



F.Y.B.A. (Education)
Semester - I

FUNDAMENTALS OF
EDUCATION

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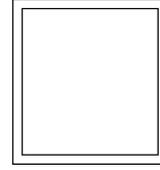
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Semester - I

**FUNDAMENTALS OF
EDUCATION**

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I

UNIVERSITY OF MUMBAI Syllabus for F.Y.B.A. (Education)

Course Title FUNDAMENTALS OF EDUCATION

SEMESTER - I

Objectives:

- i) To expose the students to the basic concept of education.
- ii) To understand the aims and basis of education.
- iii) To orient the students to the basic concepts of teaching and learning
- iv) To understand the role of a teacher as a professional.

MODULE 1: BASIC CONCEPT OF EDUCATION

Unit-1 Meaning, Definition & Characteristics

- a) Nature and Meaning of Education.
- b) Scope and Functions of Education
- c) Characteristics of Education

Unit-2 Pedagogy of Education

- a) Pedagogy: meaning and Importance
- b) Critical Pedagogy: Meaning and Need
- c) Western and Indian Thinkers ideas of Education
(Rabindranath Tagore, Swami Vivekananda, John Dewey and Maria Montessori)

MODULE 2: AIMS AND BASES OF EDUCATION

Unit-3 Aims of Education

- a) Individual
- b) Social
- c) Individual vs Social

Unit-4: Bases of Education

- a) Philosophical
- b) Sociological
- c) Psychological

MODULE 3: TEACHING AND LEARNING

Unit-5: Concept of Learning

- a) Learning: Meaning & Characteristics
- b) Factors affecting Learning:

II

1. Attention (Meaning, Types & Educational Implications)
2. Motivation (Meaning, Types & Educational Implications), Maslow's Theory of Hierarchy of Needs

Unit 6: Concept of Teaching

- a) Teaching: Meaning & Characteristics
- b) Approaches to Classroom Teaching: Learner centric and teacher centric

MODULE 4: TEACHER PROFESSIONALISM AT DIFFERENT LEVELS

Unit-7 Qualities and Qualifications of Teacher

- a) Pre primary
- b) Primary
- c) Secondary
- d) Higher Education

Unit-8 Role and Challenges of Teacher

- a) Professional Growth
- b) Professional Ethics and code of conduct for teachers
- c) Transitional Role of Teacher (teaching to facilitating)

Practical Work: Visit a School (Pre-primary /Primary /Secondary School) to study its functioning and write a detailed report reflecting your own views. (The report may include a brief history of the institution, its organisational hierarchy, vision, mission, goals, infrastructure, curricular and co-curricular activities etc.)

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SEMESTER - I

1

MEANING DEFINITION AND CHARACTERISTICS OF EDUCATION

Unit Structure:

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Nature and Meaning of Education
 - 1.2.1 Meaning of Education
 - 1.2.2 Definition of Education
 - 1.2.3 Nature of Education
- 1.3 Scope and Functions of Education
 - 1.3.1 Scope of Education
 - 1.3.1.1 Relation with other Disciplines
 - 1.3.1.2 Areas of Education
 - 1.3.1.3 Types of Education
 - 1.3.2 Functions of Education
- 1.4 Characteristics of Education
- 1.5 Summary
- 1.6 Exercise
- 1.7 References

1.0 OBJECTIVES

After studying this unit, you will be able to:

- define the term education and derive its meaning
- explain meaning and describe the nature of education
- understand the scope of education
- discuss the various functions of education
- formulate and verify the characteristics of education

1.1 INTRODUCTION

Human life is the best creation of God, has got two aspects: the biological and the socio-cultural. Biological aspect is found in

plant and animal life. But the socio-cultural aspect is the rare distinction of human life alone. It is only man who is capable of being educated.

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship.

Hence, through education, he tries to seek new ideas and new ways of life. It is again through education that he promotes his intelligence and adds his knowledge with which he can move the world for good or for evil, according to his wishes. Thus, he attempts to understand himself in relation to the world about him and to transmit that knowledge succeeding generations.

1.2 NATURE AND MEANING OF EDUCATION

1.2.1 Meaning of Education:

The word "education" is traced to different sources of derivation. According to the one view the word education is derived from Latin word "educio" means 'I lead out' here E means 'out of' while 'duco' means 'I lead' in other words it means 'I lead out of darkness into light' and here 'I' denotes the teacher. The hindi word Vidya or vidyā (Sanskrit: व या) primarily means science, learning, philosophy, knowledge, and scholarship, any knowledge whether true or false. Its root is vid (Sanskrit: व), which means "to reason upon", knower, finding, knowing, acquiring or understanding.

There is another view that the word 'education' is derived from the word 'educare', meaning 'to rear' 'to bring up' 'to nourish'. This meaning implies that the child is lacking and she is to be brought up with certain preconceived ideas. for which, she is to be fed with knowledge in proper way so that, child or student can utilize his innate power to achieve his ends in other words, it means that the child is to be brought up according to certain aims and ends in view.

The modern educationalists, the child is not to accept imposition, but has to observe, think and draw conclusions for him. Therefore, education means 'to lead out', 'to lead forth', or 'to unfold the hidden talents of man'. It is very much the art of developing and cultivation the various powers of mind, physical, mental and moral. However, it should be noted clearly that nothing can be drawn, unless something is put before hand, means the growth of the child will not take automatically, it needs certain knowledge and experience, so we have to give him knowledge and experience before we expect to draw out the best in the child.

Hence, education can be looked upon a process of providing desirable knowledge and experience to the child so as to develop his inner powers to the maximum possible extent. In other words, 'education' means both the acquisition of knowledge and experience as well as the development of skills, habits, and an attitude which helps a person to lead a full and worthwhile life in this universe. It is in fact, a process of training the individual through various experiences of life, so as to draw out the best in him.

According to Gandhiji, "By education I mean an all-round drawing out of the best in the child and man- Body, mind and spirit. It is one of the means whereby man and women can be educated. Literacy in itself is no education."

All-round means, Man is neither mere intellect nor the gross animal body, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all these is required for the making of the whole man.

The modern tendency is to regard education as a bipolar (two-way) process involving interplay of educator (teacher) and educand (student) during which the educator's personality acts on the educand to modify his/her development. The educator consciously and deliberately tries to develop the educand along definite lines by modifying his/her behaviour.

According to Dewey, education is the process of living through the continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities. Dewey also states that education is a psychological and sociological process. Psychological aspect involves the study of the

child's urges and powers. It furnishes the material and gives the starting point for education. Sociological aspect emphasises participation of the individual in the social consciousness of the race. This socialisation begins at birth and continuously shapes and affects the individual's personality and thinking. So, we can rightly say that the role of the educator is to shape and modify the personality of the educand according to the needs and demand of the society.

Education is the process of development of an individual from infancy to maturity and so we can rightly say that life is education and education is life. In the narrower sense, education includes only those deliberately planned and chosen influences which effect changes to bring about better adjustment of human nature with surroundings. Education should make an individual self-reliant and selfless. Education is higher and finer than mere instructions. Instruction includes communication knowledge or acquisition of useful skill. Instruction is an essential educational instrument.

1.2.2 DEFINITION OF EDUCATION:

Formally, education can be defined as (in Oxford dictionary):

- *The action or process of educating or of being educated a stage of such a process.*
- *The knowledge and development resulting from the process of being educated a person of little education.*
- *The field of study that deals mainly with methods of teaching and learning in schools.*

Definition of Education by Indian philosophers and ancient Indian scripts:

- *Education is something, which makes a man self-reliant and self-less. - Rig-Veda*
- *Education is that whose end product is salvation. – Upanishad*
- *Education means development of self-contentment. - Kannada*
- *Education is the process of the individual mind getting to its full possible development... it is a long school, which lasts a life time. -Zakir Hussain*
- *Education is the manifestation of divine perfection already existing in man. -Vivekananda*

1.2.3 NATURE OF EDUCATION:

According to John Dewey, Education is the process of living through continuous reconstruction of experiences. Based on this ideology, nature of education is as follows:

- **Education is life-long process-** Education is life long process because every stage of life of an individual is important from educational point of view.
- **Education is a systematic process-** It refers to transact its activities through a systematic institution and regulation.
- **Education is development of individual and the society-** It is called a force for social development, which brings improvement in every aspect in the society. Education should be relevant to life situations.
- **Education is modification of behaviour-** Human behaviour is modified and improved through educational process. It brings about integrated development of individuals.
- **Education is a training-** Human senses, mind, behaviour, activities; skills are trained in a constructive and socially desirable way.
- **Education is instruction and direction-** It directs and instructs an individual to fulfil his desires and needs for exaltation of his whole personality.
- **Education is life-** Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.
- **Education is continuous reconstruction of our experiences-** As per the definition of John Dewey education reconstructs and remodels our experiences towards socially desirable way.
- Education is a power and treasure in human being through which he is entitled as the supreme master on the earth.

- **Education is a tripolar process**-It includes interrelation between the Educator (teacher), the Educand (student) and the Society.

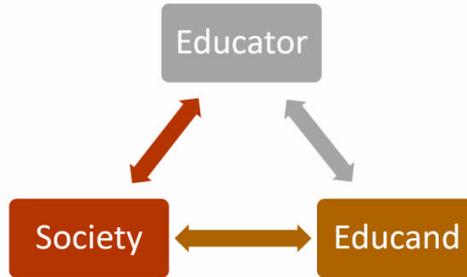


Figure 1.1: Relation between educator, society and educand

Therefore, the role of education is countless for a perfect society and man. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals.

CHECK YOUR PROGRESS

- 1) The three poles of the education system are Teacher- Pupil- Society. Justify their position.

- 2) Formally define the term Education and state its meaning in the Indian context.

1.3 SCOPE AND FUNCTIONS OF EDUCATION

1.3.1 SCOPE OF EDUCATION :

Scope means range of view, outlook, field or opportunity of activity operation and application. Education has a wider meaning and application.

The facets of the scope of education are as follows:

- Relation with other disciplines
- Areas of Education
- Types of Education

1.3.1.1 Relation with Other Disciplines :

1. **Education and Philosophy:** Philosophy of education covers aims of education, nature of education, importance of education, function of education. It's very old and essential part of education.
2. **Education and Psychology:** Main aim of education is the development of child. Psychology helps to understand the child better and development of child with respect of physical, mental, emotional, social adjustment, individual difference, personality, thinking, reasoning, problem solving.
3. **Education and Sociology:** A child lives in the society so it is important for him to know about the society, the nature of society, type of society, interdependence between culture and society.
4. **Education and History:** It is also important to know background, origin, development, growth and aspect of the subjects. And also, education system method of teaching during ancient period, medieval period, British period and modern period.
5. **Education and Economics:** For the growth of business and market the world class economical education is important for each and important.

6. **Education and Political Science:** Political systems have influenced the theory and practices of education from the very beginning. The influence of politics has been instrumental in educating people to fight against exploitation, injustice and to protect their Human Rights as an individual, citizen and a consumer.
7. **Education and Population Studies:** Viewing at the undesirable growth of population, an awareness is created through population education.
8. **Education and Environmental Studies:** Ecological balances have drawn the attentions of intelligence today. So, looking at the environmental problems study of environment education has great importance.

1.3.1.2 Areas of Education:

Till now we have seen the relation of education with various disciplines and have enriched the concept of education and understood the role of education in each field of study. The following are the areas of study under education.

1. **Educational Philosophy:** Philosophy is an integral part of our life. Philosophy provides the fundamental principles and education implements these principles in the area of Educational Philosophy.
2. **Educational Sociology:** School is a miniature society. The teacher is a social engineer who attempts to bring about the social change through her students and their parents with whom the teacher has a constant interaction. Through Educational Sociology, one can understand how the public institutions and individual experiences affect education and its outcomes. It is mostly concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education.
3. **Educational Psychology:** Educational psychology is the branch of psychology concerned with the scientific study of human learning.

4. **Method of Teaching:** In ancient time the pupil were passive listeners but now they actively participate with the teacher in the process of education. So the skill and proficiency of different teaching methods needs to be developed.
5. **History of Education:** It records the stages in the development of education in relation to different aspects and the role of revolutionary teachers and philosophers who have contributed in shaping the education system of the entire world.
6. **Comparative Education:** It is the comparison of education systems and educational policies of different countries with a view to facilitating the educational comparison of the structure, operation, aims, methods, practices of different countries.
7. **Educational Management:** Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system.
8. **Educational Technology:** Educational technology is the use of both physical hardware, software, and educational theoretic to facilitate learning and improving performance by creating, using, and managing appropriate technological processes and resources.

1.3.1.2 Types of Education:

Educational thinkers, scholars and philosophers have divided education into different into different types and categories. Among those the most popular division is types based on institution. According to this division education can be of following types:

1. Formal Education:

Formal education is the type of education which is provided in certain institutions like school, college, universities etc. Formal education is designed with fixed aims and objective and provided according to the curriculum. It has fixed time table, examination

system and discipline. It is provided in accordance with the rules and regulations of the concerned school and college. The characteristics are as follows:

- It is pre-determined and pre planned.
- It is time bound and regulated by routine.
- It is space bound i.e., institutional.
- It is age bound.
- It follows systematic curriculum.
- It is imparted by qualified teachers.
- It observes strict discipline
- It is methodical in nature.

2. Informal Education:

Informal education or incidental education is one which occurs automatically in the process of living. It is received by one by living with others, such as cycling, horse riding, fishing etc. Family is one of the most important agencies of informal education as we learn many things from its members. The main characteristic of informal education are as follows:

- It is incidental and spontaneous.
- It is not pre planned and deliberate.
- It is not confined to any institution.
- There is no prescribed syllabus and time table.
- It is not time bound and age bound.
- There are many agencies of informal education.
- It is also known as out of school education.

3. Non-formal Education:

Non-formal education is any organized systematic educational activity carried outside the framework of the established formal system. Non-formal education is provided at the convenient place, time and level of understanding or mental growth of children and adult. The main characteristics are:

- Non-formal education is open ended and non-competitive
- Non-formal education is structured and planned but outside the sphere of formal education
- It is consciously and deliberately organized and implemented
- It is programmed to serve the need of the homogeneous groups

- It possesses flexibility in design of the curriculum and process and evaluation
- In non-formal education teacher pupil relationship is much more intimate
- Attendance in non-formal education is voluntary
- In non-formal education many students are working persons

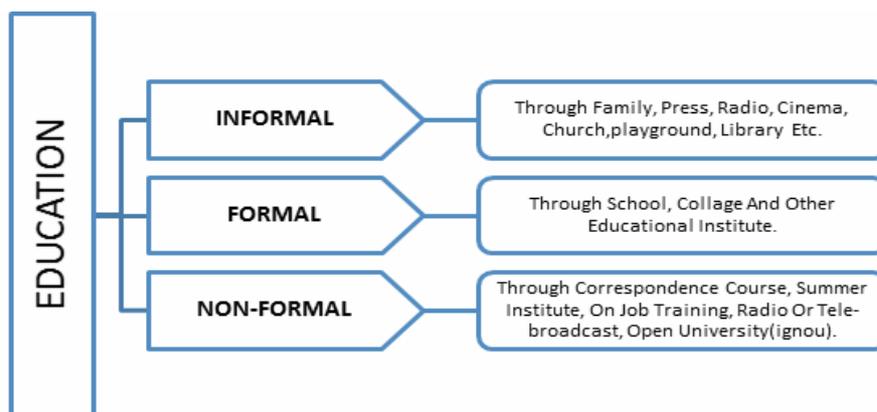


Figure 1.2: Summary of Formal, Informal and Non-Formal Education

1.3.2 FUNCTIONS OF EDUCATION:

The following are the functions of Education

1) To complete the socialization process:

One of the main social objective of education is to complete the socialization process. With the emergence of nuclear families, the role of school and other institutions in the socialization process has increased considerably. The school trains the child to develop honesty, consideration for others and ability to distinguish between right and wrong. Socialization process also enables the child to co-operate with others and to grow as a good citizen by respecting the laws framed by the society. Socialization is achieved through textbooks and learning experiences intended to develop social skills.

2) To transmit the cultural heritage:

All societies are proud to uphold or highlight their cultural heritage and ascertain that the culture is preserved and transmitted through social organization to future generation. All types of education and all agencies of education have to carry

out the function of cultural transmission in an earnest way by teaching the elements of culture like literature, history, art, philosophy, etc.

3) Formation of social personality:

Personality of individual members in a society shares some common features of the culture. Along with the process of transmitting culture, education also contributes to the formation of social personality. Formation of social personality helps man to adjust with his environment and flourish himself in co-operation with others.

4) Reformation of attitude:

In the developmental process, child may have incorporated some undesirable attitudes, beliefs and disbeliefs, localities, prejudices, jealousy, hatred, etc. It is the duty of the education to reform the undesirable attitudes and other negative aspects by means of removing the wrong beliefs, illogical prejudices and unreasoned localities from the child's mind. A collective effort by the school and home will bring out spectacular results in the matter of reforming attitudes.

5) Education for occupational placement-an instrument of livelihood:

Now a day, this is regarded as the first and foremost function of education by a large section of people. This function is related to the practical aim of education and receiving more attention due to the diversified needs of the society. Education should prepare students not only to foresee the future occupational position but also enable them to attain it in an impressive way. The relevance of this function is evident from the importance we are giving to vocational training.

6) Conferring of status:

It is understood that an individual's status in the society is determined by the amount and type or kind of education he has received. In the current situation, the kind of knowledge one is gaining is important than the amount. For example, a graduate nurse or a diploma nurse can flourish anywhere in the world compared to a person holding Ph.D. in a traditional subject.

7) Education encourages the spirit of competition:

Healthy competition is essential for the growth of a democratic society. Healthy competition can be manifested in the form of quality products and services. From the school level itself students should realize the need for engaging in healthy competition in order to lead a better life. Unfortunately, our present education system is fostering unhealthy competition.

8) Education trains in skills that are required by the economy:

Economy and education always enjoy a bilateral relationship for example. The number of well-functioning hospitals is directly related to the number of qualified and competent nurses passing out from the nursing institutes. More patients will be admitted to a hospital which is providing quality nursing care. This will lead to more money transactions and ultimately results in the economic development of the nearby areas of the hospital.

9) Foster participant democracy:

In participant democracy, ordinary citizen is aware about his rights and duties and participates actively in the democratic process. Literacy is essential to nurture participant democracy and literature is the product of education. Thus, education fosters participant democracy.

10) Education imparts values:

Education help the students to realize the role of values in leading a good life as a social being. Through various activities education imparts values such as co-operation, team spirit, obedience, etc.

11) Education acts as an integrative force:

Education acts as an integrative force in society by communicating values that unite different sections of society. By and large students learn social skills from the educational institutions. In India, through education we are teaching the concept of 'unity in diversity' as a part of developing this integrative force.

12) Values and orientation which are specific to certain professions are also provided by education:

This function deals mainly with the professional education. For example, in nursing institutes, nursing students are educated in a particular way to meet the health needs of the society.

CHECK YOUR PROGRESS

1) Differentiate between the three types of Education.

2) Explain the relation of Education with other disciplines.

3) How does Education encourage spirit of competition?

