

SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

(Affiliated To Saurashtra University & NCTE) (Vaishali Nagar 2
& 3, Near Amrapali Under Bridge, Rajkot)

PE-3 LEARNING AND TEACHING

unit:1study,Memory and inspiration

1.1 study:concept,Factors affecting form and learning

1.2 memory:Meaning,concept,Remedies to improve memory and causes of forgetfulness

1.3 motivation:concept,Need and Abraham Maslow's Theory

1.4 Learning transition:Meaning,Type and Factors Affecting Learning Transition

unit:2Learning Principles(Concept and Educational Outcomes)

2.1Theory of classical conditioning – Pavlov

2.2Theory of Causal Conjugation – Skinner

2.3Theory of Trial and Error – Thorndike

2.4Theory of learning through intuition – Kohler

Unit:3 Teaching and role of teacher

3.1 Concept and form of teaching

3.2 Stages of Education: Planning, Implementation and Reflection Consultation

3.3 Teacher Levels: Memory Level (Herbetian), Comprehension Level (Morrison), Thinking Level (Hunt)

3.4 Role of the teacher: as a role model, as a facilitator, as a negotiator, as a learning partner, as a reflective practitioner and as a classroom researcher

Unit:4 Innovation in Learning-Teaching

4.1 Teaching principles

4.2 Focus:(ATTENTION)Conceptualization and development methods

4.3 Education Paradigm: Concept, Features, Introduction to Attainment Paradigm

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4.4 Indirect Learning: Concept, Principles and Techniques of Indirect Learning

unit:1study,Memory and inspiration

▼ study:concept,Form

Introduction:

Human babies are completely dependent at birth. It cannot perform any action of its own. As time goes on he learns to move his limbs,It learns to roll over and then roll over,Learns to sit,Learns to walk in a hurry,Learns to stand up and walk,Learns to make a sound of joy or pain from the throat,Learns to speak,Learn to run,Learn to do your daily activities by yourself. is,Learns to eat and drink and learns to wear clothes. Thus he learns by doing multiple actions. As it gets a little bigger, it goes to the bottom. There he learns to read,Learn to write,Children's songs,Learns to sing poetry etc,Learns to answer the questions asked by the teacher and learns to ride a bicycle or scooter. These actions are continuous sometimes consciously and sometimes unconsciously. It is rare in his life that this activity of learning stops completely. He learns all this through study. Learning is a basic human nature,Not only that, animals and birds also learn a lot. But human learning is very different from others. Human beings study rationally and intelligently. Also he learns from birth to death. Lifelong learning is human nature. In this study of human Motivation plays a very important part. The learning process is very complex,is subtle and vast. It's just school,Professor,Not limited to laboratory or library. A person learns from his own unique experiences as well as from the environment as a whole. Thus whatever one learns we call learning.

In recent times, i.e. in the last century, there have been attempts to understand learning and its process in a meaningful and psychological manner. It has also resulted in some innovative and advanced ideologies. These ideologies have also contributed significantly in understanding the process of learning and making it meaningful and efficient. Especially Pavlov,Skinner,Watson,Piaget,Thorndike,Kohler,Kofka,Vardhimer,Great psychologists like Tolman etc. have contributed significantly to understanding and explaining the process of learning by conducting their own unique researches and experiments.

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✓ Concept of the study:

Education plays a very important role in our life. Every action we take begins with the effect of what and how we have learned. The process of learning begins from the moment a student is born. The experiences of the learner directly or indirectly shape the learner's behavior leading to changes in his behavior. This change in the behavior of the learner can be called learning.

Different schools of psychology have given different definitions of learning. If the study is to be said in simple language it can be said that "Learning is the change in behavior as a result of experience" But this understanding does not fully understand the definition of learning. Such a definition considers only external factors. So let us look at some other definitions of learning.

Definitions:

(1) "Learning is a process of progressive behavior adaptation" -Skinner

"Learning is the process of acquiring progressive adaptations in behavior."

(2) "Learning is the modification of behavior through experience."-Gates and Others

"Learning is the process of changing behavior through experience."

(3) "Learning acquisition of new behavior or the strengthening or weakening of an old behavior as the result of experiences."-Harry P. Smith

Learning is a change in behavior resulting from experience. It strengthens or weakens old behavior.

(4) "Learning is the acquisition of habits, knowledge and attitudes. involves the new ways of doing things and it operates in an individual attempt to overcome obstacles or to adjust to new situations. It represents progressive change in behavior. It enables him to satisfy interests to attain goals." - Crow and Crow

Learning is a habit, is the acquisition of knowledge and attitudes. It consists of ways of doing something new, it tries to overcome obstacles and adapts to new situations. It enables a person to fulfill his interests and reach his goals.

(5) "Learning is a process where a change in behavior results from some forms of experience, activity, training, observation and the like." – Klausmi

Learning is a process in which some degree of adaptive activity, is a change in behavior as a result of training, observation and desire.

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(6) "Learning is the process by which behavior is originated or changed through practice or training." - Hunter and Hilguard

The process by which behavior emerges or changes through exposure and training is called learning.

(7) "Any activity can be called learning as far as it develops the individual (in any respect good or bad) and makes him alter his behavior and experiences different from what they would otherwise have had." - **Wood Worth**

Learning is a process that develops a person (for better or worse) and changes his behavior and experiences to something different than before.

(8) Learning is a long-standing human nature, there is a shift in attitudes and forces. It cannot be considered as the result of growth process. – **Robert Gayne**

(9) Learning involves every change, which is necessary to meet environmental requirements. - Gardner Murphy

(10) Learning is a relatively permanent change in behavior as a result of prior experience.
-King and Morgan

(11) Learning is a gradual adaptation process.– **Dr. Fancis Powers**

(12) Learning is a change in the cognitive structure and behavior of an individual.
-Gardner Murphy

(13) The change in behavior resulting from Mahavara is learning.-R. a. Champion

(14) A permanent change in one's actions is learning. -Burn Hut

After referring to the above definitions let us now try to understand the concept of study. From these definitions the following points can be derived to explain the concept of study.

(1) Learning is a lifelong process. It is a basic process. Life is not possible without it.

(2) Learning does not always bring positive change.

(3) Learning prepares the learner to adapt to the situation or environment.

(4) The study does not include changes which complete, growth or other injury or accident.

(5) Learning is wholly or partly due to experience or training. These experiences happen consciously or unconsciously.

(6) Learning is a holistic goal-oriented activity.

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- (7) Learning also brings about an expected change in attitude.
- (8) Removal of teaching professor (can be known from Performance).
- (9) Changes in behavior induced by learning may or may not be beneficial. They can be good or bad changes.
- (10) Study leads to psycho-physical development of the student. All the activities and achievements of the teacher become possible as a result of learning.
- (11) study Including all those experiences doing, through which the human does its, change in behavioris
- (12) Learning is a progressive adaptation.
- (13) Learning encompasses different ways of doing things. Not every study is equally likely.
- (14) Learning is the whole response of the subject to the whole situation.
- (15) Learning leads to many aspects of behavior such as knowledge, affects skills, attitudes, personality, behavior etc.
- (16) Motivation is a prerequisite for learning.

✓ Nature of Learning Process:

After understanding the concept of learning through various definitions of learning, we will now be able to define the characteristics of learning.

yokam (Two psychologists named Yokam) and Simpson (Simpson) have identified the following characteristics of learning.

- (1) Studies. It is a process of intelligence.
- (2) Learning is the organization of experiences.
- (3) Learning is always rational and creative.
- (4) Learning can be subjective as well as social.
- (5) Learning means adaptation.
- (6) Learning is a product of environment.
- (7) Learning is always inclusive.
- (8) Learning is always active.

Besides McCaw (A psychologist named Mc Caw) has described the following characteristics of learning.

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- (1) Learning is a continuous change of behavior. It is a lifelong process.
- (2) Teaching is integrated as a whole in learning. It's social, becomes involved in it socially and intellectually.
- (3) Learning is a comprehensive process. It affects all aspects of the devotee's life.

What is not learning??

- (1) Not all behavior changes are learned. Changes due to physical or mental development of the subject are not studies.
- (2) Most changes are not reformatory. Criminals break laws. Children do not respect their elders. This is not a social study.
- (3) Due to Adhyeta's Punna, change due to growth or an accident is not studied.
- (4) Cure, the temporary condition caused by medicine etc. and the resulting change are not studied.
- (5) Fundamental trends are not studies. E.g. Reflexive actions are not learning. Birds that build nests are not learning.

✓ Factors affecting learning

Teaching and learning are processes, in which the teachers get various experiences through the various activities of the teacher and the different activities conducted by the teacher to the teachers. These experiences result in certain changes in the behavior of the teachers. These changes are called learning outcomes. Many different factors affect learning. Different psychologists have classified these factors in their own unique way. Some psychologists classify them as follows.

- (1) Physiological factors
- (2) Psychological factors
- (3) Environmental factors
- (4) Methodology factors

Some other psychologists classify them this way.

- (1) Faculty-related factors
- (2) Faculty-related factors
- (3) Procedural factors

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(4) Thematic Factors

(5) Household factors

(6) School-related factors

✓ Faculty related factors:

(1) Ripening :

The maturity of the learner plays an important role in the learning process. As adhyatas grow older, their physical maturity is greater. Like the physical maturity, the mental maturity of the devotee is also gradually shaped. The extent to which the teachers will be able to absorb the knowledge taught to them mainly depends on their mental maturity. Generally the age range of 16 to 20 years is considered to be almost complete mental maturity i.e. the best stage of learning. During this age period, the pace of the learning process of the teacher becomes the fastest.

(2) Age :

Age affects learning. infancy,Adolescence or youth has a greater capacity for learning and learning takes longer in old age. Some subjects can be learned at an early age and some important skills are acquired at an early age. While complex problems can be solved well by persons of son age. However, older persons do not learn new things easily,There is no doubt in that belief. Thorndike says that a 42-year-old man has only 13 to 15 per cent of the learning power wasted as compared to a 22-year-old.,That's less than two percent per year of age. Hence it can be said that there is no significant relationship between education and age.

(3) Sense Senses : Realization :

The senses are the gates of knowledge. They convey impressions of external or internal stimuli to the brain. If even one of our five senses is weak, there is so much loss in acquiring knowledge,Realization through the senses is important in the learning process,So factors affecting directivity make learning weak or weak.

(4)Health:

SaGood health should lead to studies,illness,Disease or physical defect impairing study. Empirical evidence of the effect of physical handicaps or poor health on IQ is lacking,But it has been empirically proven to be disruptive to learning. Headache,If you have toothache or fever, don't pay attention to study. One can learn easily if health is good.

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(5) Intelligence :

How fast and well a student can learn depends on his intelligence. There is a strong correlation between intelligence and learning speed. Meaning a person with higher IQ can learn faster, Whereas a person with low IQ has low learning speed. to the intellect'ability to learn Also considered as Teachers with high intelligence are able to understand the teaching in the classroom quickly and remember it well.

(6)ThaA:

Both physical and mental fatigue have a negative effect on a student's learning. Due to constant activity, a person feels physically as well as mentally tired, so he is not able to learn new things and his life is not attached to intellectual activities.,Adhyeta feels bored due to fatigue,His interest in work decreases and hence his work efficiency decreases. Change in function,This problem can be solved by changing the subject or changing the teaching method. Inadequate school and home facilities,tight clothes,Improper seating arrangement,Low light,Lack of affordable food,Inadequate windows and noisy environment etc. cause fatigue in the students and affect the learning ability of the students.

(7) Caste :

There are some gender differences in learning ability so there are differences in learning ability of boys and girls in this regard. As boys are generally superior to girls in terms of physical strength and height, boys can learn physical skills and mechanical tasks faster than girls.,While girls can learn emotional intelligence better than boys. A meticulous task to the girls,Indian-knitting,Art work,Music,dance etc. is easy to learn,While boys mountain climbing,Swimming,Will be driving,Less difficulty than girls in learning the work of constant toil etc. is Sometimes girls become inattentive to studies and reduce their learning ability due to their responsible engagement and involvement in housework,So the boys are friends,the slum,Spending too much time watching movies and TV reduces one's learning ability. Sexuality has also been found to be an effective factor in academic achievement of teachers. According to some studies, achievement in science and mathematics subjects is higher in boys than in girls,While the achievement of girls in subjects like English has

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been found to be higher than that of boys. Studies have shown that girls generally outperform boys in school performance up to standard five, and boys are ahead thereafter.

(8) Interests and Interests :

There is a strong correlation between student interest and learning. It means that the subject in which the professor is interested can study the subject well, When he has less learning ability in a subject he is not interested in. Also, if the presentation of the learning material by the teacher is interesting and the teacher encourages and encourages him to learn, the learning process becomes effective. There are two ways in which the desire to learn is created in the teachers.

(1) By creating a direct interest in learning the subject in the teachers

(2) By creating a keen interest in learning the subject in the students

If a student is not interested in learning, he cannot focus his attention in the study, as a result of which he does not study properly and remains inattentive in the class. If the teacher teaches his subject in a way that makes him interested through appropriate audio-visual aids and appropriate methods, then the students can be interested in that subject., Thus the whole basis of generating interest is on the teacher.

(9) Attitude :

A student's attitude towards the subject affects his subject achievement. A student can study better in the subject towards which he has a positive attitude. But if it's to learn, if he has a negative attitude towards it, he finds the whole thing of learning pointless. He will also find no purpose or use in learning

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(13) Acknowledgment:

Some of the teachers in the school are enthusiastic and optimistic. Their ego is high. They can accept themselves well. Such teachers can exercise better self-regulation and self-control. They have a lot of self-confidence and their emotional balance is also good. Such professors can conduct studies better. Teachers who are pessimistic or lack confidence are emotionally unstable.

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Emotionally balanced teachers have well-rounded personalities. They can study better. Emotionally imbalanced teachers have disorganized personalities. They cannot study well.

(14) Study readiness :

A student can achieve success or achievement in learning work only when he is willing to do the work. Which is his eagerness or willingness to learn that subject. Psychologists identify five learning readiness factors that affect a student's learning ability The ingredients are shown. (1) Motivation (2) Level of Aspiration (3) Improvement (4) Readiness (5) Intrinsic or extrinsic motivation. A student has high intrinsic or extrinsic motivation for whatever he wants to learn,Aspiration level should suit his performance or strengths,He can learn better if his behaviors are refined and he has adequate readiness to learn.

(15) Intention to learn :

The intention of the learner should be clear in whatever he wants to learn. Why he wants to learn whatever he wants to learn and what he wants to achieve through it. If his intention or purpose about it is clear to him, the student feels the education is complete,Seems worthwhile. If the goal of the learning activity is clear, the more eager and active the learner becomes to achieve it.

(16) Motivation : Motivation is a very important factor that helps in learning. To accelerate that activity,Acts to sustain it and give it proper value. Teachers engage in learning only when they are interested in learning,have a desire Interest or desire is also an internal motivation. Teaching to professorslead toFor extrinsic motivations such as praise Harikai,change,Knowledge of progress as well as loving acceptance etc. should be resorted to so that they are encouraged to learn new things from this kasasa who is eager for learning. How many companions does the teacher have? In which inspiration is the best and most important tool.

(17) Prior Experience:

Students can learn G my way if the learning is related to the students' prior experiences.

Experience is the source of knowledge. The knowledge acquired through experience becomes permanent and lifelong. Hence if the learning process or study is related to past experiences of the

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Gita, the learning process becomes gappy and students can learn easily and naturally. The style of presenting the subject is attractive, Should be liquid and juicy. Subject matters are presented in a logical and psychological order, A variety of illustrations to represent the content from a prominent distance, If presented to the lecturers based on explanations etc., it becomes meaningful to the lecturers. A speaker's presentation style depends on his linguistic dominance. Ideas 3 Accurate and insightful presentation of topics accelerates students' understanding. It concentrates on studies. Fluids in the medium to make the classroom environment more lively, Simple, Bray presents the subject in a melodious and penetrating style. Effective and fluent expression of the teacher also plays an important role in the learning teaching process.

✓ Faculty related factors

The teaching ability of the professors also depends on the professor. Attributes of teacher's teaching ability, Devotion to his work, His intelligence, His professional abilities etc. have far-reaching implications for the teaching of professors. Hence we will study some teacher-related factors affecting teachers' learning.

(1) Intellectual capacity of the teacher:

A teacher's intellectual abilities affect his teaching. Successful teachers generally have high IQs in their teaching profession. And succeeds in persuading teachers to study. Which teachers are common When teachers who are intelligent and high achievers in various instructional traits teach students, the students are motivated to learn and as a result they achieve higher.

(2) Vocational trends :

A teacher who has favorable or positive attitudes toward his profession and cooperative attitudes toward faculty and other staff has a high level of teaching ability.

(3) Professor's biography:

Some psychological studies indicate that teachers who have a positive attitude towards life and are constantly aware of the reality of life have a higher level of teaching ability. Such teachers are sincere towards their duties. He takes a deep interest in the students and motivates them to study

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continuously. They follow their responsibilities and duties strictly. Hence the teaching of the professors also becomes effective.

(4) Personality of the teacher :

Teacher personality is multidimensional (multidimensional) should be. His personality is impressive, It should be like a pinnacle of interest and knowledge. His personality should be refined. May it be an ocean of virtues and an Everest of ideals. It has devotion to value and inner awareness. Be friendly with others. Such teachers create profound effects on students through teaching. Adhyatya's learning ability is boosted by his magnetic personality and good nature.

(5) Mental Health :

A teacher's mental health also has an impact on teachers' learning ability. The teacher's mental health is balanced, He can do teaching work well if he is physically and mentally healthy. If his mental health deteriorates, he cannot teach effectively in the classroom. His mental health has positive and negative effects on the teachers' learning.

✓ memory: Meaning, concept, Remedies to improve memory and causes of forgetfulness

Introduction:

Was studying in school, then we will still remember some lines of Prabhatiyani or other poems in Gujarati or the characters appearing in the text 'Khandania maathan Ram'. The impression of issues like Hooke's law in science or Chhatrapati Shivaji in history still remains in the mind. Learning is closely related to acquisition, be it verbal or non-verbal, habit or skill, understanding of a rule or use of a tool. What has been achieved or 'arrived' implies 'studying'. Someone can factor $a^3 + b^3 + c^3 - 3abc$, someone can recognize verses in a language, someone can use a computer, someone can plagiarize, these are all examples of learning, but not everything learned is remembered. If you remember, its retention does not take place for a long time. When learned things come up, some of them are not recognized. How many things are not recalled. Learning of any kind has only two outcomes, one is memory and the other is oblivion.

✓ of memory Concept:

A very important outcome of learning is memory. Memory is the greatest gift to man. Without this boon, human beings have to learn everything all over again. A person who says he knows how to drive a scooter may not know how to drive it again, the more often we study the laws of refraction,

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the more often we seem to know them for the first time. If this happens, the ability to study will die, which no one can afford. Thus, memory is the soul of learning. Without memory, learning becomes almost meaningless and the learner becomes a mere idler. Thus, "After any experience is experienced, the impression is stored in the mind and sometimes the experience is remembered by reliving the impression. These entire concepts are known as memory." Also, it is not a simple process, but a complex process and It includes powers like learning, perception, analysis and feedback. To make the meaning of Smriti clearer, let us look at some definitions:

(1) "The power that we have to store our experiences and to bring them into the field of consciousness sometime after the experiences have occurred is termed as memory.

Memory is the special power we possess to store our experiences in the mind and bring them back to our mind after some time after they have occurred.

- Raeburn

(2) "Memory like learning is fundamental process of adjustment. One of the most cardinal features of adequate adjustment is the ability to profit by past experiences."

"Memory, like learning, is a fundamental process of adaptation. Learning from past experiences is one of the key elements of this adaptive adaptation." – Alexander

From the above definitions follows the following about memory:

- Memory is learning, is a complex process made up of forces such as perception, analysis and rejection.
- Memory arises from learning.
- Teacher development and teaching-learning process
- Memory is constructive.
- Memory relives past experiences.

(3) "A Memory is a new experience determined by the disposition laid down by previous experiences, the relation between the two being clearly understood."

"Memory is a new experience arising from the rearrangement of past experiences so that the relationship between the two experiences becomes clear."

(4) "The ideal revival, so far as it is merely reproductive in which the objects of past experiences are reinstated as far as possible in the order and manner of their original occurrence is known as memory."

