

- Pragmatism and Curriculum

- Principle of utility
- Principle of interest
- Principle of experience
- Principle of integration

- Pragmatism and Methods of Teaching

- Experimentation method
- Learning by doing
- Project Method

- Pragmatism and Role of Teacher

- The teacher is a guide

- Pragmatism and Discipline

- Self discipline

- Educational implication and relevance of Pragmatism with the development of education in emerging society.

- Recapitulation through question answer method
- feedback on the basis of the ability of the students
- Assignment : Discuss the contribution of Pragmatism in the field of education.

Topic - Pragmatism

Subtopic - Influence of Pragmatism in Education

Objective - To enable the student the role play by the pragmatists in Education

Teaching points

- Pragmatism in Education - Introduction
- Role of Pragmatists -
- Contributions in different aspects of Education
 - Pragmatism and Aims of Education
 - to cultivate a dynamic and adaptable mind
 - to create new values
 - Continuous reconstruction of experiences
 - Harmonious development
 - Social efficiency.

Recapitulation provided through questions/Answer
Feed back was given on the basis of student performances.

Assignment - library work on the topic taught.

Topic : Pragmatism

Sub-topic : Meaning and Principle of Pragmatism

Objective : To enable the student understand the meaning of Pragmatism and its principles.

Teaching points :

- Meaning of Pragmatism
- Essence of Pragmatism
- forms of Pragmatism
- Principles of Pragmatism
 - Believe in practical consequences
 - Believe in the present
 - Do not believe in values
 - Do not believe in Natural environment
 - They create their own environment
 - Emphasis on learning by doing
 - Emphasis on importance of man power
 - Believe in scientific experiment.
 - Emphasis on action and activity.
- Summarization of the topic
- feedback was provided.

Unit-II - School of Philosophy

sub-unit : Pragmatism

Objective : To enable the students understand the origin of Pragmatism as a school of philosophy.

Motivation : To arouse the interest of the student motivation was provided related to the topic.

Introducing the topic : After motivating the students the topic for the class was introduce.

Teaching points

- Briefing about the essence of various school of philosophies, its origin and expert.

- Introducing the school of philosophies to be discussed :

- a) Pragmatism

- b) Idealism

- c) Naturalism

- Pragmatism :- Introduction and its origin.

- Summarization -

Topic : Individual Differences

Sub-Topic : Meaning and Types of Individual differences.

Objective : To enable the student understand the meaning of individual differences and its various type.

Motivation : To arouse the interest of the student, Motivation process is done by asking questions related to the topic.

Introduction of the topic : after motivating the students, the topic for the day was announced.

Teaching Points .

1) Concept of Individual Differences:

2) Definitions :

3) Types of Individual Differences

- Physical and Physiological
- Cognitive development
- Language ability
- Aptitude
- Personality
- Emotions

Educational Implications : Importance of the knowledge of individual differences in the Classroom

Recapitulation of the topic through question-answer method.

feedback is given to students on the basis of the ability to answer the questions.

Unit-1. Education and Philosophy

Subunit - Role of education in the development of human values. (Moral, Social & Aesthetic)

Objectives: To enable the students understand the role of education in the development of human values.

Motivation was provided in order to arouse the interest of the students

Teaching Points :

1. What is values ?
2. Classification of values.
3. What is development ?
4. What is education ?
5. Role of education in the development of human values.

Summarization of the contents being taught

Recapitulate through Question answer method

Feedback is provided to the students according to their performances in the classroom.

Assignment: ~~was given~~ Q. Write down the importance of value for the students.

Unit-1. Education and Philosophy

Sub-unit: Objectives of Education at different level.

Objective: To enable the student understand the objective of education at different level.

Teaching Points

1) Meaning of objective :

2) Level of Education :

3) Classification of levels :

Primary/
Elementary
level/education

→ Meaning
→ Objectives

Secondary
level/education

→ Meaning
→ Objectives

Higher level/
Education

→ Meaning
→ Objectives

→ How to achieve these objectives

Educational implications: Importance of ^{educational} objectives.

Recapitulate through question answer method
feedback on the basis of students' performance.

Home work.

③ Jung's classification : Jung classified human personality into two types:

- i) Introverts :- Submissive
- Self centred
 - Do not express their feelings
 - Interested in indoor activity mainly reading books.
 - Better in writing than at speaking
 - Inclined to worry
 - Afraid of external realities

- ii) Extroverts :- optimistic
- Sociable
 - Helpful in nature
 - Interested in outdoor activities
 - Fluent in speech
 - Realistic and practical

~~To some extent there are some people who exhibit qualities of both introverts and extroverts, these type of people are known as * Ambiverts. this third category was develop~~

A third category was added later on, because of the fact that there are certain individual which are neither fully extroverts nor fully introverts this category is known as Ambiverts.

