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1)
b)CURRICULUM ; TEACHER ; METHODS OF TEACHING AND DISCIPLINE

1. RABINDRANATH TAGORE
2. MAHATMA GANDHI

SYNOPSIS* Introduction1) Rabindranath Tagore

- ⊙ Aims of education
- ⊙ Curriculum
- ⊙ Methods of Teaching

2) Mahatma Gandhi

- ⊙ Concept of Education
- ⊙ Women education
- * Conclusion

Introduction :-

* Education is a process, the chief goal of which is to bring about change in human behaviour. Every individual should have access to a type of education that permits maximum development of his potential and capabilities.

1. RABINDRANATH TAGORE

D Aims of Education

- * Education should develop a creative mind.
- * Education should aim at developing aesthetic sense.
- * Education should develop values of simple living.
- * Education should prepare an individual for a vocation.
- * Education should develop freedom of mind.

ii) curriculum:

* Tagore recommended a curriculum for a full man satisfying spiritual, the creative, the aesthetic and vocational aims of education.

* Tagore developed many educational ideas, years ahead of others.

* Now-a-days educationists ideas, years talk so much about educational value of crafts, projects, music, dancing, fine arts etc.

iii) Methods of Teaching

* Tagore strongly criticised the bookish and examination oriented teaching

* He followed the activity principle, and advocated constructive and creative activities.

iv) Children as children

* Adults ignore the natural gifts of children and insist the children must learn through some process as themselves

* This is man's most cruel and most wasteful mistake

v) Discipline and Freedom

* Living ideals cannot be set into clock-work arrangement.

* Tagore wrote "I never said to them. Don't do this, or don't do that. I never punished them"

vi) Role of Teacher:-

"A Teacher can never truly teach unless he is learning himself."

"A lamp can never light another lamp unless it continues to burn its own flame"

CONTRIBUTION OF TAGORE TO EDUCATION:-

* Tagore established a number of educational institutions at Shantiniketan

* Tagore founded the Visva-Bharati

* Tagore was a great practitioner. He worked out his ideas and ideals in a constructive way

* He drew attention to the distress environment of the traditional school.

M.K. Gandhi views on different aspects of Education:-

Mohandas Karamchand Gandhi is popularly known as Gandhiji.

1. CONCEPT OF EDUCATION

* Gandhiji summed up his ideas on education in these words

* By education I mean an all-round drawing out of the best in child and man -

Body, mind and spirit

Objectives of Education :-

* The ultimate objective of education is not only a balanced and harmonious individual but also a balanced and harmonious society

* everybody is assured of a living wage and right to freedom

Education and character :-

* Gandhiji said "what is education without character and what character without elementary purity is-?"

Self-sufficient Education :-

* Education should be imparted in such a way through crafts that their products / manufactured articles by the students.

Women Education

* Gandhi advocated same facilities for women as for men and special facilities where necessary.

Ideal Teacher

According to him

Wise is the teacher who teaches one thing with lips and carries another in the heart

Conclusion :-

- * Now a days lot's of positive changes are happening in the education system of India
- * The effective learning system, India can successfully utilize its vast human resources. that the dream of our youngsters hero "Dr APJ Abdul Kalam" dream of india 2021 will get success

2)
a)

NEED TO IMPART SOCIOLOGICAL PERSPECTIVES IN EDUCATION TO THE TEACHERS

SYNOPSIS

- * Introduction
- * Sociological Perspectives of Education
- * Educational sociology has influenced educational thought and practices
- * Functions of Education
- * Methods of Teaching
- * Educational sociology and the Teacher.
- * Conclusion

Introduction:-

'Educational sociology is the science which describes and explains institutions, groups and social processes in relation to the educational system in its evolution and changing function'

Sociological perspectives of Education:-

1. Education is essentially a social process
2. Education takes place only in society
3. Social milieu itself educates the child
4. Education is a life-long process
5. Education has an important social role to play.

Contribution of Educational Sociology to education:-

* Educational Sociology has a great bearing on education. it is rightly stated by xulong, "Studying Educational sociology today stand at the head of a great road of high promise"

* social participation who have developed a truly sympathetic understanding of the emotional feeling of divergent groups, from those of the social community to those of the world

Educational sociology has influenced educational thought and practices

* The development of sociological tendency in education has .

