

DOCUMENT RELATED TO
LIBRARY WORK

Assignment, Seminar




Dr. Jomy K.O.
PRINCIPAL
St. Ignace Teacher
Training College, Meerangad
Wayanad-673501

Task And Assignment IVAN Ilich



Submitted by
AISW ARVA KR
BED social science
St. Gregorius
Teachers training
college.


Dr. Terry K.O.
PRINCIPAL

St. Gregorius
Training College
Majalengka
West Java



Submitted to
Asst professor
social science
St. Gregorius
Teachers training
college

Ivan Illich

He was an Austrian Roman Catholic priest, theologian, philosopher, and social-critic. His 1971 book 'Deschooling Society' criticizes modern society's institutional approach to education. An approach that constrains learning to narrow situations in a fairly short period of the human lifespan. His 1975 book 'Medical Nemesis', imparting to the sociology of medicine the concept of medical harm.

He must be considered as one of the most influential intellectuals on education of the 20th century. He was born in Vienna in 1926. In the 1940s he studied at the Roman Gregorian University and he became a priest in 1951. Illich had Italian, Spanish, French and German as native language. He studied histology and morphology as well as theology and philosophy. He studied medieval history. In 1956 at the age of 30 he was appointed as the vice rector of the Catholic University of Puerto Rico.

The book that brought Ivan Illich to public attention was 'Deschooling Society' a radical critical discourse on education as practiced in modern economies. Giving examples of the ineffectual nature of institutionalized education Illich posited self-directed education, supported by intentional social relations.



Dr. Tomy K.O.
PRINCIPAL
St. Gregory's Teacher
Training College, Meenangadi
Wayanad - 673544

Ivan Illich was a heavy critic of traditional schooling. His proposals were disregarded, the school institution seen as a codified and socially accepted way of responding to social needs in the form of legitimate massive schooling is undergoing a crisis. The school is constructed reality. School is one of the most relevant and influential institutions on social life.

In the 21st century the socialisation that took place in the school context and consequently the school as a meritocratic institution with a formal dimension that fosters the necessary competences for the overall development of the individual and his/her social actions demonstrably.

Illich sees schools as one case of the modern institutions which persuade people to exchange their real lives for packaged substitutes. School education is taken for learning, social services for community spirit and hospitals for health. Educators and health are seen as the result of the consumption of certain treatments. Modern poverty is defined by technocrats in terms of lacking these essential services. This is a modern form of colonization. The poor are in fact further disenfranchised by schooling as they benefit from it proportionally less than the rich. Schooling in developing nations is used to create new elite with a consumerist attitude.




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Mannangudi
Wayanad 673 001

His philosophical thought

- A critic of modernity
- A deep understanding of the birth of institutions in the 13th century
- An archaeologist of ideas
- He analysed the corruption of institutions
- The institutions ended up performing the opposite of their original purpose
- "corruptio optimi pessima" the corruption of the best is the worst
- conviviality - friendliness

Central features of his philosophy

- Deschooling
- critique of institution
- critique of professionals
- Agent of dehumanization

Deschooling

Deschooling movement is a tendency of making the children withdraw from traditional school education stating that schools are not providing opportunities for developing the innate powers of children and they make the children unworldly.

- formal schooling gives prime importance to rote memorization
- The teacher dominated school atmosphere have made children democratic.



- school of Im makes children away from practical life
 - schools make children stereotypes so that they are not able to keep unique style of living.
 - highly Result oriented and professionalized school systems do not give regard to the aesthetic sense and creativity of children
- In deschooling society Ivan Illich argued that a good education system should have a purpose.
- 1) To provide all that want to learn with access to resources at any time in their lives
 - 2) make it possible for all who want to share knowledge etc
 - 3) To find those who want to learn it from them and to create opportunities
 - 4) proposed a more autonomous and organic organization of the learning process
 - 5) He argued the oppressive structure of the school systems could not be reformed.
 - 6) He articulated his highly radical ideas about schooling and education

The term deschooling literally means the abolition of schools. deschooling is the belief that schools and other learning institutes cannot produce the best education for each individual. The term is coined by Ivan Illich in his 1971 book the deschooling society to represent his effort to rid society of all traditional forms of schooling. school produces inequalities rather than correct them. school are institutionalized by bureaucracy.



PHYSICAL
 IN ORIGINAL FORM
 10/10/2020

Schools can not foster students self development but rather inculcate a sense of sub servience in the student

Educational views of illich

Illich was an influential philosopher who wrote extensively about problems of institutionalizing education.

- 1) universal education through schooling is not feasible.
- 2) most learning happens informally.
- 3) institutionalized schooling hinders true learning
- 4) The ideal education system allows people to choose what they learn, when they learn.
- 5) True education should empower all who want to share what they know find those who want to learn it from them
- 6) most learning happens casually.
- 7) Education has no aims that are directed towards the society as a way the highest good in education is that of individual achievement
- 8) people of all ages should be able to choose what they learn and where learn it
- 9) institutionalization of education kills convivial relations and leads to dehumanization.
- 10) institutionalization of education has made learning counter products.



