



Oriental Education Society's

ORIENTAL COLLEGE OF EDUCATION

(Affiliated to University of Mumbai and NCTEcode no. 123024)

Sector No.2, Plot No.3,4,5, Near Sanpada Railway Station , Sanpada (W),

Navi Mumbai - 400705. E-mail: clerk@oce.edu.in ,Website www.oce.edu.in Tel.No. 27752213.

2.4.7

Samples of assessed assignments for theory courses of different programmes

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA



Course CORE COURSE I

Course Name CHILDHOOD AND GROWING UP

Assignment Topic BIOGRAPHY OF PSYCHOLOGIST (ERIKSON)

Submitted for the fulfillment of Bachelor Degree of Education

For the Academic year

2022-2023 (SEM I)

Submitted by:

Name: MEGHNA KASAT

Roll No: 34

Guided By:

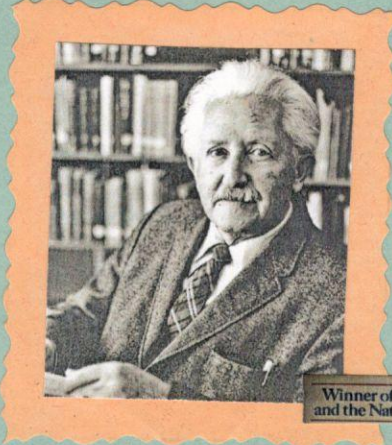
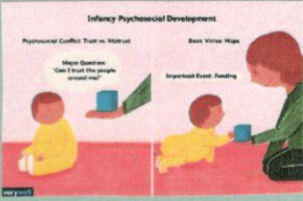
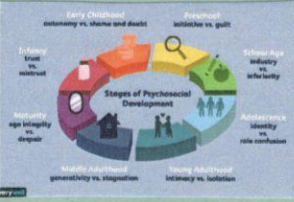
ASST. PROF. POOJA TIWARI



Pooja Tiwari
Good Attempt

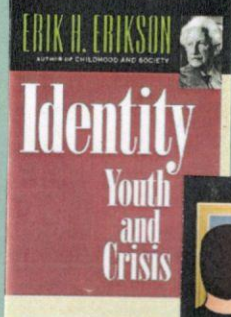
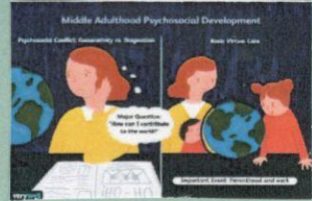
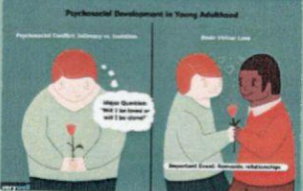
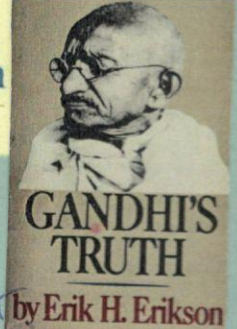
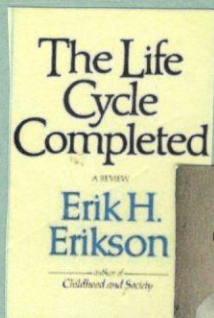
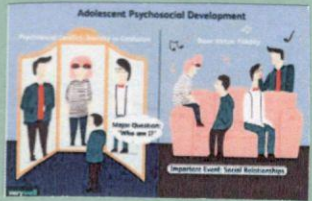
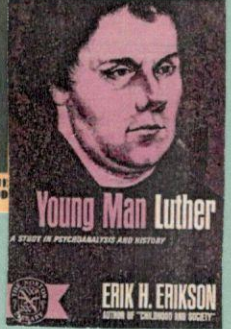
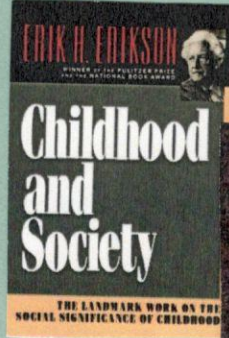
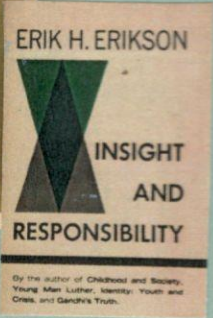
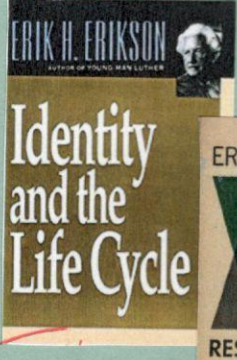
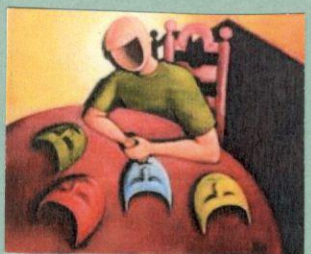
Sneha
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

BIOGRAPHY OF PSYCHOLOGIST

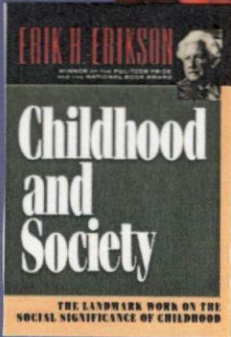
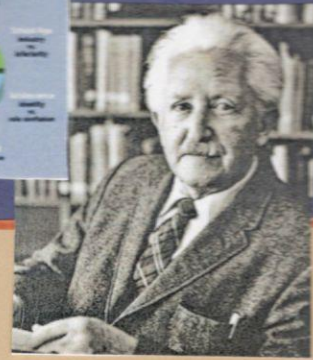


Winner of the Pulitzer Prize and the National Book Award

ERIK ERIKSON

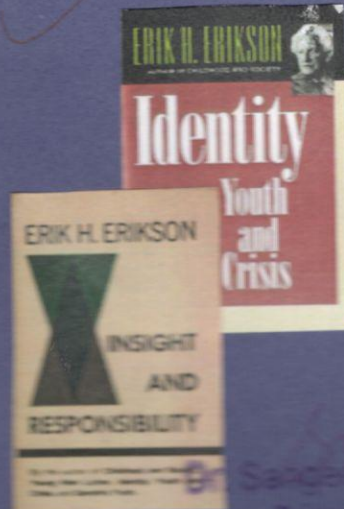
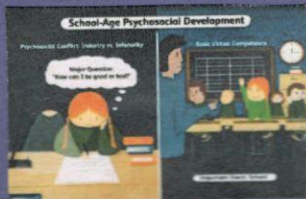
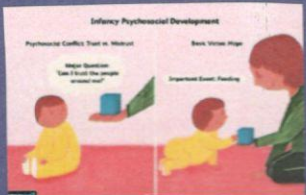
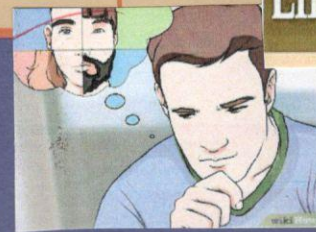
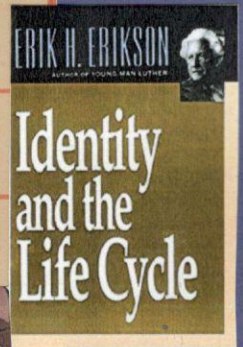
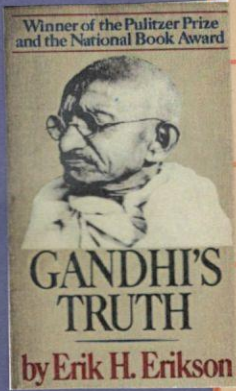


Sneha
Dr. Sangeeta Nath
Principal



INDEX

SR. NO.	TOPIC	PAGE NO.
1.	INTRODUCTION	1
2.	BIOGRAPHICAL SKETCH	2-6
3.	MAJOR WORKS	7-8
4.	IDENTITY CRISIS	9
5.	THEORY OF PSYCHOSOCIAL DEVELOPMENT	10-18
6.	CONCLUSION	19
7.	REFLECTION	20-21
8.	REFERENCES	22



Sangeeta K...

