

DEVELOPING AND TESTING
CULTURAL MODELS OF
CITIZENSHIP TRAINING

“EDUCATION FOR ALL”

REPORT OF UGC MINOR RESEARCH PROJECT

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2012

1000 DAYS MDG begins

INDEX

Schedule of Activities MRP

Paper Presentation on 8th March 2012

GETTING STUDENTS TO COLLABORATE IN and WITH PROBLEM SOLVING THROUGH EDUCATIONAL EXTENSION PROJECTS

Human Rights Education and Citizenship Training

Muhamed Hussain

1

2

3

Campaign for Citizenship Training and Civic Efficiency 1st to 15th May 2012.

Field Visit and Educational Extension Programmes June, July, August 2012.

Report Making and Arranging Discussion with Community Leaders September and October 2012

National Seminar on 28th October, 2012

- ✓ Discussion on Cultural Patterns on Citizenship Training

GETTING STUDENTS TO COLLABORATE IN and WITH PROBLEM SOLVING THROUGH EDUCATIONAL EXTENSION PROJECTS

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INTRODUCTION

Collaboration is defined as the process of getting along with two or more organisms or organisations. In the context of active learning, collaboration is the procedure adopted for attaining finer learning products. Teacher trainees need to orient towards the nuances of collaborative learning. In addition, they need to be trained in lines with sharing, syntaxing, synchronising and synthesising the vital components in and with collaborative learning.

RATIONALE OF THE STUDY

Teacher Educators always seek to explore avenues for community participation, work place restructuring, meaning making and active learning with precise procedures and purposive expertise. Classroom experiences are inductive as well as intuitive. The students may be guided with a pro-active 'zeal' towards 'real' knowledge. Efforts are needed to prepare teacher trainees in including 'real' problems in their studies. Recently problems have many facets and have many solutions. Educational Projects in Community Services (EPICS) offer a new learning path that combines expertise on the one hand and 'extension' on the other. The students are treated as experts not because of their branding but to evolve expert procedures that modify context, in which;

Teacher Trainees (**as Participants**) continuously articulate, examine, compare and test their current conceptions about the nature of content (subject matter – as different disciplines),

Teacher Trainees (**as problem solvers**) consistently express, elicit and elaborate their ways of thinking in the form of conceptual tools for accomplishing tasks.

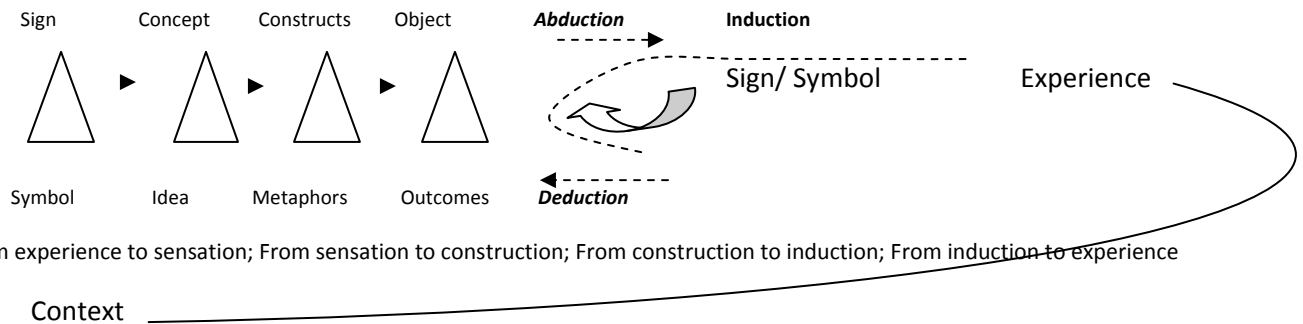
Teacher Trainees (**as community workers**) consciously attach their abilities through community organization activities. They invent needs, priorities, nature, products of community and extend their ways of thinking. In addition, they (as a reformed group) intend to test, revise and refine the current social practices and as individuals are instrumental in consensus building processes through formative feedback.

Teacher Trainees (**as students**) categorically analyze and interpret 4 basic systems (Belief System, Concept System, Communication System & Problem System) that facilitate an interface between learning and living. They develop and diverge interactions among these systems through constructive pedagogy.

The constructive pedagogy keeps a balance among *four vital agents* of change. It maintains a peculiar relationships among,

1. *Behavioural objectives* of instruction (eg. Facts of science, skills, attitude, etc.).
2. *Process objectives* of learning (general problems solving abilities)
3. *Cognitive objectives* of learning (eg. Conceptual systems for making sense of experiences)
4. *Habitual objectives* of exploration (eg. Perceptual stimuli for processing information)
5. *Organizational objectives* of induction (eg. Procedural signs that reveal relationships and that allow a journey from context to experience)

The following figure provides explanation about the revealing relationships and the facilitational induction. The inferential loop evolves abduction-deduction-induction sequences and facilitates “add on experience”



OBJECTIVES OF THE STUDY

1. To synthesise constructive pedagogy with educational projects through community services.
2. To nourish the constructive pathways of learning.
3. To train teacher trainees in lines with the procedures of problem solving.
4. To collaborate though EPICS and construct a pedagogy that suits for tools, representations and resources.

METHODOLOGY

The study relies on qualitative modes of development. However the researcher developed certain conceptual notions on the basis of percentages and some figurative illustrations. Thick description is adopted in analyzing the meditational, remedial and ideational effects of constructive pedagogy.

