

AEF's Arihant College of Education

Name of the Student : JESSICA PATHAK

Roll No : 09

DECLARATION

My self Jessica N. Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof- Rameshwari Shende. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Signature of the Student: J. Pathak

Date:

Course No. B.Ed. 102

CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY

Practical 01 – Study of Thinker

Name of the Thinker John Amos Comenius

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Criteria	5	4	3	2	1
1.	Introduction:- 1. Importance of thinkers 2. Objectives of the Practical		✓			
2.	Life history of the selected thinker	✓				
3.	Contribution to education field		✓			
4.	Influence of his /her thoughts in the 21 st century.		✓			
5.	Comparison with any one of the thinkers given in the syllabus	✓				
6.	Reflection / Opinion	✓				
7.	References		✓			
8.	Overall Impression	✓				
Total Marks out of 40		36				

Name of Guide: Asst.Prof. Rameshwari Shende

Sign of Guide with date :

R.S.
1.8.22



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IMPORTANCE OF THINKERS

India and the world has seen many eminent educational thinkers. We are all aware of the fact that the term 'Education' is so comprehensive and dynamic that there is no last word on 'Education'. The term 'Education' is interpreted in many ways as process and product, task and achievement, growth and development etc. Many philosophers and educationalists have defined the term 'Education' differently, according to their perspectives.

The educational process depends on four fundamental aspects:

- i) the educational institution
- ii) teachers
- iii) curriculum and the
- iv) students.

These four aspects correlate with each other strongly. All these aspects are being integrated into the educational institutions. Thinkers have shared their perspectives, theories, knowledge on these aspects. Their ideas and thoughts help to understand and to modify the educational process. Their thoughts



are like a map, which guides and helps teachers and institutions to follow an ideal path to overall development of a child through education. These thinkers have given a wide range of aims and goals of education, they have given examples of how the curriculum should be, how the ideal teacher should be and the role they have to play.

Different thinkers' educational contribution in different fields have paved a way for modern education. Without their ideologies, the fulfilment of education would be incomplete.

By engaging with the ideas of great thinkers throughout history, we are empowered to think for ourselves about the matters of meaning and existence, how to make the world a better place, or simply working out what's worth pursuing in life.

Study of these thinkers and their thoughts, therefore, provide us with the tools and the opportunity to develop and express their own philosophical views. They are of great use in further education. Their thoughts open our eyes to the multitudinous ways we can teach, use practices that differ from our own and reawakening a childlike wonder and appreciation for education in the minds of our students.



