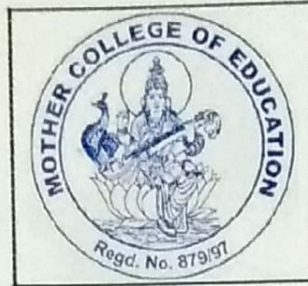


Mother College of Education, Code Number:249

Y.D.PETA-531115



B.Ed. Programme (Academic Year-2017-2019)

Semester-- I / II / III / IV

Course:

Name: Manjulata Palei

Roll No: _____ Regd.No: _____

Pedagogy: _____



ANDHRA UNIVERSITY
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CERTIFICATE

This is to certify that Mr./Mrs/Kumari Manjuleta Palei student
of _____ completed _____ activities
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Course _____ as a part
of his/her I / II / III / IV Semester in B.Ed., Programme.

ROLL. NO. _____

REG.NO. _____

Signature of the Lecturer

Signature of the Principal

Initial of the member of
Moderation Board

College Seal

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1.	Critically review a selected Book written by Contemporary Educationalist in India.		
2.	Thoughts and reflections of Western Philosophical Schools and its relevance to the present day Indian Education		
3.	A - Report Identify the different roles played by an ideal teacher in the classroom, school & community and report.		
4.	Visit nearby schools under different management and describe the functioning of the schools.		
5.	List out the values which make an individual a righteous human being.		

ACTIVITY

I

ICT

① = Book Review : Indian 2020+
(A Vision for the New Millennium)

By Dr. A.P.J. Abdul Kalam & Dr. Y.S. Rajan.

This is perhaps one of the best known books penned on India's Growth Imperatives in its search for developed country status, penned by one of India's favorite sons our beloved Late Dr. APJ Abdul Kalam, former President, Nuclear scientist & as it turns out, thinker extraordinaire with a tremendous passion for India & all things Indian.

It has been co-authored with Dr. Y.S. Rajan, who used to be the scientific secretary to the office of the Principal Scientific

P.F. Act ① ②
Adviser to the Govt of India. He was also associated with 'ISRO' & the department of space.

This book, as it turns out, is far more than a mere problems / Challenges - & solutions stuff. It is the dream of a great Indian, a man who had given his entire life in the service of the nation.

It is in every way a vision, a passionate dream; but one that is well presented, sorted out, supported with extensive research, facts & data. & does justice to most of the problems & challenges our nation faces in its quest for developed nation status. It justifies its little in letter & spirit: **A vision for The New Millennium.**

The need for a Vision -

Before delving into the specifics of the challenges, the book looks at the need of a national vision.

The best part about this section, covered in 3 engaging chapters, is the usage of real world problems of vision.

The struggle for freedom this drives home the point of how, when the majority of the people come to dream one single dream - the impossible becomes suddenly within reach & feasible.

The book then moves onto real world examples of how a vision document was created in other countries, & how it was implemented, giving a more practical, deeper insight into the concept of a vision & its applicability in the Modern World.

The best part - appealing to both the emotional, historical & practical aspects of the first challenge, that of selling the concept of a vision is remarkable & indicative of a person of high intellect as well as emotional maturity, which is of course well known to all of us:

The Vision and the Challenges

This isn't a coffee table analysis, done on the basis of experience this is the result of hard, painstaking research, with solid data, field work and a series of discussions with Government, Quasi Government and private professionals from various fields, with an effort to understand as well as analyse each and every aspect of the presented points.

This is a veritable treasure of data, and not just an ideation session that seeks to implant ideas in your mind. This is a seriously put together document that needs attention and repeated referencing for it to be properly assimilated and understood by the serious reader.

The first task taken was then to identify the specific areas or industries where we can develop a competitive advantage, and go onto build world class

infrastructure, institutions and companies in these areas. And this is where the book really hits home, and hard! as apposed to the current penchant of grand projects, high tech fields, bullet trains, and smart cities that we currently dream of - the book takes off an entirely different tangent. and succeeds in developing a workable vision for all of us.

The book was authored in 1998 and 18 years have passed since then. We are very near the target date taken for the national vision: 2020. It would be pertinent to look at how far we have progressed on the dream of a developed India as put forth in the book.

ACTIVITY

II

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2- Thought and reflections of western philosophical school and its relevance to the present day Indian Education.

The Western Perspective

The philosophy of education is a significant area of study both for Western and Indian philosophers.

Philosophy of education was not systematically set forth before the twentieth century. He was the first systematic philosopher to work in the field. Plato along with John Dewey believes that philosophy of education occupied a central place in philosophical thought.

Dewey, in fact once suggested that "philosophy may even be defined as the general theory of education."