1.4 CHARACTERISTICS OF EDUCATION

Education is a process of continuous reconstruction of experience. Education exhibits a wide characteristic among which the most important are:

1. Education is a social process: Education occurs only in social environment and without it no one can acquire experiences. As we know experience is the most important ingredient of education and it can only be perceived in social environment, so it is a social process.

2. Interrelationship of life and education: The different situations and strange incidents that occurs in our life and education, both of them influences our life to a great extent. Therefore, we can call life is as education and education is as life.

3. Education is development: Education is directly or indirectly in the all-round development of child. The aim of education is the development of child to its fullest extent. So, education is development and development itself life.

4. Education is the root cause of creativity: Education gives new experiences to individuals and helps them to create new things.

5. Education is the reconstruction of experience: Man acquire different experiences in different situations. In due course of time some of these were excluded and some were converted and new experiences fills the empty spaces. In human life this conversion and reconstruction of experiences is termed as education.

6.-Education plays significant role in social conservation: Every society has its own rites and rituals, ethics, morality, language, culture, beliefs, etc. Education helps the society to conserve them.

7. Education is an Art: Education is an art. It develops the inherent qualities of child in beautiful way like Arts. Teaching is also an Art. Therefore, the teacher helps the students good and healthy personality under his guidance.

8. Education is a socializing process: Every society has its own moral values. With the help of education people can develop these moral values. Therefore, it is termed as socializing process.

9. Education brings about desirable change in human behaviour: Education brings change of human behaviour in a desired way. Good and ethical behaviour makes us a good person and helps in our development.

10. Education is the power to make adjustment in new situations: Education gives us strength to solve the difficult problems that we have faced in our life.

CHECK YOUR PROGRESS

1) Write the characteristics of Education.

2) Justify, 'Education is an Art'.

1.5 SUMMARY

From the above definitions, it is now clear that since the ancient times to the modern times of John Dewey, Swami Vivekananda and Mahatma Gandhi, various educationists have defined education in various ways. The field of education is so vast and varied that to give a specific definition of education about which all educationists agree is very difficult. We see that some educationists have defined only one aspect of education whereas the others emphasize its other phases. The reason of this difference of opinions is that different educationists, most of whom are philosophers, have different views about the aim of life.

The different meanings and definitions of education as given above lead us to the conclusion that education should have a comprehensive definition. Thus, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In short, education is the development of individual according to his/her needs and demands of society, of which he/she is an integral part.

1.6 EXERCISE

1. Discuss and differentiate between the three forms of education.
2. Elaborate on the different areas of Education with appropriate examples.
3. Discuss and define the scope of education with relevant examples.
4. What is the meaning of education? Define Education using the bases of Indian Philosophers.
5. "*Education is the manifestation of divine perfection already existing in man.*" was said by:
 - a. Swami Vivekananda
 - b. John Dewey
 - c. Mahatma Gandhi
 - d. Zakir Hussain
6. Which of the following is not a part of tripolar process of Education:
 - a. Education
 - b. Educand
 - c. Educator
 - d. Society
7. Which of the following is not a type of process to impart education:
 - a. Formal
 - b. Informal
 - c. Casual
 - d. Non-Formal
8. Which of the following statements is not true for education:
 - a. Education is an Art
 - b. Education is not a socializing process
 - c. Education is development
 - d. Education is a cause of creativity

1.7 REFERENCES

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PEDAGOGY OF EDUCATION

Unit Structure:

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Pedagogy: Meaning and Importance
 - 2.2.1 Meaning of Pedagogy
 - 2.2.2 Importance of Pedagogy
- 2.3 Critical Pedagogy: Meaning and Need
 - 2.3.1 Meaning of Critical Pedagogy
 - 2.3.2 Need for Critical Pedagogy
- 2.4 Western and Indian Thinkers' Idea of Education
 - 2.4.1 Western Thinkers' Idea of Education
 - 2.4.2 Indian Thinkers' Idea of Education
- 2.5 Summary
- 2.6 Exercise
- 2.7 References

2.0 OBJECTIVES

After studying this unit, you will be able to:

- understand the term pedagogy
- derive the meaning and importance of pedagogy
- explain the meaning and need of critical pedagogy
- understand the idea of education from different Western philosophers

- understand the idea of education from different Indian philosophers

2.1 INTRODUCTION

In the previous unit we have seen the definition of education by John Dewey, Swami Vivekananda, Dr. Maria Montessori and several other educationists. We have seen that some educationists have defined only one aspect of education whereas the others emphasize its other phases. The reason of this difference of

opinions is that different educationists, most of whom are philosophers, have different views about the concept of education. In this unit, we will see their meaning of education and understand its importance and need of pedagogy in education. Later in this unit, we will understand critical pedagogy and its need.

2.2 PEDAGOGY: MEANING AND IMPORTANCE

Pedagogy: most commonly understood as the approach to teaching refers more broadly to the theory and practice of education, and how this influences the growth of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Pedagogies vary greatly, as they reflect the different social, political, cultural contexts from which they emerge. Pedagogy is the act of teaching children as against andragogy which aims at teaching adults.

2.2.1 MEANING OF PEDAGOGY:

- Pedagogy, study of teaching methods, including the aims of education and the ways in which such goals may be achieved. The field relies heavily on educational psychology, which encompasses scientific theories of learning, and to some extent on the philosophy of education, which considers the aims and value of education from a philosophical perspective.
- The pedagogy adopted by teachers shape their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may include furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).
- Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher.

2.2.2 IMPORTANCE OF PEDAGOGY:

Following are the importance of Pedagogy in teaching learning process of education:

- A deeper understanding of the subject by students
- Less misunderstanding of key concepts
- Accessible approaches to specialized content
- More interesting and diverse approaches to the teaching
- A more integrated laboratory element
- Increased use of investigative vs. lecture-based approaches
- A deeper understanding of science and engineering practices
- Greater use of authentic assessment approaches

CHECK YOUR PROGRESS

1) Discuss the importance of pedagogy.

2) What is pedagogy in education?

2.3 CRITICAL PEDAGOGY: MEANING AND NEED

Critical pedagogy is both a pedagogical approach and a broader social movement. Critical pedagogy acknowledges that educational practices are contested and shaped by history, schools are politically neutral spaces and teaching is politically not influenced. Decisions regarding the curriculum, disciplinary

practices, student testing, textbook selection, the language used by the teacher, and more can empower or disempower students.

2.3.1 MEANING OF CRITICAL PEDAGOGY:

Critical Pedagogy recognises that educational practices favour some students over others and some practices harm other students. It also recognises that educational practices often favour some voices and perspectives while marginalising or ignoring others. Another aspect examined is the power the teacher holds over students and the implications of this. Its aims include empowering students to become active and engaged citizens, who are able to actively improve their own lives and their communities. Critical pedagogical practices may include, listening to and including students' knowledge and perspectives in class, making connections between school and the broader community, and posing problems to students that encourage them to question assumed knowledge and understandings. The goal of problem posing to students is to enable them to begin to pose their own problems. Teachers acknowledge their position of authority and exhibit this authority through their actions that support students.

2.3.2 NEED OF CRITICAL PEDAGOGY:

Critical pedagogy is a progressive teaching philosophy that challenges students to examine power structures and patterns of inequality within the status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught to have.

Too often, critical pedagogy has been misunderstood as the imposition of a political ideology onto students. Instructors state that students need to learn the basics of writing first before we start having them write on political topics. Instructors also feel they are in the classroom to teach writing, not to preach about politics. Further, instructors worry that exposing students to the overwhelming obstacles in front of them, those obstacles that reveal themselves in political discussions concerning ideology and economics, will discourage the students from learning to write and achieving their goals.

Critical pedagogy is not about forcing politics on students. It is not pro and con debates on current social issues. It is not about criticizing opposing political parties. Rather, critical pedagogy authorizes students to explore the ideologies surrounding them,

especially as those ideologies influence, often unknowingly, decisions they make and the culture around them. It embeds the personal into the social. It helps students examine and re-examine the ordinary in society, sometimes to show just how extraordinary it is. But the teaching is handled with an ethic of care, one that sees students as knowledge-makers, not as passive recipients of teaching.

CHECK YOUR PROGRESS

1) Discuss the need of critical pedagogy in education.

2) What is Critical Pedagogy in Education?

2.4 WESTERN AND INDIAN THINKERS' IDEA OF EDUCATION

2.4.1 WESTERN THINKERS' IDEA OF EDUCATION

I. DR. MARIA MONTESSORI:

Maria Tecla Artemisia Montessori (August 31, 1870 – May 6, 1952) was an Italian physician and educator best known for the philosophy of education that bears her name, and her writing on scientific pedagogy. At an early age, Montessori broke gender barriers and expectations when she enrolled in classes at an all-boys technical school, with hopes of becoming an engineer. She

soon had a change of heart and began medical school at the Sapienza University of Rome, where she graduated – with honours – in 1896. Her educational method is still in use today in many public and private schools throughout the world.

Montessori Education:

Montessori is a method of education named after Dr. Maria Montessori. Dr. Maria Montessori looked at education from a scientific level. She believed that education should prepare a person for all aspects of life. She designed materials and techniques that would promote a natural growth of learning in students. They are common to all Montessori classrooms. Working with these materials and techniques forms a pattern that children carry over naturally to reading, writing, and mathematics. Each skill is developed to interlock with another.

Montessori Philosophy:

The Montessori philosophy is based on supporting the complete development of the child as they progress from birth to adulthood. It takes the broad vision of education as an aid for life. As a way of teaching, Montessori offers the view that knowledge isn't passively gained by listening to words. Rather, it is gained through experiences in the surrounding environment. Therefore, the Montessori approach uses a prepared classroom to inspire children towards a life-long love of learning. Qualities of the prepared classroom include: structure, order, freedom of movement, and freedom of choice.

Within this structured space, children learn through hands-on experiences. Especially relevant are the beautifully made Montessori learning materials that children work with to make independent learning discoveries. The children are guided in their learning by the Montessori teachers, who act as the link between the children, and the prepared environment.

The teacher's role is to prepare the classroom, and observe and guide their students in their learning. As a result, children progress at their own pace, according to their own abilities.

Through work in the Montessori environment, children learn to develop concentration, self-discipline, and a love of learning. Montessori Academy's Early Years Learning Program applies the Montessori way of teaching to help children achieve their full potential.

Finally, by valuing each child as an individual, we empower our students to become confident, independent learners. Montessori education is applied throughout the world and it offers children opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life. Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles.

- ✓ Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.
- ✓ Beginning at an early age, Montessori students develop order, coordination, concentration, and independence. Classroom design, materials, and daily routines support the individual's emerging "self-regulation" (ability to educate one's self and to think about what one is learning), toddlers through adolescents.
- ✓ Students are part of a close, caring community. The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.
- ✓ Montessori students enjoy freedom within limits. Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessorians understand that internal satisfaction drives the child's curiosity and interest and results in joyous learning that is sustainable over a lifetime.
- ✓ Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.
- ✓ Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

II. JOHN DEWEY:

John Dewey (1819-1952) was a famous American philosopher, psychologist and educator. Being brought up in rural environments, he realized from the very beginning that traditional methods of instruction were not at all effective and that social contacts of everyday life provided effective, dynamic and unlimited learning situations. These very ideas formed the foundation of the educational theory, formulated later by him.

Dewey's Educational Theory and Aims:

- About the importance of education, John Dewey writes, "What nutrition and reproduction are to physiological life, education is to social life. Education is a social necessity. It is a means of social continuity of life.
- It is a means by which a person is helped to have useful and helpful experience." All this he said in the light of the rapid changes in social and economic life of his own time.
- Defining education, Dewey says, "Education is development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities." It means that education extends the limits of human possibilities. It is progressive both for the individual and the society. Thus education, to John Dewey, is a bipolar process. It has two sides, the psychological and the sociological; neither of the two can be subordinated or neglected.
- The psychological side is the study of the child, with all his inclinations, instincts, endowments and interests. It forms the very basis of education. The sociological side is the social environment in which the child is born, lives and grows for society. On a further analysis of his educational theory, we find the following four fundamentals:

(i) Education as Growth:

- Growth is the real function of education. It, therefore, must lead to growth. But growth is not directed towards any pre-determined goal or end. The end of growth is more growth and so the end of education, more education.
- An individual is a changing and growing personality and education is to facilitate that growth. It is, therefore, the duty of the teacher to provide opportunities for proper growth by

arousing the instincts and capacities of children and by providing to them the solution of those problems which make the children think.

(ii) Education as Life:

- Dewey believes that education is not a preparation for life. It is life itself. "Life is a by-product of activities and education is born out of these activities." School is now taken as a miniature society which faces problems, similar to those faced in life outside.
- For education, pupils should be made active participants in the social and community life of the school and thus trained in co-operative and mutually helpful living. They should be encouraged to face actual life problems in the school and gain varied experiences as our children are required to live in a democratic society when adults, they must experience same life in the school.

(iii) Education as Social Efficiency:

- Man is a social animal who continuously draws energy, strength, knowledge, experience and attitudes in a social medium. As a social being, he is a citizen, growing and thinking in a vast complex of interactions and relations.
- He owns character and mind, habits and manners, language and vocabulary, good taste and aesthetic appreciation, to his interaction with the social consciousness of his community.
- When as an individual he shares such rich resources of a good society, he should also be ready to give back to that society and thus help other members to develop. It is the function of education to teach him this give-and-take process and make him aware of his social obligations.
- Education must transform the immature child into a social human being. It is in this sense that education becomes a social process and social efficiency becomes the aim of all education.

(iv) Education as Reconstruction of Experiences:

- According to John Dewey, experience is the only source of true knowledge. One experience leads to further experiences and each new experience calls for the revision, modification or rejection of the previous experiences. In this

way the old pattern yields place to a new pattern. Dewey says, "We should so regulate the learning and experiencing activities of the young that a newer and better society will arise in the end."

- Therefore, there is a need of continuity of experiences, helping man to grow physically, mentally, socially and morally. Education must create environments for the promotion of continuity of experiences. Dewey, therefore, conceived of education as a process, involving continuous reconstruction and reorganization of experience. He says that education is by experience, for experience and of experience.

(v) No Fixed Aims of Education:

- However, being a pragmatic education, John Dewey has no fixed aims of education. He believes that since physical and social environments are always changing, aims of education must also change.
- They cannot be fixed for all times to come. Thus, he revolted against the traditional aims of education-namely: the moral aim, the disciplinary aim and the knowledge aim etc. of the nineteenth century.
- He rejected the very idea of education as preparation for future life and said that education must cater to the present needs of the child rather than the future because the child is not interested in the unknown future. He therefore, said that educational aims must be restated and re-formulated in the light of the rapid social and economic changes in present day life.

2.4.2 INDIAN THINKERS' IDEA OF EDUCATION:

I. SWAMI VIVEKANANDA:

Amongst the contemporary Indian philosophers of education, Swami Vivekananda (1863 – 1902) was one of those who revolted against the imposition of British system of education in India. Education is the manifestation of the perfection already in man. We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.

Aim of Education:

According to Swami Vivekananda the following should be the main aims of education:

- **The Aim of Reaching Perfection:**

The prime aim of education is to achieve fullness of perfection already present in a child. According to Swamiji all material and spiritual knowledge is already present in man covered by a curtain of ignorance. Education should tear off that veil so that the knowledge shines forth as an illuminating torch to enliven all the corners. This is meant by achieving fullness of the latent perfection.

- **Physical and Mental Development Aim:**

The second aim of education is the physical and mental development of the child so that the child of today is able to promote national growth and advancement as a fearless and physically well developed citizen of tomorrow. Stressing the mental development of the child, Swamiji, wished education to enable the child to stand on his own legs economically rather than becoming a parasite on others.

- **Moral and Spiritual Development:**

According to Swami Vivekananda, a nation's greatness is not only measured by its parliamentary institutions and activities, but also by the greatness of its citizens. But the greatness of citizens is possible only through their moral and spiritual development which education should foster.

- **Character Development Aim:**

According to Swamiji character development is a very important aim of any education. For this, he emphasized the practice of Brahmacharya which fosters development of mental, moral and spiritual powers leading to purity of thoughts, words and deeds.

- **Aim of Development Faith in One's Own self:**

Shraddha and a Spirit of Renunciation. All through his life Swamiji exhorted the individuals to keep full confidence upon their powers. They should inculcate a spirit of self-surrender, sacrifice and renunciation of material pleasures for the good of others. Education should develop all these qualities in the individual. He gave this call to his countrymen. "Arise, awake and stop not till the goal is achieved."

- **The Aim of Searching Unity in Diversity:**

The true aim of education is to develop insight into the individuals so that they are able to search out and realize unity in diversity. Swami Vivekananda has further asserted that physical and spiritual worlds are one; their distinctness is an illusion (Maya). Education should develop this sense which finds unity in diversity.

- **Religious Development Aim:**

To Swamiji religious development is an essential aim of education. To him, each individual should be able to search out and develop the religious seed embedded in him and thus find the absolute truth or reality.

Hence, he advocated the training of feelings and emotions so that the whole life is purified and sublimated. Then only the capacities of obedience, social service and submission to the teachings and preaching's of great saints and saviours will develop in the individual. Education should foster this development.

II. SHRI RABINDRANATH TAGORE

Rabindranath Tagore (1861 – 1941) was a polymath, poet, musician, and artist from the India. He reshaped Bengali literature and music, as well as Indian art with Contextual Modernism in the late 19th and early 20th centuries.

His educational philosophy sprang up from two sources:

- (a) Hatred towards school.
- (b) Love of nature.

Concept of Education:

Education to be real must be of the whole man, of the emotions and the senses as much as of the intellect. Man, in the fullness, said Tagore, is not limited by the individual but overflows in his community. And so, in his school, along with training in individual initiative and self-reliance, equal emphasis was laid on community service, nor is education a plant that can be made to grow as an exotic variety in the hot house. If it does not strike roots in the soil and adapt itself to the natural environments, it has little value for the people as a whole. In short, education according to Tagore meant development of the individual. It meant enrichment of personality and education should be Indian one and not borrowed from the West.

Aims of Education:

The aims of education according to Shri Rabindranath Tagore are:

1. Emancipation and Perfection of Man:

About this Tagore says, "The highest education is that which does not merely give us information but makes our life in harmony with all existence." He aims at the emancipation of man from all kinds of bondages. He aims at perfection not only of body or mind but also that of soul. It is the fullest growth and freedom of soul. In order to achieve that aim in his endeavours he makes education as broad based as possible.

- **Moral Development:**

This is the second aim of education according to Tagore. He attached a more significance to moral values in education than for mere results of science which produced a system and physical power.

- **Unity of Truth:**

Another object of education, according to Tagore, was that of giving man the unity of truth. He says that Physical, intellectual and spiritual life are one and we must give this knowledge to the children. This way harmony will prevail and when we do not do this, there is a break between the intellectual, physical and spiritual life.

- Education should develop international outlook is another aim.

- **Education should be Creative:**

Tagore does not want to be mere informative but desires that it should be creative also. He says, "The great use of education is not merely to collect facts, but to know man and to make oneself known to man." Of course, education is to develop one physically. It should be utilitarian too.

