

Principle of Learning Art of Education

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Date of Submission: 24-08-2021

Date of Acceptance: 09-09-2021

I. Meaning of Principle

Relationship between teacher and student is based on devotion. Student has great dedication to his teacher and teacher has great affection to his student. Student has devotion to his teacher because he has total believes that his teacher is the best, expert in teaching, has attractive personality and good character to be followed, and he may develop and uplift in his companionship.

Teacher loves his student therefore he goes on trying continues developing and progressing his student. He develops decency and integrity by refining his lifestyle.

Relationship between teacher and student is based on devotion. This devotion provides greatness and dutifulness to teacher and makes student submissive. Learning of student from his teacher depends on extent of his devotion on teacher. Student learns as much as he has as much as devotion on his teacher. Contrary to this learning slows down with decrease of devotion.

II. Concept of Principle of Devotion

1. Base of learning and teaching is devotion
2. Proficiency in teaching
3. Learning establishes relationship. Human heart and mind establishes Relationship.
4. Teacher and Student Way of Thinking
5. Strong objectives of education of teacher and student
6. Satisfaction on education induces better education.

1. Base of Learning and Teaching is Devotion

Base of learning and teaching is devotion on teacher. Devotion arouses trust, resulting into kindness and gentleness of student to teacher. Therefore student rigidly obeys command of teacher as Brahma's verdict. He follows his character and succeeds in life by following his instruction. Devotion of student to his teacher establishes intimate relationship between teacher and student which creates easy and interesting atmosphere learning teaching and makes student disciplined.

Devotion and confidence of student to his teacher creates greatness to teacher. He behaves according to his prestige in society. He develops his best character and personality. He develops proficiency and merit by learning and teaching his subjects. Teacher gives great affection to his student by the influence of devotion of student to his teacher and continues trying his development and progress. He refines his qualities and develops good behaviour and good quality.

In ancient time teachers had great honour and high place. Which is proved with the following rhyme?

“Gurur-Brahmaa Gurur-Vissnnur-Gururdevo Maheshvarah | Gurure Sakhat; Param Brahma; Tasmai Shri-Gurave Namah |”

“The Guru is Brahma, the Guru is Vishnu, the Guru Deva is Maheswara (Shiva),
The Guru is Verily the Para-Brahman (Supreme Brahman); Salutations to that Guru.”

That is to say that Guru is considered to be equivalent to the Brahma, Vishnu and Mahesh and their knowledge is to be understood as teaching of Brahma. Such type feeling exists in the following rhymealso.

“Guru - Gobind dou khade, kaake lagoon pay; Balihari Guru Aapne Gobind diyo batay”
Teacher is greater than God because by the grace of teacher God may be obtained.

In Indian culture the myth of Ekayalabya illustrate the devotion of student to teacher and success of learning. The legend in brief is as follows:

Ekayalabya had great devotion to Guru Dornacharya and wants to get education from him. But Guru Dornacharya was Guru of royalty. He used to impart education to princes only. Ekayalabya constructed the statue of Guru Dornacharya, did prana-prathista and got virtual education. He became the best shooter in of bow and arrow. Ekayalabya got education from Guru Dornacharya. Guru Dornacharya asked Ekayalabya, right hand thumb as his fee (Guru Dakshina). Ekayalabya happily gave his thumb to Guru Dornacharya.

Object of asking thumb as fee by teacher from student was to test his devotion as well as to refine his talent also and the student got successes in this test. Ekayalabya was unable to take aim without right hand thumb, but he made new record by taking aim with left hand.

2. Proficiency in Teaching

For teaching it is essential that educator should be proficient in his subjects. It is said that a lamp with flame can lit other lamps. Extinguished lamp cannot create light in dark. In ancient time teachers were learned brhmins and society had great dedication to them.

If teacher have expertise in his subjects he can satisfy the curiosity of his student. Student earns confidence and devotion by heart to teacher. Thus for learning and teaching, teacher should have proficiency in his subjects.

In the story of Bhagvat it is stated that “The learned orator should have capacity to narrate story in an interesting way with citation of easy examples, should only recite the story of Bhagvat”

The explanations of the subject matters with easily understandable, in interesting manner and in enjoyable environment, is called the art of education. The teacher having deep knowledge of subject matter can be proficient in art of teaching. Full proficiency in subject matter and authority is the basis of art of education. Incomplete and superficial knowledge is the greatest barrier in learning art of education.

