

A Critical Analysis on Pedagogical Education System and Child's Psychology: A Theoretical Framework

Srikanth.K

Assistant Professor, Department of Commerce and Management, Ramaiah Institute of Business Studies, Bangalore, Karnataka, India

Abstract- Childhood psychology is a specialized branch of traditional psychology that focuses on psychological pedagogy processes of children's from birth to adolescence. The academic stress and mental health of children's have become a major concern in India. Everyday 6.23 students commit suicide due to peer pressure and pressure from education system. There must be something wrong that we do not understand. The system of education is creating lot of pressure among parents for better academic performance of their progeny's. The degree of pressure has greatly impacted on child's psychological development. This theoretical paper tries to examine academic stress and education system in five sections. Pedagogical practices in Indian education System in section I, problems of present pedagogical teaching practices of education system in India section II, significance of pedagogy of values and child's psychology in section III, role of educational sector towards overcoming academic related stress among children's in section VI and A Mind Map on future of pedagogy in Indian Education in section V.

Key Words: Child's Psychology, Pedagogical Practice, Education System, Academic Stress, Mental Health Traditional psychology, Mind Map.

I. PEDAGOGICAL PRACTICE IN INDIAN EDUCATION SYSTEM

Introduction

When we make a historical preview of Indian educational System and Practice, our traditional educational system consisted of one way communication system by the guru to the students which consisted of imparting education to the student in the best possible way. This system was popularly known as Gurukula Education System (GES) which was existed since the Vedic age. The main motto of GES is to develop the knowledge. The students were taught Vedas, meditation, yoga and other standards.

The main objective of GES is to bring Self Control, Character Development, Social Awareness, Personality Development, Intellectual Development, Spiritual Development and most importantly prevention of knowledge and culture in the society. The students were given education not to gain employment but to teach essentials aspects of their culture and disciplined life.

India saw a new beginning of pedagogical practices of education during Moghal period. The system of education was

liberalised and the rulers like Hamayun, Akbar etc... had brought a great change in Indian pedagogical system. They adopted new methods of teaching like use of text books full of Persian terms. They brought many cultural influences from abroad and introduced few curriculum changes based on students individual needs and practical necessities of life. The subjects like logics, arithmetic, astronomy, accountancy and agriculture etc... were thought. In GES the students were made to learn consonants and vowels for many years. For the first time during the Moghal period students were asked to learn to write the letters of the alphabet and also learn to trace their several forms. The students were made to learn the shape and name of each letter and then to join them to produce a literature like poetry, phrase etc..

The beginning of 17th and till the end of 18th century India came under the influence of British rule, during this period there was a significant difference of opinion among the colonialist about the ideal education for Indians and divided roughly into two camps 'The Orientalist' and 'utilitarian's. The orientalist believed that Indian education should be in classical or court language like Sanskrit or Persian, while utilitarian's believed that the sub continental Indians should learn the subjects in English. This has brought tremendous change in Indian pedagogy, the impact being that the education had become increasingly market and objective focussed with science taking precedence over humanities and philosophy.

In the post modern era the conceptions of educators are replaced with facilitators, the religious scholars are replaced with the practioners of objective knowledge in the form of specialized disciplines. This era believed in the idea of constructivism which says that human generate knowledge and meaning from an interaction between their ideas, experience and objective knowledge. This means that a participatory pedagogy is more important than one way transmission of objective knowledge from the teachers to the learners.

In the 21st century the teaching pedagogy are greatly connected with advanced technology. In today's era students and teachers are virtually connected to each other in the process of teaching and learning. These have significantly

brought the change in the curriculum setup and the knowledge sharing process.