CHECK YOUR PROGRESS

- 1) Discuss the concept of education according to Shri Aurobindo Ghosh.

- 2) What differences can you observe in the concept of education when seen from Dr. Maria Montessori and John Dewey's point of view?

SUMMARY

In the above unit we saw the meaning of the term Pedagogy which is an academic discipline, it is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Pedagogies vary greatly, as they reflect the different social, political, cultural contexts from which they emerge. Pedagogy is the act of teaching. We later saw a type of pedagogy which is Critical pedagogy that is a progressive teaching philosophy that challenges students to examine power structures and patterns of inequality within the status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught to have.

Later in this unit, we saw the educational ideology of three western thinkers: John Dewey and Dr. Maria Montessori along with three Indian thinkers, Swami and Shri Rabindranath Tagore.

EXERCISE

- 1) Discuss the meaning and importance of pedagogy in education.
- 2) What is critical pedagogy? According to you, what challenges do the teachers face in implementing critical pedagogy?
- 3) Discuss the Swami Vivekananda's idea of education.
- 4) Write a note on the idea of education of John Dewey.
- 5) Philosopher John Dewey was from:

a) UK	b) Russia
c) USA`	d) France

- 6) Critical Pedagogy is not a study of _____ .
- | | |
|-----------------------|-------------------------|
| a) Political Ideology | b) Social Movements |
| c) Social Ideology | d) Social Understanding |
- 7) Pedagogy is the study of _____.
- | | |
|---------------------|--------------------|
| a) Teaching methods | b) Politics |
| c) Languages | d) Social Sciences |

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AIMS OF EDUCATION

UNIT STRUCTURE

- 3.0 Objectives
- 3.1 Introduction: Education
- 3.2 Aims of Education
- 3.3 Individual Aims of Education
- 3.4 Social Aims of Education
- 3.5 Individual Vs Social
- 3.6 Summary
- 3.7 Exercise
- 3.8 References

3.0 OBJECTIVES

After studying this unit, you will be able to:

- understand education and aims of Education
- be aware of Individual and Social aims
- compare Individual and Social aims
- complete learning activities effectively

3.1 INTRODUCTION: EDUCATION

In the last unit, you have studied the meaning, definition and scope of education along with the understanding of Pedagogy of Education, let us study more about Education and Aims of Education.

Education is never ending process of inner growth and development and its period stretches from cradle to the grave. Education is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and attitude, positive emotions and skills, values and aptitudes. Education is a continuous and dynamic process because he/she learns something every day and every moment.

With the study of the previous two units, we can conclude concept of education as it is a lifelong process and tripolar process which means it take place between teacher, learner, curriculum or content with learning situation that is learning environment.

Education is progressive process and it helps in human resource development. Education is also sociological and psychological.

3.2 AIMS OF EDUCATION

All activities can be classified as aimed and aimless. John Dewey has defined an aim as, " An aim is foreseen end that gives direction to an activity or motivates behaviour".

Aim gives direction to the activity and influences each step towards the end.

Good aim is related to real situation of life. They are flexible and always represent a span of diverse activities.

Aims are important because they direct our efforts. They avoid wastage of time, energy. They evaluate our self as well as the existing conditions which mean contents of education, method and efficiency of teaching, library, infrastructure, planning of curriculum and co-curricular activities in the light of our objectives and also plan for the future.

Aims are like guide lights in the educational process. Various factors and ideologies influences aims of education such as political ideologies, social and economic problems, philosophy and higher ideals of life. Aims are prepared on the basis of different levels of education as well as different types of education. Other criteria which we keep in our mind while preparing aims of education are - complexity of human nature and human environment because human nature is multi-sided. An individual has many aspects such as physical, social, intellectual moral, cultural; spiritual etc. Also, different ideals, philosophies of life, give birth to different aims of education.

There are different important aims of education. They are -

1. Individual Aims of Education.
2. Social Aim of Education.
3. Vocational Aim of Education.
4. Cultural Aim of Education.
5. Spiritual Aim of Education.
6. Democratic Aim of Education.
7. Liberal Aim of Education.
8. Harmonious Development of Aim.
9. Moral or character-building Aim.
10. Complete living as an Aim of Education.

Check your Progress

1. What is aim of Education?

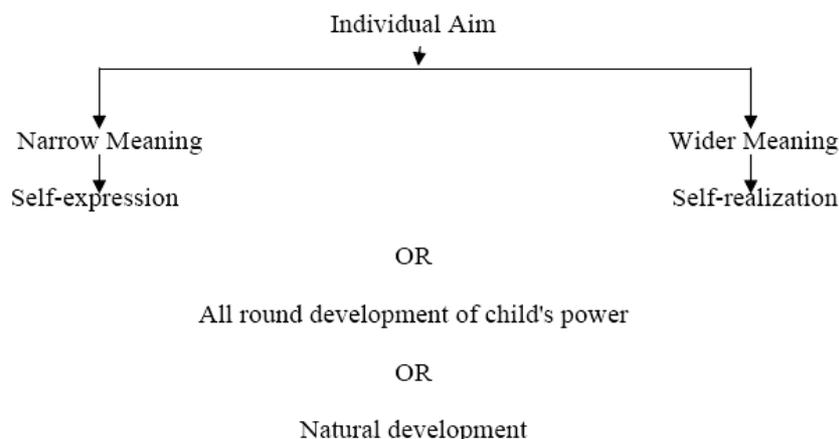
2. Explain the importance of aims of Education.

3.3 INDIVIDUAL AIMS OF EDUCATION

Education aims in any country have varied with its social, political and economic conditions. An individual is born with certain potentials and natural endowments. It is the task of the educator to develop him into a distinct individual.

Individual aim of education was emphasized in our ancient literature and also in writings of Greek philosopher. But in medieval period method of essential collective teaching was adopted and no place was given to the development of individuality. In the present time, when psychology was given place in the field of education, educationist like Rousseau, Pestalozzi, Froebel and Nunn etc., again started to emphasize the development of individuality as the aim of education.

Meaning of Individual Aim of Education



Narrow meaning of Individual Aim:

Individual aim of education in the narrow sense is given names like, 'self-expression', 'All round development of child's power', and 'Natural development'. According to this philosophy, the child should be given complete freedom to develop according to their instincts.

Wider meaning of Individual Aim:

Individual aim of education in the wider sense is described as 'self-realization'. According to this meaning, the child should be given all those opportunities which will help him in the development of all his power with his needs, interests and abilities also making him an excellent individual.

Let us see the view of Educators who Emphasize Individual Aims of Education

1. According to Sir Percy Nunn, "Nothing good enters into the human world except in and through the free activities of individual men and women, and that educational practice must be shaped to accord with that truth".
2. According to Pestalozzi, "Education is the Natural, harmonious and progressive development of man's innate powers".
3. Froebel regards education, "as the process through which the child makes internal external".
4. Aristotle thinks that, 'education is the creation of a sound mind in a sound body".
5. Mahatma Gandhi, the father of Basic Education, considers education as a means to develop man.

He said, "By education I mean an all-round drawing out of the best in child and man-body, mind spirit".

FACTORS INFLUENCING INDIVIDUAL AIM

Individual aims of education are important and necessary for individual's growth. They are influenced and effected by various factors. They are as follows:

1. Effect of biological science

Every living being is different from other living being. Natural development means only the development of unique characteristics of the individual. Thus, education aims at development of the individual abilities of each child. Sir Percy Nunn, who takes the biological point of view, hold that the central aim of education is the autonomous development of the individual. Therefore, individual and not society should be the centre of all educational efforts and activities.

2. Effect of Naturalism

Naturalists like Rousseau, Comenius, Pestalozzi suggest that education which aims at the development of individuality is the only education "according to Nature", They assume that the child's nature is good and any interference with its evolution would be harmful. According to Rousseau, " Everything is good as it comes from the hands of Author of Nature, but everything degenerates in the hand of man. God makes all things good. Man meddles with them and they become evil". Therefore, education should be in accordance with the nature of the individual.

3. Effect of Psychology

All the individuals differ from one another in respect of their interests, abilities, attitudes and personality. According to psychologists, no two children are identical. The function of education should be to develop the innate powers of the individuals so that his maximum development may take place. Thus, education becomes individual (child) oriented.

4. Influence of Spiritualists

The spiritualists are of the view that the welfare of the society lies in the good, "innate value of the individual person". The spiritual development of the man is individual, and education must provide. Such conditions that help us to the highest development of the individual's innate powers. In other words, education should lead the individual toward self-realization. Swami Vivekananda stated, "Man is potentially divine. The goal is to manifest this potentiality from within, by controlling nature-external and internal through education".

5. Influence of Progressivists

The progressivists are of the view that the progress and advancement of the world is due to great individuals born in

different periods of history. They believe that the education process should provide conditions for the complete development of individuality so that each individual may make his original contribution to human life.

6. Effect of Democratic Ideals

Democracy emphasizes the freedom of the individual. All the democratic state provides facilities for all individual to develop in any direction where they will be useful to themselves. Bertrand Russell has suggested, "Education of the individual is a best thing than the education of the citizen". Education must not only produce best citizens but also best individuals.

CRITICISM OF INDIVIDUAL AIMS OF EDUCATION

1. Disregard of Man's Social nature

According to T. Raymont, "An isolated individual is only a figment of imagination". It means that only in society and because of society, man acquires a personality- otherwise he/she remains an animal.

2. Encouragement of individualism

If education aims at development of individuality it will lead to anarchy. The individual may begin to exert his/her authority on everything and will always have the belief that things should be as per his/her ways.

3. Disregard of environment

Criticising Nunn's autonomous development of individuality Rusk says that this idea is biological and therefore defective. Psychology has proved that environment plays very significant role in the development of the individuality of the child. Ross's beautiful remarks, "Individuality is of no value and personality is a meaningless term apart from social environment".

4. Difficulty in social adjustment

Man has to live in a society with other people to lead a successful life. It becomes necessary for him to make adjustment with others. Too much emphasis on individual aim will cause difficulty in making social adjustment.

5. Not Practical

Individual aim of education may be accepted theoretically but not practical. It is not possible at any stage to make different type of curriculum for each student. In the light of above discussion, we can say that the extreme individual aim is not possible. There is no human being outside society and society is made up of human beings. If education is designed to aim at social service then its implicitly promote the interest and the individuality of the human being.

Check your Progress

1. Explain meaning of Individual aim of Education.

2. Describe the educator's view for individual aim of Education.

3. Explain the factors which influence individual aim of Education.

4. How individual aim of education are criticized?

3.4 SOCIAL AIM OF EDUCATION

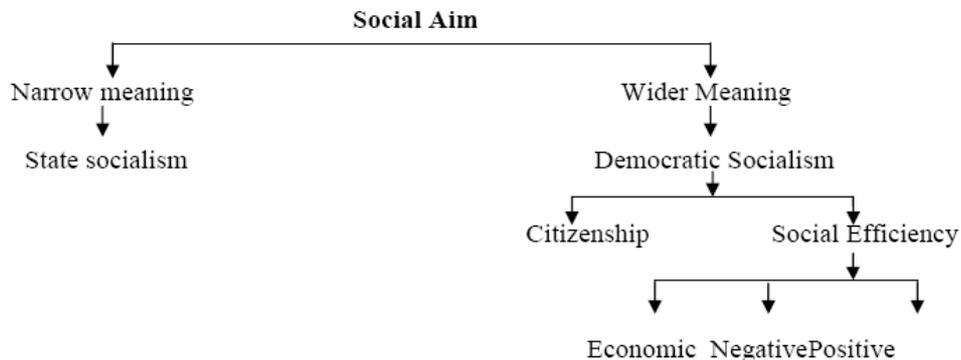
Self-expression is desirable only when it integrates rather than disintegrate society. Similarly, self-realization is good, but it should not be achieved in isolation from the society, it should be realized while living in the society.

Thus, the emphasis, nowadays placed on the individual aims of education does not imply total neglect of the social aims. It is in fact a synthesis of the individual and social aims.

Let us study the social aim of education.

Meaning of Social Aim -

The supporters of this aim believe that society is considered to be more important than the individual. Man is a social animal and he develops his personality only in society. An individual seems always to be caught up in an intricate web of social relations without them the new born baby would almost perish. The social process and the educational process are essentially one and the same.



Narrow Meaning of Social Aim

The protagonists of this view think that state is an "Idealised metaphysical entity over and above the individual citizen, superior in every way". The individual exists for the society. It is; therefore, the state should decide the aim, mode and type of education or training which an individual should receive for its welfare.

In the words of Ross," The watch wards are always discipline, organisation, a willing acceptance of authority, a damping down of individuality". The slogan is, "Everything of the state, everything for the state and everything by the state". Hitler, Mussolini Stalin, Khrushchev and Mao have been its recent subscribers.

Wider meaning of Social Aim

The social aim of education finds expression in such concepts as, 'education for social service', 'education for citizenship, ' education for social efficiency'. The supporters of this aim contend that the purpose of education is to prepare the individual for successful participation in social activities. The development of the individual should promote the welfare of the society.

Democratic view of the social aim of education is to make the individual socially efficient for a democratic society. A socially efficient individual is one who is physically strong, intellectually enlightened, culturally refined, vocationally self-sufficient and morally well disciplined.

According to John Dewey," A socially efficient individual would be able to control his environment and fulfil his potentialities. All education proceeds by participation of the individual in the social consciousness of the race". Social efficiency becomes the measure of Man's success in life.

Broader Interpretation of social Aim of Education

Let us see in detail the broader interpretation of social Aims with the view of educationist.

Social aims of education have been stressed upon by the following-

1. The teacher's aim is not to educate his pupils in the abstract, but for life in any existing society
-Bruebacker, J.S.
2. Education is the process of reconstruction of experience, giving it a more socialised value through the medium of increased social efficiency.
-John Dewey
3. Education means the culture which every generation purposely gives to its successors in order to qualify, to keep and to improve the level attained.
-Brown, F.J.
4. Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life.
-James Welton
5. An adequate educational programme will thus be concerned to help each individual child grow up from his state of initial dependence into full participation in the riches available group life including in a democratic country a full share in the active management of group affairs. Such an adequate programme

will besides go on further to an active effort to improve the group culture.

Importance of Social Aim

Let us discuss why social aim of education should be implicated.

1. Socialise Individual

Man or individual is born with certain animal tendencies so society makes him cultured and civilized different qualities like sympathy, kindness, love, social service, obedience, brotherhood are developed in the society. He is socialised through society.

2. Social nature of Man

We all know that man is a social animal and he cannot live without society. Therefore, he should give priority to the welfare of society.

3. Development of individual

Individual's development is possible only in society. Therefore, individual should be ready to sacrifice his interest for the betterment of society.

4. Salvation

Some philosophers believe that salvation lies in social service.

5. Peace, Justice and security

Society or state is basic necessity to provide peace, justice and security to individual. The education should prepare the individual for the society or state. Ross has stated that individuality is of no value and personality is a meaningless term apart from the social environment. Similarly, in J.B. Baldwin opinion, "Personality cannot be expressed in any but social terms".

Criticism of Social Aim -

1. Development of narrow nationalism

This aim of education will development narrow nationalism. The belief of "my country, right or wrong" will take place which will block the progress and lead to narrow mindedness.

2. Hindrance in Intellectual and character development

Over emphasis on social aim will stand an obstacle in the way of intellectual and character development and emotional integration.

3. Suppression of individual freedom

Social aim opposes individual freedom, ideas and feelings. Thus, his individuality will be crushed. He will become a puppet in the hands of unscrupulous statesmen?

4. Hindrance in the development of art and literature

Art and literature development depend upon individual's efforts and under social aim of education, there is no place for individual freedom.

5. Man - only a means to an end

Social aim stresses the fact that individual should sacrifice even his life for the betterment of the state. In this way, man is only a means to an, end being the betterment of the state.

6. Un-psychological

The social aim of education in its narrow meaning is un-psychological. Individual's personal interests, instincts and abilities of the children are ignored. Individual are asked to sacrifice their own interests for the welfare of the state.

Thus, we have seen in detail, the meaning, interpretation, importance of social aim and also criticism of the social aim of education.

Check your Progress

1. Discuss the meaning of social aim of education.

2. Why social aim should be implemented?

3. Explain the criticism of social aim.

3.5 INDIVIDUAL V/S SOCIAL AIM OF EDUCATION

Individual and society are complementary to each other. Neither the individual nor the society can exist without each other. The individual is the product of society and the society in its own turn finds its fulfilment in the development of its individual members.

An Individual can develop only in a progressive society and the society can achieve a high degree of excellence with developed individuals.

'Social purpose' of education and 'Individual purpose' of education are not incompatible terms. The Education commission 1964-66 has explained the position as, "One of the important principles to be emphasised in the socialistic pattern of society which the nation desires to create is that individual fulfilment will come, not through selfish and narrow loyalties but through wider loyalties of national development in all its parameters".

Another fact related to it is that individual has got capacity to make society prosperous. But the individual should have feeling of sacrifice for the society. He should always be careful about the welfare of the society.

Thus, the education has two-fold aspect, "The reflection of the individual and good of the community. Isolated individual is the figment of imagination. Thus, the function of education is to enable the individual to develop his powers and capacities on the one hand and to enable him to be an active participant in a programme of social regeneration on the other. In the words of John Adam, "Individuality requires a social medium to grow. Without social contacts we are not human".

Synthesis between Individual and Social Aim -

Some experts view which emphasis synthesis between Individual and Social Aim are as follows -

1. Mahatma Gandhi

Gandhiji sees no conflict between individual and society and says, "I believe that if one man gains spiritually, the whole world gains with him".

2. Sir Arthur Nunn

"Individuality develops only in a social atmosphere where it can feed on common interests and common activities".

3. Adams

"Self is realized in society through social interaction".

4. Mac Iver

"Socialization and individualization are two sides of a signal process".

5. Humayun Kabir

"If one is to be creative member of society, one must not only sustain one's own growth, but contribute something to the growth of society".

6. Ancient Hindu Culture

The ancient Hindu culture also emphasizes the combination of a high degree of individual excellence and a great social ability.

7. Guru Nanak

Guru Nanak, the great apostle of brotherhood of man and fatherhood of God says, "Mann Jite Jag Jit". It means that it is through the suppression of one's individuality that one rises to universality.

Thus, we can say that there is no conflict between self-realization and social service. They are one and the same. They are the suitable ideal of life and education. By promoting both that individual and social aim, we can make this world a richer, happier and nobler place.

Check your progress:

1. Discuss the individual v/s social aim of education.

2. Explain the synthesis between individual and social aim of education.

3.6 SUMMARY

Educational aims give a direction to the activity and influences each step towards the end. Aims are important because they direct our efforts. Individual aim of education in narrow sense is self-expression, all round development of child's power and natural development, whereas in the wider sense it is self-realization. According to Aristotle, education is the creation of a sound mind in a sound body. Various factor influences the individual aims of education.

Same way social aim of education is also important. In a narrow meaning of social aim, it is said that everything of the state, everything for the state and everything by the state. Wider meaning of social aim express as, "education for social service, education for citizenship and education for social efficiency.

According to broader interpretation of social aim, education means the culture which every generation purposely gives to its successors in order to qualify, to keep and to improve the level attained. Social aim of education is necessary for human being as he/she is a social animal and, in a society, only, he/she develops his/her personality and achieve his/her goal.

