

CHAPTER : 1

INTRODUCTION

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"A Lot is taught, but little is learnt or understood".* This is a major flaw of our system of education. The problem manifests it self in a variety of ways. The most common and striking manifestation is the size of the school bag that children can be seen carrying from home to school and back to home every-day. A Survey conducted revealed that the weight of School bag, on an average in primary classes in public school is more than 4 kg. This load is not only the physical load but the load of learning. Which is there for all children irrespective of the category or type of schools, where they study. Even pre-School children are also carrying a bag of books and notebooks. And the sight is not confined to metropolitan cities alone, it can be seen in small towns and the bigger villages too.

Another dimension of the Problem is in the child's daily routine. Right from early childhood, many children specially those belonging to middle classes are made to slog through home work, tutions and coaching classes of different kind. Leisure has become a highly scare commodity in the child's especially the urban child's life. The Child's innate nature and capacities have no opportunity to find expression in a daily routine which permits no time to play, to enjoy simple pleasures and to explore the world.

In every civilized system man and women believe that education is compulsory and necessary for every individual. Every parent tries to provide the best possible kind of education to his children. What is this education? Generally, education is taken to imply passing an examination after pursuing a fixed course of studies. But this general meanings of the term is not appropriate

* Learning without burden' -Yashpal Report (1992)

for the educationist for this reason the term is extensively analysed in education.

When east and west understanding regarding education is summarised, following features will emerge.

1. **A life long process** - Education should begins at the very birth and continues the whole span of life.
2. **Unfolding** - Education is a gradual unfolding of Knowledge.
3. **Based on child Psychology** - The true basis of the education is the study of the human mind, infant , adolescent and adult.
4. **Individual as well as Social** - M.K.Gandhi said "Child has to risen his present status by learning to adjust his individuality to the requirements of social progress".
5. **Total development** - Thus, education, by general agreement, is a total development, physical, mental and spiritual, individual as well as social.

MISCONCEPTION ABOUT EDUCATION :

It is very interesting to note that the meaning of education is a life long process of learning, unfolding the truth, individual and Social learning and total development, but when we see the reality of present education system we neither find this meaning nor the aims of education.

On the contrary our present education system has these meanings, aims and characteristics.



MEANING :

Education means to give knowledge to students from the text books. (As text books are considered to be the ultimate knowledge). Student means a miniature of an adult and he is supposed to learn and behave like an adult. He should not ask questions, He should not doubt on books and also not on teachers. In short he should be passive in all aspects, he should only be a follower.

AIMS :

These are the practiced aims of education in our system.

- i) Transfer the knowledge of text books to students.
- ii) Complete the course in time.
- iii) Cover the syllabus according to examination.
- iv) Prepare a child for examination.
- v) To teach them discipline.
- vi) Prepare them for future competitions.

EVALUATION :

The Characteristics of present evaluation system are.

- i) Testing of memorising capacity of a child.
- ii) Testing of one year learning in 3 hours.
- iii) Reproduction of knowledge.
- iv) Standard answers.
- v) Standard marks also for every questions.

This is our present education system in which, the most important is exams and result. Evaluation is not for learning but learning is for evaluation. Text book are supreme then teacher and unfortunately child has no significant place in this system.

Teachers routinely complain that they do not have enough time to explain anything in detail, or to organise activities in the classroom. 'Covering the syllabus seems to become an end in itself, unrelated to the Philosophical and Social aims of education. The manner in which the syllabus is covered' in the average classroom is by means of reading the prescribed textbooks alone, with occasional noting of salient points on the blackboard. Opportunities for children to carry out experiments, excursions, or any kind of observations are scarce even in the best of schools. In the average school, especially the school located in a rural area, even routine teaching in a rural area, even routine teaching of the kind described above does not take place in many cases. In several states school teachers encourage children to attend after school tuition given for a fee while regular classroom teaching has become a tenuous ritual.

One message of this situation is that both the teacher and the child have lost the sense of joy in being involved in an educational process. Teaching and learning have both become a chore for a great number of teachers and children. Barring those studying in reputed or exceptional institutions, the majority of our school going children are made to view learning at school as a boring even unpleasant and bitter experience. They are daily socialised to look upon education as mainly a process of preparing for examinations. No other motivation seems to have any legitimacy.

The Contribution that teachers make towards this kind of socialisation is especially worrisome. Trained teachers are expected to be aware of the wider aims of education, indeed, aims like

development of the child's total personality are the shibboleths of teachers training institutions everywhere in the country.

It appears that teachers feel they can do little to pursue such lofty aims in any realistic sense under the harsh circumstances created by factors like excessively large classes a heavy syllabus, difficult text books and so on. Moreover majority of them neither know nor have the necessary skills to realise the goals of education. The recommended pupil teacher ratio of forty to one is now more an exception than a norm, and in many parts of the country it is customary to have sixty to eighty students in one class. In many states senior secondary classes often have one hundred or more students, many of them spilling into the corridor.

The kind of class-size understandably generates a feeling of helplessness among teachers, but why must teachers feel helpless in the face of curriculum related problems such as heavy syllabi, poorly produced text books etc.? Why don't they act in more vocal ways and involve themselves in Curriculum reform?

Apart from the fact that there are very few forums encouraging curriculum inquiry and reforms in any systematic manner, it seems to be an entrenched attitude among teachers to regard all decisions about curriculum and text books as the responsibility of 'authorities'. The fact is that while the teacher's involvement in the preparation of syllabi and textbooks is verbalised as a matter of principle in practice it takes the shape of token involvement of a handful of teachers. Most teachers have reason, therefore, to think that they have little to say about the changes made from time to time in syllabi and textbooks. Even in such extreme cases where a textbook has a factual mistake, no complaints are made by teachers asking for correction of error. There is no established procedure or official forum to mobilise teacher vigilance and participation in curriculum improvement. On

the contrary, there are cases. where an individual teacher who complained about an error in a state-published text book, was taken to task. Even if such cases can be described as rare or exceptionally unfortunate they explain why the majority of teachers intuitively feel that it is not their business to critically examine the syllabus and text they teach.