Dr. Tomy K.O.
PRINCIPAL
St. Gregory's Teacher
St. Gregory's College Meerangam
Vijayanagar

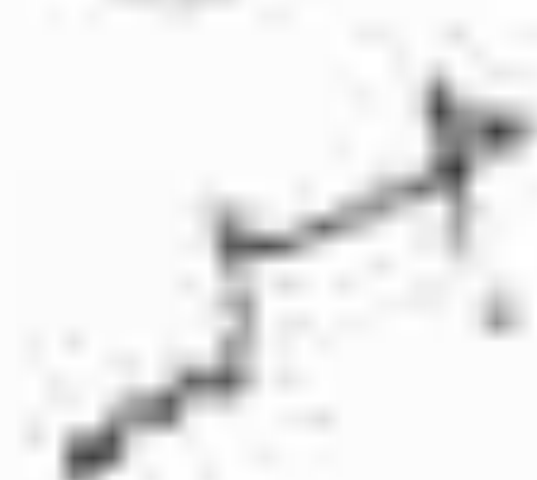
Seminars Report



Submitted by,
Anagha Jose
Dept of English
St. Gregorius Teacher
Training College,
Meerangadi


Dr. Tomy K.O.
PRINCIPAL
St. Gregorius Teacher
Training College Meerangadi
Wayanad

Submitted to,
Binsha K.S.
Asst Prof in English
St. Gregorius Teacher
Training College,
Meerangadi



Language Trainer

A language trainer is one who trains people to use a language correctly and fluently. A trainer of the English language should be one who knows the different aspects of English. He should know how the language works in training people in English, the communicative aspect is given more emphasis.

Qualities Required for a Trainer

① A thorough knowledge of the language:

A language trainer should be thorough with all aspects of language such as phonology, morphology, syntax and semantics. English being a non-phonetic language, the trainer should essentially know phonetics. He should also be familiar with a second language.



Dr. Tomy K.D.
PRINCIPAL
St. Gregorios Training
College Meerangudi
Mayasad-571001

[Handwritten signature]

difficulties in pronunciation. The teacher should also know the first language of the learner.

2. Good Communicative skills:-

In order to communicate effectively, one has to master the communication skill. The teacher should have some acquaintance with the accent of the target language. The teacher has to present good models of communication before the learner.

3. Good knowledge of word accent and intonation :-

In a language like English, word accent and intonation are of primary importance. Intonation has an important role in conveying the correct meaning of utterances. So language learners should make sure that correct word stress and intonation are used.

4. Plans to motivate the learners :-

A language learner must be motivated. The teacher should be able to create an interesting atmosphere for the learner. He should be able to convince the learners that



Dr. Tony K.D. Mathan,
PRINCIPAL
St. George's Teacher
Training College, Kollam
Kollam - 691007

[Handwritten signature]

correct way of language will make them
more acceptable in society. Randolph
Quirk says that the language one speaks
is as important as the clothes one wears.
It helps create a good impression on
the audience.

5. Ability to give individual attention :-
Individual abilities is an essential
condition in language training. Each
learner's weak point may be different. So
the trainer has to pay attention on each
trainee. This requires both the ability and
patience on the part of the trainer.

6. Knowledge of Psycholinguistics :-
Linguistics accounts is a subject
that comes under periphery of psycholinguistics.
Psycholinguistics is a branch of
linguistics that studies the relation between
language and mind. Some knowledge
regarding the involvement of the mind
in language with the work
done will prove beneficial to the
learners.



Dr. Tony K.O.
PRINCIPAL
St. Gregorios College
Training College, Mangalore
Varghese 073551

[Handwritten signature]

correct usage of language will make them more acceptable in society. Randolph Quirk says that the language one speaks is as important as the clothes one wears. Both help create a good impression on the audience.

5. Ability to give individual attention :-

Individual attention is an essential condition in language training. Each learner's weak point may be different. So the trainer has to pay attention on each trainee. This requires both the ability and patience on the part of the trainer.

6. Knowledge of Psycholinguistics :-

Language acquisition is a subject that comes under periphery of psycholinguistics. Psycholinguistics is a branch of linguistics that studies the relation between language and mind. Some knowledge regarding the involvement of the mind in connection with the work of language will prove beneficial to the trainer.



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

[Handwritten signature]

Ability for effective feedback :-

Feedback is the means by which a trainer can understand how far the trainees have benefited from the training. If it is found that little learning has taken place, the whole process will have to be repeated. Language training is a result-oriented activity, and as feedback is an essential condition for a language trainer.

Above all, the trainer must be dynamic and should be innovative. Patience is another essential quality. He should be able to control and to attract the learner with his new methods of teaching.