ANALYSIS OF THE STUDY

The productive processes ensure refinement in the learning process. Piaget believed in the sober cognitive structure. Neo-Piagetian perspectives also assured the structural-functional changes. Piaget-inspired analyses introduced conceptual tools in resource sharing, precise syntaxing, powerful representations, meaningful presentations, relevant constructs and encouraged to go beyond thinking with these constructs to also think about them. The present study focuses on the community – interaction component of higher education. Various educational projects (emphasising problem solving) have been evolved in strengthening the community building processes. Training in community services provides with participatory problem solving, information gathering, planning, communicating, monitoring and assessing immediate results. The *content-related experience* are common in educational projects. Efforts are needed in including as many students as possible in community services, so that the *content-reviving expertise* may be accomplished.

It is believed that the constructive pathways through community services may be expressed, experienced and exposed with directional commands. The present study explores the possibilities of constructive pedagogy in synthesizing the benefits of community services and (problem-solving)

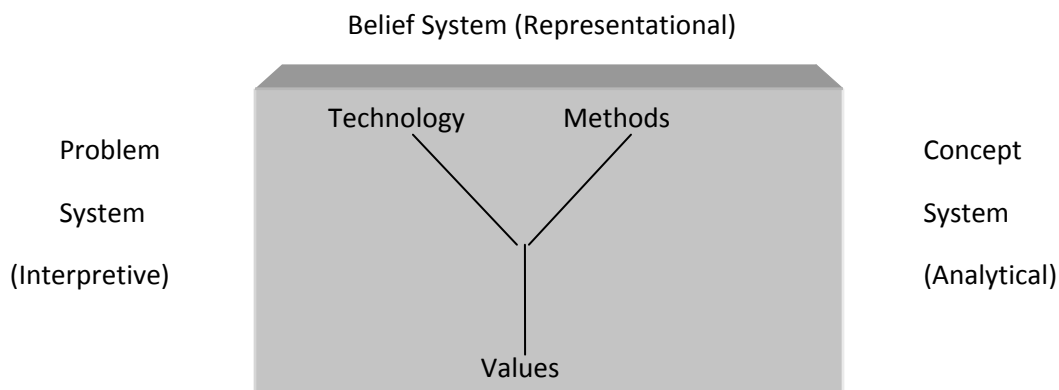
educational projects. Purpose-bound actions, as well as phenomenal perspectives have been made with regard to *constructive pathways*.

Directional Commands	Evolving Capacity level	Expression Type	Experience Type	Exposition Type
Explore	Low	Journals	Inquiry based	Learning products
Adapt	Medium	Portfolios	Reflection bound	Symbolic outcomes
Assimilate	Break through	Community Services	Intervention bound	Educational Extension
Create	High	Rubrics	Model based	Active Learning

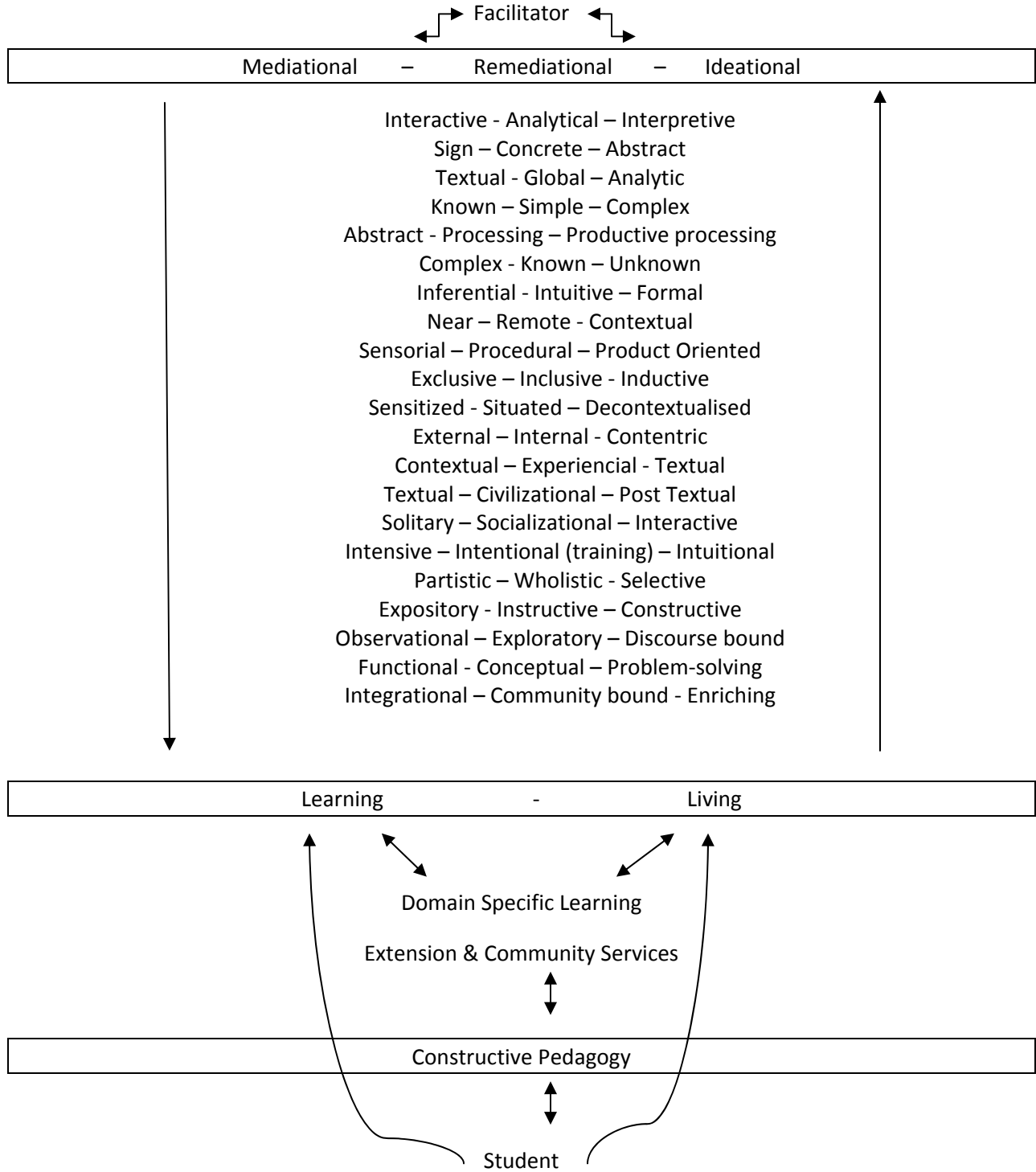
It is believed that 71percent of teacher trainees are perplexed with the problems encountered in their lives. About 67 percent believed that community bound problems are contagious. They think that they are willing but unable to solve the problems both in learning-living situations. It is observed that educational extension create, converge and care student needs and catalyse their interventions (students actions in society) though community services and educational projects. All Educational Projects have a focused bent towards problem solving. It is proposed that problem solving abilities could be assimilated though participation in community services and educational projects.