II. PROBLEMS OF PRESENT PEDAGOGICAL TEACHING PRACTICE OF EDUCATION SYSTEM IN INDIA

Our teaching practices of education system only concentrate on getting higher grades, marks, scores and other numerical figures among students rather than teaching them personality, behavior, culture, values of life, independence etc the problem that exist in our system are:-

a. *Education is a Rat Race in India:*

Pedagogical education system in India is not for the faint hearted. We see lot of students killing themselves due to the pressure education in India. It's really unfortunate to see an young child taking such an extreme step of suicide due to the pressure of education. Education in India is always filled with pressure. The kids of today are made to believe that their career hinges on what they score in examination and system makes it does.

Many kids in India despise education just because of pressure involved in it. The system is designed in such a way that, only thing that matters is the marks and the rank you get in the class. The system only awards the students who mugs up the textbook, but most of them have fail to realise that that is not an education but a blindfolded acceptance and reproducing it without even understanding it. Our education system should realise that the IQ of every student would not be the same. The system teaches the kids jealous, competition and hatred etc at a very young age. Education is very important but should not take precedence over a human life

b. *Education does not build Persona of a child:*

Unfortunately the education system in India is not helping a child to build his/her persona. The teachers have forgotten that personality is more important than academic qualification. More importantly our system demands good marks and grades rather than personality; hence a child is not exposed to the outer world to learn a good personality.

c. *No critical analysis, only following the establishment:*

Our system of education does not help the students look at things form their own perspective. The students are trained to be less critics and accept the views of predominant majority blindly. The students have not been thought to learn by questioning whatever they study in their curriculum.

d. *Too much parochialism rather global outlook:*

Our system of education teaches more of nationalism which creates negative mindset among young generation. It is always good to love your country but just a blind love is so dangerous. Students are not taught to analyse and think from global perspective due to narrowstic approach of teaching methods.

e. *Teachers themselves are not trained and efficient:*

This is an actual reality in our Indian education system; the teachers themselves are not properly trained to use a suitable pedagogy teaching methods to impart students on various aspects. On other hand lack of efficiency of efficiency of teachers due to underpaid for their services.

f. *Medium of language of our education system:*

Our system of education is over emphasised on English as the medium of communication or we are not able to decide on the medium of language. Due to this the standard of education is dropping from day to day due because the students are not able to learn things in one familiar language.

g. *Education given is irrelevant to job market:*

The modules and syllabus that we impart in our education system have nothing to do with the job market. Students are educated in a closed classroom environment where they do even understand the practicality and its usefulness. Our education system dumps the unnecessary syllabi to increase the stress level of the students.

h. *Missing innovation and creation:*

One of the worst thing of our education system is that it does not encourage our children to do and learn things the way in which they need to learn. We impose certain force factor to make them learn things. This kills the innovation and creativity among students.

i. *Students happy in getting highly paid salary jobs but lacks ambition to become an entrepreneur:*

Our education system is more focused on training students to gain jobs which pays better salary rather than encouraging them to develop an attitude to become self employed. This is because of our system does not teach them being independence and ambitious.

j. *Education system have failed to end social disparity:*

Today in a country like India education has become a business. One can get a quality education only if he has money. On the other hand quality education is denied to poor people.

III. SIGNIFICANCE OF PEDAGOGY OF VALUES AND CHILD PSYCHOLOGY

Pedagogy refers to the art and science of teaching the way teachers accompany learners in the process of their growth and development. Pedagogy is not about teaching the subject but it is about entire gamut of relationships, processes and strategies that helps in enhancing the child's psychology through learning. Pedagogy of values is about teaching the learner how to think about something to reflect, critically evaluate, appreciate one's own values, develops better communication, better decision making etc.. This helps in the process of developing child's psychological behaviour and action.

As a whole the practice of pedagogy of values in Indian education system can bring a significant change in the behaviour aspect of our younger generation. This unique practice would reduce various problems that is usually existed in our education system. This practice could reduce the stress level and increase the interest of the students towards learning many things with the liberal mind setup.