- * Development of social attitudes, feelings and qualities
- * Development of socially efficient individual
- * Improvement in vocation efficiency

Functions of education

- * Diffusion of more and more knowledge
- * Education as a means of social control
- * Education as a means of transmission of social heritage
- * Education as a means of social progress

Educational Sociology and curriculum :-

- * it should be based on the needs and problems of the society
- * it should reflect the basic cultural values of the society
- * it should develop healthy human relations
- * it should be dynamic

Methods of Teaching :-

- * The methods of teaching should develop problem solving attitude among students

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- * The methods of teaching should make use of social survey technique

- * The methods of teaching should enable the students acquire those skills in the class room

Teacher act as agents of social progress :-

- * The educational sociologists consider teacher as a "social engineer" - an engineer who can play an important role in social reconstruction.

- * The Education commission (1964-66) observed that

"destiny of India is being shaped in its classrooms"

- * Therefore teacher who is an important instrument in shaping the destiny through his influence on the children. The Teacher is expected to

- * possess right attitude of social behavior

- * Remain above casteism, regionalism etc

- * Give due regard to dignity of the pupils

Conclusion :-

Thus the Teachers are arguably the most important members of our society. "Children of today are the leaders of tomorrow" and the teachers are the critical point makes a child ready for their future.

3. DESCRIPTION ON MONTESSORI KINDERGARTEN:-

* Maria Montessori was born in July 1870. As an adolescent, she displayed keen aptitude in Mathematics.

* She was the first woman in Italy to become a graduate in medicine and surgery. She considered this classroom experience as her "True degree of pedagogy".

THREE METHODS ARE EMPLOYED IN ACHIEVING THE AIMS OF EDUCATION:-

i) Motor education - Training for the head, heart and body.

ii) Sensory education - with the help of a didactic apparatus and

iii) Language teaching - consists of desk, small balls, cards with letters pasted on them, colour words and so on.

PHILOSOPHY OF MONTESSORI METHOD:-

The principle of individual development:-

* Montessori believed that every

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child is peculiar and unique. Every child progresses at his own speed and rate

The doctrine of Freedom or Liberty:-

* According to Montessori there should be no interference or hindrance in the child growth and development.

Principle of Self Education or Auto Education:-

* Montessori has emphasis from teaching to learning. She believed that Self education is only the true education. it leads them to learn the power of movements, reading, writing and arithmetic etc.

Principles of Sense Training :-

* This asserts that our senses are the gateways of knowledge and training and development depend the acquisition of knowledge throughout life

* Montessori pointed out the senses are very active between the ages of 3 4 7 and lot of learning takes place during this period.

The Teacher as a Directress

* She replaces the word "teacher" by the word "Directress" as she thinks that function of the teacher is to direct and not to teach

* Her motto should be "I MUST DIMINISH

TO LET YOU GROW"

FUNCTIONS OF A TEACHER:-

Teacher as Gardener:-

* Montessori thinks that a teacher should care for the child like a gardener who cares for the plant so that the natural growth of the child is properly guided.

Acknowledge Each Child:-

* The Teacher should have intimate knowledge of the mind and character of each individual.

* She should keep the physiological records of each child development.

FROEBEL KINDERGARTEN:-

* Froebel was born in German village in 1782 and his father married other women. deprived of parental love and care.

* He authored many books dealing with the education of children. some of books are

⇒ The Education of Man

⇒ Pedagogy of Kindergarten

⇒ Mother plays & Nursery songs

⇒ Education by Development.

⇒ They consider the School as a "Temple where they are to pay homage to the individuality of the child"

⇒ But it was Froebel who first realized the value of discovering and developing individuality

5. CHARACTERISTICS OF CURRICULUM:-

* According to Krishnamurthi The curriculum is continuously evolving

* The curriculum is based on the needs of the people

* The curriculum is democratically conceived

* The curriculum is the result of a long-term effort

* The curriculum was to provide children adequate opportunities and freedom to grow up without any of the national, racial class and cultural prejudice

* He established nearly a dozen coeducational school in India and abroad to translate his ideas into practice

ROLE OF TEACHER

A Good teacher must possess a good conduct
Six points of good conduct

They are * Self-control as to the mind

* self-control in action

* Tolerance

* cheerfulness

* one-pointedness

* confidence

1. Self-control as to the mind

⇒ it means control of temper, so that we may
feel no anger or impatience

⇒ The calm mind means also courage and
steadiness.