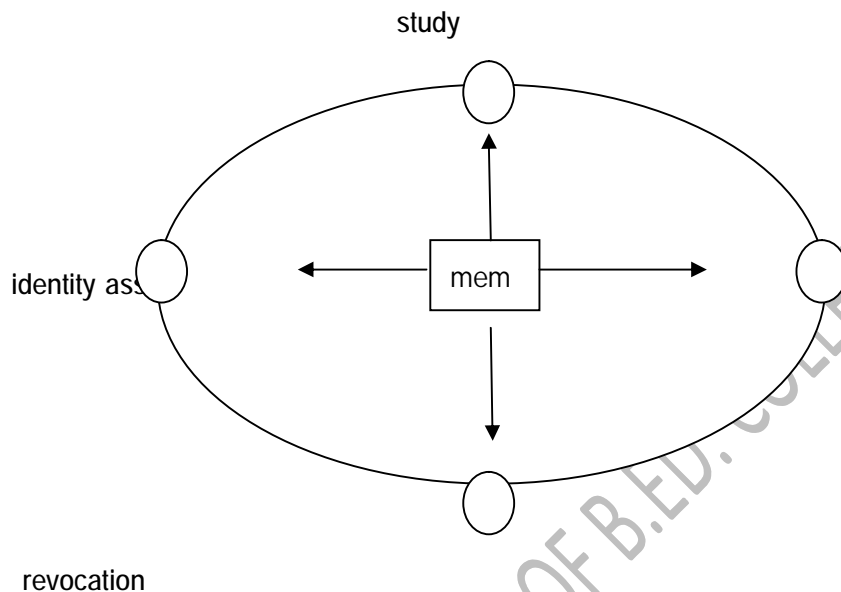
"Memory is the process of reliving past experiences in the order and manner in which they occurred.

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✓ of memory process

The process of memory can be illustrated by the following diagram:



✓ The process of memory

1. study: (Learning):

According to Gates and other psychologists "Learning is the modification of behavior through experience and training."

So studying is a very important pre-requisite for good memory. Gird has rightly said that, "For an efficient memory learning is more than half the battle."

2. assumption: (retention)

MrRan is the component responsible for conserving the learned content. Learning experiences are stored first in the conscious mind and then in the unconscious mind because of retention. The following components are acceptable (Retention capacity) is affected.

Type of object: The type of object to be grasped is of utmost importance for one's graspability. If the content is meaningful to the learner, it is easily absorbed and retained for a long time.

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(i) Teaching methods: Effective teaching methods are also very important for good retention. Subject-oriented methods like experiment method, project method, workshop, hive etc. also make learning more effective.

(ii) Mental state of the learner : If the learner studies with the expectation of long-term memorization, his retention is high, but if he studies for immediate memory, his retention is low.

(iii) Recency and frequency: The more recent the learning experience is to the learner and the more frequent it is, the greater its acceptability.

(iv) Speed of learning : A fast learner has higher retention than a slow learner.

(v) Individual Differences : Some Adhyetas have higher retention due to individual differences of Adhyeta and hence their memory is sharper, while others do not.

(vi) Contemplation and Reasoning : Retention of the subject matter on which the learner gives thought and logical consideration is long-term, whereas retention is short-term if the learner studies only mechanically without thought or rational consideration.

3. Confirmation: ((Recall))

The act of mentally reliving the experiences gained from the study by the teacher is called Pratyahvan. Study and borrowed item, reproducing events or activities may cause recall. If the subject has high receptivity, he can quickly recover.

Types of Pratyahnan:

1. Spontaneous Revocation : (Spontaneous Recall: If the learner can recall parts of memory intuitively and without any special effort, it is called spontaneous recall.

2. Collective revocation: (Deliberate Recall: If the learner can persistently recall relevant experiences, concepts, beliefs or parts of memory, it is called deliberate recall.

4. Identity: (Recognition)

Being aware of previously held experiences means analysis. The first manifestation of adhyata's receptivity is the test. Adhyeta becomes powerful only because of the analytical ability to identify different things. Indriyavedan of known experiences helps the listener in analysis. The test may include recalling things that have been witnessed earlier etc. The act of recalling circumstances that have previously been witnessed can be called analysis.

✓ essay types:

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(1) Indeterminate essay: ((indefinite recognition)

We often see a person, but can't remember his name, place of residence or any other relevant things about him, just thinks he saw this person somewhere, but doesn't remember details about him. This type of incomplete or partial essay is known as indeterminate essay.

(2) fixed essay: ((definite recognition)

In this kind of analysis we are precise and definite. When we have an event, a type of test when one is able to recall all the relevant facts about a place, thing or person and complete details about them is called fixed test.

✓ Oblivion: ((Forgetting)

When a teacher studies many things, then it is possible that some of them may not be correctly assumed. It is said to have forgotten what is not assumed. Forgetting is the assumption of something failure. There are many views about forgetfulness and its causes. Dharana may be complete, but oblivion may not be complete. Let's look at the following beliefs about what actually happens in the process of forgetting and what causes it to happen:

✓ Causes of forgetfulness:

(1) Forgetfulness : As a process of interruption : ((Forgetting as a process of interference)

There is good reason to believe that forgetting is the result of an inhibitory process. Proactive inhibition in the domain of forgetting (The concepts of Proactive Inhibition and Retroactive Inhibition are considered very important. There have been many experiments about it. If there is a hindrance in the learning of a subject due to an activity after it has been learned, it is called proactive hindrance, when the learning that took place before the learning of a new subject is interrupted, it is called retroactive hindrance. After learning science, history comes and in the next science exam, history Education will create anxiety. This is a proactive barrier, while the forgetfulness of teachers is the result of retroactive repetition, as they constantly reflect on the previous reading, the newly learned material is also forgotten, and the previous learning and reflection on it becomes a hindrance.

(2) Oblivion: As a physiological process: ((Forgetting as a physical process)

Learning or experiencing something causes some chemical changes in the brain and the memory of the experience is stored in the brain, as some recent experiments have accomplished. When these chemical compounds are lost from the brain, amnesia occurs. Aging of the brain in old age leads to reduced memory and increased forgetfulness. When more research is done on this in the future, valuable information will be obtained.

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(3) Oblivion: The act of extinction: ((Forgetting as a Fading Process)

This belief expresses the common man's understanding of forgetfulness. The impression left on the rock gradually fades away due to the wear and tear of external factors, many believe that something similar is oblivion. The reason for this belief is that memory is experienced as slowly diminishing over time. But psychologists do not agree with this belief. If the forgetfulness occurs in the same way, then the impressions erased from the Sheela do not come back again, while in a state like hypnosis, even the almost forgotten things are remembered very clearly. If there is any process of extinction going on, it is very minor. That is not the reason for forgetfulness, the reason must be something else.

(4) Forgetting : As a process of dissociation : ((Forgetting as an Extinction Process)

Here in the sense in which the word oblivion is used, in that sense dissection does not mean "oblivion". Excision inhibits but does not eliminate the reaction. Even so, dismemberment can result in oblivion. If the adhyeta does not keep the mahavara of pratichara, forgetfulness is quite possible. There is a misconception about memory and forgetting. When talking about memory and oblivion, it is very true that words, lines or pictures are spoken of as invocation or pratyabhiksha (parakh). Few things in life involve muscle movements, such as cycling or swimming, which are rarely forgotten. Such things are then done automatically. This is also a kind of memory. It is called biological memory.

The perception of such things is called the perception of nerves. The extent of learning can be measured by how much of what has been learned has been forgotten and how much has been learned. The same can be presented as follows:

Oblivion(Forgetting = Learning - Retention

(5)Oblivion:As a process of repression: (Forgetting as a Repression):

This belief belongs to psychiatrists. It is observed that even after the patient forgets some of the distressing experiences, they continue to affect his behavior. Such forgotten experiences are also recalled during therapy. Some psychologists therefore consider memory to be a process of repression. Incidents of extreme fear in childhood are also buried in the unconscious mind and forgotten, but it does affect behavior.

In today's literature education'Study and memory seem to have become synonyms, but the reality is very different, you will now understand.

▼ memory to increase remedies:

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Everyone wants to have a good memory. So the question is whether this memory can be cultivated? Studies of the causes of forgetfulness have concluded that memory for certain things can be enhanced or cultivated. We all have the experience that a speechwriter remembers a prepared speech, a journalist remembers old dates, a teacher remembers things prepared during an exam and a cricket enthusiast or a cricket commentator remembers piles of records of old Test matches. The salesman has the important points to be told to the customer, the shopkeeper the prices of all the goods, the teacher the multiplication of important sums, the class and square root and the names of all the teachers in the class and the author the reference details. How many names do postmen or washermen remember, residences and how many details of whose clothes belong to whom? The illiterate hotelboy remembers exactly which compartment of the carriage he gave the cup of tea to. Ravubha Vaghela, who studied four books in Dholaka taluka, could multiply 100 numbers by 100 numbers or divide by the sum of 40-50 numbers orally. An insurance agent may smile and call you by name and ask for news of Baba-Baby by name. Shakuntladevi from South India can verbally solve the toughest of maths problems amazingly. All this is the wonder of memory. A good memory is a valuable asset.

Stlf B is given the job of a hotelboy or a hotelboy as a washerman, he will make a mistake. A person who remembers cricket scores does not remember dates in history. That is, memory is cultivated in the matter in which it is cultivated. Not in all things. There is no such thing as a simple memory. Big companies like Coca Cola Company or American Standard Oil Company for this Smriti engages memory experts and arranges special courses for employees and salesmen. Now let's see how memory can be cultivated in a specific matter:

(1) Mode of Learning :An interestingly concentrated and well-learned thing is remembered for a long time. The following methods are used to recite a song orally.

(a) Volume method :(Part Method) : Reciting one short of the poem one after the other. This method works better in a long poem.

(b) Space Method :(Spaced Method: If there is a period or break in between during the study, it is called spaced method. This method is suitable for all types of content.

(a) Non-space method: (Unspaced Method: If the learning process is continuous throughout the study and there is no period or break in between, it is called Unspaced Method. This method is more suited to the study of higher thinking and reasoning subjects such as concepts and problem-solving.

(d) Volume development method: (Part Progressive Method): In this both the above methods are mixed. In which the entire poem is recited and where there is a mistake, the piece is corrected and then the entire poem is recited, this method is called Khandvikas method.

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(2) Object of learning :The subject of learning should be interesting to the learner, if the student enjoys it, it can be remembered. Cricket scores are remembered only by those who are interested in cricket. An adhyeta rarely remembers what he is not interested in.

(3) Meaningfulness :The whole meaning of the thing to be remembered should be understood. Integrate that with previously learned material should be associated. The postman also has to take note of the peculiarities of the situation surrounding the place of address. The poems in which the teachers do not understand, it is memorized for a while, but is forgotten in the long run. Gokhela numbers without understanding the meaning are forgotten in old age.

(4) Correlation with precognition :If the learner understands the relation of the new learning-objects to the prior knowledge, it is remembered, and if not, it is soon forgotten.

(5) Revenge and Punishment :If the teacher corrects or punishes the student at the right time and uses a psychological perspective in doing so carefully and methodically, the student can remember it for a long time.

(6) Learning Environment :Things learned in a calm and focused environment are better remembered, when the attention of the learner is attracted to other things during the study, then there is a proactive inhibition and therefore the thing is not remembered properly at the right time, because it is not well retained in the memory.

(7) Conduct :The teacher provides the student with practice, which results in the student becoming more active and participating in the activity, and the amount of memory is much higher.

(8) Repetition :The thing learned should be repeated from time to time. Revision teachers also need to do it with interest and concentration. Many adhyatas grasp the subject without understanding it, which is meaningless. Mere memorization will not make you remember things for long.

(9) Rest :One should study the subject with concentration and interest and then take rest for some time. If there is no rest before learning another thing, proactive inhibitions occur and the thing is not remembered in time.

(10) Consciousness of Purpose :If the subject is familiar with the aim and purpose of the activity, it is remembered more quickly than any other meaningless activity.

Norman L. me (Norman L. Munn) made the following conclusions with the help of an experiment for memory training.

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(1) Intention to learn : Ekalavya had the intention to learn archery superior to Arjuna by making an idol of Dronaguru. Dr. Ambedkar was not allowed to sit in school because he was a Harijan, so he climbed a tree near the school and learned by listening to the Guru's speech and later became the framer of the constitution of independent India.

(2) Intention to study will create focus in you.

(3) Use statues wherever possible.

(4) Relate what has been learned to something.

(5) Rhythm helps in the acquisition of knowledge. This is why it was popular earlier to rhythmically weave ragadas while counting numbers.

(6) Keep studying as periodic as possible.

(7) Keep memorizing and repeating whenever possible.

(8) Keep resting and sleeping after studying.

(9) If a long chapter is to be prepared, study it piece by piece, but before that, get the full extent of it once.

(10) Organized and structured presentation of content helps memory.

(11) The health of the subject also greatly affects the memory. A person with good health has a better memory than a person of the same level with poor health.

thusMemory is the soul of learning. Learning without memory is cleverness without soul. Memory is what makes learning meaningful and useful. If memory does not exist, learning becomes a burden. Memory plays a very important part in the learning process of every animal as well as human being. Learning is a cumulative process (has been considered as cumulative process). Such a cumulative process of learning is possible only because of memory.

✓ motivation:concept,Need and Abraham Maslow's Theory

Introduction:

Humans eat, drinks, loves, earns money, takes care of his family, does daily and other work, finds a solution to a problem. What is the element in the scientists who are eager to make new discoveries and the professors who work hard to get high marks in the exams, which can keep them going and achieve their goals even in the face of many obstacles? Why study? What is the driving force behind all this? Drive is the basic set of forces that make the organs of a person active. Thus, the driving force or element that provides drive to an animal is "motivation". Motivation is known by different names like

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Pravartan, Abhiprerana. Human evolution is also attributed to inspiration as the inspiration of the entire creation. Thus it can be said that motivation is the stimulus to the behavior.

Concept of motivation:

First let us understand the meaning of motivation. is the English word for inspiration. Motivation, which originates from the Latin word Motum. Motum means to move, from which the words Motor and Motion are derived. Which mean movement and motion respectively. Hence the literal meaning of motivation is that which moves or prompts a person or animal to do some behavior.

Psychologically motivation has to do with purely intrinsic motivation, on which our behavior is based. From the psychological point of view, external stimulation does not attach much importance. Thus motivation is an internal force, which motivates a person to act. This is an invisible force that cannot be seen. It can only be inferred by observing the behavior based on it. Thus it can be called inspiration. The following definitions will further clarify the concept of motivation.

A motive is such a physical and mental state of a man that inspires him to do any task in a particular way. - Me Dougall

Motivation is such a physical and mental condition of a human being, which makes it perform a specific task.

"Motivation is considered as the arousal of interest in learning and to that extent it is basic to learning."
- Crow and Crow

Motivation is considered to create interest in learning in a person. So it is a central element for learning.

"Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be presented in all learning." - Kelley

Motivation is a central factor in managing the learning process. Some form of motivation is essential in every kind of learning.

"Motivation is an energy change within a person characterized by affective arousal and anticipatory goal reactions." - McDonald

Motivation is the change in power within a person brought about by emotional stimuli and anticipated goal responses.

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"Physiological needs, tendencies, and aptitudes—all these motivations lead a person to choose an activity." - Garrett

"Motivation is the process by which the learner's internal forces or needs direct him toward various goals in his environment." Blair, Jones, Simpson

Mello's Theory of Anthropology:

Abraham M. Maslow was the originator of this theory. He has postulated that human needs are the reference point of wisdom through original thinking. He proposed a hierarchical theory of human needs in terms of motivation. They show human needs and their order of dominance. He has tried to do justice to many schools of thought in this. He considers the following five basic human needs in order of importance. :

(1) Physical Requirements :

(2) Safety needs : Psychological needs

(3) The need for love

(4) Requirement of reputation

(5) The need for self-sufficiency

Maslow presented his unique perspective on the hierarchy of needs. All these requirements are directly related to classroom learning. These five needs are the source of human motivation. This is discussed in detail here.

(1) Physical Requirements :

Physiological needs are the starting point of motivation according to Maslow. According to him these needs are stronger than all other needs. Only after these needs are satisfied other psychological needs arise. Maslow uses the concept of physiological equilibrium to explain this. Physiological homeostasis is the automatic effort of the body to maintain the normal state of the blood.

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A psychologist named Cannon established the theory of body balance. He said until the physical needs are satisfied no other needs arise. Physiological balance includes the following.

Physical Balance:

(1) Water content

(iii) Fat content

(iv) Lime content

(viii) Vitamin content

(ix) Protein content

(x) Mineral content

(v) Acid base equilibria

(x.) Oxygen content

(vi) Measurement of body temperature

(x1) Uniform temperature of blood

(vi) Salt content

(xiii) Proportion of heart

In the lack of balance of these elements, the efficiency of a person decreases. So sometimes it also affects the functionality or activities.

(2) Hunger and Thirst :

Hunger and thirst play an important part as motivating forces of behavior. Hunger and thirst are important physiological needs of a person. A hungry man wants bread or food. He doesn't care about anything else. A hungry man's behavior becomes disorganized. He behaves as he pleases. So it is said. Ke bubhulito kin na karoti papam.... A hungry and thirsty man thinks only of food and

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water. Hunger is satisfied with food and thirst with water. Even these needs, once satisfied, do not give rise to motivation unless they arise again.

(3) Rest-room :

If a person is constantly active or active, the amount of oxygen from the muscles of the body and from the neurons of the brain decreases. Also some components like carbon dioxide are mixed in the blood. As a result of this, a person feels tired and needs rest. He gets rest through rest or udh. After this need is satisfied it does not motivate the person to sleep or rest until it arises again.

(4) Sexuality:

This is also a physiological need. Sexual urge arises as the gonads become active, especially at puberty. This requirement can however be controlled to some extent. If this need is not properly met, mental stress or strain (tension) is generated. Hence one's behavior becomes disorganized and eccentric.

(5) Safety needs or psychological needs:

After physical needs are satisfied, one's need for safety arises from them. This is a psychological need. of the need for safetySome other psychological needs arise as well, such as the needs for affection and companionship. Animal behavior instinctively seeks safety. Being taken by surprise, being struck by it, being exposed to too much light, being frightened by a loud noise, being frightened by an earthquake, makes a man absolutely terrified. Sometimes the teachers get scared and seek safety due to threats from parents and teachers, not only that, but elders or elders are also afraid of murder, falling into disease, riots, gangsters, kidnapping. Seeing wild animals, man gets scared and seeks safety. Also he wants financial security. The drive for security is a basic human urge. For safety he thinks of different means, looks for shelters, seeks the help of different persons and is motivated to be free from fear. Finally, sometimes despairing, it is a booth for safety even by surrendering to religion or God. He also takes the help of science.

Even teachers crave security. Students become more confident in the classroom if they do not feel threatened by the teachers or the school and feel safe., tries to get closer to the teacher and his confidence grows. They participate in discussions, ask questions to the teacher boldly, present their perplexing problems to the teacher and concentrate on learning.

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(5) Need for love:

After a person's physical and psychological need for safety is satisfied, he craves someone's love.

He needs someone's warmth and support. He parents in his own family, craves affection from siblings, other family members. At any age, in any situation, a person craves someone's support, someone's closeness and warmth. When this need of his is not satisfied he becomes deviant. Adhyatyas who long for the constant love or affection of their parents sometimes resort to criminal activities. That is why it is said that The Child who steals, steals love. A child who learns to steal, steals affection, i.e. in the absence of affection the child becomes hijra. He constantly craves the companionship and friendship of parents, family, friends, peers. Living in an industrialized society under existing conditions, parents cannot spare time for their children. Can't adequately satisfy their need for love. Children feel neglected. Even in the education system, there seems to be a dearth of caring, caring teachers. It remains the responsibility of parents, teachers and society to see that this need of teachers is met. Everyone should accept that love is life's lifeblood, life's motivating and encouraging vitamin. Today, when a person feels the sense of 'loneliness even in the crowd' and rushes towards the meaninglessness of existence, it can be said that the meaning of love is the best option for the upliftment of the individual and the society. A person may be physically happy, financially prosperous, but the poverty of affection makes his life chaotic.

(6) Requirement of Reputation:

A person's physical needs, he feels the need to establish himself in society by satisfying the need for safety and the need for love. He tries to satisfy his need for prestige by achieving his own prominent place in society. Everyone has a dominant ego, which is satisfied by social prestige. A person tries to gain respect and proper respect in the society. Not receiving such honor or respect, a person's ego is inflated. It has a longing for proper appreciation or appreciation. It becomes safer to receive such appreciation.

Maslow divides the need for esteem into two sections.

(1) High opinion of self: (Self esteem)

A person wants to be highly valued. He wants everyone to recognize him. to thisSelf esteem or self identity is called.

(2) Position: Reputation

Everyone in the society aspires for a certain kind of favor or status by attaining prestige. The people of the surrounding society respect him respectfully, he wants to receive a certain status or to be considered as a special status person. To satisfy this need, a person seeks to attain a particular

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position by performing some intellectual, social or cultural activities. This is called Mobho or status, which is the natural longing of a person.

Self-confidence in a person by satisfying the need for esteem, strength and power are born. If this need is not satisfied, his Ego is inflated. And he suffers from Ladhutagranti feeling helpless, forced and inferior. As a result of this, it is sometimes possible to develop physical or mental disorders.

