

Course: School, Society and Teacher

Code : 6412

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Assignment # 2

Level: ADE/B. Ed. (4 Years)

Q.1 (a) Describe different methods of social control?

Following are the methods of social control:

1. Internal, 2. External , 3. Informal , 4. Formal , 5. Semi-formal

1. Internal Social Control

The process of internalizing the norms of society and accepting them as valid. It operates through the process of socialization, that is learning and adopting the norms of the society or a particular group or collectivity within the society.

Agents of Socialization

i) Earliest Agent - The Family: Its primary function is to help children internalize the norms of the society in which they live. Failure to socialize, leads to behaviours that society regards as deviant.

ii) Later Agents - Schools, Peers and the Mass Media: When one accepts the norms of society as valid the norms are internalized. Thus, a person feels guilty if they engage in behaviour society considers wrong. But there are always some people, usually a minority, who don't accept the legitimacy of the norms, society turns to external social control.

2. External Social Control

Society's effort to bring those who "stepped outside the lines" back into line. It is made up of the system of rewards and punishments, sanctions that persons, parties, and agents use to

induce others to conform to a norm. Thus, a Positive Sanction is a reward and a Negative Sanction is a punishment. But a great deal of social control is coercive and repressive; it relies on punishment and force.

3. Informal Social Control

- Interpersonal actions between and among people to remind someone that their behaviour upsets or pleases them. i.e. frowning, smiling, criticizing, praising, shunning or being warm.

Informal agents of social control act on their own, in an unofficial capacity.

Since, most people seek the approval of others whom they care about, they tend to adjust their behaviour to avoid the disapproval of significant others by discontinuing the offensive behaviour or hiding it from public view. But in large, complex societies, because it becomes easy to ignore the disapproval of others, informal social control is no longer sufficient to bring about conformity to then norms. Thus, formal social control becomes necessary.

4. Formal Social Control

An effort to bring about conformity to the law by agents of the Criminal Justice System (CJS) i.e. police, courts and correctional institutions.

Formal Agents of Social Control

Agents who have legitimate power to make people conform to the law.

- Formal agents occupy a specific status in bureaucratic organization. It is this position which gives them the legitimacy to sanction wrongdoers for violating the formal code. But formal and informal social control can operate at the same time. i.e. A drug dealer who is arrested by the police and shunned by his neighbors.

5. Semi-Formal Social Control

- A huge territory of noncriminal, non-penal bureaucratic social control, administered by the government, which attempts to deal with the troublesome behaviour of persons under their authority.

- If a person's behaviour becomes extremely troublesome, an array of agencies, bureaucracies, and organizations may step in to handle or control that person, to punish or bring him or her into line with the rules. These employees of these agencies are known as Professional Controllers. i.e. social workers, psychiatrists, truant officers, and representatives, functionaries and officers of mental hospitals, civil courts, social welfare offices, unemployment offices, departments of motor vehicles, and public schools.

(b) In your opinion which social control agents are influential in our society and why?

Social control which implies the social intercourse is regulated in accordance with established and recognized standards, is comprehensive, omnipotent and effective to stimulate order, discipline and mutuality; and to discourage, and if need be, to punish the deviance.

The aim of social order, Parsons has well said, is “nipping deviant tendencies in the bud”. If that be not done, social order would cease to exist; the law of the brute would prevail. The world would be that ‘brutish’ and ‘nasty’ state will prevail in society. Just the opposite is the process and influence that regulated social action.

The mechanics of socialization, the process of internalization of values etc. and the bondage due to emotion – repulsion and attraction, those individuals, generally come up as conformists. Social control works always and all the time. But in view of the fact that society is subject to external impact, and internal revulsions, that continuity and change is the character of social system, the enforcement of social control is not simple.

Some may be dissatisfied with it and they may find satisfaction in deviance. The danger is always present, it cannot be eliminated. It is also not tolerable. The effectiveness of social

control would therefore depend on the appropriate coordination of the accepted means of social control.

Meaning of Social Control:

Generally speaking, social control is nothing but control of the society over individuals. In order to maintain the organization and the order of the society, man has to be kept under some sort of control. This control is necessary in order to have desired behavior from the individual and enable him to develop social qualities.

Society in order to exist and progress has to exercise a certain control over its members since any marked deviation from the established ways is considered a threat to its welfare. Such control has been termed by sociologists as social control.

Social control is the term sociologists apply to those mechanisms by which any society maintains a normative social system. It refers to all the ways and means by which society enforces conformity to its norms. The individual internalizes social norms and these become part of his personality. In the process of socialization the growing child learns the values of his own groups as well as of the larger society and the ways of doing and thinking that are deemed to be right and proper.