After the discussion of individual v/s social aim of education, we realized that individuality require a social medium to grow. Without social contacts we are not human.

After doing synthesis between individual and social aim of education with the help of expert's view, we can say that there is no conflict between self-realization and social service. They are one and same. We have to promote both the aim that is individual and social then only we can make world happier and peaceful for the human being.

3.7 EXERCISE

I. Answer the following Question.

1. Explain the concept of education.
2. Why are the aims of education important?
3. Discuss the factors influencing Individual aims?
4. Why the individual aim is criticized?
5. Explain the Interpretation of Social aim.
6. What is the importance of social aim.
7. Explain concept of individual v/s social aim.

II. Short Notes on -

- a. Meaning of Individual Aim.
- b. Meaning of Social Aim.
- c. Criticism of Social Aim.
- d. Synthesis between Individual and Social Aim.

III. Objective Questions -Select the right answer from the option -

- a. Education is the development of good moral _____.
(i) Character (ii) Factor (iii) Individual (iv) Sector
- b. Individual aim of education is the natural harmonious and progressive development of Man's innate _____.
(i) Strength (ii) Power (iii) ability (iv) Creativity
- c. It becomes necessity for individual to make _____ with others.
(i) adjustment (ii) relation (iii) agreement
(iv) Connection
- d. Man is born with certain animal _____.
(i) quality (ii) tendencies (iii) frequencies (iv) Sincerity
- e. Self is realized in society through social _____.
(i) Interaction (ii) function (iii) contract (iv) value

3.8 REFERENCES

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BASES OF EDUCATION

Unit Structure :

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Philosophical bases of education
 - 4.2.1 Background of philosophical bases of education
 - 4.2.2 Philosophy and education
 - 4.2.3 Influence of philosophy on education
- 4.3 Sociological bases of education
 - 4.3.1 Historical background of sociological bases of education
 - 4.3.2 Sociology and education
 - 4.3.3 Impact of sociology on education
- 4.4 Psychological Bases of Education
 - 4.4.1 Historical background of psychological bases of education
 - 4.4.2 Psychology and education
 - 4.4.3 Impact of psychology on education
- 4.5 Summary
- 4.6 Unit end exercise
- 4.7 References

4.0 OBJECTIVES

Bases are the foundation upon which the building stands. The building of education also has several bases. The current chapter however, discusses the three main bases of education namely the philosophical base, the psychological base and the sociological base. By going through the unit, you will be able to:

- understand the meaning and concept of philosophical, psychological and sociological bases of education
- co-relate these bases to different mode of life
- interrelate philosophy, psychology and sociology to education and its different components
- analyze by relating different disciplines to education

4.1 INTRODUCTION

In previous unit we have discussed various aspects of Aims of Education. As aims of education vary from time to time to face the changing need of the society. Educational aims are correlative to the ideals of life. Bases of Education laid its foundation on aims. Trends in 21st century of education have marked a tremendous progress in field of education. It was due to the contribution of psychological and sociological tendencies in education. The most important figures associated with this is History of philosophy, aims of education, curriculum.

Henderson has expressed his views on “Educational aims can’t be determined apart from the ends and aims of life itself for educational aims grow out of life aim. To determine what constitutes worth living has been one of the chief tasks of philosophy. If education is a set of techniques for imparting knowledge skills and attitude philosophy is the foundation to vitalise these. Philosophy is the foundation and Education is superstructure.

Like Montessori Dewey Tagore advocated that psychology of an individual should be the basis of his education. Psychological Bases of Education had their beginning with Rousseau.” The study of the child should precede the imparting of Education. The child is a book which the teacher has to learn page to page”. Psychological bases are important bases of education. Modern Education Problem can only be solved with the help of psychology. Psychology has impact on various element of education i.e. Aims of education, curriculum, methods of teaching etc.

Besides philosophical, psychological bases, sociological bases of education are considered very significant bases of education. In this section we shall study about education and sociology, socialisation of child, Impact of sociology on education.

The present Unit highlights on various bases of philosophical sociological and psychological bases of education. We will try to understand the concept of Philosophy, Psychology and Sociology and also the relationship and its different components.

4.2 PHILOSOPHICAL BASES OF EDUCATION

Since the beginning of this world man has been constantly trying to know the truth. The eternal quest for truth led to the origin of philosophy. Philosophy gives a new direction to the life. We need philosophy to take decision wisely and act purposefully. Education is the dynamic side of philosophy. It is philosophy, which has interpreted man and his activity in general. Human life cannot properly be understood without philosophy. There is close relationship between philosophy and life. Formation of life begins from philosophy. Philosophy gives self-consciousness and develops a spirit of enquiry after truth. Life and education are inseparably connected. One cannot be separated from the other. Hence life has a philosophical base and so education also has a philosophical base.

4.2.1 BACKGROUND OF PHILOSOPHICAL BASES OF EDUCATION

Definitions

Let us try to understand the concept of education and philosophy

Meaning and Nature of Philosophy

Etymologically, the word Philosophy has been derived from two Greek words

“Philo” means -love

and “Sophia” means wisdom

that means love of wisdom.

Wisdom is not the same thing as knowledge. Knowledge can be acquired, but wisdom is realized truth. Philosophy is eternal quest for the truth and a life's necessity. Education in the widest sense of the term is life itself and, in a narrow sense it is the preparation for complete living. Philosophy provides a consistent and comprehensive interpretation of life and defines its goals. It helps us to understand the significance of all human experience and activity. It explores the base and aims of life. Philosophy tries to answer the base question of life. It clarifies life and its base values. Philosophy means view points and values according to which man tries to live. With the help of philosophy man can understand himself and his relation to the rest of the universe, his origin and his destiny. Philosophy means attitude to life without which man cannot live. Philosophy indicates a certain way of life.

Definitions

Ross says that "Education is the active aspect of philosophical belief practical means of realising ideals of life".

According to Dewey, philosophy signifies "a wisdom that would influence the conduct of life".

According to Raymont, "philosophy is an unceasing effort to discern the general truth that lies behind the particular facts."

Meaning and Nature of Education

Education is the process of overall development of the individual. It is a lifelong continuous process. Education tries to develop the innate potentialities of the individual in a harmonious manner. Education is harmonious development of all the powers of the human being i.e. physical, social, intellectual, aesthetic and spiritual. Thus, education is intimately connected with the life and experience of an individual. Hence education, life and philosophy are closely interrelated. They practically sail in the same boat and they are the two sides of the same coin.

4.2.2 PHILOSOPHY AND EDUCATION

Philosophy is the mother of education and education gives birth to Philosophy. Philosophy accomplishes the goals of life and education gives the means to achieve those goals. Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life. No system of education is completely divorced from philosophy. Philosophy provides the aim of life and thereby the aim of Education, and education provides the vehicle for carrying out that philosophic aim in practical life.

The interdependence of philosophy and education is proof from the fact that all great philosophers are great educators- Socrates in Greece, Confucius in China, Buddha, Tagore and Gandhi in India. They reflected their philosophical views in their educational schemes.

For example

- Plato's idealism gave birth to- his cultural scheme of education
- Rousseau's anti-social philosophy was reflected in his "negative or natural education".
- Pragmatism has resulted in the project method of education
- Naturalism has introduced the play-way method

Hence there is no reason to believe that education is not related by philosophy. The truths and principle established by philosophy are applied in the conduct of education process. All educational programmes become consistent if their foundations are laid on sound philosophy. Philosophy formulates the aims of life and education gives suggestion how these aims are to be achieved. Education is a sustaining, progressive and purposive effort, whose strength comes only form the moral values of the community, the only source of which is philosophy. Therefore, we can say that without philosophy, education would be nothing but a blind effort and without education philosophy would be no better than a cripple.

Thus, philosophy gives education its aim, its target, its goal. Philosophy exercises tremendous influence on education in all its aspects—

- Aims
- Curriculum
- Methods
- Teachers
- Textbooks
- Administration
- Discipline
- Evaluation etc.

There is no aspect of education, which is not influenced and determined by philosophy. There is no escape from a philosophy of life and of education. It determines the aims and content of education; it influences discipline in the school; it exercises an effective influence on the methods of teaching and it defines the role of the teacher in the educational set-up.

4.2.3 INFLUENCE OF PHILOSOPHY ON EDUCATION

Philosophy and Aims of Education

Every scheme of education has some aims to be attained. Aims differ from time to time and place to place. But aims have a common element. Aims of education are determined by aim of life or philosophy of life. Philosophy formulates the ends of life, and education offers suggestions how these ends are to be achieved. Aims of education change with the changing philosophy of life. The aim of Spartan system of education was to prepare patriotic citizens

and soldiers. The Athenian system of education aimed at the cultural development of each individual. The British Public Schools aimed at citizenship. The Nazi system of education was determined by Nazi philosophy of life. Thus, aims of education are relative to the aims and philosophy of life.

Philosophy and Curriculum

Philosophy determines the aims of education and curriculum determines how these aims can be attained. The curriculum is the means to attain aims of education. Curriculum is to be determined by the educational objectives which are again determined by philosophy. Hence, the curriculum to be followed in schools has to conform to the prevailing philosophy. Thus, the problem of curriculum construction is tackled and solved by philosophical beliefs.

Philosophy and Text Books

The text books constitute the part of curriculum. The adoption of appropriate textbooks is, therefore, closely connected with philosophy. Briggs has rightly pointed out that the selection of text books depends on the ideals and values of a particular time and society. Philosophy is reflected in the content material of text-books

Philosophy and Methods of Teaching

Method means the art of teaching or the knowledge to which the teacher follows in the communication of knowledge to the students. The effectiveness of this teaching- learning process depends to great extent on the nature or art of communication. This art of communication or the classroom techniques are satisfactorily tackled by philosophy. Naturalist philosophy has emphasized the child-centered methods of education. It requires the methodology to recognize the inborn capacities of children. Educators like Rousseau, Fichte and Montessori stand for non-intervention by the teacher. The idealist philosophy, on the other hand, pleads for intervention in the education of the child by the teacher. Idealism argues that as the child has to realize certain ultimate values, the method of teaching must be teacher-centered. Pragmatism lays stress on problematic and creative activities and it advocates project method for effective learning.

Philosophy and Discipline

The nature or type of discipline is always determined by the philosophy. Naturalism emphasizes self-assertion of the individual, as against blind obedience to authority. The idealists, on the other hand, wish the individual to rise above self. Idealism relies much on the personality of the teacher for the maintenance of discipline. Pragmatists advocate complete freedom from external pressure. Thus, we see that the problem of discipline is closely related with philosophy, and the conception of discipline as held by a teacher or educator will always be influenced by his philosophical beliefs.

Philosophy and Teacher

The teacher is the soul of the educative process. A teacher not only has a thorough knowledge of his subject, but also he must know man, the society at large. He must have a clear vision about everything he comes into contact. Plato has defined philosopher as "One who has a taste for every sort of knowledge, one who is curious to learn and is never satisfied." A teacher needs to study philosophy as a person and as a teacher. It helps him to keep manifold relations with his pupil. A teacher must have a definite outlook on life, optimistic or pessimistic, positive or negative, materialistic or idealistic. Any one of these beliefs will affect the various problems of education – the aims, the discipline, the curricula, the methods, the technique of teaching and the organization. So a teacher must have an adequate and sound philosophy. He must have a thorough grounding in philosophy.

Philosophy and Educational Administration

Educational administration is also not untouched by philosophical doctrine. Mental tests and personality tests, which occupy a very prominent place in the field of educational administration, also require a definite philosophy.

Philosophy and Evaluation

Evaluation is the continuous process of measuring the educational achievements in the light of educational aims already determined. Educational aims are determined by philosophy of life. Hence the first step of evaluation is the clear knowledge of educational aims.

Thus, we find that philosophy affects both the theoretical and practical aspects of education. One cannot be separated from the other. For individual and social development first of all we must

have clear and definite educational objectives. Philosophy helps to solve the problem. We are in urgent need of a comprehensive philosophy of education, without it a teacher cannot work creatively and efficiently.

Activity 4.1

Make a list of various educationists who emphasized about philosophical bases of education

Check your Progress

Notes: Write your answers in the space given below.

1. Define Education in your own words?

2. What do you understand by educational philosophy? Explain it with one example.

3. Explain, how methods of teaching on education are based on philosophical bases?

4.3 SOCIOLOGICAL BASES OF EDUCATION

Besides philosophical and psychological bases sociological bases of education are considered very significant bases of education. Hence the study of sociological bases of education is regarded very essential.

4.3.1 Historical background of Sociological bases of Education

The history of development of sociology starts from 1837 when French philosopher August Comte coined this word. He used the word sociology for the first time in 1837. Sociology is the application of scientific methods in the study of the relationship between the society and individual.

Education takes place in society constituted of individuals. It is a social process. It has a social function as well as social relevance. A school is created by the society and the society is shaped and moulded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfil the needs and aspirations of the society. There is thus an intimate relationship between education and society.

A sociological base implies that sociology plays an important role in determining educational issues, formulating and implementing educational policies.

Definition

Ginsberg: "Sociology is the study of human interaction and inter relation, their condition and consequences".

Ottaway: “Educational sociology starts with the assumption that education is an activity which goes on in the society and society in its turn determines the nature of education.

Brown considers that “all education proceeds by the participants of the individual in the social consciousness of the race.”

From the above discussion it is concluded that the main concern of educational sociology is to describe the influence of the educational institutions which determines the social personality of those who come within their influence. This is a new science which applies sociological principles to the whole process of education.

4.3.2 EDUCATION AND SOCIOLOGY

Scope of Educational Sociology The scope of educational sociology is very vast. It takes into account the various social forces and agencies like the school, the home, the religious organization, the play groups, It also studies the different processes of social interaction such as conflict, cooperation, competition etc. It also induces such topics as the role of the press, the T.V., the radio and the cinema as aids to social interaction. The other themes include social change and social control. It deals with the impact of sociology on the aims of education, the curricula, the school organization and the mythology of teaching. However, for the central personality development of the learner some specific social problems are also included in the scope of educational sociology. These are: the importance of teacher in the society, the relationship between the teacher and the taught, the behaviour of a student in a group, the influence of social life on the school, the teacher and the student, the relationship between the school and other social agencies, the relationship between the society and the curriculum.

Following are the bases of Education:

1. Social life
2. Social control
3. Preservation and promotion of social heritage
4. Social progress
5. Socialization

4.3.3 IMPACT OF SOCIOLOGY ON EDUCATION

From the above discussion it is clear that social order has always influenced education. Educational sociology plays an

important role on the modern educational theories and practices the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.

Meaning of Education

Education is not only schooling or instruction imposed by the family members. It is equivalent to the overall development of personality and character building by means of the social life of education institutions. The social life includes all kinds of extra - class activities. Man acquires experience throughout his life. This process of acquiring experience is a social process and it is related to and influenced by social factors is education. Education is a social process and its function is not only to preserve the social heritage but also to enrich it and transmit it. Learning is the result of social interaction and social motivation. Education helps to develop this social self so that an individual may become an good member of the society. Education sociology focuses upon the social forces through which the individual gains experience. Education is regarded not only as a conservative force but also a critical and creative one.

Aims of Education.

Educational sociology indirectly influences on the aims and objectives of education. The sociologists given equal importance to the individual and social aspects of education. The aim of modern education is individual development as well as social advancement. Education enables an individual to make his life better both as an individual and as a member of his society. Education now emphasizes total development of an individual. This overall development includes intellectual, social, moral, aesthetic, cultural, physical development. Education should bring about a change not only in the amount of knowledge gained but in abilities to do, to acquire habits, skills, interests and attitudes which characterize a person who is society accepted, personally well-adjusted and socially responsible. Thus, educational sociologist lay greater stress on the social aims of education.

Functions of Education According to Payne, following are the functions of education

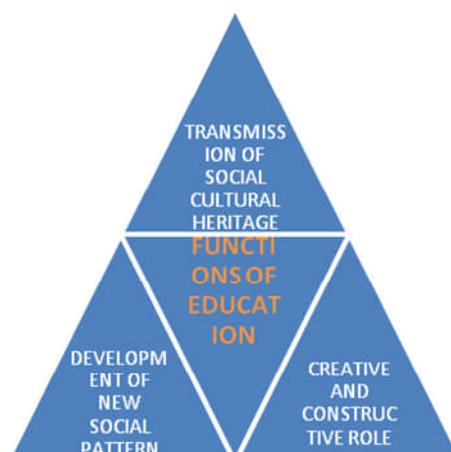


Figure 4.1: Functions of Education by Pyne

- (a) transmission of social and cultural heritage,
- (b) development of new social patterns, and
- (c) creative and constructive role.

Education is to help in transmitting the cultural heritage through agencies such as the school, the home, the religious organization, the radio, the T. V., the cinema, the press and the playgroup. But education is not only to transmit the past cultural heritage but also to develop new social patterns in such areas as health, leisure, vocation, home-life etc. Thus from the sociological point of view, education be regarded as a conservative force, a creative force and a critical force.

Curriculum Construction

The impact of educational sociology on the principles of curriculum construction cannot be ignored. The education system was not child centred, But in the modern age all these traditional views of curriculum construction have been totally rejected as unscientific. The curriculum is now in conformity with the general aims of education and it must help in the overall development of the child. In the modern sense the curriculum is not mere a bunch of subjects but includes several types of activities in the school, which provide diverse experiences to the child. It is now the sum total of the experiences gathered by the child through social interactions in the school.

Modern curriculum thus exhibits the social need of education. Activity principle in education: Nothing can be taught, everything is to be learnt is the main idea of present-day education.

The children are no longer passive recipients of knowledge they are now active participants in the learning process. This means that every useful productive work has learning value.

Thus work-based education helps in the social development of the child.

1. Curriculum should be based on the conditions, problems and needs of society
2. Curriculum should be based on the real concern and problems of pupils
3. Curriculum should reflect the basic values of the society it serves
4. Curriculum should prepare the child for the world society

Thus, schools are an important social agency or institution, which performs various social functions and responsibilities.

The School Organization and Management

The school administration has now been democratized. The students are now allowed to participate in school administration and shoulder various administrative responsibilities. The Teacher In modern education the teacher is regarded as a friend, philosopher and guide. He must prepare himself for this noble work. To fulfil this responsibility the teacher must possess suitable personality.

Human relations are also developed among students in the school society. These human relations determine the course of education. For this purpose, now sociometric technique is applied in education. With the help of socio metric technique, the group dynamics in school can be ascertained.

Methods of Teaching

The methods of teaching are also influenced by educational sociology. The teacher adopted some method or technique to establish relationship between the objectives and the materials of instruction.

The educational sociologist, according to Payne, teaching method and technique based on three principles:

1. The method of teaching is effective only in so far as the skills and knowledge acquired in the classroom are actually made by the individual in his adjustment to social situations.

2. The method of teaching must give importance to social behaviour outside the classroom.
3. The method of teaching must seek to utilize the social forces operative in the social life in order to develop capacity for social adjustment.