The Nature Club of Peet Memorial Training College has adopted a Nature Trail (education/ extension project) with the help of neighbouring schools. The school students constructed meaning in connection with waste, disposal, pollution, endangered species, nature learning and so on. The teacher trainees sensitized and solved problems through mediational, re-mediational and ideational positions (Facilitational Community Services). The community bound interventions considered as a break though in their lives.

The students continuously shift from one experience to another, integrating abductions, deductions and inductions. Through these encounters, one makes sense of their ideas and actions. The seamless automatic aspect of semiosis (meaning making) lies at the core of human intelligence, by which the automatic responses meet with unexpected consequences. Abduction is the generation of signs to explain novelty. Deduction begins and ends with signs and formulates an 'inferential loop'. Induction stems from sign system and grows with human experiences. The human experience adds to induction and enriches the content and context of inductive inferences.



Communication System (Interactive)



The student gets direct, customized and creative experience through the interactions and the interventions in society. They integrate and enrich their lives through the community bound actions. At the same time, their interactions are processed through analysis and interpretive endeavours in learning.

As has been stated earlier, the constructive pathways of learning grow out of the directional commands (explore, adapt, assimilate and create) of four basic systems (Belief system, Concept system, Communication system and Problems system) on the one hand and mediational – remedial – ideational community restructuring on the other. It is observed that 98 percent of students are benefitted through the constructive pathways of learning. Community restructuring is done through the behavioural, attitudinal, cognitive, habitual and organisational restructuring on the classroom and outside the classroom (through educational / extension projects).

CLOSURE NOTE

The trainees continuously articulate consistently express, consciously attach, and categorically analyse the four basic systems on the basis of BACHO objectives. Facilitational induction significantly combines context and experience through sign/ symbol components. The students adapt problem solving not as a terminal process but as a continuous 'vent' towards social issues. They develop real knowledge from experience to sensation, from sensation to construction, from construction to induction and from induction to experience.

Having refreshed with the exposure in the community services, content-reviving experiences may be assimilated. Assimilation acts as an intervening tool for extending the benefits of education. In other words, the teacher trainees are bringing the new knowledge from classroom to field testing and from field inputs to classroom assessment. Theory, Practice and Field based components have been continuously evolved and articulated through community services. Indeed, the educational projects and extension services provide a breakthrough in conformity with the directional commands – explore, adapt, assimilate and create - that would ultimately pave the way for constructive pedagogy and constructive pathways of learning. EPICS (Educational Projects in Community Services) generate meaning to processes of learning as well as living through mediational, remedial and ideational overtures.

National Seminar – Abstract of Selected Papers 28th October 2012, Peet Memorial Training College, Mavelikara

Citizenship Model and Art Training

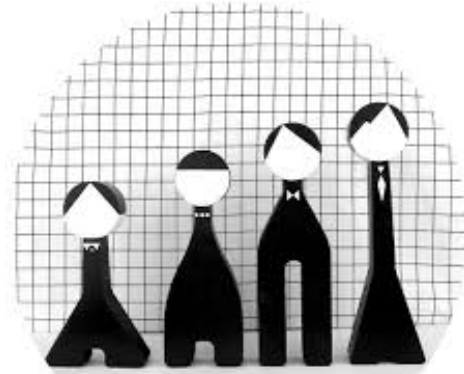
National curriculum framework for Teacher Education (NCFTE) lays emphasis on the teacher quality with status, remuneration, conditions of work, academic education and professional education as parameters. The document visualises knowledge – work integration and believes in the potentials of teacher competence and Teacher motivation. All these efforts are intended a holistic development entitled “Towards professional and humane Teacher”. It also explores the possibilities of context (systemic), concerns and curricular areas.



National Knowledge Commission reiterates the need for ‘qualitative initiatives’ for Knowledge – life integration the paper explores the scope of knowledge integration in higher learning with special reference to research, restructuring, innovation and reflection of the systems of higher learning

The motive forces of higher learning are on the rise.

1. Curiosity in learning new facts
2. Situational improvement
3. Improving the standard of living
4. Socio – cultural impact
5. Impact of technology and art education



Levels of Knowledge Integration

Knowledge integration allows a speedy Blending of cause - effect relationship on the one hand and the problem solving abilities on the other.

All Higher Education Institutions are lacking in

- ♣ Resource Mobilization
- ♣ HR development
- ♣ Value Education
- ♣ Policy building/ Formulation
- ♣ Knowledge Creation

Higher Education Institutions require additional infrastructure for Policy Building. For that resource mobilization may be adopted. New learning may be envisaged on the basis of the following factors.

