact Disc 8) Card Reader etc. These are used to give input to the computer.

1.2 **Computer output Devices :**

Based on given input CPU process the data return the output in the form of output devices. They are :

1) Monitor 2) Printer 3) Inkjet printer 4) Laser printer 5) Speakers

1.3 : Computer storage Devices : Storage devices are used to store the data in computer or lake the backup of stored information. Storage devices are 1) Hard Disks 2) Floppy Disks 3) DVD's 4) Magnetic optical Disk etc.

2. Software : A collection of tiny program's are called software. Software is use to give the instructions to processor to

perform specific task. This software mainly classified into system software and application software..

System software : Used to operate the system called system software.

Application software : Used to perform specific works by computer is called application software.

II. Memory : The computer programs and data are stored in this memory.

Types of memory :

1. Primary Memory :

RAM and ROM are primary memory RAM is called as tempory memory (or) Volatile memory ROM is permanent memory

2. Secondary memory :

It is also called as permanent memory.

3. Cache Memory :

Act as intermediate between processor and primary memory.
To speed up the computer processing speed.

III. Computer maintenance : Maintenance is very important increase the life time of computer in the following ways:

1. Cleaning 2) Data 3) Software 4) Security

4. What are the concept, applications and challenges of computers networks. Internet Email and Digital space.

Ans : I. Concept, Applications and challenges of computer Network:

Computer Network : A collection of computers that are

inter connected by Communication channel and also allows uses to sharing the Data and resources. It is called computer network.

Functions of computer network : Computer network can be used in many ways like.

- a) Sharing network and resources, information
- b) Security and privacy
- c) Providing communication
- d) Update information

By using above function user can share their information and resources and update the regularly information about data (or) Resources. And also having feature like security and privacy for maintain the confidential data.

Challenges of Computer network :

- 1. In computer networks there may be possible of mistakes during the data sharing.
- 2. There may possible of hacking and virus attack.
- 3. In computer network there may be possible of data theft.

II. Concept, Applications and challenges of Internet :

Internet is network between computer that are located in all over the World. By using internet users can easily access the information from Globaly. This information may be any form like videos, pictures or documents etc. Mr. Prof. Klicn rock is the father of Internet. He developed this communication for American Military research. Later it way developed and spread all over the world.

Internet Equipment : For using internet used need all these below equipments.

- 1) Computer 2) Telephone (or) Internet USB 3) Brouser

Advantage of Internet

1. By using Internet there is strong communication between any two people (or) any two organization (or) In between employees of same organization.
2. We can access any information from e-library through internet.
3. We can Access music files, images, videos from internet.
4. We can download are required softwares to our computer.
5. It can be used for job-searching for unemployed people.

Internet Challenges :

1. There may be crash of computer software by using internet through virus.
2. There may be possible of Hacking.
3. There may be possible of wasting the time by spending on social network.

Email and Digital space : Electronic mail is way to speed (or) quick message transformation between two people (or) organizations.

Ray Tomlinson is father of E-mail. He invented this in 1971 in USA.

Digital space : The space which reserve for data storage in website is called digital space. We can easily access this storage data from any where through internet.



UNIT - 4

ICT ENRICHED LEARNING EXPERIENCES

1. **What are the applications of ICT for class room experiences.**

Ans: ICT can be used by any people like students and teachers. It can be used for examining expressions for students and learners. Learners can use word documents, images, slides and web pages for communication purpose. It can be a visual experience in class room learning for students. Students can improve their synthesis, analysis, problem solving skills in class room by class room ICT. Students can learn the education by audios and videos easily by using ICT. It gives great experience to the learners. By using ICT students can gain real time experience of subject.

2. **What are the application and use of multimedia Educational software for class room situations ?**

Ans : Multimedia for class room programme in many ways like E-learning, E-teaching, virtual classrooms, smart boards etc.

1. **Course ware :**

Course ware is formed by the combination of course and software. It is realised in the form of package consists of lessons, Text and teaching learning material. It can be accessed online in the form of HTML web pages and pdf files.

2. **Study aids :**

The combination of learning and organisation is called study aids. It acts as a tutor.

3. **Class room aids :**

By using this aid we can use the projector for teaching purpose on white board. "Teach to the future". is example for class room aid software.

4. **Assessment software**

"Question mark" PPA-2 are the assessment softwares used

in educational institutions in visual environment.

5. Reference software.

Dictionaries, thesis, encyclopedia are reference software that are available in Market.

6. Custom platforms :

Child laptops gaming consoles, electronic books are custom platform software.

