PEDAGOGICAL CHALLENGES : A HISTORICAL PROSPECTIVE

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Pedagogy:-

Pedagogy is basically the science or art of teaching. The term generally refers to strategies of instruction or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies. In this context, in correlation with these teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations and environment, as well as learning goals set by the students and teacher.

There are two major notions regarding the nature of pedagogy i.e. pedagogy as a process and pedagogy as a system. As a process, pedagogy involves various related tasks and activities. In pedagogical process, to a greater or lesser extent both teacher and learner contribute to each task. These contributions may or may not be conscious, agreed and / or intended. Tasks and activities are spreaded from establishing rapport to transferring learning. As system, pedagogy involves various sub-systems and elements of educational spiral, such as teacher, learner, method, environment, curriculum etc.

Nature of pedagogy also differ in terms of traditional technique and modern techniques of instruction. Traditional pedagogical techniques were more teacher centered. In modern times pedagogical techniques are more child centered, interactive and democratic.

History of Pedagogical Techniques in India Vedic Period (1500-600 B.C.) :-

Vedic system of education was psychological. Verbal education was imparted in such a way that it could be preserved for thousands of years. In his book ' A Survey of Indian History' K.M. Karn said, "A unique degree of verbal authority had been maintained upto this time in the form of the utterances and the 'Mantras' of the sacred texts." The hymns were learnt by remembering and they were realized through meditation. The 'Acharya' used to produce the hymns correctly and the students repeated them. Their mistakes were corrected. The main methods of vedic period were :

(1) **Correct Pronunciation**:-Brahman described the three methods of pronunciation as free words, double words and gradual pronunciation.

(2) **Meditation**:-The word 'Mantras' means 'born of meditation'

Main Methods of Post Vedic Period (1000-600 B.C.):-

Self Meditation and study:-By self-meditation, the disciple made the knowledge as his own.

Question-Answer Method:-In Kenopanishad, the disciple asked the teacher that what is that guiding force that drives the heart, spirit, eye and ears to action and it is there that the Guru guided Shishya.

Enigmatic Method:-The best illustration of the enigmatic method is found in the Svetawsvatar Upanishad which deals with puzzles.

Aphoristic Method:-In this method,much knowledge is compressed in small aphoristic sentences, which require sufficient intelligence to understand them.

Etymological Method:-In the etymological method,the meaning of the word is explained according to its root.

Mythical Method:- Mythical method has been mostly used in the teaching in Upanishads.

Analogical Method:-Things which cannot be explained by resoning are explained by analogy.

Dialectical Method:-In this mehtod, the philosophers assembled at some place and dramatically discussed different problems among themselves.

Synthetic Method:- In the synthetic method, the discussion of the dialectical method is substituted by the creative synthesis.

Methods of Teaching in Brahmanic Education (600-300 B.C.):-

Oral System:- Like Vedic period, oral system continued even in Brahmanic age. The uru used to take care of correctness and accuracy of the pronunciations. The students are taught the meaning of the mantras while they were learning them.

Subject Composed-in verses:- All the subjects were composed in verses to make them learn by heart. Education as given through discussions and debates. Conferances and sabhas were also organized.

Individual System:- Due to individual system of education, the students were asked questions daily. So they used to keep the preparation of their subjects up to date.

Methods of Teaching Education in Buddhist Education:-

Buddhist education aimed at purity of character. Like Vedic education it was training for moral character rather than psychological development of the student.

Verbal Education:- Though the art of writing had been well developed upto the Buddhist period, yet, due to shortage and non-availability of writing materials, verbal education was prevalent as it was in the Vedic age.

Discussion:- In order to win discussions or Shastrartha and impress the general public, it was necessary to improve the power of discussion.

Evidences:- To establish the disputed points, the following evidences of eight kind are required:

   a) Theory (Siddhanta)

   b) Cause (Reason)

   c) Example (Udaharan)

   d) Parallism (Sadharmya)

   e) Contradiction (Vaidharlmya)

   f) Evidence (Pratyaksh)

   g) Argument (Anuman)

   h) Induction (Agamana)

Prominece of Logic:- The importance of discussion encouraged the logic in the Buddhist period. The contraversial matters could not be decided without logical arguments. Logic was also useful in the development of the mental power and knowledge.

