

Problems and Solutions of Teaching Political Thought through the Application of Pedagogical Theories at First Year Undergraduate Level in a Government College in Bangladesh

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ABSTRACT

The study presents the existing scenario of teaching political thought through the application of pedagogical theories in Kurigram Government College at the first year undergraduate level in Bangladesh. In addition, the study justifies whether the cognitive, constructivism, and connectivity theories are applied or not. Semi-structured interviews and focus group methods have been applied, following the qualitative method. The principal and four teachers were selected for semi-structured interviews from political science department. Simultaneously, 40 students (20 male and 20 female) participated in the focus group discussion. A purposive sampling method was used to select participants. In addition, three lesson plans were prepared and based on the classes followed by the prepared lesson plan students were asked the positive and negative aspects of the topics regarding their understanding. After collecting the qualitative data from semi-structured interviews and focus group discussions, the data was analyzed. Lack of pedagogical training, dependency on following the traditional lecture method, the senior teacher's unwillingness to receive the training on share and pair method are the main causes of not following pedagogical method in the class. Some recommendations are also provided in the research.

Key Words: Problems, Solutions, Pedagogy, Theories, Undergraduate, College, Bangladesh

INTRODUCTION

Since teaching was confined to traditional method before 1990 (Hamiti & Reka, 2012), focus on pragmatic learning, higher order thinking and interaction were not given full emphasis (Roy, 2019). Teachers only provided lecture through traditional method (Marmah, 2014) which was not enough to create a lively learning ambience (Xing-ju, Lin, & Gui-feng, 2013). However, the flow of gathering knowledge in advanced world has flourished after the application of different educational theories such as cognitivism, constructivism, behaviorism and connectivism (Oommen, 2020). Bangladesh has failed to keep pace with the modern world in attaining knowledge as teachers are still following the traditional method of lecturing all the subjects (Proadhan, 2016; Akhter, 2017). The article will show the application of different approaches along with lesson plans under cognitivism, constructivism, and connectivism theory in teaching political thought.

Rationale for Choosing the Topic

Developing countries are hundred years behind the developed countries in terms of educational achievement (O'Neil, 2008). High standard enhancement of Finland's education had been attained based on equity, pliability, creativity, professionalism and mutual trust (Sahlberg, 2009). Simultaneously, Singapore has developed in education accepting different learning vision from 2012 to current (Ho & Koh, 2017). Conversely, Bangladesh is facing enormous hassles in teaching and learning at government colleges to prepare potential, knowledgeable and farseeing people for performing higher responsibilities (Monem & Muhammad, 2010).

Transformation of the teacher-centered method into student-centered as learners become more independent and accountable in this method (Hamza & Al Kharusi, 2013) is almost rare in the government college in

Bangladesh. Consequently, students“ cannot construct knowledge by active participation, problem solving activities and critical thinking (Nuckles, 2000). Civilized nation can be made possible whenever the blending of creative and innovative thought comes into practice (Butts, 1967). If Bangladesh Government wants to build their nation as civilized, there is no way but to shape the quality of education. And quality education can be achieved through the application of cognitivism, constructivism and connectivism theories. The approaches of these theory namely scaffolding, collaboration, reciprocal and connective learning tools will drive Bangladesh to prepare a competent human resource.

Kurigram Government College is located in the northern part of Bangladesh. The college offers honors, masters in 14 disciplines along with intermediate and degree. Teachers follow the conventional method here. Sometimes they read out the lesson from the text for the understanding of the students. Traditional method is being practiced among the teachers. Classroom is teacher-centered here. Hence, student’s learning is profoundly linked with memorization than critical thinking (Jony, 2016). Here, teachers are appointed after passing the highest competitive civil service examination without any degree on education (Poddar, 2017). The approaches of these theory namely scaffolding, collaboration, reciprocal and connective learning tools will drive Bangladesh to prepare a competent human resource.

Objectives of the Research

1. To demonstrate the application of pedagogical theories applied at political thought class in the first-year undergraduate level in Kurigram Government College.
2. To identify the problems of the application of pedagogical theories at political thought class in the first year undergraduate level in Kurigram Government College.
3. To discover the solutions of the application of pedagogical theories at political thought class in the first year undergraduate level in Kurigram Government College.