7. Operating systems :

For ICT customised operating systems are designed. They are edubunto students portos used for teaching in class rooms.

8. Softwares for specific educational purposes.

1) K verbos 2) Mixed Genius 3) Ktouch, Typing web are used for educational purpose

3. What is the use of internet based media for teaching learning enrichment ?

Ans: We can use the internet for class room teaching in easy way. By following ways.

1. E-Learning :

Student can learn the knowledge from internet is called E-Learning or web based learning.

2. Virtual classroom :

In virtual classroom teachers can use video, audio based courses, animation courses to students for learners purpose.

3. Web pages :

By using the web pages we can access education course content, assignment; project and reference books.

4. Forums :

By using Top class web crossing or tom bacig forms teachers can share their academic information and teach distance education to the students.

5. Port folios :

By using port folios teachers share their project works in Internet.

6. Power point :

Students can access power point that are designed by the teaching experts by using internet.

7. Blogs :

In Blogs we can share the information to the students and teachers on the educational related information.

8. Google+

Google+ is a web based application used to post the course content academic projects and their individual views. (academic)

9. Twitter

Twitter is online Social Net works media used for Twitts for maximum numbers of 140 letters.

10. Face book

It is also social net working media it can be used by registering our profile and then use.

4. What is collaborative learning ?

Ans : 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.

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves 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. Similar to the idea that two or three heads are better than one, many misunderstandings and clarifying misconceptions. For more on peer learning, visit The Official Peer Instruction Blog.

Group work or collaborative learning can take a variety of forms, such as quick, active learning activities in class or more involved group projects that span the course of a semester.

5. What is the impact of collaborative learning or group work?

Research shows that educational experiences that are active, social contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- * Development of higher-level thinking, oral communication, self-management, and leadership skills.
- * Promotion of student - faculty interaction.
- * Increase in student retention, self-esteem, and responsibility.
- * Exposure to and an increase in understanding of diverse perspectives.
- * Preparation for real life social and employment situations.

6. What are some examples of collaborative learning or group work activities?

Stump your partner

- * Students take a minute to create a challenging question based on the lecture content up to that point.
- * Students pose the question to the person sitting next to them.
- * To take this activity a step further, ask students to write down their questions and hand them in. These questions can be used to create tests or exams. They can also be reviewed to gauge student understanding.

Think-pair-share / Write-pair-share

- * The instructor poses a question that demands analysis, evaluation, or synthesis.
- * Students take a few minutes to think through an appropriate response.

- * Students turn to a partner (or small groups) and share their responses. Take this a step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind.
- * Student responses are shared within larger teams or with the entire class During a follow up discussion.

Catch-up

- * Stop at a transition point in your lecture.
- * Have students turn to a partner or work in small groups to compare notes and ask clarifying questions.
- * After a few minutes, open the floor to a few questions.

Fishbowl debate

- * Ask Students to sit in groups of three.
- * Assign roles. For example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle takes notes and decides which side is the most convincing and provides an argument for his or her choice.

- * Debrief by calling on a few groups to summarize their discussions.

Case study

- * Create four to five case studies of similar difficulty.
- * Have students work in groups of four or five to work through and analyze their case study.
- * Provide 10-15 minutes (or adequate time to work through the case).
- * Walk around and address any questions.
- * Call on groups randomly and ask that students share their analysis. Continue until each case study has been addressed.

Team - based learning (adapted from L.K. Michzelsen in Davis, 2009, p.215)

- * Start a course unit by giving students some tasks to complete, such as reading or lab assignments. Consider assigning these to be completed before class.
- * Check students comprehension of the material with a quick multiple-choice quiz. Have students submit their answers.
- * Assign students to groups and have them review their answers with group members to reach consensus. Have each group submit one answered quiz.
- * Record both the individual student assessment scores and the final group assessment score (both of which are used toward each student's course grade).
- * Deliver a lecture that specially targets any misconceptions or gaps in knowledge the assessments reveal.
- * Give groups a challenging assignment, such as solving a problem or applying a theory to a real world situation.
- " For more information on this strategy at teambasedlearning.org.

Group problem solving

There are many instructional strategies that involve students working together to solve a problem, including inquiry based learning, authentic learning, and discovery learning. While they each have their own unique characteristics, they all fundamentally involve.

- * Presenting students with a problem.
- * Providing some structure or guidance toward solving the problem. Note, however, that they are the student-centered activities in which the instructor may have a very minimal role.
- * Reaching a final outcome or solution.