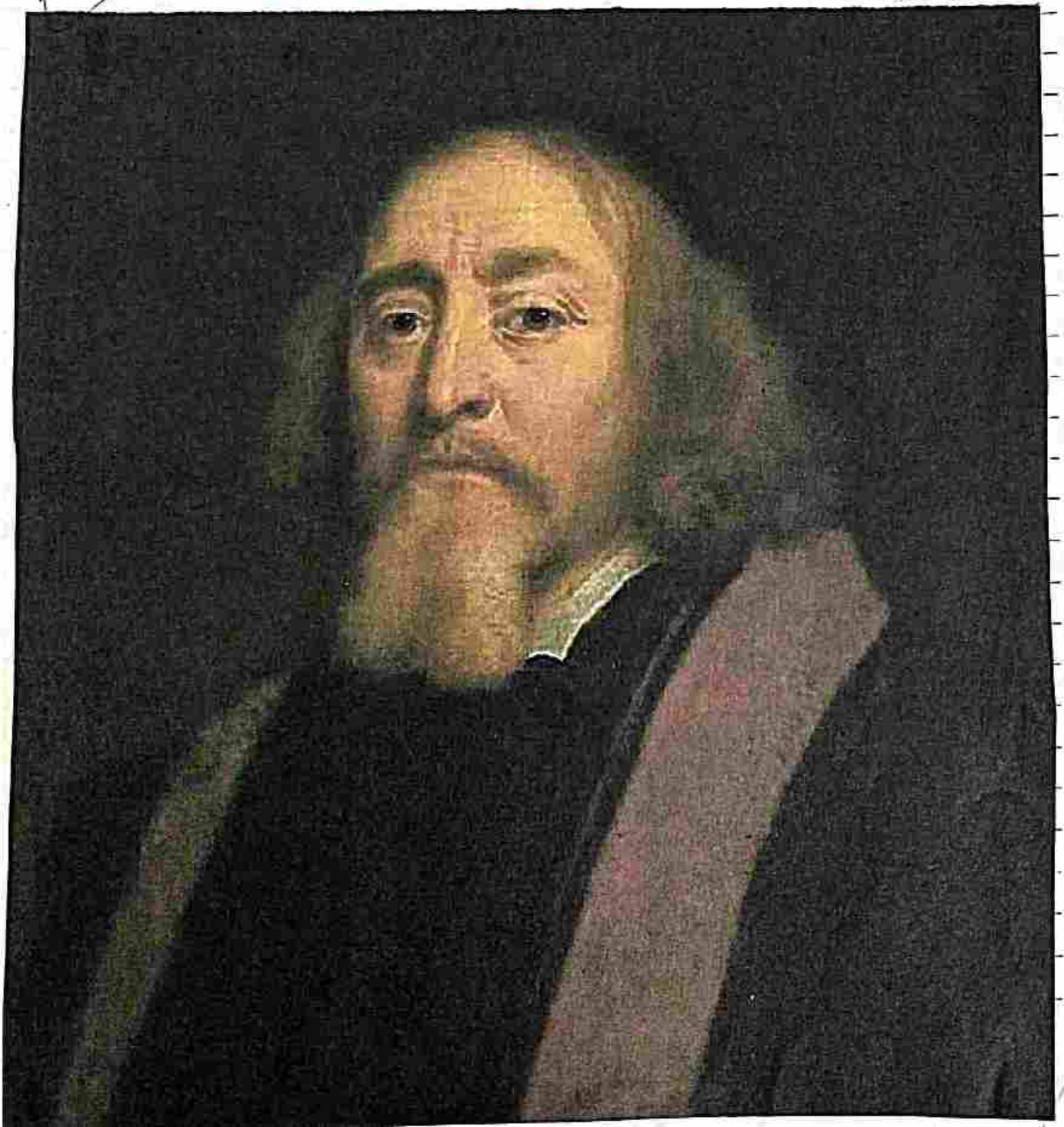
OBJECTIVES OF THE PRACTICAL

1. To understand the importance of thinkers.
2. To study the life history of John Amos Comenius.
3. To understand the contribution of Comenius to educational field.
4. To study the influence of Comenius' thoughts in the 21st Century.
5. To compare Comenius with Rabindranath Tagore.
6. To give our reflection / opinion on John Amos Comenius.




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JOHN AMOS COMENIUS



LIFE HISTORY OF JOHN AMOS

John Amos Comenius was a Czech philosopher, pedagogue and theologian who is considered the father of modern education. He was born in 1592 in the Margraviate of Moravia in the Bohemian Crown. His birthplace is uncertain and possibilities include Uherský Brod, Nivnice, and Komňa, all of which are located in Uherské Hradiště District of today's Czech Republic. John was the youngest and only son of Martin Komenský and his wife Anna Chmelová. His parents and two of his four sisters died in 1604 and young John went to live with his aunt in Strážnice. Owing to his impoverished circumstances he was unable to begin his formal education until later in life. He was 16 when he entered the Latin School in Přerov (he later returned to this school as a teacher 1614-1618). He continued his studies in the Herborn Academy (1611-1613) and the University of Heidelberg (1613-14).

In 1612, he read the Rosicrucian manifesto Fama Fraternitatis. Comenius was greatly influenced by the Irish Jesuit William Bathe as well as his teachers Johann Piscator, Heinrich Gutberleth, and particularly Heinrich Alsted.

Comenius became rector of school in Píetrov. In 1616 he was ordained into the ministry of the Moravian Brethren and four years later he became pastor and rector at Fulnek, one of its most flourishing churches. Throughout his life this pastoral activity was his most immediate concern.

After his religious duties, Comenius' second great interest was in furthering the Baconian attempt at the organization of all human knowledge. He became one of the leaders in the pansophic movement of the 17th century and, in fact, was inclined to sacrifice his more practical educational interests and opportunities for these more imposing but somewhat visionary projects. Comenius also attempted to design a language in which false statements were inexpressible.

In 1641, he responded to a request by the English parliament and joined a commission there charged with the reform of the system of public education. According

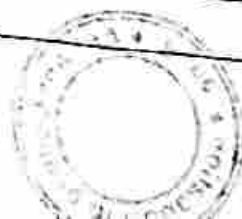


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to Cotton Mather, Comenius was asked by Winthrop to be the President of Harvard University but in 1642 Comenius moved to Sweden instead to work with Queen Christina and the Chancellor Axel on the task of reorganizing the Swedish Schools. The same year he moved to Elbing in Poland and in 1648 went to England and remained there until 1654 as a professor at the first Hungarian Protestant College, he wrote some of his most important works there.