INTRODUCTION

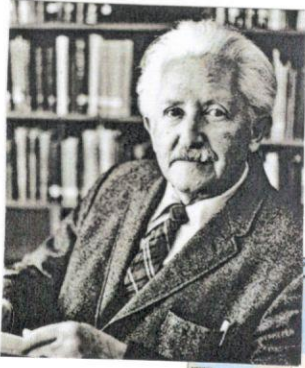
ERIK HOMBURGER ERIKSON was a German-American developmental psychologist and psychoanalyst known for his theory on the psychosocial development of human beings. He coined the phrase 'identity crisis'.

Despite lacking a university degree, Erikson served as a professor at prominent institutions, including Harvard, University of California, Berkeley and Yale.

A Review of General Psychology Survey, published in 2002, ranked Erikson as the 12th most eminent psychologist of the 20th century.

Sangeeta

Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.



ERIK ERIKSON
BORN: 15 JUNE 1902
BIRTHPLACE : FRANKFURT
AM MAIN,
GERMANY



MOVED TO
KARLSRUHE,
GERMANY



1908

NAME CHANGED FROM
ERIK SALOMONSEN
TO
ERIK HOMBURGER

1911

ERIKSON WAS
OFFICIALLY ADOPTED
BY HIS STEPFATHER

Sangeeta Nath
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

BIOGRAPHICAL SKETCH

Erikson's mother, **KARLA ABRAHAMSEN**, came from a prominent Jewish family in Copenhagen, Denmark. She was married to Jewish stockbroker, Valdemar Isidor Salomonsen, but had been estranged from him for several months at the time Erik was conceived. Little is known about Erik's biological father, except that he was a non-Jewish Dane. On discovering her pregnancy, Karla fled to Frankfurt am Main in Germany, where **ERIK** was born on 15 June 1902 and was given the surname Salomonsen. She fled due to conceiving Erik out of wedlock and the identity of Erik's birth father was never made clear. Following Erik's birth, Karla trained to be a nurse and moved to Karlsruhe, Germany. In 1905, she married a Jewish pediatrician, **THEODOR HOMBURGER**. In 1908, Erik Salomonsen's name was changed to Erik Homburger and in 1911, he was officially adopted by his stepfather. Karla and Theodor told Erik that Theodor was his real father, only revealing the truth to him in late childhood; he remained bitter about the deception all his life.

Erikson claimed that he experienced 'identity confusion' during his childhood. Although he practised the Jewish religion, he was a tall, fair-haired boy with bright blue eyes. When he went to temple school, the Jewish children teased him for his Nordic heritage. When

he went to grammar school, the children teased him for being Jewish. Young Erik did not feel as if he fit in with either culture. He also did not feel he was fully accepted by his stepfather, who he believed was more attached to his own biological daughters.

EDUCATIONAL BACKGROUND

Erikson's **high school years** were spent at Das Humanistische Gymnasium. His favourite subjects were history, art and foreign languages. However, Erikson did not find school to be very interesting and he graduated without any academic honors. After leaving high school, he decided to enrol in art school in Munch rather than study medicine as his stepfather wanted.

During his **young adulthood**, Erikson was unsure about what his career path would be. He was also uncertain about his fit in society, so, he decided to go find himself. After dropping out of art school, he took some time off to travel through Germany with his friends. He covered his personal expenses by selling or trading his sketches with people he met on his travels.

TEACHING

After travelling for a while, Erikson came to the conclusion that he did not want to be a full-time artist. So, he decided to return home to Karlsruhe and teach art. Erikson was eventually hired by a wealthy woman to sketch and tutor her children. As he did a very good job, he was soon hired by several other families.



c. 1927
BEGAN TO TUTOR CHILDREN AT THE
BURLINGHAM-ROSENFELD SCHOOL AT
VIENNA, AUSTRIA

1930
MARRIED
JOAN SERSON



RECEIVED DIPLOMA



FLED TO COPENHAGEN, DENMARK
WITH FAMILY

Sangeeta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai

with Sigmund Freud and his daughter, Anna. When Erikson was 25 years old, his friend Peter Blos and Anna Freud invited him to Vienna, Austria, to tutor children at the Buelingham-Rosenfeld School. Erik was asked to tutor the students in art, geography and history. These students had wealthy parents who were undergoing psychoanalysis with Anna Freud at the time.

When Anna observed how well Erik worked with the children in his care, she urged him to enroll at the Vienna Psychoanalytic Institute. Erik enrolled and later, specialized in child psychoanalysis. While he was studying psychoanalysis, he also studied the Montessori Method of education. Erikson published his first paper in 1930 and received a Diploma from the Institute in 1933.

MARRIAGE

In 1930, Erik married a Canadian woman named JOAN SERSON. She was an artist and a dancer at the time. They had three children - two boys, Kai and Jon and a girl, Sue. Their two sons were born while they were living in Vienna. His son, Kai T. Erikson, is a noted American Sociologist. His daughter, Sue Erikson Boland, is a practising psychotherapist in New York City and a faculty member at the Manhattan Institute for Psychoanalysis.

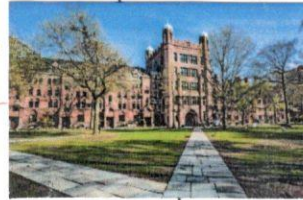
The family did not remain in Vienna for long. In 1933, Hitler rose to power in Germany and Erikson soon heard about the burning of Freud's books in Berlin. Erikson believed that the Nazi sentiment would soon spread to Austria.



c. 1933

JOINED FACULTY AT HARVARD MEDICAL SCHOOL

1936
BECAME MEMBER OF
INSTITUTE OF HUMAN
RELATIONS AT YALE
UNIVERSITY



1939
CHANGED SURNAME TO ERIKSON
MOVED TO SAN FRANCISCO

Sangeeta

Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.



1942
BECAME PROFESSOR OF
PSYCHOLOGY A UNIVERSITY
OF CALIFORNIA, BERKELEY

When they were unable to gain citizenship in Denmark, they fled to America.

ACHIEVEMENTS IN AMERICA

After Erikson arrived in Boston, he started practicing child psychoanalysis. He was the first psychoanalyst in the city. He soon joined the faculty at the HARVARD MEDICAL SCHOOL. At Harvard, he became interested in studying the creativity of the ego in mentally stable people.

In 1936, Erikson left Harvard to become a member of the Institute of Human Relations at the Yale University. Two years later, he started working with Sioux children in South Dakota and studied the influence of culture on child development. He also worked with the Yurok Indians in northern California. These studies greatly contributed to Erikson's later theory on psychosocial development.

At roughly the same time he began working with Native American children, Erik and his family received American citizenship. In 1939, he made the decision to change his surname from 'Homburger' to 'Erikson.'

Erikson left Yale in 1939 to move his practice to SAN FRANCISCO. In 1942, he became a professor of psychology at the UNIVERSITY OF CALIFORNIA, BERKELEY. He wrote the essays that were later compiled in 'Childhood and Society' during the 1940s. This is the work that introduced Erikson's stages of development to the world.

In 1950, the University of California asked Erikson to sign a loyalty oath. He refused and resigned.

