

CRITERIA II

TEACHING- LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.7 A variety of assignments given and assessed for theory courses through

Samples of assessed assignments for theory courses of different programmes



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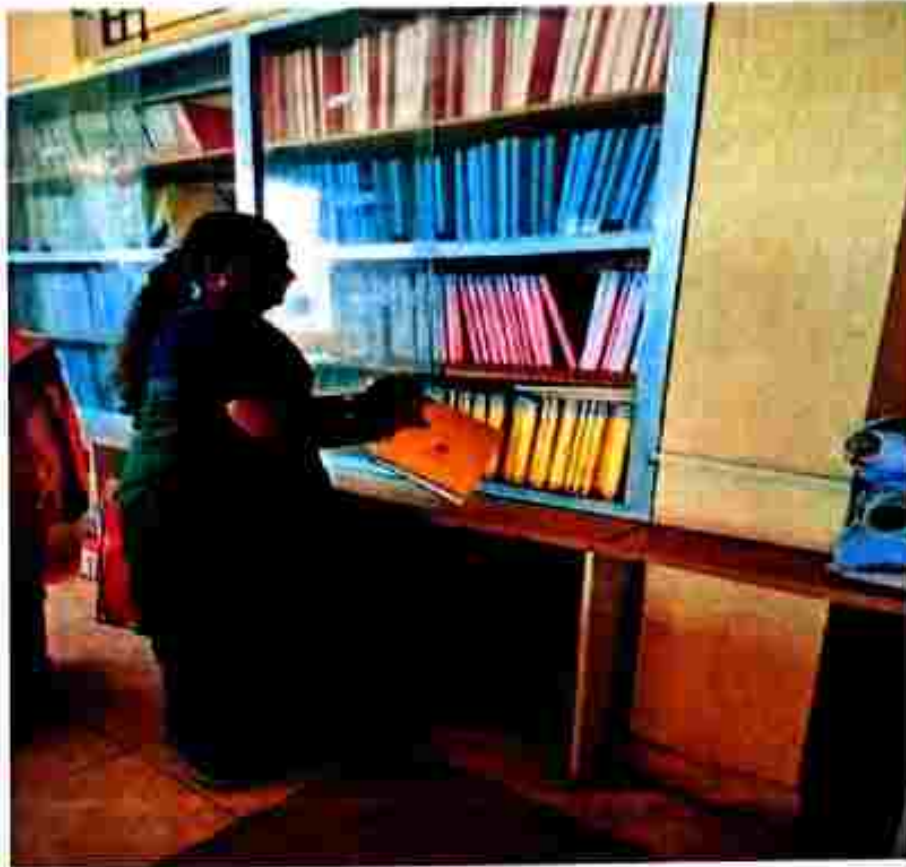
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M.Ed students Using library for research



Alex Fenule
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B.Ed students Referring Books



Aley Perith
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INDHIRA COLLEGE OF EDUCATION

Name : V. Keerthana

Dept : B.Ed (Maths) - 1st year

Roll No : 15703

Subject : Educational Psychology

Questions :

- ① Write about 20 most famous Educational Psychologist?
- ② Explain in detail about Adolescence?

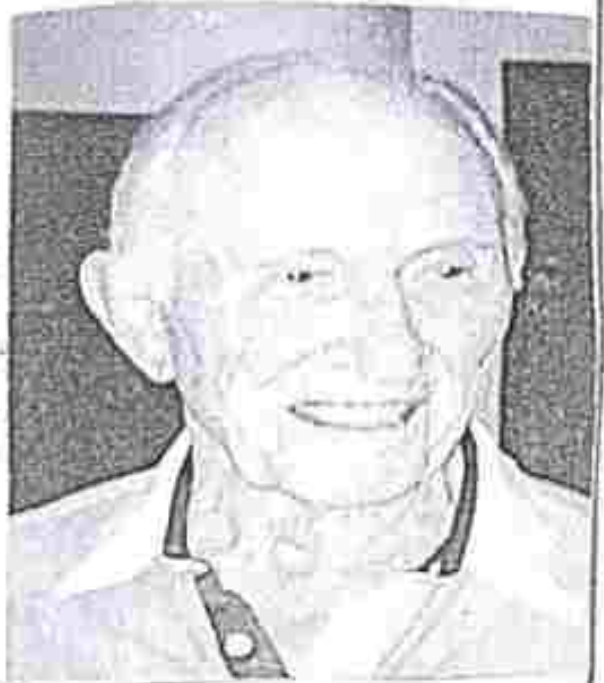
$\frac{10}{10}$
Good
R. Jeyaraj

Ajay Perumal

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Richard C. Atkinson

Born on March 17, 1929 is an American Professor of Psychology and Cognitive Science and an academic administrator. He is a president emeritus of the University of California, System former chancellor of University of California, San Diego and former director of the National Science Foundation.



Research:-

After earning his bachelor's degree at the University of Chicago and his Ph.D in experimental Psychology and Mathematics at Indiana University Bloomington Atkinson joined the faculty at Stanford University in 1956. Except for three-year interval at UCLA he served as a professor of Psychology at Stanford from 1956 to 1975. His research on mathematical models of human memory and cognition led to additional appointment in the School of Engineering, the School of Education, the Applied Mathematics and Statistics Laboratories, and the

Institute of Mathematical Studies in the Social Sciences

The Theory of human memory which Atkinson put forward with his students Richard Shiffrin has been influential in shaping research in the field of human memory. The theory is generally referred to as the "model modal of memory" or the "Atkinson-Shiffrin Theory". Their 1968 article "Human memory: A Proposed System and Its Control Processes" is one of the most highly cited in the behavioural and cognitive sciences. In 2019, the Journal memory and Cognition devoted a special issue in recognition of five decades of research inspired by the theory.

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John H. Flavell:

Born on August 9, 1928
In, Rockland, Massachusetts.
He is an American developmental
Psychologist specializing in
children's Cognitive development.



Research:

Flavell has conducted extensive research into
metacognition and the child's theory of mind.

Research about Metacognition and the child's theory
of mind. One of his most famous contributions to
the field is his work on children's developing
understanding of the distinction between appearance
and reality. These studies assessed young
children's ability to acknowledge that a given
object is really one kind of thing, yet appears
to be another kind of thing, or that a given
piece of material is really one color, yet
appears to be another colour under particular
circumstances.

Flavell and his colleagues have found that whereas

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most three-years-old fail these task, five-years-olds and older four-years-old succeeded on them. He interprets this developmental difference as suggesting that children acquire the notion of mental representation of reality as distinct from reality itself.

The appearance-reality paradigm, along with the false-belief is widely used as diagnostic theory of mind development during early childhood. Flavell's other work has addressed children's developing understanding of perception, perspectives taking and their introspective insight into their own subjective experiences.

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Carl Edward Bereiter

Born on 1930 an American
Education researcher, Professor
or Emeritus at the Ontario
Institute for Studies in London.

University of Toronto, known for
his research into Knowledge

Building. His areas of contributions
are knowledge building, knowledge

usage, Knowledge works, Research

design, Intentional learning, Instruction, Cognitive Psycho-
logy, Educational Policy, Educational technology.

Research :-

Carl Bereiter is one of the pioneer of Computer
Supported Collaborative Learning (CSCL). In Collaboration
with Marlene Scardamalia he introduced and developed
the theory of "knowledge building". He is one of the
main researchers of Computer Supported Intentional
Learning Environments (CSILE), the first networked
System for Collaborative Learning. The second generation
of product was renamed Knowledge Forum.

Bereiter is one of the founders and leading
researchers of the Institute for Knowledge Innovation



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and Technology (NIT), the Educational Contributions along with those of Ludwig Wittgenstein, Martin Heidegger, Jean Piaget, Lev Vygotsky, Mikhail Tourad, Howard Gardner and others are profiled in Fifty Modern Thinkers on Education.

He became well known for a 1966 proposal written with Stephen Engelmann on the persistent gap between inner city and middle class children in educational achievement that appeared in Teaching Disadvantaged Children in the Preschool. This position came to be called the Cultural deficit hypothesis. This provoked a response by William Labov encapsulated in a much reprinted paper called "The Logic of non-Standard English", that argued that cultural and linguistic difference rather than deficit lay behind much of the gap. Bereiter has claimed that he was misread by his critics.

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B.F. Skinner

Burrhus Frederic Skinner (March 20, 1904 - August 18, 1990) was an American Psychologist, behaviourist, inventor and social philosopher. He considered the father of Behaviour. He was the Edgar Pierce Professor of Psychology at Harvard University from 1958 until his retirement in 1974.



Research:-

His approach to the study of behaviour as radical behaviourism, which originated in the early 1900s as a reaction of depth psychology and other traditional forms of psychology and which often had difficulty making predictions that could be tested experimentally. This philosophy of behavioural science assumes that behaviour is a consequence of environmental histories of reinforcement.

The position can be stated as follows: what is felt or introspectively observed is not some non-physical world of consciousness, mind or mental life but the observer's own body. This does not mean as a kind of psychological research by the repair of the major damage wrought by mentalism.

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Respondent behaviour are elicited by stimuli, and may be modified through respondent conditioning, often called Classical Conditioning, in which the occurrence of a response yields a reinforcer.

Operant behaviours are emitted that initially they are not induced by any particular stimulus. They are strengthened through operant conditioning and such behaviours may be measured by their rate.

Complex behaviour Humans cannot be easily be described in terms of individual responses reinforced one by one and Skinner devoted a great deal of effort to the problem of behavioural complexity.

Extinction is the absence of a rewarding stimulus which weakens behaviour and regretted that essentially the same process "reinforcement" was less widely accepted as underlying human behaviour.

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Benjamin Bloom

Born on February 21, 1913 to September 13, 1998 was an American Educational Psychologist who made significant contribution in the classification of educational objectives and the theory of mastery learning; developed a "taxonomy of Educational objectives" and the objectives have three domains are Affective, Psychomotor and Cognitive for creating a more holistic form of Education.



Research:-

Skills in the affective domain describe the way people react emotionally and their ability to feel another living thing's pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, feelings. There are five levels in the affective domain moving through the lowest order processes to the highest.

Receiving:-

The lowest level, the student passively pays attention without this level no learning can occur.

Responding:

The students actively participate in learning process

Not only attends to a stimulus, the student also reacts in some way.

Valuing:

The student attaches a value to an object, phenomenon or a piece of information.

Valuing:

The student can put together different values of the information and ideas and accommodate them with comparing, relating, and elaborating.