(3) Need for self actualization or self realisation:

This type of need is also known as self-expression or self-realization. In this need a person feels that he is the most suitable person to attain some kind of certain place or some thing. Satisfying all the above types of needs makes a person anxious to become what he was created to be. His destiny leads him to self-centeredness or self-belief. Self-realization means self-belief. To make a person convinced of his own merits and special qualities. It yearns to break free from its limitations and set out towards perfection. He wants to convert his fractions into whole numbers. He is constantly striving for this. A person who has interest in that matter or who has that kind of special power (abhiyogyya) tries to become something transcendental by opening the door of that direction. Maslow believed that humans should remain what they want to be or what they were created to be, by letting go of their unique strengths. One who is interested in literature should become a writer and one who has special musical power should try to become a good musician. Individuals who engage in enjoyable activities experience self-realization and self-fulfillment. Such individuals are highly creative and original. Self-centeredness is self-centeredness, is self-belief. Life of such persons becomes meaningful.

Every person has an inner need for self-expression or self-actualization. A self-realized person always makes his significant contribution to social upliftment by nurturing the cultural needs of the society. Society expects a lot from such individuals.

Educational Implications of Maslow's Theory of Human Motivation: This order of requirements is not a fixed order, but generally human needs are seen to arise in this order. Also once a need is satisfied there is no possibility of a permanent solution.

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Human needs have a prominent place in education. As the various needs of the professors are met at the right time, they are constantly on the path of development. They receive a certain direction. Hence some of what Maslow advocated Efforts should be made by schools, teachers and educators to meet the needs so that the overall development of the student can be achieved.

Educational Consequences of Motivation:

Motivation occupies a central place in the learning teaching process. In fact motivation is indispensable for learning. Every teacher may therefore need to think about ways to provide motivation during classroom instruction. Ways to motivate teachers are discussed here.

(1) Child Centered Approach :

The teacher is at the center of the learning process. A teacher is the only person who can help a teacher. What can a teacher learn?? It should be decided based on the interest, skills and experience of the teacher. Does the teacher have the aptitude to do the work assigned to him? Is he mentally ready to acquire new knowledge? Consideration of etc. matters is necessary. Learning materials or learning experiences should always be tailored to the needs, interests and strengths of the learner so that the possibility of frustration in the learner is completely ruled out.

(2) Effective methods, Use of tools and techniques:

Whatever the subject matter, a good teacher can motivate students to learn through his teaching skills. Active pedagogy tends to kill students' interest in learning, while methods based on psychological principles can motivate students. Use of audio visual aids, library services, visits to different places can help the teacher to directly motivate his students. That is why a wise teacher uses appropriate methods, techniques and other aids in his teaching.

(3) Knowledge of results and progress :

Every student desires to know the result of his hard work. Everyone is curious about their progress. The person is in the right direction and his progress is also satisfactory, the information that it provides stimulating to the person. Result information not only informs a person of his success or failure, but also enables him to plan the remaining efforts to reach his goal. That is why teachers should

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make provision to keep teachers informed of their progress. Suitable registers, graphs, charts etc. should be prepared in the school for this purpose.

(4) Praise or rebuke :

Both praise and reprimand are powerful motivators. They can be used to provide casual motivation in class situations. However, the effectiveness of both depends on who it is used for. For some individuals, both praise and reprimand can work well, when someone responds well only to praise and only to reprimand. That is why the teacher should recognize the student and use appropriate praise or reprimand to stimulate him.

(5) Development of Right Attitude:

A person's reactions to a particular situation can be called an attitude. Attitude is closely related to one's interest and attention. A teacher who has the right attitude towards the task at hand does his work with interest. A student who has not developed the right attitudes will stay away from that work. That is why the teacher should try to develop proper attitudes towards learning in his students.

(6) Appropriate learning situation and environment

The situation and environment in which the study is to be done affects the situation and the environment. A well-equipped healthy classroom environment proves to be a motivating force for teachers. If the student gets a suitable learning situation and favorable environment to read it, likes to write etc. School building, proper seating and other physical facilities available, mutual cooperation, opportunity to participate in co-curricular activities all affect the child's learning and provide motivation. Therefore, the teacher should make efforts to provide an environment for effective learning and a suitable learning environment.

(7) Relating new learning to prior knowledge:

Experience is the greatest teacher. What has been learned in the past or past experiences provide a solid foundation for current learning. The task assigned is interesting, should be simple and according to one's strength. A learner is easily motivated to learn new knowledge if it is properly related to past experiences. Therefore, it is the duty of the teacher to connect the current teaching with the prior knowledge of the teacher.

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(8) Clarity of aims and objectives :

A person is not interested in the work he is doing if he does not have information about the goal to be achieved at the end of the work. Clarity of goals and objectives Makes the learner interested in it. Ardhyta The subject or subject should be familiar with the objectives and goals of the issue so that he can strive to bring about the desired result.

(9) Revenge or Punishment :

Both reward and punishment are powerful motivators. It positively affects the learning of the organism. Punishment is a negative motivator, which motivates a person to act due to fear of failure, fear of corporal punishment etc. However, the use of punishment as a motivating factor should be avoided as far as possible. Because it diminishes self-reliance, self-awareness and free thinking and enterprise, while on the other hand rewards, honours, medals etc. develop creative powers, self-confidence and sense of self-respect in the students.

It cannot be concluded that punishment is meant to bring down a person in every situation and should never be done to anyone. In some cases it brings better improvement than revenge. However, its unwise use proves to be harmful. That is why the teacher needs to be very careful when using reward or punishment as a motivator.

(10) Involvement or maintenance of:

Everyone tries to maintain their self-respect and status. Man is the same man, the person prefers things or situations that give him importance and dislikes things that make him look inferior. Ignorant teachers are seen to be in the habit of making fun of the teacher. Instead of doing this, teachers should try to feed the teacher's ego. He should engage the students in such activities which will maintain their self-respect and enhance their image in front of other classmates.

study Transition: Meaning, Type and Factors Affecting Learning Transition

Introductory:

In everyday experience we see that a girl who knows how to weave bread soon knows how to make it full. Similarly, the teacher who knows mathematics, he finds it easier to learn science and the

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achievement in both subjects is useful in the engineering branch of higher education. A professor interested in history is also interested in archaeology. Those who know how to ride a bicycle can quickly learn how to ride a scooter. A fondness for reading detective stories and watching suspenseful movies helps one make correct predictions about the outcome of any suspenseful event. A teacher who gets good marks in Sanskrit subject also gets good marks in Hindi Gujarati. A school teacher who plows his field instead of plowing through it recalls the Pythagorean Theorem in his mind. An economics professor learns the law of diminishing returns while practicing typing and finds that after an hour of daily practice his speed initially increases but later when the increase gradually decreases, he applies the law of economics here. An Indian who has the habit of driving on the left side of the road initially finds it difficult to drive on the right side of the road when he arrives in America, but then he gets used to it. A teacher who is used to reading Gujarati, Hindi, English or Sanskrit, when he learns Urdu, initially tells him to look from right to left, but then he misses it.

Through the above discussion we realize that whatever learning a person has acquired in one situation, when it is put to use in another situation, it is said to have transitioned learning., aap transfer learning is a process in which a learning item acquired in one situation is used in another situation so that the learning of the other situation becomes easier.

Learning transition to transition, also called education transition, training transition and education transfer.

Meaning of learning transition:

A general meaning of learning transition is as follows.

"Learning-transfer is the application or application of knowledge gained from learning a subject or training gained from performing a task in another situation.

Adhyeta learns English and uses it in conversation and correspondence as he grows up. The little girl takes dance training in a dance school and grows up as a dancer to display her art on the stage. sums learned in school, subtraction, multiplication and division that we use while buying goods in the market are all examples of learning transitions. Transition can be positive or negative.

Concept of Learning Transition:

Following are some definitions clarifying the concept of learning transition. "Knowledge acquired in a field of study, the process of applying skills, thinking, experience, and working habits to another domain is called learning transfer."

Transfer of learning is when the whole or partially learned thing in one situation is applicable in another situation as well. "

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(1) Beag said no,

"Transfer of learning occurs when a person's learning in one situation influences his learning and performance in another situation."

"Learning transfer occurs when the learning an individual does in one area affects his learning and coping in another area."

(2) Crow and Crow define the learning transition as follows.

The carry-over of habits of thinking, feeling or working of knowledge or of skills from one learning area to another is usually referred to as the transfer of training."

"Learning transfer is the process of applying the thinking, feeling or working habits, knowledge and skills acquired in one area of study to other areas of study. "

(3) "Transfer means recognition, use and application to a given situation of knowledge, skills and habits that were learned to another situation." Sorenson

"Recognizing, applying, and using the knowledge, skills, and habits learned in one situation in a given situation is called learning transfer."

(4) Encyclopaedia of education Bhan Sandani Vyayam Abhaje Bhashi is.

"Transfer is the application or carry over of knowledge, skills attitudes or other responses from the situation in which they were initially acquired to some other situation."

(5) According to Lowell,

"Transfer of learning means the effect which some particular course of training has on learning or execution of second performance, such an effect may be of helpful nature or it may hinder."

"When the effect of training on a particular learning topic affects other learning or learning, it is called learning transition. This effect can be either helpful or inhibitory."

(6) Sorerison No matter, "Transfer refers to the transfer of knowledge, training and habits acquired in one situation to another."

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Knowledge acquired in a situation, the transfer of training and habits to another situation is transition."

(7) The application of habits learned in one task to another task is learning transfer or the effect of one mental operation on another mental operation., calls it learning-transition. - Md. Patel

(8) Learning-transition means the training of the mind in one situation or learning of a subject so that the mind's power to cope with another situation increases or its ability to learn the subject increases. - U. Reader

(9) Learning to make the education or training acquired in one situation useful in another situation says transition.- J. Shastri

From the above definitions the following can be deduced about the nature of learning-transition.

- Learning-transition is a process.
- Learning transition is the process in which a person's new learning is influenced by previous learning or training. Experience gained in one field is wasted in another. Learning-transfer is the influence or suppression of one area on another area.
- Knowledge gained in one situation is useful in another situation. Learning-transfer is the effect of one training on another. Habits acquired in one action or task become useful in another action or task is
- Learning Transition Legislator, can be inhibitory or even zero. Knowledge of one subject is helpful in learning another.
- The subject matter learned in school is bound to be forgotten over time, but the training he gets to remember will definitely come in handy somewhere in the future.
- Learning different subjects develops different abilities such as language and grammar to language ability, geometry develops reasoning and problem-solving power, science develops precision and observation, and history develops comparative vision and discernment. All these powers become very useful in future life.
- Learning-Transition Knowledge acquired in an educational situation or field, is the process of applying or using skills, thinking, habits or experiences to another situation or field.
- The different strengths developed through education in different subjects are transferred to future life viz,

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- Language or grammar develops linguistic power.
- Geometry develops reasoning power and the power to solve life's problems.
- Science develops the power to work with precision and the power to observe anything deeply.
- History cultivates a comparative perspective and sharpens the intellect.

Types of learning transitions

There are three types of learning transitions.

(1) Legislative Transition : Affirmative Transition : (Positive Transfer) :

Study of a particular situation or field (knowledge, a behavioral change in information, thought, thought, habit, skill, strength, attitude, experience, interest, etc.) when it becomes useful or helpful in another situation or field, it is called legislative or positive transition. For example, someone who knows how to ride a bicycle can learn how to ride a scooter quickly, someone who can master the piano can learn type-writing easily. One who has mastered Gujarati grammar can easily understand Sanskrit grammar.

(2) Prohibitive Transitive : Negative Transitive : (Negative Transfer):

When a prior study does not prevent or interfere with the learning of a new object, it is called inhibitory or negative transition. For instance, when the English typing skill interferes and becomes a hindrance while typing Urdu, it is considered a negative transition. A learner of multiplication by X's method has difficulty learning multiplication by Y's method. A person who is skilled at catching a high ball in cricket cannot quickly acquire skill at catching a baseball. Understanding the descriptions of Gujarati language and experience of its pronunciations becomes a hindrance when reading English language because, Gujarati language has equal stress on each varna whereas English has only stressed syllabus. Motorcar driver often finds driving a rickshaw or truck as a hindrance, of course this negative transition gets used to gradually and hence becomes positive over time. .

(3) zero transition: (Zero Transfer)

It is called zero transition when a single prior learning is neither helpful nor hindering to the new learning. That is, sometimes when there is no transition at all, it is called zero transition. E.g. A person skilled in the game of badminton is neither useful nor hindered by his knowledge of the game of badminton in learning to drive a motorcar. Knowledge of mathematics does not transfer at all to teaching poetry.

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Apart from this another transition is also mentioned in psychology which is mentioned below.

(1) Vertical transfer (Vertical Transfer)

(2) Horizontal transfer (Bilateral Transfer)

(3) Unilateral transfer (Unilateral Transfer)

Factors affecting learning transition

A teacher should be aware of the various activities of learning-transition as well as some of its elements. Only by doing this will the transition be successful. The transition takes place only under certain conditions and to a certain extent. It never happens 100% or completely. The following elements or conditions or favorable conditions are indispensable for transition.

(1) Power of learner to generalize :

Generalization is a prerequisite for transition. So it can be said that the amount of generalization is the amount of transition. Hence the situation which increases the generalization power of the learner, events and atmosphere should be provided.

(2) General intelligence of the learner :

There is a direct relationship between learning-transition and general intelligence of the learner. As the learner's general intelligence increases, so does the amount of transition. General at best Studies by psychologists have found that intelligent teachers have 20 times the power of transition than teachers with low average intelligence.

(3) Educational Qualification of Learner :

As the learner has more knowledge and the academic competence that arises from it, his transferability is greater. If the knowledge is also perceptive then the transition is more, but if the knowledge is confused then the transition becomes impossible in such a situation.

(4) General Contents :

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Which two subjects have a high degree of common content, those two subjects are more likely to transition. If the content of any two subjects is totally dissimilar then there is no transition i.e. zero transition. E.g. A teaching of mathematics is useful in geography, but a knowledge of engineering is of no help at all in philosophy. So here also zero transition occurs. If two subjects are completely similar, then there is a hundred percent transition, but if they are completely different, there can be no transition at all.

(5) Transition Training :

If teachers are given transition training by a teacher, their transition-ability increases. Hygiene to teachers, Honesty, Order, Honesty, and if these things are trained through many experiences, these qualities will be transferred to all actions.

(6) Similar learning methods :

If the methods of any two subjects are similar, the possibility of transition remains high. A professor who studies science and finds out the facts, which uses the ritual of examining results as well as the ritual of compiling quantities, can also be transferred to the study of history.

(7) Mark of transition in subjects :

Maths and Science score higher than languages and social sciences. Hence reverse history and English do not have that quality.

Educational outcomes of learning transitions

The teacher should use the following activities and programs for good learning-transition.

(1) Clarity of Objectives :

There should be clarity of objectives in the mind of the teacher as well as the students as to what behavior changes can be brought about in the students or the goals can be achieved with some teaching method.

(2) Relation of the subject matter to life :

In order for learning-transition to take place better, the teacher should plan and implement his teaching material in such a way that its relevance to life is maintained. Relating the subject matter to real-life problems leads to better learning-transfer.

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(3) Segregation of Transitional Matters :

Knowledge from one experience or subject to another subject or experience, attitude, . The theory, the fact that the way of life can be transitioned. As such, the habit of thinking logically is inculcated through the teaching of geometry. A knack for pronunciation cultivated through the teaching of Sanskrit is maintained even in subjects like Gujarati or Hindi.

Map reading skills are transferred to the student's life through geography education.

Football, the sportsmanship developed in players while playing volleyball, cricket or other sports is transferred to many occasions in their life and they can adapt better.

Thus, the teacher should separate the things that can be transitioned through which of the various subjects. Our goal is what we want to achieve by teaching the subject. Such a variety of different subjects. If we isolate and emphasize the deficiencies, the chances of transition will increase. A teacher should not miss a single opportunity after getting the opportunity of everyone.

(4) Training in Meaningful Generalization:

Generalizations become meaningful only when they are understood and understood. Anduse, Cronbach and Sandifard in 'Encyclopaedia of Educational Research* also state that meaningful generalization is useful for transition. Any learning activity and the resulting learning experience teach us something in the form of knowledge about a principle or rule to remember. Artisans call it skill. Such learning activities could be typing, book binding, proof checking or applying Archimedes' principle, such meaningful generalizations were passed down from generation to generation in the past and thus some occupations were passed down from one generation to the next and lived on. E.g. The Kasab of the Patolas of Patan, a judicious generalization will make perfect sense. Also, if the generalizations do not make sense, the learner will tend to drift and thus reduce the chances of transition, because there are thousands of steps between the narrow path of rules and principles and transition.

A good learning-transition depends on the learner's own generalizing power. Rude's theory of generalization suggests that teachers should be trained in how to generalize during teaching and learning.

Matter expands with heat and shrinks with cold' While teaching that rule, the teacher should exchange various examples and experiences with the students.

A person who understands the guiding principles of proofreading can demonstrate his skill in English proofreading even if he is used to proofreading in Gujarati.

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The grammar of any language emerges from generalizations. So a grasp of Gujarati grammar helps in understanding English and Hindi grammar.

(5) Comprehension :

Holistic theory suggests that a relationship of dynamic patterns should be explored for transition. This theory thus lays special emphasis on intuition. A good education transition is not just an unintelligible gimmick, but by developing a proper understanding of it. E.g. A true assessment of Shivaji or Akbar can be made only if it is understood in the context of the historical, geographical, social and traditional conditions of the time. Similarly, a scholar who concludes about Aurangzeb's bigotry makes sense if he considers Aurangzeb in the larger context of secularism. Only such an understanding will help the priest to evaluate every question in the context of secularism.

(6) Equivalent Components :

According to Thorndike's theory, the degree of similarity between elements in two different situations leads to transition. His experiment and theory suggest that not all school subjects have the same transfer ability. E.g. Subjects such as math and science tend to transition more than history and language or literature. Similarly, if history is taught with a background in geography, the transition becomes special. Hence the teacher should relate the points indicating commonalities in different subjects with each other. Doing so makes for a good transition. The higher the number of such common elements in two subjects, the higher the chances of transition between the two subjects. (Like math and science, Science and Geography, Geography and History, English Grammar and Hindi Grammar, Hindi Grammar and Gujarati Grammar, Gujarati Grammar and English Grammar) Conversely, two subjects that have fewer such common elements have less transition. If two subjects have absolutely no such common elements then there is zero transition between them.

(7) Individual differences :

A good learning transition depends on the intelligence of the learner. The higher the intellect of the subject, the greater the chance of transition. The teacher should plan the teaching activities for the transition aimed at the individual differences of the classroom teachers.

(8) Transition of Sutevo (Formation of Sutevo):

Events of the lives of great men in the teacher's teaching process Cleanliness, discipline, modesty, neatness, co-operation etc. should be developed among the teachers by giving examples, lectures or by

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organizing various activities in the school. By doing this the habits, training or adopted ideals in school life will be useful to the students in their future life.

(9) Habit of transition:

It is said that 'The learning of why to study is education. * (Education a learning to learn.) If why to learn can be learned then transition can be learned. Stephens says that transitions are possible. So teachers should develop the habit of transition in their subjects.

One experience of successful transition empowers the learner to achieve further transitions from subsequent experiences, so it can be said that transitions can also be transitioned.

of own knowledge, the transition is possible through the conscious vision of taking advantage of experience, habits, attitudes, concepts and applying them to the new situation.

Gurustam transit should be the goal of any education-system.

If the professor does not fall into the technical aspects of the transition, it will work, but he must understand the practical implications of transition principles and research findings.

After the teacher has sown the study, all his labor is lost if he cannot reap the harvest of transition.

(10) Special Teaching Methods and Transition : Specific learning methods are the most important factor for a good learning transition. The technique of creative solutions to problems, special teaching methods like projects, field trips, group teaching methods, discussions, workshops, demonstrations, integrated method etc. are useful for good transition, the reason being that such special methods and techniques allow teachers to engage in various activities centered on a problem or unit and Dashti tries to give justice. E.g. [2:31 PM, 2/6/2024] Mansukh Sir: The technique of creative problem solving helps individuals develop strong independent understanding and reasoning instead of ready made understanding. Similarly, if a unit on riverine culture is taught through project method, the teachers are also made active in activities outside the classroom (river visit, observation, map making, report preparation etc.) .Not only is the knowledge of geography linked to such history, but such specific methods also easily teach some ideals (cooperation, discipline, respect for each other's thoughts, etc.) to the intangibles. Thus specific teaching methods become very important for transition.

the wood, in projects on units like sun, cow, flower, not only subjects like science, only social studies or only language, but all those subjects should be woven into the teaching process, for this Gandhiji has provided beautiful examples by giving a method that is inclusive in training. Creative methods should also be adopted along with problem solving to make the learning transition faster.

