



B.ED.PART I (SEMESTER- I)

PAPER VII

Experiential Learning

Section A

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LESSON No : Section A

- 1.1 : Experiential Learning: Concept, Nature and Importance
- 1.2 : Experiential Learning: Objectives, Principles and Issues and Concerns
- 1.3 : Contemporary Relevance of Nai Talim
- 1.4 : Role of Teachers, Head masters for community engagement in school matters

EXPERIENTIAL LEARNING: CONCEPT, NATURE, IMPORTANCE AND SCOPE

Structure

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1.1.1 Introduction

At the heart of all learning, is the way we process our experiences, especially out critical reflection on our experiences. Experiential learning is a well known model in education, training, facilitation and organizational development. Experiential learning engage students in critical thinking, problem solving and decision making opportunities for debriefing and consolidation of ideas and skills through feedback, reflection and the application of the ideas and skills to new situations. It is effectively used in schools, higher education, thereby, corporate training and other areas for educational learning, personal development and skill-building.

1.1.2 Objectives

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

- i. Understand the meaning of experiential learning.

- ii. Define experiential learning.
- iii. Write down the characteristics of experiential learning.
- iv. Explain the nature of experiential learning.
- v. Name different types of experiential learning.
- vi. Understand the importance of experiential learning.
- vii. Describe the scope of experiential learning.
- viii. Predict experiential learning as the future of learning.

1.1.3 Experiential Learning: Meaning and Definitions

The general concept of learning through experience is ancient. Around 350 BCE, *Aristotle* said, “For the things we have to learn before we can do them, we learn by doing them”. But as an articulated educational approach, experiential learning is of much more recent vintage. Beginning in the 1970s, *D.A. Kolb* helped to develop the modern theory of experiential learning drawing heavily on the works of John Dewey, Kurt Lewin and Jean Piaget.

Experiential learning means learning through experience and reflection. We learn from experience. Whatever, a person trying to master, his success will be down to experiential learning. It is so effective because it helps to establish lasting behaviour change. Through experiential learning, rather than simply understanding a new subject or gaining a skill, we develop new habits and behaviours.

Researches show that 70% of what we know comes from experience and trying new things. Yet the real learning happens when we reflect on those experiences. Quality reflection time helps us to learn. *D.A. Kolb* is the person most associated with experiential learning theory and said, “Knowledge results from the combination of grasping experience and transforming it”.

Kolb’s research showed mastering expertise is a continuous process of experience, reflection, conceptualization and experimentation. These elements make up the experiential learning cycle which shown the relationship between each phase.

Hence the concept of experiential learning is “learning through reflection on doing”. This concept is based on the theories of learning put forwarded by John Dewey, Kurt Hahn, Kurt Lewin, Jean Piaget among other. It was made popular by *D.A. Kolb* afterwards.

The concept of experiential learning can be further classified by explaining the meaning and definitions of experiential learning process.

1.1.3.1 Meaning of Experiential Learning

Research has shown that all ages of learners tend to learn much more effectively if they are actually involved in the learning process. In recent years, there has been a progressive move away from traditional, teacher-centred expository instruction towards student-centred experimental learning of one form or another.

Experiential learning is the process of learning through experience and is more specifically defined as, “learning through reflection on doing”.

Hands-on learning can be a form of experiential learning but does not necessarily involve students reflecting on their product. Experiential learning is accompanied by reflection and application.

In the words of Lewis and Williams (1994, p.5), “In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes or new ways of thinking.” As explained by Chapman, McPhee, and Proudman (1995, p. 243), “Simple participation in a prescribed set of learning experiences does not make something experiential. The experiential methodology is not linear, cyclical, or even patterned. It is a series of working principles, all of which are equally important or must be present to varying degrees at some time during experiential learning. These principles are required no matter what activity the student is engaged in or where the learning takes place” .

Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with other forms of active learning, such as action learning, co-operative learning, service learning, adventure learning and situational learning. It also differs from experiential education as experiential education is a broader philosophy of education, experiential learning considers the individual learning process. Also, as compared to experiential education, experiential learning is concerned with more concrete issue related to the learner and the context.

1.1.3.2 Definitions of Experiential Learning

Various terms have been used to label the process of learning from experience.

First of all, John Dewey (1915) discussed, “learning by doing”, while Wolfe and Byrne (1975) used the term “experience based learning”.

The term “trial and error” learning is used to explain inductive learning processes, while some others called it “applied experiential learning”. Which combines learning with real world.

1. Carl Rogers (1969) defined the essence of experiential learning as, “It has a quality of personal involvement the whole person in both his feelings and cognitive aspects being in the learning event”.
2. In 1975, Hoover and White Head, gave the following definition of experiential learning – “Experiential learning exists when a personally responsible participant cognitively, affectively and behaviourally processes knowledge and/ or attitudes in a learning intuition characterized by a high level of active involvement”.

Here, in addition to the affective domain mentioned by Rogers, Hoover also stressed the learning of behaviours.

3. Kolb (1984) – “Experiential leaning is described as the process whereby knowledge is created through transformation of experience”.
4. Association of Experiential Education defined experiential learning as follows:

“Experiential learning is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values”.

5. U.C. Davis (2011) “The stages of reflection and application are what make experiential learning different and more powerful than the model commonly referred to as ‘learn-by-doing’ or ‘hand-on-learning’. The focus of EL is placed on the process of learning and not on the product of learning”.

Hence, experiential learning is learning through action, learning by doing, learning through experience and learning through discovery and exploration. It first immerses the learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes or new ways of thinking.

Intext Questions

1. What do you mean by the term ‘experiential learning’?
2. How will you define experiential learning?
3. Experiential leaning means learning through experience and reflection. Explain.

1.1.4 NATURE OF EXPERIENTIAL LEARNING

Experiential learning is a process through which student develop knowledge, skills and values from direct experiences. It includes varieties of activities like

internships, service learning, research and other creative and professional work experiences. Following are its main characteristics that explore its nature:

1. **Reflection on Doing:** Experiential based learning is the process of learning through experience, and is more specifically defined as, “learning through reflection on doing”.
2. **Pedagogical Process:** Experiential learning is also described as a pedagogical process by which educators engage students through a cycle of direct experience, reflection, analysis and experimentation.
3. **Different from Rote or Didactic Learning:** It is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. Experiential learning invites the students to be actively engaged in their learning, and therefore, can be personalized where appropriate.
4. **A Way of Doing:** Experiential learning is a way of doing – it is not something that one does. That is to say, the act of ‘doing’ does not, in and of itself, create learning.
5. **Review/ Reflection:** This process also known as debrief, review or reflection, is an opportunity for students to think about what has been learnt.
6. **Reflection an Essential Element:** Without some form of process of reflection there is no experiential learning. Societally, the concept of experiential learning is often confuse or conflated with “hands-on-learning” or “learning by doing”. While both are legitimate forms of teaching, they are not the same as experiential learning.

The key difference is the lack of reflection. Indeed, it can be argued that there is no such thing as learning by doing – it is only learnt through a process of reflecting on what has been done. It is a way of doing rather than the act of doing.
7. **Development of Skills:** The ‘experiential methodology is ideally suited to the development of key 21st century skills such as the “4C” of collaboration, critical thinking, communication and creativity, because these skills can be practised through a series of carefully sequenced experiences.
8. **Different from Experiential Education:** Experiential education is a broader philosophy of education while experiential learning considers the individual learning process. As such, compared to experiential education, experiential learning is concerned with more concrete issue related to the learner and the learning context.
9. **Learner Centered:** Experiential learning is a learning centered. Internal processes are the driving forces of meaning making and change. Meaning

making is a relational process between the individual, his consciousness and change.

10. An Approach to Learning: Experiential learning engages students in critical thinking, problem solving and decision making in contexts that are personally relevant to them. This approach to learning also involves making opportunities for debriefing and consolidation of ideas and skills through feedback, reflection and the application of the ideas and skills to new situations.

The experiential learning may be conceptualized as a methodology of education which has a learning impact on the whole person, including feeling (affect), and behaviour in addition to cognitive simulation. Its underlying assumptions are: Learning is a dynamic, action process, learner learns best by participation, and the fully functioning or self-actualizing learner engages in experiences at a qualitatively higher level: Individuals reconstruct themselves through their experiences.

1.1.5 Characteristics of Experiential Learning

1. Experience combines direct or concrete experiences with focused reflection.
2. It builds on past knowledge and experiences.
3. It encourages collaboration and exchange of ideas and perspectives.
4. It requires active involvement of learners in meaning construction.
5. It can be course, focused in class, community focused or work focused.
6. Reflection is the key to learning from experience, because it consciously focuses our attention on what we have learnt and thus consolidates it.
7. Integrating experiential learning into content course builds skills, confidence and expectations for students to participate in successful internships and work experience.
8. It gives students the opportunity to develop attitudes, such as resilience, tenacity, curiosity and self-direction.
9. Experiential learning opportunities offer students assignments and activities based on real-life situations or primary research that engage them in reflective problem-solving with multiple potential avenues of inquiry.
10. Experiential learning is happening across education institutions, from humanities to the science, professional fields to the arts, from the classrooms to labs, studies to museums.

1.1.6 TYPES OF EXPERIENTIAL LEARNING

Broadly, experiential learning can be divided into two major categories - Field based experiences and Classroom based learning.

According to Lewis and Williams (1994), field based learning is the oldest and most established form of experiential learning; having been integrated into higher education in the 1930's. Field based learning include internship, practicums, cooperative education, and service learning.

Classroom based experiential learning can take a multiple of forms, including Role-playing, games, case studies, simulations, presentations and various types of group work.

Intext Questions

4. Explain the nature of experiential learning.
5. What are the different characteristics of experiential learning.
6. What are the different types of experiential learning.

1.1.7 IMPORTANCE OF EXPERIENTIAL LEARNING

Experiential learning is important due to the following reasons:

1. Experiential learning fosters development of self and organization.
2. It brings about change in behaviour and better understanding of attitude of people.
3. It brings about perfection in the performance of job.
4. It gains in knowledge and skill, breadth and depth of understanding which ultimately results in increased self-confidence and esteem.
5. Makes Learning relatable to Students: Students build on what they already know and are provided with opportunities to make connection between new concepts and existing ones.
6. Links Theory to Practice: With its help students get the chance to engage in the experience and practice what they have learned. They apply the theoretical concepts in practice and make generalizations.
7. Assists in Memory Retention: It makes strong relationships between feelings and thinking processes. Students have the capacity to learn successfully when the information is associated with values and feelings.