Topic: Education for social change

Objective: To enable students to understand the **Education for social change**

Motivation: To arouse the interest of the students, motivation process is done by asking questions related to the topic

Introduction of the topic: after motivating the students, the topic for the day was announced

Teaching Points:

1. Meaning of Social change
2. Factors affecting social change
3. Role of education for social change

Educational Implications: To understand how education can bring social change

Recapitulation on the topic through question and answer method on the topic that has been discussed.

Feedback is given to students on the basis of the ability to answer the questions

~~Lecture Note~~

~~Page No.~~

Type and Trait Approaches of Personality

① TYPE APPROACH : The type approaches of Personality are classified under the following into four categories:

① Hippocrates' Classification,

② → Kretschmers' Classification

③ → Sheldon's Classification

④ → Jung's Classification

1. Hippocrates' Classification : Hippocrates classify all human being into four characteristic groups according to their body humours and temperaments :

i) choleric : Those who are easily angered, irritable, emotionally weak but active and bodily strong.
(-)(+ve)

ii) Phlegmatic : Those who are emotionally strong, but bodily weak and lazy.
(+ve)(-ve)

iii) Melancholic : They are emotionally weak, bodily weak, no energy, no happiness, pessimistic.
~~Phlegmatic~~
(-ve -ve)

iv) Sanguine : They are cheerful energetic optimistic, bodily strong and emotionally strong.
(+ +)

② Kretschmer's classification : Kretschmer classified personality keeping in view the physical structure of an individual. He classified into three type of personality.

i) Athletic (balance body) : Are those person who are energetic, well built, strong and adjustable, optimistic

ii) Pyknic (fat body) : - Those who are sociable, jolly, good in nature, easy going, short and stout.

iii) Leptosomatic (lean and thin) : - Unsociable, reserved, shy, sensitive and pessimistic;

③ Sheldon's classification : Sheldon classified personality keeping in view the physical structure and has attached certain temperamental features. He classified personality into three types :

i) Endomorphic : Easy going, sociable and affectionate
(fat body)

ii) Ectomorphic : Pessimistic, unsociable and reserve.
(weak frail)

iii) Mesomorphic : Active, energetic and adventurous.
(balance body)

Lecture plan

Paper 1- Educational Psychology

Unit-4: Learning

Sub unit-Meaning and nature of learning

Duration-50minutes

Objectives- to make the students understand the meaning and nature of learning

Teaching points:

1. Meaning of learning: Every human action or behavior is learned. Man learns to walk, talk, read and write, to live with others, love and hate others etc. all his habits, beliefs and attitudes are learned. Learning occupies a very important place in everybody's life.
2. Definitions:
 - a) According to Crow and Crow: "Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates in individual's attempts to overcome obstacles or to adjust to new situation..."
 - b) According to Gardner Murphy; 'The term learning covers every modification in behaviour to meet environmental requirement.'
 - c) According to Clifford Morgan et al. ; ' Learning can be defined as any relatively permanent change in behavior that occurs as a result of practice or experiences.'

Thus from the above discussion and definitions we can sum up that, 'Learning' is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. Learning may be viewed as a process, rather than a collection of factual and procedural knowledge.

3. Nature of Learning:

- a) Learning is growth ;
- b) Learning is universal:
- c) Learning is goal directed:
- d) Learning is a never ending process:

- e) Learning is both incidental and intentional:
- f) Learning occurs both in formal and informal situations:
- g) Learning may be addition of new skills, knowledge and subtractions of previous skills and behaviours
- h) Learning implies adjustment and adaptation to his environment.
- i) Learning is transferable from one situation to another situation.

Recapitulation of the topic taught by asking the following questions;

Q .1. What do you understand by the term Learning?

Q .2. Give an example of learning.

Q .3. Mention some of the nature of learning.