Research Questions

1. What is the existing situation of the application of pedagogical theories applied at political thought class in the first-year undergraduate level in Kurigram Government College?
2. What are the problems of the application of pedagogical theories applied at political thought class in the first year undergraduate level in Kurigram Government College?
3. How will the complications be solved in the application of pedagogical theories applied at political thought class in the first year undergraduate level in Kurigram Government College?

LITERATURE REVIEW

An introduction to theoretical ideas: Cognitivism

Though the idea of cognitivism emerged in 1950 (Wijayanti, 2013), the roots of this theory come from Plato’s idealism in 400 B.C. (Grider, 1993). Later, the theory was developed by Decartes, Jean Piaget’s and Vygotsky (Grider, 1993; Wijayanti, 2013). The term generally comprises thinking, comes from “Cognition” (Al-Jarrah, Mansor, Talafhah & Al-Jarrah, 2019). Bordwell (1989) claimed that the approaches of cognitivism focused on comprehension, abstraction, analysis, synthesis, generalization, evaluation, decision-making, problem-solving and creative thinking in learning. Ertmer & Newby (1993) opined that cognitivism directs the way of peoples thinking, remembering, learning and solving processes. It is a process of perceiving and adapting to new information with pre-existing cognitive schemas and frameworks (Alzaghoul, 2012).

Application of scaffolding to achieve the objectives

The term “scaffolding” was used first by Wood, Bruner and Ross in 1976 originated from Vygotskys social learning theory and ZPD in 1920 (Hammond & Gibbons, 2005). Scaffolding provides a supportive learning

atmosphere where teachers can enact as facilitators and apply different strategies such as cue cards, mind maps and handouts (Northern Illinois University, 2008). The object of teaching political science is to extend the independent problem solving ability of the students. Scaffolding is aimed at enabling students to learn independently and solve the problems with own cognitive ability (Hammond & Gibbons, 2005). The theory of political thinkers in ancient, medieval, and contemporary age can be taught through scaffolding. Hence, if the aforementioned approaches can be applied, it will be able to stimulate student curiosity on learning.

Constructivism

Constructivism comes from the ‘hipocrates model’ of Socrates and the „Socratic method“ always highlighted the problem-solving activity (Murphy, 1997). Later, Dewey advanced the theory through the reformation of experiences (Jia, 2010) of the learners. Presently, Jean Piaget and Vygotsky considered as the forerunner of modern constructivism (Murphy, 1997; Liu & Chen, 2010). According to Liu (2010), constructivism is a theory of learning where thinking processes are directed to achieve the actual knowledge rather memorizing and reciting a quantity of information. The benefits can be ensured if teachers can respect student backgrounds, assumptions and inspire to stimulate their learning interest (Yilmaz, 2008). Matthews (2003) argues that learners may have to face negative effect in constructivist method as some students cannot engage in student-centered approach.

Collaborative learning and the way to achieve the objectives

The word “Collaborates” originated from “Colabre or colabor” expresses to work in group with showing positive interdependence (Hernandez, 2013). According to Dillenbourg (1999), Collaborative learning is considered a didactic contract in which a discussion happens at the table between two peers or two peers and a teacher to produce a possible outcome. Collaborative learning is an educational approach where a group of learners discuss together, and the learners should have the mentality to hear the different perspectives that may go against their notions (Laal & Laal, 2012). Laal & Laal (2012) further said that this mentality of accepting others' thoughts, ideas, or suggestions helps the learners or individuals to robust their ideas through collaborative learning participation.

Political science classes must rely on collaborative work likewise poster paper activity, discussions, brain storming, free writing, drafting group response and thought provoking work (Fox & Ronkowski, 1997). Falcione, Campbell, McCollum, Chamberlain, Macias, Morsch & Pinder (2019) state that the success of group members depends on both individual preparation and group work and group interaction.

In collaborative learning, the political theories can be grasped following different strategies namely thinking, sharing and writing opportunity, concept mapping, round table discussion, Jigsaw, field trips, and history based film show (Cabrera, Crissman, Bernal, Nora, Terenzini & Pascarella, 2002). Students are passive here. Even, there is no scope to judge their understanding ability. Thus, if the theory can apply in the different strategies of collaborative learning in lesson plan, the downhearted mentality of students will be changed.