8. Leads to Development of Skills for Lifelong Learning: By assisting the acquisition of essential skills and encouraging students to reflect, conceptualize and plan for new steps.
9. Increases the Effectiveness of Learning: Students engage in critical thinking, acquire problem solving skills and engage in decision making.
10. Introduces Children to Conducive Environment: Experiential learning is important to introduce children to environments that boost their creativity and offer them the opportunity to explore and understand at their own pace, supplementing the more 'traditional' learning from the educational system.

Most experiential learning activities can be done within the classroom with students working in groups. Through these team projects, students learn to work more effectively together, developing a plan of action and utilizing the unique qualities of each team member. In turn, the students learn real life leadership skills, as well as how to apply critical thinking and adapt to changing circumstances. This shows the real importance of experiential learning.

1.1.8 SCOPE OF EXPERIENTIAL LEARNING

Learning that is considered 'experiential' contains all the following elements:

- (i) Reflection, critical analysis and synthesis.
- (ii) Opportunities for students to take initiative, make decisions and be accountable for the results.
- (iii) It provides opportunities for students to engage intellectually, creatively, emotionally, socially or physically.

This sets the scope of experiential learning in the field of education.

1. **A Broad Umbrella Term:** There are a number of different approaches or terms within the broad heading – "Learning by doing", such as cooperative learning, adventure learning, experiential learning and apprenticeship. The term 'experiential learning' as a broad umbrella term, covers this wide variety of approaches to learning by doing.
2. **A Wide Range of Design Models:** There are many ways in which experiential learning can be designed and delivered, with particular respect to the use of technology and in ways that help to develop the knowledge and skills needed in a digital age.

The design models which aim to embed learning within real world contexts are following:

- (i) Laboratory, workshop or studio work.
- (ii) Apprenticeship.

- (iii) Problem based learning.
- (iv) Case based learning.
- (v) Inquiry based learning.
- (vi) Project based learning.
- (vii) Cooperative (Work or community based) learning.

3. Different Kinds of Programmes: Experiential education, most generally occurs in different kinds of programmes that have as their goals – the construction of knowledge, skills and dispositions from direct experiences. Service learning, adventure education, outdoor and environmental education, and workplace internships are just a few examples. .

4. Business Field: The applied nature of business education is more appropriate discipline for the use of experiential learning pedagogies than one with a stronger theoretical orientation.

Experiential learning approaches are used by corporate trainers. The business schools actively encourage students to promote activities which involve student participation so that their speaking, discussion, interpersonal and goal-setting abilities are developed.

5. Experiential Learning – The Future of Learning: Experiential learning is the future of learning. It is different from traditional learning. In it, students come to learn from experiences in educational, workplace and practice settings and integrate the contributions of those experiences in developing and understanding, procedures and dispositions required for effective professional practice, including criticality.

Learning from experience is about learning from life. It puts practice at the heart of learning which is an important paradigm shift. It is to replace the chalk and talk pedagogy of the past with inquiry, problem-based and project-based learning, sometimes using the tools of what we call a maker space – an open, studio-like creative workshop.

It means that future learning will be experiment based learning i.e. experiential learning.

1.1.9 EXPERIENTIAL LEARNING AS THE FUTURE OF LEARNING

Following reasons show the experiential learning is the future of learning:

1. Different from Traditional Formal Education: The theories of experiential learning arose in the mid-nineteenth century as attempts to move away from traditional formal education, where teachers simply presented students with abstract concepts and toward in immersive

method of instruction. Students would learn by doing, applying knowledge to experience in order to develop skills or new ways of thinking.

- 2. Fast Learning:** Our traditional learning system has been more of a theoretical than practical. This has given birth to rote learning. But experiential learning promotes the concept of learning by doing, which accelerates the process of learning. Its methodology uses critical thinking, problem-solving and decision making to deliver a training module.
- 3. Increased Focus:** In today's highly connected internet age, our focus is constantly challenged. This makes experiential learning more of a necessary, than ever before. It ensures that we keep focused on learning and avoid the plethora of easy (digital) distractions increasingly available to us.
- 4. Practice Experience:** Experiential learning bridges the gap between theory and practice. By moving beyond theory to the realm of "learning by doing", the trainee gets a first hand experience of practicing what has been taught. This plays a crucial role in retaining concepts and ideas.
- 5. Skills for Future:** Experiential learning gives learners the skills and experience they need for real world success. It is seen that employees generally have lack of problem-solving skills and unable to apply what they have learnt in training to the workplace. Experiential learning may lead to higher domain, specific creativity and practical use of knowledge.
- 6. Mindset Change:** Experiential produces demonstrable mindset changes. There are very few learning methods that can have a dramatic impact on participant's mindset. Experiential learning is one of them. Henry Mintzberg pointed out long ago that, "Leadership, like swimming, cannot be learned by reading about it".
- 7. Exceptional Returns:** Experiential learning delivers exceptional return on investment (ROI). It is personal and effective in nature, influencing both feelings and emotions, as well as, enhancing knowledge and skills. It goes beyond classroom learning and ensures that there is high level of retention, thereby delivering exceptional ROI over a traditional learning programme.
- 8. Personalized Learning:** Experiential learning enables the approach of personalized learning as it supports the concept of flipped learning, where learning goes to the students, not the other way round. The participants set their own learning pace and hence understand better.
- 9. Accurate Assessment Results:** Experiential learning provides accurate assessment results. Traditional assessments are data driven and traditional tools are used to measure effectiveness. When combined with simulation and gamification, experiential training products become a

powerhouse of data which can be used to deliver assessment results accurately across cognitive learning, skill affect and object results.

10. Takes Learning Anywhere: One of the most exciting aspects of experiential learning is that it can take learner anywhere. Many learners use this as an opportunity to get out and connect with local communities. Others use this as chance to study and work abroad. In the 21st century job market, skills which are critical to international success can be acquired through experiential learning.

In this way, scope of experiential learning is very broad and bright for the 21st century. Everything from increased creativity to authentic problem solving opportunities occurs throughout this learning process. It prepares students for life-long learning and success in their careers.

Intext Questions

7. What is the importance of experiential learning.
8. Describe the scope of experiential learning.
9. Experiential leaning is the future of learning. Explain.

1.1.10 Summary

In this lesson, we have discussed the meaning, definitions and characteristics of experiential learning. Experiential leaning means learning through experience and reflection. The nature of experiential learning has been studied and it was mentioned that experiential learning may be conceptualized as s methodology of education which has a learning impact on the whole person, inkling feeling and behaviour in addition to cognitive simulation. Also, the characteristics and two types of experiential learning have also been discussed. The teacher can conduct different experiential learning activities in the classroom with students working in groups. As a result of these activities in the classroom, the students learn to work more effectively together, developing real life leadership skills, as well as how to apply critical thinking and adapt to changing circumstances. From the study of this lesson, it can be concluded that scope of experiential learning is very broad and bright for the 21st century. Everything from increased creativity to authentic problem solving opportunities occurs throughout this learning process. It prepares students for life-long learning and success in their careers.

1.1.11 Suggested Books/Readings:

- Roberts, J. W. (2016) *Experiential Education In The College Content*. New York: Routledge.
- Swaminathan, D. (2018) *Experiential Events*. Chennai, Notion Press Inc.

Beard, C. & Wilson, J. P. (2018) *Experiential Learning*. United States: Kogan Page.

Mehrotra, D. (2017) *Experiential Learning For Education*. Chennai: Notion Press.

Wurdinger, S. D. (2005) *Using Experiential Learning In The Classroom*. United States of America : Rowman & Littlefield.

Wurdinger, S. D. & Carlson, J. A. (2009) *Teaching For Experiential Learning*. United States of America: Rowman & Littlefield.

EXPERIENTIAL LEARNING: OBJECTIVES, PRINCIPLES, ISSUES AND CONCERNS

Structure

- 1.2.1 Introduction
- 1.2.2 Objectives
- 1.2.3 Experiential Learning Cycle
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 - 1.2.5.1 Pedagogical principles of experiential learning
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- 1.2.6 Advantages of experiential learning
- 1.2.7 Issues and Concerns of Experiential Learning
- 1.2.8 Implementation of Experiential Learning in Schools
- 1.2.9 Summary
- 1.2.10 Suggested Books/Readings

1.2.1 Introduction:

Experiential learning is a process through which students develop knowledge, skills and values from direct experiences outside a traditional academic setting. It includes a variety of activities including internships, service learning, research, study abroad and other creative and professional work experiences.

Experiential learning focuses on the individual's experience and is a way to connect academics to the 'real world' by actively participating in the world and just reading about it. Experience learning is built upon a foundation of interdisciplinary and constructivist learning. Experiential methodology does not

treat each subject as being walled off in its own room, unconnected to any other subjects.

1.2.2 Objectives

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

1. Understand the experiential learning cycle.
2. Comprehend the objectives of experiential learning.
3. Explain the pedagogical principles of experiential learning.
4. list down the Carl Roger's principles of experiential learning.
5. Enumerate the general principles of experiential learning.
6. Give the various advantages of experiential learning.
7. Describe the various issues and concerns of experiential learning.
8. Suggest various ways to implement experiential learning in schools.