Dr. Jimmy K.O.
PRINCIPAL
St. Gregory's Teacher
Training College, Meenangadi
Waynad-573501

DOCUMENT RELATED TO FIELD
EXPLORATION
FIELD VISIT




Dr. Tomy K.O.
PRINCIPAL
St. Gregorius Teacher
Training College, Meenangadi
Wayanad-673521

നൂറുകൾക്കു മുകളിൽ
 തോലിയിൽ പാകിയതിനാൽ
 വിവിധ വർണ്ണങ്ങളിൽ
 ഉപയോഗിച്ചിരുന്ന
 പട്ടികൾ കണ്ടെത്തുക
 നൂറുകൾക്കു മുകളിൽ
 ഉപയോഗിച്ചിരുന്ന



വ്യത്യസ്ത വർണ്ണങ്ങളിൽ തോലിയിൽ

തോലിയിൽ പാകിയതിനാൽ
 തോലി കണ്ടെത്തുക
 നൂറുകൾക്കു മുകളിൽ
 ഉപയോഗിച്ചിരുന്ന



തോലി കണ്ടെത്തുക
 നൂറുകൾക്കു മുകളിൽ
 ഉപയോഗിച്ചിരുന്ന

തോലി കണ്ടെത്തുക
 നൂറുകൾക്കു മുകളിൽ
 ഉപയോഗിച്ചിരുന്ന



Dr. Tony K.O.
 PRINCIPAL
 St. Gregorius Teacher
 Training College, Meenampal
 686551

നവീകൃത ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ.



ഇന്ത്യയിലെ ബോർഡിംഗ്
 സ്കൂളുകളിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ്
 സ്കൂളുകളിലെ സാമൂഹിക
 കാര്യങ്ങൾ.

നവീകൃത ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ. ബോർഡിംഗ് ഓഫീസിലെ സാമൂഹിക
 കാര്യങ്ങൾ.



Dr. Tomy K.O.
 PRINCIPAL
 St. Gregorius Teacher
 Training College, Meerangad
 Wayanad-673591



പട്ടണത്തിലെ മരം

മരം വളരുന്നതിനു
 പലതരം പട്ടണ
 നടപടികൾ എടുക്കണം
 പട്ടണത്തിൽ, പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ

നവീകരണ പ്രവർത്തനം തുടങ്ങി. പട്ടണത്തിൽ
 നടപടികൾ, കെട്ടിടങ്ങൾ പണിയിക്കുക. കെട്ടിടങ്ങൾ
 പണിയിക്കുക. പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ

പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ
 പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ പട്ടണത്തിൽ




Dr. Jomy K.D.
 PRINCIPAL
 St. Gregory's Teacher
 Training College Manganal
 Wayanad-673301



Dr. Terry K.D.
PRINCIPAL
St. Gregory's Teacher
Training College Meehanagar
Vijayanagar-572501




Dr. Tamy K.O.
PRINCIPAL
St. Gregorius Teacher
Training College Meerangad
Waynad-673501

10/11/2023

DOCUMENT RELATED TO PREPARATION OF TEAM PAPER

Model Examination Edu 01



Dr. Tomy K.J.
PRINCIPAL
St. Gregorios Teacher
Training College, Meerangal
Wayward-672501

EDUCATION IN CONTEMPORARY INDIA

Physical Science

SS 1/2

- 1) UEE - Universalization of Elementary Education
 UEE has 3 main aspects. They are
- 1) Universal Provision: Includes the right to free and compulsory education for all children between age 6-14.
 - 2) Universal Enrollment: Includes all children between age 6-14 should be enrolled in school.
 - 3) Universal Retention: Once the child is admitted to school he should remain till completion of the course.
- Article 21A says State should provide free and compulsory education to all the children in the age period 6-14 in such a manner as the state, by law determines.
- 2) NAI Talents means new education. To meet the challenges of education, creating a stream of life centered educators and providing an active program. All the India conference at New Delhi chose the scheme and appoint a committee under the chairmanship of Dr. Zakir Husain to study and prepare syllable for the scheme.
- Zakir Husain Committee further proposed
- Free and compulsory education should be provided to all children in the age period of 6-14.




Dr. Jany K.P.
 Principal
 St. Joseph's School
 St. Joseph's College, Bangalore

23) Types of Education

Education was broadly classified into 3 categories. They are formal, informal and non formal education. Both of these 3 are essential for education of a child.

1) Formal Education

Formal education is transfer for all. In this there will be teacher student facing or interaction in a classroom situation, a fixed and pre planned syllabus to be covered according to a fixed time table, public examination at the end, promotion to next class only when the student passes the examination. It is a more organized system of education to impart the knowledge with knowledge given by the teacher. It is a hierarchical, chronologically graded and legally not a non-graded system. There will be a number of formalities such as age of admission, curriculum, syllabus, timetable, method of teaching, quality of teacher, supervisor and examination all to what an institution is legally bound.

Formal education is the education that is commonly a deliberately planned for the modification of behaviour with a particular end as preceptor and  Formal education is provided through school, colleges.