Reciprocal teaching and the ways to achieve the objectives

Reciprocal teaching idea is a constructivist method of teaching where students can draw self-meaning after reading the text combined with their past knowledge (Foster & Rotoloni, 2005). Moreover, students can construct knowledge as they can enjoy the ownership of learning with the close supervision of teachers (Meyer, 2014). Dialogue takes place in reciprocal conversations in small groups to understand the text (Hashey & Connors, 2003). Teachers can use four valued comprehension strategies namely predicting, questioning, clarifying and summarizing. The exercise of these strategies will prepare students as independent thinker after reading text (Doolittle, Hicks, Triplett, Nichols & Young (2006). Simultaneously, reciprocal teaching strategies will aid the students to think critically on political thought after reading the text.

Connectivism

The idea of connectivism theory was first developed by G. Siemens and S. Downes based on their analysis of

the shortcomings of existing learning theories (Klement, 2017). Connectivism is a source of connecting information for evolving learners skill and considered as productive elements for inclusive education on remote learning (Abhari, 2017). The theory inspires to prepare as “do-it- yourself learners” in this digital age (Nussbaum-Beach & Hall, 2011).

Role of technology and networking in connectivism

Currently, the technological applications have been extended in higher education can be forced the 21st century learners from any other time (Davis, Edmunds & Kelly-Bateman, 2008). Technological tools like twitter, face book, you tube, blogs, podcasts, video casts, online libraries are using in teaching to seek, create and share knowledge. Notably, connectivism plays a significant role in the advancement and emergence of contemporary pedagogies where control is shifting from the teachers to autonomous students.

METHODOLOGY OF THE RESEARCH

The Qualitative method has been applied in the research. Semi-structured interviews and focus group methods have been adopted, following the qualitative method. The principal of the college and four teachers were selected for semi-structured interviews from political science department. Simultaneously, 40 students (20 male and 20 female) participated in the focus group discussion. A purposive sampling method was used to select participants. In addition, three lesson plans were prepared and based on the classes followed by the prepared lesson plans students were asked the positive and negative aspects of the topics regarding their understanding. After collecting the qualitative data from semi-structured interviews, and focus group discussions, the data was analyzed. The goal of the focus group discussion and semi structured interview was to depict the existing ambience of the application of pedagogical theories among the first year undergraduate political science class in the class. It took 40 to 50 minutes to conduct the focus group discussion and semi-structured interviews. Semi structured interviews were conducted based on the open-ended questionnaire whereas close and open ended questions were adopted in the focus group discussion. The FGD and Interview were both conducted at the Kurigram Government College campus. The college is situated in the heart of Kurigram city and the college is affiliated with National University, Gazipur.

Description of applied three lesson plans in the class

Lesson plan is the road map of a teacher for providing potent teaching (Milkova, 2012). Lesson plan aids teacher to make class productive for achieving the learning objectives (Singh, 2007). In this research, three lesson plans based on cognitivism, constructivism and connectivism theories have been applied in political science classes at Kurigram Government College. The topic of the first, second and third lesson plans are the political thought of Socrates, the political thought of Mahatma Gandhi and the comparative discussion between the political thought of Socrates and Mahatma Gandhi. The class was conducted in the first year undergraduate political science student. The duration of the each class was fifty minutes. The classes conducted followed three parts. First and third parts were reserved for ten minutes and the development part was reserved for thirty minutes. The assessment process was done in the first, second and third lesson were quizzing, partner quizzing and partner quizzing. The class activities were done through scaffolding, constructivism, connectivism and collaborative theory.

Lesson plan one Comment [OA5]: Send the lesson plans to appendices Theoretical discussion and Findings of the assessment Tasks

In the aforementioned lesson plans, scaffolding, collaborative group work, reciprocal teaching and tools for connectivity have been used to produce a peak output which has been discussed below.

a. Scaffolding under Cognitivism

Understanding ability and conception on political thought had been improved through scaffolding. Here, students felt friendly than previous as teachers provide adequate support.

b. Collaborative learning under constructivism

Students inner thought developed a little bit than earlier through collaborative work. Although the atmosphere was noisy with the application of collaborative work, the active participation made the class lively. Markedly, memorization propensity had reduced.

c. Reciprocal teaching under constructivism

Students attempted to realize the meaning of obscure words through reciprocal teaching. Students were accustomed to predicting, clarifying, questioning and summarizing on political thought. Moreover, students became responsible for performing particular role.

d. Connectivism

Student's individual effort on acquiring knowledge has been increased. Students needed to read at home after downloading the documents.