1.2.3 EXPERIENTIAL LEARNING CYCLE

The experiential learning cycle was given by Kolb (1984). Kolb's model of Experiential Learning proposed that we are naturally capable to learn and that experience plays a critical role in knowledge construction and acquisition. In other words, learning occurs when someone creates knowledge through experiential transformations (Kolb, 1984). The image below demonstrates the Experiential Learning Cycle by Kolb:

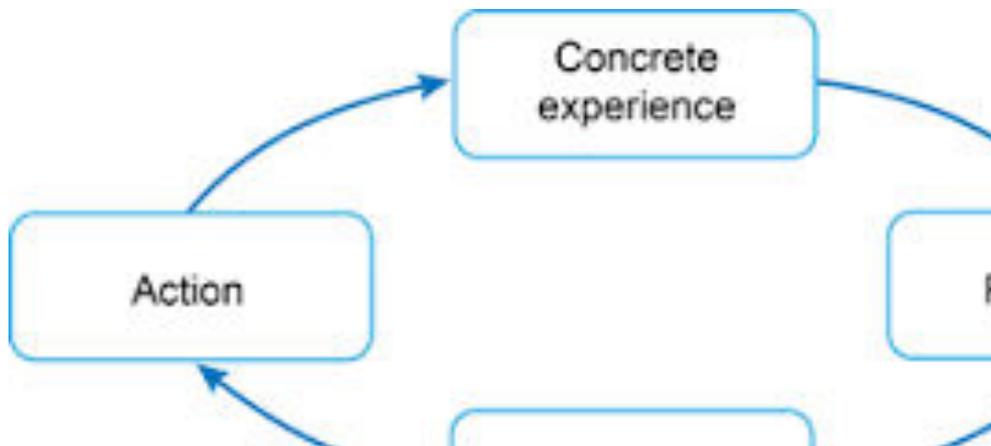


Image: *The Experiential Learning Cycle* (McLeod, 2013)

According to Kolb (1984), effective learning occurs in four stages:

1. **Concrete Experience:** The learner encounters a new experience or engages in a reinterpretation process of an existing experience.
2. **Reflective Observation:** The learner reviews and reflects on the new experience and identifies any inconsistencies between experience and understanding.
3. **Abstract Conceptualization:** Through the reflective process, the learner creates a new idea/concept or modifies an existing abstract concept – analyzing the concepts and forming conclusions and generalizations.
4. **Active Experimentation:** The learner plans and tries out what was learned and is able to apply the new knowledge to other situations – conclusions and generalizations are used to test hypothesis and thus the learner engages in new experiences.

It is possible for the learner to enter at any of these four stages and follow them through their sequence to acquire new knowledge. What is highlighted is that for effective learning to occur the learner should complete all four stages of the model and no one stage can stand alone as a learning procedure.

1.2.4 OBJECTIVES OF EXPERIENTIAL LEARNING

The main objective of experiential learning is not simply to learn a skill through practice, but also to think critically about the practice and improve upon it.

The various objectives of experiential learning can be put as under:

1. General Objectives:

- (i) To apply knowledge and theory to real world experiences.
- (ii) To design a learning experience that include the possibility to learn from natural consequences, mistakes and successes.
- (iii) To make opportunities for debriefing and consolidation of ideas and skills through feedback, reflection and application of ideas, skills, to new situations.
- (iv) To provide safe and productive environment for learning.
- (v) To build upon a foundation of interdisciplinary and constructivist learning.
- (vi) To provide learning outside one's perceived comfort zones. Learning is enhanced when students are given the opportunity to operate outside of their own perceived comfort zones. This is true for both- physical as well as social environment.
- (vii) To relate experiential learning to education for sustainable future.

2. Objectives Related to Students:

- (i) To provide students to take initiative, make decisions and be accountable for the results.
- (ii) To inculcate among students the qualities to reflect, critical analysis and synthesis.
- (iii) To take ownership of your own lifelong learning.
- (iv) To increase personal development through a sense of personal efficiency, personal identity and moral development.
- (v) To increase academic learning by promoting critical thinking and problem solving skills through real world experiences.
- (vi) To increase leadership skills, communication skills and interpersonal skills to work well with others.
- (vii) To increase civil responsibilities by reducing stereotypes and facilitating cultural understanding and a sense of social responsibility, while promoting commitment to continued community development.
- (viii) To increase career development through exploration of career interests, improves employability through application of skills in the real world and offer networking for increasing job opportunities.

3. Objectives Related to Faculty Members (Teachers):

- (i) To promote student engagement with the subject matter by engagement a variety of learning styles, strengthening faculty-students relationships and improving the process and product of assignments and exams.
- (ii) To provide education for citizenship to students by providing social responsibilities through collaboration with others in diverse setting and through civic knowledge and participation.
- (iii) To enhance their professional development through networking opportunities within other institutions, providing new avenues for research, increasing awareness of current societal issues etc.
- (iv) To emphasize on holistic teaching.

4. Objectives Related to Institutions and Community:

- (i) To improve student retention by engaging students talents and energies, creating a campus-wide spirit of engagement and providing a substantial human resource.

- (ii) To improve community outcomes by meeting the needs of the agency, through increasing human resources, access to institution resources, more informed and involved citizens and new ideas and energy.

In this way, experiential learning helps to achieve many objectives and purpose of students, teachers and community etc. conserving their studies and social set-up.

1.2.5 PRINCIPLES OF EXPERIENTIAL LEARNING

The different principles of experiential learning are discussed below in detail:

1.2.5.1 Association for Experiential Education (2011)

Association for Experiential Education (2011) has given the following list of principles of experiential learning:

- 1. Carefully chosen Experiences:** Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- 2. Structured Experiences:** Experiences are structured to require the students to take initiative, make decisions and be accountable for results.
- 3. Active Engagement:** Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experiencing, being curious, solving problems, assuming responsibilities, being creative and constructing meaning.
- 4. Total Involvement:** Students are engaged intellectually, emotionally, socially, soulfully and physically. This involvement produces a perception that the task is authentic.
- 5. Results as Basis for Future Learning:** The results of the learning are personal and form the basis for future experience and learning.
- 6. Development of Relationships:** Relationships are developed and nurtured, student to self, student to others and student to the world at large.
- 7. Outcomes are not Predicted:** The teacher and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
- 8. Opportunities are Nurtured:** Opportunities are nurtured for students and instructors to explore and examine their own values.
- 9. Encouragement to Spontaneous Learning:** The instructor recognizes and encourages spontaneous opportunities for learning.

- 10. Design of Learning Experience:** The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.
- 11. Instructor / Teacher's Role:** The instructor's primary role includes setting suitable experiences, posing problems, setting boundaries, supporting students, ensuring physical and emotional safety and facilitating the learning processes.
- 12. Teachers Awareness:** Teachers strive to be aware of their biases, judgments and pre-conceptions and how these influence the student.

1.2.5.2 Pedagogical Principles of Experiential Learning

- 1. Active Learning:** Students are fully engaged i.e. mentally, physically and emotionally in the active process of learning, instead of passively receiving content, students are co-constructing knowledge with their teacher and peers. They are actively testing, thinking, challenging, hypothesizing, interpreting and reflecting on their course material.
- 2. Relevancy:** Students understand the content as relevant to their own lives. Assessment is formative. It is used to support the learning process and guide changes to teaching strategies.
- 3. Experience for Future Use:** Every experience a student has/had up to this point influences how they learn in this point influences how they learn in this current moment. Students develop reflective skills that enable them to transfer their learning into future opportunity.
- 4. Authenticity:** Students understand their motivations for taking a course and learning the content. They can articulate connections among their learning experiences. The course provides a meaningful experience within the context of the student's goal or outlook.

1.2.5.3 Carl Rogers Principles of Experiential Learning

Rogers believes that experiential learning is equivalent to personal change and growth. He believes that all human beings have a natural propensity to learn. His principles of experiential learning are:

1. Significant learning takes place when the subject matter is relevant to the personal interests of the student.
2. Learning which is threatening to the self (e.g., new attitudes or perspectives) is more easily assimilated when external threats are at a minimum.
3. Learning proceed faster, when the threat to the self is low.
4. Self-initiated learning is the most lasting and pervasive.

1.2.5.4 General Principles of Experiential Learning

1. Effective experiential learning effects the learner's cognitive, structural, attitudes, values, perceptions and behavioural patterns.
2. People believe more in knowledge discovered themselves than in knowledge presented by others.
3. It takes more than just information to change actions thoughts attitudes and behaviour patterns.
4. It takes more than first hand experience to generate valid knowledge. A theoretical system is required.
5. Behaviour changes will be temporary unless the action theories and attitudes underlying them are changed.
6. Both the person and social environment must change for other changes to be permanent.
7. It is easier to change in a group than whether alone.
8. We accept new system of action, thought, attitude and behaviour patterns when we accept membership in a new group.
9. The more supportive, accepting and caring the social environment, the freer we are to experiment with new behaviour, attitudes, actions and thoughts.
10. Changes in perception of oneself and one's social environment are necessary before changes in actions, thoughts, attitudes and behaviour take place.

1.2.6 ADVANTAGES OF EXPERIENTIAL LEARNING

Experiential learning encourages application of knowledge and concepts to real-world situations with learning support from the trainer. Some key advantages of this method of learning are given below:

- 1. Accelerates Learning:** 'Learning by doing' is far more effective and long lasting than theoretical learning. Further, experiential learning also promotes development of multiple skills such as critical thinking, problem solving and effective decision making at the same time.
- 2. Merger of Theory and Practice:** What has been learnt from books can now be applied in field to understand its effect and behaviour. It also helps in remembering concepts and ideas.
- 3. Opportunity for Creativity:** In the 'real-world', problems often have more than one solution. Experiential learning enables the student to engage the creative portions of their brains and seek their own unique and most

fulfilling solution to a hands-on-task. This creativity and the variety of results produced, enriches the classroom-and society-as a whole.

- 4. Opportunity for Reflection:** Reflection is an integral part of experiential learning process. By incorporating concrete experiences with abstract concepts and then reflecting on the outcome, students engage more regions of their brain and make true personal connections with the material. The analysis helps them to other, varied circumstances.
- 5. Increase Team Work:** Experiential learning engages participants in various team-based activities, thus training them on team building and leadership. This benefits the participants because they learn from each other and also because they will have to work in a team in a professional environment.
- 6. Improved Attitudes Toward Learning:** The personal nature of experiential learning engages the students emotion as well as enhancing their knowledge and skills. When students see the concrete fruits of their labour, they experience greater gratification and pride, thus enhancing their enthusiasm for continued learning.
- 7. Makes Learning Relatable to Students:** Students build on what they already know and are provided with opportunities to make connections between new concepts and existing ones.

It also assists in memory retention by building strong relationships between feelings and thinking processes. Students have the capacity to learn successfully when the information associated with values and feelings.