But every social group makes errors, great or small, in the socializing the young, says Lapiere. Even at best, the internalization is so the social norms can scarcely have completed that a person's own desires exactly coincide with the social expectations of his group.

Hence, there are some deviations from group norms in every group. But any deviation beyond a certain degree of tolerance is met with resistance, for any marked deviation from the accepted norms is considered a threat to the welfare of the group.

Hence sanctions – the rewards or punishments- are applied to control the behavior of the individual and to bring the nonconformists into line. All these efforts by the group are called

social control, which is concerned with the failures in socialization. Social control, as says Lapiere, is thus a corrective for inadequate socialization.

According to E.A. Ross, the individual has deep-rooted sentiments that help him to cooperate with other fellow members to work for social welfare. These sentiments are sympathy, sociability and a sense of justice. But these sentiments by themselves are not enough to suppress the self-seeking impulses of the individual.

Society has to make use of its mechanism to accomplish the necessary order and discipline. This mechanism is called social control. As Ross defines, "Social control refers to the system of devices whereby society brings its members into conformity with the accepted standard of behavior.

Ogburn and Nimkoff have said that social control refers to the patterns of pressure which society exerts to maintain order and established rules".

As Gillin and Gillin say, "Social control is the system of measures, suggestions, persuasion, restrain and coercion by whatever means including physical force by which society brings into conformity to the approved pattern of behavior, a subgroup or by which a group moulds into conformity its members".

According to Maclver," Social control is the way in which entire social order coheres and maintains itself – how it operates as a whole, as a changing equilibrium."

Need of Social Control:

Social control is necessary for an orderly social life. The society has to regulate and pattern individual behavior to maintain normative social order. Without social control the organization of the society is about to get disturbed. If the individual is effectively socialized, he conforms to the accepted ways from force of habit as well as from his desire of being accepted and approved by other persons.

If he is inadequately socialized, he has a tendency to deviate from the accepted ways, but he is forced towards conformity by the pressures of social control. According to Kimball Young, it is necessary “to bring about conformity, solidarity and continuity of a particular group or society”. It is possible only through social control. Society has to make use of its mechanism to accomplish the necessary order and discipline.

Herbert Spencer has put forward the view that society is a collection of group of individuals. Man lives in society because it has a utility. Through society he is able to preserve his identity and views. In order to preserve his identity and characteristics, he has to exercise some control for which certain rules and institutions are created. These agencies of social control are helpful for preserving the identity of the individuals and society.

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Q.2 (a) Discuss different types of school and community relationships?

Different Types of School-Community Relationship

The different rationales for community involvement can be realized through a variety of partnership activities. School community partnerships can be student centered, school centered, community centered or any combination of these.

1. Student centered activities include those that provide direct services or goods to students, for example, student awards and incentives, scholarships, tutoring and mentoring programs and job shadowing and other career focused activities.

2. Family centered activities are those that have parents or entire families as their primary focus. This category includes activities such as parenting workshops, parent/family incentives and awards, family counseling and family fun and learning.

3. School centered activities are those that benefit the school as a whole such as beautification projects or donation of school equipment and materials or activities that benefit the faculty such as staff development and classroom assistance. These types of activities can be initiated by the members of community.

4. Community centered activities have as their primary focus the community and its citizens, for example, charitable outreach, art and science exhibits and community revitalization and beautification projects.

(b) What strategies can a teacher apply to strengthen the relationship between school and community?

As the old African proverb says, "It takes a village to raise a child." One could imagine then that it would take a community to raise a school. We can't rely on local, state, or federal governments to take ownership of the issues we face locally. We need to work as a community to nurture our schools for our particular community needs.

I believe the answer to real education/school transformation is strong, authentic community connections and actions. When families, community groups, business and schools band together to support learning, young people achieve more in school, stay in school longer, and enjoy the experience more.

Great examples of school/community partnerships are happening all over the world. We need more of them, and we need to ensure they are healthy and relevant to the needs of 21st century learners.

Throughout my journey setting up the Reinventing School Challenge, I did a significant amount of research to ensure I had a thorough understanding of what existed already, what worked, and what was possible.

The more I searched, the themes for successful school transformation emerged:

- Community/business school partnerships
- Parental collaboration
- Curriculum connected to real world experiences
- Student voice
- Cross generation learning
- Locals designing solutions to local problems

Whole Community Engagement Is Key

To lift up and raise our schools to a place that suits all 21st century learners, help needs to come from many parts of the community. The leading roles should be alternated according to the need and focus of the particular aspect of the transformation project.

If we respect each other and acknowledge our unique contribution, we can move forward quickly in a positive environment where we can all be teachers and learners.