Conferances:- Conferances were arranged on every full moon and first day of the month (Purnima and Pratipada) in the Buddhist sanghas.

Pedagogical Techniques in Present System of Education:-

Modern pedagogical techniques are changing fast with the changing nature of society and changing role of individual as a member of various social groups. Changing role of teacher has demanded for new instructional methods with number of suitable supplementary techniques.

Major instructional techniques, which are different from the traditional ones are as following:

1)   Project mehtod, which focuses on the principle of learning by doing through the active involvement of students and assigning teacher with role of guide and leader of activity.

2)   Problem solving method, in which a felt difficulty to act in an educational situation is relized and then an attempt is made to solve it. Its main focus is to develop the attitude of

problem solving. The major approaches in problem solving are- inductive approach, deductive approach, analytical approach and synthetic approach.

3)   Observation method, which is based on the principle of learning by seeing or experiencing.

4)   Laboratory methods, which focus on the learning through experimentation.

5)   Socialized recitation method, which emphasizes on the social learning or learning co-operatively and through group or collective efforts. Its major techniques are seminar, debate,discussion, symposium, workshop and brain storming etc.

6)   Programmed instruction is a 'software' approach for instructional technology. It is a method of individualized instructions in which the students receive information relating to his own needs in progressive sequences but in small units.

7)   Computer Assisted instructions is a method of instruction in which there is purposeful interaction between a learner and computer device for helping the individual learner to achieve the desired instructional objectives with his own pace and abilities at his command.

Teacher Competencies Required for New Pedagogy:-

A review of research on the teacher knowledge and teaching standards suggests that over time effective teachers develop the following skills and behaviours:-

• Teachers know how to plan, prepare for and design effective curriculum, assessment tools, and instructional strategies.

• Teachers are skilled instructional facilitators.

• Teachers are reflective practitioner.

• Teachers are professional committed to life long learning.

• Teachers know how to direct students through course contents.

• Teachers know how to assess and evaluate student's work, how to provide effective feedback, and how to apply what they have learned to improve instruction.

• Teachers know and can utilize effectively instructional communication strategies.

• Teachers are effective classroom managers and know how to motivate students.

• Teachers know the subject matter properly, they teach.

• Teachers are adept at learning, creativity and using Curriculum resources and technologies.

• Teachers embrace student diversity, understand the Community context and know how to identify the strengths and needs of individual students.

Except the above given general competencies the acquisition of technology knowledge and skills must be there for the broader array of competencies. National Educational Technology Standards for Teachers (NETS) explicitly describes what competent teachers should know and should be able to do with technology in the context of broader teacher competencies. e.g.

- Technology operations and concepts.
- Planning and designing learning environments and experiences.
- Teaching, learning and the curriculum.
- Assessment and evaluation.
- Productivity and professional practice.
- Social, ethical, legal and human issues.

Some formal approaches to develop new pedagogical skills among teachers are:-

- Conferences, institutes and workshops.
- Courses and classes.
- Action research and study.
- Distance learning.

So the gradual development of history of education through various periods and rules influenced the pedagogical techniques.

Conclusion:-

The traditional method are concerned the major emphasis was on producing good social being but in modern method focus has shifted to the practical, scientific and professional. But modern pedagogical techniques are not emphasizing on developing social and moral citizens for the society and this shortcoming of educational system is quite apparent in the form of degradation of human values. No doubt present society is scientific, technological and information society but no aim and objective can be above the development of socially, morally and spiritually developed human beings. Individual enriched with Scientific and technological knowledge will go astray from the right path i.e., progress and welfare of human society, if they are not developed morally and spiritually. The old pedagogical techniques were more value based and moral life oriented. They generally aimed at developing a man into a human being. So the recent social trends are demanding for the blending of both social as well as practical qualities in future citizens and for this the most required element to blend the new and old pedagogical techniques of teaching.

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