- 8. A Learning Environment:** Since experiential learning involves working on real-world situation simulations it offers the students freedom to think and operate differently without crushing their confidence if anything goes wrong.
- 9. Believes in Exceptional Return on Investment (ROI):** Experiential learning is personal and effective in nature influencing both feelings and emotions, as well as enhancing knowledge and skills. It goes beyond classroom learning and ensures that there is a high level of retention, thereby delivering exceptional ROI over a traditional learning programme.
- 10. Prepares Students for Real Life:** Most experiential learning activities are communal in nature, with students in groups. Through these team projects, students learn to work more effectively together, developing a plan of action and utilizing the unique qualities of each team member. Thus the students learn real-life leadership skills, as well as how to apply critical thinking and adapt to changing circumstances.

1.2.7 ISSUES AND CONCERNS OF EXPERIENTIAL LEARNING

Apart from the above mentioned advantages/ beliefs of experiential learning, there exist some issues and concerns concerning the process of experiential learning. Experiential learning does many things – putting practice at the heart of learning. It is an important paradigm shift- but not everything and it is important to be aware what it does not do. The issues and concerns of experiential learning are discussed below:

- 1. Misconception:** Very few educators realize that experiential learning is an educational philosophy with defining qualities and guiding principles. Instead, they think that it is a type of ‘informal’ education that takes place outdoors. This explains why so many schools are shifting their classes to “summer camp setting”. Their general attitude is that by taking students outdoors, the students will have a phenomenal educational experience. But this does not happen without the skilled intervention of trained educators. There is dearth of such like teachers. They are not given training for it.
- 2. Issue of Time and Energy:** Using experiential teaching techniques takes more time and energy, than using conventional teaching techniques. For example, consider the difference between teaching students about the ‘Kutab Di Lath’ of Delhi by showing them pictures and reading from a text book article Vs having them construct a three-dimensional model of the monument. So, it is not realistic to expect teachers to achieve the same number of goals and to cover the same amount of syllabus when using experiential teaching techniques as compared to traditional teaching. Many teachers do not like being put in this position and in fact it is not the best practice to have teachers make unilateral decisions about school goals and objectives.
- 3. Too much Trial and Error:** Too much trial and error results in loss of focus on learning. Also trial and error is the slowest way to find new patterns, which is what learning is all about. It is foolish to learn something through trial and error that can be learnt from someone else’s experience in a book instead. It is good to stand on the shoulders of the giants who came before you instead of wasting your time trying to reinvent the wheel.
- 4. Group Problem Solving Exercise:** This issue is very important. In a group problem solving exercise, the introverts often feel pushed aside during the process of experiential teaching. They feel that they were not given a clear opportunity to step forward and take on a more active role. Extroverts benefit more than introverts in this type of learning. A good facilitator can correct this, if it is noticed.

- 5. Limited Class-time:** In our classroom, the time is fixed for every subject. They have limited class-time. There is only limited class-time left for experiential activities. Trial and errors also consumes a lot of time. A class teacher can't dare to take an activity and its different stages of teaching a small part of a subject. As a result, he avoids by teaching in this method.
- 6. Limited Access to Resources:** For an experiment in the class, different types of teaching/ learning resources are required. In modern world, access to certain resources like Photostat machine, access to computer and internet, e-book and digital libraries are essential for experiential learning. Most institutions can't afford the expenditure of these resources.
- 7. Lack of Experiential Curriculum:** Curriculum is far more than a list of subject-matter. In fact, it is the process through which what is being thought, why it is being taught and how it is being taught, are brought into harmony. Traditional curriculum leans heavily on what is taught, with only a nod toward the why and very little guidance about the how. In contrast, experiential curricula address how best to change the learning environment to bring about the desired experience. Most experiential curricula are instructions on how to carry specific learning activities.

In schools, the teachers are generally given a version of the school's traditional curriculum and told to make it experiential. This approach fails miserably. It faces tremendous stress on teachers and generally results in their making only a minimal commitment to use creative and experiential teaching techniques.

- 8. Restriction on Students' Engagement:** Students are required to learn themselves with the help of an experiment. There should be no restriction on students' exercise of free will power in terms of how they will engage in the experiential activities. But in our schools, no such freedom is given to the students. Every class teacher has special guidelines for it.
- 9. Inadequate Group Work Skills:** Most schools have not encouraged their students to work in groups and develop group work skills. But engaging successfully in experiential activities requires that students have developed good group work skills and are able to contribute and function effectively within the group.
- 10. Assessment of Experiential Activities:** The assessment of experiential activities presents a unique problem to instructors. Because, in experiential activities, the means are as important as the end. Therefore, it is important to look at assessment as more than outcome measurement. While outcomes are important to measure, they reflect the end product of assessment, not a complete assessment cycle. It is therefore, necessary to devise unique to assessment methods to measure success in both the

process and the product-each area required separate learning outcomes and criteria.

11. Variability of Experiential Activities: Another difficulty when developing assessments has to do with the variability of experiential activities. Because students are working on different projects or participating in different external activities, they can't all be expected to learn the exact same things and each student may take away something different from the experience.

Beyond the variability, there is also the variability amongst the different students. So, assessment technique must take care of these issues of assessment of the experiential activities.

12. Ethics/ Privacy and Anonymity Issues: These issues are very important for experiential learning method. Depending upon the nature of the students experiential learning activity, teachers/ instructors should be mindful of the ethics of student's engagement and possible requirement of participation of third party.

For example, in the case where students need to conduct interviews, appropriate consent forms etc., should be provided and signed by the participants and interviewees. Participant's anonymity and confidentiality should be ensured and relevant ethical concerns should be addressed appropriately. In case of any conflict, the teacher should face liability and try to resolve conflict.

1.2.8 IMPLEMENTATION OF EXPERIENTIAL LEARNING AT SCHOOLS

Following methodology will help to implement experiential learning at schools:

1. Create an intellectually, emotionally and socially safe and comfortable environment, where a teacher can be confident to take bold risks in the pursuit of self-directed discovery.
2. Let students take responsibility for their own learning.
3. Encourage students to make discoveries for themselves.
4. Keep the chosen learning activities relevant to the interests, lives, values, perspectives and experiences of the individuals.
5. Let students understand why the lesson is beneficial to their personal lives.
6. Take feedback from students if the approach is working for them.
7. Let learners be emotionally interested in whatever they are doing.

8. Create a sense of contentedness between the classroom and the local context where students live.
9. Include opportunities for quiet, contemplative reflection, where students can make self-criticism of one's own learning.
10. Help participants to get beyond their personal comfort zones, whether they are physical, social or cultural.
11. Involve intellectual and emotional risk-taking. Encourage failure as an important part of the learning process.
12. Organize Mock-trials or debates and internships with companies.
13. Undertake outdoor expeditions to develop specific physical and emotional skills through participation in outdoor and adventure activities.

1.2.8.1 Recommendations for School administration (Remedial Action)

1. School administrators and teachers need to understand the underlying principles of experiential education so that they can implement it effectively both in the classroom and beyond the classroom setting.
2. Schools need to devote more resources of developing experiential curricula that guide teachers through the entire teaching process – from the introduction of the subject matter to the final evaluation.
3. School administration need to review the goals for experiential learning, that the teachers are asked to achieve in a prescribed period.
4. A new type of curriculum needs to be designed and produced for experiential educators. One which provides all of the resources they need to use including a visual demonstration of how to use the resources most effectively, as well as a selection of experiential assessment tools to gauge what in the curriculum works best, what can be improved and what needs to be changed to suit a specific school.
5. Enough time should be provided to the students in all stages of experiential learning such as reflection, conceptualization and experimentation.
6. Schools should provide enough time for students to engage in the activity and its different stages meant for Experiential Learning cycle, such as Reflection, conceptualization and experimentation.
7. Adequate access to resources for experiential learning should be made by the authorities.

8. Students should be given freedom to carry on experiment at their own way. They should feel comfortable to use their judgement and apply their knowledge from past experiences to address the issues through the experiential activity.
9. There is need to develop good group work skills among students. Teachers should provide appropriate guidelines on the roles and expectations of group members and encourage them to monitor and reflect on the progress of their project or engagement.
10. Assessment of Experiential learning is the least explored area in learning and the most challenging. Reflective journals, reports, sometimes supplemented by oral presentations, seem to be the most common adopted means of assessment. There is need to devise unique assessment techniques to measure success in both, the process and criteria of experiential learning.

In the experiential learning, the two types of variable – the variability of experiential activities and variability of different students, are often uncontrollable and thus, have to be accounted for when developing assessment methods. In this regard, Qualters (2010) recommended the use of Alexander Astin's I-E-O (Input-Environment-Output) model of assessment.

Some educationists have considered experiential learning as the future method of learning and teaching. Though experiential learning is a scientific and reliable method of learning and very beneficial way to learn, yet it has many drawbacks also. It is not helpful to inexperienced people. The learning outcomes are not always predictable. Negative experiences can sometimes learning should be used with great care and at appropriate situation. Experiences are, of course, valuable, but they should not be done at the expense of credits that could be devoted to learning difficult intellectual skills within a traditional academic setting. The different issues and concerns of experiential learning, mentioned above, must be taken into account before using and applying this method to teaching-learning process.

1.2.9 Summary

In this lesson, we have discussed the experiential learning cycle and objectives of experiential learning. Different type of principles of experiential learning such as pedagogical, Carl Roegr's and general principles have also been discussed. Effective learning results from experience when a person progress through a cycle of four stages viz. having a concrete experience, observation of and reflection on that experience is followed by first step, formation of abstract concepts (analysis) and generalization (conclusions) which are used to test hypothesis in future situations, resulting in new experiences. From the study of this lesson, it can be concluded that experiential learning encourages application of knowledge and concepts to real-world situations with learning support from

the trainer. It has many advantages over the traditional model of class room teaching, though there certain issues and concerns in front of the teacher while implementing experiential learning in the classroom. Teachers need support from the school administration for implementing the experiential learning in their class rooms.

1.2.10 Suggested Questions:-

- Q.1 . Write a note on experiential learning cycle.
- Q.2. Discuss Aims and Principles of Experiential learning.
- Q.3. What are the benefits of Experiential Learning.
- Q.4 Give Suggestions regarding implementation of Experiential Learning in schools

1.2.11 Suggested Books/ Readings

- Roberts, J. W. (2016) *Experiential Education In The College Content*. New York: Routledge.
- Swaminathan, D. (2018) *Experiential Events*. Chennai, Notion Press Inc.
- Beard, C. & Wilson, J. P. (2018) *Experiential Learning*. United States: Kogan Page.
- Mehrotra, D. (2017) *Experiential Learning For Education*. Chennai: Notion Press.
- Wurdinger, S. D. (2005) *Using Experiential Learning In The Classroom*. United States of America : Rowman & Littlefield.
- Wurdinger, S. D. & Carlson, J. A. (2009) *Teaching For Experiential Learning*. United States of America: Rowman & Littlefield.