(11) Different types of experience :

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A professor's job is to provide students with a variety of experiences. Providing a variety of learning experiences is essential to developing meaningful generalizations among teachers.

Experience-diversity helps transition. For this, the teacher should plan such different types of experiences, like

Elections can be held in schools to clarify the concept of democracy, elections can be shown to be going on, lectures can be organized on them and fake elections can be conducted.

Even further in the class, the breadth of experience of democracy in society, in decision-making, in conflict resolution, during strikes, in tourism, in some tense situation, in school management and in the playground can be considered, the teacher educated in our schools cannot show the transition due to the narrowness of education. E.g. A teacher who draws a circle on paper in geometry can hardly draw a line for a circle in a garden with a spade.

After drawing parts of a flower from a figure, if he is given a single flower and asked to show the second part of it, he cannot show it.

The concept of congruence or symmetry remains limited to triangles for professors and professors. Circles, squares, rectangles, parallelograms, etc., the fact that figures of any shape can be congruent or congruent, is rarely shown by any professor.

A person who can distinguish directions even in his old age in his own village, when he goes to another village, he has difficulty in distinguishing directions.

In geometry, if asked to write a theorem by changing the names of the angles, the student feels confused. If you keep "VCR" instead of ABC, its film will come off.

In geography, Bhushir and Akhat Kanyakumari or Khambhat are simply understood, but turn around and ask about any other promontory or gulf, and it gets stuck and eventually gets lost.

(12) Use in other fields :

It is not easy to break free from the fence of subjects. Actually, the way out of this is attachment.

Wherever possible, the teacher should relate his subjects to all other subjects. Logic and

argumentation are not limited to geometry in detective stories, she should transition into suspenseful movies and presenting herself to others. If the teacher does not go beyond the boundaries of his subjects, the possibility of transition decreases. The more understanding or connection, the more possible the transition. The fencing of subjects is done by humans. Although knowledge is divided into many branches of knowledge, there is unity in it. Knowledge is non-dual. Innate human thinking is seldom thematically fenced off. Neglect of this basic matter of knowledge swallows up the transition of knowledge. Therefore, not only in the fields of their respective subjects, but also in the real and practical matters of life, if the teaching of such principles goes beyond the four walls of the classroom, the

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teachers will definitely benefit from the point of view of transition. For this, the scope of subjects and schools has to be widened.

(13) Curriculum should be meaningful and broad:

The curriculum should be divided into meaningful and broad sections for learning transitions, like Water-like unit chemistry, if divided into four parts into Hygienic, Physic and Physiology, its meaningfulness would not be maintained to the required extent.

Tipu Sultan Why is it possible to not use a map while teaching about Shivaji or Rana Pratap?

Simple interest, Gu.sa.a - L.sa.a. Why should units like fractions etc. be taught separately in arithmetic and algebra?

The above bits of knowledge undermine its meaningfulness. Human thinking is never subjective. It is not intended to oppose specialization here. Such expertise is also considered necessary to dive into the vast ocean of knowledge. But it should be understood that wherever possible the integrity of knowledge should be given importance by crossing the boundaries of subjects, because meaningfulness is directly related to transitivity. That is why subjects like social studies, general mathematics, general science are advocated in the secondary level curriculum. Thus, such efforts are necessary in order not to lose sight of the comprehensiveness and meaningfulness of knowledge along with the subject matter. Such efforts are critical to transition. At the university level, it is desirable to have a transfer of knowledge transfer between different departments. Divisions of knowledge in the form of different subjects are only for convenience, even in the sea there is some understanding in view of international agreements, but it is not as rigid as land borders and the sea remains one, continuous. It is not actually distributed according to any agreement. Such understanding is also necessary between subjects. Today, when knowledge is exploding rapidly, the curriculum needs breadth, meaning. Then and only then will the transition be greater and greater.

unit:2 Learning Principles (Concept and Educational Outcomes)

✓ Principles of Teaching (Theories of Learning):

If we want to understand the process of learning properly, we need to be familiar with the theories of learning of some psychologists. As a result of these ideologies, several principles of learning have been derived from them. To understand the process of learning properly we need to know these principles of learning. By knowing these principles, the teacher can make his learning as well as his teaching effective. Also, with the help of these principles of learning, one can develop the

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insight to better understand the different problems of classroom education. It is clear from these principles that under what circumstances and how the teacher studies, not only that, but while teaching the teacher if these principles are understood and taught accordingly, the receptiveness of the teacher increases and the teaching becomes fruitful. These principles of learning and their sub-principles or rules are derived from experiments done by some psychologists on animals. Here we will look at four such principles below.

- (1) Study by Abhishandha ((Learning by Conditioning)
- (2) Learning by trial and error ((Learning by trial and error)
- (3) Learning by Intuition ((Learning by insight)
- (4) Learning by imitation ((Learning by imitation)

(1) Learning through Abhisandhan (Learning by Conditioning):

According to some psychologists, learning means establishing a connection between stimulus and stimulus. These psychologists are called connectionists. According to him, learning is Udipaka (There is a connection between Stimulus and Response. So they explain the learning process by the formula $A \rightarrow Q$ or $S \rightarrow R$. As an English teacher learns 'Apple' with Udipak as 'Safarjan'. While doing so he associates 'Apple' with Udipaka as 'Safarjan'. Connectionists see this action even in difficult puzzles like problem solving. Thus connectionists insist that any kind of learning process can be explained by the formula $R \rightarrow S$.

There are three types of connectionism given by connectionists as mentioned below.

- (1) Classical Abhisandhan ((Classical Conditioning)
- (2) Causal abhisandhan (operant conditioning)
- (3) A multivariate study ((multiple response learning)

In all three types there is an overemphasis on mechanical coupling. Of these three associative types we shall study in detail the first two—classical and causative types.

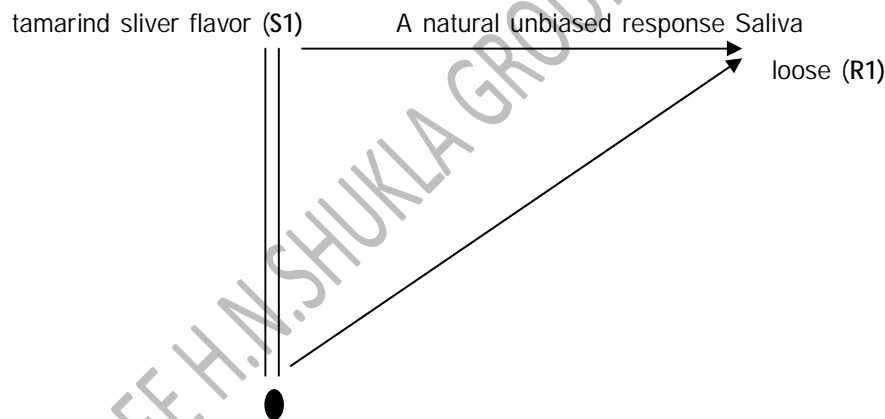
▼ Classical Abhisandhan ((Classical Conditioning)

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Russian psychologist who pioneered this type of approach was 'Ivan Petrovich Pavlov'. He was the son of a priest. He was an ardent anatomist and for carrying out original experiments and researches in physiology he was awarded in AD. Nobel Prize was received. He was honored by many institutions and universities due to his unique talent. 'Conditioning reflex theory' was his major contribution to psychology. Being an anatomist, he created a dog collapsible machine. For this a small operation was done in the dog's lower jaw, a hole was made and a tube was filled in it, the other end of which was placed in a container so that the saliva released in the dog's mouth was collected in a container kept at the other end through the tube. Before looking at Pavlov's experiment, let's take a practical example to get an idea of classical abstinence.

Example: Students eat tamarind slices during recess at school. Placing tamarind slices in the mouth loosens saliva. It was a reflexive reaction. But after having the experience of eating tamarind slices many times, the mouth drools just by looking at the tamarind slices. This matter can be put into the diagram as follows.



Darshan of the tamarind sliver (S2)

A natural salivation reaction is experienced after eating tamarind slices. So it is Sahaj or Unabhisandhi prachara. By eating tamarind slices repeatedly and experiencing its taste, the taste of tamarind slices and its There is juggling between Darshan. As a result, the mere sight of a

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tamarind slice makes the mouth water, but a person who has never eaten tamarind slices or experienced its taste will not salivate at the mere sight of tamarind slices. Its darshan is associated with the taste of tamarind katara, so we will call the act of salivation due to the sight of tamarind katara as abhishandhit Pratichar.

Pavlov's observation:

It is clear from the above example that S1 and introducing S2 repeatedly, S1's response R1 is coupled to 'S2. Naturally, sighting (S2) of a tamarind tree is the natural equivalent of 'seeing' (R2). But here S Connection of 2R instead of R2 happens with Which is considered an unnatural or condescending response. Pavlov observed that when a piece of meat was placed in a dog's mouth, the mere sight of the meat would cause the dog to salivate, not only at the sight of a man coming to feed the dog, or just by hearing his footsteps. From this, Pavlov got the inspiration to experiment and derive the theory of aphrodisiacs.

Before looking at Pavlov's experiment, let's look at some concepts.

(1) stimulant or stimulant (Stimulus):

Stimulus means that which causes excitement. Seeing a beautiful flower makes you want to pick it. If you want a delicious dessert, your mouth will water. Here the flower stimulates us so it is Udipaka. Desserts also stimulate us so that's it too. The above substances generate excitement, so it is Udipko. Mouth watering is a response to seeing sweets. Blinks in bright light. Here the light is Udipaka and the twinkling of the eye is the response. Seeing the tiger, we run. Here the tiger is exciting and the action of running is retaliatory.

(2) Retaliation (Response):

Instigator What is reciprocated by is reciprocation. This action is also called reaction. Which happens automatically. It is instinctive and natural. Here the reactions are due to catalyst as we do that,

- (1) When a vehicle is coming from the front, its lights will dazzle your eyes.
- (2) Mouth watering at the sight of sweet desserts.
- (3) Applause when a popular person arrives.

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(4) If you meet a lion, turn your fists and start running in the opposite direction.

The above actions are countermeasures. These responses are of two types. Unabhisandhi Pratichar and Abhisandhi Pratichar.

(3) Unbiased response:

A reaction which occurs instinctively or naturally is called an unabhisandhit reaction, such as drooling at the sight of a sweet dessert, closing one's eyes when faced with a very bright light, starting to run at the sight of a bus taking off, etc. All these reactions are instinctive or natural. The above Praticharas are called Anabhisandhit Praticharas.

(4) Anointed response:

An artificial reaction is an artificial or fake reaction. It is produced in the absence of natural reaction. Instead of dessert, the mere ringing of the bell starts salivating, it can be called Abhisandhi Prathara.

Uses of Pavlov:

Pavlov was an anatomist. During an experiment to understand the digestive system in dogs, it was observed that salivating is a normal reaction in dogs before food is brought to their mouths. To understand this, he experimented on dogs.

First he tied the dog to a stand. So that the dog cannot move. A tube was then attached from the lower part of the mouth so that the saliva flowing from his mouth could be collected in a separate container. The dog was kept in a soundproof room. The dog was starved. The experiment was as follows.

First the bell was rung before the dog. The dog raised its ears on hearing the sound. He only listened to the sound of the bell. At this time saliva did not flow from his mouth. Now Pavlov fed the dog and also rang the bell. This action continued for some time. After some time The feeding

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of the dog was stopped and only the ringing of the bell was made. Pavlov noticed that even just hearing the sound of the bell made the dog salivate.

Pavlov's above experiment on impregnation can be explained in the following steps.

▼ Pavlov's experiment

Let us understand the experiment in the following way

A. 1 (S1) Instigator - 1 food (eg, spontaneous, or uncontrolled stimulation)

Q. 1 (R1) Pratichar 1 The natural act of salivation

A. 2 (S2) Udipak - 2 Bell (Artificial or Controlled Udipak)

Q. 2 (R2) Response - Hearing 2 bells.

Now let's understand Pavlov's experiment through these steps.

Step 1: S1 (Food) – R1 (act of drooling)

Step 2: S2 (Ring the Bell) - R2 (Hear the Bell)

Step 3: S1 (food) - R1 (salivation) S2 (bell)

Step 4: S2 (ringing of bells) – R1 (act of drooling)

Here's the response you get in step 1,2,3 There is 'Anabhisandhit Pratichar'. But the Pratichar found in Sopana – 4 is called 'Abhisandhit Pratichar'.

Even so, the dog stops giving the R1 response (drooling) if the bell is rung for a long time. This is called deconditioning or extinction. But if step – 3 is repeated i.e. bell is rung again along with feeding, the response R1 (drooling) starts again. This is called (Reinforcement Stimulus). Pavlov called the act of refeeding a reaffirming stimulus.

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Even in practice we learn Abhisandhana.

- (1) The sound of the siren causes all the artisans to go to work.
- (2) When the bell rings, all the teachers go to class.
- (3) We as drivers stop vehicles by seeing red light.

✓ Characteristics of Classical Abhisandhan:

The characteristics of the classical combination have been derived by observing the reactions. Which are as follows.

- (1) Reactions are automatic and involuntary.
- (2) Different responses of the skeletal system such as movement can be easily simulated by classical ablation.
- (3) Salivation with the help of classical Abhisandhan, digestion, heart rate etc. can also be affected.

✓ Uses of Classical Abhisandhan:

- (1) Classical Abhisandhana can be useful in improving the attitudes of the teacher.
- (2) Classical abhisandhana can also be used for mental therapy.
- (3) Teachers' attitudes can be improved.
- (4) Adaptation of teachers can be removed with the help of classical abhisandhana.

✓ Educational implications of classical Abhisandhan:

- (1) In school, when a teacher enters the class, the teachers stand up and respect him. But if a guest enters the class alone, the teachers do not stand up. After some time both the teacher and the guest enter the class and the teachers will stand up. Later, even if a lone guest enters the class, they will stand up and pay their respects. Thus Vinaya among the teachers, conscience,

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sense of respect or other virtues can be created. Good practices such as team work habits, discipline etc. can also be developed.

(2) Audio-visual aids like film, artificial stimuli such as slide projectors, televisions, charts, models, filmstrip projectors, radios, tape recorders, maps and pictures also enhance learning.

(3) Teachers' imagined fears of a school subject or a teacher, misconceptions and prejudices can be avoided through induction, such as the nervousness teachers feel when a teacher with a shadowy personality enters the classroom. But if the teacher infuses sympathy, love and affection in his words and actions, his apprehension can be overcome. In the same way other such irrelevant matters can also be removed apart from hesitation.

(4) Punishment also acts as an artificial stimulus according to Pavlov. Therefore, good study habits can be developed in the teachers if it is integrated in the study.

(5) Language and grammar can be learned well mostly with the help of Abhisandhan. Examples are Udipto. Writing as well, sports, elocution and other skills can also be cultivated with the help of Abhisandhan.

(6) A person to teachers, can be viewed with love or hatred through Abhisandhan towards the society or nation. Patriotism can be ignited. A feeling of resentment, resentment or hatred can be created towards an enemy country, like the feeling of alienation created by Pakistan towards India in the hearts of Kashmiris. The sentence 'Jews are our enemies' written by Hitler on the first page of the first grade textbook was enough to fill the hearts of Germans with hatred towards the Jews.

(7) Bad habits can also be removed with the help of Abhisandhan by exposing them such as the habit of drawing horizontally and vertically can be transformed into beautiful drawings.

(8) Beautiful the responses given by the lecturers during the teaching process Learnability can also be enhanced by associating artificial stimuli (where the question is a natural stimulus) in the form of encouraging words such as , wow, nice, very nice, beautiful, etc.

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(9) Many class problems can be solved by motivating the teachers through feedback, such as if a teacher is late to class, latecomers can be encouraged to attend regularly by giving thanks, public praise, and giving prizes and certificates to teachers who come on time throughout the month.

(10) Ringing a bell does not make a pol or society dog salivate. Environment is needed for that. A good environment should be created in the school or classroom so that the student does not feel like coming late or skipping school.

✓ Causal Abhisandhan or Instrumental Abhisandhan (Operant Conditioning Instrumental Conditioning):

The pioneer of this type of combination was Burhaus Frederick Skinner (BF Skinner). He was born in AD. Born in 1904 in Susquehanna, Pennsylvania. He received his Ph.D. degree from Howard University in 1931. He first served as a professor at the University of Minnesota and Indiana University and then at Howard University. Among modern psychologists, B.F. Skinner's position is very important. He studied human behavior in depth. Hence he became famous as a behaviorist psychologist. He has published as many as 15 books. of themThe book named 'Science of human behavior' has become very popular. His research and experiments are mainly focused on animal training, education and child rearing. The theory of Abhisandhana which he propounded in 1930 is called Karaka Abhisandhana or Sadhanabhuta Abhisandhana. Since the importance of response in his conditioning is high, some psychologists call it 'R' type conditioning (Type R conditioning) while Pavlov's classical conditioning is of 'S' type.

Skinner did not believe in Pavlov's stimulation and countermeasures. Pavlov considers the presence of Udipak as a substitute for Abhisandhan indispensable, while Skinner considers the presence of Sudhak (revenge Udipaka) as inevitable. He defines Abhisandhan as follows.

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(1) "In a kriya (reciprocal action) when the rewarder is joined with the reinforcer (reinforcer), the associative action is called Abhisandhana."

(2) "Causal infusion is a type of study in which stimulation increases the likelihood of a response."

Skinner did some experiments to confirm his theory. Before looking at these experiments it is necessary to understand some concepts to understand the process and experiment of causal combination.

✓ Concepts related to causal combination:

(1) Derived Behaviors (Artificial Behaviors) : These are the types of behaviors for which no identifiable or knowable stimuli are responsible, such as drooling, heart palpitations, fear, shaking hands, etc. Such behaviors are known as unbiased or intuitive responses in the theories of classical meditation. Most of these behaviors are involuntary. The triggers of these behaviors are obvious and the behaviors are uncontrollable.

(2) Emitted behaviours: These are behaviors that cannot be associated with specific triggers that are known or determined. Like walking, jumping, running away from a situation etc. These behaviors are voluntary or conscious behaviors. The motivation for such behaviors is unclear, their purpose controlled and clear.

(3) Operant conditioning: Skinner, while studying the instinctive or natural behaviors of animals, realized that animals perform certain behaviors in a very natural and intuitive way. When such behaviors are naturally reinforced, those behaviors become stronger, because absorption means that when an animal behaves for any reason, if that behavior is reinforced, that behavior becomes stronger. Here there is an interaction between our behavior and the stimulus that provides the feedback. In this conditioning, it is called operant conditioning, as there is a conditioning between the stimulus that provides the reward of the instinctive or the operant. Here the animal receives something in return or reward through behavior. It is used as a tool so it is called Instrumental Conditioning.

Thus improvement in causative abhisandhana restores our responses. Now let's look at the concept and types of rectifiers.

Learning and improvement (Learning and Reinforces):

Sudhakas are Udipkas by which revenge is obtained. If a reward is given for a work, it can be called a retributive good. Sudhakane can be defined as:

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(1) Avoid any irritants that exacerbate reactions is called

(2) "Any environmental event that is programmed as a consequence of a response that can increase the rate of responding is called reinforcer."

Reinforcement by which the rate of reaction of a person increases is called sudhak.

(3) Any reward or punishment given to reinforce or strengthen any response is called sudhak.

Types of Sudhaks:

(1) Legislative award or award ((Positive reinforcer or reward)

A behavior that motivates an animal to perform a behavior that is rewarded or rewarded. It is called Vidhayaka Sudhak. The animal wants to do this type of action again and again. Affirmative or positive reinforcement often prompts the animal to respond. Food for a hungry man is a legislative remedy.

(2) Negative reinforcements ((Negative reinforcers)

Negative reinforcement prevents an animal or person from responding negatively. A student who smokes and is ostracized by his friends stops smoking. Adhyeta sits down to do homework in order not to make parents unhappy. Thus negative positives prevent certain responses.

(3) Punishment (Punishment)

Thus punishment is a deterrent remedy. But there is a subtle difference between both preventive sudhak and shiksha. Prohibitive sudhaka restrains the devotee from behaving. So it is a pre-reaction process. For example, if a student misbehaves in class, the teacher punishes him. After this punishment he stops doing mischief. Not to mischief for fear of punishment is a prohibitive reformer. But if he commits mischief he is punished as a result and then if he does not mischief then it is called Sudhak after punishment.

Other Types of Sudhaks:

Sudhakos (After looking at the above types of reinforcers, some psychologists have classified these reinforcers into other types as well. (1) Primary sudhakas (2) Secondary or confluent sudhakas.