1950
JOINED THE
AUSTEN RIGGS CENTER
MASSACHUSETTS



1960
REJOINED FACULTY AT HARVARD



1970



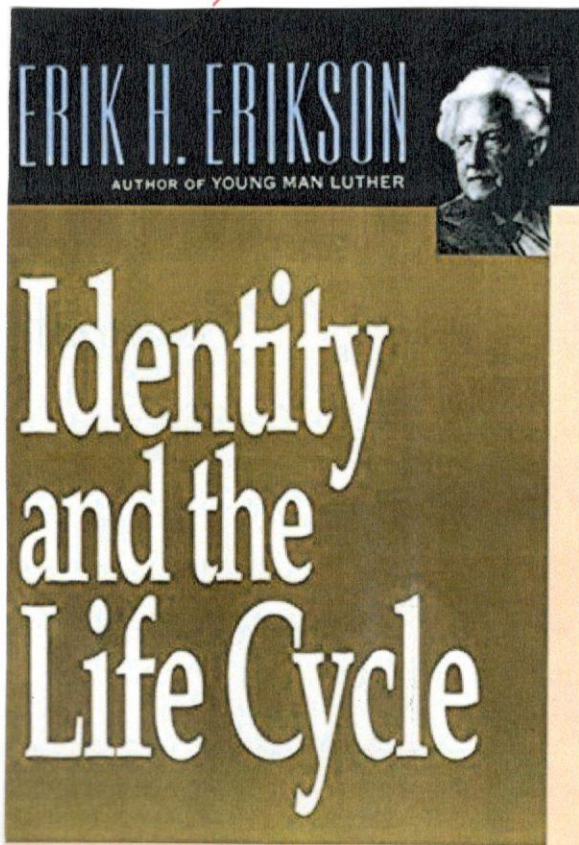
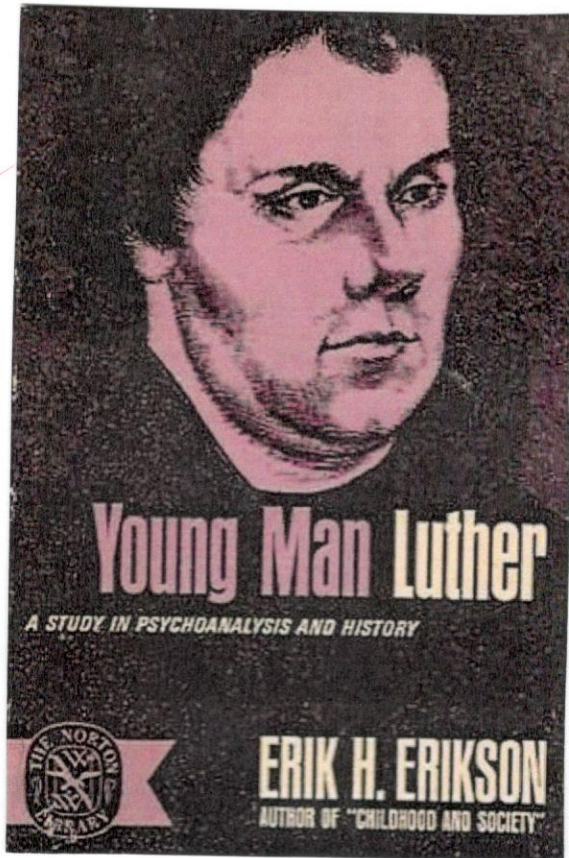
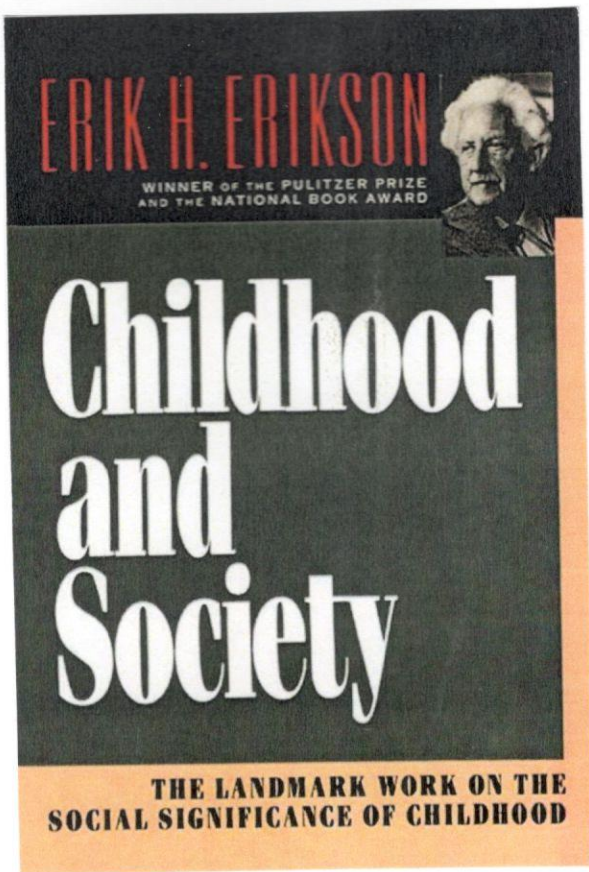
R.I.P. 12 MAY 1994
DEATH

Sangeeta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

AUSTEN RIGGS CENTER - a psychiatric treatment facility in Massachusetts. He rejoined the faculty at Harvard in 1960 and remained there until he retired in 1970.

Erikson died of an infection on 12 May, 1994. He was 91 years of age at the time of his death. He took his last breath in a nursing home in Harwich, Massachusetts. He is buried in the First Congregational Church Cemetery in Harwich.

Sneha
Dr. Sangeeta Nath
Principal
Oriental College of Education,
Sanpada, Navi Mumbai.



Sneha
Dr. Sangeeta Nath
Principial
Oriental College of Education
Sanpada, Navi Mumbai.

AUSTEN RIGGS CENTER - a psychiatric treatment facility in Massachusetts. He rejoined the faculty at Harvard in 1960 and remained there until he retired in 1970.

Erikson died of an infection on 12 May, 1994. He was 91 years of age at the time of his death. He took his last breath in a nursing home in Harwich, Massachusetts. He is buried in the First Congregational Church Cemetery in Harwich.

Sneha
Dr. Sangeeta Nath
Principal
Oriental College of Education,
Sanpada, Navi Mumbai.

MAJOR WORKS

CHILDHOOD AND SOCIETY (1950)

Combining the insights of clinical psychoanalysis with a new approach to cultural anthropology, the book deals with the relationships between childhood, training and cultural accomplishment, analyzing the infantile and the mature, the modern and the archaic elements in human motivation. The book is divided into four broad parts - Childhood and the Modalities of Social life; Childhood in Two American Indian Tribes; The Growth of the ego; Youth and the Evolution of Identity.

YOUNG MAN LUTHER: A STUDY IN PSYCHOANALYSIS AND HISTORY (1958)

In this book, Erikson combined his interest in history and psychoanalytic theory to examine how Martin Luther was able to break with the existing religious establishment to create a new way of looking at the world.

IDENTITY AND THE LIFE CYCLE (1959)

This book collects three early papers that many consider the best introduction to Erikson's theories. They are - 'Ego Development and Historical Change'; 'Growth and Crises of the Health Personality'; and, 'The Problem of Ego Identity'.

INSIGHTS AND RESPONSIBILITY (1964)

It includes how clinical evidence is made up of a mixture of subjective and objective and an observation on the way issues of identity affect individuals and classes of individuals.

IDENTITY: YOUTH AND CRISIS (1968)

Erikson introduces the concept of identity and explains its theoretical virtues and that it is constructed with the aim of integrating individual and society. It is one of the most important works on the psychology of adolescence.

GANDHI'S TRUTH (1969)

Here, Erikson explores how Gandhi succeeded in mobilizing the Indian people, both spiritually and politically, as he became the revolutionary innovator of militant non-violence and India became the motherland of large-scale civil disobedience.


THE LIFE CYCLE COMPLETED (1982)

The book provides a content for Erikson's ideas - the identity crisis, the interdependence of history and life history, the life cycle and the theory that maturity is not the end of psychological growth. This text covers the ninth stage - that of extreme old age.


Dr. Sangeeta Nath
Principal

Oriental College of Education
Sanpada, Navi Mumbai.

Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 -13 years	Industry vs Inferiority	Competency
13 -21 years	Identity vs Confusion	Fidelity
21- 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom


Dr. Sangeeta Nath
 Principal
 Oriental College of Education
 Sanpada, Navi Mumbai.