In 1659, Comenius produced a new edition of the 1618 Bohemian Brethren hymnal, *Kancionál*, to *ještě kniha žalmt a písní duchovních* containing 606 texts and 406 tunes. In addition to revising the psalms, hymns and added a new introduction. Comenius addresses both instrumental and vocal music in many places, although he dedicated no treatise to the topic.

Sometimes he follows the medieval mathematical conception of music, but in other places he links music with grammar, history and politics. Musical practice, both instrumental and vocal, played an important role in his system of education.



DEATH

He would die there, in Amsterdam, in 1670. For unclear reasons he was buried in Naarden, where visitors can see his grave in the mausoleum, located in the Kloosterstraat, devoted to him.

John Amos Comenius



(1592-1670)

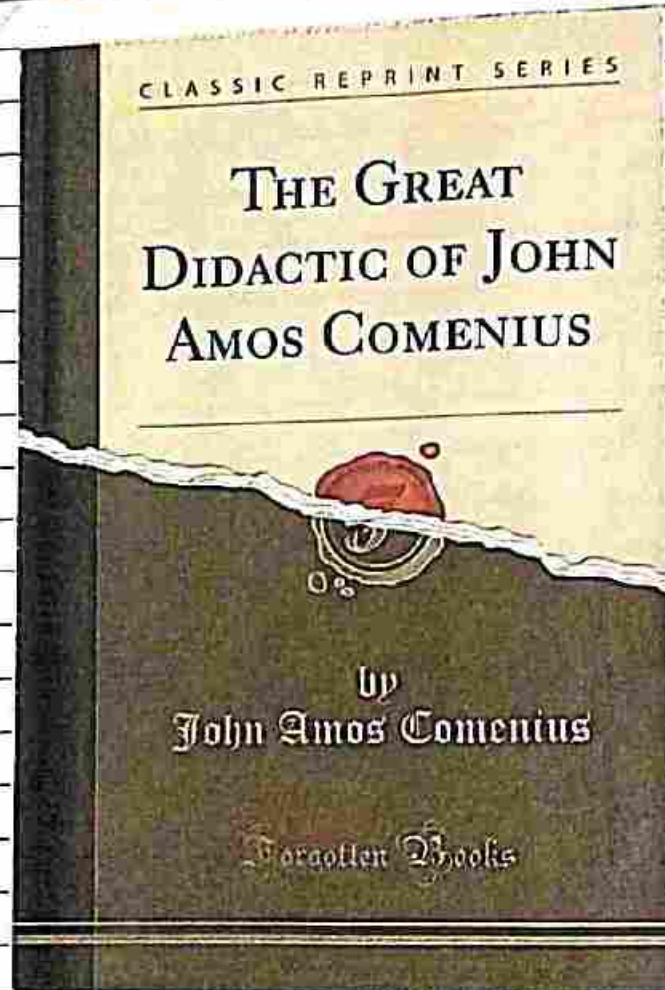
- In Czech: Jan Amos Komenský
- the most important person of our region
- Czech teacher, scientist, educator, and writer
- Comenius became known as the teacher of nations
- one of the earliest champions of universal education



