

Assignment No.2

Q.1 Define "Reconstructionism". Explain its main factors as an emerging movement in philosophy.

The Reconstructionist education movement is a continuation of the progressivism movement. It is one of the last emerging trends. The philosophy on which the current is based is "pragmatism". John Dewey, Isaac Bergson, T. Brameld are representatives.

The economic crisis, social depressions and technological developments in the United States, which have become threatening to human existence, have led to the understanding of progressivism as aimless or unable to function, and as a reaction to it, it has prepared the formation of the re-constructionist movement.

According to reconstructionism, in order to keep up with the constantly existing developments and changes, a new one should be built instead of the old and destroyed values by making a choice in the struggle for existence.

Although the common goal of all thoughts is the happiness of humanity, there is a conflict between these thoughts on the ways to be followed and adhered to in reaching the goal. Especially in the philosophy of the state and society, the theological and political ideas that are very different from each other and working on what kind of administration and who should govern the state. available.

John Dewey is one of the most important representatives of reconstructionism.

Among these conflicting values, one does not know which one to adhere to. In this case, a free environment is required where all these ideas can be defended on a legal basis. This environment is only possible with democracy.

For this reason, civilizations should adopt democracy, which is a form of government based on the ideas that pluralist participation will generally be more accurate, know and apply better, and that the minority can defend their views and counter-criticize, and that the government can be determined by elections. This is something that can only be achieved through education. Because education is a tool of change and balance.

Since reality shows a relativity depending on change, education is a tool that can keep up with this relativity and re-establish values that are destroyed or obsolete at any moment. In this context, the aim of education is to realize change on the way to a world civilization, by ensuring the happiness of people and an environment of peace and tranquility.

Since reality is not only specific to the moment, but also covers the future, education has to consider not only the present but also the future. In other words, education is the process of preparing for the future by using the past as a tool between the past and the future. In this context, the courses should have a scientific character that is open to change if the content is future-oriented.

The school should be the responsible organizer of social change and restructuring of society, starting from individual individuals to society. Because goals are so important, lessons, content, and topics should be structured according to goals, as tools for re-establishment.

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According to the understanding of reconstructionism, the school should be responsible for a social change starting from individual individuals and towards society.

Educational situations should be arranged in line with this purpose, and all kinds of materials and teaching methods and strategies that will work towards reaching the goal should be used, and new ones should be developed when necessary.

Within the framework of the principle of benefit in terms of purpose, which is legitimized by the goals, democratic classroom environments should be organized in which all kinds of ideas and thoughts can be freely discussed and criticized, and where the individuals decide which one to decide on, and where the teacher is guided.

Classroom discussions should be held to solve social and natural problems related to the future. In educational activities, practical rather than theoretical; Experiences that will develop individuals' own competencies and reveal their latent powers should be preferred.

The main purpose of all these ideas is to describe how education should be as a tool that will enable the re-establishment of the basic dynamics of the society depending on the changing conditions in the struggle for preparation for the future and existence.

WHAT IS THE PURPOSE OF EDUCATION FOR RECONSTRUCTION?

For Reconstructionism, the aim of education is considered to be to reorganize society and to establish real democracy in society. Education is one of the important tools in developing a clear social reform movement. Education should attempt to create a new social order. The main responsibility for social change lies in schools. The main power in this job is in the teachers. The school should be future-oriented in a way that allows for a new social development. The important feature of this movement is the belief that education will rebuild society based on the findings of behavioral sciences.

This movement, like progressivism, is a philosophy based on pragmatism. In fact, progressivism is seen as a continuation of the philosophy of education. According to Dewey, education is a social process and an effective tool for the restructuring of society. For this reason, the school should not only be an institution that transmits cultural heritage, but also an institution that produces solutions to political and social problems.

Q.2 Analyse the role of family, religion, school and teacher in the social development of an individual

Ans

Families can play an important role in the community. They can **provide support for other families, care for the elderly, and adopt children**. Responsibility towards elderly family members is especially important.

The role of a family in a society is essentially to teach children skills, morals and values that will help them become better people and will, in turn, allow them to be productive in society.

While children learn skills, values and ethics from other places later on in life, such as school, work and friends, the family is the first place where they gain a sense of morality and what is considered right and wrong.

Children are exposed to the influence of their parents, and siblings if they have them, as well as their grandparents and other extended family members. Through frequent interactions with family members, children learn to emulate their parents' beliefs of what constitutes commendable, acceptable and deplorable behavior in the larger society. The values that families instill in children are shaped in several ways, which includes the parents' personal upbringing, their geographic location and religion.