Chief characteristics of method

1. Method of teaching should enable the pupil to acquire those skills
2. To developing capacity for social adjustment.
3. Method should develop problem solving and constructive thinking.
4. The socialised technique, project and group method by and large should replace the lecture or recitation method

Teacher

The destiny of a nation is shaped in its classroom and it is the teacher who is a very important instrument in moulding the destiny. The teacher himself must be exposed to the concepts of freedom, egalitarianism dignity of labour, so that he may transmit the same to the younger generation. Thus, it is obvious that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors. Modern education aims at total development, here lay the need of sociological foundation of education.

Activity 4.2

Observe your local society and cite four examples from within it to identify with the various changes occurs due to educational influences

Check your Progress

4. What is the meaning educational sociology?

5. Explain, the characteristics of methods of teaching influenced by educational sociology

4.4 PSYCHOLOGICAL BASES OF EDUCATION

Psychology has greatly influenced the development of modern education. Basic connections and relationships between psychology and education are diverse. Educational theory and practice are conditioned by the nature of human behaviour.

4.4.1 HISTORICAL BACKGROUND OF PSYCHOLOGICAL BASES OF EDUCATION

Nature of Psychology The term psychology has been derived from two words “Psyche” means mind and “Logos” means science. Hence psychology is the science of mind.

J.B. Watson in the beginning of the 20th characterized psychology as the science of behaviour. Like other sciences psychology has two main branches-

- Experimental Psychology
- Applied Psychology

The former tries to determine the course or tendencies of human behaviour; the latter intends to improve human life with the application of the scientific knowledge of the human behaviour.

Educational Psychology Educational Psychology has developed to study scientifically the behaviour of the students and to help the process of education. It is particular field applied psychology. It tries to study the educational behaviour of the child and applies the knowledge psychology in education.

Rousseau contribution psychological basis of education had their beginnings with Rousseau who was a social reformer and educationist rather than a psychologist. Here marked that every child is a book and that all educators should make a story of it and try to understand it. This interest in human psychology was source of psychological basis, for it gave rise to notion that education so be determined by child psychology.

Similarly, various other educated like Montessori Dewey, Tagore advocated that psychology of an individual should be the basis of his education. At present the whole concept of education and its implications are based upon psychological findings.

4.4.2 EDUCATION AND PSYCHOLOGY

Judd has defined Educational Psychology as the science which describes and explains the changes that take place in individuals as they pass through various stages of development from birth to maturity. "Apparently Educational Psychology deals with various problems of learning and teaching. That is why Educational Psychology is known as "psychology of teaching and learning." A large number of educationists and psychologists have contributed to the origin and development of educational psychology. Because of the impact of psychology, it has attained the status of science. In the writings of Plato, we find the elements of psychology.

Roman educationist Quintillion emphasized the psychology of individual difference in education.

Comenius laid emphasis on needs, aptitude and interests of the students in education. He also mentioned the principle of correlation. Rousseau, Pestalozzi, Herbart, Montessori, James, Pavlov, Thorndike, Skinner and others emphasized the use of psychological knowledge in education. The starting point in the process of education must be related to original tendency of the child. This stock of originality is conveniently classified as instinct, reflex action, emotion and intelligence. Original tendencies are adaptable and incomplete. These may be modified and improved in acquiring acceptable behaviour –responses through education. As the original tendencies are adaptive these can be channelized in more progressive and socially desirable form of behaviour. Variations in general intelligence is great. Psychology measures this general ability.

Educational psychology discusses process of development of the students, process of learning, social adjustment of the students, Individuals differences in physical abilities and mental traits and powers, Interest and motivation of child and various problems associated with the mental health of the students. The function of educational psychology is to know the child and his educational process completely. It tries to determine the means of attaining the educational goals and objectives outlined by educational philosophy. It helps the teacher, the students as well as the parents.

Various psychological bases of education

1. To study the child

In the process of education there are two poles educand and the subject taught. It is one of the most important duties of the teacher that he should understand the innate tendencies, needs, interest attitude and potentialities of the children. Importance of studying the child has been emphasized by many educationist and psychologist

Hence the educator must try to understand the child and try to adopt his teaching methods and syllabus according to child's interest ability and attitudes. The study of the child is known as psychology. The psychological basis is the important basis of education.

2. To understand individual differences

Psychology is based on the assumption that no two individuals are alike. Individuals differ in age potentialities, interest aptitude achievement, intelligence thinking, memory and learning and other personality traits.

3. Child as the centre of education

Everything in modern education the curriculum method of teaching textbooks has been adopted according to the psychological tendencies of the child. Again, we see that psychology from the basis of education.

4. To consider child as child. Many psychological researches of psychology have proved that child is not a miniature adult.

The research of psychology has a heavy impact on various aspects of education.

4.4.3 IMPACT OF PSYCHOLOGY ON EDUCATION

1. Psychology and Aims of Education

Psychology helps the instructor in the realization of educational aims by helping him to draw improvement in the quality of instruction and by providing him ability and insight into child 's ideas thought attitudes aptitudes interests and developmental stages, emotion character intelligence and personality.

2. Psychology and Curriculum.

Psychology offers modern opinion in the curriculum by emphasizing the role of co-curricular activities like sports, games excursion and field trips. Now activities are considered as an important part of education, because they are important media for sublimation of instincts and emotions and for the development of personality.

3. Psychology and Methods of Teaching

Modern methods of teaching like project method, heuristic method Montessori Method play way method are based on sound psychological principles. Learning should be properly motivated by relating it with life, audio visual aids and learning by doing.

- 5. **Psychology and Textbooks** Psychology has helped the teachers in making textbooks attractive well illustrated and according to the levels of the pupils.

- 6. **Psychology and Discipline**
Psychology helps the teacher in solving problems of discipline by avoiding frustrations worries. Psychology emphasized that discipline should be based on freedom and sympathy.

- 7. **Psychology and Teacher.** Psychology helps the teacher in understanding children their needs, interests, aptitudes intelligence developmental level instincts emotions personality and various types of individual differences. Psychology helps teacher in planning, evaluating by using modern technique and controlling special children in the class.

Activity4.3

Observe the classroom teaching and identify the bases of psychology on education.

Check Your Progress

6. Define Psychology

7. What are the main aspects of education influenced by psychological bases?

4.5 LET US SUM UP

The building of Education also has foundation on philosophical and sociological and psychological bases. In this unit we find that philosophy affects both the theoretical and practical aspects of education. One cannot be separated from the other. For individual and social development first of all we must have clear and definite educational objectives. Philosophy helps to solve the problem. We are in urgent need of a comprehensive philosophy of education, without it a teacher cannot work creatively and efficiently.

Secondly, it is evident that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors. Modern education aims at total development. Here lies the need of sociological foundation of education

From the above discussion in this Unit it is evident that psychology has influenced education in different ways. In the field of determination of aims of education the impact of psychology is very meagre. The educational aims have mainly been influenced by philosophy. But psychology chalks out the ways and means by which the educational aims can be attained. Thus, the influence of psychology on the theoretical aspect of education is partial and limited. But its influence on the practical field of education is significant and total.

4.6 EXERCISE

Long Questions

1. "The child is a book which the teacher has to learn from pages to pages."-Rousseau. Comment and explain the psychological bases of education.
2. Sociological bases of education are considered very significant bases of education. Comment.
3. What is the role of teacher in educational sociology?
4. Write three functions of 'Education as a part of sociology.
5. Keeping the present-day context in mind, explain philosophical bases on education.
6. Explain the impact of psychology on education with suitable examples.

Short Questions

1. What is the etymological meaning of philosophy?
a. Philos b. phila c. philolos d. phylos
2. Functions of education according to pyne is
a. transmission of culture
b. control of culture
c. creative outlook
d. none of these
3. According to which bases of education it is considered as "child as the centre of education"
a. philosophy
b. psychology
c. sociology

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CONCEPT OF LEARNING

Unit Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Concept of Learning
 - 5.2.1 Meaning and Nature of Learning
 - 5.2.2 Characteristics of Learning
 - 5.2.3 Types of Learning
- 5.3 Factors affecting Learning (Attention)
 - 5.3.1 Meaning of Attention
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 - 5.3.3 Characteristics of Attention
 - 5.3.4 Types of Attention
 - 5.3.5 Educational Implications for Attention
- 5.4 Factors affecting Learning (Motivation)
 - 5.4.1 Meaning of Motivation
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 - 5.4.3 Types of Motivation
 - 5.4.4 Maslow's Theory of Hierarchy of Needs
 - 5.4.5 Educational Implication for Motivation
- 5.5 Summary
- 5.6 Unit Exercise
- 5.7 References and Suggested Reading

5.0 OBJECTIVES

After going through this Unit, you will be able to:

- define learning, attention and motivation;
- understand the factors affecting learning;
- explain the types of attention and motivation;
- analyze the educational implication for attention and motivation.

5.1 INTRODUCTION

Learning has been a key issue for child and developmental psychologists. There is evidence of four phases on research on

learning in children. The first phase began during the second decade of this century when experimental research on children, although infrequent, began to gain some recognition. The investigators during this adopted precise behavioral definitions of learning and studied it in the context of memory, problem solving and sensory motor tasks. The presumed generality of Laws of learning facilitated research on child rearing and education. During the second phase, which began in late 1940 and early 1950, the lacuna in the research of the first phase was removed. Investigations of this period were well controlled but constrained laboratory experiments. The third phase was marked by an influx of new ideas about cognition and its development during 1960 and subsequently by a sharp decline in research on learning in children during the early 1970. Piaget's work began to receive recognition in this phase, concepts, paradigms emerged from cognitive psychology, enabled the developmental psychologists to identify a host of 'new' phenomena and theoretical tools came forth to represent different states of cognitive competence. In fourth phase, the method and theories evolved in the third phase came together in an intensive analysis of knowledge acquisition.

Given the reliance of our species on learning as a means of adapting to the environment, the study of learning, must be considered as one of the most important challenge for psychologists. Thus, it can be summed up by saying that Learning is a process by which an organism that satisfying the motivation adopts or adjusts to situation in which it must modify its behavior in order to overcome obstacles or barriers. i.e. this process starts from need and through reinforcement the goal is achieved.

Thus, this unit throws light on the concept of learning and also on factors affecting learning.

5.2 CONCEPT OF LEARNING



Figure 5.1: Concept of Learning

Learning is the process by which an individual acquires knowledge, attitudes and skills that are necessary to meet the demands of life. While touching a burning candle, a child gets burnt and he withdraws the fingers. When he faces a similar situation again, he withdraws his fingers faster. Gradually he learns to avoid

not only the burning candle but also other burning things. The behaviour of an individual is thus changed through experiences. This change in behaviour brought about by experiences is commonly known as **learning**.

Thus, learning means change in behaviour that occurs as a result of experience. Learning can result from both indirect and direct experiences. Indirect experiences mean observing someone and learning from that observation and not being directly involved in the experience. For example, a child learns how to clap hands by seeing someone else do it. Learning takes place through direct experiences also. For example, a child learns to write by practicing writing.

5.2.1 Definitions of Learning:

Different Psychologists have defined learning in different manners. Some of the definitions are as follows.

1. **Gardner Murphy(1968):** "The term learning covers every modification in behaviour to meet environmental requirements."
2. **Henry P. Smith (1962):** "Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience."
3. **Crow & crow (1973):** "Learning is the acquisition of habits, knowledge & attitudes. It involves new ways of doing things and it operates in individuals attempts to overcome obstacles or to adjust to new situations. It represents progressive changes in behaviour. It enables him to satisfy interests to attain goals."
4. **Kingsley and R. Garry (1957):** Learning is the process by which behavior (in broader sense) is originated or changes through practice or training.
5. **Morgan and Gilliland:** Learning is some modification in the behavior of the organism as a result of experience which is retained for at least a certain period of time.

The above definitions reveal the nature of Learning:

1. Learning is a process and not a product.
2. It involves all those experiences and training of an individual which help him to produce change in his behavior.
3. Learning leads to change in behaviour but this does not necessarily mean that these changes always bring about

improvement or positive development. One has an equal chance to drift to the negative side of human personality.

4. Learning prepares an individual for any adjustment and adaptation that may be necessary.
5. Learning is purposeful and goal-oriented. In case there is no purpose, there would definitely be hardly any learning.

5.2.2 Characteristics of Learning

1. **Learning is Universal.** Both men and animals learn but man learns most. Animals do not possess as much developed brain as human beings do, still they learn although the pace of learning is slow. On the other hand, human nervous system is very complex, so are human reactions and so are human acquisition.

2. **Learning is through experience.** Learning always involves some kind of experience, direct or indirect.

3. **Learning is continuous.** Learning begins from cradle and ends in grave. Thus, it denotes the lifelong nature of learning. One can go on learning irrespective of one's age.

4. **Learning is an adjustment.** Learning helps the individual to adjust himself adequately to the new situations. Most learning in children consists in modifying, adapting, and developing their original nature. In later life the individuals acquire new forms of behavior.

5. **Learning comes about as a result of practice.** It is the basis of drill and practice. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition. Every time practice occurs, learning continues.

6. **Learning is a relatively permanent change.** Learning stands for relatively permanent change or modification of behavior. For example, even if you have not been on a bicycle for years, in just a few minutes practice you can be quite proficient again.

7. **Learning is development.** Learning must result in the development of the child. An immature child is developed into a mature person through the process of learning.

8. **Learning is active.** Better learning will take place only if the learner is actively engaged in the learning process. Thus, active participation of the pupils is essential in the learning process.

9. **Learning is transferable.** Learning in one area may get transfer to another area. Transfer occurs when there is similarity of task, content, methodology etc. The amount of transfer may vary from situation to situation.

10. **Learning is need based.** Much of human learning is need based. Individual, personal as well as social needs arouse the will to learn. Slowness or quickness of learning depends upon the intensity of the need.

5.2.3 Types of Learning

Learning can be of the following types:

- 1) **Sensorimotor learning** – This form of learning is the simplest form of behavioral modification, under which the child acquires various kinds of skills, such as cycling, typing, making paintings, etc. In education, speaking, reading and writing are the fundamental skills which must be mastered to lay a firm foundation for future education.
- 2) **Perceptual learning** – An individual observes, perceives things or objects in his surroundings and comes to acquire knowledge about them. This happens through the five senses of the individual.
- 3) **Conceptual learning** – Perceptual learning leads to conceptual learning. This means that knowledge of concrete objects leads to abstract thinking. On the basis of concrete and particular facts, a generalization or a concept is formed. This form of learning requires higher order mental processes like thinking, reasoning, intelligence, etc. we learn different concepts from childhood.
- 4) **Associative learning** – New knowledge is not obtained in isolation. New facts get associated with the old acquired facts giving rise to new knowledge. Thus, knowledge of the individual grows by associating new knowledge with the old knowledge. This is called associative learning.
- 5) **Attitudinal learning** – This type of learning pertains to the formation of attitudes. Attitude is a predisposition which determines and directs our behaviour. We develop different attitudes from our childhood about the people, objects and everything we know. Our behaviour may be positive or negative depending upon our attitudes. For example, a child develops an attitude of affection towards his mother, an attitude of respect towards his teachers and elders and an attitude of hatred towards the persons and things that he does not like.

Activity 1.1

Make a list of types of Learning in brief.

CHECK YOUR PROGRESS

1. Define Learning in your own words?

2. Explain the characteristics of Learning. (any 3)

5.3 FACTORS AFFECTING LEARNING

- 1) Attention
- 2) Motivation

Attention

The concept of attention is studied in cognitive psychology that refers to how we actively process specific information in our environment. It is an important mental process. Without attention other mental processes, like thinking, imagination and learning etc. are neither possible nor useful. We cannot think about anything unless we concentrate our attention on it.

5.3.1 Meaning and Definition of Attention

Attention is a term used for the perceptual processes that select certain inputs for inclusion in our conscious experience at any given time. The process of attention involves the act of listening, and concentrating on a topic, object or event for the attainment of desired ends.

Dumville - "Attention is the concentration of consciousness upon one object other than upon another."

Ross - "Attention is the process of getting an object or thought clearly before the mind."

Morgan - "Attention is being keenly alive to some specific factors in our environment. It is a preparatory adjustment for response"

William James – "Attention is the taking possession by the mind, in clear and vivid form, of one out of what may seem several simultaneously possible objects or trains of thought. ...It implies withdrawal from some things in order to deal effectively with others."

Thus, attention is the ability to choose and concentrate on relevant stimuli. It helps in our awareness or consciousness of our environment, which is of selective kind, because in a given time, we can concentrate or focus our consciousness on a particular object only.

Examples of Attention

- When we drive, we are almost constantly using all of our attention sub-processes. We have to be awake (arousal), we have to be able to focus our attention on the stimuli on the road (focused attention), pay attention for long periods of time (sustained attention), keep ourselves from getting distracted by irrelevant stimuli (selective attention), be able to change focus from one lane to another, to the mirror, and back to your lane

(alternating attention), and be able to carry out all of the actions necessary for driving, like using the pedals, turning the wheel, and changing gears (divided attention).

- Attention is one of the first and most important aspects of studying at home or at school. When you study, you need to be awake and attentive to whatever you are reading or hearing. Sustained attention is especially important when you study because reading the same information while you try to learn can become boring and monotonous after a while. Sustained attention helps you stay focused on studying for hours, which helps keep you from losing time and forgetting information that you have read.

5.3.2 Nature of Attention

- Attention is a mental process and not a mental power.
- There can be no attention in the absence of interest.
- The thought of conscious life is impossible in the absence of attention.
- Attention creates readiness for doing a work.
- Attention is a selective process.
- Attention does not mean consciousness; it is a part of consciousness.

5.3.3 Characteristics of Attention

- Attention is always changing.
- Attention is always an active center of our experience.
- Attention is selective.
- Attention is continuous.
- Attention increases the clarity of the object.
- Attention is indivisible.
- The limitation of attention depends upon the relation between the things.

5.3.4 Types of Attention

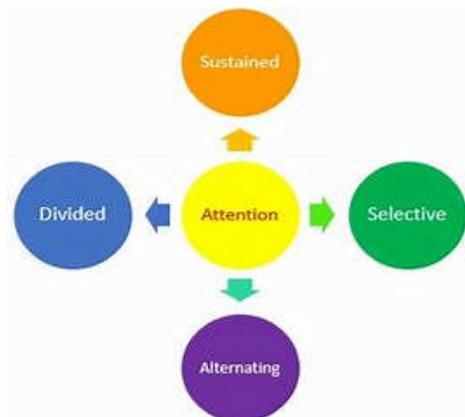


Figure 5.2: Types of Attention

To learn how to adapt, knowing the four kinds of attention related to cognition is a must. These include: sustained attention, alternating attention, divided attention, and selective attention.

Sustained Attention

It's pretty simple to catch anyone's attention but it is certainly a challenge to sustain or keep it for any considerable amount of time. Sustained attention is the ability to keep that focus or concentration for long periods of time even if the individual is exposed to the repetitive action or activity. This is the kind of attention that is usually used for majority of the learning and working activities like listening to a teacher lecture the whole hour, read books and notes the whole night to review, in answering test or exercise questions, completing an extensive project, or perhaps, regularly working on a repetitive task. This kind of attention should be very beneficial but it is the kind that is oftentimes very hard to acquire or achieve.