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(1) Primary remedies((primary reinforcers)

The stimuli that satisfy the instinctive or basic needs of the animal are the primary stimuli, such as hunger, thirst, sleep, rest, sexual satiety, etc. Skinner refers to them as primary reformers. Due to the presence of these sudhakas, the reaction is strengthened. Such ideals become effective even without training. They are called positive primary modifiers. Another type of primary modifier is the negative modifier. If such positives are removed from the situation, the reaction is immediate.

(2)Second Class Sudhakas (Secondary reinforcers):Those prabals or suadhaks who depend on previous education or training are called second class suadhaks., such as prestige, wealth, position etc. are second level sudhakas. These sudhaks cannot satisfy natural or natural needs like primary sudhaks. It is not natural, but earned. So such sudhakas are called second class. Skinner has also researched this.

SkinnerExperiments on Causal Combinations of:

SkinnerAnimals are selected for observation of causal behavior. Animals have been increasingly used as subjects of his study. He chose pigeons and rats to determine the relationship between causal behaviors and outcomes. Two experiments on causative abhisandhana are presented here.

(1) Experiment on pigeons

Skinner followed the following procedure in his experiments on pigeons.

The pigeon was kept hungry. It was kept in a rectangular box with fixed space, it had arrangements for pecking place, feeding place etc. A food cell was kept on one side in a rectangular box. If the circular key placed on the top side of the food cell is pressed, food is immediately obtained from the food cell. The pigeon tried to peck this way and that to get food. While doing so, once he accidentally pecked at a round key and the key clicked. As a result, he could get the food stored in the alimentary canal. After this type of successful response, the pigeon repeatedly pecked and pressed the key. So he got food every time he went back and forth. Hence the frequency of pigeon pecking increased. As can be seen from this experiment, repeated pecks by pigeons resulted in food in return. Hence there is an overlap between the act of pecking (retaliatory action) and the acquisition of food (sudadhak – retaliatory stimulus). Thus, as the situation repeats itself, there is an admixture between Apanna Pratichara (beaking) and Sudhak (food). This is the causative abhisandhana.

(2) Experiment on mice:

Skinner followed the following procedure in his experiments on mice.

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Weight of the rat from its original weightHe was starved until he reached 50 percent. He was then placed in a box, which was provided with a hand and a cup for feeding. He was allowed to stay in the box for some time without doing anything. A pushable bar was arranged on one side of the box structure. If the rod presses properly, a food pellet (pallet) comes out from the opposite ear. The hungry mouse started moving around in the box. Suddenly, once the mouse stepped on the rod, it pressed the rod and a pellet of food fell out of the ear. Thus, after a successful response, the frequency of the rat's act of pressing the rod gradually increased.

From the above experiment it can be seen that there is an association between the action of pressing the rod and the acquisition of food. An action-outcome relationship was established between rod pressing and food acquisition. Hence this type of Abhisandhana is called Kriyaprasuta Abhisandhana.

Both the above experiments prove that abstinence is abolished if reward is stopped. This is called Nirabhisandha (is called deconditioning). If the pigeon does not get food by pressing the round key and the rat does not get food by pressing the rod, the action of pressing the round key and pressing the rod gradually decreases and then stops completely. However, by providing food from time to time, Abhisandhana continues. Skinner calls this a partial Reinforcer.

✓ causative of Abhisandhan of theory evaluation:

- (1) Skinner went a step further than Pavlov and proposed that many types of normal animal behavior can be elicited by causal affinities by conjugating our responses.
- (2) Corrigendums are Skinner's outstanding contribution.
- (3) In the field of education, instructional learning based on educational technology and team teaching is an important contribution of this theory.
- (4) This principle can easily be applied in the field of education and in areas like child rearing.
- (5) A cradle using this principle for nurturing and developing children' prepared, which is useful for parents.
- (6) demonstrated that secondary stimuli are also effective in combination, showing an economical way to induce behavior with secondary stimuli in animals and humans.

✓ causative of Abhisandhan of principle limitations:

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A study guided by Skinner's theory of causal assimilation, teaching machines etc. though the field has made invaluable contributions, it also has some limitations. It increases in frequency due to improvement. While this is true, instinct also contributes to behavior in addition to conditioning. Hence all behaviors are made possible by improvisation, it is too much to believe. According to Skinner, behaviors occur mechanically. Hence there is no need for logic, intelligence and understanding in learning. The right Udipaka, the right sudhakas and the right abhisandhana can make a man what he wants to be. According to modern psychologists, there is logic, intelligence and intuition in the formation of behavior and many processes take place between stimulus and response.

✓ Educational Fruits:

- (1) Teachers can make the teaching-learning process more effective by using second-level tools in school. Award to professors, can encourage through testimonials or words of appreciation. Words like very good can provide teachers with motivation for further study.
- (2) secondary level cues such as facial expressions, emotion acceptance, thought acceptance etc. can be increased by teachers in classroom teaching.
- (3) Learning becomes more effective if the teacher can properly provide verbal and non-verbal cues in the educational activities of the teachers.
- (4) Skinner has experimentally established that punishment is less effective. So negative words like punishment or punishment should not be used. Giving feedback when appropriate feedback is received and avoiding feedback when inappropriate feedback is received. To create such an environment so that the student achieves maximum success
- (5) By karaka abhishandhana the superstition or fear of the devotee can be removed.is.
- (6) Society by Causal Abhisandhan, love for a person or a country can be developed.
- (7) Writing, mistakes in homework or oral discussion are not corrected immediately, they receive indirect confirmation and reinforce the mistakes. The student must realize that a mistake is a mistake. How to make this realization is for the teacher to decide. Recognition of error is essential for behavior modification.
- (8) By words of appreciation to the teachers when they give correct answers to the questions If compensation is given. The act of answering is improved and they are encouraged to give more and more answers.

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(9) Expected changes can be brought about in the behavior of the devotees through causal abhisandhana.

(10) Taking into account the individual differences of the Adhyatyas so that each Adhyatya can progress according to his strengths. Teaching machines and guided learning should be used in the teaching-learning process throughout the classroom.

(11) A successful response motivates the listener to repeated action. Considering this matter By keeping the correct answers to the teacher evaluation tests to the teachers immediately If informed, this immediate information inspires teachers.

(12) Good study habits can be developed by providing teachers with suitable experiences.

(13) School Mid Day Meal Scheme, clean water facility, adequate sports facilities, large playground etc. can increase the effectiveness of education by using basic amenities.

✓ Learning through trial and error(Learning by trial and error):

The famous American connectionist psychologist Edward Thorndike proposed a theory of trial and error to explain the learning process. Thorndike conducted experiments on cats to develop this theory. His problem box experiment on cats is important.

Thorndike's Cat Experiment: Thorndike used one for this experiment Made a puzzle box. He met a hungry cat in this puzzle box. There was only one way out of this puzzle that the cat could get out of. The design of the box was unique. The cat can open the door if the handle of the box door is turned in a certain direction. The food was placed outside the box so that the cat could see it to make specific attempts to get out. Outside the box was kept a kind of fish, a favorite of the cat as food. The smell of fish outside the box was arranged to motivate the hungry cat to get out. The cat started trying to get out of the puzzle box. The cat tried several times, which were chaotic.

During these efforts, suddenly the door knob was opened by the cat. Even when the procedure was repeated today, the cat was still hungry. This time the time taken by the cat to get out was less than the time taken in the first attempt. Again such efforts were made. Thorndike observed that with each subsequent trial, the cat's unidirectional attempts and the time it took to emerge decreased. Eventually the cat learned to get out of the puzzle box on the first try.

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Thorndike performed this experiment 24 times on that cat. It took the cat 160 seconds to get out on the first try and the directionless attempts it made. The number was also maximum. But on the 24th attempt, she managed to get out in just 10 seconds without making any unidirectional effort. The process of learning by trial and error can be described by the following steps.

Stairs:

- (1) Iron :In the present experiments the cat was starved and stimulated by the smell of its favorite fish food.
- (2) Aim :The ultimate goal was for the cat to get the food out of the puzzle box.
- (3) Problematic situation:The puzzle was a problematic situation before the cat. By solving the problem of getting out of the box, the system was created so that the cat could achieve the food goal.
- (4) Undirected Effort :The way to achieve the goal was hidden or hidden. That way was beyond the cat's intelligence and understanding. It was unclear where the valve was and how it opened. A cat cannot have such a sense, resulting in her making chaotic and directionless attempts to get out.
- (5) Selection of the right path :Among many chaotic efforts wrong paths are abandoned and attempts to maintain right direction are made. thus, rather than finding it the right way purely by accident.
- (6) Studies :In the end one gets the education of the right path by which the goal can be attained without any mistakes.

To illustrate his point Thorndike states that,

"The cat does not look over the situation much less think it over and then decide what to do. It bursts out at once into activities aided by instincts and experiences."

thus, this principle of learning by making voluntary efforts, abandoning unsuccessful attempts and reaching successful attempts is called the theory of learning by trial and error.

An animal or a human makes a blind effort, makes a mistake in it and studies by correcting that mistake. Is learning a blind shooting process?

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Thorndike was heavily criticized by psychologists for this. As a result of Thorndike's study to better explain himself and correct the error

Three rules are given, Which are as follows. (1) Law of Effect (2) Law of Readiness (3) Law of Repetition. We shall now detail these rules.

(1) Law of effect: (Law of Effect)

"The association is strengthened when satisfaction is felt when or after the association between the situation and the response. The association is weakened if pain or suffering is experienced instead of satisfaction."

The first half of this rule means that the attachment becomes stronger if there is a satisfying feeling after the attachment, also called the law of satisfaction. The second part of this law, that is, if pain or suffering is experienced after attachment, the attachment weakens, it is called the law of dissatisfaction. Both the strength of attachment through pleasure and the weakening of attachment through pain or suffering depend on the closeness of the feeling (pleasant or sad) of the attachment. This could be proximity of time or attention to the situation.

Thorndike noted that, a satisfying sensation is one that the animal makes no effort to remove and seeks to maintain or regain. A sad feeling is one that the animal will do nothing to maintain and try to eliminate.

If the student tries and succeeds in the effort, he is happy. His effort is genuine, he should be praised as successful, or given praise, reward or reward, so that what he has learned becomes stronger and stronger. Also, when the student tries and the effort is unsuccessful, the knowledge of the failure is painful, sad, and the connection weakens. When a student fails, he is criticized, praised, ridiculed, or otherwise punished or humiliated, which weakens the bond.

According to Clipatrick, " We learn to do actions that give us satisfaction and actions that fail us and unlearn actions that cause us pain. " For example, a child sings well, is skilled in painting, wins first in a sports competition or elocution or essay competition and if we praise him and give him a prize, he will take part in such activities in future with redoubled enthusiasm and his ability. will develop more, but if he is ridiculed or criticized when he fails in a competition, his development will be hindered. Good impressions are always remembered by human beings, while sad or bitter ones tend to be forgotten. Is he going to do better if he is petted or fed, but if he is whipped for the slightest mistake?

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to the act of learning 'Revenge' and 'punishment' are closely related. Reward (pleasant) increases the chances of successful repetition of that behavior and punishment (dukkhad) decreases them. Thus, the effect of punishment in learning is more effective and powerful than that of punishment.

✓ Educational Outcome:

The effect law has the following educational implications.

(1) Reward (sukhd) in some form or other when the learner succeeds in the effort, the process of learning is reinforced. In return, the learner needs to be immediately informed of his success.

Verbal and non-verbal cues should be provided to celebrate its success. E.g. Well done, congratulations, thanks, weldon etc. Apart from this, gross items can also be given as a reward. Small children can be given toys, compass box, lunch box, chocolate, pen-pencil, notebook, etc.

(2) If by chance the adhyaya's efforts are unsuccessful, he should be informed of his failure by sweet words and encouraged and guided to try again. Criticism in case of failure, bitter or harsh words, insults and punishment should be avoided.

(3) Techniques should be used during classroom teaching to develop the creativity of the teacher, like group discussion method, problem solving, seminar etc.

(4) Thought-provoking questions instead of informative questions to the teacher during classroom teaching, should ask questions that stimulate imagination, deep thinking.

(5) During the classroom teaching activities should be managed in such a way that the originality of the teacher gets an opportunity to express itself. E.g. Storytelling, Poetry, Prose-Verse, Review, Reflection, Analysis of the same phenomenon etc.

(6) A variety of activities should be organized to provide innovative and original experiences to the students, and various competitions and projects should be organized like, elocution competition, essay writing, story creation etc.

(7) The teacher should not condemn or criticize the ideas expressed or the answers or responses given by the teacher during class teaching., nor should reprimands be given in the class due to which the teacher feels inferior or inferior.

(8) A situation should be created or created for the adhyata so that there is no room for failure or failure.

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✓ readiness rule: (Law of readiness)

In explaining this rule Thorndike used the conduction-unit (The term conduction unit) is used. Nerves that are activated by stimulation and carry the impulses to the central nervous system are called conduction units. In this context Thorndike introduced three sub-rules of this rule, which are as follows.

- (1) Carrying-Unit when ready for carrying, then becomes satisfactory if carried.
- (2) Carrying-unit when not ready for carrying, then it becomes sad if carried.
- (3) Carrying-A unit becomes sad even if it is not carried when it is ready for carrying.

Thorndike readiness refers to neuronal readiness. Not all conduction units may be willing to direct their excitors to the central system, so learning becomes satisfying when the person (student) is willing and learning becomes miserable when he is not willing. The law of preparedness can be realistically represented by the saying "Hammer the iron when it is hot". Teaching is effective when teachers are willing to learn. This condition of the teacher is called mental preparedness. "Premeditated teaching is not effective. That's why teachers should prepare for a subject before teaching it. That's why the lesson has an introduction-introductory step. Create curiosity, teach in an interesting way and attract attention. This is the concept behind it.

The concept of readiness can be taken in many different senses. Readiness can also mean maturity to learn. Readiness is power, enthusiasm, besides calm favorable atmosphere is also understood. In short, one should always teach when the student is eager to learn. In this case, the student can learn more and faster with minimum effort. When he is not interested in learning some subject, he can be taught something convenient and when he is not at all interested, teaching can be postponed.

Sorensen has explained this point through a beautiful illustration. The solar eclipse was going on outside. The mind of the priests was in solar eclipse, but the teacher insisted on teaching mathematics. As a result, despite the most conscientious efforts of the teacher, the students could not learn mathematics. If the teacher had taught about the solar eclipse instead of mathematics, had taken the students out of the classroom and shown the eclipse, it would have been excellent teaching. For that, there should be readiness on their side. They can be prepared for learning in many ways. If there is an election situation in the village, when the whole village is in trouble, if we insist on teaching about coniferous forests, will the teachers be ready? The rigidity of the course schedule also reduces such readiness. If you write an essay on a summer afternoon when there is a hail of rain, where does the readiness come from? Summer in class and monsoon outside. Separation of study activities from real

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life also reduces the readiness of teachers. Even if the purpose of the work or activity to be done is not made clear to the students, their readiness is lost. If the purpose of the work or activity to be done is made clear to the teachers, their readiness becomes more intense and better teaching and learning can be done. It was because of such readiness that former Prime Minister Shastriji used to swim across the Ganges and go to study. Because of this Ekalavya became more skilled in archery than Arjuna. Due to readiness, Dr. B. R. Ambedkar was not allowed to sit in school as he was a Harijan, he used to climb the neighboring tree to study. Shyamji Krishnavarma and Ishwarchandra Vidyasagar used to sit under the street lamp and read.

Educational outcomes:

The educational implications of this rule are as follows.

(1) A teacher should be prepared to learn before teaching. Hence before starting the lesson it should be cognitively and emotionally prepared for the new learning through introduction or orientation. To learn whatever we teach him, should be taught only after finding it useful and interesting.

(2) Whatever we teach the Adhyeta should be in harmony with his physical and mental condition.

Selection of course topics, the manner of presenting them etc. should be compatible with the maturity of the teacher. Teaching too difficult or too easy above the teacher's level will alienate him from learning.

(3) Adhyetas when Atiananda, even when surrounded by adverse emotions like extreme grief or extreme anger, they lack readiness. E.g. If we continue to teach in the school on a day when a teacher has died, the teachers are in great grief and have lost their willingness to learn, so teaching-learning does not become successful.

(4) A teacher physically and mentally healthy before teaching, should be sure whether it is energetic and refreshing. That is why difficult subjects in the school timetable should be planned to be taught only when teachers are fresh in the beginning. To teach very easy and interesting subjects when the teacher is tired and bored or to postpone teaching when the teacher is not ready at all.

(5) Learning environment while teaching should also be conducive to learning. too hot, the teacher loses readiness to learn when there is too much cold, humidity, noise, teacher discomfort, clutter, too much or too little light, disturbing and disruptive near the class, traffic and existence of attractors or repellants. In such a situation, the teaching of Adhyatya does not become satisfactory and successful.

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Thus, teaching can be effective and successful only if the teacher is willing to learn. So the teacher should plan his teaching work keeping in mind such things.

✓ Rule of Repetition : ((law of exercise)

The rule of repetition can be divided into two sub-rules.

(1) Rule of Use : "After the association of the stimulus and the response has been made, if this association is repeatedly repeated, the association of the stimulus and the response becomes stronger." This means that when a given stimulus is presented, the probability of eliciting the same response as before is greater. The probability of association is assumed to be the same, assuming certain variables remain the same, such as fatigue, student interest and aptitude, and Certain variables like time of day remain the same.

(2) Rule of Application : After the association between the stimulus and the antagonist is established, if the association between the stimulus and the antagonist is not made again for a long time, the strength of the association decreases due to disuse. ie "Avoiding the presentation of a stimulus reduces the likelihood of eliciting a response that was previously elicited."

Thus frequent repetition makes learning effective. When repetition is not done at all, learning is impaired. Also, the action that is useful we repeat more. Hence doing the opposite will fail us, the action that brings disgust and pain, we abandon it as it seems useless.

We see this rule in practice and study. The players of the game control the game. Adhyeta writes some word repeatedly and so he He does not misspell the word. To set an example, typing, recitation of poetry, dance, calligraphy, drawing etc. Repetition and Mahavara Maghi le Riyaz in music and rehearsal in drama etc. are examples of repetition and Mahavara. We give up something useless because it is painful, like when a math problem is solved over and over again, the teacher has to stop solving it. If he does not understand despite repeated reading, the student abandons the reading. After 1930 Thorndike did some experiments. At the end of those experiments, he found that mere Mahavara does not bring any benefit, but if there is even a little success or reward than Mahavara, the importance of Mahavara increases. If Udipaka and Pratichar are reciprocated after joining, the strength of the union increases six times. Udipaka asks the teacher questions. A response that the teacher should answer. Change that the teacher welcomes the teacher's response rather than dismissing it. The correct answers of the professor are ' Well done .. I . . Welcomed by word experiments such as nice increases the chances of lecturers' cooperation in the discussion. This learning becomes effective through repetition

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as the dancer eliminates the wrong steps, beats or rhythms and picks up the correct steps, beats or rhythms. Younger children tend to forget what they have learned quickly, so repetition and repetition are more important for them. Repetition is necessary to consolidate and digest new knowledge Telephone numbers that we use frequently are remembered because of repetition. Harmonium can be learned very easily. The teacher, and especially the class teacher, has to attend to many teachers' names due to frequent repetition. These are all examples of the Repetition Rule.

✓ Educational Outcome:

- (1) Basic skills like addition, Repetition of basic mathematical operations like multiplication, division, baraksari, ankana dhadia etc. helps the students to remember it due to consolidation.
- (2) To make the teacher frequently repeat the difficult and difficult things taught to the teachers.
- (3) Any manner in the faculty, they should be given lessons to validate the methods they have learned.
- (4) Praise the teacher instead of just repeating or repeating, should be rewarded in the form of appreciation, reward etc. Thus repetition is more beneficial.

✓ Educational Benefits of Learning by Trial and Error:

Thorndike's contribution of trial and error learning in the field of education is immense. Various researches and discoveries are the result of trial and error. The benefits of learning by trial and error are as follows.

- (1) A learner should first understand the importance of education. The teacher should explain the usefulness of the subject matter to the students and create curiosity in them.
- (2) According to Thorndike mere provision of Mahavara does not make learning possible. Providing students with information about their results and progress along with Mahavara motivates them to learn more and accelerates the learning process.
- (3) Adhyatya should provide necessary compensation.
- (4) Thorndike stated that things that exist can be measured. As a result scientism came into the field of education. This impacted the field of measurement and the concept of objective measurement came into play. Signature criteria, career guidance, intelligence tests, aptitude tests,

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cognitive tests, spelling learning methods, arithmetic teaching methods, and attitude tests are all attributed to the connectionist Thorndike.

(5) Learning transitions are benefited by connecting a new topic to teachers' prior knowledge at the time of introduction.

(6) By the rule of repetition, Thorndike said that repetition should be made only by looking at the usage. Under no circumstances should a blind bandage be performed

(7) Teaching of Spelling, the law of effect is contained in the mathematic examples of counting etc.