UNIT - 5

APPLICATION OF COMPUTERS IN EDUCATION

1. What is the concept of e-Learning concept.

Ans : ACT has been designated the permanent organisation to administer and lead the e-learning capability with the support of NATO and national bodies. In addition, Joint Force Trainer (JFT) assumes responsibility of providing e-Learning support to education and training institutions. E-Learning is continuously evolving and will benefit from new technologies and software tools. By implementing education and training with rich media support, scenarios, simulation and blended learning techniques, e-Learning courses will provide an effective and efficient learning environment. JET will continue working to reshape the education and training landscape using e-Learning technologies.

e-Learning represents an innovative and powerful means of delivering this requirements. It offers increased access to education and training opportunities through on -demand availability, cost savings, self-paced courses, consistent and accurate delivery, condensed instruction and opportunities for collaboration. Using e-Learning ensures NATO and partner staff have access to high-quality education and training that can be tailored to individual needs, enabling personnel to effectively contribute to the mission.

relevant education and training in a wide variety of subjects and has trained over 33,000 students. Such programmes includes international Security Assistance Force (ISAF) pre-deployment training and a comprehensive operations planning programme.

2. Briefly explain virtual classroom.

Ans : A virtual classroom is an online learning environment. The environment can be web-based and accessed through a portal or software -\ based and require a downloadable executable file.

Just like in a real-world classroom, a student in a virtual classroom participates insynchronous instruction, which means that the teacher and students are logged into the virtual learning environment at the same time.

Many schools and businesses have rolled out virtual classrooms to provide synchronours distance education. Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based Voip to provide remote students with the ability to collaborate in real time. To enhance the educational process, applications may also provide students with asynchronous communication tools, such as message boards and chart capabilities.

3. What is a SMART Board ? What are the benefits, and drawbacks of smart board.

Ans: * A Smart board is an interactive, electronic whiteboard that can enhance instruction and learning.

- * The first SMART Board was introduced in 1991.
- * It was created by SMART technologies.
- * SMART Board is the first interactive white board.

- * Over 800,000 SMART Board interactive white boards have been installed and are used mainly in education; however they have also been used in military, government and corporate settings.

Benefits

- * Allows the teacher (and students) to interact.
- * Teachers do not have to be stuck behind a computer (or have their back turned away from the class) instead they can be at the front of the classroom interacting with the screen and the students.
- * Can control any computer application through the board,.
- * Can use any of the markers (4 colours) to write in digital ink over applications, web pages, applications, or videos.
- * There is an eraser !
- * Can take and save notes for future reference !
- * Can convert handwriting to text !@

Students are able to use the SMART Board as well ! It will make them want to participate in lessons and discussions.

Draw backs

- * Could be hard to write on.... your body could cast a shadow on the screen, where you are writing.
- * Might be hard to write neatly.
- * They may be very hard to move if they are installed on a wall.

- * Just like with any type of technology, there are glitches, which in a classroom could cause problems.
- * Very Expensive !

Why use of smart board:

- * It is great for teaching lessons !
- * If a student is absent, you can email them the notes from the day.
- * Depending on what you are using the SMART Board for, it can be colourful students LOVE and respond to colourful things
- * Different learning styles will enjoy the SMART Board.
- * It is a great tool for all ages students !
- * Interactive !
- * You can play movies on it (you don't have to use a T.V. or pull down a projector screen).
- * Since the screen is large, everyone will be able to see it ! No one will complain because they can't see !
- * Kids love technology and electronics !
- * Technology is changing ! If you are able to and fortunate enough to have a SMART Board, why not use it ? It is an amazing tool to use!

4. What are the characteristics of web Technology ?

Ans : The following web 2.0 characteristics take the common technologies together and describe well what is new about them."

Participation : Every aspect of Web 2.0 is driven by participation. The transition to Web 2.0 was enabled by the

emergence of platforms such as blogging, social networks and free image and video uploading, that collectively allowed extremely easy content creation and sharing by any one. Participatory architecture is an

Architecture where user can add or edit value to the application according to their requirement. Contrary to the traditional web which was some what one-sided, with a flow of content from the provider to viewer, Web 2.0 allows the users to actively participate online.

Standards : Standards provide an essential platform for Web 2.0. Common interfaces for accessing content and applications are the glue that allow integration across the many elements of the emergent web.

Decentralization : Web 2.0 is decentralized in its architecture, participation and usage. Power and flexibility emerges from distributing applications and content over many computers and systems, rather than maintaining them on centralized systems. It is about communication and facilitating community.