1. Awareness
2. Sensitization of Issues
3. Alternatives
4. Resource/ Inputs, if any
5. Assessment

The above mentioned factors knowingly or unknowingly influence higher education in general and teacher training in particular. Innovation and Research should be encouraged at all levels of learning and training. Citizenship training can be imparted on the basis of continuous reflection arising out of restructuring and discovery of facts.

Innovation	Research	Restructuring	Reflection
Define concepts	Improving observation and critical thinking	Finding new meaning	Exploratory ideas
Describes identities	Develop reasoning	Finding additional properties	HOTS
Diverges Principles	Problem solving	Proofing on the innovation	Compensation
Develop fact	Creating interest in new ideas	Focusing on Result	Classification
↓	↓	↓	↓
Fair Interaction	Focused attention	Profound Discoveries	Firm Decisions
↓	↓	↓	↓
Convince	Collaborate	Converge	Choose

Sociometric task ability matrix may be prepared in identifying the level of leadership and role of individuals members in a team.

Example of Socio -metric task ability Matrix

Individual Teacher, being ranked on the basis of Leadership & Roles

Levels of Leadership

Role of Teacher	Tension Reliever	Facilitator	Opinion Seeker	Negotiator
Surrogate of Morality				
Meta cognitive coach				
Parent substitute				
Team builder				
Curriculum planner				

An effective group leader must have the skills to act as a resource expert, an educator, using inquiry and experimental method and a diagnoser of personal, inter personal and professional roles. The professional role of teacher may vary in terms of spatial and temporal conditions. Also, the levels of leadership have profound role in determining the likeability of a teacher and the interactive ability of a teacher, that partly or wholly reflect in his/her socio matrix task ability.

Some Questions related to Knowledge Interpretation

Know Thy self What is my personal level of self-understanding? How often I do affirm on self-actualization.

Feel Thy self How sensitive am I towards the needs of other? How often I do affiliate with others perceptions?

Ask Thy self Am I certified by a professional organisation? Which is my teaching philosophy in terms of knowledge integration?

Share Thy self Am I aware about the professional resources? How do I confirm the professional responsibilities?

Bridge Thy self Am I a tension reliever or a negotiator?

How often do I use the infrastructure for inclusion?

New generation needs are the same but with some new adaptations. Generally speaking, rational argumentation includes generating ideas, collecting includes generating ideas, collecting and organising relevant information, using inductive and deductive logic and making ten..... conclusions based on current understanding. The students needs are diverse on the one land and deliberative on the other. Also, they want to change something (an object, a behaviour, a collectively, a system, a habit, an ideology etc.) through arguments.

To a larger extent, arguments fall under the following categories

- National arguments - weighed with natural sentiments.
- Constructed arguments - channelized through constructs, needs and integration
- Rational arguments - fixed on the firm grounds of reasoning & logic
- Value based arguments - spiritual and religious statements guide actions.
- Persuasive arguments - concerns towards issues



Very often, we collect make, modify and collaborate an argument. The process is similar to social learning and social advocacy. It is the duty of every institution to search and to find the optimum arguments. In addition it is essential to optimise student arguments. For that Advocacy teams may be developed. Such advocacy team shall prepare a persuasive presentation to convince other group members.

Persuasive Argumentation combines the merit of accelerated programmes, enrichment activities and sets an affective path in centres of higher learning.



The students will be richly benefitted in the argumentation process. The process is above the level of a discussion and is inclining towards citizenship, patriotism democracy and global brotherhood. Ten canons of argumentation the given below.

1. Synthesise the best ideas from all view points as perspectives.
2. Do not take personally other members disagreements and rejection of your ideas
3. Vowels of argumentation – Anchor, Engage, Inquire, Organise and understand the opposing ideas.
4. Ask as challenge opinions.
5. Give suggestions
6. Prepare the best case possible for your/our position
7. Look for opportunities to enjoys in contrariety
8. A Co- operative context may be highlighted
9. Allow group members (advisory teams) to gather and to integrate knowledge
10. Persuade others on the basis of rationality

Contextual Layering of Knowledge through Multicultural Education in Constructing World Views among Teacher Trainees

The fear, the favour and the phobia could be ameliorated through positive and benevolent interfaces among trainees. It is believed that contextual layering knowledge through multicultural education would provide world views rather than the petty and parochial views among teacher trainees. Teacher is the representative whole that provides cognitive support and habitual reinforcement in life. Instructional inputs of Multicultural Education are the layering either in terms of a transparent cover or in terms of a transient colour. In both cases, teacher signifies and touches the wholeness of domain, that repairs, recruits and strengthens behaviours of individuals on the one hand and instincts of aspiration on the other. It is found that channels of exposures are inevitable for evolving layers. In addition, contextual layers are essential in building world views among teacher trainees.

Definition of key terms

'Layering of knowledge' occurs when there are repeated events of similar experience or when there are reputed modes of interaction.

Layers of knowledge originate as a result of meaningful interface among text, subtext and context.

Layer of knowledge is a phenomenological reality as the new knowledge accumulates new additions, that would in turn analyze and interpret existing knowledge.

Layering of knowledge signifies adding or providing supplementary inputs the knowledge supplements [like food supplements] enrich the cognito- behavioural properties of the learner.

Context augments a wide array of information and engages in habitual arguments with the Text for learning. There fore, *contextual learning* is of paramount significance, when the text for learning enriches and elaborates through continuous interaction.

Multicultural education is the efforts taken by the stakeholders in crossing the borders of learning and in strengthening trans- cultural interaction.