(8) Adhyatyas, like animals, learn anything by self-teaching as a result of many efforts, like a poem by rote., they learn by themselves by writing, reading or counting examples. Navaswa teachers also learn by teaching.

(9) Painting, music, cycling, typing, sports, dancing, swimming etc. Movement skills are learned through trial and error.

(10) Not all teachers learn in one attempt. They are bound to make mistakes, so the teacher should be patient and correct the mistakes of the students and take them forward slowly.

(11) MathematicsIn subjects like Geography, Grammar, History, Revision and Recitation are very necessary during class teaching.

(12) Willingness of the teacher to learn, maturity etc. the teacher should make him study efforts.

(13) The teacher should give the student an understanding of the entire learning situation. Also, understanding of the similarities and differences between the various topics should be given.

(14) Study is the pillar of education, behavior can only be changed through learning. For that Thorndike's three laws like Law of Repetition, Law of Effect and Law of Readiness are very useful.

(15) Before conducting the study, the student should be prepared for it. Thorndike's law of readiness is the reason we use it in the foreground of the lesson. Apart from this, the objective also contains the rule of readiness. By clarifying the purpose, the learner becomes more motivated.

(16) Thorndike stated that learning progress can be traced through learning graphs. He also explained the importance of the plateau seen in this graph for achieving higher levels of skill.

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✓ Theory of learning through intuition–Kohler

Meaning of Intuition

We often solve problems through a process of trial and error. It involves trying several possible solutions that seem correct until the correct answer is found, but this procedure can be used to solve common problems such as finding the correct key to open a lock. But for other problems 'intuition' should be used. 'Intuition' is the process of looking into the fundamental nature of a problem and finding a solution through it. Such solutions are sometimes found suddenly. Hence it is called 'Flash of Intuition'. (Rubin and McNeil, 1981).

"Learning by intuition is a reorganized realization, in which the subject first fails and succeeds in solving the problem when he realizes the problem in another way." (Schnellbecker, 1974). Thus, realization is the basis of intuition.

According to holism, intuition is a complex process. It is an unconscious process. It involves the spontaneous realization of relationships between the components of a problem. (Le Francois, 1980).

The situation arises from the above differing views Seeing as an 'integrated whole' is insightful. The more intelligent the animal, the more likely it is to acquire intuition, because it is based on prior experience.

Kohler's Experiments on Intuition

Kohler conducted several experiments on chimpanzees from 1913 to 1917 on the island of Tenerife off the coast of Africa. These experiments gave him the theory of intuition. One-box experiment in these experiments, the two-box experiment, the stick problem experiment, chimpanzees were placed in several situations.

In one experiment, chimpanzees were kept in cages. A banana is placed on the ground away from the bars of the cage. A string was tied with a banana. He kept the end of the rope reaching the cage. A chimpanzee was able to solve the problem of getting this banana.

In the second experiment, the banana was placed outside the cage. A chimpanzee was kept in a cage. A stick was placed in the cage. The chimpanzee first tried to pick up the banana with his

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hands. He did not succeed in that. Started playing with a stick. Once he succeeded in pulling the banana out of the stick cage. He then learned to get a banana with a stick.

Thus chimpanzees use two sticks, learn to use the box in the cage as a stool, etc. Interpreting these experiments, Kohler states that here the animal makes an intelligent effort at problem-solving. Can survey animal related situations. He further states that the animal suddenly sees the value of given objects as a means to achieve medicine. He termed this phenomenon as insight. The repetitive task of successful intuition is called 'learning by intuition'.

✓ CollHof the study-principles of evaluation:

CollHThe validity of the study-principles of R, an evaluation is presented here in terms of comprehensiveness, limitations, and usefulness in the classroom.

CollHStudies of Reasonability and comprehensiveness of principles

These holistic psychologists overcome the limitations of the fragmented psychology of structuralism and the mechanistic psychology of behaviorism. Influenced by the ideas of these holistic psychologists, Tolman sought to incorporate elements of applicability and calculation into behaviorism. Research by psychologists such as Gregory Razran and Godstein also shows that the highest type Realization of learning, is built on meaning and thoughtful understanding. Thus, Varnamar and Koller's ideas have had a lot of influence on modern psychological ideologies.

CollHHis holistic ideas have had a major impact on learning and memory. Alan Newell and Herbert Simon (1972), scientists who have worked on the parallels of human problem-solving with computers, have greatly appreciated Wertheimer's thinking and work on problem-solving. This small group of German holistic psychologists has had a profound impact even after their deaths.

These psychologists are considered the wise fathers of modern cognitive psychology.

A call to the totalitarian ideology presented by VerdhimerHA lot of momentum was given by the cooperation received by R and other colleagues. Induce it as a result, he is said to have laid the foundation of the current modern ideology of cognitive psychology by accepting abstract concepts like perception, transition, memory and giving a deep understanding of it. Thus the form of his doctrines became more comprehensive.

CollHLimitations of the study-theories of

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CollHRay laid a very strong foundation for modern psychology. Despite presenting theories that explain the processes of learning and memory very well on the basis of instantiation-power, psychologists such as Woodworth and Wallman have raised some criticisms against their theory.

1. As much importance as Verdhimer has given to the element of totality is indeed worth giving?
2. Intuition is not empirically proven, it is only an assumption.
3. Intuition is the result of cumulative learning. That is, prior experience is a prerequisite for intuition. It is not possible to solve a problem by intuition where there is no prior experience. (Harlow, 1949).

CollHEducational Implications of the Study-Principles of:

CollHA knowledge of the teaching-theories of R can be useful to teachers in classroom teaching in the following contexts.

1. Realization, emphasizes wholeness and meaningfulness. Opposed to fragmenting the learning-object. Hence different subjects and disciplines should be taught by integrating them.
2. Use of project-method and exploratory method as a teaching-method to encourage students' productive thinking. should do
3. For true and quick realization in students, their sense-organs should be functioning properly.
4. Learning through intuition increases retention and transfer. Hence problem situations should be provided more and more to give students an opportunity to use intuition.

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Unit:3 Teaching and role of teacher

Concept and form of teaching

Concept of Teaching:

We have seen earlier about the meaning of teaching and its concept. teaching term Addi + eis derived from His motivational essay: It happens. Adhyapati means to teach. This meaning can be understood by looking at the various definitions of teaching. in english language The word Teaching is used. We will try to understand the concept / meaning of teaching from different definitions of teaching.

"Teaching is a set of actions that are accomplished differently from person to person and situation to situation." -Bar

Teaching: The art of assisting another to learn. It includes providing of information instruction and of appropriate situations, conditions, of activities designed to facilitate learning. - (English and English)

Teaching is the art of helping others learn. It includes conditions and conditions for providing information to them to facilitate learning.

Teaching behavior, by its very nature, exists in a context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils and the interchange itself is called teaching.

- Flanders N.A

Learning behavior in its form emerges from social interaction. Pedagogy emerges from the interaction between the teacher and the students, it is called teaching.

A descriptive definition of teaching can be stated as follows. Teaching to impart knowledge and skill.

- BO Smith

Teaching is a process of transfer of knowledge and skills.

thus, Teaching means...

The process of helping students learn.

A process to help teachers acquire information and skills.

A process of reciprocal interaction between teacher and students.

A process of social interaction that occurs between teacher and student.

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✓ Mode of Teaching:

Education is the process of bringing about change in the behavior of a person. A process may result from the process. Since the result depends on the process, the results born out of an improper process tend to be unfair and harmful. A change of will can be brought about in a person through the process of teaching. Education is the process of discovering one's qualities. Therefore, the purpose of teaching is to discover the desirable elements in a person. Therefore, the purpose of teaching should be such that the overall development of the teacher can be achieved.

✓ of education layers: Planning, implementation And Thought counseling

• of planning phase((Planning):

This phase is also known as the preoperative phase. This phase is also called the planning phase of education. Here the plan is thought about to make the teaching successful before teaching in the classroom. what to teach? How to teach? How can students be motivated? Which method to use? Which technique to use? What educational materials are to be used? etc. are pre-considered in this stage.

This phase includes the following processes:

Formulation of Objectives: In this phase the teacher determines the objectives for the changes to be brought about in the behavior of the students. This objective provides specific direction for teaching. Objectives are written in practical form, then considers methods and techniques for achieving it.

Deciding on the content: The content presented to the students in this phase, it is organized. But the following points should be kept in mind while planning this content:

The need for content presented to students: Student Transactions, level of motivation required by the students Content and different methods to suit the students Techniques Sequenced presentation of the content: After selecting the content, it is made available in psychological and logical form, thereby ensuring an environment in which the students can learn easily.

Selection of teaching methods and techniques:

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After the presentation of the subject matter in practice, the appropriate method and technique are selected, which can be used to organize the presentation of content easily and beautifully

In this state Teacher makes lesson plans, how will he introduce the subject matter? How will students be encouraged? How to organize a complete lesson? Will select method, consider supporting material. If the material is not ready, decide to prepare it and then think about how to use it during the study.

thus, during this planning phase the teacher thinks about all the pedagogical aspects before going into the classroom. Here are all the pedagogical considerations that a teacher should consider before going into the classroom, which are as follows:

Who is Adhyeta?? What are his expectations?

Why I teach?

Time management

Equipment

Participation in classroom activities

Presentation of content

Innovation in teaching

✓ Implementation Phase (Execution) :

This phase is also known as interactive phase. These include all transactions that involve information until a teacher enters the classroom and completes the presentation of the content. At this stage the teaching-learning process is truly completed.

This is the implementation phase of lesson planning. Here teachers and professors directly participate in the learning process. There is no doubt that the professor works according to his plan but, this scheme is not rigid, it is variable. Whenever there is any difficulty in understanding the students, the teacher immediately thinks about it and makes necessary changes. The success or failure of teaching depends on the process between the student and the teacher. Three main things are considered in this phase: knowledge, diagnosis and reaction.

Knowledge: Jnana means knowledge through the senses. It happens from both the teacher and the student. After entering the class, the teacher tries to understand the class environment. He thinks about himself by comparing in class. Professors also deal with professors, gets to know his personality and his abilities, so interactivity can take place in the teaching-learning process. Soon after entering the class, the teacher makes a guess about the student present in the class.

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Diagnosis:The teacher's own and students' mental ability, tries to assess activity, interest etc. So teaching can be presented naturally. Students also try to evaluate themselves. The teacher observes the students present in the class and diagnoses them through different activities and predicts their abilities, aptitudes, attitudes and academic level.

Reaction:In this phase there is direct interaction between teachers and students. Sometimes a verbal or non-verbal process begins between the two as soon as the teacher enters the classroom. As soon as his lecture begins, a verbal exchange begins between the two. When the teacher asks questions to the students, the feedback process becomes faster. When the students will ask the teacher a question, the classroom comes alive when asking. In this way teaching is done through action-reaction and finally succeeds. Apart from diagnosing the students, the teacher presents the content to the students. During this presentation there is mutual interaction between the teacher and the students. Interaction is both verbal and non-verbal.

A person's spontaneity regarding an incident or event occurring during work, the immediate thought and the action inspired by it, which takes place during the original task itself, is called in-process thought or implementation. While doing teaching work, continuous consideration of the subject, modification of the work as necessary according to consideration, effect of teaching work through observation of the teacher, solution of the problem brought at the same time, reaction through intuition, independent decision of the individual, decision according to the situation etc. are considered. Here the teacher thinks about the following things while teaching.

Students are understanding academic content and content?

My focus is on the entire class? Do teachers focus?

Am I giving questions and feedback correctly??

The subject matter is developing in the right direction?

Giving opportunity to teachers to express themselves? Is it natural?

I solve the problem of the teacher?

Learning and Teaching

I teach confidently?

Give proper instructions?

The presentation is age appropriate for the student?

✓ contemplation Consultations Layers (Reflection):

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This phase is also known as the reactive or evaluation phase. After the completion of the implementation phase, the teacher examines his success and effectiveness. In this phase different techniques related to student assessment are considered, which includes the following:

Expected behavior change:Teacher to students, which seeks to determine the extent to which behavioral changes occur in subjects given learning experiences.

Selection of appropriate evaluation technique:The teacher chooses different activities to measure the changes that have taken place in the behavior of the students. In choosing the technique, it should be taken into account that it is reliable and standardized., he thinks about and implements different assessment activities in order to learn. In addition, in the reflection phase, teachers also evaluate themselves.

In simple language it means the causes of the event which became the reflection after the completion of the task, the reactive mental process of the behavior we have done, the characteristics of the behavior, the negative components of the behavior and how to correct it is called functional thinking. This issue could have been taught in another way instead of this way, so many improvements could have been made when the time came to act again. It is possible to change one's behavior by getting suggestions from others. In this phase the following things are considered:

The students were able to understand the content?

Teachers become partners?

Able to achieve predetermined objectives?

Appropriately employed teaching techniques?

What was there that I didn't like while teaching??

Something happened while teaching that I will remember forever?

I will remember the experiences of this lesson for the next lesson?

What are the weaknesses of this lesson??

Solved the problem that arose during the class session?

- ✓ of the teacher layers:memory level(Herbatian),Sense level(Morrison),contemplation level(Hunt)

Herbert's paradigm of rote teaching:

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objective((Focus):

To develop the following abilities in the students:

Training of mental aspects

Providing knowledge of information or facts

To recall learned information or facts.

Recall and retrieval of learned information or facts

structure((Syntax):

The memory level teaching method is divided into the following 5 (five) steps, also known as Herbert's Panchapadi.

PREPARATION AND STATEMENT OF OBJECTIVES

presentation / presentation

Compare and contrast

Conclusion and generalization

Experiment and use

SocietySystem:

The teacher is more active and dominant in the class.

He presents the material to the students, controls and motivates their actions.

The position of students remains secondary.

Students silently idolize the teacher.

Support / Evaluation System :

Assessment is both written and unwritten.

The exam lays emphasis on handwriting ability.

In non-psychological testing, emphasis is placed on memory and reflection.

✓ Sense level(Morrison)

purpose((Focus):

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Gain complete mastery over the subject matter? Teaching activities have emphasized not only the existence of facts, but also the dominance of content. Personality development of students is also considered at this stage.

structure:(syntax)

Morrison divides the comprehension level learning system into five steps.

- Checking of prior knowledge
- presentation
- Digestion
- arrangement
- Description or recitation
-

Check of Prior Knowledge: This step involves the following: Questions are asked to elicit prior knowledge. It is also called pre-behavior. The teacher analyzes the content and systematically arranges its components logically. It has to be kept in mind that the order of content is mentally valid. In the third act, The teacher decides how to present the new lesson units

Presentation: This step involves the following three activities. The teacher has to present the new content in small units, So the teacher established a relationship with the students Learning and Teaching can In this step the teacher has to diagnose the presentations as well as the problems of the students. Based on the diagnosis, The teacher has to decide how often the content should be repeated.

Digestion: When students pass the presentation test, Then they should proceed towards digestion. This step has the following characteristics: Paripaka aims to emphasize in-depth study of the subject matter. At the time of digestion, More emphasis is placed on the individual actions of the students. Students are given more time in the library and laboratory. Swadhyam is given to the student during Vishya. The main task of the teacher is to instruct the students and monitor their actions. The main purpose of Paripak is to give students an opportunity to generalize, So that they

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can dominate the subject matter. Mastery of the content should be tested at the end of the final and failed students should be given another chance.

Arrangement: The final phase ends when the student succeeds in the content examination. After this, the student enters at the level of arrangement or description. It depends on the nature of the subject whether the student proceeds to arrangement or narration after paripapakan. Morrison's arrangement means that, the student presents the material in writing in his own language. This last step of understanding is considered the mastery step. The level of arrangement ensures that the student can recall the main units of the text in writing without any assistance.

Description / Recitation : Each student has to present the text orally to the teacher and his peers. In this step, it presents a summary of the topic for each. Morrison's mastery is a method of description, the description level can also be given in writing.

socialSystem:

Understanding level teaching varies across different levels in the social system. Following are the various steps of social system:

In this system the teacher is the controller of behavior

Both teacher and student are active

Students can express their thoughts

In this system, both external and internal purposes are useful.

The teacher in the first two steps of understanding system, in the last three steps both the learner and the teacher become more active.

Evaluation System:

Written as required in the evaluation system, Oral, Discursive and non-analytical methods are used.

At this stage more emphasis is laid on the clarification of the subject matter.

✓ contemplation level(Hunt)

purpose((Focus):

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To develop original and independent thinking in students.

To develop critical and creative power in students based on the nature of the problem for its solution.

structure ((Syntax):

Presenting a problematic situation to the students.

Finding temporary solutions to problems by students.

Contemplation for support of imagination, contemplation, thinking.

Hypothesis testing and problem solving.

social system:

The class environment is completely independent.

Students are active and self-motivated.

Collaboration in class, there is an atmosphere of sensitivity and empathy.

Levels of teaching

Evaluation System:

An essay test is more useful.

Attitude of students, beliefs and partnerships are evaluated.

- ✓ of the teacher role:an ideal as,Facilitator as,the conversation the doer as,mate study the doer as,Contemplative profession as And of the classroom Researcheras

Teacher: As a role model (As a Model):

In the classroom, the teacher is not only the imparter of knowledge of different subjects but also a representative of the minority community. Its responsibility is to develop the best social qualities in the students. There is work to be done to make children good citizens. Students under the influence of the teacher do not just follow his orders, as well as imitating his character, habits and practices in his real life. So teachers not only talk to the students, but their behavior and personality A good role model should be provided. He should always display the best social and civic qualities before the students. An ideal person is someone whose actions we admire and strive to be like. A

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teacher as a role model tries to motivate his students to become like him. The role of a teacher as an ideal can be clarified based on the following points.

To exhibit excellent social qualities: A teacher as an ideal should display the best social qualities. He should be exemplary to the students by his moral and character practices. Truth before him students, social virtues like honesty, kindness, benevolence, sympathy, all-religious equality, hard work and dutifulness should be displayed in one's practice and one should continue to strive for the development of these best social qualities in the students as well.

Control over one's unwanted behavior: When a teacher is a role model for children, they observe and imitate him. So the teacher should also control his practices to develop the expected qualities in the students. Efforts should be made that no adulterous behavior takes place in front of the students.

To make students aware of their thinking process: The teacher should explain his thinking process to the students, how does he think? What do you think? And get a solution on how to solve the problem. Through this process it can develop students' decision-making ability.

Motivating Students: A teacher as a role model should inspire his students because there is no other motivator like inspiration, which can prepare students to act. A truly motivated person is able to learn anything new and solve any problem by himself.

Demonstration of values through one's conduct: A teacher not only imparts subject knowledge in school but also teaches a lot through his/her conduct. In the role of a role model, the teacher should present the highest values of life to the students by weaving them into their own practice.

Seeing this, the students also imitating them and putting social and moral values into their behavior.

of the teacher Role: Facilitator as

In the present education system, the role of the teacher is that of a consultant and facilitator in the learning process, not just a classroom manager or imparter of knowledge. As a consultant and facilitator of the learning process, the teacher has to construct knowledge and develop understanding among the students. With the development of psychology, today its principles are

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being appropriated in education. According to psychology it is believed that, Ignore knowledge is not useful for solving the problems that arise in life. But that knowledge has to be put into practice. In real life he uses knowledge. It derives solutions to problems through the process of thinking and reasoning. The role of the teacher as a facilitator of the learning process can be clarified based on the following points.

- study of the process facilityA teacher as a car puts more emphasis on the process of knowledge creation. In which the teacher connects the students to new knowledge on the basis of prior knowledge using logic and reflection.
- study Teaching of the process Facilitator as Teacher of students real life, formulates objectives keeping in mind his needs and interests.
- study-Teaching of the process Facilitator as Teacher by student Central of activities Planning done come is.here Students of enlightenment In the process Active as a join is And understanding level JGains knowledge.
- As a facilitator of the learning teaching process, the teacher strives for the holistic development of the students. He thinks of students as learning using multiple senses. Teacher action to students, encourages the acquisition of knowledge through an experiential and exploratory approach.
- Learning – The teacher as a facilitator of the teaching process creates a free environment in the classrooms in which there is maximum interaction between teacher-students and student-students and this process should be continuous.

The teacher as a facilitator of the learning-teaching process groups, is to manage the interaction and learning process in groups. The teacher initiates group discussions, asks thought provoking questions, determines teaching actions and ensures student participation. Thus a teacher as a facilitator of the learning-teaching process has to perform many types of transactions/tasks. As a facilitator of the learning-teaching process, the teacher has to perform the following functions:

Providing instruction to students in the role of a director.

Solving problems of students in the role of a consultant Advise for

Facilitate environment by being with students as a friend.

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Allow group members to act freely by being an impartial person.

As a manager looking after the activities of the group.

In this way it can be said that, the teacher's role as a facilitator of the learning-teaching process is as an organizer of the overall classroom processes. His responsibility is to observe the actions taken by the students and give suggestions where necessary.