Characteristics

- Planned, purposeful, organized systematic educational activity
- It has predetermined definite aims
- Start and end with particular age, limited.
- Educator prepared thought lessons.
- Institutionalised.
- It has a fixed syllabus to be covered during a timetable.
- It has some intended interaction both teacher and student.

Informal education

An individual cannot learn without some sort of learning under the influence of his own environment. In other way he learning this education happened in indirect manner called informal education. Also called accidental or incidental education. It is a lifelong process that happens in every stage of development.

For example child learn pickup the vocabulary by going to school, son of a farmer learn the knowledge about agriculture, A girl child learn cooking and childcare from mother. Thus for informal education is the 'manifestation of behaviour concerned necessarily and spontaneously without any conscious conscious effort.

This type of informal education takes place in family, peer group and social media.

Characteristics

- Unplanned, non purposeful, unorganized systematic educational activity.



Dr. Tony K.O.
PRINCIPAL
St. Gregory's Teacher
St. Gregory's College, Marikuppam
Chennai - 600 071

- Being individual, it not make stress for any one.
- It is a liberating process
- No definite syllabus and time table.
- Not taking part through lesson.
- No pre-determined climate room.

Non-formal education

There are a number of people don't get education they desire. They are housewives, retard persons school dropouts, employees, who want to get place from school. They are fulfilling their needs through non-formal education.

It is a planned and organized and systematic education that comes outside the established formal system. It is not rigid or formal education. At the same time not unplanned and unstructured that that of informal education. It is not a parallel to formal education that has definite limitations. It different from both formal and informal type of education. But they are complementary and necessary for education. Field play club activities, co-curricular activities can be considered as formal system.



Non-formal education is a big umbrella. They are a variety of programs.

1) Non-formal education for child below school going age.

Dr. Tomy K.O.
 UN-PUNICERABLES
 St. Gregorios Training College, Meerangad
 2014-15-2015-16

- Class Science: Approach of low of numbers is the uniqueness of scientific educational philosophy. He want to teach a world that there is not community inherent and expectation. It is process to review the social state of education through new lenses. Actually the education is the application of low of quantitative education.

- Education through another lens: Another simple way to change the subject of study and assessment method according to the type of education through foreign language leads development and understanding of language.

12) No traditional board education was centered around subject material. Recent years permeation and social teachments thoughts are behind the curriculum. But the new approach child grows more profound. The movement had for more important to child, child child instead education. All the educational aspects are centered around the child. We can learn within fun and excitement. Duty of the teacher to learn themselves how to learn and helping the student.

13) Globalization is the integration of world society through the free country flow of information, technology, and idea. Globalization play an important role in education too. In education if we to provide the best education to the child.



[Signature]
 DEPT. HEAD
 PRINCIPAL
 BLOOMINGDALE JUNIOR
 HIGH SCHOOL
 BLOOMINGDALE, ILLINOIS
 61710-1000

11) Gandhiji's system of education called Basic education because:

- It was based on Indian culture
- comes first in life
- forms basis for entire educational structure
- plan for the rest of life
- closely related to the needs and interests of child
- Related to the needs of community
- Basic education: also called unofficial scheme of education or Low-Plan (new education)

Features

Free and compulsory education: Gandhiji want to provide free and compulsory education to all children in the age period 6-14.

Self centered education: Gandhiji want to begin education with teaching craft. Merely to learn it will develop the intellectual ability of child and school can be made self supporting.

Self supporting and self sufficient education: Gandhiji want to begin education in villages. This would be a well position to spend money for education of their children. So Gandhiji viewed for a self supporting and self sufficient education, it will provide technical knowledge.

DR. K. D. PRINCIPAL
PRINCIPAL
TRIPURA
TRIPURA
TRIPURA



- Globalization and Technologies: Educators help to create a globalized world. Technologies, mass migration and emigration linked with our country like never before.

- Self awareness: Educators help to develop self awareness among students. Under certificate structure like strong level can teach us about ourselves. By examining how we react and adjust with new situation we learn more about the way in which cultural differences shape our thought and behaviour.

- Diversity education: Strategy help for developing diversity consciousness. Through diversity education we develop mutual understanding and know the area of diversity.

6) Based on constitutional principle: It take ^{set} ~~with~~ approach from ideals and values of democracy, socialism and secularism.

- Future common educational structure: Encourages a common 10+2+2 educational structure. First 2 years of primary education consist of 5 year LP and 3 year UP. Next 2 year for high school. +2 is a part of higher secondary education and 2 year university education.

- Openness based model: Providing maximum essential facilities in all elementary schools.
- Minimum level of learning (MILL): Minimum level of learning at each stage.

Transition of learning: ...



Dr. Tom K.O.
Principal
St. George's
High School
Kannur

Program (I.T.D)

- Mahodhaya Vidyalyaya : To provide quality education to gifted and talented children by the special class.
- Open and distance course : provide them for whom unable to continue their education their own lives such as house wife, employe and retired person.