Selective Attention

When faced with a number of environmental factors or stimuli, the human brain naturally responds by selecting a particular aspect or factor to focus on. This is known as selective attention. Selective attention is the ability to select from the many factors or stimuli and focus to only one that you prefer or your brain selects. This is not really a special and hard to achieve kind of attention. Almost all people use this cognitive ability almost all the time. Every day, people are usually exposed to a number of environmental factors at home, at the school, at the office, etc. but their brains respond by focusing only to the particular factors that matter most or those that people choose to focus on. By better understanding it however, the person is better able to select the appropriate stimuli to devote his or her attention to.

Alternating Attention

The next kind of attention is the alternating type. As its name suggests, it's the ability to switch or immediately transfer your focus or concentration from one activity to another. The brain also instantly adapts even if the succeeding activity has a different level of knowledge or comprehension required. Similar to selective attention, alternating attention is also an ability that is used almost all the time. Every day, you need to make sudden changes on your activity or action which also requires your attention to shift.

Divided Attention

The last kind of attention related to cognition is an interesting one, divided attention. Divided attention is the ability of an individual to focus or concentrate on two or more environmental factors, stimuli, or activities simultaneously. In its simplest form of explanation, experts call it the ability to multi-task. Multi-tasking is

considered a desirable talent for those who are gifted with this ability. But this means that it will be very difficult for other people to acquire this skill. Divided attention or the ability to multi-task can be learned through practice or gaining expertise in a certain kind of activity.

Educational Implications

Attention plays an important role in the teaching - learning process. Without attention learning cannot be effective. It helps a child to grasp things better. It is a must to learn a skill. Lesson studied with greater attention lasts long. Thus, attention is quite vital to learning.

Following are the educational implications of attention:

1. The teacher should try to secure attention of the students in teaching-learning situation.
2. The teacher should create a conducive environment at the time of teaching. This will help to concentrate full attention among the children.
3. The learning atmosphere should be free from all types of distracting factors.
4. In order to create attention, the teacher should motivate the students at every stage of teaching.
5. Diagrams, figures and pictures should be used at the time of need.
6. Audio-visual aids should be used properly.
7. The teacher should move use of gestures, postures, actions and demonstrations at the time of teaching.
8. The teacher should try to make the students actively involved in teaching-learning activities.
9. Rude behavior of teacher and fear of punishment should be avoided.
10. The teacher should be impartial to all the students in the class.

Activity 1.2

Name the different factors which affect learning

CHECK YOUR PROGRESS

1. Explain the types of Attention.

2. Explain the educational implications for attention.

5.4 MOTIVATION

Every action being done by the individual is purpose oriented. This purpose motivates him to act. Motivation is an important factor which encourages persons to perform and help in reaching their goals. A strong positive motivation will enable the increased output of employees but a negative motivation will reduce their performance.

5.4.1 Meaning of Motivation

The term motive is derived from the Latin word 'movere' which means to move, to set in motion, or to prompt in action. A motive stimulates a man to behave or act in certain way. "Motivation is an internal force which accelerates a response or behaviour. It includes all the internal conditions which initiate or sustain any activity.

For example, a student studies his books because he wants to get high marks in his exam. The aim of getting high marks is a motivation for the student. Similarly, a man is striving to get a job because he wants to earn money. Here the aim of earning money is the motivation for the man.

Scientists have provided many varied definitions of the concept of motivation.

1. Johnson- "Motivation is the influence of general pattern of activities indicating directing the behavior of the organism."
2. Woodworth –"A motive is a state of the individual which points it towards the practice of a given task and defines the satisfactory completion of the task."
3. Vance - "Motivation implies any emotion or desire which so conditions one's will that the individual is properly led into action."
4. The Encyclopedia of Management - "Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness."
5. Guilford J.P. – "A motive is any particular internal factor or condition that tends to initiate and sustain activity."

From the above definitions the following inferences can be derived:

- Motivation is an inner feeling which energizes a person to work more.
- The emotions or desires of a person prompt him for doing a particular work.
- A person moves to fulfill his unsatisfied needs by conditioning his energies.
- Motivation is not the end but the means, it provides the way to the end or goal.
- Motivation makes clear the behavior of the individual.
- Motivation is affected by physical and mental as well as external conditions or circumstances.

Thus, motivation is a psychological phenomenon which generates within an individual. A person feels the lack of certain needs, to satisfy that he feels working more. The need satisfying ego motivates a person to do better than he normally does.

5.4.2 Characteristics of motivation

- Motivation is a Psychological Concept
- Motivation affects the Whole Individual, not part
- Motivation is never an Unending Process
- Motivation is a complex phenomenon
- Motivation is different from Satisfaction, Inspiration, and Manipulation
- Motivation leads to goal-directed behavior

5.4.3 Types of Motivation



Figure 5.3: Types of Motivation

There are two types of motivation:

- 1) Internal or Intrinsic motivation
- 2) External or Extrinsic motivation

Internal or Intrinsic motivation is a force inside the individual and works from within the individual. In other words, it does not depend upon the stimulus from outside. It is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities. When we are intrinsically motivated, we do not need incentives or punishments because the activity itself is rewarding. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Long lasting and long sustaining intrinsic motivation in the students' gives better result to them.

Extrinsic motivation is the opposite of intrinsic motivation. It occurs when things are done to or for people to motivate them. Usually extrinsic motivation is used to attain outcome that a person would not get from intrinsic motivation. Common extrinsic motivations are rewards, such as incentives, increased pay, praise, or promotion; and punishments, such as disciplinary action, withholding pay, or criticism. Extrinsic motivators can have an immediate and powerful effect, but will not necessarily last long. The intrinsic motivators, which are concerned with the 'quality of working life' (a phrase and movement that emerged from this concept), are likely to have a deeper and longer-term effect because they are inherent in individuals and their work and not imposed from outside in such forms as incentive pay.

5.4.4 Maslow's Theory of Hierarchy of Needs

What is Maslow's Hierarchy of Needs?

What motivates people, what is their motive to do their work well and how can they be encouraged to perform even better?

To get a better understanding of this process, the humanistic psychologist Abraham Maslow developed a Hierarchy of Needs model in 1943. Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The hierarchy of needs is known as **Maslow Pyramid** or **Theory of human behavior**.

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on. Thus, Maslow represented this theory as a hierarchical triangle. This shows how basic needs must be met before one can "climb" the hierarchy, to address more complex needs.

Maslow grouped human needs into five categories.

- **Physiological Needs:** These are the biological requirements vital for human survival. Some examples of physiological needs include food, water, air, warmth, shelter, sleep and sex.
If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.
- **Safety Needs:** As we move up to the second level of Maslow's hierarchy of needs, the requirements start to become a bit more complex. At this level, the needs for security and safety become primary. Some of the basic security and safety needs include - Financial security, Health and wellness, Safety against accidents and injury.
- **Social Needs (Love and Belonging Needs) :** After physiological and safety needs have been fulfilled, the third level of human needs is social needs. The social needs include such things as love, acceptance, and belonging. At this level, the need for emotional relationships drives human behavior. Some of the things that satisfy this need include: friendship, intimacy,

trust, and acceptance, receiving and giving affection and love. Affiliating and being part of a group (family, friends, work).

- **Esteem Needs:** At the fourth level in Maslow's hierarchy is the need for appreciation and respect. When the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behaviour. At this point, it becomes increasingly important to gain the respect and appreciation of others.

Maslow classified esteem needs into two categories:

- esteem for oneself (dignity, achievement, mastery, independence)
- the desire for reputation or respect from others (e.g., status, prestige).

- **Self-Actualization Needs:** At the very peak of Maslow's hierarchy are the self-actualization needs. These needs are the desires an individual has for self-fulfillment and developing to his full potential. It means Self-Fulfillment, Seeking Personal Growth and Realizing Personal Potential.

This can be visualized using the Maslow Pyramid diagram.



Figure 5.4: Maslow Theory of Motivation Pyramid

Thus, according to Maslow's theory, the needs form a hierarchy. If the lower level needs haven't been met, a person will try to satisfy those needs before trying to satisfy higher level needs. Once the lower level needs have been satisfied, a person will then focus his behavior on the needs of the next level.

5.4.5 Educational Implications

1) Teacher should make use of specific teaching behavior:

Following characteristics of teachers are helpful in enhancing motivation of learners (Pandey, 1983)

- a) Willingness to be flexible as the situation demands
- b) Capacity to perceive the world from the students' point of view.
- c) Capacity to reflect an appreciative attitude.
- d) Skill in asking question
- e) Knowledge of subject matter and related area.

2)Teacher should use motivational factors in line with characteristics of learners:

Teaching -Learning experiences should be designed in line with needs of learners i.e. the personality of the learner. There are individual differences in learners so the techniques and devices for motivating a learner should be as per the personality of the learners.

3) Use of incentives for motivation:

The capacity of the individual to work can be changed i.e. the level of amount of effort of the person may increase or decrease. Incentives can be given in various forms and shapes i.e. biological, social or ideological, social etc.

A few incentives are described as below:

- a) Praise and blame as an incentive technique.
- b) Judicious use of reward and punishment.
- c) Rivalry in the form of competition as an incentive.
- d) Co-education in educational institutions.

4) Providing success experience to students:

Success experience is an incentive or motivation factor. It motivates to achieve further success in case of a student who was having history of academic success. Involvement of students in experiences in accordance with their learning ways lead the students to success experiences which further motivate them.

5) Ego Involvement:

According to ego involvement theory of motivation given by Sherif and Cantrail (1964), ego is the constellation of attitudes. Ego involvement motivates human behavior. Following care should be taken by the teacher to motivate the students:

- a) Listen to the ideas of students to start with the topic with due regards and incorporate their ideas while teaching.
- b) Teacher behavior should be warm and accepting.
- c) Teacher should treat the students with aim to develop positive attitudes.

6) Provision of helpful classroom environment:

A teacher should help every student in satisfying their need of self-actualization through designing of appropriate environment in the classroom (social and physical environment)

7) Use of effective instructional procedures and teaching aids:

Needs of students or motives of students can be satisfied by involving in teaching-learning experiences using appropriate instructional procedures and teaching aids.

8) Exploring and utilizing the motivational possibilities of curriculum:

Teachers should take into consideration the following points so as to design teaching-learning experiences in accordance with the needs of students:

- a) Teacher should correlate the contents with day to day life problems.
- b) Explore the psychological possibilities of the subject matter for enhancing motivation and learning.
- c) The new knowledge must be linked with the previous knowledge.

Activity 1.3

Define motivation.

CHECK YOUR PROGRESS

- 1. Explain in brief the types of motivation.

2. Note down the stages of Maslow's Theory of hierarchy of needs.

5.5 LET US SUM UP

In this Unit we have discussed that every individual wants to develop. The key of his development is learning. Learning is the requisite for all activities and problem-solving behavior. It is continuous and life-long process. It is not confined to classroom rather it goes beyond the class-room. Learning is an act through which one requires knowledge and skills to fulfill his needs. Learning is not a haphazard process rather it is a continuous and systematic process which result a change in the behavior of an individual. This change in the behavioral pattern or learning is due to same factors. So, the factors affecting learning are attention and motivation. Attention is both cognitive and conative process of mind. In order, to render learning effective, the teacher has to ensure condition which would sustain the attention of the students. Better attention, produces better results. Thus, attention has its positive effect on one's learning. Any learning cannot be done without motivation. This is one of the vital factors which affects learning. The chief cause behind the students succeeding in the educational field is motivation. The students can be seen competing with one another in the classroom in the direction of educational achievement for the aspiration of a reward, admiration or honour, etc. Motivation is its fundamental basis.

Thus, the study about learning and factors affecting learning has a great educational value. it has influenced the role of teachers, instructional strategies, curriculum designing, preparation of teaching aids, setting of learning objectives, organizational pattern of places of learning, infrastructural facilities and parental role.

5.6 UNIT END EXERCISES

1. Elaborate the meaning of learning, discuss the characteristics of learning.
2. What do you mean by attention. Clarify this concept on the basis of different types.
3. "Attention is a significant factor affecting learning" Explain with respect to its educational implications.
4. Describe the meaning and types of motivation.
5. Describe Maslow's theory of motivation.
6. Explain the educational implications for motivation in detail.

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CONCEPT OF TEACHING

UNIT STRUCTURE

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Concept and Definitions of teaching
- 6.3 Characteristics and Functions of teaching
- 6.4 Changing concept of teaching in Indian Scenario
- 6.5 Approaches to Classroom Teaching
 - 6.5.1 Learner Centric
 - 6.5.2 Teacher centric
- 6.6 Summary
- 6.7 Exercise
- 6.8 References

6.0 OBJECTIVES

After reading this unit, you will be able to:

- explain the concept of teaching
- discuss the need and characteristics of teaching
- describe the scope of teaching
- explain the changing context of teaching in Indian scenario
- analyse the approaches to classroom teaching

6.1 INTRODUCTION

In the last unit, you have studied about the concept of learning and factors affecting learning. Important factors are attention and motivation. Now in present unit we will study about teaching.

We know that teaching and learning are the two side of the same coin. Same way teaching and teacher are the two side of the same coin. When we hear the word teaching then immediately the word teachers comes to our mind. We always expect that teacher's teaching should be excellent. Students should enjoy teaching and learning Teacher's teaching should be inspire learners. Teachers always try their level best to achieve success in their goals. It is true that teacher's teaching lead their student's from the darkness of ignorance to the light of knowledge. Teachers through their

teaching plays vital role not only in school, colleges but also in a family, society and in national building. Teacher nurture the destiny of nation. A teacher teaches students from play group school to higher level education.

Dr. Zakir Hussain has said, "The teacher is indeed the architect of our future". Here, we can say that teaching-learning process has an important place in the field of education. Teaching and learning are two fundamental aspects of educational process. Both are closely related to each other. Wherever there is learning , there will be teaching.

In the last unit you studied the concept of learning and for understanding the concept of teaching learning process it is essential to study the concept of teaching also.

6.2 CONCEPT AND DEFINITIONS OF TEACHING

TRADITIONAL CONCEPT OF TEACHING

In traditional classroom teaching the teacher gives information to students or one of the students reads from a text book, whereas the other students follows him in their textbook. Teaching is the act of imparting instructions to the learners in the classroom situation. This traditional concept of teaching is not accepted by modern educators.

Now teaching is not merely imparting knowledge or information to students. While teaching teachers should keep in mind the child as well as the presentations of subject matter.

MODERN CONCEPT OF TEACHING

Teaching is to lead the students to learn and acquired the desired knowledge, skill and develop student's personality means students should also learn the desirable ways of living in the society. It is a systematic and psychological process in which students, teacher, curriculum and other aspects of education are organised in a perfect manner to achieve some determined goals. Now let us study the definitions given by the Experts:

DEFINITIONS OF TEACHING

1. Edmund Amidon's view- " Teaching is defined as an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during certain definable activities."
2. Thomas F. Green- " Teaching is the task of teacher which is performed for the development of a child".

3. J. Welton-"To know where the pupils are and where they should try to be are the first two essentials of good teaching".
4. B.O. Smith's view-"Teaching is a system of action intended to produce learning ".
5. Burton's view- "Teaching is the stimulation, guidance, direction and encouragement of learning".
6. Ryburn's view- "Teaching is a relationship which keeps the child to develop all his power".
7. Yoakm and Simpson- "Teaching is a means whereby society trains the young in a selected environment as quickly as possible to adjust themselves to the world in which they live".
8. Clarke's opinion- "Teaching refers to activities that are designed and performed to produce change in student's (pupil's) behaviour.

An analysis of definitions of Teaching

"Teaching is undertaking certain ethical tasks or activities, the intention of which is to induce (cause) learning".

Smith's definition contains the following three elements-

- (a) Teaching is a system of action.
- (b) Teaching is a goal-directed action.
- (c) Teaching takes place in a situation comprising the controllable and uncontrollable set of factors.

After analysing the definitions given above reveals that in teaching, a teacher is expected to understand the significance of the following-

1. Who is to teach?

A teacher is to teach. He should, therefore, present a good model of teaching.

2. Whom to teach?

A child is to be taught. Therefore, while teaching, his abilities and interests must be taken care of. He should be active.

3. Why to teach?

Teaching is not storing information but to enabling the child to develop his various faculties.

4. What to teach?

Those experiences and activities which enables the learner acquire desirable knowledge, skills and attitudes.

5. How to teach?

The teacher must be well versed in the use of teaching technology.

6. When to teach?

Teaching situations should be such as they develop motivation in the students to learn.

7. Where to teach?

Classroom, Library, Laboratory, workshops, playground etc. are the various places to carry on teaching. Importance of each depends on the types of activity and experience to be provided to the learner.

Check your progress

1. Explain the concept of teaching.

2. Describe the definitions of teaching.

3. Analysis the definitions of teaching.

6.3 CHARACTERISTICS AND FUNCTIONS OF TEACHING

Now we are aware of the concept of teaching, definitions and also studied the analysis of definitions. Let us start with the characteristics of teaching.

CHARACTERISTICS OF TEACHING

From the definitions discussed above, following characteristics of teaching emerge :-

1. Teaching is an interactive process means interaction between teacher and students, students and students take place.
2. Teaching is a tri-polar process means teacher, student and curriculum with suitable environment will be theirs.
3. Teaching is both formal and informal. Inside the class and outside the class as well as non formal, that is through distance and open university.
4. Teaching is an art as well as a science .
5. Teaching is a conscious as well as an unconscious process.
6. Teaching is encouraging, expressing, balancing and harmonising learning.
7. Teaching is modifiable by the use of mechanism of feedback devices.
8. Teaching is dynamic process related to time and place.
9. Teaching takes place in some social environment or social set up.
10. Teaching is goal or task oriented.
11. Teaching is dominated by the good communication skills.
12. Teaching is measurable and quantifiable by observational techniques.
13. Teaching is activity as telling, showing and doing.
14. Teaching is a face to face encounter.
15. Teaching is a observable through teacher behaviour or public teacher action.
16. Teaching is therapy to learners.
17. Teaching is a system of actions which are varied inform and are related to content and pupil behaviour.
18. Teaching is stimulating the child.
19. Teaching is helping the child to respond to his environment.
20. Teaching is a continue from training to indoctrination.
21. Teaching is guiding the child.
22. Teaching is training the emotions of the child.
23. Teaching facilitates learning .
24. Teaching is purposeful for scientific observation and analysis.

25. Teaching is a profession in which a teacher instructs and educated .
26. Teaching can be analysed in the following ways -
 - (a) as a teacher activity.
 - (b) as a educational objectives.
 - (c) as of learning condition and structure.
 - (d) as of learning components and
 - (e) as of pupil activity.
27. Teaching is maintaining relationship with child ,teacher and subject matter.
28. Teaching is diagnostic and remedial.
29. Teaching is creative and recreational.
30. Teaching is democratic.
31. Teaching is planned and systematic.

Still there are more characteristics but we will limit our study here and discuss the functions of teaching.