Step 1: Expand Your Vision of School to Include Community

Ryan Bretag writes, "Educators shouldn't be the only ones contributing. The community should be creating questions, puzzles, quotes, mind benders, trivia, philosophical and ethical challenges, thought provoking videos, "graffiti walls," brainstorming spaces, and play areas."

There are so many opportunities for experiential learning to happen out in the community surrounding the school. We just need to find ways to connect core curriculum beyond the classroom by attracting the right people and asking the right questions.

Step 2: Reach Out to All Stakeholders

One of the best ways to connect and create an authentic bond is to go to the people who matter most, and meet them on their own turf. A series of community walks are a great way to start.

Get your teachers, some local businesses on board and go and knock on people's doors, visit local businesses and senior homes and talk with them. Try the same approach with groups of students. This time let the students communicate what they hope and wish for their school and encourage them to ask for mentoring and support.

Share your dreams for enhanced community-school partnerships, ask people what matters to them, ask them how they might help, and show them your passion. Deliver them an open invitation to reconnect, collaborate and share their experience, skills and time to make a difference.

Step 3: Create a Community Resource Map

A visual representation of your community and the various skills people have to offer is a super way to understand what community resources are available. If you build one, also point out the materials people can supply at cost or for free, the time they can invest in projects, and how they can connect to curriculum, and classroom activities. Include the networks they can utilize to raise awareness of the needs of local children and families, and always promote and foster resource-sharing and collaboration.

Use libraries to advocate for school-community partnerships and student learning. Libraries are important hubs and can provide meaningful connection points outside the school gates.

Step 4: Connect with Curriculum

Much of what we learn as children and adults happens outside the classroom through real world experiences and from our peers, mentors or on the job.

How might we connect today's core curriculum with the real world? That is an important question that is in urgent need of answers. Kids today are asking far too often for relevance in what they are learning. "Why am I learning this? I'll never use this!" is a response far too often heard from the mouths of young people today.

Let's find ways to work with local businesses and subject matter experts to connect core curriculum to the outside world and design engaging learning experiences in and out of the classroom. Please consider using project-based learning. Try using a matching technique to match students with subject matter experts, businesses and community organisations.

Step 5: A Design Challenge for the Community

Here is an example of a community challenge to reinvent the school experience. I created the Reinventing School Challenge earlier this year to encourage discussion, empower youth, teachers and communities to design and facilitate change locally.

Reinventing school can mean lots of things such as redesigning classrooms, creating a community garden, creating an open and shared learning space, designing a course, changing the way students participate in decision making, you name it.

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Q.3 (a) Elaborate the role of communication in effective teaching?

Communication skills can be defined as the transmission of a message that Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders and Mills, 1999). In addition, teacher communication skills are important for a teacher in delivery of education to students (McCarthy and Carter, 2001). Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable (Freddie Silver). Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process (Sng Bee,2012). Good communication skills of teacher are the basic need of academics success of students, and professional success of life. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students to learn and promote their academics. Student need to understand that what is right, and what is wrong while it totally depend upon the communication skills of teachers which he adopt in class-room (Sherwyn P. Morreale, Michael M. Osborn Judy c. Pearson, 2000). Good communications minimize the potential of unkind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture. Loss (2000), recommended that teacher communicate in clear and understandable manner. Communication is a dynamic process which need of mind and courage to face the other and convey his/her message in effective way. Communication

process is successful when we deliver the message in clear and understandable way. Effective communication need to convey and accept his/her message in all kind of situation and circumstances. Good communication is considered a strong tool for effectiveness in the teaching profession (Monika Srivastava, NA) As variety of skills are needed for good teaching and teachers. A study conducted by Ehindero & Ajibade, (2000) indicates that for effective teaching, teacher requires good communication skills such as good communication, good classroom management, updating knowledge and maintaining personality. No one can teach effectively until having these basics skills of teaching. Different research revolves that there is significant co-relation between communication skills and supervisor perception of job performance (Maes, Weldy, & Icenogle, 1997). Furthermore, Student's character building and academic background totally depends upon the professional attitude of teachers. If teachers adopt positive professional attitude towards the students in their academic and as well as their social achievements, then students can easily promote their academic level. Teacher has the responsibility to teach and practically prepare students for the purpose that they can cope with all type of situations. It also comes under the responsibilities of teacher to behave as role model to the students (Honby, 2006). Communication means the process which one adopts while sharing his / her views with others. For a teacher it is necessary to have good communication skills for the good learning of the students. Teachers need good communication skills for facilitating the students and achieving good professional goals. Effectiveness of teaching is not dependent on technicality but on the method adopted by the teacher while teaching to the students. Teachers need clear communication for the good understanding of students and avoiding the problems for students while learning from their lecture. It is also needed by the teachers to understand first himself before teaching to students (Loss, J. 2000). Good communication is not only needed for the effective teaching

profession but it is also very important for the effectiveness of every concern to our life (Batenburg & Smal, 1997 Cited in Ihmeideh). Performance of teachers in classroom totally depends upon the communication skills. If the teacher has good communication skills then he can easily convey his /her message or deliver the lecture in an understandable manner.