Home assignment: write five example of learning

Suggestion for reference: Advance Educational Psychology 2nd Ed, SK Mangal

Paper 1- Educational Psychology

Unit-4: Learning

Sub unit-factors affecting/influencing learning

Duration-50minutes

Objectives- to enable the students classify the different factors influencing learning

Teaching points:

1. Factors : it refers to any circumstance, fact that contributes/affects to a result, these factors may be internal(from within the individual) or external(from other/ outside).
2. Classifications of factors: The factors that usually influenced the student to learn or not to learn are being classify into two categories they are;
 - a) External factors: these factors are externally influenced the student in their daily life activities and experiences encountered by him/her such as;
 - Community:
 - Home environment:
 - Peers:
 - Teachers' behaviours:
 - Classroom/school environment:
 - b) Internal factors: There are several internal factors that affect learning. They are
 - Goals or purposes:
 - Attention and Interest:
 - Level of aspiration:
 - Drill or practice:.
 - Fatigue:
 - Aptitude:
 - Attitude:
 - Emotional conditions:
 - Learning activities:

Educational implication about the importance of these factors in students' learning

Feedback:

Assignment:

References; Educational psychology, SK Mangal

Topic: Theories of Learning

Sub-topic: Theory Of Insightful Learning

Teaching points:

- **Introduction:** In Psychology the word 'insight' means 'sudden grasp of understanding. This theory is also called 'Gestalt Theory of Learning' as it was founded by a group of German psychologist called 'Gestalts'. Kohler, Koffa, Wertheimer and Lewin were the leaders of what is historically gestalt Psychology.
- **Gestalt** is a German noun for which there is no English word equivalent but the nearest English translation of Gestalt is 'form' , 'Configuration' 'an organized whole'. Therefore Gestalt psychology emphasis on the whole is more important than some of its part.
- Experiments by Kohler:
- Factors affecting insight
 - Experience:
 - Learning situations:
 - Initial effort: initial
 - Repetition and generalization:

Educational Implication: Insightful learning has significant implication for class room learning for the following reason:-

1. Proceeding from whole to parts:
2. Emphasis on understanding:
3. Arousal of motivation:
4. helps in the development of reasoning power:

Recapitulation

Feedback

Assignment

Topic: Theories of Learning

Sub-topic: Classical conditioning Theory

Teaching Points:

1. Introduction: The Classical Conditioning Theory was propounded by the Russian Psychologist, Ivan P. Pavlov. 'Conditioning' refers to the automatization of behavior by repetition of stimuli which follow a given response and which ultimately become the cause of behavior.
2. Experiment:
3. Principles of Classical Conditioning Theory: In learning by conditioning, the followings are involved:-
 - Extinction of condition response:
 - Spontaneous recovery:
 - Stimulus generalization:
 - Stimulus discrimination:

Educational implication of Classical Conditioning:

Classical conditioning does not have direct application to a class room teaching-learning process but the principle of classical conditioning can be used in the following areas of the following behaviour:-

- Developing good habits and breaking bad habits:
- Teaching Alphabets
- Formation of attitude:

Recapitulation:

Feedback:

Topic: Learning

Sub-topic: transfer of learning

Objective: to enable the students explain the meaning and types of transfer of learning.

Teaching points:

- Meaning of learning
- Meaning of transfer of learning
- Definitions
- Types of transfer of learning
 - Positive transfer,
 - Negative Transfer and
 - Zero Transfer
- Educational implication in the classroom
- Recapitulation : it was done through question and answer method
- Feedback: was given on the basis of their ability to answer the question
- Homework/assignment

III semester

Paper 3- Educational System in India

Unit -1 Education in Ancient India

Sub- unit Vedic Education

Lecture -1

Duration -50 minutes

Teaching points:

1. Introduction/ basic ideals:

- The Vedic age is fully recognized as about 1500BC to 600BC.
- Vedic education lays its foundation in the Vedas.
- Vedas is derived from the Sanskrit word 'Vid' meaning 'to know, to obtain, to consider, to feel' etc. thus the Vedas are concerned with knowing god, soul, mind and nature, to obtain salvation, to feel oneness with god, to tell the glory of god.
- Vedas are mostly composed in verses only a small portion of it is written in prose. The Vedic prose is called 'Yajush', the Vedic verses is called 'Richayas' and the melodious verses is called 'Sana'.
- There are four Vedas namely Rig Veda, Sama Veda, Yajur Veda and Atharva Veda. Together they contain 20389 hymns.

The aims and ideals of Vedic system of education were also guided by four Purushartha:

- Dharma: righteousness, or a code of conduct by which one is to control all his activities and performs his duties.
- Artha: deals with economic welfare
- Kama: enjoyment of material pleasure which is to be guided by Dharma
- Moksha: Emancipation of mind leading to self realization

2.Salient features of Vedic system of education::

1. Rules of admission-
2. Agencies of education:
3. Duration of Education:
4. Duties of the students
5. Relationship between the teacher and the taught:
6. Women education:

Recapitulation

Feedback

Assignment

Unit I

Topic –Vedic Education

Sub-topic- aims and objectives of vedic education

Teaching points:

1.Aims and objectives of Vedic Education: The aims and objectives of Vedic Education are as follows;

- a) Inculcation of a spirit of piety and righteousness.
- b) Development of personality
- c) Formation of character
- d) Preservation of Vedic literature
- e) Religious education
- f) Removal of ignorance
- g) Brahman realization
- h) Spiritual knowledge

2.Curriculum: The curriculum of Vedic education were, the four Vedas, Vedayas (grammar), Hetuvidya (rhetoric), Silpa-Vidya (astrology), logic, arithmetic, ethics and philosophy.

