



Subject: Principles of Education

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Chapter 1

Education

Theory of Learning for jean Jacques Rousseau

He stresses the importance of a progressive education adapted to the individuals developing needs so to follow "the natural progress of the human heart.

Types of Education

Education goes beyond what takes places within the four walls of the classroom. A child gets the education from his experiences outside the school as well as from those within on the basis of these factors. There are **three main types of education**, namely, Formal, Informal and Non-formal. Each of these types is discussed below.

Formal Education

Formal education or formal learning usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school.

Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree. It is associated with a specific or stage and is provided under a certain set of rules and regulations.

The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction. It also observes strict discipline. The student and the teacher both are aware of the facts and engage themselves in the process of education.

Examples of Formal Education

- Learning in a classroom
- School grading/certification, college, and university degrees
- Planned education of different subjects having a proper syllabus acquired by attending the institution.

Characteristics of formal education

- Formal education is structured hierarchically.
- It is planned and deliberate.
- Scheduled fees are paid regularly.
- It has a chronological grading system.
- It has a syllabus and subject-oriented. The syllabus has to be covered within a specific time period.
- The child is taught by the teachers

Advantages of Formal education:

- An organized educational model and up to date course contents.
- Students acquire knowledge from trained and professional teachers.
- Structured and systematic learning process.

- Intermediate and final assessments are ensured to advance students to the next learning phase.
- Institutions are managerially and physically organized.
- Leads to a formally recognized certificate.
- Easy access to jobs.

Disadvantages of Formal education:

- Sometimes, brilliant students are bored due to the long wait for the expiry of the academic session to promote to the next stage
- Chance of bad habits' adoption may be alarming due to the presence of both good and bad students in the classroom
- Wastage of time as some lazy students may fail to learn properly in spite of motivation by the professional trainers.
- Some unprofessional and non-standard education system may cause the wastage of time and money of the students which leads to the disappointment from formal education and argue them to go for non-formal education.
- Costly and rigid education as compare to other forms of learning

Informal Education

Informal education may be a parent teaching a child how to prepare a meal or ride a bicycle.

People can also get an informal education by reading many books from a library or educational websites.

Informal education is when you are not studying in a school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home.

Unlike formal education, informal education is not imparted by an institution such as school or college. Informal education is not given according to any fixed timetable. There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.

Examples of Informal Education

- Teaching the child some basics such as numeric characters.
- Someone learning his/her mother tongue
- A spontaneous type of learning, “if a person standing in a bank learns about opening and maintaining the account at the bank from someone.”

Characteristics of Informal Education

- It is independent of boundary walls.
- It has no definite syllabus.
- It is not pre-planned and has no timetable.
- No fees are required as we get informal education through daily experience and by learning new things.
- It is a lifelong process in a natural way.
- The certificates/degrees are not involved and one has no stress for learning the new things.
- You can get from any source such as media, life experiences, friends, family etc.

Advantages of Informal Education

- More naturally learning process as you can learn at anywhere and at any time from your daily experience.
- It involves activities like individual and personal research on a topic of interest for themselves by utilizing books, libraries, social media, internet or getting assistance from informal trainers.
- Utilizes a variety of techniques.
- No specific time span.
- Less costly and time-efficient learning process.
- No need to hire experts as most of the professionals may be willing to share their precious knowledge with students/public through social media and the internet.
- Learners can be picked up the requisite information from books, TV, radio or conversations with their friends/family members.

Disadvantages of Informal Education

- Information acquired from the internet, social media, TV, radio or conversations with friends/family members may lead to the disinformation.
- Utilized techniques may not be appropriate.
- No proper schedule/time span.
- Unpredictable results which simply the wastage of time.
- Lack of confidence in the learner.
- Absence of discipline, attitude and good habits.

Early education is based primarily on the senses; promotes direct contact with the physical world; no book learning for early education.

Learning is done through trial and error, experimentation through concrete medium.

Only book allowed a child was Robinson Crusoe because it describes a man's reliance on his own ingenuity and resourcefulness.

Rousseau recognizes the need for the child to be prepared for the future. Within the child is a reservoir of potential energy they do not need immediately; the educators task is to hold back the energy until it can be used effectively.

After lessons of necessity, lessons of utility are to be learned to develop reason to be applied to what interests and helps him.

A positive education begins only when the child becomes aware of his relationships with other people based on sensibility, particularly the innate feeling of pity, and later love and aversion.

Primitive stage complete, move onto involving ourselves in relations with the physical realm of nature and the world of human beings.

Dewey's Theory of Education

Dewey's thoughts on education, originally published in his 1938 work Experience and Education, analyzed both traditional and progressive education. Traditional education's focus was more on curriculum and heritage, defining a student's learning path for them; a progressive education focused on the student's interest rather than that of the instructor or subject. In Dewey's opinion, neither of these

schools of thought were sufficient. Dewey believed that traditional education was too strict ,He believed that traditional education left little regard for the learner's interests and progressive education was too individualized.