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WORKS

* The Great Didactic

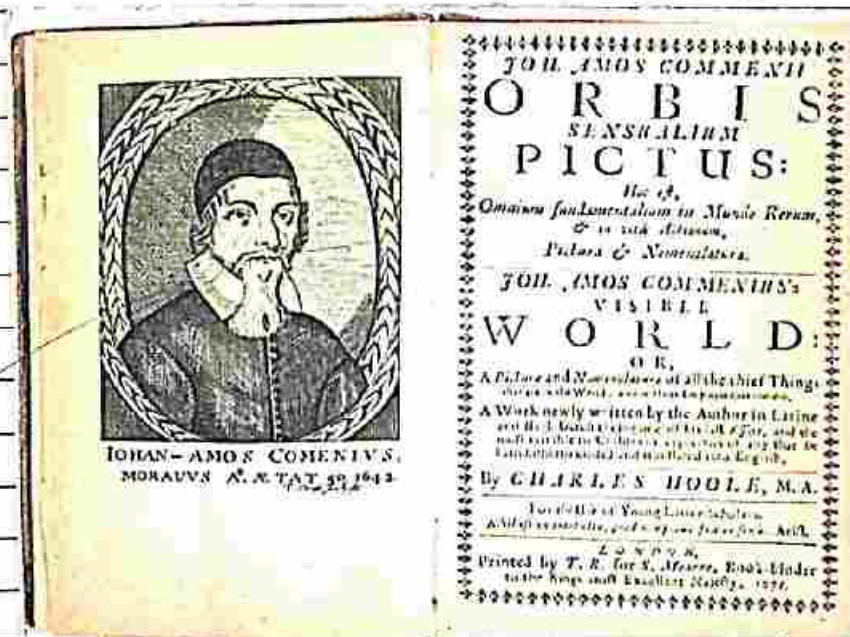


The Great Didactic is commonly referred to as the first great work of pedagogy (education) at all. He did his work as a 'didactic of life.' The aim of which was "to teach" every-
everything completely. or "to teach everyone everything in consideration the whole."

Comenius thus represented an approach of optimistic anthropology, which sees something good in every human being and generally considers this to be expandable. The Great Didactic serves as a guide to achieve a high learning outcome for students in a pleasant learning atmosphere. He outlined a system of schools that is the exact counterpart of the existing American system.

The book forwards a philosophy of teaching called **pansophism** (**universal knowledge**) whose aim it is to teach all things to all people from all points of view. In the Great Didactic, Comenius recommended learning from nature too.

* ORBIS PICTUS



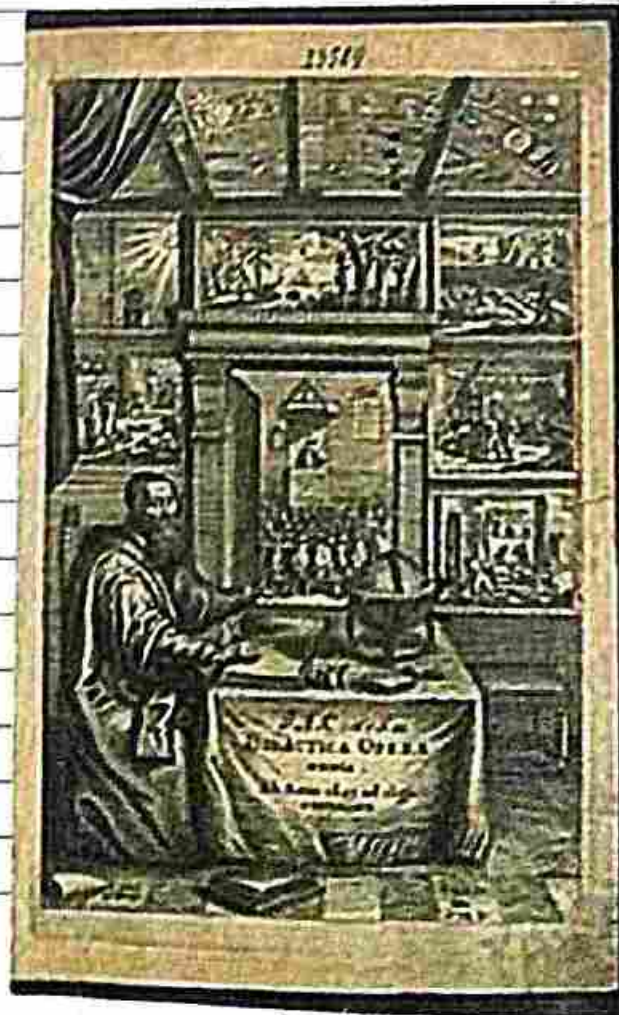
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In the mid 17th Century John
Comenius published what many consider
to be the first picture book dedicated
to the education of young children.
Orbis Sensualium Pictus or The
World of Things Obvious to the Senses
drawn in Pictures, as it was rendered
in English. Originally published in
1658 in Latin and German, the book
with its 150 pictures showing everyday
activities like brewing beer, tending
gardens and slaughtering animals is
immediately familiar as an ancestor of
today's children's literature.

The Orbis was hugely popular.
At one point, it was the most used
textbook in Europe for elementary
education.



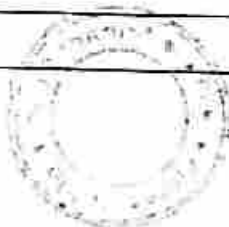
LEGACY

The Comenius Medal, a UNESCO award honouring outstanding achievements in the fields of education research and innovation commemorates Comenius. **Peter Druks** hailed Comenius as the inventor of textbooks and primers.

During the 19th-century Czech National Revival, Czechs idealised Comenius as a symbol of the Czech nation. This image persists to the present day.