Contemporary Relevance of Nai Talim, Work Education, Experimental Learning and Community Engagement

Structure

1.3.1 Objectives

1.3.2 Introduction

1.3.2.1 Main Principles of Nai Talim

1.3.2.2 Contemporary Relevance of Nai Talim

1.3.3 Work Education

1.3.3.1 Contemporary Relevance of Work Education

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1.3.5.2 Activities that Involve Community Engagement

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1.3.5.4 Role of Community in Pedagogical Supervision and Support

1.3.6 Summary

1.3.7 Suggested Questions

1.3.8 Suggested Books

1.3.1 Objectives: After reading this lesson students will be able to:

- 1) Understand the concept and contemporary relevance of Nai Talim.

- 2) Know about work education and its importance in modern education system.
- 3) Understand the concept of experimental learning.
- 4) To know about the community engagement in contemporary education system.

1.3.2 Introduction

Nai Talim is a principle which encompasses that knowledge and work are inseparable. Mahatma Gandhi promoted an educational curriculum with the same title based on this pedagogical principle. It can be translated with the phrase 'Basic Education for All'. However, the concept has several layers of meaning. It developed out of Gandhi's experience with the English educational system and with colonialism in general. In that system, he saw that Indian children would be alienated and 'career-based thinking' would become dominant. In addition, it embodied a series of negative outcomes such as the disdain for manual work, the development of a new elite class, and the increasing problems regarding **industrialization** and urbanization. The three pillars of Gandhi's pedagogy include lifelong character of education, its social character and its form as a holistic approach. For Gandhi, education is the moral development of the person and is a lifelong process.

Gandhi's model of education was directed toward his alternative vision of the social order. Nai Talim was, therefore, an embodiment of his perception of an ideal society consisting of small, self-reliant communities with his ideal citizen being self-respecting and generous individual living in a small cooperative community. Nai Talim also envisaged a different role for the teacher, not simply as a professional constrained by curricula and abstract standards, but rather as a person relating directly to the student in the form of a dialogue. Nai Talim was conceived as a response to one of the main dialectics of modernity as Gandhi saw it as the dialectic between human being and technology. Gandhi placed such central emphasis in his pedagogy on the role of handcrafts such as weaving, metal work, pottery, spinning; they symbolized the values of self-sufficiency or Swaraj and independence or Swadeshi.

1.3.2.1 Main Principles of Nai Talim

Nai Talim has encircled the Sociological, Pedagogical and Spiritual Functions. Some main principles are stated below:

1. Providing universal minimum education to all the children which Gandhi ji called as basic education
2. This system of education is indigenous and not imported from other countries and therefore it is called Basic National Education
3. The course of this education is to run for seven years beginning from the age of seven. It does not cover pre school state and post basic state.
4. Basic education must be imparted through the mother tongue.
5. In its method i.e., teaching learning practices, it must be woven around some sort of art or handicraft.
6. The craft chosen must be systematically learnt with a view to efficiency and practical results.
7. The product of the craft must be economically paying
8. Effort should be made to see that the money value of the work done covers the pay of the teacher
9. The state should cover the rest of the expenses of school buildings, furniture, books, maps and the whole of apparatus including tools for the crafts or work education.

Proposing such system of education would strengthen the inherent positive traits within the village community; bring dignity, self reliance, self sufficiency and Swaraj among people. He left it to the experts and reputed educators of the time to work out the details of a roadmap for such a system. Nai Talim specifically emphasised education to be in the mother tongue, integrating the pedagogy of academic subjects to locally relevant productive activity industry, economic self reliance, to be achieved through sale of produce and products from the school; free and compulsory elementary education; an education for the confluence of heart, hand and head. According to Gandhian thought, the training of heart implies character building for harmony with self, others, and with nature. Educating the hand is to restore the dignity of labour and educating the head is for creating and utilising knowledge for better survival at a higher plane of conscience.

1.3.2.2 Contemporary Relevance of Nai Talim

Mostly belonging to the peasant, dalit, artisan, craft, pastoral, nomadic and adivasi communities and due to the dominant religious beliefs at the time, life was lived with a reverential attitude to nature at that time. Given this background and the reality of a colonial rule, Gandhi was seeking ways for the nation's people to be independent, self governing, self sufficient. In his mind the key to swaraj and a life of dignity was self reliance. Nai Talim is such a versatile

system that can undergo regular review and adaptation to meet the criteria of relevance from time to time.

1. Contemporay pedagogy and Nai Talim

From a pedagogical point of view the Nai Talim system may have much to offer as it is centred on productive work by learners. Learning by doing is the most emphasised psychological principle by educationists. If this doing results in a product or process that is found useful they thrive on its positive feedback. It is these doing experiences that concretise learning. Nai talim offer such experiential learning for students.

2. Environmental ethics and Nai Talim

Nai Talim system presently is ecological and ethical. More and more people today are under the influence of globalisation and development which in many ways is colonisation from within. Current times require a culturally transformative education that sees beyond curriculum, prescriptive texts, evaluations, class size etc. Educating in natural setting and educating about the environment must be integral part of contemporary education system.

3. Teacher learner relationship and Nai Talim

Contemporary times demands building relationships between the learner and the teacher, the community and the living space. There is a need to find associations and connections within these spaces to everyday activities and everyday things. Society is in need of new values, new ways of doing things, a new story which moves from I to We. In education it begins with building relations to undertake a journey of co-learning between the teacher and the taught within the local context.

4. Modern curriculum and Nai Talim

Union HRD Minister Shri Prakash Javadekar released the curriculum on Experiential Learning – Gandhijis Nai Talim in New Delhi in 2018. This curriculum was brought out simultaneously in 13 languages i.e., Assamese, Tamil, Bengali, Odiya, Kannada, Malyalam, Punjabi, Marathi, Telugu, Gujarati, Urdu, Hindi and English in consultation with the state councils of educational research and training along with the universities in the country.

5. All round Development of Students

Nai Talim repeatedly emphasized that education should include every aspect and full development of learner's personality. Gandhi ji said that true education is that which draws out and stimulates the spiritual, intellectual

and physical faculties of children.” Unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul aim of all round development cannot be achieved.

6. Self Dependence

The Basic Education envisaged by Gandhi aimed at producing self reliant and good citizens. In order to regain India's lost glory and prestige, Gandhi's educational ideas based on value-orientation have to be reemphasized. The education curricula should be value laden as well as information oriented. Eradication of illiteracy and spread of education is the prime need of the hour so that the citizens of Twenty First Century can be alert and enlightened.

7. Free Basic Education for All

Gandhiji advocated for free and compulsory education for all-boys and girls with age between 7 and 14 years. Education should be imparted in the student's mother tongue. A free primary universal education is imparted to all the children will make the backbone of a country strong.

8. Vocationalisation of Education:

Nai Talim emphasise vocational and functional education.' Earning while learning' is the motto of this education. This will increase the creativity in a student. As Gandhi wanted to make Indian village self-sufficient unit, he emphasized that vocational education should increase the efficiency within the students who will make the village a self-sufficient unit. Being self reliant is the demand from citizens of India in twenty first century.

9. Good Citizenship Skills

Nai Talim did not ignore the ideal of preparing children as good citizens. It was visualized that children of free India would need to know the right values of social, political and economic life of the country. They must also inculcate the proper attitudes and skills as good citizens of India.

10. Social service and we feeling

Gandhiji believed that social service should be an essential part of education. He used to advise students to inculcate the spirit of service and self-sacrifice. Thus, Gandhiji synthesized the ideals of social service and individual development in the system of education. In his view, 'If learning becomes merely a means of living, it will lead to degradation. Nai Talim aims at developing feeling of social service and we feeling among students.

1.3.3 Work Education

In Nai Talim, Work Experience has been termed as Work Education and thus makes it an integral component of education. As such it would provide both

knowledge and skills through well-structured and graded programmes, which would help them on their entry into the world of work. Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service.

The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Vocational courses get a prominent place at this stage. Work Education aims at restoring dignity and respect to all types of manual work along with promoting self-reliance in meeting one's daily needs and those of one's family and community. Apart from this, increasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programme of social work or community service are included in work education. Work education can be categorised into various categories on which we need to work upon are given below:

- 1) Work which we do at home.
- 2) Work which we do in our classroom.
- 3) Work which we do in our society.
- 4) Work related to the need of an individual, such as health, clothing, cleanliness etc.

1.3.3.1 Contemporary Relevance of Work Education: The contemporary relevance of Work Education is as given below:

1. To help the students to develop essential knowledge and understanding in terms of : - identifying needs of the self, family and community with respect of food, health and hygiene, clothing, shelter, recreation and social service; acquainting themselves with productive activities in the community; understanding facts and scientific principles involved in various forms of work, knowing the sources of raw materials and understand the use of tools and equipment in the production of goods and services; understanding the utility of productive work and services to the community; understanding the needs of a technologically advancing society in terms of productive processes and skills; understanding the

processes of planning and organization of productive work; conceptualizing their role in productive situations; developing abilities for self-evaluation of performance and for entrepreneurship with respect to changing world.

2. To help the students to develop skills: - for the selection, procurement, arrangement and use of tools and materials for different forms of productive work; to observe, and participate in work practice; for the application of problem-solving methods in productive work and social service situations; for greater productive efficiency; to enhance their working competence sufficiently so as to enable them to earn while they learn; to use their creative faculties for devising innovative methods and materials in contemporary world.
3. To help the students to develop proper attitude and values in terms of respect for manual work and regard for manual workers; - socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance, tolerance, etc. proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc self-esteem through achievement in productive work and services; a deeper concern for the environment and a sense of belonging, responsibility and commitment for the society; strive for excellence.

1.3.3.2 Course Content of Work Education

The content of Work Education comprises of three categories as following:

1. **Self-help Activities:** A programme for the satisfaction of day to day needs of the students and their families.

2. **Community Out-reach Activities:** A programme for sensitization of the students towards their responsibility to satisfy the community needs.