The term '*constructing*' implies the significant building/shaping of knowledge and finds meaning accordingly to the context.

'*World Views*' is regarded as a capability to see things, objects, facts, and realities not in a fragmented/piecemeal approach but through a global/universal perspective.

Constructing World View is an auxiliary development from within. The trainees are to be given training and learning in developing world views.

Teacher trainees are undergoing training to become future teachers on one hand and are assimilating lessons of learning through their classroom overtures. Eventually, they add and enrich the layers of knowledge.

Objectives of the study

1. To trace the boundaries of interaction with regard to culture, religion and other civilizational endeavors.
2. To analyze the cross- border mutuality among teacher trainees with regard to global outlook and world views in life.
3. To assimilate new routes of learning for multi- cultural education.
4. To sequence the synergy of multi-cultural education and the phenomenon of contextual learning in teacher education.

Multiple Hypotheses

1. Cultural practices, religious rites and other modes of civilizational interaction would facilitate interaction across boundaries.
2. Global outlook as well as World Views are essential in reaching the unreached through educational practices.
3. Multi- Cultural education offers new routes of learning.
4. It is believed that contextual layering is happened through every set of activity, attitude or any other human dispositions.



Multi-Cultural Education does not mean achievement, evaluation of success, grading and learning subjects in disciplinary fragments; instead, it means socio- cultural developments of an individual the conformity with the geo- political canvas. Multi- cultural education gives a rich efflorescence of cultural mix and contextual as well as adaptive inputs.



Childhood, the Critical period for Multi Cultural Education

Children are the critical development factor in a democratic society. During childhood, one has the potential to harness inputs for leading an effective life. The potentials of learning have to be carefully channelised through perceptions, interactions, experience and innovations. All the four aspects could be provided through multi cultural education. It is believed that the perceptions, interactions and experience during childhood influence the receptive as well as processive phases of learning development. All the learning products are directly or indirectly related to the creative exposures in childhood. In addition, constructive links are helpful in rendering world view and broad outlook.

Some Principles of Multi Cultural Education

<i>Individual</i> →	Perception	Interaction	Experience	Innovation
<i>Institutional</i>				
Systemic Existence	Feeling of Oneness	Free mingling	Not imposed	Collective
Technological Support	Medium of learning	Technological inputs	Tech-savvy	Techno-pedagogy
Human ability to grow more	Creativity and playfulness	Change and change agents	Idea brings change	Togetherness → Technology → Knowledge

It is evident that multi cultural education is *like a cycle* that revolves around the hub of human interactions as well as human ability. It evolves through a new and innovative phases of value formation and lifelong learning.

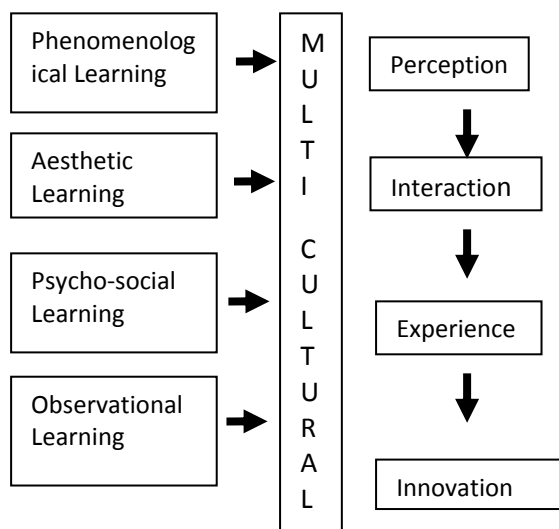
Obviously, *multi cultural education* poses certain **crucial issues** regarding

1. Selection of **Approach**--Global Vs. Local
2. Fixation of **Targets**--Long terms Vs. Short term
3. Utilization of **Strategy**--Balanced growth Vs. Imbalances in development
4. Adapting **Style**--Sectoral development Vs. Fringe area development.
5. Setting of **Attitude**--Tradition Vs. Modernity.
6. Creation of **Pedagogy**--Inclusion Vs. Solitary development
7. Acquainting with the **Social Order**--Knowledge explosion Vs. Context of learning
8. Following the **Cultural Norm**--Difference Vs. Oneness
9. Building **Governance Paradigm**--Change in part Vs. Wholistic change
10. Sequencing the **Methodology**--Trial and Error Vs. Natural learning process



Free mingling and feeling of oneness generate collective wisdom. Technology appears to be a pivotal tool for active learning. The principle of scaffolding may be realized through cultural inputs or technological support. The sensory inputs invite data. It retains over a long period of time and refines data into information. The human ability and the appetite for change gave birth to knowledge. Technology acts as a bridge between togetherness and knowledge. Techno-pedagogical tools are useful in idea articulation and conceptual development.

Multi Cultural Education and Contextual Layering



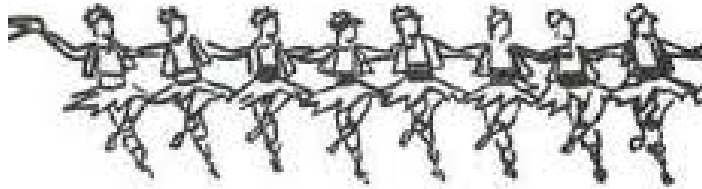
Some Tips for Multi Cultural Education

1. *Activity Approach*

Various types of activities have been identified which worked as catalytic agents for social change. The activity has been instrumental in initiating interaction among members especially in inclusive groups.

2. *Folk Learning Approach*

Every occasion is a learning occasion. Folk learning aims at a new methodology. The religious and cultural inputs have been articulated into the learning systems through singing, weaving, ethnic food preparing, swimming and all other habits acquired by human being as a member of society.