The Czech Republic celebrates 28 May the birthday of Comenius, as **Teacher's Day**. The University of Jan Amos Komenský was founded in Prague in 2001, offering bachelor's, master's and graduate degree programmes. Late to Language, a project of lifelong education, taking place in the Czech Republic from October 2005 to June 2007 and aimed at language education of teachers. Comenius is pictured on the 200 Czech koruna banknote.

Asteroid 1861 Komenský, discovered by Luboš Kohoutek, is named in his honor.



CONTRIBUTION TO EDUCATION FIELD

* BASIC PANSOPHIC [UNIVERSAL KNOWLEDGE] PRINCIPLES OF JOHN AMOS COMENIUS

1. An absolutely new vision of the whole, of the entire world is required.
2. A picture of the world should be viewed as unity, in its inherent organization and reality.
3. It will result in the "Universalis sapientia" (Universal knowledge) which is interconnected by a unity of its laws acting throughout all disciplines and deducible from every one of them.
4. "Universal knowledge" will make it possible to clarify, in future, individual and opposed truth and, simultaneously, unite all views within a common objective.



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5. "Pansopia" will extend all over the world opening boundless opportunities for cognition and perfection.

6. When the reality is understood as a unique living organism, all its components reveal their true meaning and the reality itself reveals its law to people, they will come to universal harmony.

7. Man should apprehend all that a great harmony in himself.

8. Man will acquire a universal key as guideline to further cognition and discoveries.

9. "Pansopia" is a true vision and understanding of the world, it should become accessible for all peoples of the Earth in native languages.

10. If Man lives in truth and performs his part in the universal harmony chorus, then all people would come to a concord, to peace.

EDUCATION



"Not the children of the rich or of the powerful only, but of all alike, boys and girls, both noble and ignoble, rich and poor, in all cities and towns, villages and hamlets, should be sent to school. Education is indeed necessary for all, and this is evident if we consider the different degrees of ability. No one doubts that those who are stupid need instruction, that they may shake off their natural dullness. But in reality those who are clever need it far more, since an active mind, if not occupied with useful things, will busy itself with what is useless, curious, and pernicious."

- JOHN AMOS COMENIUS

1. Education was not for the rich or other elite, but for everyone.
2. He advocated universal education, teaching children both in their native and Latin language, the universal language in Europe at the time.
3. His educational system retained the uniqueness of individual culture while at the same time promoting the unity of humankind.



4. The goal of education as the development of universal knowledge among all people, including women and children, and all nations.

5. Educated people are those who sought knowledge from all sources in order to become more like God in whose image they were made - omniscient and universally compassionate.

AIMS OF EDUCATION

1. To become United with God

According to Comenius, the ultimate purpose of human life is to become united with God and to obtain eternal bliss in life after death, with life here on earth being the preparation for life after death.

For that purpose everyone should

- 1) know all things
- 2) become a person who can control things oneself
- 3) become like the image of God and education should help achieve all that.

2. Intellectual Development

He advocated the necessity of intellectual education.

3. Moral Development

Moral education should also be given utmost importance along with intellectual education.

4. Religious Development

He saw the right kind of education as Christ centered and Panosophist. Religious education should be given to children to attain spiritual harmony and to become united with God.

5. Overall Development

To teach "all things to all men" was the theme of Comenius' theory of education.

6. To bring out natural gifts.

Comenius considered that the talent to realize the goals of education is naturally inherent in people, and it is the role of education to bring out this natural gift, that is "nature."

CURRICULUM

1. According to Comenius, since a combination of words and pictures is more powerful than either alone, the two should be united in children's texts.



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2. Curricula should move from simple to more complex with repetition and review so that learner will gain mastery.
3. The subjects taught should have practical use.
4. Where possible, demonstration should have practical use and direct observation should be the norm.
5. Lays stress on using pictures, maps, charts and other visual aids. He even brought drama into the classroom.
6. The goal of education, according to Comenius, is the acquisition of wisdom, which is comprised of learning, morality, and the Christian faith. He said that men must be taught eternal things, because being destined for eternity, they cannot be ignorant of their end without risk of eternal loss.

DISCIPLINE

"Children ought to be dearer to parents than gold and silver, than pearls and gems for gold and silver are fleeting

and transitory; children are an immortal inheritance."

- John Amos Comenius.

1. To begin with he saw children through Christ's eyes: precious gifts from God to be cherished rather than annoyances to be suppressed.
2. Children will be joint heirs of Christ just as much as their parents (Christian). Someday they will rule in the Kingdom of God and judge the very devils. However unimportant they now seem, they are actually of inestimable importance.
3. Therefore children are to be treated as if more precious than gold.
4. They should be showered with love.
5. Material should be adapted to their ability to learn.
6. Never should children be punished for failing but rather helped and encouraged.