Types of Families Around the world, family structures and family values are largely shaped by the broader community, and even by the state, region or country in which a family is located. The type of family in which a child is raised also shapes his or her values, which in turn influences how that child interacts in society and what his or her concept of gender roles are. A matrilocal family, for instance, is a nuclear family headed by a female without the presence or involvement of a male father. Children raised in this environment may have a more favorable perception of the role of women as contributing and equal members in society. Children raised in traditional patriarchal settings, in contrast, may develop beliefs that men are superior and natural providers for their families. These environments, in turn, shape how children respond to the role of men and women in the workforce and in domestic settings.

The concept of social development lies in the concept of socialization. It involves learning the values, knowledge, and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. To understand that, we have to understand socialization at the time of his birth, a child is very selfish.

Social development most often refers to how a child develops friendships and other relationships, as well how a child handles conflict with peers.

Role of the Teacher in Social Development

The role of the teacher is very important in the social development of the child. His role begins when the child enters the school. The following points highlight his role or educational implications of this topic:

1. Practice What You Preach

Teachers should practice what they preach. Things go wrong when they say one thing and do another.

2. Consistent Behavior

Teachers should be consistent in their social behavior towards children. Inconsistency creates problems for them.

3. Opportunities

In schools and colleges, there should be maximum opportunities for giving and take, for "hitting and being hit." Let there be maximum outings, camps, trips. It socializes the child. The teacher should be liberal in it.

4. Self Government

In school will not only socialize the child but also make him responsible.

5. Avoid Harsh Discipline.

Control will breed scandals. Understand it.

6. Mass Media

(Newspapers, magazines) which have bad influence (like some film magazines) on the development of child intellectually and result in stunted Social growth be not allowed to influence them. Direct the child along healthy lines.

Q.3 What are the psychological considerations for the teacher and the taught in education? Elaborate in the light of teaching strategies and learning experiences.

Ans

A **teacher** acts as a philosopher and a guide to the students. He must know the growth and development of the child and his requirements at different levels. Educational **psychology** helps the **teacher** to study the ability, interests, intelligence, needs and adopt different techniques of **teaching** for effective communication.

A teacher acts as a philosopher and a guide to the students. He must know the growth and development of the child and his requirements at different levels. Educational psychology helps the teacher to study the ability, interests, intelligence, needs and adopt different techniques of teaching for effective communication. The utility of educational psychology for the teachers has been emphasized in both theory and practices of teaching and learning.

The importance of educational psychology for a teacher can be divided into two aspects i.e.:

- (i) To study teaching and learning situations.
- (ii) Application of teaching and learning principles.

(I) To study teaching and learning situations

Educational psychology contributes a lot for increasing the teaching efficiency of the teacher in different areas mentioned below:-

(a) Individual difference

A teacher has to deal carefully with a group of students in class room situation. As there, are wide variations in different abilities among the students. Therefore it is very essential to understand the individual difference of students regarding their ability, interests, attitudes & need at different levels of growth and development.

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(b) To know the classroom teaching-learning process

A well developed theory of class room teaching and learning is helpful for transacting the content to the students effectively, which includes class-room climate and the teaching competence which are required for effective communication and presentation of content. A teacher must know the appropriate principles of teaching-learning, different approaches to teaching for better result of teaching-learning process.

(c) Awareness of effective methods of teaching

The method of teaching is based on the developmental characteristic of the students. For example History is taught effectively to small children with the help of story telling method because small children like stories. So the classroom teaching depends on the teachers' knowledge about the interest of students and methods of teaching for the students of different age-groups.

(d) Curriculum development

The course of study of particular degree or diploma is prepared by teachers. Knowledge of psychology is helpful in developing curricular of different levels of students in different subjects. The developmental characteristics and needs of the students are also taken into account in the formulation of curriculum.

(e) To study mental health of students

In the process of teaching & learning activities in the classroom, mental health of the teacher and the taught plays significant role. As the mental condition influence directly the achievement of students. The mental health of teacher and students must be normal or healthy. There are different causes of mental illness of the teacher and the taught. It should be known to the teachers to regulate teaching – learning process.

(f) Guidance to the students

A teacher has to play different roles in school as guide, philosopher, and leader. Guidance is a type of assistance to the students to solve their problems by themselves. The knowledge of psychology enables the teacher to provide necessary educational and vocational guidance to the students of different age groups.

(g) Measuring learning outcomes

Teacher has to perform two important activities in classroom such as teaching and testing. The testing activities help in measuring learning outcomes of the students to judge their improvement and effectiveness of teaching-learning process.