Teacher's role: As a negotiator (mediator) (As a Negotiator):

The teacher in the role of a facilitator creates an environment for the learning-teaching process.

The teacher introduces some things in the environment in which the students interact, which acts as a springboard for students and influences their thinking process. The role of mediator or negotiator in the learning-teaching process is clarified based on the following points:

- study-Teaching In the process the conversation of the doer landAt work, the teacher creates a situation for students to discover something new. In which some problems are presented to the students in the classroom by the teacher, which students absorb and try to solve.
- of the classroom Physical to the atmosphere sizeSh, exciting and interesting so that students are motivated to learn and reflect.
- Teacher Students from what Find out is.
- JatiL helps students to identify problems.
- to the students of the inventor Constructive in the role appropriate location give is.
- Teacher to the students New And weird in the situation their by Received done of knowledge evaluation for appropriate opportunities finish give is.
- basic human ActiveEducation selects useful material from these and tries to mold it into an attractive form.
- study-Teaching In the process the conversation of the doer in the role Teacher any one to skill presented to do for appropriate statue established do is.
- of students PrevPresents new knowledge in a diverse manner based on knowledge base.

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- Teacher to the students Multisensory to experiences Intuitive way Use Curry can that for Various opportunities complete give is.
- to the students free me questions ask is, so that contemplation may develop in him,

It can be said that, in the role of a negotiator in the learning-teaching process, the teacher acts as a link between the students and the learning environment.

✓ Teacher:one co-the learner as(As a Co-learner):

Learning is not only a classroom process but, is a lifelong process. Where everyone learns something new from the environment every moment. Knowledge is infinite, it is impossible for any one person to acquire it within a fixed time frame. Thus the process of enlightenment is not complete for a person at any stage of his life. It involves continuous learning to acquire new knowledge at every stage and to combine new knowledge with prior knowledge. With the influence of new research and information technology, learning has become a necessity for every teacher today. A teacher is a lifelong student. Students have to continuously learn to connect new knowledge with prior knowledge. Due to the influence of new research and information technology, learning has become essential for every teacher today. A teacher is a lifelong student. Just as students study for continuous knowledge, teachers also need to continuously learn to make themselves knowledgeable.

A true teacher acquires new knowledge according to time and situation. He keeps his knowledge up-to-date by acquiring new information. The teacher's role as a co-learner motivates students to self-study have to do When a student views his teacher as a co-learner, he becomes intrinsically motivated and joins in his learning process.

In her role as a co-educator, the teacher becomes well acquainted with the real mental strengths and abilities of the students. He is aware of the learning status of the students and can understand which students can learn well in which conditions. Acting in the role of a co-learner allows the teacher to learn about the learning pace of the students.

In his role as a co-learner it is essential for the teacher that the knowledge he or she creates in this process is useful. The source of knowledge is not only the teacher, but knowledge can also be gained from students. By seeing the teacher act in the role of a co-learner, students engage with her work. A sense of mutual trust is born between the teacher and the students.

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A teacher acting as a co-educator should share his energies with the students, because this is a student empowerment process. Students work together with the teacher to develop mental and thinking skills. By working in a group, love, compassion, cooperation, kindness, benevolence, tolerance etc. are developed in the students.

thus, in the role of a co-learner the teacher has to perform functions like a facilitator. It creates an environment for students in which students work. The teacher should give the students the freedom to express their ideas and work as well as provide opportunities for them to work.

✓ The teacher: as a reflective worker (As Reflective Practitioner):

A teacher is the builder of a nation, which plays an important role in keeping the cultural heritage of the nation alive. A teacher prepares the new generation of children to live in a social environment. Reflective literally means contemplative, there is no teacher greater than reaction experience. Where the sun does not reach, there the poet reaches. Where the poet does not reach, the experienter reaches there. Experience teaches nothing. But when the experienter does some mental process about the experience and thinking about the experience, then the experience becomes the teacher. Thinking is the religion of the mind. "Reflective learning is the process of learning from experience, the first step before the labels of success and failure is reflective thought."

The teacher also to bring about the desired change in the behavior of the student are working. For the things we have to learn before we can do them we learn by doing them – Aristotle, reading, experiencing, making sense of the work that has been done by connecting the experiences connected with one's own life and making reactive decisions about it. A teacher as a reflective worker is concerned with teaching, curriculum, learning process, experience, teaching methods, classroom practices, educational tools, testing and evaluation, teaching objectives, or goals, etc.

Before teaching about, think creatively, critically and ethically during and after learning and decide on future course of action.

As a reflective worker, the teacher must constantly reflect on his/her own practices. Education itself is a living practice. Wherever a question arises, the search for its best solution is inevitable.

A deliberative thought process is fixed where the best solution is intended. Every student has a question for the teacher. Curriculum for teachers. textbook, classroom practices, academic activities etc. are in the form of questions. In short, a holistic education system requires consideration. One can climb the ladder of learning by taking steps based on thought, but reflective thinking can get the best of all these questions.

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✓ As a reflective worker the teacher should reflect on the three stages of teaching. :

As a reflective worker the teacher should reflect on the three stages of teaching. : 1. Before teaching 2. During teaching and after teaching. Donald Shaw has elaborately discussed these three stages. As a reflective worker the teacher should reflect on these three stages.

1. Before teaching: Here the plan is thought about to make the teaching successful before teaching in the classroom. What to teach? How to teach? How can students be motivated? Which method to use? Which technique to use? What educational materials are to be used? etc. are pre-considered in this phase.

2. During Teaching : A person's spontaneity regarding an incident or event occurring during work, the immediate thought and the act induced by it which takes place during the original act, is called thought during the act. During teaching the teacher thinks about the following things: Educational content and content Students

are understanding? My focus is on the entire class. ? Focused? Am I giving questions and feedback correctly? Is the content developing correctly? Do I give the teachers an opportunity to express themselves? Is the behavior natural? Solving the teacher's problem? Teaching confidently? Giving instructions properly? Is the presentation age appropriate for the student?

3. Reflection after teaching: Its meaning in simple language, reflection on the task after completion. The causes of the incident, the behaviors we performed at that time, the characteristics of the behavior, the negative components of the behavior and the reactive mental process of correcting it is called functional thinking. This issue could have been taught in another way instead of this. If it is time to act again, so many improvements can be made... by getting suggestions from others, it is possible to change one's own behavior. Think about these things.

The role of the teacher as a reflective worker based on the following points Can be specified:

- Reveals various dimensions of the problem.
- Analyzes and synthesizes parameters.
- Prepares a list of different solutions.
- Finds the best solution.
- Classroom discipline can be a solution.
- Plans activities effectively.

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- A person's behavior can be super understood.

✓ Teacher: As a classroom researcher (As a Classroom Researcher):

Teacher is the pillar of education process. He will not be able to update his knowledge and skills if he himself remains isolated from innovation and research. Therefore, the teacher should continuously research and implement effective classroom management. We believe that research can only be done by faculty working in universities or Ph.D. students., but this belief is erroneous. The problems arising in the classroom have to be solved by the teacher. So he has to play his role as a researcher to find a scientific solution to his class-behavioural problems. A teacher has to work as a researcher to identify the problems of his school and find their solution and to make school education quality. When many problems arise in the day-to-day teaching work of a teacher, he does not need to go to other experts to solve them but can solve them by becoming a researcher.

The role of the teacher as a researcher can be clarified based on the following points:

- A teacher as a researcher can understand the school environment and develop it qualitatively.
- A teacher does well in education using educational research.
- Effectiveness of all educational policies needs to be tested to make the educational system effective and efficient, based on which teachers can determine their strategies.
- Learning objectives as new technologies evolve, curriculum, assessment process, content have changed or improved, leading to the development of new teaching methods, techniques, teaching paradigms and educational tools.
- Their effectiveness can be tested with the help of academic research. A teacher can use it as a researcher to bring about qualitative improvements.
- A teacher as a researcher can examine the effectiveness of different methods and techniques related to student assessment and based on that can select the most effective and appropriate assessment methods and techniques for the age group of the students.
- A teacher as a researcher can develop healthy and effective interpersonal relationships in and out of school.

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- Some of the problems found at local level in school can be solved based on research.
- A teacher conducts action research related to a teaching-learning process or any solution related to education.
- Many problems in educational institutions are local level. So there is no need to do extensive research to solve it. In this situation, the teacher can conduct research on a small scale to solve the problem.
- Through research, the teacher becomes innovative and professionally equipped.

Unit:4 Innovation in Learning-Teaching

▼ A Teaching Sources:

Teaching strategies are the culmination of teaching experiences, is the result of experience, reflection and observation, an educationist named Hubbart Spencer discussed formulas in his book titled 'Education'. Dr. Welton has clarified the formulas and made them practical. Sutra is a linguistic way of expressing maximum richness of thought in few words. Sutras are truths of learning expressed in formulaic language. Sutras are not rules, not laws. Because, the foundation of sutras is experience, thought and observation, not experiment.

Teaching formulas are generalizations derived from teachers' experiences and ideas. Knowing these formulas and actually using them can be very useful for the teacher in his daily teaching work. The useful educational function of these sutras designed with the child mind in mind is a unique success. thus, teaching formulas are guiding pillars for successful and good teaching.

Importance of teaching formulas:(Importance of Maxims):

The fact that teaching formulas are useful in many ways in teaching shows their importance. Guides the teacher in lesson planning. Sutras are useful in moving from empirical to logical and from psychological to logical approach in the selection and presentation of lesson content.

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It helps in choosing a teaching method approach. E.g., moving from specific to general with respect to the arrival-departure mechanism. In the context of the comparative method, moving from the known to the unknown, and in the context of the project method, moving from the tangible to the abstract, are meaningful choices.

Slogans are of particular importance in the effective presentation of course points. E.g., moving from easy to difficult, moving from known to unknown make the presentation of the curriculum easy and gradual by weaving in the experiences of the students in the classroom.

Formulas play an important role in the implementation of new technology thinking. E.g., moving from easy to hard, structured learning strategies. Moving from analysis to synthesis is based on formulas like

Sutras become important in the selection and presentation of teaching methods and tools. E.g., moving from the whole to the fraction.

Sutras are useful in making students mentally ready by distinguishing their individual differences.

An important component of teaching performance is evaluation, in which the Sutras remain the guide... the beacon.

In short, teaching principles are the keys to teaching success. The teacher should develop the skills to use them in practical situations at appropriate places. If this happens, teaching can become fruitful. Now we will discuss some teaching formulas.

Review of teaching formulas:

- ▼ Moving from known to unknown (Proceed from known to unknown):

Meaning:

A child acquires knowledge through experiences from birth. The experiences before a child learns new unfamiliar things are called known things or prior knowledge.

A student's prior experience in acquiring subject-oriented skills is known among teaching skills. The child is led to new knowledge or unfamiliar matter or unknown matter by establishing the child's

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relationship at the cognitive and emotional level by verifying previous experiences or prior knowledge. In the beginning, the child's knowledge is limited and the teacher has to try subject-oriented skills to gradually develop knowledge of new or unknown things based on it. thus, it is the task of the teacher to build the edifice of new knowledge on the foundation of previous knowledge.

Examples:

A language teacher teaches a new story or poem with synonyms based on a familiar story or poem. A math teacher teaches geometry from the shapes of household objects. A geography teacher develops new knowledge about the geography of a district or state by testing the prior knowledge of the geography of a village or city. The science teacher checks the student's prior knowledge of the camera and explains the structure of the eye.

Advantages:

Teaching based on this formula has several advantages, which is as follows.

The relationship of the student is established at the cognitive and emotional level.

Learning new knowledge becomes easy.

By establishing a bridge between the known and the unknown, the student becomes ready to learn.

The combination of prior knowledge of the subject and new knowledge increases interest and interest.

- ✓ Moving from simple to complex (Proceed from simple to complex):

Meaning:

The points of the syllabus in which the mental process is reduced in comprehension are called easy whereas the points in the syllabus in which the mental process is deep or subtle in comprehension are called difficult or complex. Easy or difficult subjects should be decided from the

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student's point of view keeping in mind the strengths of the students. Initially the teacher should introduce simple things to create confidence, hence, the student's interest and willingness to learn will increase, gradually progressing towards more complex material.

Examples:

History has to teach the life of the first statesman then his politics. A math teacher teaches addition before teaching multiplication. Science should give an idea of the principle involved in the flight of rockets by flying balloons, Similarly after explaining the working of the ink filling tap it becomes easy to explain the working of the suction pump. New poems or lessons are taught based on the poems or lessons learned in the language.

advantages:

Teaching based on this formula has the following benefits:

Presentation of syllabus points becomes psychological.

Justice is done to the strengths of the students.

Students' attitude towards learning the subject becomes positive.,

Students' understanding of the subject develops.

Students' interest in learning increases.

✓ Moving from concrete to abstract (Proceed from concrete to abstract):

Meaning:

Tangible means something that can be known or felt by any of the senses of the body, thing or idea. Tangible means direct. Abstract means that which can be understood only by imagination or appreciation. Abstract means indirect.

Herbert Spencer says that a lesson should begin with the concrete and end with the abstract.

In the beginning, the child's mental development is not so developed that he can understand an abstract idea or concept. His reasoning power is in a state of development. Hence, students should be provided with tangible experiences. For this it is necessary to clearly structure the concepts of any subject by directly showing the educational tools. After this they should be made to think abstractly. Once the concept is clear, one should slide intuitively from the concrete to the abstract. As soon as one

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begins to understand the abstract, the tendency or activity to understand from tangible things should be removed, otherwise the development of the power to understand the abstract will stop. In the long run he should try to think abstractly. Because, the world of the abstract is much wider than the tangible.

Examples:

A math teacher should explain the concept of sum such that $2 + 2 = 4$ by counting fingers. The geographical situation of different continents of the geography can be explained by the sphere of the earth. One can develop the knowledge or understanding of concepts of such intangible things by taking a tour and observing tangible things.

Advantages:

Teaching work based on this formula has the following advantages:

The basic concepts of the students are well clarified and they become vivid.

Students' abstract thinking skills develop.

Students' true understanding of certain qualities and values develops.

Many abstract things can be explained on the basis of little tangible knowledge base.

monument, in a subject like mechanical engineering three-dimensional geometry, only one who can see the abstract clearly succeeds.

✓ Moving from the specific to the general (Proceed from Particular to General):

Meaning:

Finding general truths or properties of the same type from specific truths or examples of the same type is called going from specific to general. It is a matter of experience that children do not easily grasp general principles without giving specific examples. A teacher has to follow this formula in developing exemplary skills in teaching work. To develop this skill one has to resort to the arrival method. property, the teacher has to choose several examples of the same type to clarify the principle, rule or concept. Based on this students are encouraged to make generalizations about it. For this observation, testing, comparison and general evaluation are mental processes. Students derive a concept, attribute or theory on their own.

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Examples:

Theory of Counts in Mathematics, the concept of empty count can be clarified by giving examples.

Heating various forms of matter increases in size, a property that can be illustrated by examples in related experiments. In the language grammar, the method of arrival is used according to the formula.

Advantages:

The use of this formula in teaching has the following advantages:

Science, this formula is effective in making the arrival method practical in explaining subjects like mathematics and grammar.

Knowledge gained based on examples becomes eternal.

Comprehension is well developed as students do mental reflection on their own.

Since the arrival process is natural, the students are interested in learning.

✓ From the whole to the fraction(Proceed from whole to part):

Meaning:

This formula is based on holistic psychology. Gestalt psychologists say that our realization is first incomplete, towards the whole, then towards its parts or sections. The human mind always looks at the parts of a thing only after looking at it as a whole. It is only after the child sees the whole or the whole that he can better understand the interrelationship between its various parts.

Examples:

In poetry teaching, the language teacher first sings the whole poem and then explains its lines. A science teacher should have a complete understanding of the skeleton model and then teach the bones of the human body and their functions. A geography teacher will make the students stand on the top of a hill and first give the concept of the foothills and then the springs, will discuss fields, vegetation, depth etc. In language teaching, Vyakitarah method is used instead of teaching language itself. A sentence is a meaningful unit of language. From that it is more appropriate to go from words and words to alphabets.

Advantages:

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Using this formula has the following advantages in teaching:

A student enjoys the magnificence of any thing or idea by experiencing it as a whole.

In language learning, when students are able to read whole sentences, they automatically learn to read words and letters.

✓ Moving from Analysis to Synthesis (Proceed from analysis to synthesis):

Meaning:

Dividing the whole into parts is analysis, combining parts to form a whole. Going from the whole to the part may seem like a contradiction in terms, but in fact it is not. With this formula the child's knowledge which is imprecise, vague and uncertain is made precise, and fixed by analysis. We should understand both the above sutras in this context. First the child should be given an idea of the complete, whole thing. Again the whole thing should be analyzed into different parts. After analyzing these in different parts, they should be taken to the whole by combination.

Examples:

In the teaching of geometry, it is found that two right angles are equal by measuring the angles of different types of triangles and summing them. In poetry teaching, the teacher recites the poem once or twice to the whole class. Then the idioms in the poem, rhyme, ornamentation etc. analyze the different parts of poetry. After this process, finally discuss the beauty of the poem, combine it, sing the poem again and present it to the students to enjoy its holistic beauty.

Advantages:

Using this formula in teaching gives the following benefits are:

The knowledge of the students is certain, becomes clear and precise.

Develop students' analytical power and synthesis power.

Student develops new learning attitude.

The student can use the information obtained to find a solution to the problem.

✓ experiential from plausible Towards to go: (proceed from empirical to intelligible)

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Meaning:

A child acquires knowledge through experiences. Initially, the knowledge or understanding obtained through the use of the senses or experience is called empirical. Knowledge gained through experience based on observation and concrete ideas is empirical Knowledge gained through logic is abstract and intelligible, so it becomes harder. If the experience gained by the student is made the foundation of knowledge, it can easily be taken to intelligible knowledge through logic. Because, all knowledge cannot be gained through experience.

Examples:

A science teacher can use experiences like why sisters leave their hair loose after a bath or why hot tea is poured into a saucer before drinking to explain the action of evaporation. Why is it so from experience that even though it is the same heat, the soles of the feet feel warm by walking in the sand and not on the soil., why, with the help of such reasoning, the teacher can give the concept of retarder, conductor. To make intelligible the concept of plane points and eccentric points in terms of recognition of geometric shapes, the teacher illustrates the different planes of objects and makes their concepts plausible and logical.

Advantages:

Adopting this formula brings the following advantages in teaching.

The abstract power of the student develops.

The reasoning power of the student is developed.

It is well understood that experience is the foundation of knowledge.

By moving towards reasoning based on empirical knowledge, faith in knowledge is born.

Student's knowledge becomes comprehensible and precise.

The learning-teaching process is the heart of education. The main function of the school is related to learning-teaching. Learning is done in two ways.

(1) Independent study by professor

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(2) Learning through the help and guidance of the teacher.

Another type of learning is teaching. In the present chapter we have gained an understanding of both the learning and teaching processes.

✓ attention concentrated:(ATTENTION)Conceptualization and development methods

Introduction:

attention Concentration student And Teacher Both for important is.If student own attention concentrated Curry can So that Effective way Study Curry will be able to And If Teacher of the student attention concentrated done will be able to So His Teaching Effective will happen.

halfFocus is an important component in both learning and teaching. Concentration is what we colloquially call attention.

Teacher in class often saying be is K friends, pay attention here. Or addressing a particular student and saying where is your attention? In such cases the word meditation is basically used to refer to focus of attention.

no one of thing of realisation beginning attention by giving happening have is And That is J

Teacher wishing have is K Students attention give.

our surrounding in the world Manyfactors, consists of components. We do not take note of all of them in our mind. But some of their factors or components are noted in our mind.

This the mind-in the brainThe phenomenon of note taking can be called meditation. Beyond that, when a person integrates from the factors or components around him, selectively noticing some factors or elements in one's mind-brain can be called concentration.

✓ concept:

Definitions:

attention Concentration of Some prevalent Definitions This According to is.In the experience center

Inclusion purpose Some of insertions selection to do process. -Chaplain

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in the environment existing From the inventors own Interest And Attitude based on Absolutely of origin the person by of choice process as attention KFocus can be defined. - Sharma RN

second to the components instead of no one one J to the componentwith concentrationin consciousness to bring That is Focused attention- dumyille

Above Definitions looking at seems is K Concentration one A.V mental process is K of which by the person own surrounding in the atmosphere No AndOne of the stimulators chooses one or more special stimulators and concentrates on them viz, although there will be many stimuli in the classroom, students, boards, blackboard, windows, fans, tubelights, some charts etc. By becoming concentrated, the teacher places the udripaka in his consciousness.

Second Example let's take So.in the library Various of the subject Various Kind of Reading Materials Available have is Also reader its own Interest And Attitude based on no one Absolutely Reading of material J selection will do.

the person J of the process using own desire And Precisely as per requirementThe process of focusing one's consciousness by selecting stimuli is called concentration.