Psychomotor:

This domain describes the ability to physically manipulate a tool or instrument like a hand or a hammer. It usually focuses on change and development in the behaviour or skills.

Cognitive:

To revolve around knowledge, comprehension and thinking through a particular topic with emphasis on the lower-order objectives.

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Lawrence Kohlberg:

Born on October 25 1927 was an American Psychologist best known for his theory of Stages of moral development. He worked for a time with Haganah on ship smuggling refugees from the Rumania into Palestine. At this time he contrasted with the current psychological approaches of behaviourism and psychoanalysis - that explained morality as simple internalization of external cultural through teaching using reinforcement with a parental authority.



Research:-

Stages are planes of moral adequacy conceived to explain the development of moral reasoning and a fascination with children's reaction to moral dilemmas. He proposed a form of "Socratic" moral education and reaffirmed John Dewey's idea that development should be the aim of education. He also outlined how educators can influence moral development without indoctrination and how public school can be engaged in moral education consistent with the United States Constitution.

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The sequence of stages of moral development thus corresponds to a sequence of progressively more inclusive social circles, which human can to operate competently when these groups function well, oriented by reciprocity and mutual care and respect, growing humans adapt to larger and circles of care and respect.

Each stage of moral cognitive development is the redefinition in conscious thought of the relations of justice, care and respect exhibited in a wider circle within the wider.

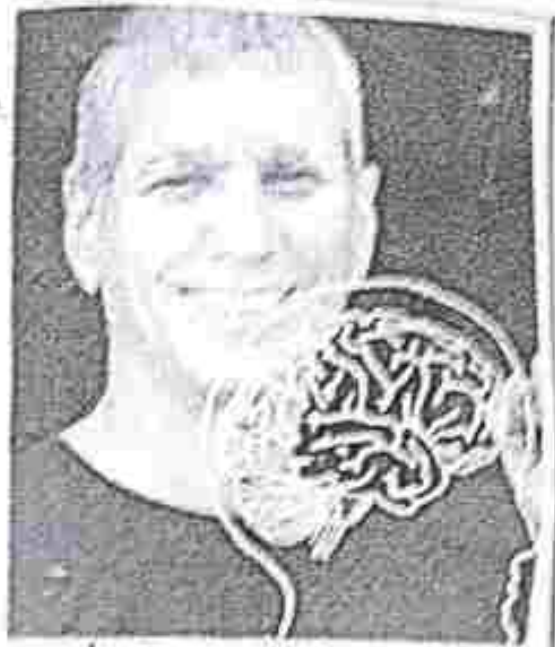
The Basis of Ethical behaviour has six identifiable developmental constructive stages.

This expanding of moral reasoning is growing empirical. Support that individuals are more likely to use the "gut reactions" to make the moral decisions with the concern of his inquiry.

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Albert Bandura

Born on December - 4, 1925 in a small Canadian town located in Edmonton. His limited access to educational resources, the student had to take charge of their own education. His studies of the Adolescence aggression interested in vicarious learning, modelling and limitation. His theory stressed the importance of the observation, imitation and modelling.



Research:-

Psychology is an considered as a part of Cognitive revolution in Psychology that began in 1960. His theories had a tremendous impact on Personality, Psychology, Cognitive Psychology education and Psychotherapy.

Self-Efficacy is the belief in one's capabilities in their ability to a person's belief in a particular situation, such belief plays a role in determining how people think, behave and feel.

"Self-Efficacy: Toward a Unifying Theory of Behavioral Change", the Subject has become one of most studied topics in Psychology.

Psychological states to behaviour is motivation, it determines what goals we pursue and to accomplish the

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Goals to reflect upon our own performance
Virtually all people can identify goals they want to accomplish, things they would like to change and things they would like to achieve.

Mostly people realise that self-efficacy plays a major role in how goals, tasks and challenges are approached.

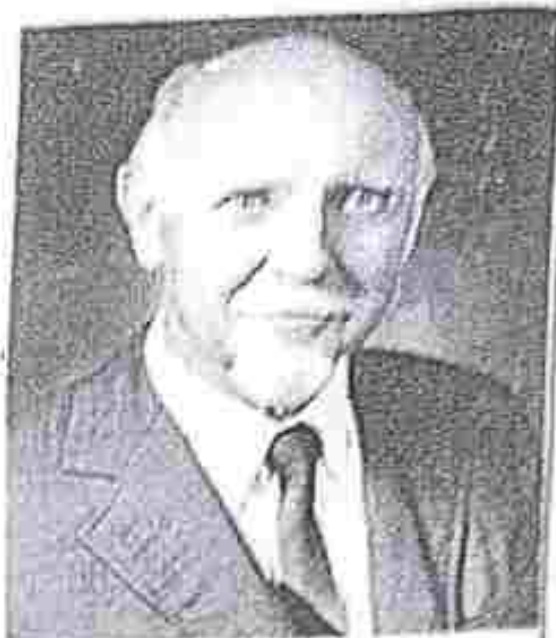
- * To develop a deeper interest in the activities in which they participate.
- * Form a stronger sense of commitment to their interest and activities.
- * Recover quickly from setbacks and disappointments.
- * View challenging problems as tasks to be mastered.
- * Believe the difficulties and focus on the personal failings and negative outcomes. To remain optimistic and confident in their abilities, even when things become difficult.

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John Dewey:

Born on Oct 20 1859 was an American philosopher, psychologist and educational reformer. He was one of the most prominent American scholars in the first half of the 20th century. His main interests in the philosophy of education, epistemology, journalism, ethics, aesthetics, political philosophy and metaphysics. His notable ideas are reflective thinking, functional psychology, immediate empiricism, Inquiry into Moscow shows trial about Trotsky and his most Educational Progressivism occupational psychology



Research:

Dewey attempted a synthesis between Idealism and Experimental Science. While still Professor he began to formulate psychology, emphasizing the social environment on the activity of mind and behaviour rather than the psychological philosophy. He formed the basis of so-called "Chicago group" of Psychology. The practical emphasis on action and application. "The Reflex Arc Concept in Psychology" which appeared.

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as a "stimulus" and "response" depends on how one considers the situation and depends the unitary nature of the sensory motor circuit.

He developed the idea that is a coordination by which the stimulation is enriched by the results of previous experiences. The response is modulated by sensorial experiences. He also elected as a

American Psychologist Association, President in 1990.

Sewey also expressed interest in work in the psychology

of Visual Perception performed by Desmoulin research

and had a great trouble with listening; however

because it is known Sewey couldn't distinguish the

musical pitches in words and an amusic.

Ajay Ganite

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Andrea A. diSessa

Born on June 3, 1947 was an American, received an A.B. in physics from the Princeton University in 1969 and Ph.D. in physics from the Massachusetts Institute of Technology in 1975. Education at the University of California, Berkeley and has been a member of the National Academy for Education



Since 1995. Some of the notable works in Education research focuses on concept of material intelligence and computational literacy, and ontological innovation and the role of the theory in design based research.

Research:

Andrea made a research in material intelligence can be thought of a subset of distributed cognition where it refers to the new knowledge that furthers human intelligence and skills by interaction with the computer and existing literacy in social environment. It can also have a ability of tools in general and computers in specific to increase the intelligence and skills of human mind.

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"Changing Minds: Computer, Learning, Literacy" uses the term Computational literacy, material literacy and material Intelligence interchangeably.

Conceptually, material Intelligence is influenced by Constructivism and distributed Cognition theory. This concept is similar to Constructivism because we make sense of world around them using a tool, and the interaction is helpful in shaping the understanding of the world.

It is similar to distributed Cognition because it focus on "social and material setting of cognitive activity" so that the cultural, context and history can be linked with the core concepts of Cognition. Material Intelligence is a new technology that furthers human Intelligence and skills by interaction with the computer and existing computer literacies in a social environment. This computer based technology is a tool that is enhancing the Intelligence of general people enabling them to do more interesting things with their new knowledge.

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Name : Keerthana V

Roll No : 15703

Dept : B.Ed (Maths)

Subject : Contemporary India and Education

Questions :

- (1) What is meant by Education? What are the different aims of Education?
- (2) Describe the Rights and Duties envisaged in the Indian Constitution?
- (3) Describe briefly the various social diversity in India
- (4) What is Universalisation of Primary Education? What are the challenges in achieving universal Primary Education?

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What is meant by Education? What are the different aims of Education?

Concept of Education:

Etymologically the term 'Education' is traced to different sources of derivation. According to one view, 'Education' originated from Latin word "Educere" which means "to bring up" or "to nourish". This implies that the child is to be brought up according to certain aims and ends in view. There is another derivation from the Latin word "Educere" which means "to lead out" or "to draw out" - 'e' means 'out' and "ducere" means "to lead". According to this view the main aim of education is to draw out rather than "put in". The third view point tells us that the term 'education' is derived from the Latin word 'educatum' which means the "act of learning" or "training". Thus we can see that according to Latin words 'educare' and 'educatum', education is some thing external which is imposed from outside. But according to the Latin word "educere", education means growth from within. It is in this latter sense that most of the modern educationalists

use and imply the term 'education' these days.

Definition of Education:

Education being a most important social activity, its meanings have been changing through the ages.

Aims of Education:

The aims of education serve as the basis for all the elements involved in the educative process. Educational aims indicates the goals to which all our educational programmes are to be geared to. Aims that are to be achieved in a short period of time are termed as "objectives". There are mainly a two types of aim.

1) General Aim

2) Specific Aim

General aim of education are those which apply in their generality to the whole of mankind. Specific aims of education are relative to the conditions available at a particular time. They change with the changing needs.

General aims may be classified as 'Individual' & 'social' aims of education. Specific aim of education are as.

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Education is the training given to individuals so as to develop the characteristics potentials inherent in each one of them. All can not be moulded in the same cast and such type of uniform education for all is useless and futile.