(II) Application of teaching and learning principles.

(a) Objectives of Education

Education is a purposive attempt to bring about desirable changes in the students behavior. The objectives of education are realized in terms of behavioral changes among the students. Teachers have to create the learning conditions to provide knowledge and experiences to the students for the changes of behavior. They have to relate teaching to learning by appropriate method of teaching.

(b) Use of Audio-Visual aids in teaching

· The teacher can take the help of scientific devices. The Topic of presentation in the classroom can be made interesting by involving more students' participation. Television is a more popular device as compared to radio, because television it provides both audio and visual experiences. Many difficult concepts can be made easy and interesting by the use of audio-visual teaching aids. The knowledge of psychology is necessary to plan and teaching aids appropriately.

(c) Co-curricular activities

Education is to have all-round development of the child. The curricular exercise develops only cognitive aspects of the child. Therefore other activities like games, sports, scouting, girls guiding, debates, cultural programmes are essential along with curricular activities for whole some development of the child.

(d) Preparation of time table

The Class-room teaching of various subjects is organized by perfectly arranged time table. Knowledge preparation of time-table needs thoroughly psychology. As the difficulty subjects like mathematics and science are placed in the first I periods and other subjects like history, geography are usually taught in the last periods.

(e) Democratic administration

The school and class room administration should also be impartial and democratic. It should provide freedom of expression to the students to explore their innate power. The students problems are to be solved sympathetically through mutual discussion and understanding.

The study of educational psychology is thus very useful for teachers for planning, organizing and evaluating the teaching learning activities in the class.

Q.4 Discuss the concept of economics of education. What are the models of financial decision making and how financing is done in education?

Ans

Meaning of Economics of Education: Economics of Education is relatively a **new and separate branch of study which attempts to establish a cause and effect relationship between education and economic aspects**. It is a specialized branch of study that applies the principles, theories and paradoxes of economics to the field of education.

Education economics or the **economics of education** is the study of economic issues relating to education, including the demand for education, the financing and provision of education, and the comparative efficiency of various educational programs and policies. From early works on the relationship between schooling and labor market outcomes for individuals, the field of the economics of education has grown rapidly to cover virtually all areas with linkages to education.

Economics distinguishes in addition to physical capital another form of capital that is no less critical as a means of production – human capital. With investments in human capital, such as education, three major economic effects can be expected:^[1]

- increased expenses as the accumulation of human capital requires investments just as physical capital does,
- increased productivity as people gain characteristics that enable them to produce more output and hence
- return on investment in the form of higher incomes.

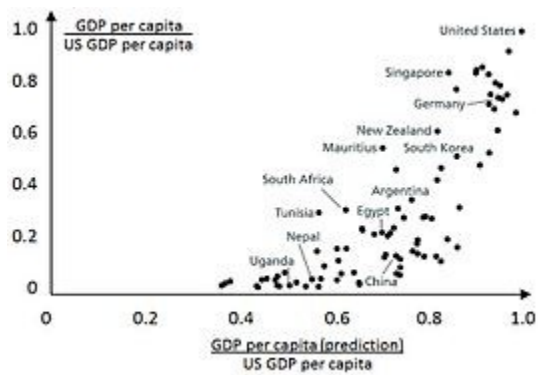
Investment costs

Investments in human capital entail an investment cost, just as any investment does. Typically in European countries most education expenditure takes the form of government consumption, although some

costs are also borne by individuals. These investments can be rather costly. EU governments spent between 3% and 8% of GDP on education in 2005, the average being 5%.^[2] However, measuring the spending this way alone greatly underestimates the costs because a more subtle form of costs is completely overlooked: the opportunity cost of forgone wages as students cannot work while they study. It has been estimated that the total costs, including opportunity costs, of education are as much as double the direct costs.^[3] Including opportunity costs investments in education can be estimated to have been around 10% of GDP in the EU countries in 2005. In comparison, investments in physical capital were 20% of GDP.^[4] Thus the two are of similar magnitude.

Returns on investment

Human capital in the form of education shares many characteristics with physical capital. Both require an investment to create and, once created, both have economic value. Physical capital earns a return because people are willing to pay to use a piece of physical capital in work as it allows them to produce more output. To measure the productive value of physical capital, we can simply measure how much of a return it commands in the market. In the case of human capital calculating returns is more complicated – after all, we cannot separate education from the person to see how much it rents for. To get around this problem, the returns to human capital are generally inferred from differences in wages among people with different levels of education. Hall and Jones have calculated from international data that on average that the returns on education are 13.4% per year for first four years of schooling (grades 1–4), 10.1% per year for the next four years (grades 5–8) and 6.8% for each year beyond eight years.^[5] Thus someone with 12 years of schooling can be expected to earn, on average, $1.134^4 \times 1.101^4 \times 1.068^4 = 3.161$ times as much as someone with no schooling at all.