According to the principle of five steps principle of Harbart’s or children-based education methods presentation of subject matter to the students has the following steps.

1. Objectives of subject or parts of subject,
2. Introduction
3. Objective Statement
4. Presentation
5. Evaluation
6. Class Work
7. Home Work

The teacher decides what has to be presented the subject matter to the student in a period of 30 minutes. He has to present the general and specific objectives, tries to know the knowledge students already have, co-relates fore hand knowledge with the new one, create curiosity. All these he has to be done within 3-4minutes.

Presentation is the main component of the education. Presentation is done in two parts. As per demand teacher chooses suitable method of education like lecture, questionnaire, reading etc. With the help of site specific additional educational aid teacher creates interest and make it alive teaching. Subject matter is presented with examples, new facts and co-relation with other subjects. Children are activated with their co-operation in the presentation. Their difficulties are under stand by asking questions.

After completion of first step, in the second step their difficulties are identified by asking objective questions and their difficulties are solved. Thereafter both steps are summarised. By asking short questions in the class work understanding of student is evaluated. At the last the student are given home work, students are given the chance of self study and thinking and supposition of subject matter.

In Harbart’s or children-based education methods, for introduction of class work and home work 15-20 questions are prepared. Such questions can be easily prepared with proficiency in subject.

3. Learning Establishes Relationship. Human Heart and Mind Establishes Relationship

There should be strong and intimate relationship between teacher and student for fast process of learning and teaching. Teacher established intimate relationship with student as student has devotion to the teacher. Student have as much devotion to teacher, teacher has that much love with student.

Swami Vivekanand has placed teacher as friend, advisor and guide of a student. According to him teacher should have infinite love, patience and real sympathy and should remove all hinderance in earning knowledge. Teacher should establish intimate and personal relationship. He should absorb his power in attitude of student.

Mahatma Gandhi says that teacher should be as friend, advisor and mentor of a student. He should react amicably with the attitude of student. He should not be indifferent with the worries of student but advise him how to be getting rid of worries. He should act as mentor to resolve the problems of student.

The basis of strong relationship between teacher and student is the devotion of student to his teacher. It

is essential that society honour the teacher. To get devotion from student teacher should be good at in his subject, should have high character, attractive and impressive personality, ability and influential. As the teacher perceives that he is a person of esteem profession of teacher ship; society have full devotion and faith on him. This type of feelings induces the teacher to be proficient in subject, expert in education, refinement in personality. And thus process of to be the best teacher takes places.

Principles of devotion are also applicable between trainee and teacher's trainer. Teacher's trainer is superior when he has good knowledge in his subject, proficient in art of education. If the Teacher's trainer has influential personality, trainee learns quickly the art of education.

4. Teacher and Student Way of Thinking

For learning and educating; way of thinking of teacher and student have important place. Education is the great profession. Teacher is a builder of nation. He is not just a servant. Knowledge imparted by teacher is priceless. Where teacher has honourable position in the society, this way of thinking may be in mind and heart of a teacher. Teacher may have honourable position in the society when student and society have devotion to the teacher. The way of thinking of goodness in thinking; induces instinct of self assertion in Teacher.

Devotion of student on teacher arouses love to the student. Any short coming in student is painful to teacher which makes teacher sensitive. Teacher does more efforts for development of student. Teacher's instinct of love to student induces protection of student.

Dedication of student to the teacher produces devotion and faith in teacher. Devotion and faith accelerate process of learning.

Mother is said to be first teacher of a child. Mother gives preliminary information on speaking, walking, language, good behaviour etc to the child in home. Most mothers are fully successful in imparting above knowledge to child. Relationship between mother and child is based on love. Love of mother to his son and daughter induces devotion and faith in children. This devotion and faith encourages child to obey mother's instructions, and child learns preliminary knowledge easily. Because of infinite love to child she remains sensitive and aware towards child. If child do not learn walking and speaking timely (within a year) she worries and tries all sorts of efforts including treatment of doctor, worship and prayed to god, fasting and gimmicks.

5. Strong Objectives of Education of Teacher and Student

Process of learning and teaching is influenced with strong objectives of education of teacher and student. Objective of education is to acquire knowledge but not only giving certificate. Education should be for capability, not for success. With the capability success is obtained automatically. By education there should be overall development of child i.e. development of physical, mental, spiritual, character, and moral values.