17) Aim of university education : Improving talents, creating knowledge, social efficiency, cultural development and the various aims of university education.

2) Duration of course and working days : After completing 12 year of school education can admitted to colleges. Number of working days 180 including examination date.

3) UUC : University board Commission should be appointed to supervise the colleges.

4) Professional education : professional education in the areas medicine, law, engineering, commerce, education should be.

5) Practical universities : It establish rural, urban, and secondary level colleges to provide quality education for women. To pass separate laws colleges will quality facilities.

6) scholarship stipendship : Fundship for students and

1) Sangha Dharma Bala Balaht found education were
 imparted through Sangha and Vihara.
 Sangha is a word in Pali and Sanskrit meaning
 Community. Sangha for monks and nuns are 1st
 established by Mahavira Buddha in 5th century BC
 to provide a means for who wish to practice Dharma
 fully in most direct and disciplined way free from
 household responsibilities and where Sangha's have
 historically performed function of maintaining the
 integrity of doctrine and propagation of Buddhist teaching
 Vihara - used as Pali and Sanskrit used to describe
 monks' Buddhist monasteries. During early years monks
 who lived in temporary huts. As monasteries were
 when it turned as a permanent meet meeting place
 them but to better them permanent monasteries
 established by noble classes. The permanent
 monasteries called Vihara. Some of the established viharas
 became important educational institutions with a group
 of students (the ¹śālisthāna).

2) In the ¹śālisthāna were considered as the
 of the Community. In India they are
 who are not aware of their rights and privileges and
 the government is not by selfless spirit.

Dr. J. K. B.
 PRINCIPAL
 Government College, Kottayam
 Kottayam, Kerala

10/10/2020

2) When the number of Christians increased in Kerala, they began to teach in churches in the form of Sunday schools.

Church Mission Society (CMS) came to Kerala at Kottayam in 1813 when Syrian Christians opened a college.

Government schools and schools for girls were established under CMS. CMS college, Kottayam established in 1807-1813 which is considered the 1st English education institution in India.

CMS for Mission opened:

- English school at Muttam at 1818
- open 6 boys school and 4 girls school, it is closed at 1826.
- English school at Thevara at 1836
- English school at Sreekrishnan at 1845 it was become second grade college affiliated to University of Madras in 1875.

In 1859 the Act was passed to provide grant for the first two private schools. As a result the number of private school increased.

In 19th century Malabar district came to notice.

The CMS school goes to B.S.M. - Royal Evangelical

- In 1846 CMS school started at Kottayam.



By ~~the~~ ~~above~~ ~~the~~ ~~class~~ ~~of~~ ~~ignorant~~

By getting educated they can contribute their share to improving status of other women.

Education help women to attain social status.

It will open wide opportunity for employment and women become economically stable.

Government independence is the factor that leads to the development. By getting education women become economically independent and can enjoy their freedom and status in the society.

- 2) Sree Narayana Guru is a solid contributor in social and educational reforms in Kerala. He worked against the Brahmin supremacy. In the temple made by Guru Sree Narayana Guru, spiritual aspect. He saying 'an eye' and religion and urged unity. He elected religious outlook. He converted the nature of modern Kerala society.

Sree Narayana Guru's popular Yogan - SADP Yogan established in 1902. It is the center of inspiration of youth. Its 10 annual meeting interspace.

at Anakkulam in 1909. A number of educational institutions and one university are established in SADP Yogan and it make great contribution for education in Kerala.

- ^{Bermin} ~~Trinity~~ English school established in 1862 into one by government and it became government ~~Bermin~~ college
- ~~Valley~~ college ~~palpat~~ was an school established in 1884
- ~~Zan~~ ~~College~~ ~~established~~ ~~at~~ 1877 for the young ladies of ~~Bermin~~ family




 Dr. Jerry K.D.
 PRINCIPAL
 St. Gregory's Institute
 Taring College Marungu
 May 2011

