Teacher's CHOICE

B.Ed.

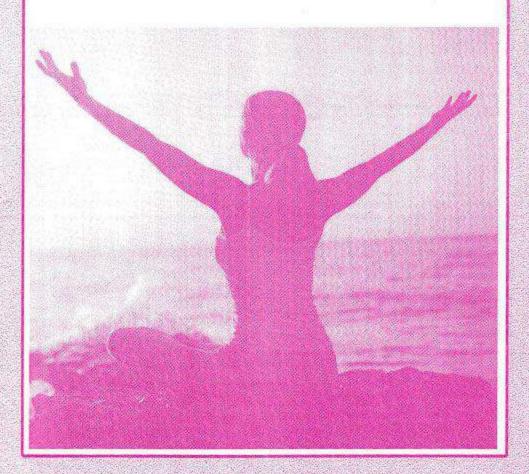## Second Year - Third Semester

Understanding the Self

Course - XIII

SECOND YEAR

Semester - III

UNDERSTANDING THE SELF

Authors :

Well Experienced Teacher Educators

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UNIT - 1
SELF AS A HUMAN RESOURCE

1. **What are the cognitive resources of the self.**

Ans : Every human being is born with a number of capabilities and cognitive strengths. These strengths are channelized to achieve the desired goal in Life. Understanding self is important to understand one's own abilities and oppurtunities to grow abilities includes the independent thinking, creative, thinking, decision making, problem solving and develop them as essential skills.

2. **What are the opportunities to develop different types of thinking.**

a) **Independent thinking b) Critical thinking c) Creative thinking d) decision Making e) Problem solving.**

Ans : Development of Independent thinking : According to Margret Regan "The class room should become an incubator for growing students attentional capacity. Instruction should be organised in intriguing yet challenging ways to Foster attention.

Strategies to develop Independent thinking : Exploring New thoughts : Instead of substituting a new conventional thought for the old one, deliberately make the student to seek out experiences that challenge the existing views.

Setting Goals : Teachers also have success by Incorporating purposeful goals in class room instruction.

Disconnecting From Conventional Thinking : Instead of plugging P.C. T.V. for answers, the student has to think for himself first. This increases the capacity for Independent thought by limiting the conventional opinion.

Advantages of Independent thinking :

+ Independent thinking enhances personal skills.
+ It makes individuals more productive.
+ It builds New levels of confidence.

Development of Critical thinking : Critical thinking is defined by Robert Ennis as Reflective and reasonable thinking that is focussed on deciding what to believe or do.

According to Hudgins and Edel Man critical thinking is the disposition to provide evidence in support of one's conclusions and to request evidence from others before accepting their conclusions.

Importance of critical thinking :

1. All intelligent people want to make judgements and take decisions in Life, which can yield the best possible results. In this process, one wants to be sure that he / she does not make mistake

2. irrespective of our age, we all want to understand why we are behaving the way we are behaving. In this process willingness to question everything is almost becoming a way of life.

3. The entire world is moving so fast that people are becoming specialised and super specialised in their own areas of interest and profession.

Virtues of critical thinkers

They would have the following qualities.

a) Open minded Nature : Critical thinkers are open minded and thus it is a biggest virtue.

b) Habitually Inquisitive Minded : Inquisitive mind is indeed a big virtue of a critical thinker.

c) Truth Seeker : A successful critical thinker is one who is interested in seeking the truth.

d) Well informed : A successful critical thinker is a person who is well informed.

e) Trustful of reason : Successful critical thinkers trust any argument based on reasons.

Components of critical thinking : Some of the components that could be considered are as follows :

1. Analytic and Synthetic abilities : Are the abilities to analyse different components of a social and person situation and put many other issues together meaningfully. Inorder to

understand the situation better by weighing different pros and cons.

In any critical thinking activity, one uses analytic and synthetic abilities.

2. Objectivity : Is the ability to analyse social and personal situations based on pros and cons dispassionately by delinking personal feelings and subjectivity. A successful critical thinker is one who has the ability to analyse social and personal situations de-linking any of his subjective feelings and emotions.

3. Anticipation of consequences : Is the ability to anticipate the consequences of any line of thinking in social and personal situations.

4. Intelligence : Is the General ability to weigh the strengths and weaknesses of any situation in the process of its understanding.

5. Logical thinking : Is the ability to think and reason systematically on all social and personal situations of Life based on objective principles.

Steps Involved in the critical thinking process : There are a few steps involved in any critical thinking process. They include the following. a) Perception of the situation b) Analysis of the situation c) Evaluation of situation for merits and demerits / pros and cons d) Anticipate consequences e) Reaching a conclusion.

Student Training strategies :

a) **Improve students metacognitive abilities**

❖ Model thinking processes ❖ Ask students to unpack their thinking

b) **Create a class room climate conductive for development of critical thinking.**

❖ Being Flexible ❖ Modelling thinking skills.

Creative thinking : According to slavkin creativity is an important component of problem solving other higher cognitive abilities, social and emotional well-being, and academic and adult success.

According to stevens and Burley creative people are in high demand. In todays world.

Need to develop creative thinking :

✤ To expand their abilities beyond the boundaries of Intelligence. ✤ To use their Natural creative talents. ✤ In effective use of human resources

Chracteristics of creative Individuals

✤ Unconventional ✤ Individualistic ✤ Driven ✤ Intuitive ✤ Fluency ✤ Risk taking

Positive attitudes that facilitate creative thinking : ✤ A belief that most problems can be solved ✤ Seeing the good in the bad ✤ Problems lead to improvements ✤ A problem can also be a solution.

Components of creative thinking :

Divergent thinking: Is the ability to think in different ways on one issue.

Innovativeness : Is the ability to think in Newways of doing things, different from the routine ways, which is cost effective. If implemented and worthy of emulation.

Novelty : Is the ability to generate New ways of thinking which the Individual / group had not used in the past.

Flexibility : Is the ability to shift perspectives while thinking and generate as many ideas as possible.

Stages of creative thinking : Wallas described a Four-stage theory of creativity.

a) Preparation b) Incubation c) Illumination d) Verification

Techniques to enhance creative thinking :

✤ Brain storming ✤ Block Busting Techniques

Decision Making : Decision Making is the process of selecting one course of action from several alternative actions

- **Walker, D.S.**

Decision making is the process of identifying as many alternatives as possible and choosing the one that best fits the decision Maker's goals, values etc.   - **Harris, R.**

Features of Decision Making : ✦ It is a cognitive process. ✦ Individual must be clear about his goals, values etc. ✦ A situation which requires the individual to decide up on a course of action must exist.

Decision making styles : The following List (Rutgers university career services 2005) Identifies a number of different decision making styles.

✦ **Fatalistic decider :** One who leaves the resolution of the decision upto the environment or fate : "What ever will be" type.

✦ **Delaying Decider :** One who delays thought and action on a problem. "I will think about it later" type.

Common strategies of Decision Making : ✦ Choose one with least risk ✦ Choose the best one without considering risks involved.

Components of Decision Making :

Emotional Stability : Is the ability to manage emotions and remain calm in any decision making situation.

Objectivity : is the ability to describe decision making situations / problems exactly as they are with out being influenced by one's own or others feelings, opinions and beliefs.

Self knowledge : Is the ability to make a realistic analysis of what one is capable of doing and what one not capable of doing before making a decision.

Analytical ability : Is the ability to identify elements of the given decision making situation by analysing it.

Logical thinking : Is the ability of think systematically and sequentially using valid principles of logic.

Problem solving :

Meaning and Importance : D'zurilla and Gold Fried say that "Individual is unable to resolve certain situational problems in his life and his inadequate attempts to do so are having undesirable effects, such as anxiety, depression, and the creation of additional problems".

Garfield and Bergin have quoted examples of studies where

they have found differences between Normals and deviants in their problem solving skill.

Definition : Problem solving skill is operationally defined as the skill to understand and deal effectively with problems in day to day living.