By having clear and complete knowledge of objective of subject, teacher is successful in imparting education. Teacher can evaluate the ability of student and success of education through objective question, class work and home work. If development of physical, mental, spiritual, character, and moral values are not achieved in student the teacher is unsuccessful in teaching.

Teacher, student and society have clear objective of education, the process of teaching and learning becomes fast and effective; otherwise education becomes merely a formality.

Faith of society on teacher makes strong objective of education of teacher which in turn the teacher tries to achieve objectives.

According to Swami Dayanand and "this is my strong believe that teacher should have specific qualities of education". If such qualities are lacking in teacher, students cannot be made well behaved, truth speaker, overpowering and knowledgeable person. Who knows meaning of words, its synonyms and its relationship, is free from false proud, deception, imparts education which have unlimited love with student, liberal and impartial with students is a teacher.

According to Swami Vivekananda: "Education is the development of intrinsic qualities of human." According to Mahatma Gandhi "I mean from education is all round development of the best qualities of both body and soul of children and men.

Society expects important and ideal qualities from a teacher and to discharge his great duties. For this should have full honour and devotion to teacher. Devotion and faith in teacher arouses feelings of discharge of important duty with dedication.

6. Satisfaction on Education Induces Better Education.

Teacher gets satisfaction on education. If this satisfaction is positive and good then teacher is encouraged to give good education. Teaching is an art which requires practice and creativity. As a painter or sculptor gets encouragement by admiration of his creation similarly teacher gets encouragement by honour for his teaching from student and society. Teacher gets great pleasure from achievements of his students.

To learn art of education teacher should experience positive and good satisfaction from education. Experience of positive and good satisfaction encourages teacher to learn better art of education. From better art of education students learn quickly.

Most of teachers like to take degree of B.Ed. and D. Ed. than to learn art of education. In spite of being trained they are unable to utilize art of education. They get negative satisfaction from education in the class room. Which causes them to be indifferent from education and leave from education?

Students learn easily and quickly from better art of education and they enjoy and take interest in learning. Teacher gets good and positive satisfaction. Good and positive satisfaction encourages teacher for better art of education.

Ignorance of art of education and superficial knowledge of subjects makes the education boring, complicated and heavy; process of leaning becomes slow. Students remain unsatisfied and disinterested. Teachers also get negative and bad satisfaction from such education which makes teacher indifferent and leave teaching job. Such teacher understood that cramming the lesson is the teaching. Students do not develop any quality and confidence in study.

Experiment-1

Before making plan of lesson and exercise of teaching 10 D.Ed. trainees were informed about society's view and honour to teacher and expectation from teacher. One good teacher was made aware about character, behaviour, and personality of teacher. And after his deep study on topic of the subject, planning of lesson and he did practice teaching. The process of art of teaching was accelerated in 10 D.Ed. trainees and students grasped the topic easily. After practice of teaching they got positive and full satisfaction and inspired for better art of teaching. After each exercise; better creativity were seen in their art of teaching.

I was teaching in-service teachers under D.Ed. through correspondence course in contact classes for three years. I supervised and reviewed their lesson plan and practice teaching of 200 trainees each year. I did above experiment for three batches per year for three years. The results are as follows:

1. Teachers got good understanding of their duty and became dutiful in teaching.
2. They gain full efficiency in teaching topics.
3. Teachers realized respect and greatness of their profession by heart and mind. Friendly relationship developed between teacher and student. Character and personality of teacher became attractive and influential. Student inspired and became dedicated to teacher.
4. Teacher learned that intrinsic power of student should be developed through education; objective of education is to impart knowledge but not only to give certificate.
5. Positive attitude occurred in teachers and student. Teachers discharged his duty with dedication. Devotion aroused in student to their teacher, teacher became affectionate to students. Student developed devotion, faith in teacher, thereby process of learning became fast.
6. Teacher perceived good feelings and with their internal inspiration, made their teaching effective, attractive, interesting. And thus their teaching became superior.

Experiment-2

District level Activity Study "Study of attitude of teachers towards teaching and post school activities":

This research gives the following results.