EPC WORK

Engaging with Subject- related Reference Books

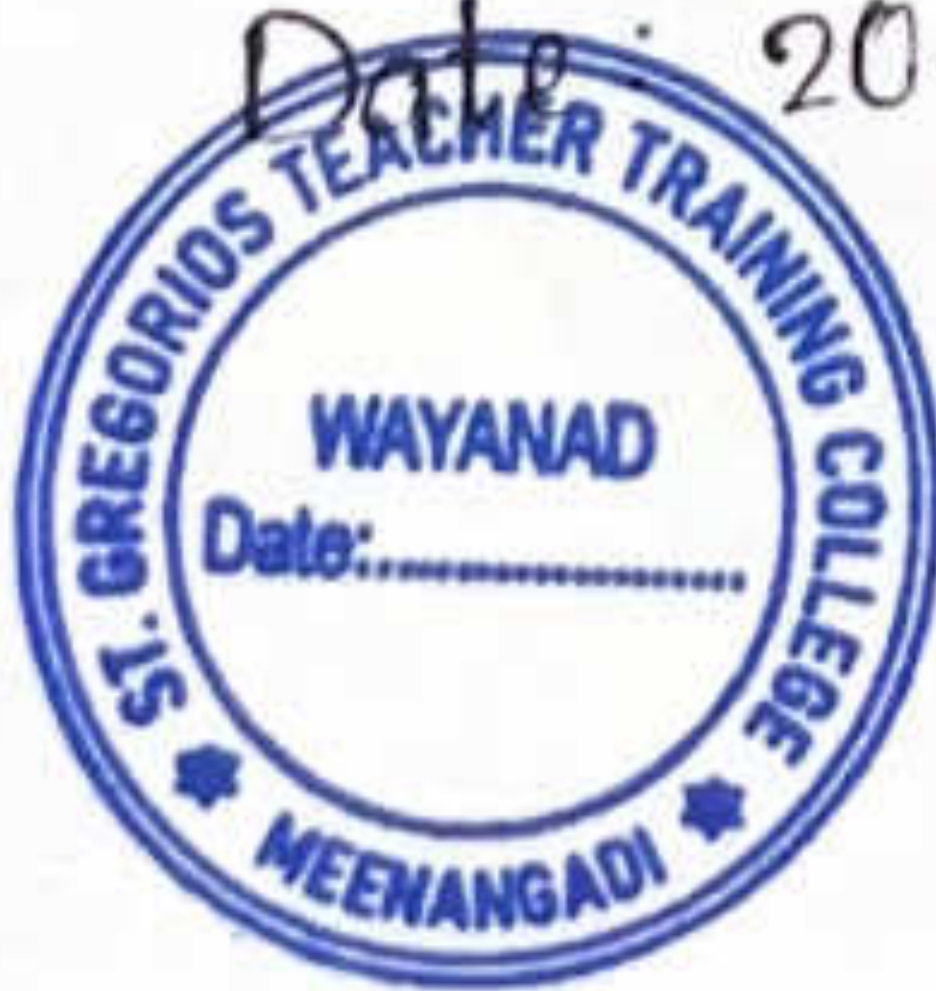
"Structuralism"

Submitted by,

Sarahi Simon

B.Ed. English

Date: 20-02-2023



Submitted to,

Mrs. Binsha K.S.

Dr. Tomy K.O.

PRINCIPAL

St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Asst. Professor


in English

St. Gregorios Teachers'
Training College,
Meenangadi

Introduction

As part of two year B.Ed. curriculum, I was assigned to do a task on engaging with subject-related reference books, for that we have to choose a topic related with our subject area. While general reference sources tend to be broad and multi-volumed works that cover a wide variety of topics and are great for quick reference, subject specific reference sources tend to focus on a specific discipline or subject within a discipline. Reference materials are resources that a student can use when completing academic or social and emotional learning tasks. These materials provide pertinent and useful facts and information that can make work accurate and easy to understand. Here I have chosen the topic "Structuralism".




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Structuralism

Almost all literary theorists beginning with Aristotle have emphasized the importance of structure, conceived in diverse ways, in analysing a work of literature. 'Structuralist criticism', however, now designates the practice of critics who analyze literature on the explicit model of structuralist linguistics. The class includes a number of Russian formalists, especially Roman Jakobson, but consists most prominently of a group of writers, with their headquarters in Paris, who applied to literature the concepts and analytic distinctions developed by Ferdinand de Saussure in his "Course in General Linguistics" (1915). This mode of criticism is part of a larger movement, French structuralism, inaugurated in the 1950s by the cultural anthropologist Claude Levi-Strauss, who analyzed, on the model of Saussure's linguistics, such cultural phenomena as mythology, kinship relations and modes of preparing food.

As applied to literary studies, structuralist criticism conceives literature to be a signifying system that uses the first-order structural



Dr. Tomy K.O.
PRINCIPAL

St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

system of language as its medium, and is itself to be analyzed primarily on the model of linguistic theory. Structuralist critics often apply a variety of linguistic concepts to the analysis of a literary text, such as the distinction between phonemic and morphemic levels of organization, or between paradigmatic and syntagmatic relationships, and some critics analyze the structure of a literary text on the model of the syntax in a well-formed sentence. The undertaking of a thoroughgoing literary structuralism, however, is to explain that how a competent reader is able to make sense of a particular literary text by specifying the underlying system of literary conventions and rules of combination that has been unconsciously mastered by such a reader. The aim of classic literary structuralism, accordingly, is not (as in New Criticism) to provide the interpretation of single texts, but to make explicit, in a quasi-scientific way, the tacit grammar (the system of rules and codes) that governs the forms and meanings of all literary productions. As Jonathan Culler put it in his book *Structuralist Poetics*, the aim of structuralist criticism is 'to construct a poetics which



Dr. Tomy K.C.
PRINCIPAL
St. Gregorios Teacher
Training College, Meerangadi
Wayanad-670591

literature as linguistic stands to language'. Roland Barthes, Genard Genette, Julia Kristeva, and Tzvetan Todorov were; at least in some part of their careers, prominent structuralist critics of literature.