⇒ This will help us to make light of the
troubles which come into everyone's life.

2. Self-control in Action:-

⇒ If your thought is what it should
be you will have little trouble with your action

⇒ To be useful to mankind, thought
must result in action. There must be no
laziness, but constant activity in good work

3. Tolerance

⇒ it is necessary to feel perfect tolerance for all and a hearty interest in the beliefs of those of another religion.

⇒ we must learn that no ceremonies are necessary. yet we must not condemn others who still cling to ceremonies

4. One-pointed action:-

⇒ The one thing that we must set before us is to do the master's work

⇒ One pointed action means, that nothing shall ever turn you, even for a moment from the path upon which you have entered. No temptations, no worldly pleasures, no worldly affections even must ever draw you aside

5. Confidence

⇒ unless there is perfect trust there cannot be the perfect flow of love and power. we must trust ourselves.

⇒ we know only the weak outer husk, we are a spark of God's own fire and because of that there is nothing that we cannot do if we will. say to yourself. "I can do this thing and I will"

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8) Meaning and concept of Educational Sociology:-

⇒ E. George Payne (USA) often called the "Father of Educational Sociology"

⇒ "Educational Sociology is the science which describes and explains institutions, groups and social processes in relation to the educational system in its evolution and changing function"

⇒ According to Dan. W. Dodson, "Educational Sociology is particularly interested in finding out how to manipulate the educational process to achieve better personality development"

⇒ George Payne explained the various dimensions of educational sociology in his book "The Principles of Educational Sociology" published in 1925

⇒ He explained the effects of learning on group life and that of the group life on learning

⇒ John Dewey, a great American educational thinker did a lot of work to popularize the idea of Educational Sociology through his books "Experience and Education" (1938) "Schools of Tomorrow" (1942) and

'Education To-day' (1949)

The Scope of Educational Sociology :-

* it includes the relation of education to various social forces, particularly culture.

* it includes how culture is handed over to coming generations through agencies like school, the home, the religious organisations, the play groups etc.

* it includes how socialisation, especially of the child takes place as a result of social interaction.

* it includes the role of these agencies in the educational process

- a) the school
- b) the press
- c) the radio
- d) the TV
- e) the cinema

* it includes education as a mean of social change and social control

* it deals with the impact of education, the curriculum including co-curricular activities, social organization and methodology of teaching.

Aims of Studying Educational Sociology

1. To acquire knowledge about school work

and the work of teachers in relation to society and social progress.

2. To study the impact of social elements on the school

3. To acquire knowledge of the effects of social elements on the individual

4. To gain knowledge about democratic ideals.

9) Indian constitution and Education :-

* 15th August 1947 is a red letter day in Indian History when India got freedom.

* The constitution of the country was adopted on Nov 26, 1949 and came into force on Jan 26, 1950

* Right to Education is one of the fundamental rights enshrined in the constitution of India.

* The constitution of India gives few directions and suggestions for the development of education in the countries which are also called constitutional provisions.

Some of the Articles in Indian constitution:-

ARTICLE 28

* According to our constitution article 28 provides freedom as to attendance at religious instruction or religious instruction or religious worship in educational institutions.

ARTICLE 29

* The article provides equality of opportunity in educational institutions.

ARTICLE 30

* it accepts the right of the minorities to establish and administer educational institutions.

ARTICLE 45 :-

* According to this article "The State shall endeavour to provide within a period of 10 years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years"

* We notice that the responsibility for universal elementary education lies with the central government, the state Governments, the local bodies and voluntary

Organisations

ARTICLE 337

- * This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community

ARTICLE 350A

- * This article relates to facilities for instruction in mother tongue at primary stage

ARTICLE 350B

- * It provides for a special offer for linguistic minorities

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RIGHT TO EDUCATION ACT (2009)

- * The Right of children to Free and compulsory Education Act or RTE is an Act of the Parliament of India enacted on 4 August 2009
- * In India under 21A of the Indian Constitution India becomes one of 135 countries to make education a fundamental right of every child

When Act came into force on 1 April 2010

★ Free and compulsory education for Children between 6 and 14 in India under Article 21A

★ No child shall be held back, expelled or required to pass a board examination until the completion of elementary education

★ In a child above 6 years of age has not admitted in any school, then he or she shall be admitted in a class appropriate to his or her age

★ Proof of age for admission: For the purpose of admission to elementary education, the age of the child shall be determined on the basis of birth certificate issued in provision of Birth

★ Death and Marriage Registration Act 1956
No child shall be denied admission in a school for lack of age proof

★ A child who completes elementary education shall be awarded a certificate

★ Care need to be taken for a fixed student - teacher ratio

★ Twenty-five percent reservation for economically disadvantaged communities in admission to class I in all private schools is to be done.