3. **Pre-vocational Skill Development Activities:** This is the most important programme as it is designed to prepare the students for the world of work. However, the actual selection of activities/projects/pre- vocational courses by school would depend upon the availability of natural, physical and human resources in the locality, the socioeconomic background of the community and the needs and interests of the students.

1.3.4 Experimental learning

Experimental learning is a philosophy and methodologies in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, developing skills, and clarify social and moral values. This learning is also referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration, all which are clearly defined by well known teaching maxims.

Experimental learning is the process of learning through experience, and is more specifically defined as learning through reflection on doing. Hands-on learning is a form of experimental learning but does not necessarily involve students reflecting on their product. Experiential learning is distinct from rote learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with, other forms of active learning such as action learning, adventure learning, free-choice learning, cooperative learning, service-learning, situated learning etc.

Experimental learning is often used synonymously with the term experiential learning, but while experiential learning is a broader philosophy of education, considering the individual learning process. As such, experiential learning is concerned with more concrete issues related to the learner and the learning context.

1.3.4.1 Contemporary relevance of Experimental Learning:

Experimental learning is based on learning by doing principle of teaching learning process. Majority of the educationist emphasise importance of experimental learning now a days. We believe there are many reasons why experimental learning is the contemporary learning are as following:

1. Speeding Up Learning process

Repetitive Learning or learning by rote has long been replaced by Learning by Doing. Experiential Learning methodology uses critical thinking, problem solving and decision making to deliver a training module. This has become an established method to accelerate learning in modern world of education.

2. Conducive Learning Environment

Simulations use real life scenarios that depict several challenges, which a participant will eventually face after the course completion. It is only natural that mistakes happen during the course of learning, and using simulations is like taking kids to a playground, and getting them to have fun, try new

things and learn, in a safe controlled environment. Experimental learning environment fosters free expression of ideas and thoughts away from pressure of authoritarian teaching.

3. **Tide Over the Gap between Theory and Practice**

Experimental learning helps the students by moving beyond theory to the realm of practice that is learning by doing. The trainee gets a firsthand experience of practicing of what has been taught. This plays a crucial role in retaining concepts and ideas for long term.

4. **Fostering Mindset Changes**

There are very few learning methods that can have a dramatic impact on the participant's mindset. Experimental Learning is one of them. Some skills like leadership, swimming, craft and arts cannot be merely learned by reading about it. Experimental learning fosters the development of productive mind sets and required manifestations in mindsets according to ever changing world.

5. **Active Engagement**

The high focus of experimental learning is each to benefit the participant as it increases engagement. On the other hand, since the participant is immediately involved in the problem solving activity or event, the level of ownership of the outcome is high. Experimentation makes the participant active and engaged.

6. **Improved results**

Experimental learning is personal and effective in nature, influencing both feelings and emotions as well as enhancing knowledge and skills. It goes beyond classroom learning and ensures that there is high level long term retention, thereby delivering exceptional benefits over a traditional learning program.

7. **Better and Accurate Assessment**

Assessing the effectiveness of the teaching learning program in terms of the benefits to the trainees and the teacher is a crucial element of any learning program. Most assessments are data driven and traditional tools use tests to measure effectiveness. When it comes to experimental learning programs, it is extremely difficult to gather data, which can be used for assessments. The deep analysis of the simulation records and detailed report on the

participants' interaction throughout the simulation act as powerful tool for assessment. Assessment that is comprehensive and continuous is effectively used now days.

8. Individualized Instructions

In order to enable personalized learning, every program needs to enable a journey through the three phases namely teaching and learning strategy, curriculum choice and assessment. Experimental learning methodology is highly effective in meeting these requirements to enable personalized learning. It is a radical departure from traditional learning methods and takes the learning beyond the classroom. The participants set their own learning pace. By combining technology and simulations with experimental learning, educational institutes are making this concept available anytime and anywhere, across multiple devices. This has introduced the concepts of flipped classroom, where the learning goes to the students and not the other way. Distance mode of learning, e-learning, m-learning, online lesson and demonstrations etc are modes in modern education system.

1.3.5 Community Engagement

Political, social and cultural life is becoming an issue of critical importance because there are various aspects which are directly and indirectly related to education. Day to day the world is becoming complex. The transformation of the macro-political landscape, the promise of expanded democratization, the threat of narrow nationalism and fundamentalism, the increasing risk of environmental degradation and endemic disease all of these challenges call for the more effective development of human resources and thus for a greater demand for, and supply of, education of better quality for the sake of social welfare..

Though most states in India, the involvement of the panchayat in the functioning of the school system seems to be limited. In most cases, panchayats have been responsible for constructing, repairing, and the maintenance of school building only, and the lowest tier of panchayats hardly has any say in educational matters of children and in the functioning of the local school. Such initiative in Andhra Pradesh to involve community members on a large scale through programmes such as 'Chaduvula Panduga' (festival of education) is famous example. Another example is 'Alokar Jatra,' from Assam, a programme whereby local communities are involved in conducting a household survey, resulting in a local-level database on the educational status of children with positive impact on access and

enrolment. These initiatives of local people are best examples of community engagement in betterment of education.

1.3.5.1 Community Engagement and Quality Education in Modern World

Since the declared policy of the government in the field of education has been to provide equal access to quality education and to improve the management and planning of education. Nevertheless, improving the quality of education has remained undoubtedly a challenging task. As an example Nepal does not have long history of development of education, after the political change in 1950; people had a new spirit and zeal for all round development of the country. Thus, people started opening new schools in their own initiations. A growing trend in expanding of education facilities was observed. The government had not given funds from the government treasury to the school. The community people did not wait for the government to take initiative to establish new schools and hire teachers in their areas. Most schools at the initial stage were community initiated schools which received different kinds of contributions from the community e.g. land, funds, volunteer teachers, labours, construction materials etc.

Modern era is the era of expansion of education; it is a very good time to achieve reasonable level of progress with the direct involvement of the community. As the community people initiate the schools, they are solely responsible for its management as well. The community managed schools are running successfully now days. The modality of the community managed school is quite simple in the sense that community do many things such as establishing the school in a location demanded by people, building classrooms as per their financial situation, hiring and firing teacher and getting their salaries and other benefits. Most of the educationist all over the world seems to be argued that the community participation plays vital role in promoting education in terms of quality and quantity; and it is assumed that community engagement and empowerment has the potential to make major contribution in educating people and enriching their quality of life.

The term engagement can be interpreted in various ways depending on the context that clarifies different degrees or level of participation, and provides possible definition of the term, including community engagement. Some points of community engagement in education are as following:

- Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility

- Involvement through contribution (or extraction) of money, materials and labours
- Involvement through 'attendance' (e. g. At parent meeting at schools), implying passive acceptance of decisions made by others
- Participation in the delivery of a service, often as a partner with other actors
- Participation as implementers of delegated powers
- Participation in real decision making at every stage is including identification of problems, study of feasibility, planning, implementation, and evaluation.

1.3.5.2 Activities that Involve Community Engagement

Community engagement further encircles some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, inducing:

- Collecting and analyzing information,
- Defining priorities and setting goals,
- Assessing available resources,
- Deciding on and planning programs
- Designing strategies to implement these programmes and dividing responsibilities among participants,
- Managing programs,
- Monitoring progress of the programs
- Evaluating results and impacts.

Moving further, Education takes place not only in schools but also within families, communities and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take hundred percent responsibilities for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families, communities and society must support parents and families in the upbringing, socializing, and education of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate by equipping them with skills important in society. Schools cannot and should not operate as separate entities society. Many research studies have identified various ways of community engagement in education, providing specific channels through which communities can be involved in children's education.

- Research and data collection
- Dialogue with policy makers
- School management
- Curriculum design
- Development of learning materials
- School construction.

1.3.5.3 Community Participation in Teaching Learning Process

Setting of teaching standards, recruitment, teacher training, teacher's salary, condition of service, promotion and discipline are important factors that always comes under debate. Involvement of community in selection of teacher can play vital role in the selection of excellent teacher as per their need. The teacher selected by the community shows the responsibility towards the children of the community. Teacher salary is one of the factors that affect the performance of teachers and teacher's performance directly related to the quality of the education. Thus, the salary and condition of services could be shared by the community.

1.3.5.4 Role of Community in Pedagogical Supervision and Support

Quality education system is one that succeeds in meeting its own goals, one that is relevant to the needs of children, communities and society; and that fosters the ability of children to acquire knowledge and critical learning skills. Global campaign for education stated that high dropout rate in school is not only result of poor quality, but if effective learning is not taking place in school, parents are more likely to withdraw children school early or not sent them at all. Improving quality of education is therefore essential to achieving goal of Universal access to education. Without active involvement of the community in school management quality improvement is not possible.

Project work in community could be one of the good pedagogical approaches in teaching learning process in school. Community is the foundation of this approach. Providing the facts, feeling and experiences of the community people to the students could be the best help in the teaching learning process for to increase the deeper understanding of students while at project work. Community people can play as an actor of promoting quality education in this sense. Successful schools build connections to parents and communities as a way to strengthen relationship in support of the students, and as a way to better understand students so that teaching can be tailored to them as individuals

communities offer a wide range of resources that are valuable to school and the families they serve.

1.3.6 Summary

Thus, it is quite justified to say that the fundamental principles of Nai Talim are still valid and fruitful in the context of our present educational reform. They are relevant to be used as guiding principles of modern education. In fact, it needs to be reformed on modern lines then it may serve as one of the most interesting and fruitful techniques of modern educational system. Gandhi ji incorporated the principle of 3H. it includes the training of heart implies character building for harmony with self, others, and with nature. Educating the hand is to restore the dignity of labour and educating the head is for creating and utilising knowledge for better survival at a higher plane of conscience.

Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. Work education is seem to be very important, meaningful and the purposeful manual work organised as important part of teaching learning process which results into product and goods which is useful to the society in addition to the pleasure of doing work. It is very necessary for all the section of the education i.e. primary, secondary, higher secondary and for the higher education. Work education can be provided through well developed, channelled and structured programme. It should include the knowledge, various life skills, observation, and moral values through basic life activities.