3.Methods of teaching: The method of teaching was mainly oral, meditation was also practiced during this period, much stress was also laid on memorization and correct pronunciation.

Role of the teachers: The teacher during the Vedic period was responsible not only in imparting religious knowledge as well as secular but also in moulding the character and personality of the pupils. The teacher of the gurukula system was an affectionate father, an effective teacher and a person of high moral and spiritual qualities. He maintained discipline by the influence of his personality. He also performed the functions of a householder, performing the fine daily yojnas and observing vows.

Merits:

Demerits:

Recapitulation

Feedback

Assignment:

Lecture -3

Topic: Brahmanic Education

Sub-topic: basic ideals/ introduction, aims and objectives

Teaching points:

1.Introduction:

The educational structure in the Brahmanic Age was to a very great extent, only a refined and developed form of Vedic education. During this age various forms began to emerge in the institutions of education. Various institutions such as Shakha, Charana, Parishad and Gotra began to emerge at various levels of education.

It was in this period that the Sutra literature was created, along with the the development of the six system of Indian philosophical thought- Samkhya, Yaga, Nyaya, Veisheshika, Karma of Purva Mimansa and Vedanta.

A significant characteristic of this period is the determination of the syllabus according to the caste and Ashrama system. However, the education of the Shudras and women suffered a declined.

Education during this age continued to proceed on the foundation given to it during the Vedic period, but a certain rigidity and narrowness marked its implication. Education at this age aimed at equipping the students for the struggle for existence.

During this period equal attention were paid for both spiritual and materialistic education. But on the other hand education become very comprehensive as it covers every aspects of life. it also proved to be religious dominated.

2.Aims and objectives of Brahmanic Education: Brahmana Education develop a system of education which survived the crumbling empires and changes of the society. The main aims of the Brahmanical education was all-round development of human life; that is physical, mental and spiritual. The following are some of the aims and objectives of Brahmanic education;

- a) Self control.
- b) Self-reliance
- c) Development of personality and character
- d) Obtain celibacy
- e) Physical development
- f) Knowledge of social and civic life
- g) Preservation of knowledge and culture.

Lecture – 4

Topic: Brahmanic Education

Sub-topic: curriculum, methods of teaching, role of the teacher

Teaching points:

1. Curriculum: During this period practically all useful subject were included. Hence it was capable of all-round development of life. following were the main subject in the curricula:

- a) Religious education: Brahmanic education aimed at the inner as well as outer purities for supreme development of life. This led towards attainment of salvation therefore educand was made to learn Vedic Mantras such as Karmakand, Havan, Yajna, Itihas and Purana.
- b) Other literature such as Grammar, Arithmetic, Geometry, Astrology, Economics, History, Politics, Agriculture, Military, Medicines and surgery, and Philosophy.

2. Methods of teaching: During the Brahmanic education the following methods of teaching were followed:

- a) **Oral system;** oral system of teaching were continued even in the Brahmanic age, the guru used to take care of correctness and accuracy of pronunciation
- b) Art of writing; the art of writing was developed and practice. Bhojpatra the bark of a tree was used for writing.
- c) Individual method and self study was followed during this period.

3. Role of the teacher; During the Brahman period the role of the teacher plays a dominant role from imparting both spiritual and worldly knowledge. Besides imparting knowledge, the teacher has to take full responsibility towards development of moral character of the students and also other facilities required by the students such as, fooding, logging, clothing, medicines and other needs.

4. Salient features of Brahmanic Education

1. Rules of admission
2. Whole time living in the gurukula;
3. Duration of Education:.
4. Duties of the students:
5. Relationship between the teacher and the taught:
6. No corporal punishment Practical education
7. Strict celibacy:
8. Character building :
9. Individual teaching:

Lecture -5

Unit-1 ancient education

Buddhist System of Education

Teaching points

1.basic ideals

The teachings of Buddha are known as Buddhism. Buddhism is mostly about ending the feeling of pain that all people feel inside. Gautama Buddha taught that pain is a part of life and taught that the pain is because of desire, and he showed that there is a way to end desire and a way is by doing good thing and by training one's mind and gain enlightenment or Nirvana.