Predicted versus actual GDP per worker. The figure shows how much one would expect each country's GDP to be higher based on the data on average years of schooling

Effects on productivity[edit]

Economy-wide, the effect of human capital on incomes has been estimated to be rather significant: 65% of wages paid in developed countries is payments to human capital and only 35% to raw labor.^[1] The higher productivity of well-educated workers is one of the factors that explain higher GDPs and, therefore, higher incomes in developed countries. A strong correlation between GDP and education is clearly visible among the countries of the world, as is shown by the upper left figure.

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Of course, correlation does not imply causation: It's possible that richer countries choose to spend more on education. However, Hanushek found that scores on internationally standardized tests of student achievement do better in explaining economic growth than years of schooling, as discussed further below.

Multiple studies have found that investing in the education of poor children on average substantially reduces their risk of poverty as adults and increases their life expectancy.^[6] Children in the 1962 Perry Preschool program and matched controls have been followed for decades since. The Perry Preschool participants had substantially fewer teenage pregnancies, fewer high school dropouts, less crime and higher incomes on average as adults. And the results have been intergenerational: The children of the Perry Preschool children have similarly had fewer school suspensions, higher levels of education and employment, and lower levels of participation in crime, compared with the children of those in the control group.^[7]

To distinguish the part of GDP explained with education from other causes, Weil^[1] has calculated how much one would expect each country's GDP to be higher based on the data on average schooling. This was based on the above-mentioned calculations of Hall and Jones on the returns on education. GDPs predicted by Weil's calculations can be plotted against actual GDPs, as is done in the figure on the left, demonstrating that the variation in education explains some, but not all, of the variation in GDP.

Finally, the matter of externalities should be considered. Usually when speaking of externalities one thinks of the negative effects of economic activities that are not included in market prices, such as pollution. These are negative externalities. However, there are also positive externalities – that is, positive effects of which someone can benefit without having to pay for it.

Education bears with it major positive externalities: giving one person more education raises not only his or her output but also the output of those around him or her. Educated workers can bring new technologies, methods and information to the consideration of others. They can teach things to others and act as an example. The positive externalities of education include the effects of personal networks and the roles educated workers play in them.^[8]

Positive externalities from human capital are one explanation for why governments are involved in education. If people were left on their own, they would not take into account the full social benefit of education – in other words, the rise in the output and wages of others – so the amount they would choose to obtain would be lower than the social optimum.

Financial decision making is the **process of weighing the pros and cons of a decision as it relates to the use of money**. Sounds pretty simple right? In most cases, the health of your bank and investment accounts is a good indication as to whether or not you've been making good financial decisions.

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indication as to whether or not you've been making good financial decisions. Extreme circumstances aside, long term wealth or poverty are most often byproducts of the decisions we make.

Like achieving anything of value in life, effective financial decision making starts with **identifying goals**. Goals drive plans. Plans produce intelligent action. Intelligent action over a period of time produces results.

Spending – Ask the Right Questions

As much as we'd like to think we always make rational decisions, this is hardly the case. As humans we're largely emotional creatures. Learn to ask yourself "Why?" Why the new car, the house, that pair of Gucci shoes. Is the item an emotional fix for something else that's going on in your life? Is the purchase a want or a need? There's nothing wrong with buying things **just because we want** them but expensive "wants" should be tempered until you're in a good financial position.

Be especially aware of who and what you allow to influence your financial decision making process. Is the purchase a case of you trying to keep up with the Joneses? Is TV advertising or seeing the cool things that your friends on social media are doing causing you to breaking out your credit card?

The Reality of Social Media

When it comes to public forums, people tend to only present the best sides of themselves. Don't believe me? Get on your Facebook, Instagram or Snapchat account. Count how many pictures or posts there are of people looking depressed and not having the time of their life. I'd be willing to bet that you won't find too many. Just like TV, what you see on social media is largely censored and/or fake. Oh, and the Joneses? **They're usually broke** so it definitely wouldn't be a good financial decision to imitate them. Competing with the highlight reel of another's largely edited life is generally a bad idea. It's a horrible idea in the area of finances.