View of philosophy of education in Western and Indian perspectives -

The western philosophy of education is divided based on the origin of reality.

The division of western philosophy based on the theory of reality is tried to be observed in :-

- (i) Idealistic View
- (ii) Naturalistic view
- (iii) Realistic view
- (iv) Pragmatic view
- (v) Marx and Lenin
- (vi) Existentialist view

(i) Idealistic view :-

It believe that the soul is immortal, the world of ideas is the real world and this world of ideas is not the world of senses.

Mind possesses the important power of thought. Butler maintains that Descartes' dictum "**I think, therefore I am**". is the first step toward all knowledge.

(ii) Naturalistic View -

This philosophy of education is as old as idealistic philosophy of education as it lays emphasis upon nature is every field of education.

The naturalistic philosophers of education derive the aims and ideals, the means the methods of teaching and the principles of curriculum and school management from the nature.

(iii) Realistic view

It is an outcome of scientific development. This theory is against spiritualism and opposed to idealism.

(iv) Pragmatic view

No importance is attached to the impracticable and to things which can't fulfil some purpose.

(v) Marx and Lenin :-

It shows little interest in philosophy of education. Neither Marx nor Engels had much to say about education directly.

(vi) Existentialist View :-

These philosophers of education approach towards the humanistic aim of truth.

The Indian Perspective :-

Educational foundation in India are also found in the metaphysical, Epistemological and ontological outlook of the philosophers.

The Indian philosophy of education is distinct about aims, curriculum, methodology and other aspects of education. It is not so inarticulate from to the application of the speculative view.

(i) Vedic period :-

- a) character building
- (b) Development of personality
- c) knowledge of social roles and status.
- (d) Vocational efficiency
- (e) National integration.

(ii) Medieval Period :-

- 1 - The world is full of miseries
- 2 - Ignorance is the cause of miseries
- 3 - There are cessation of miseries
- 4 - There are ways to get rid of miseries.

(III) Modern Period -

In Indian modern education started under the British rule.

(iv) Philosophical division of Indian Education -

The philosophy of education is materialistic.

General estimate -

The above discussion shows that both the western and Indian philosophy of education is the guiding principle to fulfil the different aims of an individual and the social life.

ACTIVITY

III

CHARACTERISTICS OF AN IDEAL TEACHER

The Mudaliar Report stated "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training the place that he occupies in the school as well as in the community."

CHARACTERISTICS OF IDEAL TEACHER

1. The teacher must be good looking. The dress should be decent and sober.
2. Teachers should have calm nature, sweet looks charming face, pleasant demeanor, so as to exert a good influence on both the public and the pupils.
3. His character should be above reproach.
4. Good mental and physical health is another essential to be a good teacher.
5. Sociability is another essential trait for a teacher.
6. The teacher must have a sense of humour.

P.F. aid (3)

Teacher should be a person with whom children can have normal, friendly human relationships.

In short, the teacher must possess a well-rounded character personality. He should be particularly careful about the following -

- a. He must be punctual to the minute.
- b. He must be just, fair and impartial in all dealings.
- c. He must have pleasing manners and be courteous to all.
- d. He must be able to earn respect.
- e. He must be responsible in his talk and behaviour.
- f. He must be kind & sympathetic.
- g. He must be extremely honest.
- h. He must be self-reliant and self-directive.
- i. He must not be rigid, too strict - yet be prompt & business.
- j. He must respect pupils' opinion and should invite free discussion in the class.
- k. Last but not least important, He is a social engineer and useful social worker, He is a superior guide. He is a national builder.
- l. He must be an enthusiastic in child study, enthusiastic in his subject and master of method.

THE TEACHER AS A NATION BUILDER

→ 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. It is our dear teachers who mould our character, our personality and show us the right direction which leads us to our final destination.

→ Flourishing national development and a society truly prosperous with knowledge all begins from its teachers. While the role of knowledge and a skilled society with visions and aspirations in the success of a nation cannot be stressed enough.

It should also be remembered that knowledge cannot be acquired.

→ Knowledge received without a teacher's guidance can be compared to a blind man walking without his stick. Because of this teachers need to have a high level of commitment towards their duties and responsibilities which have been entrusted to them.

- P.F. no. (3) (1)
- The teacher is a representative of the Society who inculcates moral precepts. In the development of a Country, great attention has to be paid to education and learning.
 - The role of the teacher is multi-faceted one comprising academic, Pedagogical and Social roles. Academic roles comprise teaching, Counselling and Supervisory roles while pedagogical roles include instructional, evaluation and facilitating role.
 - No other personality can have an influence more profound than that of teacher. Students are deeply affected by the teacher's love and affection.
 - A Corrupt and incompetent teacher is not only a bad individual, but also the harbinger.
 - Teachers therefore, have to play a Cardinal role in the building up of the next generation.
 - The essence of the teacher as a nation builder cannot be over emphasized. Good teachers need to be themselves constantly seeking knowledge, be of good character, have high motivation and be creative.