Steps in problem solving process : 1. Identification of the problem. 2. Structuring the problem. 3. Looking for possible solutions 4. Making decision 5. Implementation 6. Feed back

Techniques of problem solving :

1. Brain storming : Listing as many alternatives ideas, options as possible, Laughing.

2. Role play : Two or a group of individuals playing / acting the roles as in real life situation.

3. Group discussion : Discussion about the problem issue of different aspects of a problem by one or more groups.

4. Dual discussion : Discussion by two individuals about a problem issue or various aspects of a problem.

5. Reflection : Reflecting on the thoughts, feelings and actions of ones past behaviour.

Components of problem solving skill :

Self knowledge : Is the ability to understand and learn about ones own capacities, emotionalities and actions and in relation to the socio-cultural milieu. that one lives in, solving the problem.

Positive attitude : Is the ability of being hopeful and confident in the way of approach to the problem.

Divergent thinking : Is the ability to think in multiple ways, to view and managed problem from different perspectives.

3. How are the effective resources to be understood as assets and threats for the human beings.

a) Feelings of Love b) Joy c) Appreciation d) Fear e) anger f) jealousy g) affection h) happiness

Ans : Affective resources are sometimes we called as emotional resources like love, anger, jealousy etc. We can identify these affective resources in the process of understanding the self.

Understanding self is based on thoughts, feeling and emotions. Emotions that effect human behaviour can be broadly classified into two types. Positive Emotions and Negative Emotions.

Emotions are important aspects of Life and emotions are needed for survival, decision making, goal setting, communication, happiness and unity.

Feelings of Love : It is an powerful emotion when ever sharing our lovable emotions to others like parents, childrens. It is a feeling of oneness. Affection and lust are secondary emotions.

Joy : Joy is nothing but happiness. In general we can use this joy term in our life whenever happiest event is occur. Cheerfulness and Zest are secondary emotions.

Fear : Fear is like an anger that reflects things are happened positively or negatively in future. It may be real or imaginary. Fear is secondary.

Anger : Anger is nothing but emotion that raise when you are expected things not happened. It leads to attack and clashes. It is the result of conflict or betrayal.

Gratitude : It is an positive attitude presents, whenever you takes help from other. This is called a Gratitude. It is one of the strongest correlates with happiness. Expressing gratitude multiples this as it not only reinforces the Internal positive attitude.

Hope : It is also called positive emotion that reflects in future happy things. It is anticipatory happiness.

Satisfaction : Whenever we achieve our compelx goals successfully then we feel more satisfaction. It is related both to pride and serenity.

Sadness : When ever we loss some thing in our life then we feel very sadness. It may lead to a stage of depression. It is a feeling of disadvantage.

Surprise : When ever positive things are happen then we surprise suddenly. It is the result of unexpected happenings.

4. **What is the structural and functional commonality of the human body ? How to develop the ability to identify them.**

Ans : Structural and functional commonality of the human body responses to the experiences and mistries in our life. Basic experience are integral part of life and art comes into this category. Both individuals and society benefit from the process and the diversity of resulting forms of art and design which enhance, reflect and change our inner and outer worlds.

Some areas where commonalities are pronounced: At the most basic level, we all share the universal human experiences of birth and growth and death. The life cycle binds us all together.

Language : Whenever communicate between two people that belongs to different state or region or countries. We need to some language to understand their feelings.

Basic Needs : Basic human needs include the need for water, food, shelter and a sense of place. The urge to create, enjoy, beauty embellish is also shared. The need for love is also basic among all people.

Sense of time : Sense of time is nothing but a time management that can apply in our daily life. We never chaing post happened things and simultineously we ready to accept future things.

Environmental concerns : Environmental considerations, Interactions and concerns reflect varied human relationships with the natural world.

Visions, Hopes and Dreams : The urge to hope, dream and imagine in life is a powerful, sustaining.

Aesthetic : Art is a universal language. Painting, sculpture and architecture, Music are also universal languages.

Work : Work is universal. It is something that every one do hence it is a commonality.

Importance of understanding the commonalities

❖ The significance of individual differences and commonalities in education has long been recognized. Though individuals differ in terms of ability and personality, there exist several commonalities in terms of feelings and cultures.

❖ Considering the commonalities among human beings along with individual differences help teacher and educational administrators to plan and implement learner centered educational activities to maximize learning.

Class room practices : ❖ Classrooms can become more open sources of learning as children will give up their conservative attitudes towards religion, gender etc. ❖ Universal understanding can be achieved easily ❖ It will be easy to elicit cooperation and collaboration in class room activities.

5.   **How do you develop the understanding of Geographical, Climatic and genetic conditions that are causing physical differences.**

Ans : Geographical, climatic and genetic conditions are different to region area to region area and country to country. This differences reflect on people daily activities. Climatic conditions made differ area to area depend up of their rainfal in their region.

Geographical condition : Geographical condition depend up on the people that they belongs to one region that related to health, education, economics in that area. Geographic condition also has direct bearing on the question of species origins. Geographic Isolation can be caused by many factors like isolation by barriers (region, religion etc) Geographical influences are seen is the nature of distribution of man kind. It includes the effect of Natural barriers like swamps and seas.

Genetic condition : Human an genetic condition is the genetic differences both with in and among populations. No two humans are genetically identical. The genetic condition results in the development of attitudes and opinions.

Climatic conditions : It differs from country to country and region to region.

Example : Asian countries are comes under the very hot climatic conditions at the same time western countries are under the cold climate conditions.

The climatic conditions cause variations In both colour, body shape and physical stamina Climate change causes displacement of people is several ways. A variety of experts have warned that climate change many lead to increased conflict.

Advantages of understanding condition that cause variations

❖ Individuals learn to respect one another culture. ❖ Promotes the sense of International feeling ❖ It paves way to understand one another fears and thoughts ❖ It shows the way to appreciate and accommodate social change.

UNIT - 2
SELF IN RELATON TO SOCIAL IDENTITIES

1. **What are the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation and region.**

(Or)

Explain in detail self critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation and region.

Ans. Man is a social being relations of human beings with others depends on their perceptions about the individuals around. One must understand certain social regulatory or structures such as caste, class, region, religion etc to understand positive and negative relations.

Caste: India is a nation with closed groups divided by caste. The Indian caste system is considered a closed system of stratification, which means that a person's social status is obligated to which caste they belongs to Indian caste system has played a major role in shaping the occupations. Caste has become one of the important factors that determine the relations among individuals.

Class: Group of people with same level of wealth, influence and status is termed as class.

Different categories of classes are explained below.

Lower class: Poor, homeless and unemployed are generally classified as lower class.

The working class: Minimal educated people, who engage in manual labor considered as working class unskilled workers (such as dishwashers,cashiers and wait resses) and skilled workers (such as carpenters, plumbers and electricians) comes under this class.

The Middle class:

Middle class is divided into two levels

a) Lower middle class : Made up of less educated people with lower incomes such as teachers, managers etc....

b) Upper middle class: Made up of highly educated people with high incomes such as lawyers, doctors etc

The upper class: Wealthy people of the society generally divided into two categories

a) Lower upper : Includes people with money made from investments business ventures etc...

b) Upper upper : Includes high society families with old money who have been rich for generations.

Language : Languages differ in pronounciation vocabulary and grammar. Linguistic differences may become sailent markers of divisions between social groups. Human languages also differ from animal communication systems in that they employ grammar and semantic categories.

Religion : Religion influences political systems of a nation. It is an informal means of social control. It can make individuals face problems. Most of the social virtues like truth, love, discipline, service etc...have their roots in religious thought. It is an informal.

Nation : Nation derived from latin means people, tribe, class, flock and soon a nation is a cultural and political community that is conscious of its autonomy unity and interests.

According to stalin, Joseph " A nation is a historically constituted stable community of people formed on the basis of a common language, territory, economic life and psychological make-up manifested in a common culture.

Region : A region is an area with no specific size that is uniquely different from other places. Regional feelings among people are a threat for humanity. It hurts growth. It is damaging to the perceptions of a global citizen.

2. **How do you develop the self critical understanding of the basic realities of the man made divisions.**

(Or)

Discuss the self critical understanding of the basic realities of the man made divisions over the time scale.

Ans. Race plays an important role in the lives of humanbeings. It is necessary to sentisize students on the implications of decisions made on basis of race. Some man made factors that make individuals differ in several aspects. An understanding of these factors is essential for the critical understanding of the self. These divisions stem from race, religion, gender, culture, education, relations and soon. These divisions emerge steadily and systematically on a time scale.