Researchers and educators have long agreed that when parents get involved in education, children try harder and achieve more at school. Parents who help and encourage their children to learn at home, and who help develop positive attitudes toward school, contribute to the personal growth and academic success of their children. Various approaches have been developed to help schools gain greater parent involvement. These approaches have several features in common: programs that focus on parenting skills and the development of home conditions that support learning; school-to-home and home-to-school communication about school programs and children's progress; the use of volunteers at school or in other locations to support the school and students; and participation by families in decision-making and governance.

1.3.7 Suggested Questions

- 1) What do you mean by Nai Talim? Explain its contemporary relevance.
- 2) Discuss concept and need of work education in modern world.
- 3) What is experimental education? How it is important in modern world?
- 4) Explain various ways to engaging community in education process.

1.3.8 Suggested Books

- 1) Perspectives on Nai Talim: S. V. Prabhath
- 2) Work Education: G.S. Sehgal

Role of Headmaster and Teacher for community Engagement in School Matters

Structure of Lesson

- 1.4.1 Introduction
- 1.4.2 Definitions
- 1.4.3 Importance of Head Master
- 1.4.4 Qualities of Headmaster
- 1.4.5 Human Relation / Relation with Others
 - 1.4.5.1 Headmaster and Staff
 - 1.4.5.2 Headmaster and Students
 - 1.4.5.3 Headmaster and Parents
 - 1.4.5.4 Headmaster and Community
- 1.4.6 Functions of the Headmaster
- 1.4.7 Role of Teacher
- 1.4.8 Qualities of Teacher
- 1.4.9 Relationship of Teacher with others
- 1.4.10 Functions of the teachers
- 1.4.11 Summary
- 1.4.12 Suggested Questions

1.4.1. Introduction

Every headmaster is first of all a teacher and then an administrator. Headmaster holds the key position in the school. The role of the headmaster covers many different areas including leadership, teacher evaluation, student discipline and many more. When we enter some school, we can at once form an opinion about the administration of that school. The characters of the school reflects and proclaims the character of the headmaster.

1.4.2 Definitions :

In the words of "W.N. RYBURN" - "The Headmaster holds the key position in a school just as the captain of a ship holds the key position on a ship. The Headmaster is the co-ordinating agency which keeps the balance, and ensures the harmonious development of the whole institution. He sets the tone of the school, and is the chief force in moulding the traditions which develop as time goes on."

Dr. Jaswant Singh - "The Headmaster or Principal of a school is the hub of the educational process. On his ability and skill as a sound and effective educational leader depends the success of a school system".

1.4.3 Importance of Headmaster :

Success of an educational institution is based on the functioning of school headmaster. The Headmaster is the central point of school administration. All school activities revolve around the school headmaster. The headmaster is the co-ordinating agency which maintains the balance and ensures the harmonious development of whole institution. It is the duty of the headmaster to implement the rules and regulations as prescribed by the department of education. School headmaster provides necessary guidance to students for chalking out the programs recommended by higher authorities. The chief motive of the headmaster is to achieve educational goals. Schools headmaster acts as a link between school and the society. The Headmaster builds trusting relationship with parents of the students and tries to create a bridge between school and community.

1.4.4 Qualities of a Headmaster :

The Headmaster is the Central pivot around which the whole system of school revolves. The teaching staff, the non-teaching staff, the learners and the parents are affected by his personality. So, the headmaster should possess certain qualities of head and heart which might have positive influence on the developing personalities of others.

- Physical outlook or personal appearance of the headmaster should be impressive in nature so that it may pose reasonable impact on students and teachers.
- The Headmaster should pay keen attention towards physical and mental health.
- Scientific attitude emancipate the headmaster from the orthodox thinking and treasures which in turn enlightens to create good ideas in the minds of teachers.
- The Headmasters should have strong determination towards the excellence of school activities. The Headmaster should not use school resources for his own self rather he should utilize these resources for the welfare of school as a whole.
- The Headmaster should not bear biased attitude towards any teacher which may pose negative impact on the school community.
- The Headmaster should have faith in democratic ideas of education. The headmaster should treat teachers and parents in a sympathetic manner which should be free from any imposition.
- The Headmaster should keep in touch with modern movements particularly in education with experiments which are being tried out in different parts in India and in other countries, with new ideas in para psychology and in education psychology.

- The Headmaster should be initiative in nature and should be capable of working according to the conditions and circumstances.
- The Headmaster is responsible for developing, implementing and evaluating the programs in school.
- The Headmaster should be social in nature. It is the responsibility of a school headmaster to maintain healthy relationship between in school and out of the school society.
- School Headmaster should have a sense of humour. The school headmaster should be open to take constructive criticism.

1.4.5 Human Relations / Relation with Others :

School Headmaster is not only attached with administrative activities rather he has to deal with the society members as well. It can be discussed under four categories :-

1.4.5.1. Headmaster and Staff :

The Headmaster and staff both tend to be functional for the success of the school. It is essential to maintain the environment of co-operation and integrity among them.

- The School Headmaster should have friendly relationship with his staff members. Headmaster should deal with the staff members in a loving and sympathetic manner.
- The school headmaster should pay due respect for teachers. The Headmaster should bear the ideas of impartiality towards his staff members.
- Generally, conflict among teachers and headmaster is due to the unwanted criticism in educational institutions.
- The Headmaster should seek suggestions from his staff members by discussing the matter, before executing any administrative task.

1.4.5.2. Headmaster and Students :

Relationship between headmaster and students should be based on love, affection, friendliness and respect. In the modern scenario, there has been sea change in the advancement of education as a result of which number of students has been increasing continuously. Relationship between headmaster and students is elaborated as follow:-

- School headmaster should have full interest in the working of students. Headmaster should provide good education, health, games and interests in educational institution.
- Headmaster should have a friendly, sympathetic and understanding attitude towards students.
- Headmaster should personally provide recognition to the students. Headmaster should advice the students in morning assembly and should provide necessary guidelines for students in free periods.

- There can be so many problems for students during the course of study in educational institutions. The headmaster should try to solve such problems by searching alternate means.
- The headmaster should provide relaxed environment for the students to study without any imposition and burden on their minds.

1.4.5.3. Headmaster and Parents

A Co-operative relationship between headmaster and parents can solve various problems related to their activities. It also creates congenial environment among headmaster and parents.

- Periodic progress report of the students should be sent to their parents from time to time. Headmaster tends to make the parents aware about their students.
- Headmaster helps in establishing the relation between parents and teachers and directing this relation in the right directions.
- Headmaster invites parents of the students at the various occasions that take place in the school.

1.4.5.4. Headmaster and Community :

There is a close relationship between the headmaster and community because educational institution is established keeping in mind the needs of community.

Following actions can be carried out in this directions :-

- Headmaster can encourage teachers and students to collectively help the community in cases of natural calamities, in the matters of census and economic surveys.
- School headmaster can participate in the community functions conducted from time to time by the community persons.
- Community, sometimes demand school playground for playing games at village level. School headmaster in this situation should help the community in this direction.
- School headmaster being the active member of community can help the social working of society.
- Various functions are organized at the school level eg. Independence day, International day, annual prize distribution function etc. School Headmaster should send invitation letter to community members on such occasions so that they may get knowledge about the school's achievements.
- The Headmaster can arrange N.S.S. camps and can also arrange various seminars related to community matters.

1.4.6 FUNCTIONS OF THE HEADMASTER

Functions of the Headmaster can be discussed under following heads-

- Planning
- Organising and Administering
- Supervision

- Teaching
- Providing Guidance
- Maintaining relations with pupils, parents, teachers, public controlling authority etc.

1. PLANNING :-

The first and foremost duty of the Head of a school is that of planning. The Headmaster is supposed to plan everything about the school before the planning of the session. As far as possible, the planning should be decentralised. Planning at different levels is elaborated as follows.

i. Planning before the session :-

- School Headmaster repairs the school buildings before starting the session.
- Headmaster prepares the school calendar by listing the actions, functions, co-curricular activities, examination dates, educational tours etc.
- Headmaster plans to fulfill the needs of teachers available books in the library, laboratory, equipment etc.
- Headmaster announces the dates of examination of various classes before starting the session.
- Headmaster tends to recruit the required staff.
- Headmaster makes decision about new courses.
- Headmaster frames the appropriate time-table with the help of senior and experienced teachers.
- Headmaster distributes the work among teachers and non-teaching staff according to their capacities and capabilities.

ii. Planning in the beginning of the session :-

- Students are divided into different sections in order to avoid saturation.
- Headmaster gives necessary guidelines to the teachers with respect to selection of courses.
- Headmaster gives detailed information about the classification of curriculum for various classes to the teachers.
- Headmaster tries to maintain full attendance in the school.
- Headmaster addresses the students during the morning assembly.

iii. Planning during the session :-

- Headmaster prepares the profile of income and expenditure for the whole session and prepares the school budget.
- Headmaster gives necessary guidelines to the teachers for instructional materials.
- Headmaster also tries to prepare a list of co-curricular activities from the teachers.
- Headmaster guides student in learning problems, professional guidance and problems related to personality.

- Headmaster prepares special plans for evaluating the students
- Headmaster plans for supervision.

iv. Planning at the end of the session :-

- Preparation of question papers, arrangement of answer sheets, preparation of date sheets, marking the answer sheets, preparation of results etc. are well planned by the headmaster.
- Headmaster gives directions to the teachers for preparing the cumulative record of students.
- Annual Report of the school is prepared by the headmaster at the end of the session.
- Headmaster issues the school leaving certificate for students who are leaving the school.
- Headmaster tries to get the school record completed with the help of school teachers and clerks.
- Headmaster writes the confidential annual report of the teachers.
- Headmaster plans for the next session, in the light of the past years experiences.

2. ORGANISING AND ADMINISTERING :-

Organisation of the school and making it function properly is the duty of Headmaster of the school. Instructional work, organisation of different activities, seeing to the efficient running of school etc, all comes under the charge of the Head. Details of his function in this regard are as follow :-

- Headmaster takes care of the arrangement of classrooms, beautification of campus, proper cleanliness and sanitation and security issues.
- Headmaster executes the functioning of useful resources related to the staff members.
- Headmaster has to pay keen attention in organization of various activities to be held in the school.
- Headmaster along with administration also tends to organize the office work.