(b) How effective communication can result in improved management?

Management look for every available opportunity to increase student learning. The classroom environment is a teaching resource that should not be ignored. Students and teachers spend the majority of their day in school classrooms, and it's your responsibility to foster an environment and atmosphere that enhance learning. Developing a classroom environment conducive to learning is a process that entails staging the physical space, getting the students to cooperate, creating a communal environment, and finally maintaining a positive classroom climate and culture.

Physical Space

To create a classroom environment conducive to learning, you must first focus on the physical space. Use every possible area of the room to create an atmosphere that encourages participation and learning. The physical space includes the layout and arrangement of the desks or tables, the placement of computers and equipment, and items on the bulletin boards and walls.

In modern classrooms the tables and desks are usually not fixed, allowing for various seating arrangements. Take time to draw up a seating plan based on how you expect to conduct your lessons. If you'll give a lot of instruction, it's ideal to have any students who have difficulties closer to you so that they have greater access to the lesson. If you'll require your students to take part in collaborative activities, you can arrange the classroom so that you have maximum visibility of all groups, which may then be clustered around the classroom as appropriate.

You may be required to make individual seating changes based on disruptive behavior, keeping students who are more likely to be disruptive closer to you and rewarding them by allowing them to move if they learn to conduct themselves more appropriately. You could also allow students to be clustered around focus areas for activities, moving back to a more traditional seating arrangement when they have completed the activity. Always try to accommodate the physical size of students by procuring an adequately sized desk for them.

Next, consider the furniture and equipment you must fit into your classroom. Where are the electrical outlets? Which pieces of equipment may need to be plugged into them? Where is the chalkboard or projector screen? Will students need a clear view of them? Where should you place your desk to allow maximum observation and encourage good behavior? Finally, students with special needs often require extra attention. For instance, a student with visual impairment or behavior problems may need to be placed in the action zone, the area in the front and the middle of the class.

After arranging the room with the optimal furniture placement, you must assume responsibility for the organization of the entire classroom. Where will the students keep their supplies? What resources will you need daily access to? Supplies, bins, shelves, and cabinets should be carefully organized and easily accessible. The wall space and interest centers will suit a well-organized and efficient classroom and will optimize students' learning potential. Find creative ways for students to explore and learn in their environment, and set up learning centers throughout the class. Learning centers are creatively staged learning areas that allow students to participate in activities related to the curriculum. Teachers will prepare an activity at each center. Activities are typically hands-on and are fun for the students. Learning centers may include a computer center, a science center, a reading corner, or an interactive bulletin board.

Another dimension of the physical classroom is the wall space. Wall space should be pleasing to the eye, with special attention to student morale and learning. One way of accomplishing this is an organized display of student work. Displaying student work not only boosts morale but also fosters ownership of the classroom.

Bulletin boards make the room look neat and attractive and are a source of learning by highlighting key facts or by allowing student interaction. Interactive bulletin boards are bulletin boards that allow students to participate in an activity that reinforces the class's objectives. Bulletin boards can also be electronic, which can easily be set up for any subject area. These may be used differently from traditional "on-the-wall" bulletin boards, but allow multiple students to access any problems you post on the board and discuss or propose answers among themselves before you intervene with the correct answer. Establish ground rules to ensure the use of bulletin boards is effective.

Getting Students to Cooperate

One of the most challenging aspects of maintaining a neat and organized environment that is conducive to learning is getting the students to cooperate. To begin, you should clearly define the rules and routines for transitions between activities and classes. Practice the transitions with the class, and correct undesirable behaviors. Decrease the amount of unstructured time by having materials prepared and readily available.

After you've established the ground rules, you're responsible for making appropriate demands, giving clear signals, and being consistent. You'll also learn to anticipate problems and correct them as a means of preventing disorder. You must have a plan for every minute of the day and have a goal of keeping students busy.

Creating a Communal Atmosphere

A communal atmosphere is a feeling established by instilling a sense of community among the students. Another way to express this is creating a learning community. After establishing

the rules, routines, and transitions, your next objective will be to transition the classroom into a communal atmosphere, focusing on relationships and taking a personal interest in each contributor to the community.

Your care, as the teacher, extends to every aspect of the learning environment, including curriculum, instruction, assessment, and society. If students are aware that you care, they will be more willing to make an effort to please you. As a teacher, you need to lead your students by example. Displaying a caring attitude toward each student will encourage them to treat each other with the same attitude. Dealing with conflict in a caring and understanding manner will have the same effect. You need to encourage all learners to treat each other with respect and care, because this promotes a positive learning environment and can improve collaboration among students.