Different cultures offer different perceptions to individuals and one must be sensitive to the cultural variations in the world.

Man made divisions - Areas: Gender: All the cultures in the world present gender stereo types. Several governments all over the world have taken many legal, legislative and administrative measures to put an end to gender discrimination. It is essential to maintain good relations at home, at work place and in the society one has to learn to appreciate the variations and differences among men and women and to be sensitive to such variations. Such an attitude put an end to many evils, harassments and gender based prejudices.

Economic conditions : Economic conditions influence human interactions and decisions many decisions like marriage, vocational choices are made on basis of economic conditions.

Education : Initially Brahmin gurus offered education later temples also becomes center of education. Education is a powerful agent transfusion and transmission. It can turn a brute into a man. It can bring the needed modifications in the perceptions and behaviors of individuals.

3. **What is the natures necessity of gender difference for the onset and continuity of human race.**

    Ans. Gender differences in the mental functions and behaviours of men and women. Genetics and environmental differences may lead to gender differences. Many communities expect men to be independent and competetive and women to be more sensitive and passive.

    Gender differences in development :

    ✤ Gender differences are also seen in activity level, dependency, timidity, exploratory activity and vulnerability to stress. ✤ Boys are more aggressive and girls more nurturing. ✤ Boys have more speech, reading and emotional problems than girls ✤ There are no gender differences in conformity, sociability self-esteem or verbal hostility

    Brain Lateralization and gender differences : This may help explain male success at spatial and math skills. It also explain female tendencies to be more flexible than males.

    The biological basis of gender identity : Human development begins with our sex chromosomes and hormones. Determination of sexual characteristics begins at conception. When a woman's ovum (the female reproductive cell with 23 single chromosomes) is fertilized by a sperm cell (the male reproductive cell with 23 single chromosomes) the result is expected to produce the characteristic human cell with a total of 46 chromosomes (23 pairs). Of theses pairs only one pair, "the sex chromosomes" controls the genetic sex of the child. The woman's ovum possesses an X chromosome for sex, while the man's sperm cell may contain an X or Y. When an X-bearing sperm cell fertilizes the X-bearing ovum, the genetic pattern is established for female(XX). When a Y-bearing sperm cell fertilizes the X-bearing ovum, the genetic pattern is established for a male (XY).

    This explanation of the development of sexual characteristics allows one to conclude that the male sperm cell controls the sex of the offspring and that chromosomes are the determinants of sexual characteristics.

    Contrast this explanation with the blaming of the woman

that goes on in our society when she fails to deliver a male child. In traditional societies such as ours, it is generally the woman who is held responsible for the sex of the child. Such attitudes that not based on fact are often the result of prejudice and discrimination against women.

Prejudice is an attitude generally negative, toward members of some group, based only their membership in that group. That is a person who is prejudiced towards some social group (women in the example given above) tends to evaluate its members in a negative manner simply because they belong to that group. Discrimination is prejudice in action, that is, negative behaviours or actions directed towards members of social groups who are the objects of prejudice. In Indian society, there is widespread prejudice against women and discrimination too. For example, a woman may be blamed for giving birth to a female child successively and then ill treated for having done so. Research has now shown that the practices of female foeticide and female infanticide (killing of the female foetus and female infant soon after birth respectively) are prevalent in our society and these practices are examples of blatant discrimination.

The social basis of gender identity : Psychologists have studied four groups of socializing agents who play a significant role in teaching, rewarding and punishing gender appropriate behaviours. They are parents, schools, peers, and the media (books, television, films etc.). For example, parents may scold a boy who is crying after being physically hurt not to cry "like a girl". Such statements indicate to the young boy that he needs to be tough in order to qualify being a man. He also learns that it is possible for girls to cry or to be weak and timid. The basis for masculine and feminine behaviours is thus laid. Similarly a girl who is fond of the outdoor and likes a climb trees etc., may be told by parents to "stop behaving like a boy" and instead "help mother in the kitchen".

The message that is given to the girl is that gender-appropriate behaviour for her would be to learn cooking and participate in domestic responsibilities instead of moving around outside the home with abandon.

Children are able to grasp gender identity at about the age of two. Between ages four and seven children generally beginto understand gender consistency or the concept that sex is a basic and enduring attribute of each person and of pets and cartoon characters as well. Once these cognitions are in place, our perceptions are strongly influenced by what we have learned about gender.

As childhood progresses, children begin to learn culturally designated "appropriate" and inappropriate characteristics assosciated with being boys or girls. By age 5 gender stereotypes begin to be acquired. Stereotypes are cognitive frameworks suggesting that all persons belonging to a social group show similar characteristics. Gender stereotypes are stereotypes concerning the traits or characteristics supposedly possessed by men and women. In many cultures, common gender stereotypes suggest that women are assumed to possess the traits of passivity, dependence emotionally submissiveness and indecisiveness while men are assumed to have the characteristics of forcefulness, independence, rationality and confidence.

As children grow up sex typing occurs when they learn the stereotypes assosciated with maleness and femaleness in their culture. By the time the individual enters adolescence and adulthood gender stereotypes with his or her sex. Sex typing involves both biological contributions and specific indicators which are constructed by our culture and passed on to us through the process of socialization. Thus socialization practices teach us how to get along within our culture including how to properly enact our gender roles - that is how to behave in ways that are considered appropriate behaviours by society for men and women.

Thus children learn through socialization practices the behaviours and characteristics considered appropriate for their sex. They learn to behave in ways that are identified as masculine, feminine or androgynous. The gender role of masculinity prescribes that men should behave as powerful dominant and independent while women in their gender role of femininity are expected to behave as caring emotionally expressive and dependent. The

gender role of androgyny on the other hand is characterized by possessing both traditional masculine characteristics and traditional feminine ones. For example a person could be competitive (supposedly masculine) and also sensitive to the needs of others (supposedly feminine). Gender role identification is the extent to which an individual identifies with the gender stereotypes of his or her culture.

In recent years there has been considerable research indicating that the characteristics of men and women that were once assumed to be based on biological factors are in fact acquired. For instance, Sandra Bem's gender schema theory proposes that children have a "generalized readiness" to organize information about the self on the basis of cultural definitions of what are label to himself or herself, the ground is prepared for the child to learn the desirable behaviours and roles that accompany these labels. In other words, children develop a gender schema by internalising what is appropriate behaviour for girls and boys. Because society stresses gender, children pick up on it and learn to develop a schema around it. Childhood is therefore a formative stage in personality development.

Influence of the family on gender typing

Parents influence on childrens Gender typed choices : Families organize the environment differently for boys and girls. Boys and Girls dressed differently and receive different toys to play with.

Parental behaviour towards girls and boys : Girls and boys are treated differently by their parents. Boys are thought to be stronger and treated roughly where as girls are protected and not expected to achieve as much in the area of mathematics.

Modeling Parents characteristics: Parental characteristics influence gender typing in terms of role models. Parental power has a great impact on sex typing in boys. Girls will consider mother as a role model and parents reinforce girls to participate in femine activities.

Parental absence or unavailability: Father plays a critical role in the development of childrens gender roles. His absence leads to disruption in gender typing.

Extra Familial influences on gender roles:

Books and Television: Male and female roles are portrayed in gender stereotypic ways in books and tv. Men are portrayed as agressive rational and powerful in workforce than female. Women are less likely to be the leading characters on TV.

Peers, Gender roles and self-esteem: Children are likely to react when other children violate gender typical behaviour and cross gender behaviours are more likely to meet with negative reactions with peers.

Schools and Teachers: Teachers treat girls and boys differently. Due to feminine characteristics such as quietness, obedience and passivity of girls tend to like and perform better than boys in the early grades. Even in pre-school boys recieve more criticism from teachers this may leads to lowered motivation and interest in schools.

Androgyny: Most of the people are androgynous that is they are both masculine and feminine characteristics.

Cognitive factors in Gender differences

Gender - schema Theory : Gender schema theory was formally introduced by Sandra bemin 1981 as a cognitive theory to explain how individuals become gendered in society and how sex-linked characteristics are maintained and transmuted to other members of a culture. Gender associated information is predominantly transmuted through society by way of schema or networks of information that allow for some information to be more easily assimilated than others. Bem argues that there are individual differences in the degree to which people hold these gender schemata. These differences are manifested via the degree to which individuals are sex typed.