The other ill of present system of education is our examination system. The major, well understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, and new problems or simply to think. Children receive the message almost as soon as they start attending school that the only thing which matters here is one's performance in the examination. Both the teacher and the parents constantly reinforce the fear of examination and the need to prepare for it in the only manner that seems practical, namely by memorising a whole lot of information from the text books and guidebooks. Educated parents, who have themselves gone through examination, and the uneducated parents, whose knowledge of the examination system is based on social lore, share the belief that what really matters in education is the score one gets in the final examination.

The Pervasive effects of the examination system can be seen in the style and content of textbooks and not just guidebooks which are specifically. Manufactured to help children pass an examination. If 'facts' or 'information' constitute the main burden of an examination, the sense is true of textbook. Boring exceptions, our textbooks appear to have been written primarily to convey information or 'facts' rather than to make children think and explore. Over the years some attempts have been made to incorporate a certain amount of reflective writing in text books. Such writing is so exceptional that its examples can be spotted and named without difficulty.

The distance between the child's every day life and the content of the textbook further accentuates the transformation of knowledge into a load.

In the face of frequent bashing at the hands of administration and general public, an average teacher finds himself helpless which has a debilitating effect on his capacity to deliver the results.

1.2 Need of the Study -

Society can never be fully satisfied with this prevailing educational standards and it always yearn for further improvement. There shall always be scope for improvement as the norms and standards are also revised continuously as a result of changing perceptions, aspirations and understanding. A variety of suggestions such as augmentation of infrastructure facilities, modernization of curricula, strengthening of the system of supervision, democratization of administration, professional development of teachers and enforce.

Concern regarding academic burden on students and unsatisfactory quality of learning has been voiced time and again in our country during the past two decades. The question has been discussed extensively by several committees and groups. The Ishwarbhai Patel review committee (1977), National council of Educational research and training (NCERT) working group (1984) and National Policy on education (NPE) Review committees (1990). Made several recommendations to reduce the academic burden on students. But the problem, instead of being mitigated, becomes more acute when a new curriculum is introduced . With a view to have a fresh look on the problems of education, particularly with regard to the problem of academic burden on students, the MHRD. India, Set up a National Advisory committee in March 1992. This committee recommended to reduce the individual among the students, teachers

involvement in curriculum from work, Pedagogical innovations, Changing the cultural of writing text books, CBSE for only K.V. and Navodaya Vidyalayas and all other Schools, be affiliated to the respective state boards. Teaching in mother tongue, teachers pupil ratio 1 : 40 , use of Media, training and teacher revision of syllabus & many others recommendation.

So, from the report of this committee (Learning without burden) it is explicit that society, nation, Educationist, Parents and Students also want to change the existing system of education. When we talk about the 'Change', the first and most important factor, of the educational problem, is innovation is "Pedagogy" or Methods of teaching.

Researcher found that to have the new vision of Pedagogy, there is a need of studying the pedagogical culture of "Gijubhai" who was a great practitioner of Education. He did many innovation in his teaching and he was succeeded also.

It is also very important to study the GijuBhai's Pedagogy because his experiments were successful in his students of 'Bal Mandir', Gujrat . Researcher's believe that, this study of GijuBhai's pedagogy will show new path to many educational problems that is to be solved. In other words, whatever innovation done by GijuBhai many years before, are still relevant and applicable to the present day Education.

Statement of the Problem :

As researcher is interested to study the innovations done by GijuBhai in the Pedagogy the study is entitled as :

"Pedagogical Culture of GijuBhai's - A Study

Significance of the Study :

GijuBhai Commenced his practice of education in 1916. when he joined Shri Dakshinamarti Vidyarthi Bhavan. From 1916 to 1939 he practiced new methods in his teaching. He contributed a lot to train teachers also. Unfortunately his work has not been recognized by the country and so far the academic community failed to pay adequate attention to GijuBhai's Pedagogical Practices.

Objectives :

This study is carried out with following objectives :

- i) To study the Pedagogical culture of GijuBhai.
- ii) To look into the relevance of the Pedagogy of GijuBhai in the present system of Education.

Delimitation of Study :

Presented study has the following limitation.

- i) The study should have include a visit to GijuBhai's school. However, due to paucity of time visit to DakshinaMurti Bhavan to know more about GijuBhai's Work by his close friends, associates and disciples, has not been done.
- ii) No Study on the students taught by Giju Bhai in his Bal Mandir.

Methodology and Sources of Study :

Since the study is to look into 'Pedagogical Culture of GijuBhai, it is discriptive and analytical in nature. Therefore, the researcher proposes to have her study on different sources. For this, the researcher draws the material from primary sources i.e. the works of GijuBhai. Apart from this, the researcher also looks into secondary sources i.e. works on GijuBhai by various writers.

Chapterization -

Present study will be organised into five chapters. First Chapter will be of Introducing in nature. In this chapter a brief Critique of Present Pedagogical Practices will be offered. Further need and significance of the study will also be presented.

Second chapter will be meant to look into theoretical influences on GijuBhai. .

Third Chapter Presents with the life and worksr of GijuBhai. It would be biographical in nature.

In the fourth chapter, the reseacher present with all the pedagogical ideas and practices of GijuBhai.

In the fifth and final chapter, an attempt will be made to bring out the relevance of GijuBhai Pedagogical ideas and practice to Present day elementary School.