Features:

After looking at some definitions of concentration, its characteristics can be derived as follows.

- It is a choice-based mental process.
- A choice in it. The choice is based on interest and attitude.
- It is a process of physical adjustment.
- It has a state of readiness or reaction.
- The span of attention is limited.
- Concentration has a fickle or repulsive quality.
- It also has the quality of separation.

Form:

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- The form of concentration can be understood through the following points.
- It is not an ability or power but a mental process.
- It is dynamic, or a person's attention shifts from one stimulus to another momentarily. One has to train and practice to focus on a single source.
- It is a selection process. Selection means that out of the many stimuli present in the environment, one can focus on only a few stimuli and the rest fade into the background.
- This selection process interests the individual, motivation, need, desire etc. are affected.
- Due to selection, one ignores other sources. Even if those developers are not useful.
- Focused attention is a precursor to objectification. Realization is not possible without concentration.
- Since concentration is limited for a limited time and for limited resources, it can be said that the span of concentration is limited.
- The senses of the body at the time of concentration, the organs are all in a state of adjustment. So it is easy to concentrate. For example, turning the ears in the direction from which the particular sound is coming or turning the body in that direction is such an adjustment.

Ways to develop focus:

As teachers we want our students to be focused in their studies because, paying attention makes them study effectively. For this purpose, the teacher should try ways to focus the attention of the students and increase the concentration of the students.

Ways to focus:

The teacher indicates important points with colored squares while making notes on the chalkboard.

Use visual aids while teaching.

Center the arrangement on which the students are to focus.

The one to focus on is to introduce the inventor intensively.

Study by using large scale figures and other objects as far as possible.

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Keep introducing new things from time to time.

Short or transient generators should be replaced by longer duration generators.

Teach using dynamic animations instead of static charts- pictures. Repeat the new point frequently.

Introduce different content among similar content.

✓ attention Concentration to increase remedies:

Joint efforts of teachers and parents to increase concentration becomes necessary. A few activities are explained here to point the finger at the direction in which these efforts can be taken.

My My Today:

Under this activity, the child is asked to narrate his entire daily routine at the end of the day and how many questions are asked in between to get an idea of whether he was paying attention to that matter or not. like, What was the first thing he did on reaching school? What happened today in our house? etc. If the child cannot answer such a question correctly, he realizes that this matter has not come to my attention and later he will pay attention to such things.

Ball Games:

Many games are played with balls. Whether it is a game of bouncing a ball and catching it or a game of hanging a ball with a string and hitting it with a bat, all of them increase concentration.

One has to constantly concentrate on the ball while playing such a game, which fosters the growth of one's concentration.

Memory Game:

Arrange 40-50 different items in one place. Then give the child some time to see and remember those things. Finally ask them to list on a piece of paper all the things they see and remember.

Attention comes first in the memory process. So when we play a memory based game to the child, it becomes fruitful for concentrationis

Find the item:

Arrange small items in different places in class or at home. Then tell the child how many places you have hidden the object. Assign the activity to the child to find it. When a child engages in exploratory activity, he is ready for a certain type of stimulus that increases his focus. The game

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can also be played in a slightly different way. In which a child is given a picture containing various objects and a list of various objects is given and asked to find those objects from the picture. It is important to note here that many things should be visible in the picture.

Recognize Voice:

In this activity, the child is told to sit very quietly with his eyes closed for some time. The question is then asked how many sounds you heard during the time you were blindfolded. Whose voices were those? This activity develops the child's concentration and listening skills.

Other Activities:

There are many games or activities where the player has to follow the instructions of the player or else he is out of the game. like, Gandhi says game. Make a picture as per the instructions given by the teacher etc. The activity of walking on a narrow path at a slight height. If a child misses the target, the activity ends there. Introductory information on sample activities is given to increase concentration. But these are not the only activities that can improve concentration. These and many similar activities are useful for increasing concentration

can happen Teachers and parents prepare a list of such activities according to their understanding Can and use it to increase children's concentration.

Conclusion: Focus is of prime importance in learning and teaching. Meditation is also the first step in memory. So if students want to study effectively, their concentration needs to be more. The teacher should help the students to increase the concentration of the students. For that purpose the concept of teacher concentration, one should contemplate ways to increase concentration.

✓ Education PPratiman: Concept, Features, Introduction to Pratiman Pratiman

• Education PRatiman: Concept, Features

H. C. Weald has presented the definition and concept of education paradigm.

"Educational paradigm is a specific model, the process of shaping—reinforcing—behavior and action according to a pattern or ideal."

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Each paradigm helps to achieve a specific educational objective. Effective teaching, learning paradigms become useful for the development of teaching materials and curricula.

Bruce Joyce and Marsha Weil define education paradigm as follows Giving.

"Educational paradigm is merely a framework for teaching. Within it a specific type of situation is created for the achievement of specific objectives., in which the interaction between the student and the teacher is such as to result in the desired behavior change in the student."

According to Joyce and Marsha Weil, "A teaching model is a planning, a fine role model. This planning and model can be used in designing curricula (long-term study paths), designing educational materials, and providing guidance on teaching in classroom and other settings. A learning paradigm helps the teacher in creating, managing, and evaluating the unique learning environment. As a result every student becomes an effective and creative teacher by actively participating at every stage of teaching.

In Heimann's words, an education paradigm is a way of thinking, talking about education, in which certain facts can be organized, classified and interpreted.

According to Kornbeck and Gouge, the development of education paradigms is done by taking the basis of learning principles, so that teaching principles can be propounded through its application. In this view, a teaching paradigm is a basis or a first step to enunciate teaching principles.

Dr. According to Kulkarni Pratiman means

- why solution(solution-way)problem Hull Curry will be able to, develop and test and evaluate a conceptual framework to determine how and by what process the goal can be achieved.
- statue That is of solution development, planning for solution feasibility and implementation.
- ✓ concept attainment of the statue introduction

We know that, education is very important. Our courses also emphasize the teaching of concepts.

Concepts are considered the basis of knowledge and information. If we want to fully understand or present any information, we must have a clear understanding of the concepts involved. Merely giving or knowing a definition or taking or giving a few examples does not develop an adequate understanding of a concept. For this one has to use some kind of conceptual process. Bruner, Goodnow, and Austin conducted an exploratory study using such conceptual processes and proposed several theories. Based on these principles developed a paradigm for concept education known as concept acquisition paradigm. Joyce and Weil developed this paradigm into a systematic form – a hierarchy – and classified it into a group of instructional process paradigms.

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Objectives:

The objectives of the conceptual framework are as follows:

- Develop a thorough understanding of a concept or develop an understanding of the components of a concept.
- Developing inferential reasoning skills.
- Developing language skills.
- Studying concepts.

the stairs:

According to different methods for the teaching of concepts, the stages of concept acquisition have been determined. According to these methods - [1] acceptance orientation paradigm [2] preference orientation paradigm [3] unstructured content paradigms have been developed. We will only gain an understanding of the hierarchy of acceptance orientation paradigms here. The floor plan of this type of statue is divided into steps.

- Knowledge of information representation and concepts
- Conceptualization check
- Analysis of conceptual process

Let us briefly introduce these steps.

Presentation of information and theory of concepts: In this step, the teacher first gives an understanding of the activities that the students have to do at the different stages of the pattern. Then the nouns corresponding to the predicated concepts alternately present the examples. As each example is presented, the student has to distinguish the common qualities of the positive examples. He compares these qualities with the qualities of negative examples and makes inferences about the concept. The teacher keeps introducing new examples and the students test the hypothesis by comparing its merits and accept it or build a new hypothesis. Thus positive

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through this process Students recognize – understand – concepts based on similar qualities of examples. In between, the teacher keeps asking questions to know whether the student has understood the concept or not. Example in each student's own worksheet, keeps noting qualities and ideas.

Verification of concept acquisition: When students respond that they have understood the concept, it is tested in the second stage. Teacher presents some unnamed examples and students are asked to name them. Also new examples are asked to be presented, students are taken back to the first step if they do not seem to understand the concept. Finally the teacher asks the students to present the name of the concept, essential qualities and terminology. If the students cannot say the name, the teacher says the name of the concept.

Analysis of the conceptual process: In this step, the thinking method used by the students is analyzed to gain an understanding of the concept. This is the final step. The teacher asks the students questions regarding the ideas given to them. Ask students whether they thought about the same concept or quality together or more than one. The student can also be questioned about the idea that led to the rejection of his own idea. It is asked about how the qualities of the concept and the concepts help in the realization of the concept. In short, through the analysis of conceptual methods, this type of analysis helps students to determine which thinking method was more suitable for achieving the concept.

Educational and nutritional implications:

Every education paradigm is designed with a specific objective in mind. These objectives are called educational effects. But each paradigm provides other benefits besides the achievement of the set objectives. These other benefits are called the nutritional effects of the paradigm. Conceptualization paradigms also have educational and nutritional implications. The educational implications are as follows:

- Develops an understanding of the components of a concept.

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- Develops methods of concept formation.
- Helps in learning specific concepts.
- Develops inference reasoning skills.

The nutritional effects of this pratima are as follows:

- Increases awareness of options.
- Undoubtedly develops the ability to endure.
- Logical thinking in Pratyayana develops sensitivity.

Role of teacher and student:

The teacher's role while using the concept acquisition model is as follows.

- Teacher in the classroom Entering Before He to teach concept determined do is. Then then that of the concept Positive And Negative of examples Aggregation do is. of examples selection And WHen chani does it in such a way that his features are clearly noticed. The type and number of examples are determined according to the grade of the students. The medium for presenting the examples is also chosen keeping in mind the age group of the students.
- when pedagogy ThWhile you are there, the teacher manages and controls the activities of the students. Provides encouragement to students for interaction and free discussion. The arrival method prompts students to reason.

During the concept acquisition process, the teacher controls the students' activities as follows.

- Discuss how to strike a balance between the two student ideas By making
- By introducing more examples as necessary.
- Using students' ideas as much as possible.
- By encouraging students to find or create new examples.

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- By assisting students in analyzing and evaluating thinking methods.

The support system that becomes necessary for the implementation of the concept attainment paradigm, it is as follows.

- Equipping teachers to teach using the concept of achievement paradigm.
- Accumulation of sufficient examples to develop understanding of the concept (bank).
- Occasional viewing required for presentation of examples - audio equipment.

The roles of the students during the use of concept acquisition paradigms are as follows.

- Act according to teacher's instructions.
- examples, making a note about the qualities of the concept, ideas etc. in their work sheet.

evaluation:

Concept based written and oral tests are used. Both subjective and essay type questions are used. Students can be asked to identify concepts from attributes.

Use of concept acquisition model in classroom teaching:

If a teacher is to use the concept of achievement paradigm in classroom teaching, it must be planned. Three things should be specially considered in this planning. These three things are as follows:

Choosing and Analyzing Concepts: Age and intellectual level of the students should be kept in mind while choosing the concept. A concept should be analyzed in terms of its nature as well as its essential and non-essential qualities.

After the choice of concept Its specific objectives should be defined, because the choice of teaching methods is based on the objectives.

Third in this plan What matters is the selection and arrangement of examples, examples should be selected keeping the following in mind.

- Choose examples that clearly represent the concept.

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- The medium for presenting examples should be appropriate and appropriate to the student's art.
- The teacher should collect enough examples related to the concept so that understanding of the concept can be tested.
- Positive and negative examples should be arranged in such a way that students can get a clear and complete understanding of the concept.
- Positive and negative examples should be presented in such order that the merits of the concept can be systematically tested.
- A negative example should be presented first for teaching a disjunctive concept and a positive example should be presented first while teaching a conjunctive or relative concept.

If the examples are to be presented through any medium - equipment, it should be pre-arranged.

There should be adequate space for presentation, so that all students can see the tools for presenting the examples at the same time.

Language use of concept acquisition paradigm, can occur predominantly in science and grammar.

After using this paradigm, objective and essay type questions can be asked to evaluate it. Written examinations are more commonly used.

Abhikramita study:concept,principles And Abhikramita of study the stairs

- ▼ Abhikramita study:concept

ASome Definitions of Bhikramit Studies

"Structured learning is concerned with the selection and arrangement of academic subject matter with human learning in mind. It is the process of sequencing educational material in a way that maximizes the rate and depth of learning, develops understanding and the ability to apply knowledge to new situations, facilitates retention, and increases student motivation. It is a clear and definite process; An effective teacher does what he/she does intuitively."

– Tabler, Glaser, Robert and Schaefer (1965)

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"Directed learning is a method of self-directed learning, and is achieved through a carefully planned series of lectures, in which feedback is sought from the learner and then information is reported to support that feedback."-Killery and others (1976).

"It is a method of reordering educational events to have a concrete and measurable effect on the behavior of each acceptable student." – Suzanne Markle

"Progressive learning is a method of individualized learning in which the student is active and progresses at his own pace and is informed of immediate results. In this method the physical presence of a human teacher is not essential."-Dr. JR Sharma (1981-82)

"Graduate learning is based on the design of a teaching paradigm that takes into account the student's initial and target responses that are sequenced according to detailed schedules and that allow for intermediate evaluation of the sponsored strategy." – Prof. Gane

The word study is used in two ways. In its narrowest sense it is concerned with the ordering of a series of tasks and this arrangement is to be done in an academically sound order based on specific and specific principles. While in the larger context Abhikram includes the above-mentioned comprehensive preliminary work-the purpose of which is, analyzing goals, among other things, analyzing student and content characteristics, as well as extensive simulation with successful testing and revision of the first edition.-AK Bergstadt (1972)

Applied Learning: Principles:

[1] Principles of Small Steps:Abhikram is a large number of small- Simple – consists of sequential steps. In structured learning, content is broken down into a series of small steps. The sequence of steps has to be designed very carefully and skillfully. The steps should be small enough so that the learner can easily move from one step to the next with minimum mistakes. A student who knows nothing or very little about a subject can reach mastery through abhikrama. A student's learning becomes more effective if he proceeds in small steps. These small steps are presented in the form of initiative forms in which the study details are given and each active respondent is encouraged by the facilitators.

[2]Principle of active response(Principle of Active Responding):

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Another finding of the psychology lab was that the best learning occurs when students actively respond during learning. In other words "Learning by doing" means learning through active response. To this end some carefully worded fixed words may be introduced in the form of a firm. For each form the learner has to give feedback. This response can be written by the learner himself or he has to choose from the multiple options provided. The basic purpose of this theory is that the student must act on each form of information to assimilate the information through Mahavara.

[3] Instant Principle of Confirmation (Principle of Immediate Confirmation): Learning can be better and more effective if students know immediately that their answer is correct. This can be called a kind of reinforcement given while learning through abhikrama. To foster success and satisfaction the learner must immediately know that his response/task is correct.

According to this theory, the content is planned in such a way that the student immediately knows whether his answer is right or wrong. If the answer is correct, he can proceed to the second form, but if wrong then read back the same form before moving on to another form, thinking so as to increase the probability of a correct answer.

[4] Self-paced Theory: In online learning, each student can learn each step as slowly or quickly as they prefer. This is known as the principle of self-motion.

According to this theory, Abhikram structure content is organized in such a way that the student immediately knows whether his answer is right or wrong. If the answer is correct, he can proceed to the second form, but if wrong then read back the same form before moving on to another form, thinking so as to increase the probability of a correct answer.

Some students are naturally slower or faster learners than others. If the pace of normal classroom learning is too fast or too slow for the child, he cannot learn at his own pace, whereas in accelerated learning, each student can progress at his own pace. This principle regulates individual differences in the learning process.

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According to this principle, while creating Abhikram, just as a teacher teaches a student, the student self— Care is taken to be able to proceed at speed.

[5] Principle of student testing ((Principle of Student Testing): This is the most important principle of passive learning. The notes that the students leave on the strategy during the individual trial and group trial phases are very important for restructuring and revising the strategy. This is called the principle of student testing. This is called the theory of empirical testing (Also known as principle of Empirical Testing. Because, the experiences of the students are only useful in building the intention.

According to this theory, a student's learning experiences can be taken into account to develop a structured learning approach. Since the answers of each student are properly recorded, appropriate changes can be made in the approach based on the answers of the students. If some points are not presented properly then it is evident from the answers of the students. thus, changes in the approach based on student responses is called the principle of student testing.

[6] Principle of least error (A Principle of Minimum Error): The steps in Abhikram should be small enough and such that the student can easily move from one step to another with minimum mistakes. Through trial and error, the amount of learning is reduced to a bare minimum. Ideal attitude is absolutely wrong Can be without. Continued success reinforces the learning achieved and inspires further efforts. At any cost there should be no mistakes, as they become a hindrance to learning.

✓ Abhikramita study of composition the stairs

Instructive learning takes place in five main stages. Its different stages and stages are as follows:

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[1] Planning Phase :This is the primary stage of structured learning. It requires a careful study and contemplation of the subject matter by the writer of Abhikramita Sahitya. This phase includes the following:

- of the unit selection:This in the terrace Abhikram's the creator unit related to Various Information like K, the unit is selected by considering such things as the unit is pre-structured, the unit can be structured, the unit can be structured into smaller sub-steps in a logical sequence, and the designer dominates the unit.
- Determining the target group of the learner:A prior knowledge of the literature is essential for the students for whom the intended learning literature is to be composed. Age of target group students, intelligence, interest, absorption power and information about his previous experiences should be obtained.
- ANALYSIS OF LEARNER'S BEHAVIOR:The objectives to be achieved by the selected unit based instructional literature should be determined. These objectives should be written in present tense. Based on which an objective assessment test can be formulated.
- content Analysis: WOne should think about breaking down the topic into smaller points and presenting them in a logical order. The analysis should be done in a way that can be presented in simple language through various examples based on the content.
- Retrospective the test And target of the test composition: Abhikramita study literature ready ThA test should then be designed to test actual changes through its implementation. Questions for the achievement of predetermined objectives should be included in the test.

[2]by machineStructure of floating material:At this stage, after analyzing the content of the selected unit, the initiatives are written in form. It includes the following.

Formulation of the text of the decree:In this stage, the content is written by dividing it into small paragraphs. Content points should be linked in a logical manner. Teaching post in each firm, study post, test post should be included.

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Determining Method of Presentation: After formulating Abhikrams to him Using formulas like 'easy to hard', the presentation is decided.

[3] By developmental trial decision: In this phase, the forms prepared in the preliminary form are tested and necessary corrections are made. It includes the following.

- of reconstruction Verification: Experts are hired to remove any defects in the content of the form prepared in this step. Amendments are made based on expert opinion.
- personal trial: Abhikramita study ready done After to him small group Above trial done come is. from which Decree of composition issues Language, the defects in things like instructions can be removed.

[4] AbhiNoVerification of monetary system and sectors: In this phase, after testing on a subgroup, it is tested on a defined group with necessary changes.

- of the target group Learners on field Verification And evaluation: In this step the prepared literature is tested on a sample group. Necessary modifications to the program can be made after the trial based results are obtained. Errors in the Evaluation of Applied Studies Literature, issues such as program density and sequential flow are examined.

[5] Preparation of indexed guidelines : Guides are prepared to assist others in using adapted study literature. In which the Abhikrams are highlighted for making the folk food including the necessary instructions.

✓ CHARACTERISTICS OF INCREASED LEARNING:

England Prof. J. d. Williams cites three key features of learning.

- A stimulus (stimulus) should be provided to the learner, which gives information to it and receives from it a response or both (response and information).

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- A continuum is formed where the learner has to use the information received to answer or make a decision. means, in each form the student has to give a counter-answer.
- Immediately after giving the answer, the result has to be reported right or wrong.

These three things successively Forms a 'learning cycle' and this learning cycle is repeated over and over again in Abhikram.

In addition to this, there are also some special features of inflected learning,

Which can be expressed as follows:

- Considering the target group of learnersIt is precise in terms of 'Antecedent' and 'Target-Behaviour'.
- It is the process of presenting educational material in a sequenced manner that maximizes the depth of learning and the rate of learning, increases understanding and inspires students.
- It is the interaction between the subject and the learner (more emphasis on interaction).
- To the learnerIt is logically organized in clear steps to overcome the failure and resulting frustration.
- It should not be done at every step of educational presentation by firms
- The discernment required when applying the information it provides to a new situation, pays close attention to the power to cultivate generalizable understanding or extension of knowledge (the power of practical application).
- It involves the responsibility of learning by expecting feedback from the student at every step (responsibility of learning) is placed on the student himself.
- Concept of failure in structured learning (concept of failure) It is different from the passive understanding. Here, if the learner is unable to learn anything, then Abhikram is said to have failed, but it is not the failure of the learner. Hence, restructuring and acquisition of strategy becomes essential.
- It is an empirical test for measuring the effectiveness of an academic unit (Emphasis is placed on empirical testing).