Kohlberg's cognitive development theory : The cognitive developmental theory is also closely linked to Jean Piaget's analysis for the age-related cognitive changes a child goes through. Lawrence Kohlberg suggested that cognition comes before action and behavior. This emphasizes the importance of a child's understanding about gender roles and their permanent placement in it. After a child can fully grasp this concept gender

specific information will become more relevant. This idea of gender consistency similar to piagets concrete operational stage is represented by three stages

1.Gender Identity : The child recognizes that they are either a boy or a girl and possesses the ability to label others

2. Gender stability: The identity in which they recognizes themselves as does not change.

3. Gender consistency : The acceptance that gender does not change regardless of changes in gender - typed appearance activities and traits.

When the child is able to fully grasp gender stable understanding about themselves usually between the ages of five and seven the motivation to master their orientation and to socialize themselves allows them to seek out same sexed models to learn about gender stereotypic behavior.

4. **How do you create critical understanding of the basic realities of cultural differences across the time-scale and across the globe.** (Or)

   Explain the need of critical understanding of the basic realities of cultural differences across the time scale and across the globe.

Ans. Culture refers to a group or community which shares common experiences that shape the way its members understand the world.

Differences between culture are much greater than differences between groups. Cultural and ideological differences persist all over the world.

Much of differences in culture have to do with food preparation music and what each culture considers politeness. Cross- cultural observations can easily misinterpret other factors like perceived status differences which can create barriers between cultures and organizations.

Receptiveness and effective questioning help students and teachers to understand the variations among different cultures

Why to understand cultural differences : World is

becoming diverse and in order to build communities there is a need to understand cultures. It is important to establish relationships with people from cultures other than their own.

Impact of Globalization on Indian culture : Interchange of world views and ideas has resulted in a Major transformation of life stye. Indian culture has no exception globalization has not only inculcated the westernization. In India but Indian culture has also spread its impact globally. Now a days more students choose to study overseas for experiencing cultural diversity people who own different perspectives on cultures stand at a more competitive position.

Examples of variations in cultures : ❖ Laughing is connoted in most countries with happiness in Japan it is often a sign of confusion. In secureness and embarrassment.

❖ In Africa saying to a female friend one has not seen for a while that she has put on weight means she is physically health is than before or had a nice holiday where as this would be considered as an insult in Europe, North America and Australia.

Negative Impact of cultural Globalization : ❖ The spread of internet started imposing global and foreign cultures on Native cultures. ❖ The most important for reaching effect of cultural globalization is the commercialization of culture.

Positive impacts of cultural Globalization : ❖ Enrichment of local folk arts, Music. Integration of different cultures spread of ideas and more scope for international interaction. ❖ Promotion of international understanding.

Educational significance : ❖ Project works and group activities are to be organized to high light the richness of other cultures. ❖ The cultural motivation of the parents is closely related to their expectations regarding the education of their children ❖ Socialization strategies are to be integrated with the class room practices.

UNIT - 3
SELF (PERSON) AS A PART OF THE NATURE

1.   Describe Nature, harmony in existence and co-existence.

Ans: Existence is an abstract concept that symbolizes the nature of being of things and conditions as a construct of their attributes. People and animals exist, thoughts and feelings exist, by they all do not have existence in the same way. The existence of human beings depend on the concept of freedom, and his genuine self. The existence of human beings depend on the diagnoses human weaknesses, conflict and limitations.

Diversity has become the order of the day in human lives. Individuals groups and Nations have to manage conflicts among the religious, cultural and political groups with their societies.

Co existence means positive and sustainable relationships between different religious or social groups coexistence includes social integration.

The principles of co existence and tolerance are important as bases for building mutually acceptable relationships between highly diverse communities and individuals with in a larger society.

How co-existence is structured can vary widely. Generally there two approaches one seeking to minimize or ignore differences between groups or individuals and the other recognizing differences but honoring each group as valuable and unique.

Recommendations of the Delors Commission: Jaques Delors while presenting his Report titled "Learning THE TREASURE WITH IN" to UNESCO in 1996 in which he puts emphasis on the need of value education.

Four pillars as recommended by UNESCO.

1. Learning to know : Learning to know implies learning how to learn by developing one's concentration memory skills

and ability to think.

Every individual has hidden talents such as 1) Memory 2) Reasoning 3) Imagination 4) Physical ability 50 Aesthetic sense 6) Aptitude to communicate

Suggestions

Varied curriculum : Subject matter, laboratory activities, co-curricular activities.

Different Methods of teaching :

✤ Problem solving ✤ Inductive - deductive

2. Learning To do : Learning must transform certified skills into personal competence. Personal competence includes life skills like. 1) Social behaviour 2) Personal initiatives 3) Adaptabilities 4) Leadership skills.

3. Learning to live together : Education should help in inculcating a spirit of empathy in students so that it can have a positive effect on their social behaviour throughout their lives. Values to be developed amongst students

Non violence   Cooperation

Selfless attitude   Developing values

4. Learning to be : The aim of development in the complete fulfillment of man and his development in a holistic way as an individual, member of a family and community and as a responsible citizen.

Goals of Education to live together (Co-Existence)

✤ To develop the skills of reasoning, to enable learners make informed decisions. ✤ To create an awareness of the solidarity of human kind irrespective of race, culture ✤ To create an awareness of the environment that will promote sustainable development and continuity of the human race.

Educational Implications :

✤ The contemporary social and global issues must be discussed in the social sciences teaching. ✤ The Nation's Social, Political systems have to be re-oriented to peace and tolerance inclusively.

2.   **How is a person depend on the Nature for the life and dependence on other selves for comfortable living.**

(Or)

Give some tips to develop positive relations between interdepence and comfortable living.

Ans : Human beings live in the realm of Nature. The most Intimate part of Nature in relation to man is the biosphere its soil cover and everything else that is alive. Man is constantly aware of the influence of Nature in the form of the air he breathes, the water he drinks and the flow of energy.

Man's Influence on Nature : Man transferred various species of plants and animals to different climatic conditions. He has also changed the shape and climate of his habitation and transformed plants and animals. Man and Nature interact dialectically in such a way that, as society develops man tends to become less dependent on nature directly,. While indirectly his dependence grows.

Harmful Interacting with Nature : ✦ Various chemical preparations affect the intensity of photo synthesis ✦ The problem of the so-called renewable resources of the bio sphere has become particularly acute ✦ Modern technology is distinguished by an ever increasing a bundance of produced and used synthetic goods ✦ Much more carbondioxide is being produced on earth than plants can assimilate.

Some tips to develop positive relations between Interdepence and comfortable living :

1) **Develop empathy :** Empathy also means "reading another persons inner state and interpreting it in a way that will help the other person and offer support and develop mutual trust.

2) **Listening effectively :** Active or reflective listening is a very important listening skill which builds a positive rapport

3) **Developing communication skills**

4) **Learn to trust more**

5) **Give people some time**

3. **What is the responsibility of self towards conservation, protection and enrichment of plant and animal life.**

Ans : Preservation and conservation of environment People those who are mainly concerned with protecting the environment will often use the preservation and conservation.

These two terms are often confused and are generally used to mean the same thing, although differences exist.

Conservation of environment simply implies the sustainable use as well as management of natural resources which include wildlife, water, air and earth deposits. There are renewable and non-renewable natural resources. Conservation of natural resources generally focuses on the needs & interests of human beings, for instance the biological, economic, cultural and recreational values. Conservationists have the view that development is necessary for a better future, but only when the changes occur in ways that are not wasteful.

As for as preservation of environment is concerned, it tries to maintain the present condition areas of the nature of earth which are not yet touched by humans. This is because of the fat that mankind is encroaching onto the environment at such a rate that various wild landscapes are being given over to farming, industry, housing, tourism and other human developments. And we lose much of the natural areas. Preservationists also strongly support the protection of nature for purely human-centered reasons. However, some adopts less human centered approach to environmental protection, placing a value on nature that does not relate to the needs and interests of human beings. But is a fact that by preserving and conserving environment we can make a healthy atmosphere to live in.