Classroom Climate and Culture

After establishing a classroom community, the final step in creating a positive atmosphere conducive to learning is to develop a positive classroom climate and culture. A classroom's climate and culture are the atmosphere and quality of life in a classroom. Your role as teacher is that of the primary contributor to the climate and culture. Your interaction with the students, disciplinary measures, mannerisms, support, encouragement, cooperation, and focus on individual students all contribute to an atmosphere conducive to learning.

Although they are complex and multifaceted, classrooms with a climate and culture conducive to learning share similar characteristics. The teacher is caring and supportive. The lessons are well organized, progress smoothly, and are free from interruptions. The content is challenging without being frustrating, and activities are relevant and interest students. Open, warm relationships among students are encouraged, and cooperation and respect are expected. Stress and anxiety levels are low, and there is limited conflict.

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Q.4 (a) Compare the motivational theories of different school of thoughts?

There are a number of different '**schools**' of management thought that have been developed over the past century. The main 'schools' of thought are:

Classical Management.

This was developed by **Henri Fayol** and it emphasised the following factors as being essential to an effective management process:

- a)** The division of labour.
- b)** A wide span of control.
- c)** A tall organisational structure.
- d)** An authoritarian style of management.

Scientific Management.

This method was developed in the USA in the early part of the 20th century by **Frederick Taylor**, building on the earlier work of Henri Fayol.

Taylor also believed that a high division of labour was needed to produce more output, and he introduced a **piece-rate** style of payment for the workforce (this meant that the workers received an amount of money per 'piece' that they produced, thereby linking their pay to their productivity).

Taylor also worked very closely with Henry Ford in developing the world's first moving production-line for the model 'T' Ford car.

This method of management paid close attention to 'time and motion' studies, where each worker is timed when performing a task, and then this provides the basis for the worker's level of output per day (e.g. if it took a worker 2 minutes to perform a task, then this could be done 30 times per hour, and 240 times in an 8-hour day).

If the worker completed more than his designated number of tasks per day, then he would be eligible for a monetary bonus.

Taylor believed that efficiency and discipline were the two greatest features of a good manager and a good workforce, but what he failed to recognise was the high level of alienation and low levels of morale and motivation that this system produces in the workforce.

Human Relations Management.

The Human Relations 'school' of management thought looks beyond mere financial and productivity variables in deciding the best way to manage a workforce.

These managers believe that a worker's performance can be improved by being given praise and recognition for their efforts, that workers should be consulted in any decision that affects them, and that the leader should be democratic rather than autocratic.

Probably the most famous study of Human Relations Management was carried out by **Elton Mayo** between 1927 and 1932 at the Western Electric Company, at Hawthorne in Chicago, USA.

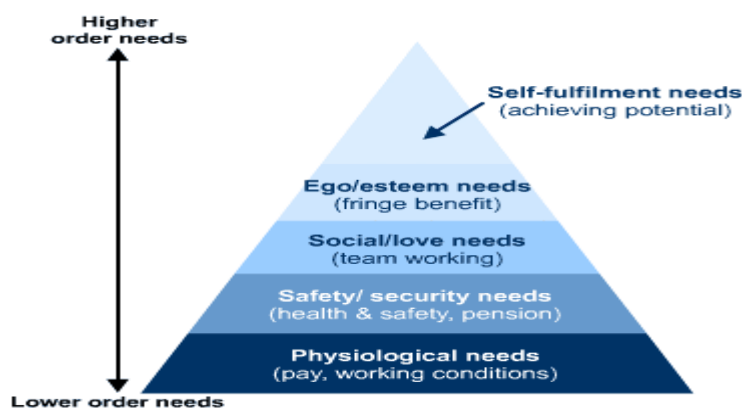
He studied a group of six female workers over this time, and tried to establish a link between their working conditions and their productivity levels. He changed many of the working conditions (e.g. hours of work, rest periods, lighting, heating), and he discovered that the level of output rose each time.

He concluded that the only factor that was needed to consistently achieve a high level of productivity was a strong level of social interaction and teamwork amongst the 6 employees. He called this the 'Hawthorne Effect'.

Neo-Human Relations Management.

There are a number of management writers and theorists who built on the earlier work of Mayo, agreeing that the way that employees are treated, and the praise and recognition that is given to them by their managers, can have a tremendous psychological effect on their productivity levels. The main writers in this field are Abraham Maslow, Frederick Herzberg and Douglas McGregor.

Abraham Maslow's 'Hierarchy of Needs' can be seen in the diagram below:



We first need to satisfy the basic requirements of continued existence (i.e. physiological needs). Once these needs are satisfied, then we seek to satisfy the higher level needs.