Pedagogy of values are best imbibed through experiential and participatory modes of learning. Some of the pedagogical strategies that are identified to bring psychological development of a child are

- a. *Silent Sitting* – This is considered as an important strategy which helps in developing the habits of sitting quietly, strengthening the inner being or self etc... it improves concentration and assimilation, clear thinking, memory, health etc... of a child.
- b. *Visual Learning* – This strategy uses symbols, drawing, posters, chart, cartoons, graphs, photograph etc.. to teach our young generation the value of life.
- c. *Role Play* – This strategy are used for inculcating the values where the emphasis is not on the acting capabilities but on the projection of ideas/values and analysis of the same. This analysis brings out why a person should or should not accept the value in question and act on all occasion upholding the same. It helps in better understanding and reinforcing the values.
- d. *Stories* – This strategy is considered as the best way to get across an important value based message. The insight of knowledge.
- e. *Anecdotes* – Anecdotes are accounts of sharing real life experience which portray genuine human feeling and expression. It could be an event, which created a lasting impression on a person's mind touched the core of the heart and many have brought about a shift in the course of life.

- f. *Group activities* – It provides an opportunity for learning of many values concurrently. It helps in development of fundamental values of love, tolerance, co-operation, peaceful co-existence, respect for others etc.
- g. *Questioning* – It is one of the commonly used technique in traditional classroom teaching to test knowledge and grasp of materials learnt by them.

IV. ROLE OF EDUCATIONAL SECTOR IN OVERCOMING ACADEMIC RELATED STRESS AMONG CHILDREN

“I was born intelligent, but education ruined me” Benjamin Franklin

The education sector should introduce some significant changes that can teach a child moral values and bring down their academic related stress among them. Some of the most significant changes that can be brought are discussed are discussed below:

- a. *Stop reciting on nursery rhymes and teaching worthy poems:*

There is a strong reason for this. Even after 50 years of their kindergarten education, our parents can still enumerate these stupid rhymes. This is because children's have very sharp memories and things taught in this age have permanent impression on the mind. That is the reason why educational sector should be more focused on worthy poems like 'subhashit' a Sanskrit poems which teach strong moral values to children's.

- b. *Emphasise more on moral education:*

The Indian educational system should focus heavily on value education classes such as maths, science etc. which helps students to build a strong personality to lead a life with proper understanding. This subject teaches students to think more practically and take decisions in their life.

Most of the countries have introduced this imparting of moral education among students to reduce stress level some of them are Roosevelt High School in Seattle of United States had introduced the concept of teaching mindfulness to make students to be aware of their own thoughts and feelings in a particular movement. This gradually reduced the stress level among students.

Few schools in Houston, California and newyork had introduce the stress relief session in the schools and colleges like yoga, breathing exercise and learning to focus etc to reduce stress among students.

- c. *Reduce more emphasis on marks and ranks:*

One of the main reasons for an increase in stress level among students is that they are judged based on marks and

ranks. The society, parents, teachers and more importantly our education system tries to judge the capacity of a student based on marks scored in their exams. This is actually having increased the stress among children's to get that marks. On other hand the parents to pressurise their children to attend coaching classes, tuitions etc and make them to study 24 hours a day without any leisure or break to their mind.

Our education sector should understand this and bring a needed change for the psychological gain of our students. One should understand that the student's brilliance is measured on what value system is learnt but not on how many marks he/she has scored in their schools and colleges.

d. Impart practical education having utilitarian value:

Our education system teaches us only the theoretical knowledge but fails to give them a practical exposure of what they learn in schools and colleges. Let our education system have a open class room that is making society as a class room and teach them by being with them or teaching them in a meaningful way. For instant instead of teaching history of Ashoka the date of birth, death and when the wars was fought, teach them the lesson thought to the people by Ashoka that is more practical and meaningful or instead of telling the exact height of mount Everest tell them average height of a building that matches the Mount Everest that is more easy to remember.

e. Don't judge the ability of a child on the same ground:

Albert Einstein have rightly said that "everybody is born Genius, but if u judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid"

This is the case with our education system. The system should not judge the ability of the students on the same ground. Our examination system has question papers which has same set of question for all the students of different skill set and try to judge their efficiency.