The movement started by Gautama Buddha gave a greatest shock to the traditional Hinduism, Buddha revolted against the prevalent Brahmanical religion as he was totally against the rigid classification of the society according to Vernas. He particularly pleaded for simplification of life. Hence, the emergence of Buddhism granted the people to obtain education and practice their religion themselves.

Buddhist system was also a product of the prevailing Brahmanical education system but it is not based on the Vedic study and its teacher were not Brahmans except those who have converted to Buddhism.

2.Aims and objectives of education:

- a) The main aim of Buddhist education is to attain wisdom. In Sanskrit the Buddhist wisdom was called- Anuttara-Samyak-Sambhodi meaning the perfect ultimate wisdom.
- b) An all-round development of child's personality-physical, mental, moral and spiritual.
- c) Another aims of education is to make a free man, a wise, intelligent, moral, non-violent and secular man. Students become judicious, humanist, logical and free from superstitions, free from greed, lust and ignorance.
- d) It also aim at regaining our intrinsic nature or understand and recognition of our innate wisdom.
- e) In the Buddhist period the chief aim of education was propagation of religion and inculcation of religious feelings and education serve as a mean to achieve salvation or Nirvana.
- f) Preparation for life was another aims of education through practical education so that when they entered normal life they may be able to earn his livelihood.

Lecture -6

Teaching points:

1. Curriculum: The curriculum was chiefly spiritual in nature. Its main aim was to attain Nirvana. So the study of religious books was important which includes- Suttana pitaka (religious doctrine), Vinaya pitaka (monastic code), and Abhidhamma pitaka (philosophical interpretation of the doctrines of the above two pitakas). This type of curriculum was meant only for the monks. Besides these, spinning, weaving, printing of cloth, tailoring, sketching, accountancy, medicines, surgery and coinage were the other subjects of Buddhist education.

2. Methods of Teaching:

3. Role of the teacher:

4. Salient features of Buddhist System of Education:

- Rules of admission:
- Agencies of education:
- Medium of instruction:
- Women Education:.
- Vocational Education:
- Daily routine of the students:
- Teacher-taught relationship:

Medieval /Muslim Education

Teaching points

1.Basic ideas

The beginning of the Eighth century AD marked the event of Mohammedan in India. Mohammad Ghori laid the foundation of Muslim rule in Northern India. The Muslim Kings came to India with Islamic Culture and tried to propagate Islam in India. They adopted two methods for propagating their culture, firstly through force, terror and tactics and secondly through education. The education system which they developed to propagate Islam in India is known as the Muslim system of education.

Education in the Medieval period was imparted in different types of educational institutions based on the needs and potentials of each student, which included Maktabas, Madarsas, Khangahs, Kharkanas, but most of the time education was organized in Maktabas and Madarsas.

Maktabas were primary or elementary schools often attached to a mosque, whereas Madarsas were schools for higher learning. After completing the primary education the children were sent to Madarsas to receive higher education.

Admission in Maktabas was given to students at the age of 4 years 4 months and 4 days. At the time of admission, Bismillah Khwani ceremony was solemnized. The students were presented before the Maulvis or teacher in new clothes. At first he was required to repeat some verses of Quran. In case of inability to do this, his education was started by pronouncing the word Bismillah, thus his education was begun in the name of Allah.

2.Aims and objectives of Muslim Education: During the medieval period the aim of education was stress on-

- a) The propagation of Islamic religion, principles, laws and convention
- b) Expansion of knowledge among the Muslim.
- c) Strengthening the political administrations.
- d) To create able employers for different jobs.

3.Curriculum: The curriculum during the Medieval period is divided into two categories;

- a) At the primary level the students were made to learn the Ayats of Quran and 3Rs that is reading writing and arithmetic.
- b) At the higher level subjects like, rhetoric, logic, science, philosophy, mathematics, politics, economics, agriculture, Arabic literature and theology were included in the curriculum.

4.Methods of teaching: the method of teaching during this period was mainly oral, emphasize was also made in memorization of the learned lesson.

Role of the teacher: The role of the teacher was to impart both secular and religious education. Besides this the teacher looked after the discipline and moral character of the students. During the medieval period the teachers held a high status in the society and were paid with good salary and thus they lived a luxurious life.

5. Salient features of Medieval Education:

- 1. Admission procedures:.**
- 2. Agencies of education:**
- 3. Medium of instruction:**
- 4. Vocational education Examination:.**
- 5. Teacher-pupil relationship: Women education:**
- 6. Discipline:**
- 7. Military education;**

Merits and demerits of the system of education were discussed

Interaction were done

Learning materials were provided in hard copies for Xerox

References were also given for their assignments.