Protection of the Environment : Environmental protection is a practice of protocting the natural environment on individual , organisation controlled or governmental levels, for the benefit of both the environment and humans. Due to the pressures of over consumption, population and technology, the bio physical environment is being degraded, sometimes permanently. Since the 1960S activity of environmental movements has created awareness of the various environmental issues. 1986 Environment Protection act was enacted in India with the objective of providing for the protection and improvement of the environment. The act was amended in 1991.

Steps to protect environment : Trees are to be planted to help in lessening the air pollution ✤ Avoid throwing chemicals

in different places. This can cause pollutions like water pollution, air pollution. ✤ The emission of green house gases like carbondioxide in increased concentration has to climate changes.

Steps to protect animal life : ✤ The wild life is to be protected from pollution and man made dangers. ✤ Art and cultural actives are to be organized to promote eco friendly attitudes. ✤ Community involvement is to be encouraged in the animal protection programmes. ✤ Develop consciousness for protecting wild life.

Steps to congerve forests :

✤ Forest fires should be prevented ✤ Large forestation should be done in areas unfit for agriculture. ✤ Wastage of timber and fuel wood to be avoided.

4. **What are the responsibilities of self towards other human begins i.e. In the family, society and people across the globe.**

Ans : Family : The word family comes from the Latin word "familia" which means household.

Definitions : "A group of people who are related to each other".

"Family as a group of persons consisting of parents and their children whether actually living together or not".

- **Oxford English Dictionary**

Social unit of two or more persons related by blood, marriage, or adoption and having a shared commitment to the mutual relationship.

Responsibility towards family: The Members of a family all have duties and responsibilities towards one another and to the family as a whole, and these duties and responsibilities vary from Member to Member because of their Natural relationships. The parents have the Inescapable duty to educate their children have the duty to obey their parents

✤ Parents have the most important responsibility in the education of their children. ✤ The most important responsibility of an individual towards family is striving for common good

✤ Family interest must be given importance over individual interests. ✤ Individuals must have to think above conjugal relationships and give importance to filial relationships. ✤ Every member must respect the Karta System.

Society

A society is a group of people involved in persistent social interaction or a large social grouping sharing the same geographical or social territory typically subject to the same political authority and dominant cultural expectations.

Definitions : People in general thought of as living together in organized communities with shared laws and values.

Society is a system of relationships that exists among the individuals of the groups. - **Wright**

Responsibility of individuals towards society

✤ It is the duty of every member to maintain a healthy relation with other member. ✤ The most important responsibility of individuals towards society is respecting the social laws and following social norms. ✤ Everyone must strive to keep the surroundings clean and hygienic. ✤ Every member in the society has to think interms of common benefit.

Responsibility towards the people across the Globe

The individual extends to the global level and becomes a Global citizen. According to Eric Schmidt, human beings create every two days as much information as it was done since the birth of humanity up until 2003.

✤ Every one must learn to respect international laws, protocols and procedures. ✤ The main responsibility to understand ones owns perspective and the perspectives of other on global issues. ✤ Every one has the responsibility to work with one another and advocate for global equality and justice solutions to these issues. ✤ One should learn to respect the principle of cultural diversity.

UNIT - 4
SELF IN RELATION TO PROFESSION

1. How do you develop self critical awareness of teaching competency in the following aspects. a) Adequacy of subject matter b) Knowledge c) Professional skill d) Effective communication

Ans : Self-Critical awareness of teaching competency : Teacher competence refers to "the right way of conveying knowledge, application and skills to students. Any definition of teaching competence depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student. characteristics and the class room context.

Teaching competency has various dimensions such as content knowledge, student motivation, evaluation and classroom management skills.

Common teaching competencies : ✦ The teacher should be able to communicate effectively. ✦ The teacher must be able to works effectively with community sources. ✦ The teacher must always ready to learn from experience. ✦ The teacher must have planning. ✦ The teacher must have adequate knowledge of pedagogical sciences, child psychology. ✦ The teacher must always ready to learn from experience.

a) Adequacy of subject matter knowledge : Knowledge is a familiarity, awareness or understanding of some one such as facts, information, skills which is acquired through experience or education by discovering perceiving or learning.

Subject knowledge comes in different forms.

According to Shulman's

a) Curricular knowledge refers to what you know about the formally defined curriculum for your age range. b) Context knowledge is what most people would perhaps think of simply as knowledge, the kind of knowledge that comes from reference books

and text books. C) Pedagogic subject knowledge helps teachers to teachers to teach and support as children develop their own personal subject knowledge.

What is subject knowledge and why is it important ?

Subject knowledge has a very important role to play because high quality teaching rests on teachers understanding the subjects they are teaching knowing the structure and sequencing of concepts, developing factual knowledge essential to each subject an guiding the learners in to the different ways of knowing is crucial for teaching.

b) Professional Skills : In order to teach some thing like acadamic subjects to the students, teacher need to exercise on the subject before going to absorb the knowledge from the different websites that are available in the internet.

1) Commitment : While being committed to the job is a traditional teaching skill, it is also a modern one. A modern teacher needs to always to be engaged in their profession.

2) Confidence : Every teacher needs to have confidence, not only in themselves but in their students and their colleagues.

3) Continuous Learner : A teacher who is always willing to go that extra mile to learn will always be an effective, successful teacher.

4) Ability to Engage : Teachers should know how to find engaging resources.

5) Leadership skills : An effective teacher is a mentor and know how to guide her students in the right direction.

6) Motivation skills : Motivation is the key to successful teaching.

7) Conflict Management skills : The teacher must be skilful enough to handle the conflicts in a smooth and non threatening environment.

8) Being Imaginative : The most effective professional skill that a teacher needs in imagination.

Effective Communication

An Operational Definition : Communication is the act of conveying our ideas to others, modifying the message depending on the feed back of others and responding appropriately to the message sent by others.

The mechanics of communication : A communicative situation has the following participants in it.

The sender of the message

The receiver of the message

Components of Effective communication :

1. Analytic ability : Is the ability to analyse different components of a piece of information, in order to understand its content.

2. Creativity : is the ability to use different alternative ways to reach out to people suitably and successfully.

3. Objectivity : is the ability to participate in a communicative situation without any preconceived notions about persons involved or the content of communication.

4. Sensitivity : is the ability to be sensitive to the feelings of others in social situations in order to communicate effectively.

Steps of Communication Process : Any act of communication involves the following steps.

1. Identifying the need for communication.

2. Thinking of suitable medium for communicating.

3. Encoding the messages in the medium identified.

4. Planning support system.

5. Presentation

6. Observing and looking for feed back.

7. Modifying the encoded message so as to overcome the gaps observed in the first attempt at communicating.

8. Presentation of the modified message.

Qualities of a Good communicator : A good communicator is one who possesses the following qualities.

✤ Is confident is clear about his/her goals ✤ is clear about the message ✤ can understand the point of view of others ✤ is polite and considerate

Developing effective communication skills among learners : Developing effective communication skills necessarily involves creation of communicative situations either real or simulated. This helps the learners develop in sights into the process of communication. Giving appropriate feedback to the learners would be an important aspect.

Steps to effective class room communication

✤ The teacher must allow the student to speak without interruption. ✤ It is better to use visual tools in addition to your verbal communication. ✤ Respect is the foundation of effective communication, especially in the classroom. ✤ Gestures and animated facial expressions also give weight and enthusiasm to what a teacher has to say.

2. **How does a person develop critical awareness in the following iteams.**

a) Attitudes towards students b) Teaching c) Teaching material d) Interest in students aptitude e) Tapping their abilities to realize the values Identified in the lesson.

Ans : Self - critical awareness : Self-awareness refers to being aware of our self. Our self includes our strengths weaknesses, assets - Liabilities, Positive - Negative elements etc.

According to Wikipedia, "Self awareness is the ability to perceive one's own existence, including one' own traits, feelings and behaviours. In an epistemological sense, self awareness is a personal understanding of the very core of one's own identity.

An effective teacher understands that teaching involves possessing right attitudes towards students and the teaching job, interest in the welfare and over all development of the student, aptitude for the job, ability to involve the students in teaching and learning process and finally realizing the values of education.