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ROLE OF TEACHERS

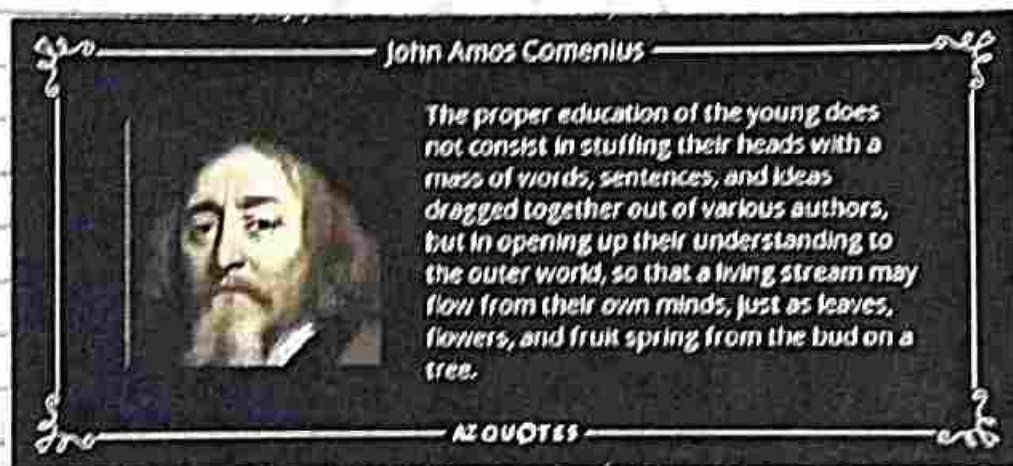
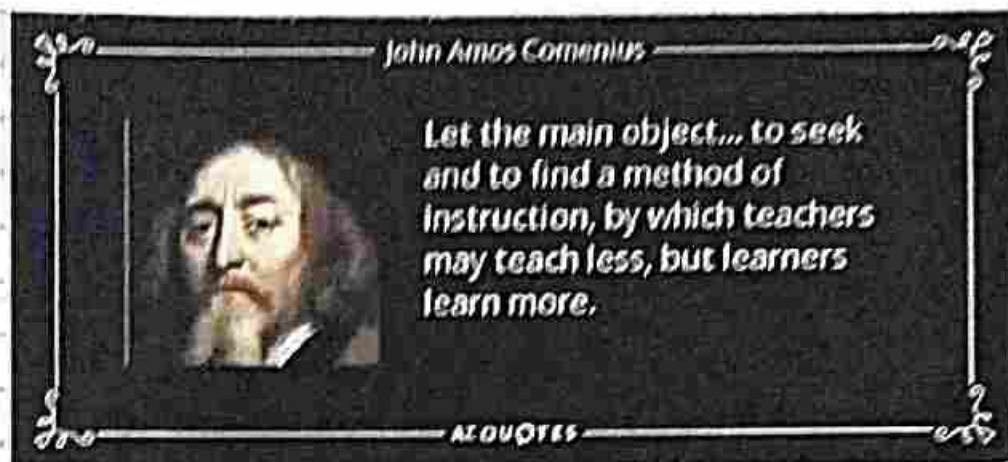
1. He believed that teachers should understand a how a child's mind develops and learns.
2. Teachers ought to "follow in the footsteps of nature," meaning that they ought to pay attention to the mind of the child and to the way the student learned.
3. Teachers should give utmost importance to the child's early years.
4. Teachers should work with the natural order of a child's development.

METHODS OF TEACHING

1. Emphasized the value of active learning, hands-on experiences and involvement of parents in children's education.
2. Fostered the belief that education should follow natural order of things.
3. Learning by doing.

4. Children should be allowed to learn at their own pace.

5. Children's development follows a time-table of its own and their education should reflect the fact.

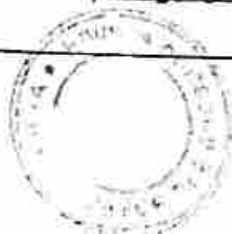


EDUCATIONAL INFLUENCE



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1. Supported the idea of universal education.
2. His 1658 publication "The World of Pictures" is viewed as the first picture book for children.
3. Three most important contributions are:
 - books with illustrations
 - education with the senses
 - social reform - educate the poor as well as the rich.
4. He created a new educational philosophy called Pansophism or universal knowledge, designed to bring about worldwide understanding and peace.
5. His textbooks were age-appropriate intending to first attract children to schoolwork and at the end matriculate students who "can find their way in the world."
6. Comenius introduced a number of educational concepts and innovations including pictorial textbooks written in Native languages instead of Latin teaching based in gradual development from simple to more comprehensive concepts, lifelong learning with a



focus on logical thinking over dull memorization, equal opportunity for impoverished children, education for women, and universal and practical instruction.