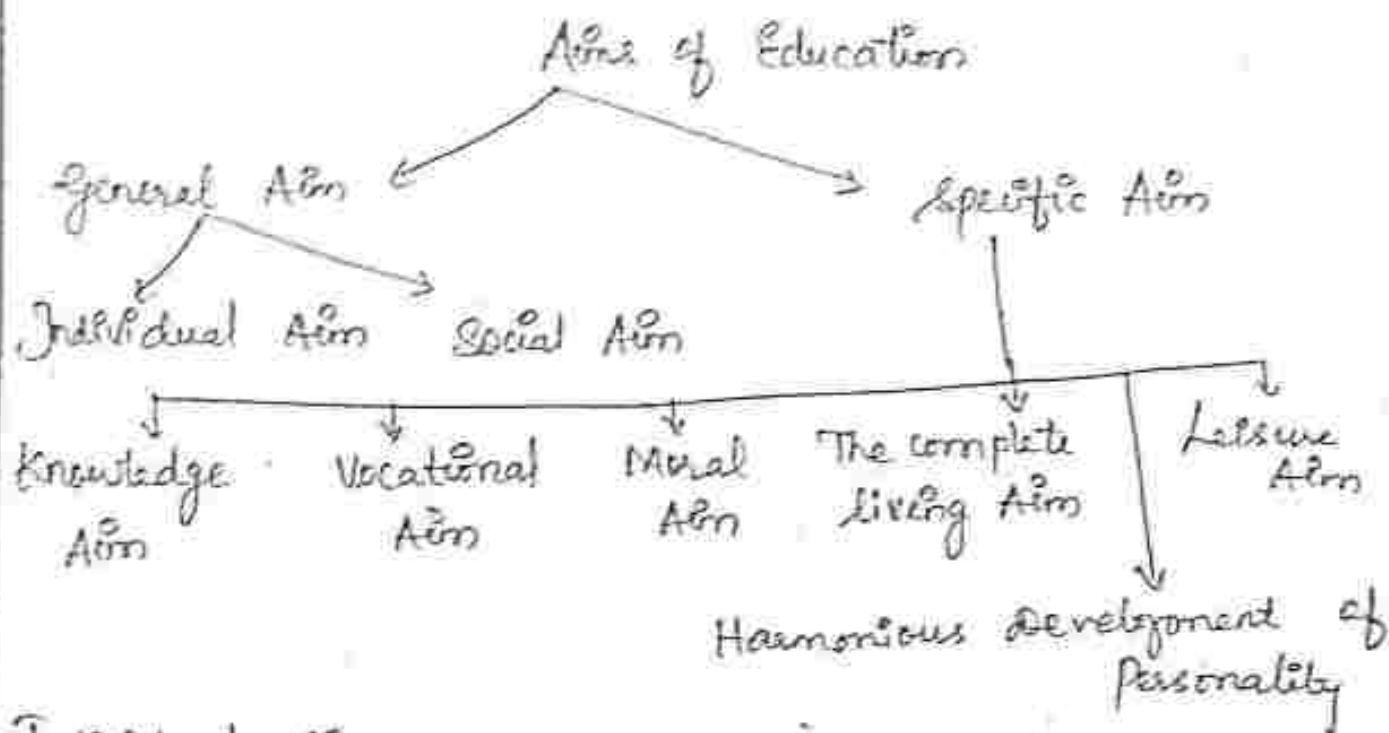
Development of individuality is based on freedom. Freedom is not the licence for the uncontrolled and unruly behaviour. It denotes the functioning within the certain parameters, having no clash with others freedom. Students should know their responsibilities too, along with their freedom.

Social institutions like the church, the school and the state exists only for bettering and improving the life of the individual. without individual there can't be any society. Students of the today are the citizens of tomorrow. Therefore all educational efforts should bring into focus the individual and not the society.

Aims of Education -

Educationalist like Prof. Bagley and John Dewey advocated that aim of education is to produce socially efficient individuals. The individuals should learn to subordinate their ends for the sake of broader ends of the society. This aim of education is also referred to as "Citizenship aim" by some educationalist.

- (i) Knowledge aim
- (ii) Vocational aim
- (iii) Moral aim
- (iv) Complete living aim
- (v) Harmonious Development of Personality aim
- (vi) Aim for spending the leisure time usefully etc.



Individual Aim:-

Educational thinkers, all like Sir Percy Nunn advocate that the chief aim of education is the unfoldment of the individual personality. The progress of great nation is because of individuals. Hence individuality must be given full opportunity for the fulfillment. Adams also states that education is the endeavour to help one for self-realisation.

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An individual has no existence apart from society. A human child requires a social medium for its development. A socially efficient citizen is one who absorbs the norms of the society and adapts his behaviour accordingly, gets trained in a vocation so as to earn his livelihood and fulfill his self-needs. He will be able to contribute to the society as much as he can. The goals of social aim of education are:

Good health and vitality

Vocational efficiency

Simple skills required for good life

Cooperation with other members of his family

Good Partnership

Good Citizenship

Spending usefully one's leisure

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Though individual and social aim of education seem to be antagonistic to each other, really they are compulsory to each other. As Ross says individuality is of no value and personality is a meaningless term apart from social environment in which they are developed and made it to manifest. Self-realization can be achieved only through social service and social ideals or real values can come into

being only through free individuals who have developed valuable individuality. The circle cannot be broken.

(iii) Knowledge Aim:

Knowledge aim of education gives more emphasis for the cognitive development of human personality. It is knowledge that makes a man resourceful and hence acquisition of knowledge about the world we live in is basic to all educational programmes. It is believed that knowledge sharpens our mind and empowers it to investigate anything and everything. It is the key which unlocks human power and happiness. Knowledge removes ignorance, dust and darkness and leads an individual to success. It is due to knowledge that man could advance much and bring glories, discoveries and inventions to his credit.

(iv) Vocational Aim:-

Some educationalists think that education must enable the child to take up some vocation in order to earn his livelihood. They contend that a person who is unable to make his living, is a drag on the society. Education should concentrate more on developing the hands of the individual into productive arms than on cultivating the head and the heart. Vocational aim flourishes in a country which is industrialised.

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5. Moral Aim:

According to Herbart, "Formation of character should be regarded as the highest aim and the teachers should develop strength of will and purity of character". Education consists in the conquest of the lower impulses by high ideals. Morality consists of purity through word and deed. As Dr. S. Radhakrishnan, our former President, has put it, "Education is not merely a means to earning a living; nor is it only a nursery of thought or a school of citizenship. It is initiation into a life of spirit, a training of human souls in the pursuit of truth and the practice of virtue. It is a second birth,

"dvititiya janma"

6. The Complete Living Aim:

Herbert Spencer is the sponsor of this aim. According to him, education should enable us to treat the body, mind and soul in the right manner. Education should teach us to enjoy life, to spend our leisure profitably and to behave as good citizens. Such standard of living, make us know when our life is complete. John Dewey, says that instead of imparting knowledge to pupils, we should develop the ability to solve problems

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Encountered in life

7. Harmonious Development of Personality.

By harmonious development we can mean the development of all powers and capacities to do of an individual - physical, intellectual, emotional, moral, aesthetic, social and spiritual. It is not desirable to develop one power of an individual at the cost of his other capabilities and potentials. We don't require top-sided personalities. Mere athletes, sportsmen, engineers and scientist are top-sided types and cannot lead successful life.

It is also not possible to develop all the potentials of an individual equally. The word "harmonious" development simply means giving equal importance for all potentials to develop so as that each one develop according to his own characteristics. Harmonious development aim in education requires the development of all inherent potentials in individual to blossom fully.

(8) Leisure Aims:

Education should help a person to spend his leisure time usefully. Leisure time is neither to be spent idly nor for recreation only. It should be spent

in such a way that it is profitable both for the self and to the society in large. A person who doesn't know how to spend his free time, could be labelled as an intellectual beast.

All the above educational aims are unique each in its own way. Educational aim gets the prescribed according to the place, time, societal, and individual needs. As Horne points out "no single educational aim could be identified as the best. That educational system which gives equal importance for and integrate all aims of education is undoubtedly the best."

2) What are the Rights and Duties as envisaged in the Indian Constitution?

In the Constitution of India, Fundamental rights and duties of citizen are prescribed. Article 14 to 32 deal with Fundamental Rights and Article 51A states the Fundamental Duties. They are explained here under.

Fundamental Rights in Indian Constitution:

The Fundamental Rights are defined as basic human freedoms that every Indian citizen is entitled to enjoy for a proper and harmonious development of

Personality. These rights universally apply to all the citizens, irrespective of race, place of birth, religion, caste or gender. Aliens (persons who are not citizens) are also considered in matters like equality before law. They are enforced by the Courts, subject to certain restrictions.

The eight fundamental rights recognized by the Indian Constitution are:

1) Right to Equality: Article 14 to 18

It includes Equality before law, prohibition of discrimination on grounds of religion, race, caste, gender or place of birth and equality of opportunity in matters of employment, abolition of untouchability and abolition of titles.

2) Right to Freedom: - (Article 19-22)

This includes freedom of speech and expression, assembly, association or union or cooperatives, movement, residence and right to practice any profession or occupation (Some of these rights are subject to security of the state, friendly relations with foreign countries, public order, decency or morality), right to life and liberty, protection with respect to conviction in offences and protection against arrest and detention in certain cases.

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→ Right against exploitation :- (Article 23-24)

This prohibits all forms of forced labour, child labour and trafficking of human beings

Right to freedom of religion :- (Article 25-28)

This includes freedom of conscience and free profession, practice, and propagation of religion, freedom to manage religious affairs, freedom from certain taxes and freedom for religious instructions in certain educational institutions.

Cultural and Educational Rights : (Article 29-30)

These preserve the right of any section of citizens to conserve their culture, language or script and right of minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies : Article-32

It gives the right for enforcement of fundamental rights

Right to Education (Article - 21A)

It is the latest addition to the fundamental rights. According to this Act, it is the fundamental right of all children of age 6 to 14 to get education.

Right to Information : Article 19 (1) :

RTI stands for Right to Information and has been given the status of a fundamental right under the Article 19(1) of the Constitution. It provides for the right of general public to get information from any government department (except Country's Security and

foreign affairs.

Fundamental rights for Indians have also been aimed at overhauling the inequalities of pre-Independence social practices. Specifically they also have been used to abolish untouchability (Article 17) and untidy titles before names (Article 18) and thus prohibit discrimination of all the types. They also forbid trafficking human beings and forced labour. They also protect cultural and educational rights of ethnic and religious minorities by allowing them to preserve their languages and also establish and administer their own educational institutions. Any citizen having any grievance that his/her fundamental right has been affected, can seek remedies through court. This protects the citizens from the authority of the state. Fundamental rights are there to ensure that all citizens are treated equally and with dignity.

Fundamental duties by Indian Constitution:

The duties are enlisted as fundamental duties of every Indian citizen. As per the 4th Amendment to the Constitution part IVA of Article 51A

1) To abide by the Constitution and respect the ideals and institutions the National Flag and the National Anthem.