Until a lower order need is satisfied, you cannot progress onto a higher level need. Hence, once the lower level needs are satisfied, then further motivation for the employee can only come by giving them greater scope for using skill, initiative and creativity.

Most people reach the **safety** and **social** categories, some reach the **ego** category, yet very few reach the **self-fulfilment** category (and those that do reach it will not remain at it for very long).

As a result of this progression, the size of each of the sections in Maslow's hierarchy diminishes the higher they get, as fewer and fewer people reach them.

Applying this theory to employees, physiological needs include pay and working conditions, safety needs include Health & Safety protection and pension schemes, social needs include the need to work in a team and mix with others, and ego needs may include a company car, job title or size of office. Self-fulfilment needs will depend on the individual employee, whether he has achieved his full potential or not.

Frederick Herzberg carried out several studies of management and motivation and he attempted to identify the factors that motivate employees.

His most famous theory is called the 'Two-Factor Theory', in which he distinguished between what he called Motivators (which actually give an employee positive satisfaction) and Hygiene / Maintenance factors (which do not give positive satisfaction, but their absence will cause dissatisfaction).

Herzberg studied 200 engineers and accountants, who represented a cross-section of Pittsburgh industry. They were asked about events they had experienced at work, which had either resulted in a marked improvement or a marked reduction in their job satisfaction.

The motivators are concerned with the content of the job and include a sense of achievement, being given responsibility, using initiative and creativity, and being involved in decision-making. In other words, these motivators equate with the ego and self-fulfilment categories in Maslow's Hierarchy.

The Hygiene / Maintenance factors are concerned with the context of the job and include such items as pay, working conditions, supervision, company policy, bureaucracy ("red tape") and interpersonal relations.

For managers, the implications of Herzberg's work are that it is necessary to provide strong motivational factors, whilst at the same time ensuring that the negative, hygiene factors are minimised.

Douglas McGregor developed what he termed 'Theory X' and 'Theory Y' management styles.

A Theory X manager is very authoritarian, assuming that employees need constant supervision, they will avoid performing their jobs if they can, they do not seek responsibility, they prefer to be told what to do, and they are really only interested in job security.

A Theory Y manager, on the other hand, assumes that employees wish to be given praise and recognition for their achievements, they like to be given responsibility at work, and they wish to use their imagination, creativity and initiative.

Contingency Management.

This management 'school' of thought was developed in the 1960s and, unlike the other theories, it believes that there is no single approach to management which will suit all businesses and all employees. In other words, some situations in a business will call for a more authoritarian management style (e.g. a crisis), whereas in other situations a more participative 'hands-on' approach to management will be required.

(b) Do you think teachers' personality can be a source of motivation for students? Give argument.

The more I searched the themes for successful school transformation emerged:

- Community/business school partnerships
- Parental collaboration
- Curriculum connected to real world experiences
- Student voice
- Cross generation learning

- Locals designing solutions to local problems

Whole Community Engagement Is Key

To lift up and rise our schools to a place that suits all 21st century learners, help needs to come from many parts of the community. The leading roles should be alternated according to the need and focus of the particular aspect of the transformation project.

If we respect each other and acknowledge our unique contribution, we can move forward quickly in a positive environment where we can all be teachers and learners.

I'm approaching this post from an inclusive, design-focused view, and I put to you ideas that target and engage the four main players I believe can make all the difference in transforming our schools and curriculum today: students, parents, seniors/grandparents and local businesses.

Step 1: Expand Your Vision of School to Include Community

Ryan Bretag writes, "Educators shouldn't be the only ones contributing. The community should be creating questions, puzzles, quotes, mind benders, trivia, philosophical and ethical challenges, thought provoking videos, "graffiti walls," brainstorming spaces, and play areas."

There are so many opportunities for experiential learning to happen out in the community surrounding the school. We just need to find ways to connect core curriculum beyond the classroom by attracting the right people and asking the right questions.

Step 2: Reach Out to All Stakeholders

One of the best ways to connect and create an authentic bond is to go to the people who matter most, and meet them on their own turf. A series of community walks are a great way to start.

Get your teachers, some local businesses on board and go and knock on people's doors, visit local businesses and senior homes and talk with them. Try the same approach with groups

of students. This time let the students communicate what they hope and wish for their school and encourage them to ask for mentoring and support.

Share your dreams for enhanced community-school partnerships, ask people what matters to them, ask them how they might help, and show them your passion. Deliver them an open invitation to reconnect, collaborate and share their experience, skills and time to make a difference.