European Contributors John Amos Comenius (1592-1670)



- Promoted idea that the first years of life are crucial to overall development
- Believed that movement and activity were signs of healthy learning experiences
- Young children learn best from natural, real-world experiences
- His educational goal: "To seek and find a method by which the teachers teach less and the learners learn more, by which the schools have less noise, obstinacy, and frustrated endeavor, but more leisure, pleasantness"

7. He outlined the system of schools that is i) kindergarten ii) elementary school iii) ~~elementary~~ secondary school iv) college and v) university.

8. First to formulate the idea of "education according to nature."

9. His fundamental ideas:

i) Learning foreign languages through objects rather than words.

ii) Starting with objects most familiar to child to introduce him to both



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the new language and the more remote world of objects.

iv) giving the child a comprehensive knowledge of his environment, physical as well as instruction in religious, moral and classical subjects.

v) making this acquisition of a compendium of knowledge a pleasure rather than a task.

vi) making instruction universal.

10. Comenius wrote several textbooks on education. They were so original that they won him the name, "Father of Modern Education."

11. He became world-renowned for his progressive views of education and was offered the first presidency of Harvard.

Comenius contributed greatly to universal education. The importance of the Comenian influence in education has been recognized since the middle of the nineteenth century.



INFLUENCE OF COMENIUS'S THOUGHTS

1. School System

Currently, every educational system follows the school system outline given by Comenius, that is kindergarten, elementary school, secondary school, college and university.

2. Education for all

In the 21st century, no one is deprived of education. Comenius strived for women and education for the impoverished. The Right to Education Act gives equal opportunity to all children.

3. Visual teaching aids

All the schools use visual teaching aids; charts, maps, pictures as given by Comenius.

4. Aims of Education

Almost all of his aims of



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education are being fulfilled today. School stresses much on overall development. Value Education, Catholicism are now present as school subjects for moral and religious development.

5. Curriculum

Textbooks now are a combination of words and pictures which was stressed by Comenius. Practical subjects are being taught in schools. Science experiments, geography, maths are taught through demonstration.

6. Discipline

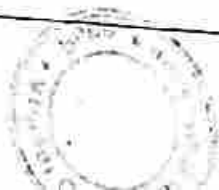
Harsh discipline is now banned in school. Children are treated with love and affection. Punishments have decreased significantly.

7. Methods of Teaching

He brought drama in classroom. Schools now focus much on learning by doing, activity based learning and makes use of all 5 senses of children.

8. Role of Teacher

Teaching is now student-centric and thus as Comenius wanted, teacher focus on how the child learns best and provides such opportunities to learn.



9. Montessori's approach

Comenius believed that children learned best with their senses, wanting sensory education approach. Many schools today still implement the practice of utilizing the senses when teaching and Maria Montessori's approach was greatly influenced by this practice.

10. Learning through Play

Comenius said that "much can be learned in play that will afterwards be of use when the circumstances demand it." Schools now don't focus only on theoretical knowledge but uses innovative, creative teaching-learning methods where students are engaged and enjoy themselves.