* Improvement in the quality of Education is important

* School teachers will need adequate professional degree within five years or else will lose job

* School infrastructure need to be improved in every 3 years else recognition will be cancelled

* Financial burden will be shared between the state and the central government.

* It provides for appointment of appropriately trained teachers.

ie) teachers with the requisite entry and academic qualification.

* it prohibits

a) physical punishment and mental harassment

b) screening procedure for admission of children

c) capitation fee

d) private tuition by teachers and

e) running of schools without recognition.

4)

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SIGNIFICANCE / ROLE AND FUNCTIONS OF NON-FORMAL EDUCATIONAL AGENCIES

NON - FORMAL EDUCATION

* Non - formal education is one of the recent concepts getting into use. Indian involvement in non - formal education has increased as a result of our interest in making education a life-long affair rather than a matter of formal schooling.

HIGHLIGHTS OF NON - FORMAL EDUCATION :-

- ⇒ Derived from the expression 'formal education'
- ⇒ outside the realm of formal education
- ⇒ conscious and deliberate
- ⇒ to be organised for a homogeneous group
- ⇒ serving the need of the identified group.

SIGNIFICANCE OF NON FORMAL EDUCATION AGENCIES :-

* Non - formal education often targets marginalized groups, eg: nomadic communities, girls, people with disabilities, school dropouts and working children.

* For students with disabilities and other marginalized groups, non-formal education is very helpful, responding to and fitting their needs.

ROLE OF NON-FORMAL EDUCATION

* Non-formal education is designed not only to eradicate illiteracy, but also to increase efficiency and productivity.

* It plays a major role in poverty reduction. Since non-formal education is a lifelong learning, it needs to be dynamic and flexible to respond to learner's needs.

* Non-formal education is a way of helping societies to be more democratic and to respect human rights.

FUNCTIONS OF NON-FORMAL EDUCATION :-

* Non-formal education is a complementary education of formal education.

* It develops the child's critical thinking and has a broader concept of learning.

focusing on practical knowledge.

18.)

ADVANTAGE AND LIMITATIONS OF MOTHER-TONGUE AS MEDIUM OF INSTRUCTION

* Place of mother tongue in teaching of English has been a contentious issue among teachers of English for many years

* Prof. J.F. Green has rightly remarked that "This topic usually generates more heat than light. Some experts advocating translation as the most effective way of teaching foreign language and other maintaining that mother tongue has no place in the English class."

MOTHER TONGUE IS PREFERRED AS THE MEDIUM OF INSTRUCTION :-

- * It facilitates teaching learning
- * Fosters intellectual, emotional and social development
- * Help children understand and appreciate their culture better
- * Reduces the burden of cramming
- * Develops a sense of joy in children for learning

MOTHER TONGUE AS A VALUABLE AID :-

* Knowledge and use of mother tongue can be a valuable aid in the teaching of English.

* P. Groux observes that "the teaching of the mother tongue and the teaching of a foreign language can support and assist each other

* And whether the language is the mother tongue or a foreign language. Some of the methods in the teaching will be similar and most of the principles underlying will be same"

* Ryburn says "If sufficient attention is paid to teaching of the mother tongue and if it is well taught, habits may be formed in class room.

* which will be of the greatest value in connection with learning of English"

LIMITATIONS OF MOTHER TONGUE

* The disadvantages are all linked to the scarcity of instructional materials which hinder the enhancement of the reading, listening, speaking and writing skills of the learners

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- * Added to these is the lack of training to prospective teachers to teach mother tongue

- * They may feel that the only way understand anything the teacher says is when it has been translated.

11. PRIVATIZATION IN EDUCATION

- * It is a process of transferring the ownership of an organization or enterprises from the public sector to private sector.