Ajeet Kaur

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- 2) To cherish the and follow the noble ideas which inspire our national struggle for freedom.
- 3) To uphold and protect the sovereignty, unity and Integrity of India
- 4) To defend the Country and render national service when called upon to do so.
- 5) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities to renounce practices derogatory to the dignity of women.
- 6) To value and preserve the rich heritage of our Composite Culture.
- 7) To protect and improve the natural environment including forest, lakes, rivers and wildlife and to have compassion for living creatures.
- 8) To develop the scientific temper, humanism and the spirit of inquiry and reform.
- 9) To safeguard Public Property and to abjure violence
To strive towards Excellence in all sphere of
an individuals and collective activities so that
the nation constantly rises to higher level of

endeavour and achievement.

11) To provide opportunities for education by the parent or guardian, to his child, or a ward between the ages of 6 and 14 years as the case may be.

Directive Principles of State Policy:

The Directive Principles of State Policy embodied in part IV from Articles 36 to 51 of the Constitution are directions given to the State to guide to rule the people.

3) Describe briefly the various social diversity in India?

Levels of Social Diversity:

The diversity in society may be felt at the individual level, regional level, language level, religious level, caste level, class level, and the social level. They are being elaborated in the following sections.

Individual Levels of Diversity:

Visible Identities like height, weight, hair, skin, colour etc. are the important dimensions of human difference. Besides, these the two dimensions of individual related social

Social Diversity at Tribal Level:

Tribal people in India are also called as Adivasis. Tribal groups in India follow their distinct cultural traditions, differentiate themselves from other social groups and occupy distinct regions, especially in hilly and forest areas. Scheduled Tribes in India form the largest proportion of the total population of Lakshadweep and Mizoram followed by Nagaland and Meghalaya. Madhya Pradesh has the largest number of Scheduled Tribes followed by Bihar. Bastar district in Madhya Pradesh consists of largest number of Scheduled Tribes. There are no Scheduled Tribes in Punjab, Delhi, Chandigarh, Puducherry, Haryana and Jammu and Kashmir.

In India, there are more than 50 tribal groups. The important among them are listed here under.

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S.No	Name of the Tribal Group	Habitat.
1.	Abors	Assam
2.	Apatanis	Assam
3.	Badagas	Tamil Nadu
4.	Bajga	Madhya Pradesh
5.	Bhils	Madhya Pradesh, Rajasthan Some parts of Gujarat
6.	Bhot	Himachal Pradesh.
7.	Chakma	Tripura
8.	Chenchus	Andhra Pradesh, Orissa.
9.	Ghaddis	Himachal Pradesh
10.	Garos	Meghalaya
11.	Gond.	In large number in Madhya Pradesh, small number in Bihar, Orissa and Andhra Pradesh.
12.	Gujarals	Himachal Pradesh
13.	Jarawas	Little Andaman

- | | |
|--------------|--|
| 14. Khas | Jounsar and Babar regions
in Uttar Pradesh |
| 15. Khasis | Assam and Meghalaya |
| 16. Kol | Madhya Pradesh |
| 17. Kota | Nilgiri district in Tamil Nadu |
| 18. Kulki | Manipur |
| 19. Kopcha | Sikkim |
| 20. Irulas | Salem district in Tamil Nadu |
| 21. Santhals | Birbhum district in West Bengal
Hazaribagh and Purna districts
in Bihar and few places of
Odisha. |
| 22. Munda | Bihar, Odisha and West Bengal |
| 23. Nagas | Nagaland, some area of Assam
and North East Frontier Areas |
| 24. Oralis | Kerala |
| 25. Todas | Nilgiri district in Tamil Nadu. |

Tribal Communities preserve their individual identity, keep aloof from other communities

and live in isolation. They still do not have the basic amenities like housing, roads, transport, medical facilities, electricity and the educational facilities in adequate measures.

Government of India is providing 1% reservation for them in education and employment, enabling them to come out from the isolation. Transport and medical facilities are being improved now.

Because of these measures, their standard of living is rising and they have started moving out to the different parts of India and settle to live. By including the life style of these tribal communities and their important problems in the school curriculum, national feeling and social good will may be developed among students.

*) What is universalisation of Primary Education? What are the challenges in achieving universal Primary Education?

Meaning of universal primary Education:

Article 45 of the Indian Constitution states "It is the endeavour of the State to provide free and compulsory education to all children from age 6 to 14 and

this should be realised within 10 years from the commencement of the Constitution.

This constitutional directive of providing universal Primary education implies the following:

(i) Primary Education of 8 years should be made free to all children.

(ii) All 5 years old children should be compulsory enrolled in class I of Primary School.

(iii) Primary education should be made compulsory all children of age 6 to 14 should go to school.

(iv) Children admitted in class I should be retained in school till they complete class VIII.

Hence universalisation of primary/elementary education is considered as the duty of the Central and State Government as laid down in the Indian Constitution.

Challenges in achieving universal Primary Education:

The goal of achieving universal primary education as directed by Indian Constitution which came into being in 1950, was set first as 1960 as it could not be achieved due to various

reasons, it was modified successfully as in successive years in 1970, 1976, 1988, 1990, 1995, 2000 etc. At Present efforts are continued to achieve the target of providing the Universal primary education through Sarva Shiksha Abhiyan scheme.

Following are the reasons for not able to achieve the goal of 'providing universal primary education' fully even today.

(i) Economic Factors:

Due to utter Poverty Particulary in the rural areas, young children are forced to take up petty jobs as domestic Servants or menials to augment their family income. When Rajasthan government directed for the strict implementation of its legislation imprisoning those parents who fail to send to schools their children of school-going age of 6 to 14 years many parents preferred to go to Jail than sending their children to school. The main reason for this sad phenomenon is that acute Poverty cornering many a rural family. ultimately the states government had to withdraw the Penal provision of the legislation.

only Linguistic States were formed in India. As people of each State differ significantly from the people of other States, they think that it is important to protect the interest of their own State and that all the resources available to the State should belong only to them. As such, larger national interest is overshadowed by the narrow regional interest. This leads to disputes and agitations among the States on various issues.

Even within a State, all regions are not equally fertile such as rich with resources. Some parts of the State are fertile as they get perennial flow of river water and some are hilly areas and some other are barren. People's life style and the standard of living largely depend upon the richness of the region. Hence this results in regional divide among the people of the same State. In the undivided Andhra Pradesh, except Hyderabad City, Coastal districts river basins of Krishna and Godavari other parts particularly Rayalaseema and Telengana regions were backward without much development. Hence Separate Telengana State Movement gained momentum. Because of this, Telengana region was separated from

Andhra Pradesh and formed as a separate State. Stated in brief, though people are united by the language and religion, due to the regional difference and sentiments, national interest are sidelined. As a result, people living in each region are socially isolated and parochialism start developing. This kind of regional feeling, socially isolating people of one region from those living in other region is known as "Regional Social Diversity".

Implications of the regional level social diversity are listed in the following table:

SNo	Desirable Effects	Undesirable Effects
1)	Uniting people living in a particular region and promoting a sense of unity.	It may result in considering people in other region of the country as "outsider" and hate them.
2)	People living in an area identify the problems among them and try to get solutions for the same.	People living in different regions neither care to define the problems among them nor take any of initiative to solve them.
3)	As solutions to the problems of people living in an area are found then and there, no	As the problems between various regions remain unsolved or delayed indefinitely, it results in

no disputes on the
agitations arise

as frequent disputes and
agitations

All people will not together
keeping in mind the inter-
est of their religion, region
and its development,
utilization and conservation
of its resources

As people living in differ-
ent regions are divided
among themselves, national
interests get affected.

Social Diversity at Linguistic Level:

Though India has more than 3000 languages was
remaining at present as spoken languages, 8th
Schedule of the Indian Constitution recognizes only 22
languages as official languages. They are

- | | | |
|-----------------|------------------|---------------|
| (i) Assami | (v) Kannada | (k) Manipuri |
| (ii) Bengali | (vi) Kashmiri | (x) Marathi |
| (iii) Gujarathi | (vii) Konkani | (xi) Nepali |
| (iv) Hindi | (viii) Malayalam | (xii) Oriya |
| (xiii) Punjabi | (xvi) Telugu | (xix) Santali |
| (xiv) Sanskrit | (xvii) Urdu | (xx) Boro |
| (xv) Tamil | (xviii) Sindhi | (xxi) Mithili |
| | | (xxii) Dogri |

But four of these languages viz, Sanskrit, Kashmiri
Nepali and Boro though spoken by a considerable
number of people in some parts of India, they are
not official languages in any states of Indian union

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But all these languages are rich in literature. Hindi in Devanagiri script, spoken by majority of people in India, is recognised as the official language of the Indian union by the Constitution. The second largest language is Telugu, is spoken by more than 60 million people, mostly by the people who live in the Andhra Pradesh and Telangana States. Most of the languages spoken in North India belong to Indo-Aryan linguistic family while the South Indian languages such as Tamil, Telugu, Malayalam and Kannada belong to Dravidian linguistic family.

As remarked by A.R. Desai, "India Presents a spectacle of Museum of Language". Though a linguistic diversity had been there in India since the ancient times, there was always a sort of link languages to unite the people of India though it varied at different points of time.

For Example: Sanskrit in ancient India, Arabic or Persian language upto 9th Century A.D.

Urdu from 9th to 16th Century AD

English in modern times of 17th Century to 19th

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Century served as a link languages. From the 20th Century, English and Hindi have been serving as a link languages. Most Indians are conversant with Hindi / English. Though Indian citizens are divided linguistically, they are united by link languages and live with social harmony. We find people migrating from one state to another learn the languages of the state they settled in and lead the languages of the state they settled in to lead their life day to day life successfully.

Ex:- Tamilians who migrate to Mumbai and settle there, learn Marathi or Hindi one or two years and they do well in their daily routines. In the migrated state, when they happen to see in public places those who speak their mother tongue, they naturally converse with them in their own language. One learning more than one language helps him to migrate to any part of the world and function efficiently.

Linguistic social diversity is making the following impacts on the Indian society.

(i) It helps to make India shine as a multi-cultural country.

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(ii) It develops tolerance and generosity among people.

(iii) It develops people with flexibility and open-mindedness.

(iv) It makes people understand the reality that language is a vehicle for communication with others and act accordingly.

(v) It helps people to find the ways and means to realize "unity in Diversity".