Attitudes towards students : Attitude in main thing to

the students, all are the next. Teachers need to observe student attitude in the class room and they guide to the students in proper manner to lead the life in the society in respectable manner and also teachers have to respect the cultural activities and differences, believes of the students that are came from different regions.

✤ Adopting student centered methods of teaching and democratic class room practices. ✤ The teacher tries to provide meaningful learning opportunities for all students. Teachers never use intimidation techniques. ✤ The effort to motivate all the students to reach the expected learning standards. ✤ The teacher exhibits absolute confidence in the students ability to learn.

Attitude towards teaching : Attitude towards the teaching depends up on the dedication and the hard work of the teacher towards the particular subject. Here teacher need to analyze that particular subject and came to conclusion on the subject before going to teach to the students. Here teacher should maintain friendly relation between students.

✤ Mis management of learning resource ✤ Lack of confidence in implementing new projects ✤ Teachers own perceptions and beliefs about the built in difficulties in the subject. ✤ Low social status for teaching profession, Inadequate salaries.

Teaching and Learning material The term teaching - learning material unusually refers to some specific, sophisticated equipment used by teachers to enhance and consolidate learning.

Teaching and Learning Material by the learner, for the learner and of the learner. TLM must be prepared from locally available material and and from the immediate world of the learner.

Interest in Student and Subject : In order to maintain effective classroom teaching must observe student attention in the classroom while class is going on simultaneously student also put the attention towards the teacher to gain knowledge from teacher.

✤ Identify and recognize the strengths of the students. ✤ Solicit students feed back on important issues. ✤ Be fair and impartial while dealing sensitive issues ✤ Be available to students

in Learner friendly and appropriate way. ✤ Help students to over come limitations. ✤ Create opportunities and engage students actively in the class.

3. **How do you develop your one's role to enrich learners capabilities and guiding them for self actualization.**

Ans : In this 21st century classroom training is very easy to the teacahing. They can give the productive class room environment to the student in meaningful manner by using internet.

Some of the roles that the teacher can play to enrich the learner in many dimensions are as follows.

The Tutor : The teacher acts a coach when students are involved in project work or self - study. The teacher provides advice and guidance and helps students clarify Ideas and Limit tasks.

The Participant : This role improves the atmosphere in the class when the teacher takes part in anactivity. However, the teacher takes a risk of dominating the activity when performing it.

The Assessor : The teacher assumes this role to see how well students are performing or how well they performed feed back and correction in organized and carried out.

Learner : A teacher is a continuous learner and through the learner behaviour teacher can model himself to the student by impressing on the student the importance of life long learning, and use what they learn to help all students achieve.

The prompter : The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.

Learning facilitator : Facilitating learning opportunities among students is an important role any effective teacher.

Catalyst for change : Teacher is catalysts for change.

Guiding them for self-actualization : According to Maslow, education for self actualization is a holistic education. Methods of experimental learning promote adoptability and prepares for a life of self empowerment. Holistic education is

based on trust and respect for human nature. Holistic education methods use Learner's Initiative and responsibility in involving in the Learning situations. Self actualization occurs in the child occurs through freedom to think, freedom to work, freedom to express and so on.

Teachers Role in promoting self-actualization : ✦ Recognizing the special efforts of the students, developing school and class room environment where students are positive and non judgemental, involve student in actiivities of importance and worthiness too can make students recognize their worth.

✦ The calss room environment must arrange in such away that the basic requirements of the child like water, fresh air and other essential things are taken care.

✦ Project works, team activities, peer tutoring strengthen student - student relationships and in turn positive self esteem.

4. **How do you involve your self for the development of learners in the following aspects a) Team work with head colleagues b) Parents and Mangement.**

Ans : Team work is also integral part of the New management training and literature in the 1980's and 1990's. Team work is clearly the buzzword of current New managerial reform in education.

Teachers working together in developing the organizational climate of the school contributes significantly for the growth and development of the child. The modern management approaches are calling for a change in the school culture where all the teachers work as a team in planning the different curricular, co-curricular and extra activities.

Team work : Team work is necessary between students, betwen teachers and students and among parents and educators.

Advantages of Team work :

1) Makes Schools Effective : Team work helps to share best practices.

2) Student Collaboration : Group work in a classroom teaches students the fundamental skills associated with working as a collective unit toward a common goal.

3) Team work improves school climate : School development happens essentially in the school teams.

Teachers and Parents involvement in Team work: Parent Teacher Associations (PTAS) can support the school system in many ways to support their children's education. They are fairly informal and can choose their own role in the school. They can work as educational volunteers and assist teachers in project works and in collaborative learning activities. They can perform as an effective link between school and community.

Advantages of parental involvement in Team work : ✤ Parental active involvement promotes better social skills. ✤ Children achieve higher grades. ✤ It lower the dropout ✤ Children show interest in higher level programmes and classes.

Team work with the management : It is the partnership between the teachers and the management that helps in improving the quality in education. Management can have a harmonious relationship with the teachers by embracing, educating them.

Some suggestions for better teacher and Management relations : ✤ It is necessary to take feed back from teachers from time to time and reassess the situation in the school. ✤ It is important to guide the teachers from time to time on the changing trends. ✤ The management has to take steps to recognize merit and talent of the teachers and reward them appropriately.

Teachers role in healthy relations with the management : ✤ Teachers must understand that the improvement of instruction depends on the collective work of the teachers and the management. ✤ Teachers must learn to work at things not only from their own perspective but also from the management perspective.

UNIT - 5
SELF - DEVELOPMENT THROUGH SELF - LEARNING
(SELF KNOWLEDGE)

1. How do you develop ones self and social identities in the learning? How are they useful to enrich human resources and self esteem realistic understanding of any self for spiritual awakening.

Ans : **Development of Self:** By the age of three years children develop their categorical self, which is concrete way of viewing themselves. As long term memory develops children also gain the remembered self. The remembered self consists of memories and information recounted by elders. Young children also develop an inner self, feelings and desires that nobody else knows about unless a child chooses to share the information.

Pre operational children often have relatively high self-esteem. Peers also have an impact on young children's self concept. Cultural experiences enrich child's self image.

Development social identity :

Henri Tajfel's proposed that the groups (ex: social class, family, footballteam etc.,)

Which people belonged to were an important source of pride and self esteem. Groups give us a sense of social identity. A sense of belonging to the social world in order to increase self image one enhances the status of the group to which belong. People divided the world into them and US based through a process of social categorization this is known as in groups (US) and outgroup (them) social identity theory states that the in-group will discriminate against the outgroup to enhance their self image.

Henri Tajfel proposed that stereo-typing is based on a normal cognitive process. The tendency to group things together In doing so we tend to exaggerate.

1.The differences between groups 2. The similarities of things in the same group

Self understanding Bandura (1986) states that educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to childrens beliefs about their capabilities which affects how they face the future life.

Lawrence suggests that the self understanding and self esteem enhancement activities have to keep in mind four things

a. Trust activities b) Risk taking exercise c) Positive feed back activities d) Expression of feelings

The activities to promote self understanding and self esteem enhancement encourage the following

❖ Taking risk ❖ positive feedback ❖ making friends ❖ guessing the emotion

Whole existence through spiritual awakening: According to ECKERT, wickland the gap between the self and knowledge of self is increasing.

Carljung and other have recognized that the spiritual dimension makes people's lives more meaningful,valuable and purposeful. According to Balmeister out wardly perfect selves who have enough self-esteem and social status with out spiritual richness cannot avoid such problems as suicide, binge eating or masochism, which are several of the ways to escape the self.

2.   **How do you create the objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.**

Ans. Prejudice involves the tendency to evaluate others negatively simply because they belong to a specific social group, we generally mean that she or he tends to evaluate its members in some characteristic manner, merely because they belong to that group. Their individual traits or behaviour play little role, they are liked or disliked simply because they belong to a specific social group.

Prejudice is a special type of attitude. Attitudes often operate as schemata or cognitive frameworks for organizing interpreting and recalling information. Thus, when individuals are prejudiced against the members of some group, they tend to notice, to accurately encode and later to remember certain kinds of information consistent with their prejudice.