Infancy Psychosocial Development

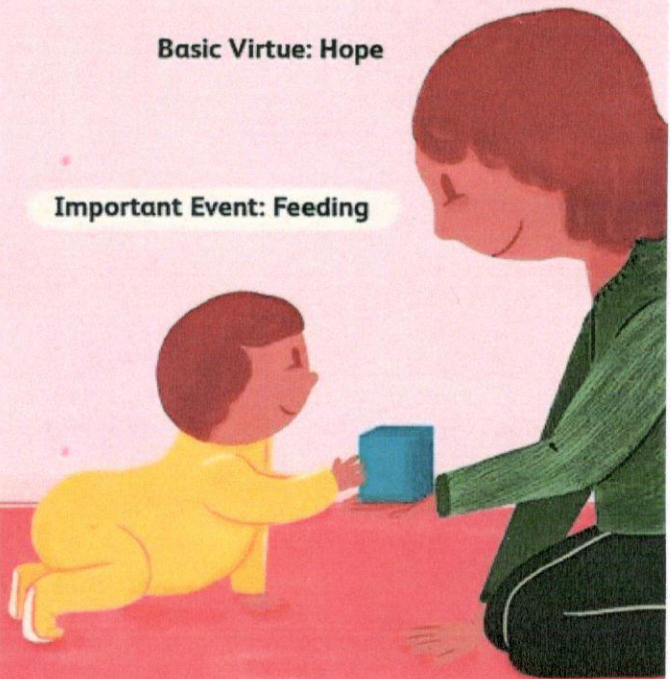
Psychosocial Conflict: Trust vs. Mistrust

Major Question:
"Can I trust the people
around me?"



Basic Virtue: Hope

Important Event: Feeding



verywell

Sneha
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

There are 8 stages of human development, each focusing on a different conflict.

STAGE ONE : INFANCY

AGE : BIRTH TO 18 MONTHS

CONFLICT : TRUST vs. MISTRUST

During this stage, the infant is uncertain about the world in which he lives and looks towards his primary caregivers for stability and consistency of care.

If the care the infant receives is consistent, predictable and reliable, he will develop a sense of trust, which he will carry with him to other relationships and he will be able to feel secure even when threatened.

If the care has been inconsistent, unpredictable and unreliable, then the infant may develop a sense of mistrust, suspicion and anxiety. In this situation, the infant will not have confidence in the world around him or in his abilities to influence events.

Success in this stage will lead to the virtue of HOPE. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there as a source of support.

Failure to acquire the virtue of hope will lead to the development of FEAR. This infant will carry the basic sense of mistrust with them to other relationships. It may result in anxiety, heightened insecurities and an over feeling of mistrust in the world around him.

STAGE EIGHT: MATURITY

AGE: 65 TO DEATH

CONFLICT: EGO INTEGRITY VS. DESPAIR

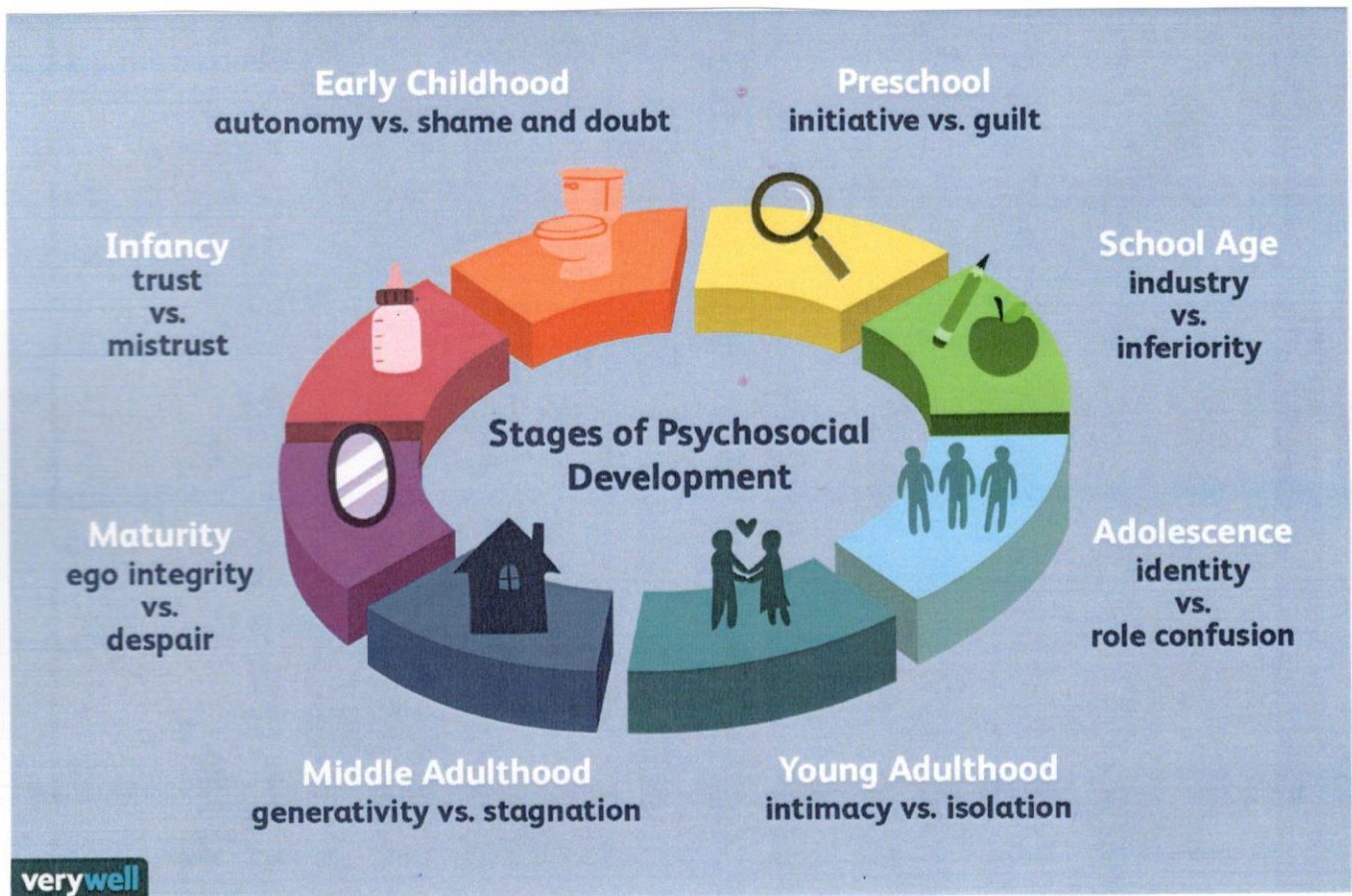
This is when we begin to reflect on our lives on the basis of resolving of conflicts in previous stages. It is during this time that we contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life.

If a person has resolved the crisis well in previous stages, especially stage seven, he can experience a sense of fulfillment and accept death as a reality with dignity.

If a person has not done well, then he can be filled with regret and fear of death, i.e., individuals who reflect on their life and regret not achieving their goals, will experience feelings of bitterness and despair.

As we grow older and become senior citizens, we tend to slow down our productivity and explore life as a retired person. Erikson believed that if we see our lives as unproductive, feel guilt about our past or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

Success in this stage will lead to the virtue of wisdom. Wisdom enables a person to look back on their life with a sense of closure and completeness and also accept death without fear. Thus, late life is characterized by both integrity and despair as alternating states that need to be balanced.



Sangeeta
Dr. Sangeeta Nath
 Principal
 Oriental College of Education
 Sanpada, Navi Mumbai.

CONCLUSION

By extending the notion of personality development, Erikson outlines a more realistic perspective of personality development. Based on Erikson's ideas, psychology has reconceptualized the way the later periods of life are viewed. Middle and late adulthood are no longer viewed as irrelevant, because of Erikson, they are now considered active and significant times of personal growth.

Erikson's theory has good face validity. Many people find that they can relate to his theories about various stages of the life cycle through their own experiences.

Critics of his theory provide evidence suggesting a lack of discrete stages of personality development.

Nonetheless, Erikson's theory of Psychosocial Development is widely accepted and plays a major role in psychological development studies and theories. By including social and environmental factors and by dealing with a person's entire life cycle from childhood to adulthood, Erikson's theory has proved to be a major advance.


Dr. Sangeeta Nath
Principal

Oriental College of Education
Sanpada, Navi Mumbai.