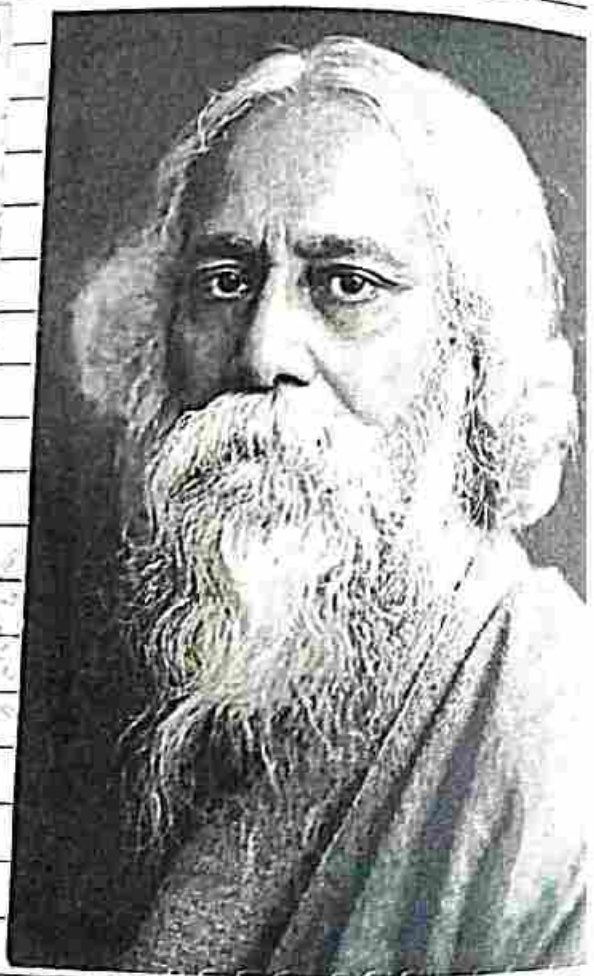
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COMPARISON OF JOHN COMENIUS WITH RABINDRANATH TAGOR



Loe. here an Exile, who to serve his God,
Hath sharply tasted of proud Pasture's Fed,
Whose learning, Piety, & true worth being knowne
To all the world, makes all the world his owne,

John Amos Comenius



Rabindranath

Tagore

POINTS OF SIMILARITIES

1. Aims of Education

Both the thinkers advocated for intellectual, moral, religious, overall development of the child.

2. Discipline

Comenius and Tagore both did not approve of the theory of strict and harsh discipline. They both wanted the child to be treated with love and affection.

3. Methods of Teaching

Both the thinkers stressed much on learning by doing, activity based learning and involving all 5 senses in teaching-learning process.

4. Active communication with Nature and Man

Comenius and Tagore both gave importance to nature and felt that we should follow the in the steps of nature.

5. Education for Women

Both Strived to provide education to women. They both viewed man and women as equals and felt both should be given equal educational opportunities.



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POINTS OF DIFFERENCES

1. Curriculum

Tagore strongly criticised bookish knowledge. Comenius stressed on teaching children through textbooks having different pictures.

2. Harmony with all things

Tagore felt that education must lead to harmonious development. Comenius believed that education must lead us to unite ourselves with God.

3. Teacher's Role

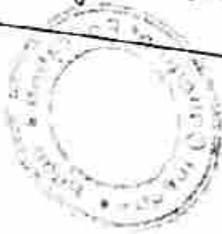
Comenius wanted teachers to know the child learnt best but Tagore felt the teachers should be a guru, a guardian and a true guide.

4. Internationalism

Tagore advocated for international education for synthesis of the East and the West but Comenius has not spoken anything on this matter.

5. School system

Tagore felt that children should not be locked in classrooms but instead learn outside in nature. Comenius have to learn in kindergarten, elementary, secondary, college and university.



REFLECTION

John Amos Comenius has been rightly called the 'Father of Modern Education.' The reason I chose this particular thinker was because I was curious to know why he was called by the above title and also because he stressed much on religious education. My research on John Amos Comenius has enlightened me on his deep knowledge and understanding about how the child should learn, the best possible ways to teach the child and how 'education is the manufactory of humanity'.

John Amos was futuristic, advanced and thought much ahead of his time. I greatly appreciate him using pictures in textbooks. This practice is still given much importance and even now words are combined with pictures. The most I loved about his personality was, how much he gave importance to children. He called them 'much more precious than gold and silver' and said that each child should be cherished.

He also focused and stressed much on spirit of play and learning by doing which I feel is very important and



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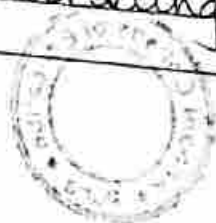
schools have recently discovered its importance.

"Not only the children of the rich or of the powerful only, but of all alike, boys and girls, both noble and ignorant, rich and poor, in all cities and towns, villages and hamlets, should be sent to school."

The above quote by John Amos Comenius speaks for itself. He advocated for education for all, man and woman, rich and poor and I feel it is reflected in the Right to Education Act. No one should discriminate against anyone where education is concerned.

"Let us have but one end in view, the welfare of humanity; and let us put aside all selfishness in consideration of language, nationality, or religion."

The above quote by Comenius touches me deeply. I hope above everything that we are able to, one day, achieve that I feel the study of all thinkers is very important as it significantly shapes our mind and lights our path to the right way (especially as teachers) and opens a door to a whole new era of possibility where education can be taught in the most creative, interesting and fulfilling way.



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