Social Diversity Based on Religion:

Though Hindus constitute about 80% of the Indian population, India is not a religious state or a theocratic state. Religions like Hinduism, Buddhism, Jainism, Sikhism etc. which originated from India as well as religions like Islam, Christianity etc. which have foreign origins exist in India. According to the population census of 2011, the percentage of population who follow different religions is as follows:

Hindus	79.8% (96,62,57,353 (9.62 cr))
Muslims	14.23% (17,22,45,158 (17.22 cr))
Christians	2.3% (2,78,19,588 (2.78 cr))
Sikhs	1.72% (2,08,33,116 (2.08 cr))

Buddhist	0.70%	(2,08,33,116 (2.08 cr))
Jains	0.37%	(84,42,972 (84.43 lakhs))
Others	0.66%	(44,51,753 (44.52 lakhs))
Undisclosed	0.24%	(79,37,734 (79.38 lakhs))
Total	100%	(28,67,303 (28.67 lakhs))

There are sects within each religion. In the Hindu religion, sub-sects like Shaiva, Shakta and Vaishnava and reform movements like Arya Samaj and Brahma Samaj are followed by considerable number of people. Similarly in Islam, there are two major sub-sects, Shia and Sunni. Among Christians, there are Catholics and Protestants. Jainism has two branches - Digambar and Shwetambar. Buddhism has two schools viz - Hinayana and Mahayana.

While the Hindus and Muslims are present in a good number all over India, other religions have their pockets of concentration.

Ex:- Sikhs are concentrated largely in Punjab while Christians have their strongholds in the North Eastern States, Goa and in South Indian States like Kerala and Tamil Nadu. Buddhist have a strong presence in Maharashtra and

Sikkim. Jains are mainly spread over Maharashtra, Rajasthan and Gujarat, but found in small numbers.

Though India is a multi-religious country, Indian Constitution has proclaimed India as a "Secular State". The essential features of this are

(i) All people (irrespective of their religion) are equal before law.

(ii) No religious activity against law is permissible; Everyone has freedom to conduct their religious rituals and worship without disturbing the social fabric.

(iii) In order to preserve the individuality of the religious minorities; they are given freedom to establish and administer their own educational institutions. Government should not deny financial aid for those institutions for the reason that they are established by religious minorities.

(iv) In the institutions run with the government aid, no religious instructions should be imparted. Though under the administrative control of the government, there is no bar for the educational institutions run by religious trust, to conduct religious instructional classes.

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diversity found in a particular society are
Self concept and social relationship.

Social development means, understanding one's
social heritage and accordingly shape one's behaviour
in a planned manner. Child's individuality and
Self concept develop along with the social development.
In the development of these, the opinion of others
about us has primary influence, according to
psychologists.

When an individual engages himself in
social interactions i.e., when he interacts with
his family members and relatives, with his colleagues
in the workplace, with others while travelling by
a bus or train or meeting people in places of worship
or restaurants, he gets an evaluation of himself
only through social interactions, one's self conscious
values and attitudes get evolved. Self concept
shapes an individual's behaviour. Individual behaviour
differentiates a person from others i.e., individual
level of social diversity gets expressed. Individual
level of social diversity may manifest in several
forms such as competing for higher level of
proficiency competition in educational achievement
and proficiency skill for economic status competi-

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him to jobs and getting remuneration for the political power (Competition to get political positions) and Competition in conserving the culture

Summing up, as an individual grows in the society through social interactions, his self concept gets developed. According to his self concept, his perception of others in the world and his expectations are formed. These plays a major role in shaping his social behaviour. It is the Individual behaviour that differentiates an individual from others in the society. The Individual behaviour has express the social diversity, manifest in many forms such as Competition for higher level of proficiency, reaching higher economic level, gaining political power and position, attaining spiritual achievement etc...

Regional and Social Diversity:

Generally, people living in a particular region will have the same material as well as non-material aspects of the culture and speak a particular language and have a unique life style. Language is an important factor in developing unity and affinity among the members of a social group. People speaking a particular language, most probably, will have the same religious belief. On the basis of this:

Shahis, Sayed, Mughal, Pathan etc. among the Muslims. In India due to religious conversions when Hindus became Christians, they carried their caste system into Christianity. Among the Sikhs, there are caste identities like Jat Sikhs who consider themselves as upper caste and Majahabi Sikhs, who are considered as lower caste. By these, we can very well imagine the extent of caste based social diversity that exists in India.

No doubt, modern trends of urbanization, industrialization etc. have loosened the caste rigidity in the Indian Society. The tendency of differentiating people, based on caste as superior and inferior is gradually fading out. The Central and State governments are by extending the reservation in jobs and education to the backward and most backward caste, Scheduled Caste, Scheduled Tribes, try to enhance their social status. As a result of government following the policy of social justice, there is upward social mobility and progress. Inter-caste marriage and people moving to casteless colonies (Samathur-Vapuram) are increasing considerably.

Stated briefly, Indian government treats people of all religions impartially. While the religious minorities are allowed to preserve their identity. It is emphasized that they function in line with the social harmony.

Social Diversity at the Caste Level

All over the world, people are classified on the basis of economic status, but in India, caste based hierarchical stratification is more dominant than that based on economic status (Such as upper class, middle class and lower class). For this reason, it is sarcastically stated as "India is a country of castes".

Though during Vedic times (before 1500 BC) caste (called Varnas during that period) were based on occupation and later on became ascribed by birth and attained the status of permanency with no room for any change. Now in India, there are more than 3000 castes, which are hierarchically graded in different ways in different regions of India. Caste system is found not only among Hindus, but also among Muslims, Christians, Sikhs as well as other communities. There are five divisions such as

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(2) Ignorance of Parents:

Uneducated parents do not realize the importance of education and hence they do not care to send their children to school. Parents' ignorance is reported as the main obstacle in getting children admitted in primary schools.

(3) Communal and Ethnic Barriers:

Some of the tribal people and ethnic groups like 'Narikoravas' don't show any interest in getting their children educated. Religious minorities particularly the Muslims, Backward class and most Backward class, Tribal and denotified Communities don't evince much interest in education. Children of these Communities don't join the schools, instead prefer either to take up jobs or enter into the family business/occupation.

(4) Obstacles due to social and Religious Practices:

Some sections of Hindu Society don't allow the girls to attend schools once they attain the Puberty. Muslims don't care to send girls to schools.

(5) Geographical Locale as a Barrier:

The localities where public pupils reside, also provide to prove be a barrier to get access to

primary education, children, trailing from hilly areas, drought prone regions and remote rural villages don't attend schools and wait after no schools is available in these areas. When pupils are forced to travel a long distance to attend a school, they get discouraged.

(b) Educational Issues:-

'Knowledge' and 'Integration' are the twin problems plaguing Primary Education. Further, social school education appears to be uninteresting and divorced from practical life; pupils do not get attracted towards schools.

(c) P scarcity of funds:

Most of the State Governments in India suffer from scarcity of funds to cater for opening new schools in good numbers in rural areas and provide the necessary infrastructure to make them functional. It is really sad to note that the governments, both at the State and Centre do not provide more than 2% of their budget allocations to expand and enrich primary schools.

(d) Administrative lapses:

Pupils stop their education, due to disfunctional

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School and schools which do not provide for proper education. Private schools thrive mainly because of bad administration and management of government schools.

(9) Individual Related Problems:
Mentally challenged public, pupils with emotional disturbances and severe behavioural problems could not get along in normal schools and hence have to stop their education.

(10) Population Explosion:
This is the most root cause of all other problems. According to 1971 census, there are about 11.7 crore children in the age of 6 to 14 years and this figure is expected to rise to 36 crore by 2021. In such a situation, the teacher-strength is to be raised by 50 lakhs for which a huge financial resources is required. As the government struggle to meet such a mammoth financial burden, expansion of primary education commensurate to the population explosion seems to be beyond our reach. If we analyze the above mentioned reasons, it will be clear that it is not practically possible to achieve the goal of providing universal primary education through formal systems of education alone. Hence

non-formal systems of education should be given due to importance and implemented throughout the country.

Efforts Taken to Provide Universal Primary Education

(1) Expansion in Primary Education:

In 1947, at the time of Independence, there were only 173000 primary schools in India. But it has increased to about 560000 schools in 1990-91 and 840,000 in 2015. Similarly there has also been a significant increase in the number of middle schools. In Tamil Nadu, schools are opened in small hamlets with a population of 300 people.

(2) Enrollment of pupils:

Number of pupils enrolled in primary schools has multiplied in manifold as compared to that at the time of independence.

(3) Useful Curriculum and Interesting Methods of Teaching:

Today emphasis has been given in the curriculum to include all those meaningful experiences of children which are related to their immediate needs and living conditions. For example, Present day school curriculum provides importance for environmental

education, population education, vocational education, value education etc. and tries to impart education through the mother tongue. Teaching methods are also made interesting. For example in Tamil Nadu primary schools, Activity Based Learning Method is employed in teaching.

(4) Special focus on Education on the children from the weaker sections of the Society.

Article 46 of the Indian Constitution stresses that appropriate effects should be taken for the educational progress and economic development of the Scheduled Caste and scheduled Tribes. As per this constitutional directive, children belonging to the weaker section of the society are provided with liberal grant of scholarship, financial assistance, free text book and dress materials for school uniform, free stay and boarding in hostels etc. In order to motivate them to get educated and advance economically.

(5) Students welfare Schemes:

Free nutritious noon-meal scheme, free transport, free textbook, Stationeries and uniform and free medical facilities are provided to the students.

(6) Priority to Girls Education:

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Campaigns are being conducted emphasizing girls education.

(7) Higher Education Financial Allocation.

Governments both at the centre and state make significant financial allocations in their annual budgets and of these about 4.8-5% is spent on Primary education. In addition to this private agencies too spend huge amount on education.

(8) Some of the New Schemes Attempted under the New Education Policy.

The New Education Policy notified in 1986 recommended some new initiatives to make the scheme "providing universal Primary Education" successful. They are

- 1) Operation Black board
- 2) Sarva Shiksha Abhiyan (SSA) Scheme is being implemented to benefit 20.5 crore people covering 11 lakh villages.
- 3) Ensuring minimum levels of learning by undertaking Child - Centered teaching methods like Activity Based Learning.
- 4) Revising School working days and holidays to suit the needs of students in the rural areas.
- 5) Establishing District Institute of Education (DIET)

in each district to improve the standard of education in primary schools.