Step 3: Create a Community Resource Map

A visual representation of your community and the various skills people have to offer is a super way to understand what community resources are available. If you build one, also point out the materials people can supply at cost or for free, the time they can invest in projects, and how they can connect to curriculum, and classroom activities. Include the networks they can utilize to raise awareness of the needs of local children and families, and always promote and foster resource-sharing and collaboration.

Use libraries to advocate for school-community partnerships and student learning. Libraries are important hubs and can provide meaningful connection points outside the school gates.

A community resource map can come in the form of a hand-drawn map (use a graphic facilitator), Google Map, Mind Map or even a spreadsheet with some visual outputs.

Step 4: Connect with Curriculum

Much of what we learn as children and adults happens outside the classroom through real world experiences and from our peers, mentors or on the job.

How might we connect today's core curriculum with the real world? That is an important question that is in urgent need of answers. Kids today are asking far too often for relevance in what they are learning. "Why am I learning this? I'll never use this!" is a response far too often heard from the mouths of young people today.

Let's find ways to work with local businesses and subject matter experts to connect core curriculum to the outside world and design engaging learning experiences in and out of the classroom. Check out Chapter 4 "Asking the Experts" from Kathleen Cushman's wonderful book. Please consider using project-based learning. Try using a matching technique to match students with subject matter experts, businesses and community organizations. Here is a great book on the subject by Suzie Boss.

Step 5: A Design Challenge for the Community

Here is an example of a community challenge to reinvent the school experience. I created the Reinventing School Challenge earlier this year to encourage discussion, empower youth, teachers and communities to design and facilitate change locally.

Reinventing school can mean lots of things such as redesigning classrooms, creating a community garden, creating an open and shared learning space, designing a course, changing the way students participate in decision making, you name it!

References

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Q.5 (a) Explain technological revolution and how it has affected the society.

Technological Revolution

A **technological revolution** is a period in which one or more technologies is replaced by another, novel technology in a short amount of time. It is an era of accelerated technological

progress characterized by new innovations whose rapid application and diffusion typically cause an abrupt change in society.

A technological revolution generally increases productivity and efficiency. It may involve material or ideological changes caused by the introduction of a device or system. Some examples of its potential impact are business management, education, social interactions, finance and research methodology; it is not limited strictly to technical aspects. The technological revolution rewrites the material conditions of human existence and can reshape culture. It can play a role as a trigger of a chain of various and unpredictable changes:

What distinguishes a technological revolution from a random collection of technology systems and justifies conceptualizing it as a revolution are two basic features:

1. The strong interconnectedness and interdependence of the participating systems in their technologies and markets.
2. The capacity to transform profoundly the rest of the economy (and eventually society).

The consequences of a technological revolution are not necessarily positive. For example, innovations, such as the use of coal as an energy source, can have negative environmental impact and cause technological unemployment. Schumpeter described this contradictory nature of technological revolution, creative destruction.^[3] The concept of technological revolution is based on the idea that technological progress is not linear but undulatory.

Technological revolution can be

- Relation revolution (Social Relations, phones, Revolution played a big part in Relation)
- Sectoral (more technological changes in one sector, e.g. Green Revolution and Commercial Revolution)
- Universal (interconnected radical changes in more sectors, the universal technological revolution can be seen as a complex of several parallel sectoral technological revolutions, e.g. Second Industrial Revolution and Renaissance technological revolution)

Technological Change and its Impact on Pakistani Society

Schools are undergoing a major transformation as they transition to a digital learning environment. With greater opportunities to access information, collaborate with peers and teachers, and create new types of content, students are more engaged and have a stronger voice in their own education. Teachers are able to use actionable information to personalize learning based on individual student's learning needs and styles. In Pakistan technology is greatly affecting our schools and community.

1. Communication

Communication had been developing even in the earlier days by the use of telephone and the use of radio and telegraph in the purpose of exchanging messages to distant places. Today, in Pakistan the population has telephones as a means of necessity. Cellular phones are also now very effective and efficient not just as an accessory but as a guide to everyday living of people. There are many applications that could be installed into this small gadget that could give many uses. Example of these applications is having a dictionary in the phone which is very helpful as guide, and also the conversion of many measurements.

2. Lifestyle

People are greatly affected to the progress of technology that even everyone's lifestyle also changes. People live differently to how they are used to in the past years. When technology is very reachable and human beings are very much willing to adapt this kind of technology, change is not a very impossible path. Technology had greatly improved the way people are living. It develops the standard of living. Every action of men correspond a specific machine that could help men one way or another. Examples of these are computers to which people are doing almost the electronic works. For leisure times, as also discussed in our Future Technology subject, entertainment concerning the gaming console is of now in high

definition that it is almost like life like that you can easily be addicted to it. The music industry is also in greater pace in development. More and more develop machines are now more capable of handling greater amount of data in terms of music files. Gadgets are also handling many features like having a screen for viewing the music video.