Assigning tasks
to children as per their
age in the stages of
psycho-social development,
helps them build
confidence and gain
success in every stage.

Role of both
parents and teachers is
very important.

Sneha

Dr. Sangeeta Nath
Principal

Oriental College of Education
Sanpada, Navi Mumbai.

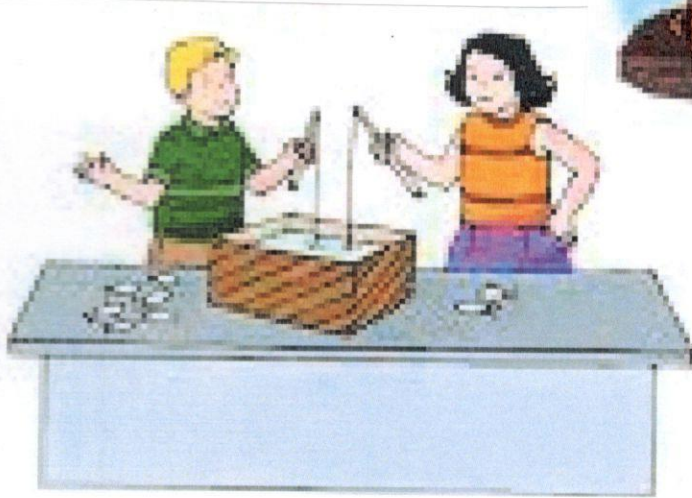
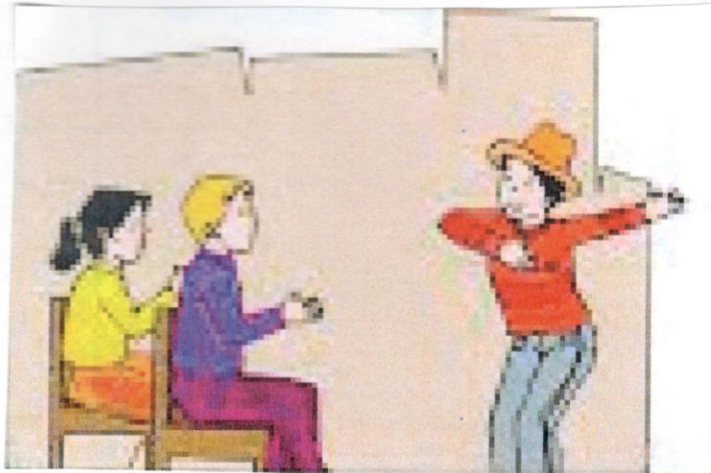


REFLECTION

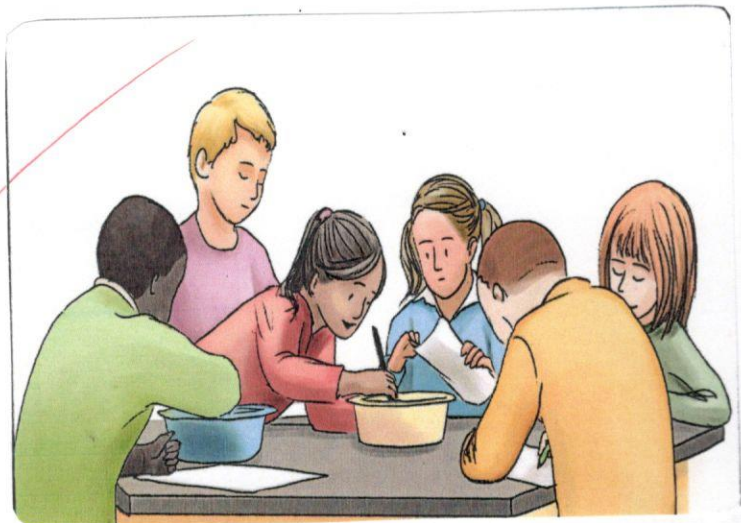
Erikson's theory of psychosocial development can be applied in the classroom in several different ways. Teachers play a vital role in influencing the child's psychosocial development and so, they need to understand that each student learns in his own way, at his own rate and in his time. Teachers need to identify that the process of learning is based on social, physical and personal factors. Teachers must know where each student ranks in his achievement of developmental tasks. If a student is found to be below expected developmental level, then the teacher can discuss the child's needs with the parents, other teachers and school personnel and plan appropriate strategies to assist the child where needed.

First, for children between the ages of 3 and 6, the stage is initiative vs. guilt, where children begin to make decisions and start becoming independent. In the classroom, this can be spurred through the opportunity to make choices. Having activities like reading, where children get to choose their own books or do their own work step by step is important for reinforcing making choices. Additionally, helping students fix their own mistakes, like with breaking toys or in work, can help at this stage.

From 6 to 12, the child goes through the crisis-industry vs. inferiority where they begin to judge themselves and their abilities based on peers and ^{others} others.



Erikson's theory is a powerful way for building self-awareness and assessing teaching and child-rearing practices.

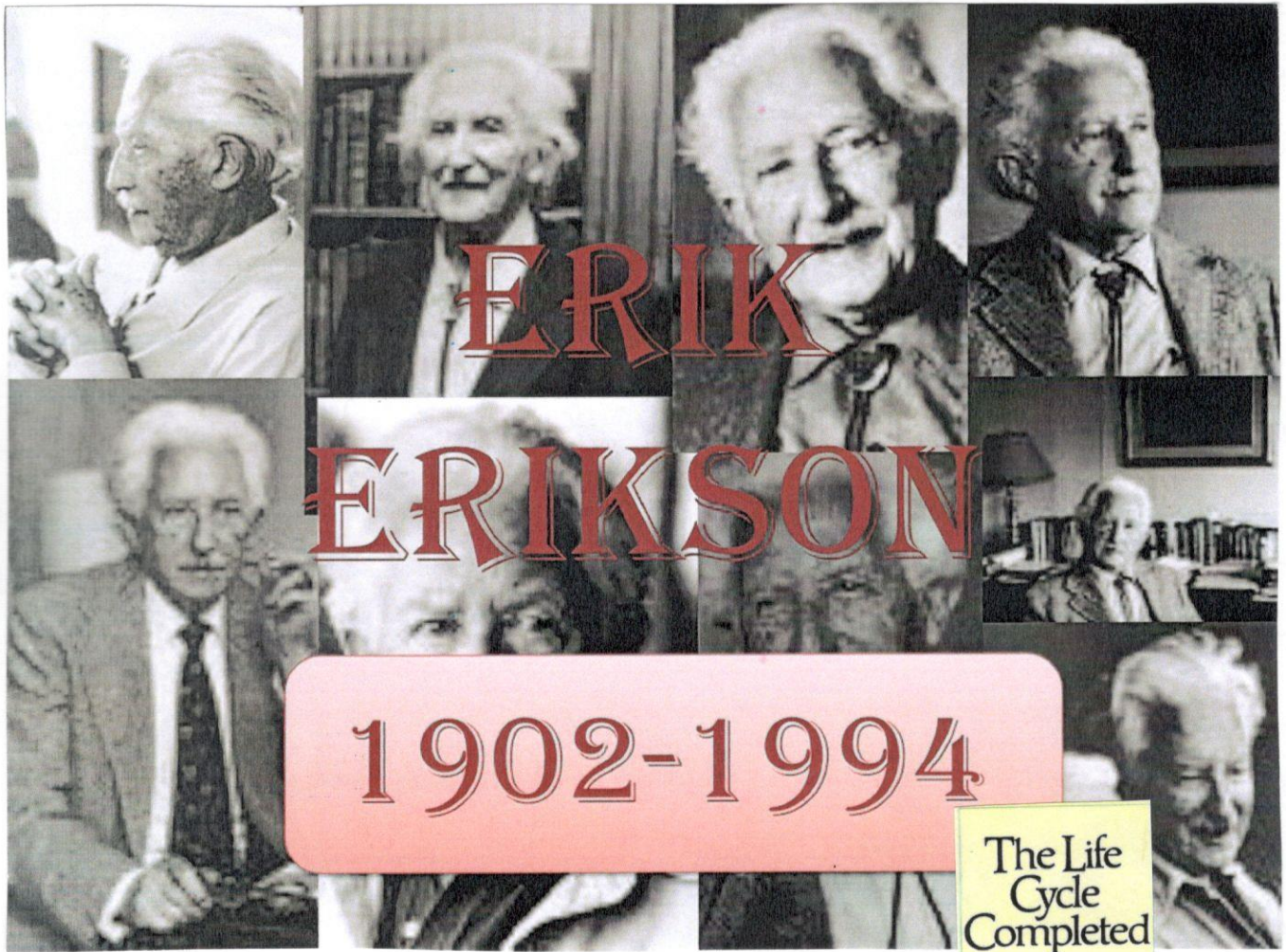


Sneha
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanganer, Jaipur

To assist in mastering this conflict, a teacher can give the opportunity to set goals for their own progress to students and should help and reinforce attempts to meet these goals. Having individual jobs in the classroom, like collecting work, passing materials, etc. will also give children feelings of competence and help them build confidence in skills. Giving regular feedback is important in this stage.