3. *Participatory Approach*

It visualizes participation of members/ teacher trainees in social activities. The trainees imbibe the joy of collective effort and the spirit of division of labour. Many managerial skills are automatically passed on to its members through their active participation in social activities.

4. *Holistic Learning Approach*

The teacher trainees engage, solve and act according to the requirements of the Text – the context interface. Everything or every aspect of learning takes place not in part but in whole. Therefore, the relationship factor and their corresponding changes are to be observed carefully. The trainees incorporated their receptive, processive and productive systems with that of multiple approaches.

Multi Cultural Education creates lessons for contextualizing universal knowledge. Though context varies from time to time, the spirit of adaptation works throughout the process of active learning.

Contextual Layering through MCE

Sl. No.	Learning Style	Interactional Mode	
1.	Verbal	Learning to experiment, exploration and innovation	Innovation
2.	Logical	Acquainting manual work in groups	
3.	Spatial	Learning to play together	
4.	Rhythmic	Utilizing cultural inputs and folk ways for learning	Experience
5.	Kinesthetic	Participating in religious festivals	
6.	Interpersonal	Using imagination and build inferences about the purpose of rites	

7.	Intrapersonal	Learning to handle emotions building relationships	Interaction Perception C-shaped spiral extends through life situations.
8.	Natural	Creative exposures in environmental inputs	
	*Multi Cultural	Multi Cultural learning style synthesises all the above or uses an optimum mix of inputs through contextual layers of knowledge.	

EB Tylor has rightly remarked that “culture is a complex whole that includes....” The complex nature of culture is purely due to its adaptability and variations. In addition, the definition states that culture is inclusive. In the case of Multi-cultural Education, different culture assimilate and engage in cultural ambivalence. In contrast to the paradoxical existence in physical amenities, different culture supplement each other. In contrast to the antagonistic view point, multi culture arrives at synthesis. The reciprocity in culture is of paramount significance and the very nature of multi culture it their simplicity.

It is stated that contextual layering happens when one adopts a learning style and when comprehends the learning style of other. If a person assimilates the cultural inputs (in part or in whole) of other, multi culture evolves. As has been stated earlier, multi cultural education develops around human interactions and abilities. Every layer of knowledge is the manifestation of profound learning or meaning making either through perception, or through interaction. The layering of knowledge is a reality as and when the learner has an experience or one initiates innovation. The interaction mode is significant as it carries the thick-thin layering of knowledge.

When Shyama Prasad organized a film “The Same Sea” (*ore kadal*), he argued that each episode conveys layers of information. The same sea evokes different layers – with regard to sea foods, sea waves, sea depth and so on. Multi cultural Education offers the diversity of oneness and the development of world views as a subsequent response towards the layering of knowledge. Layering of Knowledge takes place in similar, sequenced, synchronized and synthetical frames, where the context shares as well as shapes its vistas for Active Learning.

An *ideological debate* was made on “Citizenship Model on Cultural Patterns” in the College held on 4th December, 2012 at Peet Memorial Training College, Mavelikara.

Briefing

The processes of social stratification are seen as changes in differentiation, evaluation, ranking and rewarding patterns. Change demands much from stratification. The famous functionalist sociologist Talcott Parsons said “roles and positions are the units of social stratification”. Indian Society has been stratified as a result of caste, job and other social components. Some trends in the India control are the following.

1. Increased demand on the concepts and theories
2. There appears shifting paradigms that carry conceptual systems
3. The changing and emerging concerns
4. Fruitful conveyance of multi-disciplinary interests



Talcott Parsons

Some questions for the debate.

1. What assumptions have guided strides of social stratification in India?
2. Which are the major structural foci in social stratification?
3. Do the studies focus on citizenship training?
4. Have the studies highlighted on the parameters of ecology, demography etc.

The colonial background of Justice Systems and right protection systems has to be redefined in terms of civic efficiency, rights and duties, social stratification, citizenship training, and emergence of a new understanding about civil society.

Dr. Soman

- ❖ The social systems have to be clearly defined and well-articulated with regard to family, society etc.
- ❖ The role of religion in Indian context is to be emphasised.
- ❖ Downward and upward mobility must be carefully analysed interpreted and sequenced.

Dr. Beena Rani

- ❖ Change in the caste system must be taken care of. New classes are emerging.



- ❖ Relation and interpretation are complementary.

Prof. Dr. Amon Singh

- ❖ The caste system would not change. It may absorb all tensions of social vacuum as generated by political and social instability
- ❖ Historicity was a causality in these experiments. The hierarchies of caste create 'power shift' in Indian Villages that isolate the citizens from their roles and duties.

Dr. Beena Rani

- ❖ A qualitatively relevant stand point should be highlighted. Adoption of Schema for integrating cultural patterns with social life is worth to be mentioned
- ❖ Religion, Polity and society are harmoniously balanced.
- ❖ All the facts of village life and urban life are significant. People, habit, folkways, caste system, religion, region economic life are exerting influential patterns.