6) Making examination more objective and ensuring that there is no retention of pupils in the same class in primary education from Ist to Vth class.

7) Implementing non-formal education schemes like CAPE for primary school dropouts, for those who do not have schools nearby and for the working children.

(8) Making primary education flexible enough to allow children who study well through non-formal education who study well through education system to switch over to formal education system, if they desire.

As a part of the scheme of providing primary education for all, Sarva Shiksha Abhiyan scheme is being vigorously implemented to provide education to children such as those who had not been to school so far, children who dropped out of school without completing primary education and those who work as a child labourers. As this scheme has proved to be successful, the next stage of this scheme viz, RMSA and RUSA schemes are being undertaken now.

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Sarva Shiksha Abhiyan (SSA):
The English Equivalence of SSA is "The Education
for All movement", which is sometimes referred
to as "each one teaches one". It is a flagship
Programme of India, launched during the 9th five
Year Plan (1997-2002) for achieving Universal
Satisfactory Elementary Education (USEE) in a
time bound manner, as mandated by 51st Amend-
ment to the Constitution of India, making free and
Compulsory Education to children of ages 6 to 14
estimated to be 306 millions in 2001, a fundamen-
tal Right.

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LANGUAGE ACROSS THE CURRICULUM

NAME : M.KANCHANA
B.Ed. [I year]

Assignment
No: 1

Dr. Jayalalitha
12/5/20

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THEORIES OF LANGUAGE LEARNING

PLATO'S PROBLEM:

THEORY OF LANGUAGE

* Plato - the famous student of Socrates and a great philosopher and he is also the teacher of Aristotle.

* Plato believes that 'Knowledge was innate'. He says people come into the world knowing things they aren't taught.

* Human beings don't live a long time yet they accomplish so much in that limited time. This is known as "Plato's Problem".

* Plato says in centuries ago, people have much more knowledge than the present set of people. In older days, multi-language exposure was very less yet people were bilingual.

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* Plato's evolution says 'People must come equipped with most of their knowledge and they need just hints to learn more.'

* Plato's Problem is also referred as 'the Poverty of the Stimulus' or 'the Problem of the Expert'.

* Following Plato, Shepard (1987) has posed the Problem at the heart of Psychology.

* In 'Natures' vs 'Nurture' debate, Plato tended to deal with 'Nurture' (Knowledge is innate).

* The term 'Plato's Problem' was invented by Noam Chomsky, a famous and ground-breaking linguist.

* The term is applied to questions regarding how humans know what they know, and how our knowledge relates to our Experiences.

* Chomsky invented the term when trying to account for the ability that children have to use language.

* By the age of four, most children have the ability to construct complex sentences.

* This ability usually precedes literary, mathematical skills and even more motor skills.

* How is it, then, that children learn their language so easily in life? This is Plato's Problem.

CARTESIAN THEORY OF LANGUAGE

PRODUCTION:

* Certain mechanical aspects of language function, such as response to stimuli, are

evident in both humans and animals, however, Chomsky cites several 17th century Cartesian

experiments that show that the creative aspect of language is specific only to human beings.

* This is, in essence, the Cartesian theory of language and Production.

* Chomsky's experiments that show that the creative aspect of language is specific only to human beings

* Certain mechanical factors of language function such as response to stimuli are evident in both humans and animals.

* Chomsky's linguistics is that the general features of grammatical structures are common to all language and reflect certain fundamental properties of the mind.

* This is, in essence the Cartesian theory of language production.

DESCARTES, the French philosopher and mathematician argued that productivity, namely our ability to generate unlimited number of new thoughts and ideas from the previous ones, derives from a single indivisible source in the human mind.

To Descartes learning a language meant finding similarities between one's own native language and the target language.

Then, we merely manipulate already existing structures in our minds through external experiences to learn a language.

While there is some truth in these views, it does not account for languages that vary differ from western ones, and his highly detail drive on the best way to go about learning a language.

JOHN LOCKE'S

THEORY OF TABULA RASA

* John Locke (1632-1704) was a British philosopher, orgeed academician and medical researcher.

* In his philosophic inquiry, he postulated that child's mind is like a clean slate (Tabula Rasa) and as we go through life, our experiences write knowledge on that slate.

* He also argued that we learn everything through our senses.

* If you are learning a language, you probably feel this way. Every lesson, every step in your journey towards fluency may feel like visiting new information in your mind as if it were a blank slate.

* While the mind may be a blank slate in regard to content, it is plain that those things we are born with a variety of faculties to receive and abilities to manipulate or process the content, once we acquire it.

* The mind can engage in these different types of action, putting simple ideas together:

⇒ Combine simple ideas into complex, is the first of these kinds of action. Complex ideas are of two types

- i) Ideas of substances
- ii) Ideas of modes.

Substances are of independent existence and could be caused.

Modes are dependent existence

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These include mathematical and moral ideas and all the conventional languages of religion, politics and culture.

⇒ The second action bringing of two ideas, whether simple or complex, so as to take a view of them at once, without visiting them. This gives us just ideas of relations.

⇒ The third act of mind is the formation of our general ideas by abstraction from particulars, leaving out the particulars circumstances of time and place.

* In addition to these abilities, there are such faculties as memory which allow for storing of ideas.

* The Tabula Rasa theory lays the a new way of life for the child, which is an educational reform.

* The child has to use his education for his self-build up, self-education and self-actualization. Acquiring knowledge and skills and technical

know-how alone may not be all the child requires

* The child who is an active organism, needs to be fully and actively developed.

* It is education that stimulated the dormant child (tabula rasa) to think and discover his potentials.

* At birth, a child has no ideas, no moral pre-see and no self.

LOCKE ON EDUCATION:

* Locke asserts that a healthy mind grows in a healthy body. According to Locke, children must embrace hardship in order to steel themselves for the severity of life's twists and turns.

* Leave ~~specifically~~ ^{unwarned} Parents ~~over~~ ^{protecting} their children. A bland diet of much bread and very little meat or fruit is ~~locke's~~ ^{locke's} prescription for healthy bones and body.

* He believed that children should be disciplined not by physical punishment but by the "esteem or disgrace" they receive from their

Parents and teachers.

* He believed that children should not be warned off bad deeds until they genuinely commit one.

From childhood, Locke would seek to teach the child the value of 'self-denial'. When most Parents over-indulge in their interests, Locke would let them learn that they cannot have what they want. Restrain and will power are essential character traits for a growing child.

Further, Locke wants Parents to attend their children at home themselves or with a tutor. Only by this, children can be taught according to their "temperaments".

In a ~~normal~~ ^{normal} school, children lose their individuality and may easily pick up bad manners.

When guests and relatives visit home and get engaged in conversation with the child, the chances increase for the child to become optimally socialised.

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A child is born in the state of a 'tabula rasa'. The educational theory of tabula rasa tends to extra learning process for the child, in order to make what he learnt, a habit.

It is akin to a craftsman has to learn how to make things, but he learns in a process of making them.

SKINNER'S Imitation Theory of Language Acquisition

Skinner's Operant Conditioning

⇒ B.F. Skinner Proposed this theory as an explanation for language acquisition in human.

⇒ All behavior is learnt and that human enters the world with no innate abilities. He famously said,

"Give me a child, and I'll shape him into anything."

⇒ B.F. Skinner's entire system is based on Operant Conditioning (learning's a function of change over behavior).

⇒ The organism in everyday activities, is in the process of "operating" in the environment. Children receive 'rewards' for using language in a functional manner. For example, a child learns to say the word 'drink' when she is thirsty, she receives something to drink, which reinforces or strengthens her use of the word for getting a drink and thus she will continue to do so.

This forms the four-term contingency that believed was the basis of language development

- i) motivating operations
- ii) discriminative stimuli
- iii) response
- iv) reinforcing stimuli.

Skinner also suggested that children learn language through imitation of others, prompting and shaping.

SKINNER'S THEORY OF LANGUAGE ACQUISITION:

Skinner suggested that a child imitates the language of its parents as copies. Successful attempts are rewarded because an adult who recognizes a word spoken by a child will praise the child and give it what it is asking for.

Successful utterances are therefore reinforced while unsuccessful ones are forgotten.

Skinner's Theory of language development is no way different from his general theory of behaviourism. It is a simple theory built around the structure of rewards and punishments.

A People start repeating actions that lead to pleasure or reward and avoid that which lead to pain or punishment. This is called conditioning which is the same as forming a habit.

* Children begin to babble or speak 'non sense' words. None of these will be rewarded.

As seen on the child begins to imitate the language of his/her parents, the interest of the parent is kindled.

The result is that children learn, when they speak a recognizable word, are rewarded by their parents.

As a result, these words and phrases are remembered and the non-sense words that get no attention/reward are forgotten.

MERITS OF SKINNER'S THEORY:

i) It is very simple and easy to apply. People do respond to standards, especially over time and become habituated to those actions that lead to praise/reward.

ii) The merit of this theory is that it gives feed back in some form. Language-learning need feed back for success. They also need a feeling of accomplishment to move forward in their language-learning studies.

LIMITATIONS OF SKINNER'S

⇒ Skinner's theory

Account the complexity of grammar which cannot be explained through mere imitation of parents.

⇒ Children often find it difficult to imitate complex sounds of their parents.

⇒ It excludes meaning while creating a successful learning environment, that penalizes who make mistakes. This results in many people studying a language in a way that allows them to pass tests, but they cannot hold conversation.

⇒ Mistake-making is an essential part of language-learning, Skinner's theory penalizes it. This can result in learners giving up before they make any progress in learning a new language.

Not possible

Chomsky's Universal Grammar Theory

* Chomsky's work postulates the inherent faculty of language acquisition in children.

* According to his theory, the process of language acquisition is biologically determined - the human species has evolved a brain whose

natural circuits contain linguistic information at birth.

* The child's natural predisposition to learn language is triggered by hearing speech and the child's brain is able to interpret what he/she hears according to the underlying principles or structures it already contains.

This natural faculty has become known as language Acquisition Device (LAD).

* Chomsky did not suggest that an English child is born knowing anything specific about English, of course, he stated that all human language share common principles of grammar.

* For example they all have words for things and actions - nouns and verbs. It is the child's task to establish how the specific language he/she hears expresses those underlying principles.

* For example the LAD already contains the concept of verb tense. By listening to such terms as "worked", "played" and "patted", the child will learn the hypothesis that past

course of words is learned by adding the base
[AD, ED] on [AD] to the base form.

this can learn with lead to the

"virtuous excess".

a few examples, a child who says

"dankid" instead of 'thank' is not copying
an adult but rather over-applying a rule.