- Good attitude towards teaching
- Have respect to their profession
- Are satisfied in their work
- Selected this profession according to their interests
- Were aware of character and personality of teacher Those teachers who have the above understanding
- Process of learning was quick,
- They were having deep knowledge of subjects and efficiency in teaching,
- Relationship between teachers and students were good
- Have good honour in society
- Guardian, public and principal gave respect to them
- Students were having good devotion
- They were aware of capacity of students
- Were confident to teach students
- Can further develop capacity of student
- Students were having zeal of knowledge
- Student did not had attitude of copying in exam and escaping from school
- They were getting absolute satisfaction

- They were not interested in clerical work and going tour on teaching work. Contrary to this those teachers who were found to be
- Negative attitude towards teaching
- Not having satisfaction in teaching
- Adopted teaching profession as they did not got any job
- Personality and character did not match with personality
- Lack of feelings of responsibilities to wards society In such case the following negative things were found
- Process of learning of students was slow
- Lack of proficiency in subjects
- Lack of knowledge and understanding of subjects
- Gap in relationship between teacher and students
- They were indifferent from difficulties and worries of students
- Students scared from teacher
- Students hesitated to disclose their difficulties
- Lesser honour from principal and members of public participation
- Lack of dedication on teacher
- They mean teaching as to cram up lesson and getting certificates
- Had attitude that students come school for mid day meal only, cannot be taught and are stupid, their environment is worse
- Students followed the instructions of teacher to a lesser extent
- Students had attitude to copy in examination
- Students were found to escape from school
- Students tend to produce noise in school
- Teachers felt severe pain in attending school and teaching
- Teachers were interested in clerical work and going on tour for nonteaching work. The above comparative study proves that
- Teaching efficiency occurs with positive attitude of teacher
- Process of learning and teaching goes fast
- Society have honour towards teachers
- Encourages teacher for teaching
- Teachers gain efficiency in their subjects and tries to make efficient art of learning
- Good relation between teacher and student is established
- Teachers develop positive thinking
- Students and teacher both earn knowledge though positive efforts
- Students get overall development of intrinsic capacity and quality
- Teachers get immense satisfaction with development of capacity of students
- Encouraged to develop art of education more attractive and effective.

Resume of Dr Raju Mohabe

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Educational Qualification	Degree/Certificate	Year	University/Board
	Ph.D.	1991	Pandit Ravishankar University Raipur Chhattisgarh India
	B.Ed.	1993	Barkat Ullah University Bhopal India
	M.Com	1984	Pandit Ravishankar University Raipur Chhattisgarh India
	B.Com	1981	Pandit Ravishankar University Raipur Chhattisgarh India
	H. S. S. C.	1978	Board of Secondary Education Madhya Pradesh Bhopal India
Teaching	From	To	Position

Experience	July 1983	March 1985	Assistant Teacher
	March 1985	August 1998	Lecturer Commerce
	August 1998	August 2009	Principal High School
	August 2009	August 2010	Principal Higher Secondary School
	August 2012	Till date	
Administrative Experience	August 2010	August 2012	Block Education Officer
Research Experience	Publication of Ph.D. Thesis/Research Papers/Research Reports		
	Ph.D. Thesis (1990): Agriculture Input-output Analysis in Rajnandgaon District Chhattisgarh, Department of Commerce Pandit Ravishankar Shukla University Raipur C.G.		
	Mohabe Raju (2006): Principle of Alternative Tax System; Abstract, 1 st Annual Conference January 28-29 Bilaspur Chhattisgarh Economic Association Department of Management Studies & Department of Economics Guru Ghasi Das University Bilaspur C.G. Pp 59-60		
	Mohabe Raju (2006): Communication Problem Between Block Education Office and School" submitted to State Council of Research, Education and Training SCRETRaipur Chhattisgarh unpublished paper Pp 142		
	Mohabe Raju (2008): Attitude of Teacher Towards Teaching & Other Activities in Rajnandgaon District submitted to State Council of Research Education and Training SCRETRaipur Chhattisgarh unpublished paper Pp xii & 65		
	Mohabe Raju (2009): Deficit of Consumer Abstract Status of Rural Development Historical & Present Status, Abstract National Research Seminar, Organized by Government Kamla Devi Mahila Mahavidalaya Rajnandgaon , pp 69		
	Mohabe Raju (2012): Psychology of Teacher, Swabhiman Samajik Society Rajnandgaon Pp 211.		
Workshop Coordination Experience	Mohabe Raju (2007): Hypothesis of Evaluation, Basic Training Institute Dongargaon District Rajnandgaon Pp 17		
Master Trainer	General Election, Population Census, Survey of Below Poverty Line Community		

Dr R. Mohabe. "Principle of Learning Art of Education." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(5), (2021): pp. 01-06.