Justification of the assessment tasks of the Lesson plan one

Students were rarely required to give answer in the class. Hence, they felt shy to represent speech. Here, researcher had preferred questioning, writing and demonstrating poster paper and identification of error with feedback to make students talent and presentable.

Questioning (Cognitivism) is mandatory to check students understanding (Collier, 2018). It is the way to receive information and encourage students to deepen the critical and independent thinking skill (Nappi, 2017). York (1987) states that student's anxiety and shyness can be overcome through the demonstration of poster paper writing (constructivism).

Error feedback in writing and speaking (Constructivism) is significant to upgrade student's calibre. Rosdiana (2016); Rijianah (2012) argue that error feedback stimulates students in writing carefully to avoid mistakes.

Justification of the assessment tasks of the lesson plan two

The concept of reciprocal question and answer (Constructivism) will bear a tremendous impact on the minds of the students. Whenever students will learn to ask question and prepare answer through the cooperation, they will understand the central idea of the text (King, 1990).

However, it was essential to recognize the idea of M.G whether it was properly discussed or not. Here, students achieved idea on M.G had been justified by their teacher.

Justification of the assessment tasks of the lesson plan three

Thought provoking questions brought achievement as compare and contrast of Socrates and M.G exist here. Students made connections and picked out differences between the thoughts of Socrates and M.G.

To examine student's individual learning, "one sentence summary" and 'six thinking hats technique' activity had been applied (Constructivism).

The authenticity of learning should be focused on the summarized sentence, written by the students. Summarizing teaches students to discern the central ideas and ignore irrelevant information (Xiao, Wang, He & Jin, 2020).

The quality of learning on political thought will be depended on the quality of decision after discussion. Whenever the decision on any thought comes from the thought of every students of a group, will certainly be the best. The most complex issue of taking decision is confusion stated by Edward Bono can be removed through the application of six thinking hats technique (Kivunja, 2015).

Justification of applying the tools of connectivity in lesson plan one and two

The researcher instructed students to download article on Socrates and M.G in the lesson plan one and two. This attempt stimulated them to search another article. The level of learner's knowledge beyond the text can be extended in a wide variety of range through the proper use of online (Ghofrani & Hollister, 2011)

Presently, students only memorize the answer of the questions for summative assessment. Students never read the text experienced by the researcher. Thus, thinking level was hardly seen to improve. Sorrowfully, students achieve honors and master degree without reading the classical books of Socrates, Plato and Aristotle. Therefore, students with lower order thinking skills were being considered as higher educated person.

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Findings of the Focus Group Discussion and Semi-Structured Interviews

Based on the FGD and Interviews it is shown that teachers are not accustomed to follow proper lesson plan. Markedly, summative assessment procedure is followed to evaluate student's quality. Therefore, students' don't receive any feedback which is an impediment to realize the mistakes. In addition, teachers cannot think of applying different approaches of learning theories for the deficiency of pedagogical knowledge.

Modern teaching materials are not used. Classroom is teacher-centered. Dependency on memorization is seen. Therefore, critical thinking among students remained absent. Furthermore, no group work, field trip or presentation is conducted by the students. Only two tutorial examinations have been arranged for formative assessment. Importantly, teachers have to conduct large class. Consequently, they have to show hegemonic mind to control the class.

A part from this, huge class pressure and clerical work for the teachers create a handicap. Every teacher has to conduct four or five classes in a day. There are only four or five teachers have to maintain department for one thousand or more students. No seminar or workshop is organized by the department.

Practical classes in science department are not conducted properly for the shortfall of devices. Sitting arrangement is also traditional. Therefore, the prospect of providing quality education is unimaginable here.

Possible recommendations

Extra attention for both merit and weak students

Teachers should encourage students both merit and weak. The capability of a teacher to encourage students will certainly lead students to the pragmatic attainment whereas less attention especially on weak learners will produce despondency (Ajaib & Yousaf, 2018).

Show respect on students' cognitive knowledge

Teachers should respect my students' cognitive knowledge and make trust so that they can rely on them. Whenever teachers will attain the belief of students through positive attitude, depth knowledge and effective instructional approaches, the possibilities of creativity will be swelled (Hamachek, 1999).