Our education system should stop forcing the children to learn those subject which they are not good at, they must be allowed to learn things which they need to learn so that they feel happy and reduces stress level. Example- A student ho is interested in music should be allowed to get educated in that and judge them on that so that the child's real efficiency can be obtained.

V. A MIND MAP ON FUTURE OF PEDAGOGY IN INDIAN EDUCATION

The below mind map shows us the path and the significance of various future pedagogical practices in Indian education system which helps in psychological development of children's at different stages. By using various combination of

pedagogy our education system can experience a significant change towards imparting value education and reducing stress among children's.



a. Cross over learning:

Crossover learning experience exploits the benefits of learning in both formal and informal settings by creating links between the education context delivered in the classroom and real world settings and experience. In this method the teacher uses the strategy of asking and discussing the questions in the classroom, and then the learner is asked to explore the question in the real world settings by visiting fields, places and organizations to collect the relevant evidence on the concept. Finally the students are asked to share their findings in the classroom. Example:- placement field trips, organizational visit.

b. Learning through argumentation:

Borrowing from professional scientists and mathematicians, students can learn to argue on the any concept in a scientific way, by doing this the students get an opportunity to evaluate the contrasting ideas, establish their own ideas that they think is relevant.

For this the teacher should encourage the students in the classroom to ask more open-ended questions, and participate in debate which can facilitate in the development of skills and knowledge of students.

c. Incidental learning:

Learning can occur in all manner of place and lines. Incidental learning refers to unplanned and unintentional

learning. It is unstructured by a curriculum and can occur in contexts not actually related to what is being learned. This method can encourage the students to develop self-reflection and deeper integration and coherence of modular learning.

d. Context based learning:

This method represents the shift away from the design of education in order to minimize the impact of context on learning and facilitate universal knowledge. This method helps the students to learn from their experience by visiting the places and exploring the world round us to understand the diversified concepts.

e. Computational thinking:

In this pedagogical teaching method the students are asked to break down larger problems into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that is necessary to reach solution (algorithms) and refining these steps (debugging). This method helps children's to structure the problems, so that they can be solved.

f. Learning by doing science with remote labs:

Remote science labs provide opportunities for students to use authentic, specialized equipment in scientific experiments which helps in building their inquiry skills and increases motivation and engagement. This gives an students to have a firsthand experience on what they actually learn in the class room.

g. Embodied learning:

This method involves self-awareness of the body interacting with a real or stimulated world to support the learning process. This method is more relevant in physical science.

h. Adaptive teaching:

In this method the teacher as to teach the students the best ways in which they can transform from old ideas to new ideas by providing the proper guidance from time to time.

i. Analytics of emotion:

This method analysis how students feel during the learning process eye tracking, facial recognition etc and how they learn in order to respond in a non cognitive aspect of students learning process such as it helps the students to analyze whether the students is frustrated, confused etc and use a proper teaching method to different students depending on their emotional status.

j. Stealth Assessment:

Stealth assessment borrows techniques from online role-playing games such as World of War craft, in which the system continually collects data about players' actions, making inferences about their goals and strategies in order to present appropriate new challenges. This idea of embedding assessment into a simulated learning environment is now being extended to schools, in topics such as science and history, as well as to adult education.

VI. CONCLUSION

To conclude our education system has to develop positive attitude among the teacher to implement the innovative pedagogical practice in the educational institution in order to train and teach the students by employing interactive communicative strategies and practices. The system of education should be a two way social process rather than seeing teacher as a delivery job only. The curriculum of schools and colleges should be student friendly and student centric with the immediate application of new pedagogies in class room. The government and private educational institution in India should equally contribute in popularising the pedagogical teaching methods in education system.

“Education must enable one to shift and weigh evidence, to discern the true from the false, the real from the unreal and the facts from the fiction. The function of education therefore is to teach one to think intensively and to think critically”

**Martin Luther king Jr.
American Civil rights Leader.**

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