Such mistakes occur because there are
irregular verbs which do not behave in this
way.

Such errors are referred to as "intelligence
mistakes". It hardly needs saying that the
process is unconscious.

Chomsky believes in a universal grammar
that all human languages share the
same set of categories and relations which
are considered to be innate in children. From
this perspective, grammar must contain finite
system of rules that generates infinitely many
deep and surface structures appropriately related.

In other words the child's environment
determines which language it will use, but it is
born with the tools to learn any language effectively.

LIMITATIONS OF CHOMSKY'S THEORY:

Chomsky's work on language was theoretical.
He was interested in grammar and
much of his work consists of complex explanations
of grammatical rules. He did not study children.

This theory relies much on children being
exposed to language but takes no account of
interaction between children and their caregivers.

This theory does not recognize the reasons
why a child might want to speak, the functions
of language.

There are issues with its application to
non-western languages as well.

Chomsky's theory goes further than Skinner's
theory in explaining how to learn a first
language; it clearly does not supply to second
language learning instead. It brings reinforcers
that these are limited elements involved in
learning a language.

How to learn

SCHUMANN'S ACQUISITION THEORY:

* John Schumann studies the process of the acquisition of a second language by those minorities such as migrant workers through contact with social and psychological influences.

* He found that some learners made quick progress in learning a second language, while others with the same initial ability and language interaction, made little progress in the same duration of time.

* Schumann hypothesized that this difference could be accounted for by the characteristics of the social and psychological distance the learners placed between themselves and the target language group i.e. those who speak the second language (L2).

* In other words, it has been suggested that being surrounded in the L2 environment, gives one a better chance of learning the L2.

* Schumann identified eight characteristics of social distance and five characteristics of psychological distance.

Acculturation is defined as "the process of two cultures blending, generating a new urban or immigrant or mixing cultures saturated with the dominant culture".

CHARACTERISTICS OF SOCIAL DISTANCE THAT AFFECT SECOND LANGUAGE LEARNING

According to Schumann there are eight characteristics of social distance that determine how close an individual will come to becoming the target language group. They are:

- i) Social Dominance
- ii) Integration Pattern
- iii) Enclosure
- iv) Cohesiveness
- v) SITA
- vi) Congruence
- vii) Attitude
- viii) Intended length of Residence

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Social Dominance:

If second language learning (L2) group is dominant or subordinate to the target

language group. Social contact between the two groups will tend to be hindered for mutual target language acquisition.

If they are nearly equal in status, then there will be more contact between the two groups and the acquisition of target language will be enhanced.

EXTRACURRICULAR PATTERN:

The best condition for L2 acquisition is obtained when the second language learning group (L2 group) gives up its own language in favour of the target language group (L1 group). This is complete integration by the process of Assimilation.

The second best condition for L2 acquisition is obtained when the L2 group tends to adapt to L1 culture for inter-group interaction without assimilating to it. This is referred to as adaptive integration or partial integration.

The least favourable condition is obtained for L2 acquisition when the L2 group wishes to preserve its culture and remain separated.

linguistic and cultural from the L1 group. This is referred to as 'Mass integration' if the culture of L2 & L1 groups.

EXPOSURE:

It refers to the amount that the two groups i.e. L1 and L2 groups share the same social facilities such as school, foreign bars, movie places, clubs and others.

If the degree in exposure is low i.e. showing of social facilities is more than it is more favourable to L2 acquisition.

If the two groups have different social facilities (high exposure), then, L2 acquisition will be poor.

COHESIVENESS:

If the L1 group stay as a cohesive group then, the inter-group contacts within it will be more and inter-group contacts between L1 & L2 groups will be less. On the other hand, if L1 group is less cohesive, then more will be the contacts with the L2 group and more favourable conditions for L2 acquisition.

SITE:

If the size of the learner's group (ie 2L1 group) is large, it tends to facilitate intergroup contacts rather than inter-group contacts.

CONGRUENCE:

It refers to similarity between two cultures. The more similar the culture of the two groups (L1 & L2), the more likely will be social contacts and thus acquisition.

ATTITUDE:

The more positive, the views of 2L1 group towards the TL group, the more favourable will be the conditions for L2 or TL acquisition.

PERCEIVED LENGTH OF PERSISTENCE:

The longer the stay of learners in L2 environment, the more likely they will feel the necessity of learning TL.

Thus greater the social distance between the 2L1 groups and TL group, the more it affects socialisation and hence the acquisition of second language as target language.

FACTORS THAT INCREASE PSYCHOLOGICAL DISTANCE OF THE SECOND LANGUAGE LEARNERS

The five affective (ie emotion related) factors that may increase the psychological distance are:

LINGUISTIC SHOCK:

It refers to the disorientation caused by learning a new language system.

CULTURAL SHOCK:

It refers to the stress, anxiety and fear caused when entering a new culture, the routine activities suddenly become major obstacles.

CULTURE STRESS:

It refers to the mental stress caused by prolonged culture shock, such as home-sickness and questioning self-identity.

MOTIVATION:

Instrumental and *WANGSRI PRINCIPAL*

Ego perceptibility:

It refers to the degree to which an individual gives up his differences in favor of the foreign language group.

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LIMITATIONS OF SCHUMANN'S ACCULTURATION THEORY:

THEORY:

- i) The main criticism of this theory is that cultural factors in 'second language Acquisition' (SLA) are often not readily identifiable and individuals may succeed in SLA, despite the second conditions.
- ii) This theory takes into consideration process-level group-group relationships and not micro-level to effects of an individual's personal social network.
- iii) This theory is criticised for deliberately excluding other potential variables, such as cognitive and instructional factors.
- iv) This theory does not provide any insight into internal processes responsible for the acquisition of L2 i.e. it does not attempt to explain why there are developmental sequences of language acquisition orders and what causes them.
- v) This theory argues that instruction has no important role in SLA.

KRASHEN'S MONITOR THEORY:

Stephen Krashen developed a language development theory (1970-1980) which outlines the relationship between the two terms 'language acquisition' and 'language learning'. The term 'language acquisition' corresponds with the term 'Spontaneous language development in children' and the term 'language learning' corresponds with 'guided learning of a language'.

Language Acquisition	Language Learning
Refers to first language	Second language
Implicit and Sub-conscious Process	Explicit and Conscious Process
Picked up and used in internal situations	Learned and used to formal situations
Depends on attitude	Depends on attitude
State or fixed order of acquisition	Simple and complex order

The theory about the relationship between language acquisition and language learning is known as a monitor theory or 'monitor model'. The model is a set of five hypotheses that build off of each other and outline exactly how we go about learning a language. The five hypotheses are summarized as follows:

THE ACQUISITION VS LEARNING HYPOTHESIS:

Listening and not speech is the priority. Learners begin to understand a language by listening in an immersive environment. Once a learner has had enough exposure to the language, he can begin to speak it. Acquisition happens sub-consciously and is similar to the process of first language acquisition. It is based on the interaction with speakers of the language i.e. by communication with native speakers, whereas the grammatical competence is secondary to the content and meaning of the utterance.

THE INPUT HYPOTHESIS:

Language learning cannot be boring. Learners need to comprehend input or material that is challenging but still understandable. It is too easy, they will not learn. It is too hard, they will give up.

THE MONITOR HYPOTHESIS:

As we develop, we build an internal monitor designed to prevent us from making mistakes. Monitoring refers to the process of self-correcting one's utterance. To use the monitor, the learner has to have:

- i) Sufficient time to correct his/her utterance.
- ii) Needs to focus on form (thinking about correctness).
- iii) He/she knows the rules.

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In the acquisition process, the learner might not be aware of the rules that monitoring takes place. As often it takes place subconsciously but helps their learning process to progress.

The learning of guided language learning
The process of self-correction occurs on the
basis of learnt language rules, whereas in the
acquisition process the learner does not
know explicit language rules to correct his/her
mistakes.

THE NATURAL ORDER HYPOTHESIS:

Language has logic and complexities.
People can not understand complex, abstract and
grammatical structures before people acquire the
necessary abilities beforehand. An understanding
of grammar in children while they speak,
happens naturally.

Acquiring rules of the second language
follows a specific 'Predictable' order known as
Natural order.

Krashen's natural order hypothesis merely
suggests an order in language acquisition and
not in language learning in guided environment.

THE AFFECTIVE FILTER HYPOTHESIS:

The feelings of a language learner

About a language which is to be learned,
play a big part in the learning process.

If the learner has a negative attitude
towards the language, then the learning process
is disturbed or even blocked and the language
will never be properly acquired.

On the other hand if the learner
has positive feelings towards the language
the learning process would be positively affected
so that learning would speed up and the language
is acquired more properly.

There are three affective variables in
L2 acquisition. These are i) anxiety
ii) motivation
iii) self-confidence.

To maximize language learning results,
people should learn with self-confidence, in
zero stress environment avoiding any anxiety.
This will allow learners to be able to
explore the language.

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CRITICISMS AGAINST KRASHEN'S THEORY

i) Krashen has not defined the theory

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KRAASHEN'S THEORY

more strongly associated

of emotional focus of the theory is what

the theory is not about in the Association

of the theory is about experiential process

Piaget's Views on Language Learning

• The study 'Language: The Key'

discusses the theory of language development in

children

• A child's primary analysis the information

comes from the senses when he interacts with

objects. Actions are events in the environment

change as the organism explores around its field

and also values and secants there in the world as

verbal impressions

• Such children attend to objects related

to the action and tend to show a narrow

focus attention as 'deceptive contrast'

• In the same situation but together contrast

of 'schemas' as 'deceptive structures'

• A young through that schema what you have

learned are stored in our long term memory

When we receive new information about our environment we compare it with our existing schema and we make sense of it for our understanding

Language Development and Emotions for

Schemas

We have already seen that mental structures

enable us to make a reference to the knowledge and

to be used when the scheme is needed

• Emotions play a crucial role in children's learning

changes in children's learning experiences involves

what is why children have higher understanding

• Emotions play a crucial role in children's learning

• In the absence of existing schema

and subsequent inability then to be cognitive

development of four components are involved: they

are (1) Assimilation (2) Accommodation (3) Adaptation

and (4) Equilibration

H. S. Perle

Assimilation:

• Assimilation means fitting in an

existing experience about the environment and

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fitting them into the existing ^{schema} individual. As soon as the schema is developed, the child tries to apply it to every new object and in every new situation he faces. As the meaning interaction, he receives. Assimilation of experiences in a succession of cognitive schema takes place.