Application of technological tools

Teachers will apply modern technological tools to engage students. Classes can be more interesting and interactive through the application of technological tools (Altınay-Gazi & Altınay-Aksal,2017). Furthermore, it is easier to make communication, feedback, collaborative online activities and collect contemporary information staying anywhere in the world (Mcknight, O' Malley, Ruzic, Horsley, Franey & Bassett, 2016).

Use of different approaches of theories

The right practice of scaffolding, collaborative learning, reciprocal teaching and technological tools

will produce optimum output in learning process. Moreover, the independent thinking ability of the students will foster.

Extension of time: Time can be extended to ninety minutes for high size class.

Small class size: Class size can be reduced through the formation of groups. Ministry of education should concentrate on the reduction of students in higher level. The number of students would be 20 to 25. There are less than 30 students in Canada, Australia, Romania, Czech Republic, USA and Slovenia; and 20 in Turkey, Netherlands and Norway (Ajayi, Audu & Ajayi, 2017).

Pedagogical training: Authority should arrange one-month pedagogical training as it prepares teacher as facilitator, coach, evaluator to apply theories for teaching, observing and assessing students (Bhowmik, Banerjee & Banerjee, 2013).

Sitting arrangement: Sitting arrangement should be decorated in such a way that the teachers can move comfortably. Here, U-shape with group-based table sitting arrangement with small number of students can bring the best return (Gremmen, van den Berg, Segers, & Cillessen, 2016).

More group practice: More group practice should be ensured by the teachers to overcome the reluctance and shyness of the students. The interpersonal development and the diversity of individual opinions will be grown through more group practice (Chandra, 2015).

Aside from this, seminar and workshop can be arranged by the authority to acquire idea on the theories. Finally, one-year pedagogical course should be mandatory for the candidates who want to become a teacher in college.

CONCLUSION

If the question arises about the objectives of acquiring knowledge, the answer will be given preference on lifelong learning. Lifelong learning can be made possible through the application of different approaches of learning theories discussed in the whole article. A teacher can be considered as success, whenever his students will be able to hone their thinking skill exponentially and solve problem (Willingham (2006). The learners of 21st century should be self-directed, globally aware, problem solver and critical. And the kind of attributes can be acquired through the pedagogy based effective teaching. The teacher should have possessed the idea of cognitivism, constructivism, behaviorism and connectivism to conduct class through proper lesson plan.

However, as there is no mandatory principle to obtain degree on education before entering the teaching profession in Bangladesh; the quality of instructional practices are very poor. Still, teachers are following traditional method. Therefore, to boost the standard of instructional practices; the introduction of pedagogy among teachers is a dire necessity.

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APPENDIX-01

Lesson plan one Comment [OA5]: Send the lesson plans to appendic Ap

Lesson outline			
Subject: Political Science	Topic: Political thought of Socrates	Course: First Year	Class duration: 50 Minutes
Learning objectives: After the session the students will know <ol style="list-style-type: none"> 1. the characteristics of Socrates political thought 2. the impact of Socrates thought in political philosophy 3. the impact of political thought among the people of the society 			

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Lesson steps	Assessment	Justification	Learning theory	Rationale
Beginning (10 Minutes) Grabbing attention: Greetings to the students. Show two minutes video of Socrates life. Students will be required to relate the video with taught topic.	Formative assessment through quizzing	To know LOTS through convergent questions	Scaffolding	Apply scaffolding to know the cognitive level
Telling learners about the objectives: Students will know the features of Socrates political thought. Students will also know the impact of Socrates Political thought among the people of the society.				
Recalling the prior knowledge about Socrates: Inquire students about the previous idea on Socrates. For example 1. Who is Socrates? Why is he considered as great philosopher? Why his political thought is significant? Assist students to make sense about new information with the prior experience.	Formative Assessment through quizzing	Getting idea of LOTS through convergent questions	Scaffolding	Apply scaffolding for the development of cognitive domain

Development (30 Minutes)	<p>Presentation of the theme:</p> <p>Deliver a mini lecture on main theme using power point slides.</p> <p>Give idea about scaffolding, collaborative group work and technological tools.</p> <p>Information will be arranged in sequence and chunk for clear presentation to avoid cognitive overload.</p>			Scaffolding Constructivism Connectivism	To achieve idea on taught topic and approaches for crystal understanding
	<p>Providing liberty for practising and showing group work:</p> <p>Providing adequate support to elaborate the findings.</p>			Collaborative group work Scaffolding	To enhance the ability on sharing idea