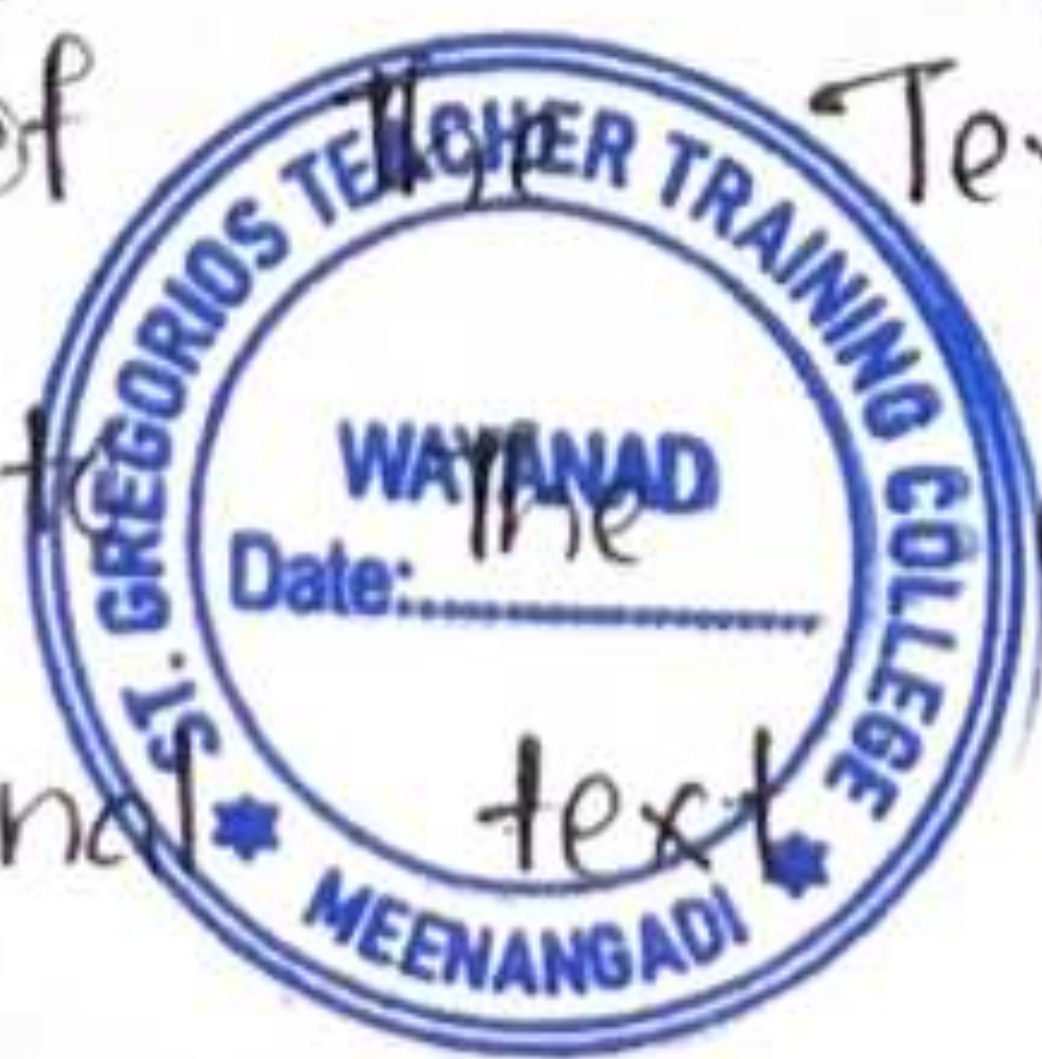
Structuralism is in explicit opposition to mimetic criticism (the view that literature is primarily an imitation of reality), to expressive criticism (the view that literature primarily expresses the feelings or temperament or creative imagination of its author), and to any form of the view that literature is a mode of communication between author and readers. More generally, in its attempt to develop a science of literature and in many of its salient features, the radical forms of structuralism depart from the assumptions and ruling ideas of traditional humanistic criticism.

In the late 1960s, the structuralist enterprise, in its rigorous form and inclusive pretensions, ceded its central position to deconstruction and other modes of post-structuralism which subverted the scientific claims of structuralism and



Dr. Tomy K. O.
PRINCIPAL
St. Gregorius Teacher
Training College, Meenangadi
Wayanad-673591

its view that literary meanings are made determinate by a system of invariant conventions and codes. This shift in the prevailing point of view is exemplified by the changing emphasis in the lively and influential writings of the French critic and man of letters, Roland Barthes (1915-1980). His early work developed the structuralist theory that was based on the linguistics of Saussure - a theory that Barthes applied not only to literature but to decoding, by reference to an underlying signifying system, many aspects of popular culture. In his later writings, Barthes abandoned the scientific aspiration of structuralism, and distinguished between the 'readerly' text such as the realistic novel that tries to 'close' interpretation by insisting on specific meanings, and the 'writerly' text that aims at the ideal of 'a galaxy of signifiers', and so encourages the reader to be a part or producer of his or her own meanings according not to one code but to a multiplicity of codes. And in "The Pleasure of Text" (1973) Barthes lauds, in contrast to the comfortable pleasure of a traditional text that accords