Dr. Amon Sing

- ❖ A clear exposition of quality life is essential
- ❖ Ways are manifold towards citizenship training
- ❖ Cultural patterns converge on the folkways

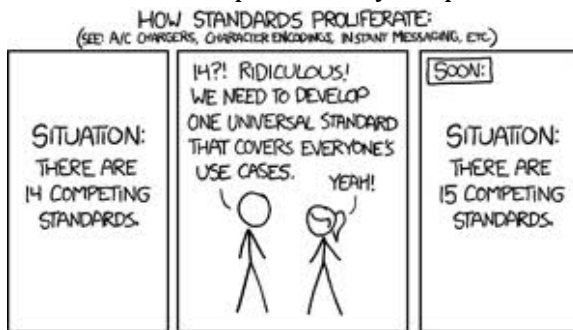
- ❖ Cultural practices and artistic expressions envision democratically ordered society
- ❖ Cultural sequencing is essential to compare and to correlate the ascriptive foundations of change and stratification in society



- ❖ India is a relatively open political system. Discrepancy between ideal and real systems are evolving
- ❖ The traditional political culture seeks to incorporate into its womb the best elements of citizenship training.

Dr. Soman

- ❖ Politics in India is prominently the politics of integration.



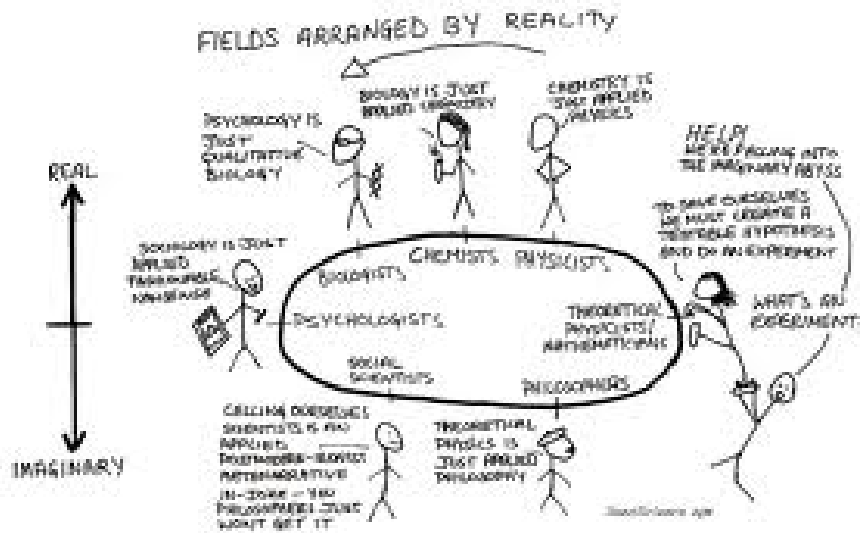
- ❖ Indian society operates largely as a 'political'.
- ❖ The social system in India provides a key to political stability. Any change in power relations should be seen in the prescriptions and social prescriptions.

Plenary Note by Dr. Ashok Alex Philip

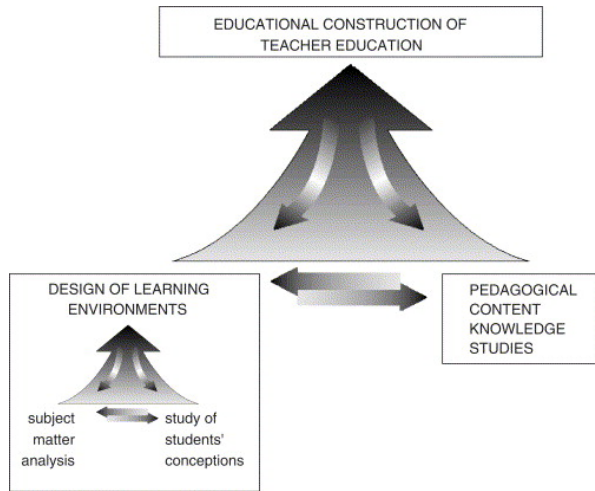
Ideology and transformations in society are to be complementary when one seeks to analyse the citizenship practices. The pivotal notions of structuralism provide a positivist note. A frame of reference has to be involved as a result of change and stratification.

- ❖ Ecological and demographic elements should be highlighted in Determining thought.
- ❖ Environment, climatic variations and geographical terrains are determining variables in social theorizing

- ❖ Citizenship training can be elaborated through a proper understanding of religion, demography, social wants, social stratification, population, ecological determinants. Economic life, polity quality of life and witness to interaction
- ❖ Environment, population and technology arrive at a tripartite agreements with the advent of social theorizing on Citizenship Training.
- ❖ The migration, settlement environment and social organisation pool problem of citizenship cultural practices accelerate the muses of social organisation
- ❖ Citizenship training and cultural patterns can be viewed
 - a. a social phenomenon
 - b. as an integrating mechanism
 - c. As an environmental adaptation
 - d. As an accredited method of child rearing
 - e. As a mode of organisational relationship and mediational Management
 - f. As a mechanism of social order
 - g. As a method of teaching social science.