Accommodation:

Accommodation means making room for, or adjusting to incoming information by modifying the existing schema in the individual. As the child continues to get new experiences from the environment, the schema he formed do not remain permanent. This process of combining / modifying existing schema and arriving at a new schema is known as Accommodation.

Adaptation:

Assimilation helps in getting / experiencing help in the existing schema, while accommodation helps in combining / expanding / modifying the schema based on the new experience. Thus, the individual is

helped in adjusting to his new environment. That adjustment to new environment is known as adaptation.

Organization:

However many schemas are developed, they do not remain isolated but are well connected among themselves and this process of inter-connecting schemas to form into a unified structure is known as 'organization'.

Thus as the child grows, its cognitive structure continues to change, becoming qualitatively better and better.

Cognitive Structure
(Undergoes continuous modification)

Assimilation

Assimilation

Assimilation

Organization is illustrated by a child

combining two separate skills of 'locking' and 'opening' to develop an advanced skill of 'picking'.

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LANGUAGE ACQUISITION AND COGNITIVE DEVELOPMENT

* Piaget proved acquisition of language within the context of a child's mental or cognitive development.

* He argued that a child has to understand a concept before he/she can acquire the particular language form which expresses the concept.

* A good example is sensation. There will be a sense in child's intellectual development when he/she can compare objects with respect to size.

* This means that if you give the child a number of blocks, he/she could compare and arrange them in order of size.

* Piaget suggested that a child who had not yet reached this stage would not be able to show and use comparative adjectives like "bigger" or "smaller".

Objects phenomenon is another phenomenon often cited to explain language

Acquisition in relation to the cognitive theory. During the first year of life children seem to be unaware of the existence of objects which they can not see. An object which moves out of sight ceases to exist. By the time they reach the age of 18 months, children will realize that objects have an existence independent of their perception.

The cognitive theory draws attention to the large increase in children's vocabulary at around this age, suggesting a link between their performance and the learning of labels for objects.

At the age of 3, children can speak simple words and phrases and may use repetitive phrases like echolalia.

For example if you ^{PRINCIPAL} ask a child "What is the name of the cat?" he will also say "What is the name of the cat?"

Further the child's speech can be 'egocentric' i.e. the child will perceive everything in terms of his own perspective, they cannot understand other's points of view.

For example, they may respond to questions, giving answers like "this is my book", "the house is at my back", etc. Their talk will centre around them.

When they attain 7 years of age, their speech becomes socialised and objective. Piaget based his theory on the idea that children do not think like adults.

Children as they grow, their cognitive structures or 'schemas' undergoes qualitative changes. Children through interactions with their environment, actively construct their own understanding of the world.

Piaget's theory suggests that children's language reflects the development of their logical thinking and reasoning skills in "periods" or stages with each period having a specific name and age relevance.

LIMITATIONS OF PIAGET'S COGNITIVE THEORY:

* During the first year to 18 months, the connections between language and intellect

could be traced but as children continue to develop.

* It becomes harder to find clear links between language and intellect.

* Some studies have focused on children who have learned to speak fluently despite abnormal mental development.

* Synthesise in Postscript: does not appear to rely on general intellectual growth.

VIHOTSKY'S CULTURAL TOOLS FOR LANGUAGE

LEARNING:

Lev Vygotsky, the Russian linguist did extensive research in cognitive development in children and his theory goes by the name "Socio-Cultural theory".

Vygotsky believed that interactions in the community in which the child lives have a profound impact on its thinking. Thus the society

interacts with objects, events, experiences etc. i.e. knowledge of the culture of the community is passed on to the child by the parents, teachers, kids, and kin.

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As a result of assimilation of this knowledge cognitive development takes place in the child. This is the essence of Vygotsky's theory of cognitive development in children.

Language is the most important tool for gaining the social knowledge. The child can be taught the socio-cultural knowledge by other people via language and this is the method of raising the child in its cognitive development.

Vygotsky defined intelligence as 'the capacity to learn from instruction', which emphasises the fact that there is a requirement for a more knowledgeable other person or 'teacher'. He referred to them as MKRO (More Knowledgeable Others).

MKROs can be parents, adults in the family, teachers, instructors, coaches, experts or professionals later on, after growing, friends, classmates and computers too can serve as MKRO.

Putting in a nut shell, children learn through social interactions and their culture. It is the culture that shapes the cognitive

development. Social interactions shape the cognitive structures which shape the thinking process. This is illustrated by 'Vygotsky's Form-Board Test'.

VYGOTSKY'S FORM-BOARD TEST:

* A young child and his father are playing with wooden toys of different shapes and trying to fit them in appropriate holes in a form-board.

* The young child alone can not figure out how the various shapes can fit into the designated holes.

* His father describes how each shape can fit into the same shaped hole.

* The father offers him encouragement and helps him put a few pieces in their respective holes.

* As the child grasps the concept that particular shape of wooden-block can be fitted into the same shaped hole, the father allows him to complete the task ^{individually} without his help.

* The thinking process which in turn leads to cognitive development in children.

* Vygotsky further elaborated his socio-cultural theory by explaining the importance of cultural tools through mediation and language, Co-constructed process in learning, Self-regulation, Scaffolding and Zone of Proximal Development (ZPD).

CO-CONSTRUCTED PROCESS IN LEARNING:

* Vygotsky advocated that social interactions with more knowledgeable other person (MKE) facilitate a child's potential for learning.

* MKEs can be parents, adults in the family, teachers, instructors, more learned peers etc.

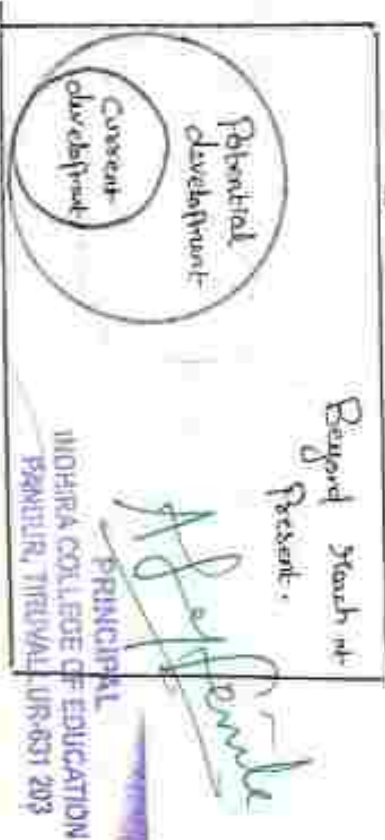
* Without this interpersonal instruction, Vygotsky believes children's minds would not advance very far as their knowledge would be based on their own discoveries.

* Thus children learn with the guidance of the MKE.

ZONE OF PROXIMAL DEVELOPMENT:

* ZPD is the range of tasks that a child can perform with the help and guidance of others but cannot yet perform independently.

* ZPD is the gap between Present (actual) level of development and Possible (Potential) level of development. Diagram to demonstrate the ZPD.



* Vygotsky believed that through help from either more knowledgeable people, the child can potentially gain more knowledge over already held by them.

* However, the knowledge must be appropriate for the child's level of comprehension.

* Anything that is too complicated for the child to learn that is not in their ZPD cannot be learned at all, until there is a shift in the ZPD.

* When a child does attain his potential, his skill occurs and the child can continue learning more complex, higher level material.

SCAFFOLDING:

* Scaffolding is the term that sprang out of the concept of the ZPD. It refers to the help or guidance from the MKO to allow the child to work within the ZPD.

* Just as in a building project, the scaffolding is erected to support the building process, but then removed when it is no longer needed.

* For example, if students are not at the scaffolding level required to understand a text, the teacher might use motivational scaffolding to increase their interest. Scaffolding ability until they can stand the required text independently and without assistance.

CULTURAL TOOLS:

* Vygotsky believes that ~~children~~ cultural tools

play very important roles in cognitive development.

* He emphasized the tools that the culture provides to support thinking. So that

an higher order mental process like as

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learning and problem solving are mediated by psychological tools, such as language, signs, writing and symbols.

* Some other common examples of cultural tools include different kinds of numbering and counting, writing systems, mnemonic technical tools, algebraic symbol systems, art words, diagrams, maps, drawing and all other kinds of signs.

* For example when the child is engaged in social interaction with his parents, who may show a map or a picture of it and can it a map and explains it is sweet fruit. People eat. This is a cultural tool employed in learning.

* Children begin to create a "cultural toolset" and transform the tools given to them into their own representations, symbols, patterns and understandings.

* Cultural tools can include both technical tools which set an environment and psychological tools which act on environment. Some tools are like thinking.

* Books, media, computers and softwares such as diagrams, maps, pictures and drawings are examples of 'technical tools'.

* Psychological tests use the cultural objects such as signs, symbols, texts, idioms and most fundamental language that enables us to master psychological functions like memory, perception and attention in ways appropriate to our culture.

* Thought and speech have different roots in human brain, thought being in non-verbal and language being non-intellectual in our early stage. However their development lines are not parallel they cross again and again.

* A child at first seems to use language in superficial social interaction, but at some point this language goes underground to become the structure of the child's thinking.

* According to Vygotsky, once the child realizes that everything has a name, each new object becomes the child with a fixation situation and he solves the problem by naming the object.

* When he solves the word for the new object. he demands it from adults (Vygotsky's *Hot and Cold*)

Language acquisition cannot take place in a vacuum. There is a fundamental co-dependence between thought and speech in terms of one providing because to the other; language learning is essential in learning thought.

EDUCATIONAL IMPLICATIONS OF VYGOTSKY'S

THEORY OF COGNITIVE DEVELOPMENT:

- i) Interactions with the teacher, teacher's help, guidance, participation in social activities are all important in the cognitive development of children.
 - ii) Socio-cultural knowledge helps in the growth of intelligence in children.
 - iii) Teacher's help/guidance is required for students to perform higher levels of tasks, as against their present performance level.
 - iv) Challenging tasks provide maximum cognitive growth in children.
 - v) Scaffolding is essential for moving the learning process more effectively.
- Showing Speech and language help in the cognitive development of children; therefore teaching through

One's nearest language is highly fruitful.

vii) Social interactions with teachers and elders
... involves more beneficial than self-learning.

viii) Playground method of teaching is highly effective
also teaching young children.

22/10/2023

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