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	<p>Give autonomy for sharing and discussing.</p> <p>Provide more knowledgeable than others (MKO) to create better understanding for weak students.</p>			through MKO	To strengthen the quality of weak students
	<p>Allowing students practice:</p> <p>Allowing students to learn by doing to incorporate the key theme of the topic.</p>			Collaborative group work	To create an ample opportunity for exercise
	<p>Necessary feedback:</p> <p>Highlight common errors.</p> <p>Show some examples to achieve the target.</p> <p>Observe and facilitate the discussion for further improvement.</p>	<p>Formative assessment through the Identification of error</p>	<p>To enhance the ability to construct new knowledge with previous knowledge</p>	Scaffolding Collaborative Group Work	Scaffolding and collaborating group work for developing constructivism
Ending (10 Minutes)	<p>Assessing performance:</p> <p>Ask short questions.</p> <p>Invite group members to present work on poster paper.</p> <p>Reviewing and clarifying knowledge gap through the presentation of examples.</p>	<p>Formative assessment through the demonstration on poster paper work</p>	<p>To develop LOT S and HOTS through convergent and diverged questions</p>	Collaborative group work	Prepare students to chase creativity through collaboration

<p>Enhancing, retention and transfer: Provide opportunity to think about the idea to relate in current perspective. For example 1. How much important is it to apply the idea of Socrates in present day? Give two you tube video links on Socrates philosophy and life story for home work.</p>			<p>Constructivism through the ory of connectivity</p>	<p>Enable students to achieve knowledge through online</p>
<p>At the end of third lesson plan, summative assessment will be conducted</p>				

Appendix -02

Lesson plan two

Lesson Outline					
Subject: Political Science	Topic: Political thought of Mahatma Gandhi	Course: Honour's First Year	Class duration: 50 Minutes		
<p>Learning objectives: After the Session the students will</p> <ol style="list-style-type: none"> 1. know the dedication of M.G 2. acquire knowledge on equity, satyagraha and non-violent action of M.G 3. identify the impact of Gandhi's political thought 					
Lesson steps	Assessment	Justification	Learning theory	Rationale	
<p>Beginning (10 Minutes) Grabbing attention: Present two minutes video of Gandhi's Satyagraha movement. Recall the previous learning through asking short comments. Students will be asked to express about the video to relate with taught topic.</p>	<p>Formative assessment through partner quizzing</p>	<p>To know LOTS through convergent questions</p>	<p>Scaffolding</p>	<p>To measure the cognitive knowledge</p>	
<p>Informing learners of the objectives: Students will know the dedication of Gandhi's life for the uplift of the poor, downtrodden and</p>					

	backward classes of the society. They will be introduced with the impact and idea of Gandhi's equity, Satyagraha and Non-violent action.				
	Recalling the prior knowledge about M.G Check the homework and give feedback. Ask questions to recall previous knowledge.	Formative assessment through one minute papers and quizzing	Questioning orally and observing written work to know the existing knowledge	Scaffolding Reciprocal teaching	To develop the existing knowledge
	1. Who is Mahatma Gandhi? Why is he considered as man of destiny, man of millennium and soul (Bapuji) of India? Assist students to think about their previous knowledge and video to prepare answer.				
Development (30 Minutes)	Presentation of the theme Show effective instruction to grasp knowledge on M. G. Provide idea on reciprocal teaching.			Scaffolding	To attain a perspicuous notion on taught topic and approaches for comprehensible understanding
	Proper learning guidance: Students are formed in a group following Jigsaw technique. They will be asked to read five different chapters from Gandhi's books "the story of my experiment with truth". Every students will read ten or equal sentences.			Collaborative Group Work Reciprocal Teaching	To achieve the essence of knowledge on selected topics
	Allowing Students Practice: Students will discuss about their understanding with full autonomy.			Collaborative group work	To ensure crystal understanding on taught topic
	Necessary feedback: Teachers will monitor the reading activity and	Formative assessment through the scanning of inappropriate	Misconception on abstruse terms will be	Scaffolding	Scaffolded for developing the idea of abstruse c

	discussion. Clarify obscure words likewise Satyagraha, Osohojog (Non-violent) etc.	idea	cleared		oncepts
Ending (10 Minutes)	Assessing performance: Invite group members to describe their understanding.	Formative	Prepare	Constructivism	