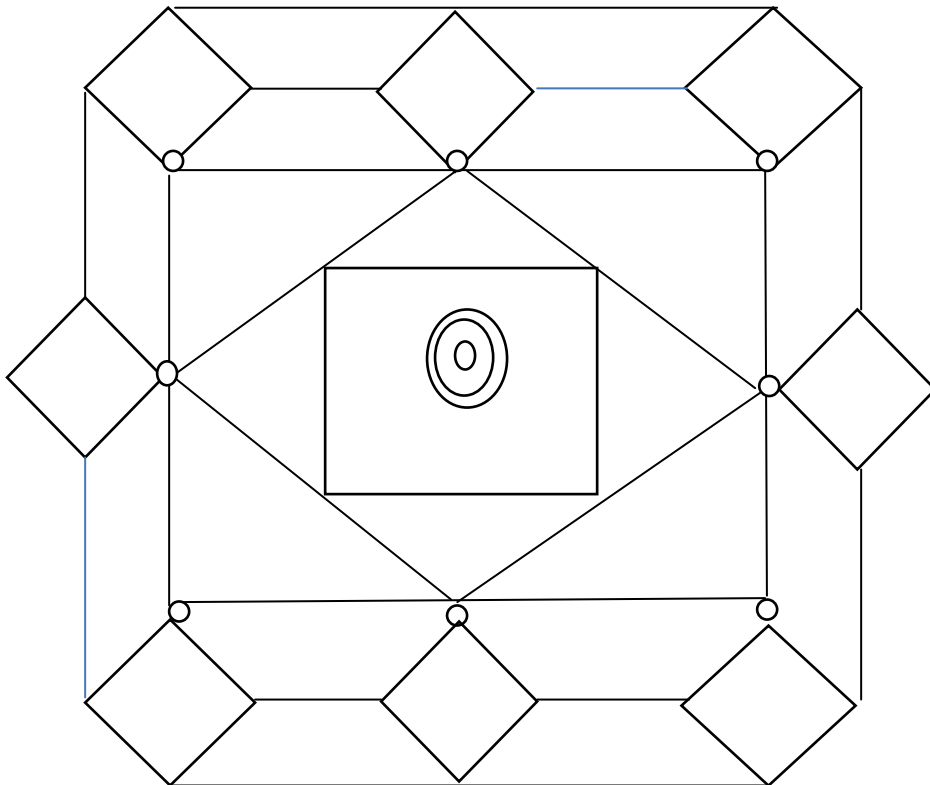
- h. As an ideational aspect of human environmental adaptation
- i. As a catalyst for human – social interaction
- j. As a discursive method of need identification, Problem analysis and an emerging discussion on society
- k. As politically participative method of inclusion
- l. As a method to reduce 'friction of space' and as a technique of reconciliation as well as reconstruction.



- m. As a catalyst for multiple functions and spatial patterns.
- n. As a corollary or support mechanism to active learning.

Cultural Models of Citizenship Training

The following is the diagrammatic representation of the Citizenship Training and Cultural Patterns.

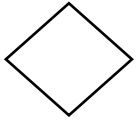




Citizenship Training



Affiliated Zone of
Influence



Cultural Patterns



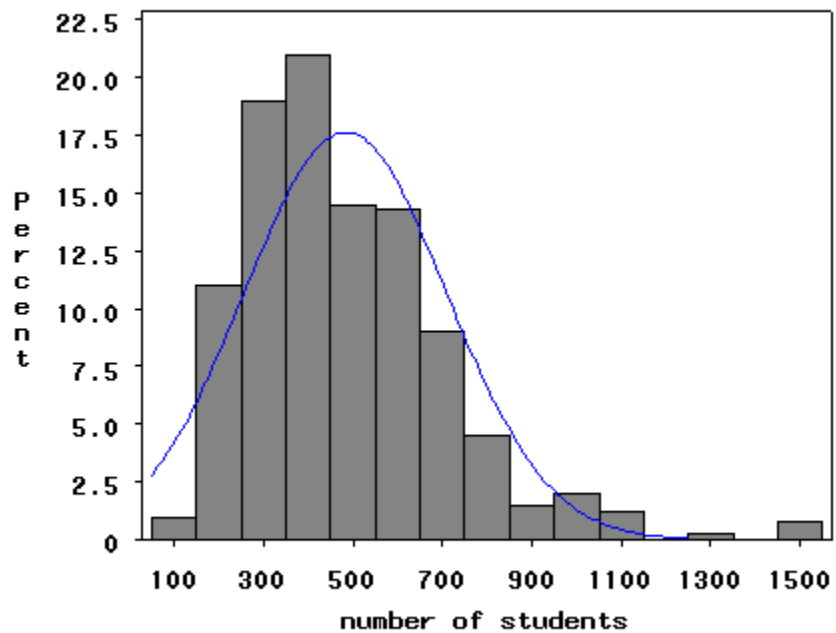
Achieved zone of Change

Why are spatial patterns in our classroom obscure?

- * The problem of isolation and segregation have to be identified.
- * Economic and social factors in the process of segregation must be analysed
- * Degree of segregation and intensity of isolation must be interpreted.
- * Seven zones of anchored influence (affiliated and achieved zones) have been identified as a result of cultural practice and citizenship training. They are
 1. Population Education
 2. Energy Education
 3. Environment Education
 4. Peace Education
 5. Human Rights Education
 6. Art Education
 7. Social Learning and Social Science Education

Performance Mobility and Citizenship

Citizenship provides access to performance and higher levels of qualitative living and learning. Reference group theory helps in the analysis of mobility at the level of individual, and corporate mobility is better understandable by the concept of sensitization and other related concepts



Mobility within a group and among groups can be analysed. A new form of mobility ie., *performance mobility* is the key to growth and quality components in citizenship at the outset of cultural practices.

The variations may be found in the following categories

- ❖ Positional change and performance mobility
- ❖ Upgradation of skills and performance mobility
- ❖ Inter relationship and responsibility sharing as a result of roles and positions.
- ❖ Change Agents and Association of Influential zones (Affiliation and Achievement)
- ❖ Management of Citizenship training programmes and cultural practices

Performance mobility is the assurance provided by various training programmes through cultural practices and art training. Performance mobility can be defined as “a cultural change of individuals to will and to achieve a unique pattern of interaction in the classroom”. Also, performance mobility will be a boon to individuals with enhanced awareness about their roles positions and responsibilities.

PEET STUDY IMPACT

Four Levels of Cultural Modeling and Citizenship Training

PEDAGOGIC - Linking, Methods and Human beings.

EMANCIPATORY - Attaining Freedom from Pedantic Fetters

EXPRESSIVE - Integrating perceptual and real knowledge

TRANSFORMATIVE - Experiencing change from within.

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