A great rule I use for evaluating purchases in the "want" category is the **5X spending rule**. To briefly summarize, it states that "**if you can't afford 5 of them, you can't afford 1 of them**". I realize the rule sounds overly simple. But to quote Leonardo da Vinci, – "Simplicity is the ultimate sophistication."

Resist the urge to spend real dollars to create a life that's largely mythology. In day to day life, it's much better to focus on creating systems to **increase your financial margin**. This usually results from consistently performing the same tasks, which can be seen as pretty boring. Maintaining focus of your long term goals should come before measuring up to an imaginary standard.

Investing

Much like spending, success as an investor lives or dies by good financial decision making. It starts with developing the emotional and psychological mindset of a successful investor. As I've repeated many times in my other articles, successful investing is more about managing yourself than managing money. The mechanics of investing is the easy part. Implementing those mechanics via unemotional financial decision making is often the primary difference between great and lackluster investment returns.

Said another way, the stock or mutual fund you pick is far less important than not doing silly things based on external influences.

Psychology

In my guide on **getting started with stock market investing**, I devote an entire section to understanding and developing your psychology. Two books I consider absolutely required reading are “**What I Learned Losing A Million Dollars**” and “**Influence: The Psychology of Persuasion**”. Both books are in-depth studies in the cognitive biases that can negatively affect good financial decision making. If you haven’t read them as yet, I highly recommend adding them to your reading list.

Running the Marathon

It’s helpful to view investing in the financial markets as a marathon instead of a sprint. Thinking in terms of 5 – 10-year periods will go a long way towards reducing your stress. An important aspect of good financial decision making is being able to filter information. Not all information is useful. In fact, I’d go so far to say that most of the financial-related information you encounter is actually detrimental to your decision making process.

“The price of oil is rising. The price of oil is falling. Company X missed their earnings by 3 cents. Company Y is in talks to acquire Company X. The Dow is down 1.2%. The Dow is up 1.5%”. In almost all situations this type of information is unimportant. It shouldn’t be the primary driver of your investment decisions. Don’t develop the habit of buying or selling based on someone else’s excitement. Realize that doing nothing is doing something and is often the course of good financial decision making.

Q.5 Elaborate the procedure of scientific method, the steps involved and its limitations

Ans

The scientific method is a series of steps followed by scientific investigators to answer specific questions about the natural world. It involves **making observations, formulating a hypothesis, and conducting scientific experiments**. Scientific inquiry starts with an observation followed by the formulation of a question about what has been observed.

The scientific method is a series of steps followed by scientific investigators to answer specific questions about the natural world. It involves making observations, formulating a hypothesis, and conducting scientific experiments. Scientific inquiry starts with an observation followed by the formulation of a question about what has been observed. The steps of the scientific method are as follows:

- Observation
- Question
- Hypothesis
- Experiment
- Results

- Conclusion

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Observation

The first step of the scientific method involves making an observation about something that interests you. This is very important if you are doing a science project because you want your project to be focused on something that will hold your attention. Your observation can be on anything from plant movement to animal behavior, as long as it is something you really want to know more about. This is where you come up with the idea for your science project.

Question

Once you've made your observation, you must formulate a question about what you have observed. Your question should tell what it is that you are trying to discover or accomplish in your experiment. When stating your question you should be as specific as possible. For example, if you are doing a project on plants, you may want to know how plants interact with microbes. Your question may be: Do plant spices inhibit bacterial growth?

Hypothesis

The hypothesis is a key component of the scientific process. A hypothesis is an idea that is suggested as an explanation for a natural event, a particular experience, or a specific condition that can be tested through definable experimentation. It states the purpose of your experiment, the variables used, and the predicted outcome of your experiment. It is important to note that a hypothesis must be testable. That means that you should be able to test your hypothesis through experimentation. Your hypothesis must either be supported or falsified by your experiment. An example of a good hypothesis is: If there is a relation between listening to music and heart rate, then listening to music will cause a person's resting heart rate to either increase or decrease.

Experiment

Once you've developed a hypothesis, you must design and conduct an experiment that will test it. You should develop a procedure that states very clearly how you plan to conduct your experiment. It is important that you include and identify a controlled variable or dependent variable in your procedure. Controls allow us to test a single variable in an experiment because they are unchanged. We can then make observations and comparisons between our controls and our independent variables (things that change in the experiment) to develop an accurate conclusion.

Results

The results are where you report what happened in the experiment. That includes detailing all observations and data made during your experiment. Most people find it easier to visualize the data by charting or graphing the information.

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