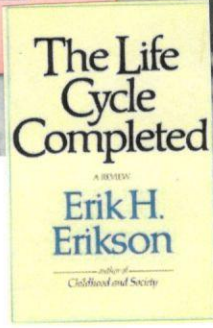
For teenagers in adolescence, the conflict of identity vs. role confusion is prominent. Students go through different trials of finding an identity. At this stage, teachers can help them to analyze alternatives, assist them in resisting peer pressure, eg-related to smoking, alcohol and drugs. Teachers need to be sympathetic to them when they are having trouble coping with the challenges of adolescence and to have a range of co-curricular activities to develop leadership, decision making collaboration, etc. through which their sense of self can develop.

Erikson's psychosocial theory is a very powerful way for building self-awareness and assessing teaching and child-rearing practices. Thus, parents and teachers can help the students to nurture and facilitate healthy emotional and cognitive development. Hence, it is an integral part of academics because it helps in teaching and helping others as well.



ERIK
ERIKSON

1902-1994



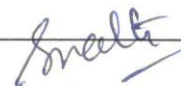
Sneath

Dr. Sangeeta Nath
Principal

Oriental College of Education
Sanpada, Navi Mumbai.

REFERENCES

- 'CHILDHOOD AND GROWING UP' by Dr. Mabel Basil Pimenta.
- <https://homework.study.com/explanation/how-can-you-apply-erik-erikson-s-theories-in-the-classroom.html>.
- <http://detsndt.ac.in/nmeict-files/nmeict-los/edupsycho/ep5/5.10.2/>
- <https://targetb-ed.co.in/erikson-theory-of-psychosocial-development/>
- <https://www.verywellmind.com/erik-erikson-biography-1902-1994-2795538>
- <https://www.goodtherapy.org/famous-psychologists/erik-erikson.html>
- <https://totallyhistory.com/erik-erikson/>
- <https://practicalpie.com/erik-erikson/>
- <https://www.sociologygroup.com/erik-erikson-identity-crisis/>
- <books.google.co.in>
- <goodreads.com>
- <britannica.com>
- <bookrags.com>


Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA



Course CORE COURSE 2
Course Name KNOWLEDGE AND CURRICULUM

Assignment Topic CRITICAL APPRAISAL OF DISCOVERY METHOD

Submitted for the fulfillment of Bachelor Degree of Education

For the Academic year

2022-2023 (SEM I)

Submitted by:

Name: MEGHNA KASAT

Roll No: 34

Guided By:

ASST. PROF. KINKINI DATTA

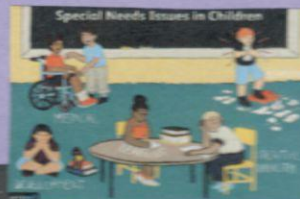
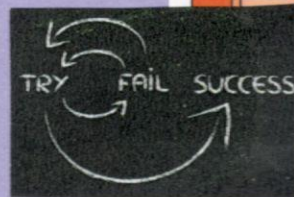
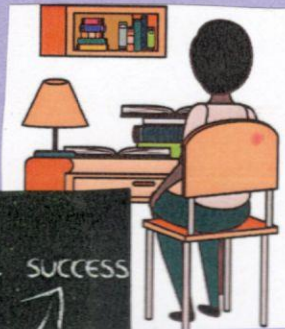
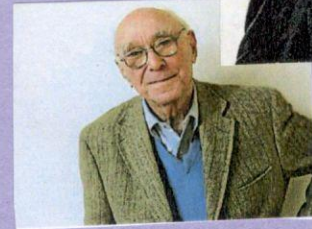
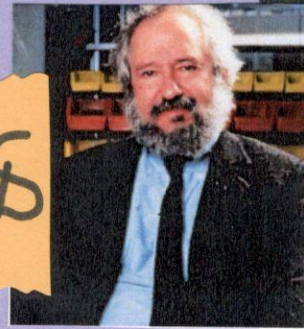
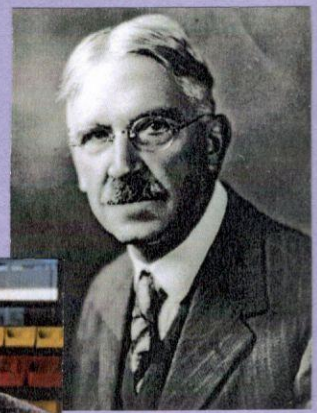


S. Nath
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

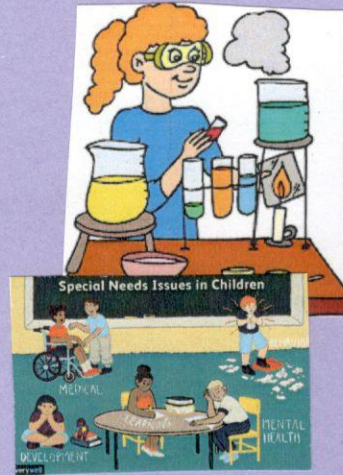
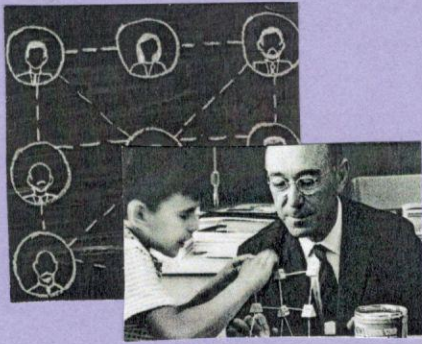
*well done!
Nicely decorated.*

CRITICAL APPRAISAL OF THE

DISCOVERY METHOD



Dr. Sanjeeta Nath



Discovery Learning

Introduction

Inquiry-based Learning Many Instructional Techniques Jerome Bruner

Type of instruction where students interact with the environment while drawing on their prior knowledge and own experiences

Teacher's Role

Basic Knowledge Guided Tasks "Show How" Feedback

Preparation

1. Find an Activity
2. Gather Materials
3. Facilitate if Needed
4. Record Process and Results
5. Discuss Results
6. Allow Retry

Characteristics

Hands-on Lessons Minimal Teacher Involvement Less Memorization

Encourage Questions Focus on Reasoning

Classroom Examples

Reflections Puzzles Role-Playing

Case Study Experiments

The Criticism

Weaker Students For School Research Age not Cognitive Overload

SUBSCRIBE
LIKE

The Benefits

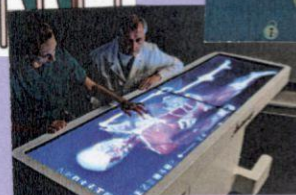
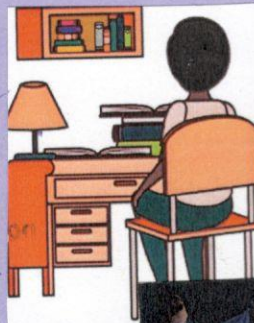
These benefits are based on Discovery Learning Literature