As an attitude, prejudice involves three major components. It encompasses affective, cognitive and behavioural aspects. The affective component refers to the negative feelings or emotions prejudiced persons experience when in the presence of members of specific groups or merely when they think about them for some reason. The cognitive component involves beliefs and expectations about members of these groups, plus the ways in which information about them is processed. The behavioural component involves tendencies to act in negative ways toward the groups who are the object of prejudice or intentions to do so. When these tendencies or intentions are translated into overt actions, they constitute discrimination.

The origins of prejudice

Direct intergroup conflict: Competition as a source of bias

The things that most people value- good jobs, money, status - are in short supply: there is never quite enough or keep everyone happy. One influential explanation of prejudice the realistic conflict theory states that prejudice that stems from competition between various social groups over valued commodities. Prejudice develops out of the struggle over jobs, adequate housing, good schools, and many other desirable outcomes. As such competition continues the members of the groups involved come to view each other in increasingly negative ways. They label one another as enemies, view their own group as totally in the right, and draw the boundaries between themselves and their opponents ever more firmly. What begins as a simple competition soon develops into fullscale prejudice.

"Us" versus "them" : Social categorization as a basis for prejudice

Individuals divide the social world around them into two distinct categories - "us" and "them". They view other persons either as belonging to their own group or to some other category. Moreover, individuals are usually quite expert at making this distinction.

If this process of social categorization stopped there, it would have little bearing upon prejudice. Unfortunately, it does not. Sharply contrasting feelings and beliefs are usually attached to members of the ingroup and members of various outgroups. While persons in the former category are viewed in favourable terms, those in the latter category are often seen in a negative light. They are assumed to possess undesirable traits, and are strongly disliked.

Early experience: The role of social learning

Social learning view holds that children acquire negative attitudes toward specific social groups because they are exposed to such views on the part of others or because they are specifically rewarded for adopting them. While parents, teachers and friends seem to play a key role in this process, the mass media too are important. Until quite recently members of racial and ethnic minorities appeared infrequently in movies or on television. And when they did appear, they were usually shown in low-status or comic roles. Given repeated exposure to such materials, it is far from surprising that many children soon came to believe that members of such groups must be inferior.

Stereotypes : Negative schemata for social groups

Stereotypes can be viewed as a special type of schema- a kind of cognitive framework for interpreting and processing social information. Stereotypes strongly affect the ways in which we deal with incoming information. Information relevant to a particular stereotype is processed more quickly than information not related to that stereotype. Stereotypes lead the persons holding them to pay attention to specific types of information- usually input that is consistent with the stereotypes. If inconsistent information does become the subject of attention strongly entrenched stereotypes may induce the individuals involved to engage in efforts to refute it, perhaps by recalling facts that are consistent with their schemata. Stereotypes also determine what we remember, usually again we remember information that is consistent with them.

Illusory Correlation

Illusory correlation refers to our tendency to perceive assosciations between variables that do not in fact, exist. It seems to stem primarily from the co-occurence of distinctive stimuli or

events. Violent crimes are fairly rare events. For this reason, violent crimes are quite distinctive. Similarly being a member of a minority group is also a distinctive event. Because these two events are relatively unusual, their co-occurrence is highly distinctive. Thus a report of a violent crime committed by a Muslim descent will draw the attention of majority readers. Such heightened attention in turn assures that the event is entered strongly into memory. As a result, it will be readily recalled on later occasions - more readily than other, less distinctive events. Because of this process, an illusory correlation may develop: individuals may come to perceive that religious identity is closely linked to violent crime.

The illusion of outgroup homogeneity

This refers to our tendency to perceive the members of outgroups as much more similar or homogeneous than members of our own ingroup. We have more contact with members of our own group, and so develop richer and more differentiated cognitive representations of them. The illusion of greater homogeneity among persons belonging to groups other than our own seems to exist even in cases where we have a great deal of contact with them. Apparently then our tendency to perceive the members of groups other than our own as all very much alike reflects a very basic type of bias in the way we think about others.

Methods to eliminate or reduce prejudice

Prejudice wherever and whenever it occurs poses serious problems. In its least harmful forms, it can be viewed as a thorn in the side of society - one producing unnecessary annoyance, friction and irritation. At worst, it is like an open wound - one through which a given culture or nation can be drained of its vitality precious human resources, and social conscience. Reducing prejudice and combating its negative effects, therefore

are important tasks. Several strategies for reaching these goals exist. While none, by itself can totally eliminate prejudice or discrimination, together they seem capable of making substantial dents in these persistent problems.

The symptom theories maintain that prejudices is caused and kept alive by psychological conflict in the individual. Those who accept these theories tend to solve the problem of reduction by using techniques that will reduce the conflicts within the personality. Another important method to reduce intergroup prejudice is to bring about changes in child - rearing practices in view of the authoritarian personality explanation of prejudice. Harsh authoritarian practices which produces insecure, maladjusted children must be abandoned and children should be treated in an egalitarian and tolerant fashion.

Amelioration of the threatening aspects of the economic and social systems would remove the dynamic source of prejudice. However it must be borne in mind that prejudice is related to feelings of deprivation and fear of unemployment. Further, social and economic changes are part of a long term strategy in the fight against prejudice.

Direct Intergroup Contact

Most people have most of their social contacts with persons belonging to their ingroup. The situation is partially reversed for members of various minority groups: many of their contacts are, by necessity with persons belonging to the majority. Even here, however, a high proportion of social interaction takes place with other members of their own group. Prejudice can be reduced by increasing the degree of contact between different groups. This is known as the contact hypothesis. As individuals belonging to different social groups become better acquainted, they may come to realize that they are more similar than they initially believed. Growing recognition of such similarity in turn

may generate increased mutual attraction. While stereotypes are resistant to change they can be altered when sufficient information inconsistent with them is encountered. As persons from different groups get to know one another better, these negative schemata may begin to crumble or atleast to change. Increased contact may help counter the illusion of outgroup get to know one another better these negative schemata may begin to crumble or atleast to change. Increased contact may help counter the illusion of outgroup homogeneity. Such contact does seem capable of producing beneficial effects, but only when it occurs under highly specific conditions.

Recategorisation

'Cognitive misers' do as little thinking or other cognitive work as they can get away with. Mindlessness means that most of the time we process information in a passive, automatic manner. When meeting someone for the first time, we rely on categories or distinctions we already have at our disposal , rather than actively formulating new ones. This tendency has direct bearing on prejudice. Once we notice that another person belongs to a specific social group, our reactions may be dominated by this single characteristic. Indeed we may fail to notice other important facts about this individual.

Cognitive Intervention

Children are certainly not born with hatreds for persons belonging to various social groups. They acquire these from their mothers and fathers through the basic learning processes. One useful technique is to discourage parents from providing their offspring with training in ethnic or racial bigotry. Psycholigists call parents attention to their own crucial role in maintaining the chain of bigotry. While some die-hard fanatics may actually wish to turn their children into hate-filled copies of themselves, most parents genuinely with provide them with a more positive view of

the social world. Thus, campaigns designed to enhance parents' awareness of this process and to discourage them from demonstrating prejudice. In their own behaviour, may yield positive results.

Effects of prejudices : ✦ The acts of prejudice effects the self esteem of the victims. ✦ Overt acts of prejudices my lead to attacks, segregation rebellion group clashes and genocide.

Stereotype : In social psychology, a stereotype is a though that can be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or maynot accurately reflect reality. However, this is only a fundamental psychological definition of a stereotype. With in psychology and spanning across other disciplines there are different conceptualizations and theories of stereo typing that provide their own expanded definition. Some of these definitions share commonalities though each one may also harbor unique aspects that may contradict the others.

Common stereo types : 1) Culture stereo typing 2) Gender Stereo typing 3) Groups stereo typing 4) Racial stereotypes.

Advantages : ✦ Stereotypes can be useful if you are in a new situation and need to make a quick judgment and fast decisions. ✦ Stereo typing can be seen as simplifying our surroundings so they are easier to understand.

Disadvantages : ✦ It leads un rest clashes, violence and aggression. ✦ Stereo typing divides people and groups. ✦ It results in mutual hat read and disbeliefs.

Beliefs

Belief is the state of mind in which a person thinks something to be the case, with or without there being empirical evidence to prove that something is the case with factual certainty.