- * Privatization implies the withdrawal of the state intervention

- * According to Barbara Kee and John Nellie it is the general process of involving private sector in the ownership or operation of state enterprise

NEED FOR PRIVATIZATION

- To reduce the investment by the government

2. Lack of financial resource
3. continuation of traditional courses
4. change in the attitude of the people
5. Parents are interested in sending the children to private sector
6. Government is not able to reach the targets

COMMERCIALIZATION OF EDUCATION :-

* "No, I want my child to study. I want him to get what I did not get in my childhood. I will give him education even if I have to pay a huge amount of money to educational institutions".

* Every Parents tries their level best to provide quality education to his ward and to fulfil their dreams they spend a sum amount of money.

* Schools coaching centers, educational institutions etc. are prospering day by day

* They charge large amount of money to provide education and the Parents blindly spend such amount to educate their ward.

15) Aims of Education:-

⇒ The Most important and urgent reform needed in education is to transform it to relate it to the life, needs and aspiration of people

⇒ It make a powerful instrument of social, economic and cultural transformation necessary for realization of National goals

⇒ To promote national progress, a sense of common citizenship and culture and to strengthen national integration.

16) EDUCATION IDEOLOGIES OF JOHN DEWEY

⇒ Dewey believed that human being learn through a 'hands on' approach.

⇒ This places Dewey in the educational Philosophy of 'pragmatism'

⇒ Pragmatists believe that reality must be experienced

⇒ That means that students must interact with their environment in order to adapt and learn

Marginalization	Inequality
The term Marginalization describe the over-acton or tendency of human society, where people who they perceive to undesirable or without useful function are excluded.	Inequality is existence of unequal opportunities and rewards for the different position or status within a group or society. it is an unfair situation.
Marginality is an experience that affect million of people throughout the world.	It can be difference in size, degree, circumstances etc, lack of equality.

B)

Social Problems of Indian Society in the present day:-

- ⇒ India suffers a host of social issues ranging from poverty to Gendered violence
- ⇒ This Article covers the concept of social issues and the different experience of Rural and urban sectors
- ⇒ A social issue is when a situation is deemed less than the social ideal
- ⇒ An Individual problem is one that affects only a particular individual or group

Directive principles of state policy in the Indian Constitution :-

⇒ The Directive principle of state policy, embodied in Part IV of the constitution are direction given to the state to guide establishment of an economic and social democracy

⇒ The Directive principles may be classified under state ought to strive towards achieving, direction for exercise of legislative and Executive power; and the Right citizens.

20) "OPERATION BLACK BOARD" - OBJECTIVES :

⇒ A permanent building to withstand the weather conditions

⇒ Two reasonably large rooms that is useful in all weather conditions

⇒ Black board, maps, charts and other learning and play materials steps are also proposed to be taken to obtain land for a playground to attach the school.

⇒ The village education committees are responsible to maintain a school buildings.

Q)

MAJOR CAUSES OF MALNUTRITION AMONG CHILDREN

- ⇒ The malnutrition, is the result of lack of essential nutrients, resulting in poorer health, may be caused by a number of condition or circumstances.
- ⇒ In many developing countries long-term chronic Malnutrition is widespread - simply because people do not have enough food and eat
- ⇒ poor diet, Mental Health Problems, Motility, Digestive disorder, Stomach condition, Alcoholism are the main causes of Malnutrition among children.

22)

ADVANTAGES OF THREE LANGUAGE FORMULA:-

- ⇒ The importance of the society and language. Students are able to select a combination of Hindi, regional and foreign language
- ⇒ children can learn their native language and proud of it
- ⇒ Third language should be an Indian language.

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MAJOR ACHIEVEMENTS DPEP IN REVITALISING PRIMARY EDUCATION SYSTEM IN INDIA

- ⇒ DPEP was designed to address the issue of gender, marginalized groups and quality of learning, access and the management in support of Global
- ⇒ DPEP aimed to reduce overall primary education dropout rates, for all students, to less than 100%.
- ⇒ Increase average learning achievement levels

24) EDUCATION OF GLOBAL EQUALITY:-

⇒ Global education is about developing global competence: the attitudes, skills and knowledge needed to understand and participate in a globally connected world

⇒ The students with global competence: Think critically and problem solve on issues that demand perspectives taking and research skills

⇒ Global education is enable people to understand the links between their own lives and those of people throughout the world.