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Students from another group will ask question if they have lack of understanding. Group leader or members can give the answer of the question. For example- 1. What is the meaning of the word “Osohojog” ? 2. Why did M.G leave South Africa?	assessment through thinking and speaking	students to think and speak	Collaborative group work Connectivity	To create the class more enjoyable and interesting
Enhancing retention and transfer Provide scope to think on the idea in contemporary practice. For example: 1. How much important carry M.G to establish non-violence in the contemporary society Give two articles link on Socrates and M.G political thought for the comparison of next class.			Tools for connectivity	Prepare students to attain knowledge through online

Appendix-03

Lesson plan three

Lesson outline					
Subject: Political Science		Topic: Comparative discussion between Socrates and M. G. political thought		Course: First Year	
Class duration: 50 Minutes					
Learning objectives					
At concluding the session students will					
1. acquire the key idea of Socrates Political Thought.					
2. know the key idea of Mahatma Gandhi's political spiritualism, morality, non-violence.					
3. analyse the political thought of Socrates and M. G.					
Lesson steps		Assessment		Justification	
Beginning		Obtaining attention:		Learning theory	
Rationale					

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(15 Minutes)	<p>Show images of Socrates and M.G on different historical movement.</p> <p>Students will be asked to think about the image to relate with taught topic.</p>	<p>Formative assessment through thought provoking questions</p>	<p>To enhance the ability of thinking and speaking</p>	<p>Scaffolding</p>	<p>Scaffolded to thrive the ability on HOTS</p>
	<p>Telling learners about the objectives:</p> <p>Students will gather the key idea of Socrates and M.G political thought.</p> <p>They will identify the contribution of Socrates and M.G political thought in the advancement of the society.</p> <p>Students will also realize the importance of applying the thought in modern day.</p>				
	<p>Recall of the prior knowledge:</p> <p>Ask questions about the understanding of the article given for home task. For example:</p> <p>1. What have you understood after reading</p>	<p>Formative assessment through oral questioning</p>	<p>To know LOTS through convergent questions</p>	<p>Scaffolding</p>	<p>To develop the cognitive knowledge</p>

	<p>the article on Socrates?</p> <p>2. What idea have you got about M. G after reading the article?</p> <p>Assist students to represent idea and create a comparative positive view on Socrates and M.G.</p>				
Development (25 Minutes)	<p>Present the material:</p> <p>Provide a critical short-lecture on the contribution of Socrates and M.G.</p>				

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<p>Providing learning guidance:</p> <p>Students will be formed in five groups.</p> <p>Provide two articles for identifying the key roles of Socrates and M.G.</p> <p>Students are advised to write “one sentence summary” and “six thinking hats technique” and later discuss.</p> <p>Two groups will get the opportunity to represent and others will hear and raise questions.</p> <p>Later, groups will be reformed with bright and less understood students for sharing to be scaffold by M.K.O.</p>	<p>Formative assessment through “one sentence summary”</p> <p>And “six thinking hats technique”</p>	<p>Enable students to write, think and presentation</p>	<p>Collaborative group work</p> <p>Reciprocal teaching</p> <p>Scaffolding</p> <p>Connectivism</p>	<p>To construct the thinking, writing and presentation skill</p>
Allowing students			Collaborative group	To enhance

	<p>practice:</p> <p>Discussion with full autonomy will be given priority among the formed groups to find out the attributes of Socrates and M.G.</p>			discussion	the observational skill
	<p>Providing feedback:</p> <p>Teachers will be ready to provide support and monitor their discussion.</p>	Formative assessment through feedback	To recognize the problems	Reciprocal teaching	To extend the perfection of the content
Ending (20 Minutes)	<p>Assessing performance:</p> <p>Teachers will ask three critical questions.</p> <p>Clues will be given for preparing answers.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. Why 'Know Thyself' is important? 2. How did M.G inspire to fight against racism? 	Formative assessment through oral questioning and answering	To develop HOTS and LOTS through convergent and divergent questions	Scaffolding	To construct the knowledge with existing knowledge

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	<p>Enhancing, retention and transfer:</p> <p>Give opportunity to the students to think critically about Socrates and M.G political thought for home work.</p>				
Final assessment	Students will be assessed through a critical short essay writing of 150 words on the political thought of Socrates or M.G instead of M.C.Q questions and answers later.		Summative assessment		To measure the knowledge level after providing three lessons

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