Technology also affects people in many different ways. Example of this is how people work. Before, many businesses are doing most of its transactions using only paper to list the day to day operations as well as the billings. Systems are now being developed and highly utilized by businesses to make their processes more effective than the traditional ways of doing it. Doing business is also possible even if not having a physical presentation. Anyone can transact processes online as long as he or she has a credit card or digital money. The web offers many things that one could possibly imagine, from business to advertising and also to communication and gaming. Businesses consist of buying things online and selling products. Advertising also are in line to the businesses. Anyone can also book flights through the use of the internet. Learning had been also in the verge of fully developing the use of technology by having its e-learning strategy. More and more students are now having forums and discussion using the internet. Classes are having their learning in the web. It is not necessary to be physically present in the classroom to be said you are doing great in school. This is also another way to which we can say that technology had greatly affect the way the society behaves nowadays. Because of the changes that are brought about by technology, people are conforming to it to be able to stay in way with how technology is moving.

3. Cause of Skill Shortage is Complex

Skill shortages could be traced back to the faulty educational system, myopic policy of labor export and persistent technical change. Educational flaws stemmed up from poor curriculum, inadequate teacher's training, and low public and private investment in

education. The task of dealing with skill shortage is less urgent compared to the depression of labor surplus. Of course with fast-changing technologies demand for new skills would render some existing skills obsolete.

4. Industrialization

Technology has contributed to the growth of industries or to the process of industrialization. Industrialization is a term covering in general terms the growth in a society hitherto mainly agrarian of modern industry with all its circumstances and problems, economic and social. It describes in general term the growth of a society in which a major role is played by manufacturing industry. The industry is characterized by heavy, fixed capital investment in plant and building by the application of science to industrial techniques and by mainly large scale standardized production. Industrialization is associated with the factory system of production. The family has lost its economic importance. The factories have brought down the prices of commodities, improved their quality and maximized their output. The whole process of production is mechanized. Consequently the traditional skills have declined and good number of artisans has lost their work. Huge factories could provide employment opportunities to thousands of people. Hence men have become workers in a very large number. The process of industrialization has affected the nature, character and the growth of economy. It has contributed to the growth of cities or to the process of urbanization.

(b) Analyze the response of Pakistani society to the technological change?

Society today is constantly dictated and changed by the latest and greatest technology that is available. Technology and human life have become one and cannot be separated. Society has a cyclical co-dependence on technology. We use technology; depend on technology in

our daily life and our needs and demands for technology keep on rising. Humans use technology to travel, to communicate, to learn, to do business and to live in comfort.

Technology has changed our society. There's no denying it that 20 years ago everything was different - the way we communicated and how we went about business. Our society has witnessed a revolution. Technology has not only improved our society but has also made our lives easier. In this article we take a bird's eye view of some of the major changes that appeared in our society and how it brought changes in our behaviors as a nation.

Not long ago, there was only landline telephone and even that was not available to everyone. Having landline telephone connection was considered snobbery. Then cell phone was introduced and in very short span of time it dramatically changed our lives and impacted on our day-to-day matters. In recent times, our communication has been made quick and efficient. Communication is used for a number of purposes. People use technology to communicate with each other. Electronic media like radio, television, internet, and social media have improved the way we exchange ideas which can ultimately develop our societies.

Technology is positively impacting our transportation system. In recent times, we have witnessed that we can call a cab at our doorstep. Even we have e-ticking system in our city buses. Technology has also improved education and learning process. Many schools have started integrating educational technologies in their schools with a great aim of improving the way students learn. Technologies like smart whiteboards, computers, mobile phones, ipads, projectors and internet are being used in classrooms to boost students' moral to learn. Visual education is becoming more popular and it has proved to be the best method of learning in many subjects like mathematics, physics, biology, geography, economics and much more. The business community has invested money in various educational

technologies which can be used by both teachers and their students. Because of technology the era of online education has started in Pakistan.

The pervasive use of mobile devices, the Internet and social media has changed the way we live, work and communicate. Social networking uses have increased manifolds. There is indeed a great diversity of social networking sites by countries and cultures. Even uneducated people know how to use social media like facebook. Nowadays, we also stay connected with old friends online.

Because of technology we have also revolutionised our medical fields too. Our hospitals are more equipped with modern technologies and keep pace with the needs of today's patients. We have latest lab testing processes and complex surgeries like kidney transplant and open heart surgeries are taking place in our hospitals and saving precious lives.

So far, these are some of the major areas which witnessed changes because of technology. Realising the importance of technology in coming time our government established an Information Technology university years back. Considering the impact of technology on our society and the ongoing technology developments, we would certainly have a promising future for our coming generations.

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