3. SUPERVISION :-

Headmaster is the overall supervisor of the school. Here by supervision we do not mean that headmaster is the fault finder and is meant to criticise the work being done by others. In fact, headmaster's duty as supervisor is to see that the school and its activities go on smoothly and according to the plans already prepared. Headmaster as supervisor should act as a guide, friend, philosopher an experienced and mature person for others. The supervision done by the Head should make every one self-disciplined, duty conscious, self conscious, time-conscious and above all, conscious of what the society or the nation demands out of every school individual.

4. TEACHING :-

The Headmaster's duty is not to sit in the office all the time and regulate the functioning of the school. Teaching is one of the major things that go on in the school. So, the headmaster should be much interested in class room teaching.

5. PROVIDING GUIDANCE :-

The Headmaster being the head of the school, is supposed to be expert of any type of guidance required by staff and students. Headmaster performs following functions in regard to guidance.

- Headmaster guides the students by means of different methods in educational institutions. Headmaster also fosters among students the interest towards professional and vocational courses by highlighting their importance.
- It is highly essential to discuss issues related to indiscipline, drop out students, academically weak students and organization of co-curricular activities with the school headmaster.
- Headmaster guides the parents in a right direction for the proper development of students.
- Headmaster writes the shortcomings of education system to the concerned higher authorities and guides properly in the right direction.

6. TEACHING WORK :-

School Headmaster is more a teacher than an administrator. The Headmaster is supposed to be most sensitive and accountable teacher in the school. The Headmaster should have full mastery over subject which he has to teach.

From the quoted paragraphs, it is clear that headmaster is the most important person in the school who functions according to the needs of institution. In nutshell, it can be calculated that school headmaster is a role model for students and teachers in educational institutions.

1.4.7. ROLE OF TEACHER

The Headmaster and the teacher hold the key positions. They are just like the main wheels on whose shoulders stand the success of the institution. The Teachers are the backbone of our society. The teacher is the pivot of the educational system.

DEFINITIONS :**PROF. HUMAYUN KABIR :**

"Without good teachers, even the best of system is bound to fail. With good teachers, even the worst of system can be largely overcome."

TYNDALL

"If there is any profession of paramount importance. I believe it is of a school teacher or master".

KOTHARI EDUCATION COMMISSION

On all different factors which influence the quality of education and its contribution to material development, the quality, competence and character of teachers are undoubtedly the most significant."

1.4.8 QUALITIES OF TEACHER

- The teacher should be interested not only in the subject that he is to teach but also in the learner. A teacher should be able to render help to students. The teacher should try to win the learner with his affection and sympathy.
- The teacher should have adequate knowledge of psychology. The knowledge of psychology helps the teacher to understand the fundamental process of education.
- The teacher should not be rigid follower of one and the same method in all types of situations. The teacher should be interested in making improvements in every aspects of teaching.
- In the age of democracy, there is need of teachers with democratic attitude. Only a teacher having democratic outlook of life can succeed these days.
- The teachers should have mastery over the subject matter that he is to teach to the students. In case of any type of deficiency, he should make efforts for improvement.
- The teacher should be well conversant with the various teaching techniques.
- The teacher who is work successfully in the school should be a living example for others.
- The good teacher is ever ready to improve through self analysis.
- The teacher should be a true model for them so that they may learn right things from him. The profession of the teacher requires the habit of punctuality.
- The teacher should respect the individuality of the child and be in turn will have all their regard.
- Every teacher should have co-operative attitude.
- The Teacher's profession is such that he is expected to remain over and above any type of prejudice. The teacher should be able to give students the picture and mate them think so as to arrive at their own decision.
- A teacher can do justice to the profession or job if he/she comes well prepared for the class room teaching.
- The teacher is truly a nation builder. The teacher should be ready to sacrifice his personal interests for the sake of national interest. If the teacher himself possesses the quality of patriotism, only then he will be able to include it in the students.

1.4.9 RELATIONSHIP WITH OTHERS :

The teacher is the leader of the social group in the class room situation as well as in the school life. A Teacher's job is not finished with the imparting of instruction

in the class. Teacher is expected to have good relations with students and to have acquaintance with the parents of the children outside the class room.

1. RELATIONSHIP WITH PUPILS :

The teacher should have healthy relationship with the pupils. The teacher should be able to pay individual attention to each and every student. Once the teacher has won the confidence of his learners, they will ever remain under control.

2. RELATIONSHIP WITH THE COLLEAGUES :

The teacher should consider other members of the staff to be like members of the same family. The Teacher should show due regard to every one of them. The Teacher should maintain a good reputation among his/her colleagues. Groupism amongst the staff members, their internal conflicts with the Head or with one another - all should not impact the school and students.

3. RELATIONSHIP WITH THE HEAD OF THE INSTITUTION :

The Head of the institution is like the head of a family. It is expected out of every member of the group to respect the head. The teachers of a school are the hands of the head. So, teacher should pay due respect to the Headmaster. The head master should also respect the teachers. All in all, the relationship between the teacher and the head of the institution should be healthy.

4. RELATIONSHIP WITH PARENTS OF THE CHILDREN :

The Teacher should develop co-operative relationship with the parents of the children. If teacher establishes good relationship with the parents of children, then student's problems of all types can be overcome to a considerable extent.

5. RELATIONSHIP WITH THE COMMUNITY :

Every teacher should understand the field, his social area and the representatives of the community who come to school to receive education from the teacher. The teacher should understand the community through the children and make efforts for its improvement.

Thus, we find that a teacher requires much more than merely the mastery in the technique of teaching.

STATUS OF THE TEACHER :

The teacher of Today is not respected much, his emoluments are less as compared to the ones being given to those in other professions. There has come a huge difference between the status of the teacher that he possessed in the past and the one that he has got now. The factors responsible for the low status of the teacher can be listed as :-

1. The Teacher himself
2. The student community
3. The Society
4. The Politics of the country
5. A matter of Sheer bad luck

1. THE TEACHER HIMSELF :

One alternative of teacher's status is that it is the teacher himself who has degraded his position by doing something which is unwholesome and dislikable

by others. A large number of teachers are seen doing nothing in the class room. Some of them behave so because they are interested in group teaching after school hours for which they are tuition minded. Teacher's inefficiency and hence their general criticism about job satisfaction and their sarcastic remarks about profession lower them all the more in the eyes of others.

2. THE STUDENT COMMUNITY :

Another thinking is that it is the student community that is time and again raising a hue and cry against the teachers. Many a time of the students are on strike. There is some element in the teacher community that make them indulge in strikes. Thus we find that the students themselves are rarely responsible for it.

3. THE SOCIETY :

This age is materialistic and everybody gives more value to money and such materialistic things. Naturally in such circumstances money values out weigh anything else. From this angle, the teacher does not stand anywhere before the business community.

The release of U.G.C. grades to some categories to teachers has undoubtedly helped in raising the status of the teacher in the eyes of the materialistic people of today. It is high time, the teachers also prove themselves worthy of it by working hard to the entire satisfaction of all concerned.

4. THE POLITICS OF THE COUNTRY :

This factors is also playing a dominant role in shaping of things as they are in the country. Many a time a teacher has to play a dummy role in the hands of the politicians.

5. A MATTER OF SHEER BAD LUCK :

Sometimes the odds are not in favour of the teachers. Thus seen from the various angles, we can safely conclude that the status of the teacher has gone down not in one or two ways.

1.4.10 FUNCTIONS OF THE TEACHER :

Every teacher has to perform a number of functions. The important duties of a teacher are -

1. As a Teacher :

The teacher's main duty is of teaching the children. A Teacher infact, is a model to the learners. He will be able to do his duty more efficiently only if he has mastery over his subject.

2. As an Organiser :

Teacher's duty does not end up with his class room teaching. Headmaster assigns duties such as organising co-curricular activities, celebrating a function etc. to the Teachers.

3. As a Supervisor :

A teacher is required to supervise the task given to the students, supervising games or co-curricular activity of which he is made the incharge.

4. As an Examinees and Evaluator :

Testing, examining or evaluating the learner is another important duty of the teacher.

5. Selection of proper teaching method :

It is mandatory on the part of the teacher to select appropriate teaching methods for achieving the goals of education.

6. Preparing good citizens :

Teacher needs to be committed for ascertaining the overall development of his students. He can prepare good citizens by providing knowledge about social equality, justice, cooperation, nationhood, rights and duties to the students.

7. As a Recorder :

Maintaining record of student's work is also the duty of the teacher. Daily attendance of the students, marks obtained by the students in different subjects etc.- everything is recorded by teacher.

8. As a Guide :

All educational, vocational and personal guidance is given by a teacher to students.

9. Fulfilling the needs of students :

It should be the duty of a teacher to fulfill needs of his students along with dissemination of knowledge.

10. Directing social research :

The teacher should direct students for editing various changes happening in the society from time to time.

11. Development of international understanding :

Teacher in this connection can play an important role by giving knowledge about civilisation, political structure, culture and heritage of different countries.

12. Establishment Relations :

Establishment of relations with the community through the student community is badly needed. Formation of parent teacher association is a step forward towards strengthening the relationship between the parents and the teachers.

1.4.11 Summary

Thus, we find that teacher's duty is not only to teach in his class room. After fulfilling these duties, the teacher will be able to do justice to the fair name of his profession. Head master also act as a social leader.Both Head master and teacher plays a ital role in maintaining good association of community with school.

1.4.12 Questions for Revision :-

1. What is the importance of a teacher in a school organization ? Discuss the various functions to be performed by teachers.
2. Bring out the characteristics of a teacher in a modern socio-economic set up. Discuss his functions.

3. Analyse the role of a teacher with reference to :
 - (a) Teaching and guiding students
 - (b) Contact with local community
 - (c) Relationship with the Principal and Colleagues
4. Describe the characteristics of a good teacher. How can these be developed in teacher.
5. "The pivot upon which an education system work its the personality of the teacher". Consider briefly the above statement bringing out clearly the essential characteristics of a good teacher.
6. Explain in details the various functions of the Head of a educational institution.
7. "The Head of a school is the Kingpin around whom the whole school revolves". Discuss the statement critically.
8. Analyse the role of the principle with reference to :
 - (a) His duties
 - (b) Supervision of co-curricular programmes
 - (c) Relationship with his colleagues
9. Discuss the role of the headmaster in establishing good human relations in the school.
10. What are the functions of the Head of a School ? Select anyone function and describe how it can be performed effectively.