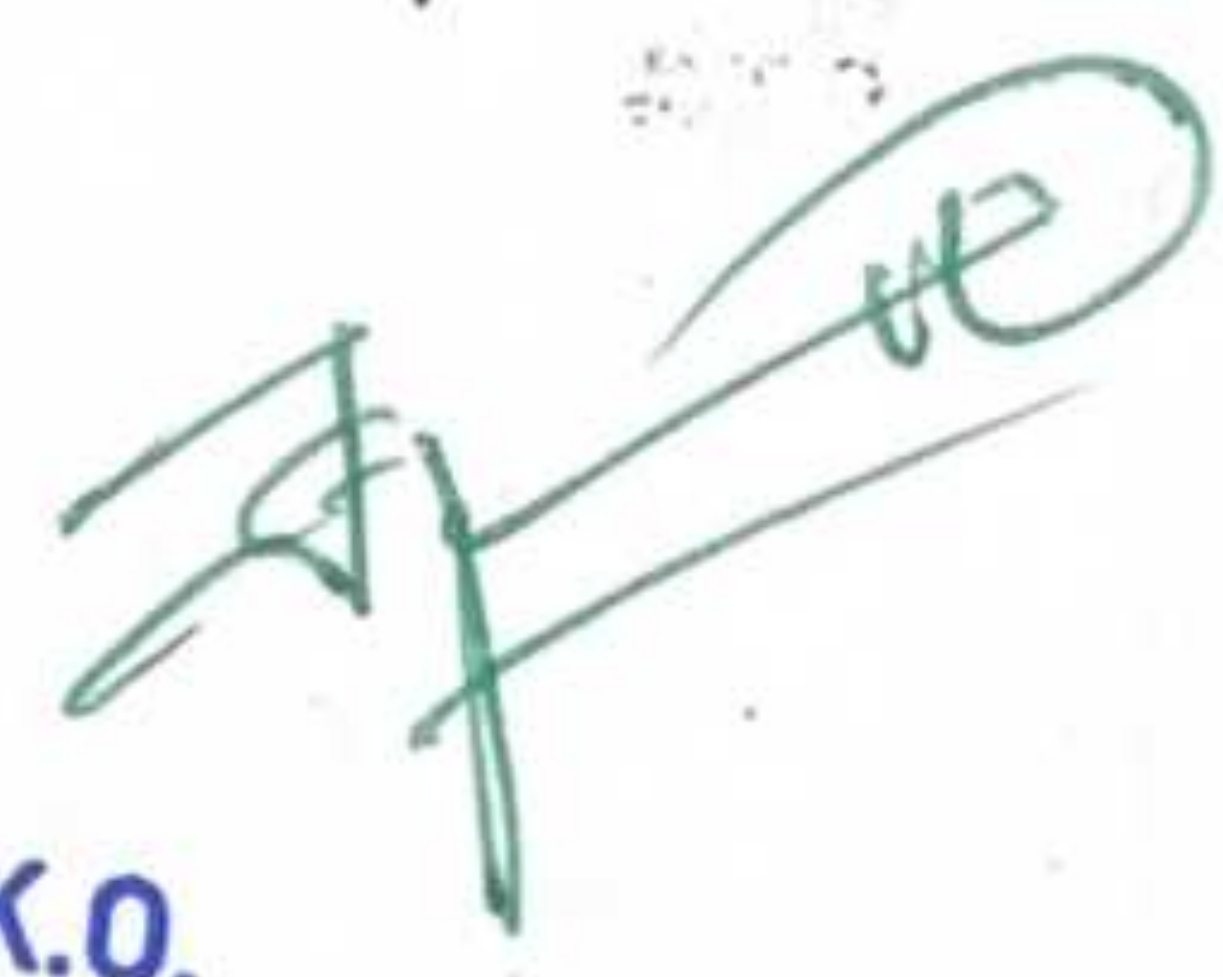


Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

codes and conventions, the jouissance (or orgasmic bliss) evoked by a text that incites a hedonistic abandonment to the uncontrolled play of its significations.

Structuralist premises and procedures, however, continue to be deployed in a number of current enterprises, and especially in a semiotic analysis of cultural phenomenon, in stylistics, and in the investigation of the formal structures that, in their combinations and variations, constitute the plots in novels.




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Conclusion

Overall, structuralism is one of the impactful and controversial approaches that set its aim to determine underlying structures of literary texts. It can also be applied to study any meaningful event. Using semiotics, structuralism analyzes the signs, functions and impact of any event. Thus, the broad approach offers insights into what makes people the way they are.



[Handwritten signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591