Engagement Problem Solving Responsibility

Autonomy



Sneha
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

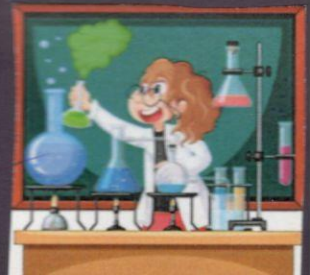


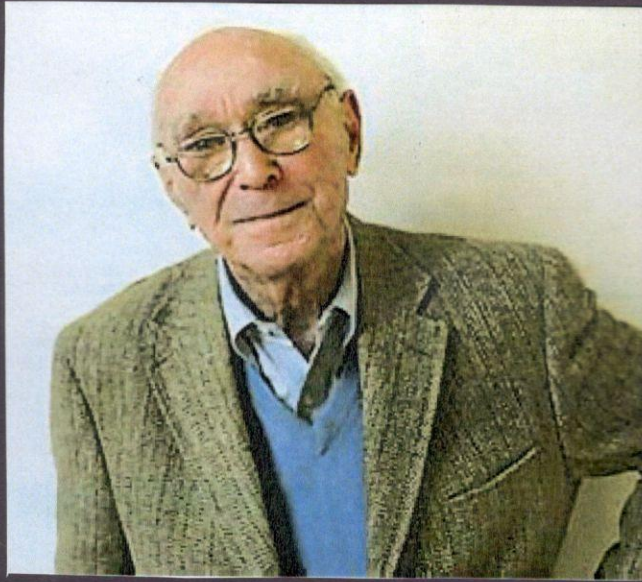


INDEX

SR. NO.	TOPIC	PAGE NO.
1.	INTRODUCTION	1-4
2.	JOHN DEWEY'S DISCOVERY METHOD	5-6
3.	PRINCIPLES	7-8
4.	NEED FOR DISCOVERY IN EDUCATION	9
5.	SIGNIFICANCE	10-11
6.	ADVANTAGES	12
7.	DISADVANTAGES	13
8.	IMPLEMENTATION	14-17
9.	CONCLUSION	18
10.	REFERENCES	19

Thought Provoking





JEROME BRUNER



Dr. Saigeela Yam
Oriental College of Education
Chennai, Tamil Nadu

INTRODUCTION

New kinds of learning are always being implemented by educational institutions in an effort to improve the quality and reputation of their own institutions and of course, to better the quality of education that their students and pupils receive. New and innovative methods have become commonplace in schools, colleges and universities and one of these interesting methods of learning is discovery learning.

The Discovery learning method is an active, hands-on style of learning and a method of inquiry-based instruction originated by JEROME BRUNER in the 1960s, but his ideas are very similar to those of earlier writers, such as JOHN DEWEY. Bruner emphasized that we should be "learning by doing." With this method, students actively participate instead of passively receiving knowledge. Students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies or performing experiments. They are encouraged to think, ask questions, hypothesize, speculate, cooperate and collaborate with others. They develop confidence in problem-solving and feel comfortable using knowledge they already have. Instead of a student being an empty vessel for a teacher to fill with knowledge, the discovery learning method takes into consideration that all students have some background knowledge that they may be able to apply to the current subject at hand.

The Discovery learning method is a constructivist

JEAN
PIAGET



SEYMOUR
PAPERT

Sneels
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

theory, meaning that it is based on the idea that students construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. This popular method not only motivates the students to build on past experiences and knowledge, but also encourages them to use their intuition, imagination and creativity, as well as search for new information to find out facts, correlations and new truths.

Top psychologists have promoted this kind of learning. Rousseau, Pestalozzi and Dewey have advocated this form of education in their philosophies. Psychologists like Piaget and Papert have supported the role of discovery when elucidating their theories of learning. SEYMOUR PAPERT says, "You can't teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it."

The main times that discovery learning is used in the classroom are during problem solving exercises and educational programs. Students will undergo discovery learning when they are looking at their own experiences and knowledge in their studies and enquiring about further information to improve their understanding. Discovery learning will also be used in terms of answering controversial and tricky questions, asking other people what they think and generally discussing things. Experiments are also key to discovery learning, for instance, in sciences, where students will be able to experience science right in front of them - and discover things that may occur, which



Discovery method is a great way of
integrating special needs students
with other students.

Sangeeta

Dr. Sangeeta Nath
Principal

Oriental College of Education
Sanpada, Navi Mumbai.



JOHN SEWEY

Sangeeta Nath
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

JOHN DEWEY - DISCOVERY-BASED LEARNING

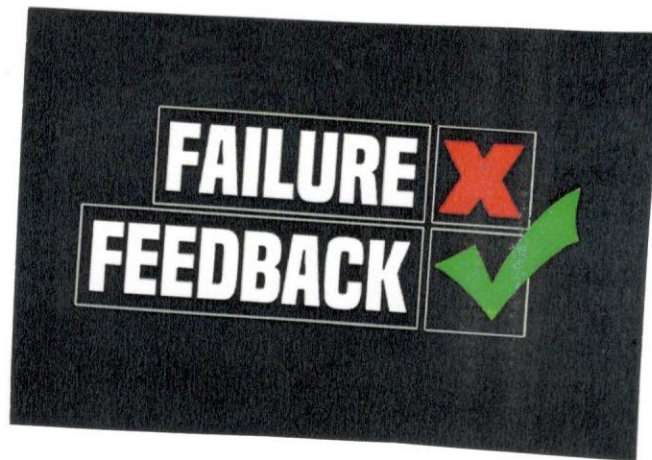
John Dewey was one of the most influential educational thinkers of the 19th century. His thoughts based on pragmatism, promoted progressive education, which emphasized learning by doing. He believed that teachers and students must learn together. He propagated discovery learning which focussed on active, hands-on learning experiences. Such discovery learning has three main attributes:

- (1) Creation and integration of knowledge through exploration and problem-solving.
- (2) Focus on student-driven activities.
- (3) Integration of new knowledge into the previous knowledge structure.

Discovery learning is best described as inquiry-based instruction where the learners discover facts about the world for themselves. It involves inquiry and reflection.

In his book, 'DEMOCRACY AND EDUCATION', Dewey describes learning as action where knowledge and ideas emerge as learners interact with other learners in a community and build their knowledge by applying conclusions from past experiences that had meaning and importance. Dewey believed that children were naturally motivated to actively learn and that education only served to make more learning possible. Dewey maintained that mental development was achieved through social interaction. He wanted children to be participants in their learning rather than mere recipients of learning. Dewey established a LABORATORY