FUNCTIONS OF TEACHING

The following functions of teaching have been given by Prof. S.S. Chauhan -

1. Informing and explaining the content -
 - A good teacher is expected to be well informed in the area of teaching and is expected to be able to communicate information perfectly.
 - Initiating, directing and administering -
 - Teaching is concerned with initiating, organising, directing and making decisions.
 - The teacher as the leader of the team should be able to initiated activities and get them organised.
2. Unifying the group -
 - An important task of the teacher is that of developing a group with a group spirit, an
 - identification with common purposes and concerns.
3. Giving security -
 - Teacher should identify the needs of students such as sense of loneliness, rejection, isolation and economic insecurity and provide them protection.
4. Clarifying attitudes, beliefs and problems -
 - The teacher provides opportunities to students to compare, observe, classify, interpret and puts them in a position to analyse, criticise and summarise.

5. Diagnosing learning problems -
 - Teacher should provide and suggest possible course of action.
6. Making curriculum material -
 - Teacher should modify the curriculum in accordance with the needs of group and the local community.
7. Evaluating, recording and reporting -
 - The progress of the class and individual students by means of tests and examinations.
8. Enriching community activity -
 - A School is the miniature society. To develop Harmonious relationships between school and community are a continuing and essential part of school life.
9. Arranging and organising classroom -
 - Arrangement should be flexible to change it to suit the different occasions.
10. Participating in social activities -
 - Teacher should participate in other social activities in addition to his routine teaching assignments for eg. excursions, picnic, programmes, shows etc.
11. Participating in professional life -
 - Teacher is expected to belong to professional societies, attend seminar, conference and keep up to date in his subject.

Check your progress:

1. Explain briefly the characteristics of teaching.

2. Discuss the functions of teaching.

6.4 CHANGING CONTEXT OF TEACHING IN INDIAN SCENARIO

Let us see the changing context of teaching in Indian scenario. The well established tradition of teaching and learning in India has retained its inherent strength even under adverse situation. Swami Vivekanand describes the role of the teacher in teaching as, "The true teacher is he, who can immediately come down to the level of the student".

Whereas Sri Aurobindo describes good teaching as, "The first principle is that nothing can be taught. The teacher is not an instructor or task master, he is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupil's mind; he only shows him to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him, he shows him how to acquire knowledge for himself. He does not call forth the knowledge that is within, he only shows him where it lies and it can be habituated to rise to surface. The distinction that reserves the principle for the teaching of adolescent and adult minds and denies its application to the child, is a conservative and unintelligent doctrine. Child or man, girl or boy, there is only one sound principle of good teaching. Differences of age only serves to diminish or increase the amount of help and guidance necessary, it does not change its nature".

Following are the points of good teaching -

1. Good teaching recognises individual differences.
2. Good teaching is causing to learn.
3. Good teaching is kindly and sympathetic.
4. Good teaching provides opportunities for activity.
5. Good teaching involves skill in guiding learning.
6. Good teaching is not tied to any method.
7. Good teaching reduces the distance between the teacher and the taught.

8. Good teaching helps the child to adjust himself to his environment.
9. Good teaching is progressive.
10. Good teaching is both diagnostic and remedial.
11. Good teaching leads to emotional stability.
12. Good teaching is co-operative.
13. Good teaching involves careful planning.
14. Good teaching is democratic.
15. Good teaching provides desirable and selective information.

Quality teaching also known as effective teaching is the chief instrument of quality education. Quality teaching is based on these premise. All teachers should teach well and all students should learn well.

Changing context of good teaching in India Scenario is due to (factors) -

1. Impact of National Policy -
Such as (a) The National Curriculum Framework for school education - 2005 and
(b) The political recognition of Universalization of Elementary Education that led to the
2. Right of Education Bill, 2008.
Development in School education -
School education has seen significant development since independence. Increasing privatization and differentiation of the schooling system have vitiated drastically the right to quality education for all children.
3. Changing role of the Teacher -
The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his knowledge. Teachers have to play the role of crucial mediating agent through whom curriculum is transacted.
4. Challenges in Teacher Education -
Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure.
5. Research and Innovation -
Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Many teacher educator's are encouraged to take up either major or minor research project.

6. Inclusive Educator -
Two kind of exclusion prevalent in school, that is exclusion of child with disabilities and social exclusion of children who are from socially and economically deprived back ground. Teachers will have to be specially equipped if the social deprivation has to overcome by education.
7. Perspectives for equitable and sustainable developments -
It is for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all.
8. Role of community knowledge in education -
It is important for the development of concept in children as well as the application of school knowledge in real life that the formal knowledge is linked with community knowledge.
9. ICT in school and e-learning -
There is a growing demand that ICT be included in school education. It needs to also equip teachers with competence to use for their own professional development.

Check your progress:

1. Explain the context of good teaching in India.

2. Describe the factors of changing context of good teaching in Indian scenario.

6.5 APPROACHES TO CLASSROOM TEACHING - LEARNER CENTRIC AND TEACHER CENTRIC

In the last main point, we have seen the changing context in good teaching in Indian scenario.

Let us start with the approaches to classroom teaching - There would be a major shift from Teacher centre to learner centric. This we will understand by the chart or table 6.1 given below:

Table 6.1: Teacher Centric vs Learn Centric Classroom

From Teacher Centre	To Child Centre
Teacher centre, stable designs	Learner centric, flexible process
Teacher direction and decisions	Learner autonomy
Teacher guidance and monitoring	Facilitates, support and encourages learning
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning in the wider social context the classroom
Knowledge as " given "and fixed	Knowledge as it evolves and created.
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure.
Appraisal short, few	Multifarious, continuous

6.5.1 TEACHER CENTRIC APPROACH

In teacher centric teaching the teacher is everything. The teacher only teaches in a class, prepare lesson and his design are stable that all the activities are fixed. Teacher takes all decisions and give guidance, direction to the student. Teacher monitors the class and learning situation. Due to this we see passive reception in learning as there is no more interaction or no activities. Students are passive listeners. Learning takes place in classroom that to within four walls of the classroom. Knowledge is given and no application in a class or outside the class. Fixed knowledge is given. Only focus is given for discipline and disciplinary action. Student get less exposures that means linear exposure. Thinking is only convergent. Due to this student as well as teacher get less and few appraisals for their career and life.

Now a days, such kind of teaching is not accepted because it will not help to achieve goals and not able to develop students all round personality. That is why child centric teaching is used in classroom.

6.5.2 CHILD CENTRIC APPROACH

This is based on learner's means it is learner centric, teaching according to the need of the child teaching, method and explanation is used. The process is flexible. In this teaching learner is more important. He is the whole and soul of the class. It shows the learner's autonomy in a class. Teacher use all the teaching aid, projector, etc., so learner can easily understand. Interaction is must in a class. student's view, ideas, suggestion are accepted. All the facilities, and support is given to student. This encourages learning because it gives them the feeling of togetherness, freedom, In this approach active participation is there with teacher-pupils and pupil-pupil in a class. Learning takes place in the wider social context in the classroom. Instead of knowledge given by teacher it evolves and created by the teacher with the help of students. Focus is given to multi-disciplinary action / activity means focus is given to educational, co-curricular and extra-co-curricular activity. Teaching is not limited within the class only but visit, excursion, demonstration, project work, community work, etc., are included. Students are given the freedom to apply their knowledge in activity where teacher acts as their guide and help provided by them. Students think in divergent direction and get good exposure for their personality as they (teacher and student) both get appraisal multifarious way and it is also continuing with their work.

Structure of Teaching

Structure of teaching consists of three important variables which operate in the process of teaching and create learning condition or situation.

They are as follows-

1. Teacher as an independent variable.
2. Students as dependent variables.
3. Content and the strategy of presentation as intervening variables.

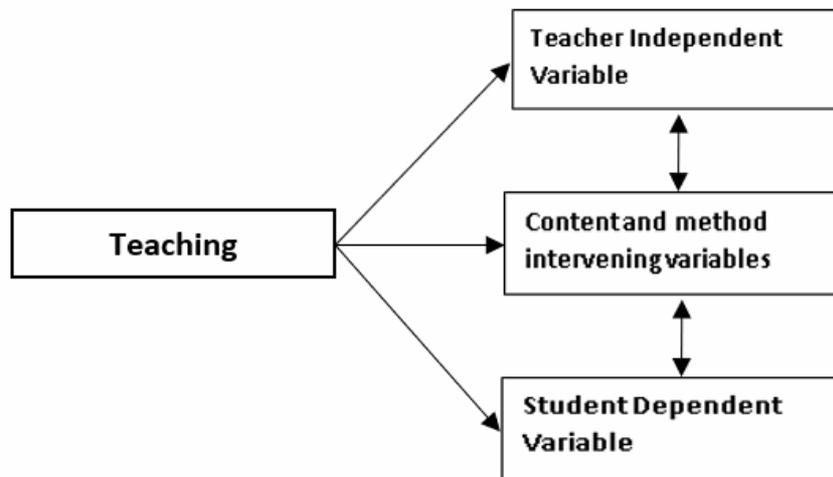


Figure 6.2: Structure of teaching

Phases of Teaching

As teaching is a difficult task and for performing this task, a systematic planning is needed. In teaching various steps are taken and the different steps constituting the process are called the phases of learning.

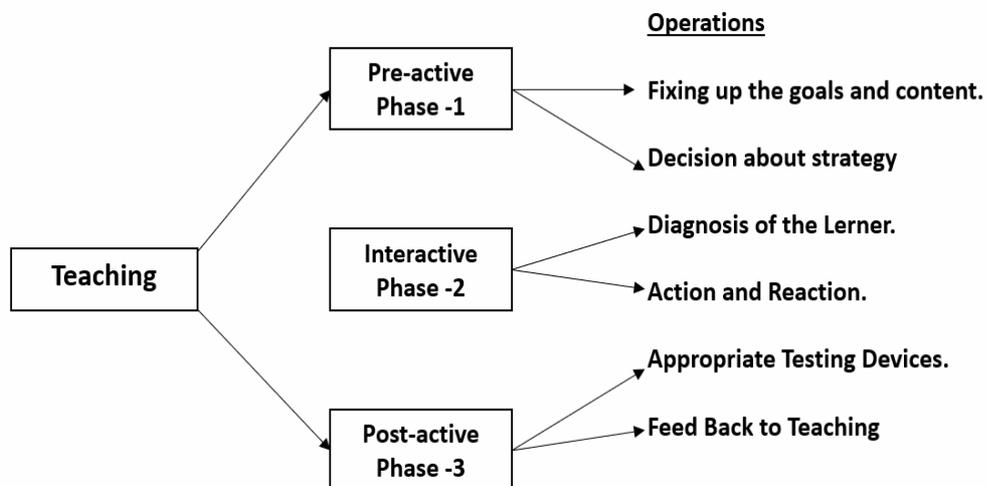


Figure 6.3: Three phases of teaching

Let us explain the phases of Teaching -

1. Pre-Active Stage

Before classroom teaching, the different activities completed by teacher is known as pre-active stage. These tasks include preparing lesson-plan, arranging teaching aid within the classroom or outside classroom, studying test, report, reading section of text book, thinking about the aberrant behaviour of a particular student etc. These activities are very important to the teacher's performance during regular teaching session.

Following operations are involved -

- a) Fixing up goals
- b) Taking decisions about the content
- c) Managing appropriate means and ways of presentations
- d) Deciding about appropriate strategies and techniques of teaching
- e) Developing teaching strategies for the specific subject matter

2. Interactive Stage

This is actual classroom teaching. The teacher uses various strategies for achieving goals already set. The behaviour of teacher is more or less spontaneous because this is interactive session. Teacher is in the class at this stage so he has to manage the discipline as well as should be able to control student. The task of keeping pupils involved may entail explanation, demonstration, definition and other logical operations which may be thought of as the heart of teaching. Operations at the Inter-active stage:

- a) Perceive the size of class to identify students.
- b) Diagnosing the achievement of the learners.
- c) Action or achievement (Response). This involves -
 - i. Selection and presentation of stimuli
 - ii. Feedback of reinforcement
 - iii. Development of strategies of teaching

3. Post-active Stage

It includes evaluation which provide necessary feedback to the teacher and the students to bring about desirable improvement in their performance. This is related to both teaching and learning. It helps the teacher to teach things better and also helps the students to learn things better. It helps teacher to decide whether he should proceed with new contents or re-teach the same thing.

Operations at the Post-active stage -

- a) Assessing the suitability of objectives determined.
- b) Deciding regarding re-teaching the content or new content.
- c) Assessing the suitability of the instructional material.
- d) Assessing the impact of the classroom environment and effective changes.

These three stages of teaching are closely interrelated. However, the teaching skills also form an important necessity of a good teacher. Teaching involves interaction. Teacher's personality, attitude and interests also play a great bearing on his effective teaching.

Check Your Progress:

1. Explain teacher centric approach of teaching.

2. Describe child centric approach of teaching.

3. Discuss the structure and phase of teaching.

6.6 LET US SUM UP

- ✓ Teacher and teaching are the backbone of educational system. Teaching is one of the most influential profession in society. Teacher can make huge difference to children's life, directly through the curriculum they teach and indirectly through their behaviour, attitude, values, relationship with an interest in student.
- ✓ Teaching is a system of action; Teaching is dominated by good communication skill. Teaching is encourage expressing, balancing and harmonising learning. One of the main functions of teaching is informing the student and explaining the content.
- ✓ Good teacher is not tied to any method. Good teaching is due to development in school education and with teaching of expert teacher.

- ✓ It is important to use child centric approach of teaching rather than teacher centric approach of teaching because child centric approach help the student to think divergently and give exposure to their career and life. Three important variables are consisting in structure of teaching as teacher, students and content with the strategy of presentation.
- ✓ There are three important phases of teaching. which are as - proactive stage, interactive stage and post active stage. Effective teaching is possible with teaching skill, interaction, values, attitudes, interest and personality of the teacher.

6.7 EXERCISE

I. Objectives Questions-

(A) Select the Correct answer

1. Good teaching _____ Learning.

a) discourages	b) prohibits
c) facilitates	d) creates
2. A school is the miniature _____.

a) country	b) society
c) culture	d) religion
3. _____ and _____ are the two approaches of teaching.
 - a) Teacher centric, Child centric
 - b) Open Classroom, Closed Classroom
 - c) Teaching, Learning
 - d) Lectures, Educational Movies
4. Child centric approach of teaching is _____ Process.

a) fragile	b) fixed
c) flexible	d) rigid
5. _____ stage is actual classroom teaching.

a) In active	b) Inter active
c) Non active	d) Active

II. Subjective Questions

1. Define teaching. Explain the concept of teaching.
2. Explain the characteristics of teaching.
3. Describe in details good teaching.
4. Explain teaching centric approach of teaching.
5. Explain child centric approach of teaching.
6. Discuss the important phase of teaching.

III. Short Notes -

1. Function of teaching.
2. Factors for good teaching.
3. Structure of teaching.
4. Significance of teaching.

6.8 REFERENCES

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QUALITIES AND QUALIFICATIONS OF TEACHER

UNIT STRUCTURE

7.0 Objectives

7.1 Introduction

7.2 Pre-Primary Teacher

7.2.1 Qualifications of Pre-Primary Teacher

7.2.2 Qualities of Pre-Primary Teacher

7.3 Primary School Teacher

7.3.1 Qualifications of Primary School Teacher

7.3.2 Qualities of Primary School Teacher

7.4 Secondary School Teacher

7.4.1 Qualifications of Secondary School Teacher

7.4.2 Qualities of Secondary School Teacher

7.5 Higher Education Teacher

7.5.1 Qualifications of Higher Education Teacher

7.5.2 Qualities of Higher Education Teacher

7.6 Summary

7.7 Exercise

7.8 References

7.0 OBJECTIVES

You will be able to achieve the following objectives:

- To enable the student to understand the qualifications and qualities of the pre- primary teachers.
- To enable the student to state the qualifications and qualities of primary teachers.
- To develop the understanding of the qualifications and qualities of secondary teachers.
- To develop the understanding of the qualifications and qualities of higher education teacher.

7.1 INTRODUCTION

In unit six you have been introduced to the concept of the teaching and its characteristics you also studied about the approaches to classroom teaching for learner centric and teachers

centric this unit deals with the qualities and qualifications of Pre – Primary, Primary, Secondary, Higher Education Teacher.

Teaching is hard work and some teachers never grow to be anything better than mediocre. The great teachers, however, work tirelessly to create a challenging, nurturing environment for their students. Great teaching seems to have less to do with our knowledge and skills than with our attitude toward our students, our subject, and our work. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it's no wonder that it's hard to find great teachers.

7.2 PRE-PRIMARY TEACHER

It is the most important time for brain development in humans as the capacity for a child to absorb concept & learning is the highest during 0 to 8 years of age. Thus pre School is the first place where the child builds his/her self-esteem. A child learns the importance of his own name, things and friends. Every child learns to communicate with his teachers and fellow students in the Pre School. It is the right place for the child's foundation for lifelong progress. The skills and knowledge that the child develops in the Pre School have a great impact on the aptitude and attitude of the child later in life.

Children who are exposed to early childhood education usually have improved social & cognitive skills. Those children show fewer behavioral problems and better grades without special and attention in the future. Additionally, the self-confidence gained by learning in a playful manner at a preschool result in a holistic personality development of the child.

“I had a need to make a difference in children's lives and ensure they got all the opportunities and nurturing they needed and deserved.’

‘Indeed, any job in early childhood education demands that you be able to deal well with change and unexpected turns.’

7.2.1 QUALIFICATIONS OF PRE-PRIMARY TEACHER

Qualifications as per NCTE

Secondary School certificate +Higher Secondary School Certificate with 50%

Pre and Primary Teachers Training Course OR

Montessori Teachers Training OR

Early Childhood Care and Education (ECCE) OR as per NCTE norms 2014 Diploma in Pre-school education (DPSE)

The Nursery Teacher Training NTT

All above courses deals with all the aspects of nursery teaching emphasizing the overall development of a child. The aspiring teachers are familiarized with the teaching methods to facilitate a child's physical, emotional and social developments. These Courses are comprehensive in nature and provide an understanding of the theories and methods of early childhood education

A Bachelor's Degree in Child Development

Early childhood education is not a one-size-fits-all teaching career, but with the right education future teachers can gain valuable knowledge and experience to drive their success in the classroom. A degree in child development and education ensures educators understand basic learning objectives and developmental milestones for young children.

This credential also gives teachers the skills to support kindergarten readiness and future academic achievement. A bachelor's degree prepares early childhood educators to be advocates who understand the value of pre-K education as the foundation for a child's future academic success.

Many people have a calling to work in education, but it takes a special kind of educator to work with young children in their first five years of life. These teachers are tasked with supporting basic cognitive, behavioral, social and physical developmental milestones. Patience, creativity, a love for the field and a bachelor's degree in child development are important elements of being an effective early childhood educator. Preprimary teacher should develop qualities that lead to success in the classroom and throughout their career.

7.2.2 QUALITIES OF PRE-PRIMARY TEACHER

A Passion for Early Childhood Education

Education is not a field that just anyone can go into and be both successful and fulfilled in their career. Prospective educators must have a passion for teaching young children. This enthusiasm should reach beyond playground fun and focus on helping young children meet developmental milestones.

Patience and a Sense of Humor

Young children are full of energy and curiosity. Early childhood teachers should bring a great deal of patience and a dose of humor to the classroom to keep children engaged in the day's lessons.