TEACHER AS A CREATOR AND FACILITATOR OF KNOWLEDGE

- Firstly we define the term facilitate which stands, to promote, to help forward, to make easy. Hence, the content of instruction, a teacher's role would be to promote learning, to help students to develop more and more by learning, by providing them a conducive environment to interact with in order to bring about learning and future development.
- He/she acts as a facilitator of learning. Some student-centered library work, Project work, experimentation, home assignment etc.
- All such methods show that teacher guides students as to how to go about learning sequence, thus facilitating their learning. At last we can conclude that in all student-centered methods teacher is a facilitator and not a Participant.

ACTIVITY

IV

P-f oct ④ ①

4- Functioning of Schools :-

I visited firstly Kendriya Vidyalaya No. 02, Bolangir for the purpose of the activity work.

I attended the prayer class at 8.00 AM. After that I visit all building or classes.

P.F. Ad (4) 2

The Kendriya vidyalaya No. 2
Bolangir established on 1968.
Mr. R. K. Panigrahi is the Principal
of the School.

There are 40 Teachers
working in this school. This school
has classes for nursery to 12th class
students. It has around 40 highly
qualified teachers including, one
principal and 10 gate keepers.

This school provides admission to
nursery class (around 2000) students
every year.

This school has different
teachers for different classes like
P.T, Maths, English, Hindi, G.K,
music, dancing, painting and
drawing.

P F Act (4) (3)

This school has a big library, stationery shop and canteen inside the school campus.

This school is located at very peaceful place without any pollution, noise & dust.

School building has two ~~late~~ staircases at both ends which lead us to every floor. It has well equipped and well instrumented science lab and one computer lab at first floor.

At ground floor there is a school auditorium where all the annual functions, meetings, PTM, ~~class~~ takes place. There is a large open space used as playground.

P.F. Act (4) (4)

The school functions from 8.00 AM to 2.00 PM. The classes begin after a mass prayer.

During the recess hour 11.00 AM to 11.30 AM students are go to the playground. In game period, they play football, volleyball etc.

ACTIVITY



9- The values which make an individual a righteous human being -

The primary most important human knowledge is knowledge and understanding of the very most basic and universal human values

Without knowledge and understanding of the very most basic human values nobody can give a direction to one's life that makes sense.

Most basic values and responsible decisions

Knowledge and understanding of the very most basic human values is of basic importance to any human in the world, to make truly responsible decision, and to give a responsible direction to one's life: and also to give a truly responsible direction to the development of one's children.

And without awareness of the very most basic human values our life is bound to be like a playing of the winds, on a vessel out of control.

Most basic human values and development of science and technology knowledge and understanding of the very most basic human values is also of basic importance for any scientist and technicians, to give in a responsible way direction to the development of science, technique and human development.

We can think of e.g. humane eugenics, humane GM, computer development and robotization and environmental effect on agricultural eugenics and GM etc.

Permisses to values standard and human qualities +

Highest values, standards and human qualities.

- Universality of values.
- Universal social standards
- Universal moral qualities
- Universal basic education.

Most basic universal human values:

Life itself - Common individual value,
most basic universal core value.

Happiness - Common individual value,
most basic universal core value.

Love - Common individual value
and social value, most basic universal
core value.

Peace - Common individual and social
value, circumstantial value.

Freedom - Common individual and
social value, circumstantial value.

Safety - Common individual and social
value, circumstantial value.

Respect - social value of the moral
standard of respect.

Nature - common value, physical value

Key Function - The function of the most of these basic values is to make it possible for every human to realise or maintain the very highest or most basic universal core values of life, love and happiness.

Popular "Core values"

Many popular so called "core values" are often actually "core virtues" which are seen as very important and valuable and hence called then "core value" such virtue-values like e.g. honesty or courage, are in general institutional or corporate "core values".

Respect is the most basic social standard, from which all other basic social standards can be derived.

The function of these social/moral standards is to protect the highest human values, and to make them realisable for every individual.

Nature, one of our highest universal human values.

Awareness of dependence

Value of the earth itself

value, in beauty and mystery

Alienation and blindness

Human health, one of our highest universal human values ÷

Health for granted ÷ Our physical and mental health has also to be seen as one of our basic and highest human values, for our physical or mental health can easily become a condition for our very highest human values of life, love or happiness.