INFORMATION ANALYSIS AND INTERPRETATION



Sangeeta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

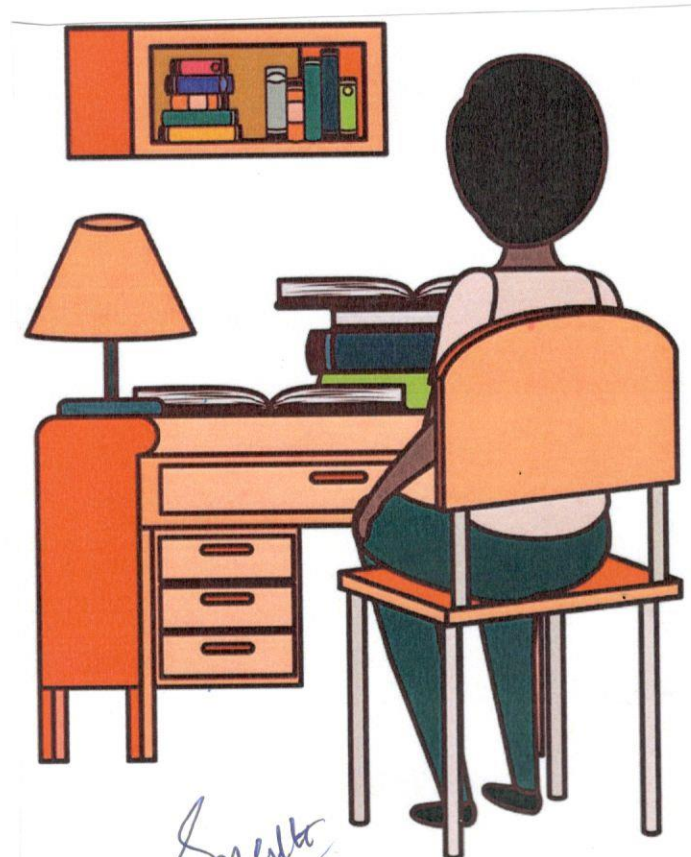
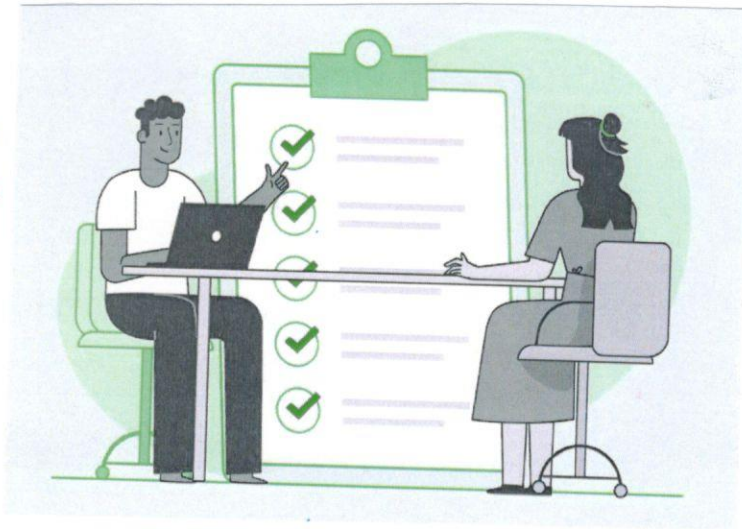
NEED FOR DISCOVERY IN EDUCATION

- Discovery encourages innate creativity. One deciphers ways to create one's own understanding of what one experiences.
- Each learner is unique. So, one pattern of education does not fit all. Discovery encourages each person to explore according to his own unique style of understanding.
- Discovery in education helps to put students in the role of active knowledge builders. In real life, we actually add to our existing knowledge. If this process is actively promoted through discovery, the person becomes an active knowledge builder creating his own structure of knowledge.
- In the present age, one needs to foster a zest for lifelong learning. What one learns today needs to be modified some time later. A person's knowledge structure needs to be flexible so as to accommodate new knowledge. This can be encouraged through the incorporation of discovery in education.
- We live in an age of discovery. This is the age where knowledge is growing exponentially and traditional methods are insufficient to provide exposure to the same. Discovery is a viable option as it encourages each person to discover what he values about knowledge.

Snalti

Dr. Sangeeta Nath

ASSIGN
INTERVIEWS



GO
SOLD

Sangeeta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

IMPLEMENTATION OF DISCOVERY METHOD

The discovery-based learning educational sessions should be well-designed, highly experiential and interactive. A teacher should use various formats of educational content - like stories, games, visual aids and similar attention-grabbing and eye-catching techniques that will build curiosity and interest and guide the learners in new ways of thinking, acting and reflecting.

Some ways in which the discovery method can be incorporated and implemented in the classroom are:

ASSIGN INTERVIEWS TO SPARK CURIOSITY- This helps the students to discover the amazing information that they can gather just by talking with people. Interviews can be assigned to students and they can be asked to write a summary of what they learned, what surprised them and the advantages of learning information directly from a source. When students do their own research, ask critical questions and form conclusions on their own, they strengthen their problem-solving skills.

HAVE STUDENTS GO SOLO- Some of the best discovery learning projects are done solo. Students can be given a problem or a subject to research on their own. They should be encouraged to use technology as part of their research. They can then come back together to see what everyone learned and what they discovered by themselves.

Dr. Sangeeta Nath
Principal

DATA
BASED
PROJECTS



VIRTUAL
DISSECTION

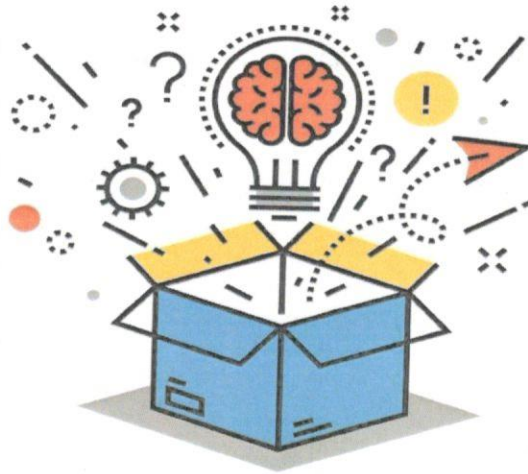
ENCOURAGE
MISTAKES



S. Nath
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

Thought Provoking

THOUGHT
PROVOKING
QUESTIONS



REAL
WORLD
PROBLEM - SOLVING

Sangeeta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.



Students exploring discovery learning method.



Sneha
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

CONCLUSION

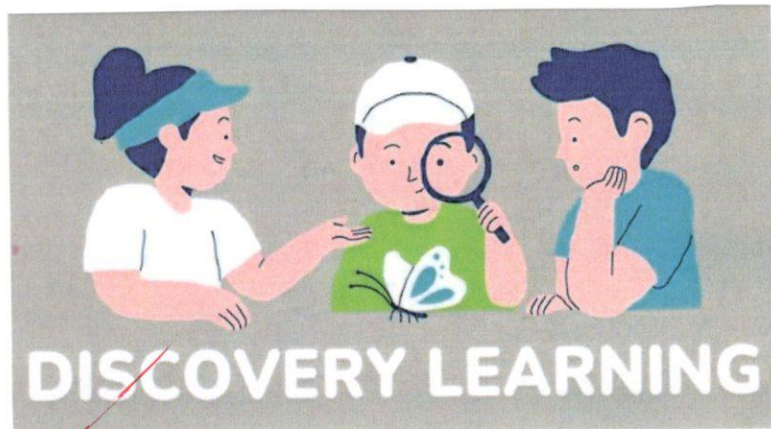
Today, the world is increasingly acknowledging and accepting the truth that children are persons with rights and so, child-centred education is gaining greater attention. It is acknowledged that the child is an active participant in the learning process and the curriculum should cater to help the child excel. Focusing merely on the academic needs may lead to lopsided development and this can be harmful, both to the child and the nation. The focus, thus, is on child-centred education and the discovery method helps to achieve this.

Overall, the Discovery method is highly supported by educational psychologists. They agree with Kant, Piaget, Vygotsky and Bruner as well as educational philosopher Dewey that learning is based on knowing and doing. If a teacher takes into consideration that a child already has some prior knowledge, then the teacher will be able to show students how their lives are connected to the content without having to work to create that connection.

The Discovery Learning Method is hands on, focuses on the process and encourages students to look for solutions. Instead of just teaching students to memorize rules or concepts, this method lets them apply ideas to their lives, creating memorable lessons that will help students to become lifelong learners.


Dr. Sangeeta Nath
Principal

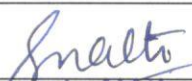
Oriental College of Education
Sanpada, Navi Mumbai.



Sangeeta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

REFERENCES

- BOOK - 'KNOWLEDGE AND CURRICULUM' by Dr. Agnes Ronald D'Costa.
- <https://inventionlandeducation.com/discovery-learning-method>
- https://psychology.fandom.com/wiki/Discovery_teaching_method
- <https://uteach.io/articles/discovery-based-learning-definition-principles-and-techniques>
- <https://www.coursehero.com/file/p20hfa8/The-disadvantages-of-discovery-method>
- <https://www.showbie.com/being-discovery-learning-to-your-classroom>
- <https://elearningindustry.com/tips-integrate-discovery-learning-activities-instructional-design>
- <https://www.theadvocate.org/how-to-implement-discovery-learning-in-your-classroom/>
- <https://www.info4mystery.com/2016/05/advantages-and-disadvantages-of.html>
- <https://deagonbox.com/blog/discovery-learning>
- <https://www.teach-nology.com/teachers/methods/theories/discovery.html>.


Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.