Openness : The world of Web 2.0 has only become possible through a spirit of openness whereby developers and companies provide open, transparent access to their applications and content.

Modularity : Web 2.0 is the antithesis of the monolithic. It emerges from many, many components or modules that are designed to link and integrate with others, together building a whole that is greater than the sum of its parts. Users are able to pick and choose from a set of interoperating components in order to build something that meets their needs.

User Control : A primary direction of Web 2.0 is for users to control the content they create, the data captured about their

web activities, and their identity. This powerful trend is driven by the clear desires of participants.

Identity : Identity is a critical element of both Web 2.0 and the future direction of the internet. We can increasingly choose to represent our identities however we please, across interactions, virtual worlds and social networks. We can also own and verify our real identities in transactions if we choose.

Web 2.0 technologies and its implementation for the libraries

Web 2.0 encompasses several technologies and services, viz.

Blogs : It is a powerful two-ways based tool. A blog is a website where library users can enter their

5. What is plagiarism ? What are the types of plagiarism ?

Ans : Plagiarism is the act of presenting the words, ideas, images, sounds or the creative expression of others as your own.

Two types of plagiarism

1. Intentional

- * Copying a friend's work
- * Buying or borrowing papers
- * Cutting and pasting blocks of text from electronic sources without documenting
- * Media "borrowing" without documentation
- * Web publishing without permissions of creators

2. Unintentional

- * Careless paraphrasing

- * Poor documentation
- * Quoting excessively
- * Failure to use you own "voice"

Rationale for academic integrity

- * When you copy you cheat yourself. You limit your own learning.
- * The consequences are not worth the risks!
- * It is only right to give credit to authors whose ideas you use
- * Citing gives authority to the information you present
- * Citing makes it possible for your readers to locate your source
- * Education is not an "us vs. them" game ! It's about learning to learn!
- * Cheating is unethical behaviour

Ethical and legal standards :

What is ethic ?

- * Fairness, justice, equity, honesty, trustworthiness & equality
- * Subjective

Major threats

- * Faster computers & Networks
- * Sophisticated telecommunications & routers
- * Massive distributed databases
- * Eases of access to information & knowledge base
- * Transparency of software

Code of ethics

- * A declaration of principles and beliefs that govern how employees of a corporation are to behave
- * Inspirational & disciplinary
- * All-compassing & stable over time

Legal standards

Challenges : Commerce

6. Define open Education Resources (OER) and Write about its concept and significance?

Ans : Defining the concept

At its core, OER denotes a very simple concept, the nature of which is first legal, but they largely economic; it describes educational resources that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees. A broad spectrum of frameworks is emerging to govern how OERs are licensed for use; some licences allow only copying while others make provision for users to adapt the resources that they use. The best known of these are the Creative Commons licences. They provide legal mechanisms to ensure that authors of work can retain acknowledgement for their work while allowing it to be shared, can seek to restrict commercial activity if they so wish, and can aim to prevent people from adapting work if appropriate (although this may be difficult to enforce in legal terms at the margins). A more detailed discussion of licensing options is presented in Appendix one.

Significance

Open Education Resources (OER) are important for many reasons. One reason, as the above chart illustrates, is the cost of textbooks, which is rising at a rate higher than most other consumer

goods. Given the rising cost of tuition at many institutions, many students simply cannot afford to buy textbooks. OER is a way to make sure every student has access to course materials, with cost taken out of the equation.

OER also allows faculty to create material that is customized for their classes. Where most textbooks will be have their strengths and weaknesses, OER material allows a faculty member to pull only strong material into their class.

OER also represents an opportunity to have one's own materials enhanced. By allowing material to be modified by other faculty around the world, an OER creator has the chance to see material used in ways never imagined. New sections and chapters can be added and enhanced creating a work stronger than the original. That type of exposure and collaboration is simply not possible with material that lives on a local computer or only in print.

Finally, OER gives faculty a wide variety of material to draw upon for their own classes. Imagine being given a last -minute assignment for an unfamiliar class - a text book might help get you up to speed but what about the syllabus? The assignments? The exams? OER gives a wide variety of materials from which to build a class without having to start from scratch.

OER is important because it provides affordable material to students, allows faculty to enhance their own work, and provides faculty with content for classes.

This short video illustrates the benefits of OER. Creative commons ad licensing will be discussed in the next module.





Facebook Page



Website Page



@gurugyanodisha

Instagram Page

***Scan to Get Daily &
Monthly Current Affairs
Pdf***

ROUTE OF ASPIRENTS TO ACHIEVER