Another way of defining belief sees it as a mental representation of an attitude positively oriented towards the likelyhood of something being true. In the context of Ancient Greek though two related concepts of belief pist is and doxa. Jonathan Leicester suggest that belief has the purpose of guiding action rather than Indicating truth.

In epistemology philosophers use the term belief to refer to personal attitudes asscociated with true or false ideas and concepts.

Formation of Beliefs : Beliefs can come from two sources. Our own experience and reflections, or as a blind acceptance of what other people tell us These are very different methods and are often based on very different preferences and attitudes to the world and people around us.

Self created Beliefs

1) Self-generated beliefs : Self-generated beliefs are those we create ourselves.

2) Experience : Experience is useful for continuous improvement of the beliefs and models we use.

3) Experiment : The beliefs created through sound research and more likely to be true and worth believing.

Externally Generated Beliefs :

1) Experts : Experts are people who have proven themselves to have knowledge in particular areas

2) Authority : People who believe authorities followers.

3) Canons : A cannon is an unchallenged set of truths as set out in literature from religious texts to scientific papers.

Essential characteristics Influence the humanistic teddies in individual :

1) Nobility : It is Moral and mental excellence.

2) Integrity : It is adherence to moral principles.

3) Equality : Equality is just treating others as how we expect them to treat us.

4) Humility : Humility builds character and pride is detrimental to character building.

5) Truthfulness : Truthfulness is crucial to be a true human being.

Activities to promote humanity :

✦ Visits to old age homes, orphanages sensitize children towards human sufferings.

✦ Stories from the lives of great humanitarians are to be in corporate in moral and value education classes.

✦ Role play activities help in developing positive attitudes towards human suffering.

3. **How do you make on self to truth, beauty and goodness. Both inside and out side through the philosophies of a) Swamy Vivekananda b) Sri Aurobindo c) J.Krishnamurthi**

Ans : Swami Vivekananda : To devote your life to the good of all and to the happiness of all is religion. What ever you do for your own sake is not religion. **- Swami Vivekananda**

Swami Vivekananda was a teacher of Vedanta Philosophy, and one of the most famous and influential spiritual leader. His major contributions to world religious thought have been his spiritual democracy, spiritual humanism and an enduring bond of world unity.

Vivekananda's teachings are based on four fundamental principles; non duality of ultimate reality, divinity of the soul, unit of existence and harmony of religions.

Ultimate reality is always non-dual and the call for overcoming human separateness and human finitude is innate and irresistible in all beings. Divinity of soul is the most vital aspect

of our lives. The foundation of religion is an implicit faith in our own divinity. Unity of existence is the law of the universe. Harmony of religions is corollary of the first three principles.

"Each Soul is potentially divine" says Swami Vivekananda. "The goal is to manifest this divinity with by controlling nature, external and internal". 'Manifesting' sounds more like bringing the glory of the soul down into our minds and bodies, developing our power of thinking, acting and feeling, manifesting greatness, manifesting talents.

Sri Aurobindo : Aurobindo was the most accomplished philosophers among Modern Indian thinkers.

Sri Aurobindo's Perspective : According to Sri Aurobindo's model of personality, there are always two different kinds of consciousness in human beings. One kind of consciousness refers to the outer consciousness, with which human beings ordinarily live and the other kind of consciousness refers to the inward consciousness which is concealed. The second kind of consciousness is the one about which human beings do not know much about.

When one does sadhana, the inner consciousness begins to open and one is able to get inside oneself and get a different experience as one connects with one's own self. As the sadhana progresses, one begins to live more an more in the inner being and the outer is felt as something superficial and external.

The true purpose of human existence is a union with the divine and this is what the psyche always directs us towards.

It sees consciousness as existing in the form of a gradient of the lower and higher spiritual planes. It states that the lowest form of consciousness is found in inanimate matter or in the conscience. The next level of consciousness is the subconscous.

The next level of consciousness is that of the inner being,

which consists of the physical or the body consciousness, the vital consciousness and the mental consciousness. The physical or the body consciousness is present in both animals and humans.

Jiddu Krishna Murthy : Jiddu Krishna Murthy was a well known speaker and writer on philosophical and spiritual subjects.

Krishnamurthi does not trust ideals. He states that an ideal is what is not. A human cannot understand an ideal without knowing what the other part of it is. He also states that bringing of the unconscious to the conscious is the first fruit of intelligence. If marks the reaching of the human level and there should be no conflict. This integration of the entire mechanism of consciousness will open to awareness, vistas of perception and experience affection and action beyond our boldest dreams.

"The beginning of self knowledge is the beginning of the religious mind and not the knowledge of the supreme self; because that will again be belief in authority; and authority makes us imitate, and dictates; and we have to learn to free ourselves from this. A religious mind does not separate the inner world and the outer. It is the unitary movement of the tide that goes out and comes in; and only that mind, which is free and enquiring, can perceive that which is immeasurable". - Krishnamurthi (2008).

4.   **Narrate the different Yogic practices for Physical, Mental and Spiritual health. How are they used as foundations for self-realization.**

Ans : Yogic practices : Yoga is a group of Physical, Mental and Spiritual practices or disciplines which originated in ancient India. There is abroad variety of Yoga schools, practices and goals in Hinduism, Buddhism and Jainism. Among the most well-known types of Yoga are Hatha Yoga and Raja Yoga.

The origins of Yoga have been speculated to date back to pre-vedic Indian traditions, It is mentioned in the Rigveda, but most likely developed around the 6th and 5th centuries BCE, in ancient Indias ascetic and Sramana Movements. The chronology of earliest tents describing Yoga-Practices in unclear, varyingly credited to Hindu Upanishads and Buddhist Pali canon, probably of 3rd century BCE or Later. The yoga Sutras of Patanjalidate. From the first half of the 1st millenniumce, but only gained, prominence in the west in the 20th century. Haltha yoga texts emerged around the 11th century with origins in tantra.

Goals of Yoga : The ultimate goal of Yoga is Moksha.

According to Jacobsen, Yoga has 5 principal Meanings.

1)Yoga, as a disciplined method for attaining a goal.

2)Yoga, as techniques of controlling the body and the mind.

3) Yoga, as a name of one of the schools or systems of philosophy (darsana)

4) Yoga, in connection with other words, such as "hatha, Mantra and laya referring to traidions specialising inparticular techinuques of Yoga.

5) Yoga, as the goal of Yoga practice.

According to David Gordon white, From the 5th century CE ON ward, the core principles of Yoga were More or less in place and variations of these principles developed in various forms over time.

Physical Benefits of Yoga : ✤ Increased Flexibility ✤ Weight reduction ✤ Increased muscle strength and tone. ✤ Protection from injury ✤ Cardio and circulatory health. ✤ Maintaining a balanced metabolism.✤ Improved respiration, energy and vitality.

Psychological benefits : ✤ Yoga improves mental well-being. ✤ Yoga helps with anxiety and depression.✤ Yoga boosts

memory and improves concentration. ✦ Yoga prevents the on set of mental health conditions. Which are prevalent during adolescence. ✦ Yoga reduces the effects of traumatic experiences. ✦ Helps to strengthen self awareness.

Health Benefits : ✦ Excellent toning of the muscles.

✦ Key regions of the brain get enough oxygen. ✦ Gives Inner strength and increase self-esteem. ✦ Limb movements become energetic and forceful ✦ Prevents IBS and other digestive problems.

Spiritual benefits of Yoga : ✦ Yoga as an as and Pranayam are very useful in wordly life to make the physical body healthy. ✦ Develops a sense of gratitude. ✦ Stimulates the energy centers of the body. ✦ Leads to sense of fulfillment. ✦ Encourages self knowledge. ✦ Helps to discover the connection between one' sense of purpose and Meaning in Life.

Yoga and self Actualization : The ancient scriptures suggest four ways to self realization.

1) The path of selflessness (Karma Marg)

2) The path of knowledge (Jnanamarg)

3) The path of self control (Yoga Marg)

4) The path of Love and devotion (Bhakti marg)

All these paths lead to the same goal of total oneness. The aim of Yoga is to gain total control of self and to calm the mind of conflicting impulses and thoughts that occurona day to day basis. Yogic science centers the intelligence in two areas; the head and the heart.

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THE END