Creativity

Reaching children and helping them learn requires creativity while guiding students in connecting the dots and relating lessons to their current stage of development. Early childhood educators should be able to adapt lesson plans to concepts that children can understand. Incorporating learning games and other teaching techniques can keep children engaged and focused throughout the day.

Communication Skills

Children are sponges at this early age, but they are also new to learning. Early childhood educators must be able to communicate with young learners on their level, including being able to break complex subjects into easily digestible pieces. They must be able offer details about classroom progress to parents so they are aware of their child’s performance and achievement level. Communication helps parents identify teachable moments in everyday situations and boost their child’s kindergarten readiness.

Flexibility

Even the best early childhood teachers will go off course throughout the day due to unforeseen circumstances or learning hiccups. While creating a lesson plan to outline important concepts that should be addressed in curriculum is important for any classroom, even the best plans sometimes don’t happen the way we hope. Being flexible can help lessen stress levels and keep things on track.

Understanding Diversity

Children come from different home environments and backgrounds, which can lead to different learning styles. Early childhood teachers should be able to accept these differences and be willing to work with varied learning styles to ensure all students leave the classroom having achieved the identified learning objectives.

CHECK YOUR PROGRESS

- i) What are the qualities of a preprimary teacher?

- ii) What should be the essential qualities of preprimary teacher?

7.3 PRIMARY SCHOOL TEACHER (6 to 12 age group)

Teaching all subjects to young children.

Primary schooling system in India Primary education starts at approximately 5–6 years of the child and lasts for around 4–5 years. Primary teachers have a unique opportunity to make a positive impact on children as they implant a love for reading, writing, and math in young hearts and minds. Primary Teacher guide developing minds that are just discovering the thrill of learning and the mysteries of the world around them. Upper primary schooling system in India Upper primary education is of three years duration and starts for students aged between 10-11 years. It usually continues up to 13-14 years. At this stage, education consists of the basic programs of primary school level, though teaching is more subject-focused

Among the important qualities of a good Primary teacher are warmth, good communication and classroom management skills, enthusiasm, a love for children and lifelong learning, and a good sense of humor.

Learning needs vary as we evolve through life. The early years of education set the stage for children's well-being, cognitive and social-emotional development; young children starting out in the world require stability, reassurance, and encouragement, and need a warm and caring teacher

7.3.1 Qualification of Primary Teacher

- A Higher Secondary School Certificate or its equivalent with 50% and a two years diploma in Education recognized by the National Council of teacher education OR
- "D.Ed. course specifically teaches and trains one on how to handle young children which just any graduation course does not do. If they don't know the psychology of the children how will

they handle them in the classroom?", uttered, Nitin Upasani (administrative officer of the education department).

- As per National Council of Teacher Education (Recognition Norms and procedure) amendment regulation 2019 for pre-primary to primary and upper primary to secondary teacher's qualification should be A Higher Secondary School Certificate or its equivalent with 50% and 4 years ITEP (Integrated Teacher Education Program). **OR**
- B.EL.ED. stands for Bachelor of Elementary Education. The course trains you and make you capable of taking up the role of a primary school teacher. • D.EL. ED stands for Diploma in Elementary Education. It is a good alternative to B.El.Ed. course. Teacher Eligibility Test TET with 60%

7.3.2 QUALITIES OF PRIMARY TEACHER

Primary teachers are those special people whose task it is to teach children basic life skills

1. Patience and persistence

A primary teacher knows the value of trying again and again. Primary teachers watch and guide children until an "oh dear" expression on a child's face turns into an "ah- that's how you do it" moment. The result is truly amazing!

2. A true caring attitude

A true primary teacher is able to nurture a child's brain and body. Tying shoelaces is just one of the primary teacher's many job requirements, which is carried out with as much dedication as teaching a child to read and write.

3. A big heart

A primary teacher who teaches with a heart knows that sometimes, more than food for the brain, what a child most needs is a big bear hug.

4. A talent scout

A true primary teacher knows that children can all be shiny little stars if they are given the right roles and responsibilities. Primary teachers don't stop searching until they find each child's special talent.

5. An eternal learner

A primary teacher is an eternal learner who knows that it's perfectly okay to make mistakes and try again. This means challenging students to step out of their comfort zones in order to develop a different skill set every day.

6. Classroom management skills

A well-organised primary teacher values the importance of classroom management skills. His/her behaviour toolkit is filled with lots of goodies and strategies. However, the real secret is always being firm and consistent.

7. A true challenger

A primary teacher believes that children can manage anything they set their minds to. This means constantly challenging children to be better than they were in the previous lesson in a rich learning environment.

8. An effective mirror

A primary teacher is a mirror for the children in the classroom. Primary teachers set the example by reflecting the right attitudes and beliefs that children need to overcome the challenges they are presented with.

9. Flexible

A primary teacher is always willing and prepared to adapt a lesson plan to meet a class' specific needs. Primary teachers know that children's natural curiosity needs to be watered in every lesson.

10. Never forget how to be a child

Primary teachers never forget how much fun it is to play and learn. They make sure that children have lots of varied and engaging playing and learning moments and activities in class every day.

CHECK YOUR PROGRESS

i) What should be the qualities of primary teacher?

ii) What are the qualifications of primary teacher?

7.4 SECONDARY SCHOOL TEACHER

Secondary schooling system in India: Secondary school education comprises of two years of lower secondary and two years of higher secondary education. The lower secondary level is for students aged 14 to 16 years. Admission requirement is the completion of upper primary school education. Instruction is more organized along specific subjects. Higher secondary schooling system in India Senior secondary education comprises two years of higher secondary education, which starts at approximately 16 years and ends at the 17th year of the child. At the senior secondary level, a student can choose particular subjects/vocations (keeping requirement of educational boards and preferences in view).

7.4.1 QUALIFICATIONS OF SECONDARY SCHOOL TEACHER (for 14 to 18 age group)

Bachelor degree (3 years' program) with B. A/B.Sc. /B. Com 50% or 50 in Post-Graduate OR Management, Engineering, Computer Science, Technology, Agricultural, BBI, Pharmacy, Law, Fine Arts, Performing Arts, Music, Dance, Drama with 55% and

Bachelor of Education B.Ed.

- As per National Council of Teacher Education (Recognition Norms and procedure) amendment regulation 2019 for pre-primary to primary and upper primary to secondary teacher's qualification should be A Higher Secondary School Certificate or its equivalent with 50% and 4 years ITEP (Integrated Teacher Education Program).

The Teacher Eligibility Test TET with 60%

7.4.2 QUALITIES OF SECONDARY SCHOOL TEACHER

It takes a special kind of teacher to educate and motivate students in middle school or high school. All age groups have their challenges, of course, but teenagers can offer some rather unique and difficult issues to navigate through. Here are ten traits that a great teacher should have:

- **Be Passionate**
One way to fuel passion for your work is to continue your training and education. Not only will this keep you on top of current trends and new modes of thinking in your field, but it will also help you to maintain a fresh outlook and reconnect with the initial excitement you felt about your job as an educator.
- **Know What You Teach**
Secondary teachers often focus on more specialized subjects than elementary school teachers. Math teachers must be able to

teach trigonometry or calculus as effectively as algebra, and history teachers must be able to cover very specific periods of time while framing up the context of changing societal behavior. Likewise, special education teachers need to have a solid understanding of their students' behavioral and learning disabilities, with targeted techniques on how best to help them. It is therefore especially important for middle school and high school teachers to excel in the subject matter and curriculum they will be teaching, while continuing their own education, such as earning a Master's in Secondary Education, to be compliant with current standards.

- **Relate It to Real Life**

When you teach teenagers, you will often hear them say, "When am I ever going to use this in real life?" The best way to engage older students in what you are teaching is to demonstrate relevance. If you can relate it to real life and show that there is actual value to what you are teaching, you will eliminate many of the battles teachers face in motivating their students.

- **Have Clear Objectives**

Students, particularly teenagers, perform best when they understand what is expected of them. As a secondary education teacher, it is especially important to always maintain clear objectives, both in your lessons plans, and in your expectations of your students.

- **Use Effective Discipline**

Disciplining adolescents requires a different approach than disciplining elementary school children and maintaining control of the classroom is vital for an effective secondary school teacher. New ideas on discipline and learning styles are constantly being developed and taught, so many teachers will find continuing education to be an effective refresher and a way to keep up on current industry standards.

- **Connect with the Students**

The best secondary school teachers are the ones who are able to connect with their students. When you achieve this, you have the opportunity to not only teach them, but also to inspire them and make a lasting impact on their lives.

- **Be Consistent**

Early and elementary education teachers frequently hear about the importance of consistency when dealing with young children. With teenagers, being consistent is equally important. Adolescents tend to perform best when they have a consistent set of expectations to meet.

- **Be Flexible**

It might seem like consistency and flexibility are two opposing qualities. If you are consistent in your expectations, what room does that leave for flexibility? But don't forget, you are dealing with teenagers, who can often be unpredictable. Knowing when to be flexible and when to be firm is an important skill for any successful secondary school teacher. Being flexible is necessary since nothing, no matter how carefully the plans has thought through, is going to work as is written down on paper.

- **Communicate with Parents**

As a teacher, you have many responsibilities to your students, the school, and parents. We've already talked about how to be the best teacher to your students, but don't forget that part of being an effective teacher is also communicating effectively with their parents. Ensuring that teens get a good education often requires a solid partnership between the teacher and the students' parents, with open lines of communication so that problems can be quickly dealt with (and achievements are properly recognized).

- **Be Positive**

A positive outlook is one of the most important traits a secondary teacher can have. As mentioned earlier, you will have good days and bad days, and being able to shake off the bad days and move on is imperative if you are going to continue to feel passionate about the work you do.

Across the Nation, tight state and local budgets are making the teaching job market more competitive than ever before. A specialized master's degree and certification in secondary education can help you stand apart from other educators when pursuing opportunities to teach or when seeking leadership roles in middle schools and high schools.

CHECK YOUR PROGRESS

i) Discuss the qualities of secondary school teacher?

ii) What are the qualifications of secondary school teacher?

7.5 HIGHER EDUCATION

Higher education is tertiary education leading to award of an academic degree. Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education.

An academic degree is a qualification awarded to students upon successful completion of a course of study in higher education, usually at a college or university. These institutions commonly offer degrees at various levels, usually including bachelor's, master's and doctorates, often alongside other academic certificates and professional degrees. The most common undergraduate degree is the bachelor's degree.

Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the *undergraduate* level, and beyond that, *graduate-level* (or *postgraduate* level). In addition to the skills that are specific to any particular degree, potential employers in any profession are looking for evidence of critical thinking and analytical reasoning skills, team working skills, information literacy, ethical judgment, decision-making skills, fluency in speaking and writing, problem solving skills, and a wide knowledge of liberal arts and sciences.

7.5.1 QUALIFICATION OF HIGHER EDUCATION TEACHER

Teacher for the Disciplines of Arts, Commerce, Humanities, Education, Law, Social Sciences, Sciences, Languages, Library Science, Physical Education, and Journalism & Mass Communication. As per University of Grant Commission.

I. Assistant Professor:**A. Assistant Professor: Eligibility**

- i) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.
- ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./ Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SLET/SET : Provided, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions.
- iii) Note: NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET.

B. Associate Professor: Eligibility

- A good academic record, with a Ph.D. Degree in the concerned/allied/relevant disciplines.
- A Master's Degree with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed).
- A minimum of eight years of experience of teaching and / or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/industry with a minimum of seven publications in the peer-reviewed or UGC-listed journals and a total research score of Seventy-five (75) as per the criteria given in Appendix II, Table 2.

C. Professor: Eligibility (A or B)

- A. i) An eminent scholar having a Ph.D. degree in the concerned/allied/relevant discipline, and published work of high quality, actively engaged in research with evidence of published

work with, a minimum of 10 research publications in the peer-reviewed or UGC-listed journals and a total research score of 120 as per the criteria given in Appendix II, Table 2.

ii) A minimum of ten years of teaching experience in university/college as Assistant Professor/Associate Professor/Professor, and / or research experience at equivalent level at the University/National Level Institutions with evidence of having successfully guided doctoral candidate.

OR B. An outstanding professional, having a Ph.D. degree in the relevant/allied/applied disciplines, from any academic institutions (not included in A above) / industry, who has made significant contribution to the knowledge in the concerned/allied/relevant discipline, supported by documentary evidence provided he/she has ten years' experience.

D. Senior Professor in Universities

Up to 10 percent of the existing sanctioned strength of Professors in the university may be appointed as Senior Professor in the universities, through direct recruitment. Eligibility:

- i. An eminent scholar with good track record of high-quality research publications in Peer-reviewed or UGC listed journals, significant research contribution to the discipline, and engaged in research supervision.
- ii. A minimum of ten years of teaching/research experience as Professor or an equivalent grade in a University, College or an institute of national level.
- iii. The selection shall be based on academic achievements, favorable review from three eminent subject experts who are not less than the rank of Senior Professor or a Professor of at least ten years' experience.
- iv. The selection shall be based on ten best publications in the Peer-reviewed or UGC -listed journals and award of Ph.D. degrees to at least two candidates under his/her supervision during the last 10 years and interaction with the Selection Committee constituted as per the UGC Regulation

7.5.2 QUALITIES OF HIGHER EDUCATION TEACHER

1. Stimulating Style

- Presents in ways which are interesting and involving
- Uses humor to help maintain attention
- Reinforces every major point with a meaningful referent, - example or illustration

- Relates material to the student's world
- Relates the materials to actual experience in real life
- Focuses on learning which will remain a permanent part of one's life and will be repeatedly used outside of school
- Develop the desire to want to know
- Spend time getting students "psyched-up" to learn

2. Ability to Communicate Clearly

- Puts information across in a clear, understandable manner
- Capable of reducing knowledge to its simplest components
- Ties information together
- Relate theory, principles, and concepts to practical application
- Makes objectives available and clear
- Answers questions completely and freely
- Give feedback regularly and in a manner which helps students learn
- Explains criticisms

3. Prepared and Organized

- Plans for the semester, the unit, the week, the day's activities
- Provides a syllabus containing objectives, bibliography, assignments, lab reports, homework, test schedule, special requirements, grading, guidelines
- Comes to class ready to deal with the topic
- Uses class time effectively and efficiently
- Presents in an organized manner so students can see the relationships within the material
- Highlights main ideas
- Uses instructional aids effectively

4. Command of the Subject Matter

- Knowledgeable in the content area
- Current and up-to-date in the field
- Committed to the field of specialization (reads the literature, attends prof. meetings, etc).
- Maintains contact with colleagues in the field (on and off campus)
- Can demonstrate and illustrate the important aspects, as well as explain them
- Knows the material well enough to emphasize the most important aspects
- Points out the contrasts and implications of various theories and principles
- Relates the more important facts and concepts to related fields of study
- Summarizes to aid learning and retention

5. Dynamic Enthusiasm

- Excited about teaching and shows it
- Sincerely interested in the subject matter
- Makes learning a pleasurable experience
- Exudes a positive attitude toward life in general
- Develops own unique style of humanism
- Uses enthusiasm and excitement to improve student attitudes toward both the subject and the instructor
- Will go that extra step to get the students to do whatever is necessary to learn

6. Personal Interest in Students

- Sincerely respects students and conveys this helping, caring attitude
- Makes it clear that he/she wants to help students learn
- Takes the time and effort to know the students and their needs
- Works with each student as an individual
- Talks with students, both in and out of class
- Helps students answer their own questions
- Is valued for advice on other than class problems, as well as in-class activities

7. Interactive Skills

- Perceives student needs and keeps informed on individual progress
- Uses student reaction and feedback to improve and guide actions
- Accurately reads and communicates nonverbal signals
- Senses when the class does not understand
- Looks at students when talking to them, in or out of class - eye contact shows real awareness
- Makes an effort to get students to know each other
- Praises successful performance to motivate future learning

8. Flexibility, Creativity, Openness

- Uses a variety of presentation styles and methods
- Breaks up each period into at least three different activities
- Works with different students differently
- Changes approach to meet new situations
- Tries new and different ideas periodically
- Constantly searching for new ideas, approaches and methods
- Open to student suggestions on content, methods, and projects
- Uses individuality and originality in arranging teaching-learning activities

9. Sound Character

- Has integrity and honesty in all dealings with students

- Is up-front with all rules, regulations, and special requirements with no hidden expectations
- Does not change the rules without careful justification to the students
- Uses great care and fairness in grading and testing
- Maintains confidentiality with students
- Is willing to risk being wrong and then correct errors made
- Has patience and understanding for the beginner

10. Commitment

- Demonstrates the sincere desire to teach
 - Makes teaching the number one priority
 - Accepts the restrictions and the work necessary to do the job right
 - Does what must be done to keep students apprised of their progress, successes, and needs
 - Seeks student, colleague, and administrator feedback for improvement purposes
 - Accepts criticism and suggestions as positive signs for change
 - Constantly looking for new and better ways to teach
 - Shares the best ideas with colleagues for their improvement
- Quality of Higher Education Teacher.

CHECK YOUR PROGRESS

i. How well should Higher education teacher know the command over the subject?

ii. What should be the qualification of Associate professor?

7.5 SUMMARY

The competency of a teacher is a major determinant of the quality of education and competency is not one-time acquisition. It is essential to have continuing education of all teachers at intervals throughout their career.

- Preprimary-The following terms may be used for educational establishments for 2 to 6 age group: Balwadi, Anganwadi, Nursery, Kindergarten, Play house, Day care. Pre-Primary Teacher should be more Patient and enthusiastic.
- At primary school, teachers manage the class, teach all subjects, and help children develop not only basic competencies, but also emotional and social awareness. While this setting still requires a broad knowledge of many subjects, dealing directly with students' social and emotional development also helps teachers bond with their class, which is essential to learning at such a young age. Primary school Teacher should be more creative, loving, and enthusiastic.
- Secondary schooling system in India Secondary school education comprises of two years of lower secondary and two years of higher secondary education. The lower secondary level is for students aged 14 to 16 years.. Instruction is more organized along specific subjects. Higher secondary schooling system in India Senior secondary education comprises two years of higher secondary education, which starts at approximately 16 years and ends at the 18th year of the child. At the senior secondary level, a student can choose particular subjects/vocations (keeping requirement of educational boards and preferences in view). Teacher should know the child psychology, good communication,
- Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Higher education Teacher should have command over the subject, approachable, organized, professional work ethics.

7.6 EXERCISE

Q1. Fill in the blanks: -

- I) Teacher eligibility test with _____ percentage.
- II) Young children are full of _____ and _____.
- III) Early childhood teacher bring a great deal of _____.
- IV) _____ helps parents identify teachable moments in everyday situations.

- V) Primary education starts at approximately _____ year of the child.
- VI) _____ is tertiary education leading to award of an academic degree.

Q2. Answer in details:-

- 1) What are the qualifications of higher education teacher?
- 2) Differentiate between the qualifications of pre-primary and primary.
- 3) Illustrate the qualities of primary teacher.
- 4) Describe the qualities of pre-primary teacher.
- 5) What should be the qualification of primary, secondary and pre-primary teacher?

7.7 REFERENCES

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