Not being fully pleased with either philosophy, Dewey proposed a new educational theory, which highlighted the role experience plays in education. According to Dewey, powerful educational experiences are a result of two fundamental principles: continuity and interaction.

Dewey combined these two principles, stating that one's present experiences are a direct result of how their previous experiences interact with and influence their present situation. Simply put, Dewey stated that human experiences- past, present, and future- influence the capacity to learn. He once said that: 'Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself.'

What are the functions of education towards individual, society and country?

Education is essential for every society and individual. It is life itself but not a preparation for life. Man has various qualities. These qualities of the individual should be developed for the improvement of the country. So education plays a complementary role for overall individual, social and national development. It enables an individual to realize his highest self and goal. The key functions and roles of education towards individual, society and country are listed below.

Functions of education towards individual:

(1) Development of inborn potentialities- Education helps the child to develop the inborn potentialities of child providing scope to develop.

(2) Modifying behavior- Education helps to modify the past behavior through learning and through different agencies of education.

(3) All-round development- Education aims at the all-round development of child- physical, mental, social, emotional, and spiritual. child can earn its livelihood getting proper education, which has

Productivity. The education should be imparted according to the own interest of the child.

(5) Developing personality- The whole personality of the child is developed physically, intellectually, morally, socially, aesthetically and spiritually. He is recognized in the society.

(6) Helping for adjustability- Man differs from beast. Man has reasoning and thinking power. Man tries his best to adjust with his own environment through education.

Functions of education towards society:

(1) Social change and control:

The society is never station. It is progressive and dynamic. The child lives in society. It is the social environment where the personality of the child can be developed. The old traditions, customs are preserved and transmitted with the situations, which are ever changing. We should not think or believe in the blind beliefs, which are hindrances towards our development.

Education helps to walk with the development of science and technology.

(2) Reconstruction of experiences:

Education is life-long process. Life is education and education is life. Life is full of experiences. One cannot live with his experiences, which are unable to adjust in the society. So education helps the individual to reconstruct the experience and adjust with the environment.

(3) Development of social and moral value:

There is no social or moral value. Now the man is behaving like an animal. Animality can be changed with moral education. Education teaches the moral value and social value like co-operation, tolerance, sympathy, fellow feelings, love affection, respect towards elder, helping the poor and needy persons.

(4) Providing opportunity or equality:

Indian Constitution has introduced the term 'equality' because we are not getting equal opportunities in all aspects. Education teaches us to give equal opportunities in all aspects irrespective of caste, creed, color, sex and religion.

Functions of education towards nation:

(1) Inculcation of civic and social responsibility- Education helps to make rising generation to understand its rights and duties as citizens of a democratic country.

(2) Training for leadership- The leadership quality of the individual is developed when he participates in all spheres of social, political, religious and educational activities.

(3) National integration- We are living in one country having diversities in respect of color, caste, language, diet, dress, habits and physical environment.

Educational integration leads to emotional integration. Education trains people for unity, not for locality, for democracy and not for dictatorship.

Education serves the most important end of educating the man.

(4) Total national development- Education helps for bringing about total national development by developing its all aspects i.e. social, economic, cultural, spiritual, moral, educational, etc.

Therefore, really education is an essential ingredient for all ages and stages of the life of an individual, society as well as the nation. Education can be a real panacea for all social evils.

Language and Education

In discussions of language and education, language is usually defined as a shared set of verbal codes, such as English, Spanish, Mandarin, French, and Swahili. However, language can also be defined as a generic, communicative phenomenon, especially in descriptions of instruction. Teachers and students use spoken and written language to communicate with each other—to present tasks, engage in learning processes, present academic content, assess learning, display knowledge and skill, and build classroom life. In addition, much of what students learn is language. They learn to read and write (academic written language), and they learn the discourse of academic disciplines (sometimes called academic languages and literacies). Both definitions of language are important to understanding the relationship between language and education.

What Is The Difference Between Teaching And Instruction?

Teaching is explaining how something is done while instruction is telling how something is done. These two go hand in hand together but are oftentimes confusing since they are almost similar in meaning.

Teaching is more complex in nature. When we talk about teaching, we are dealing with different techniques, strategies, and approaches that will facilitate learning. Teachers have to come up with varied instructional materials and must use the right strategies in teaching their lessons.

Teaching is also a never-ending process. By the time individuals start going to school to the time they graduate and start working, they're involved in the teaching-learning process. They don't only learn from teachers but also from those around them.

This makes teaching both formal and informal. It is formal when it occurs inside the classroom or informal when you learn things outside the portals of the school. For instance, you learn to read and write in school with the help of your teachers. On the other hand, your parents teach you informally about living life and correct values.

When we talk about instruction, it's not as complex as teaching. Instruction is simply giving direction. You instruct someone on what to do and how to do it. For instance, in school your teachers on how to answer a test or how to perform an experiment give you instructions. After which, you are simply left to do your work on your own.

Instruction makes learners dependent on the teacher. You're told what to do and oftentimes, there are steps you need to follow. Instructions must be understood and followed strictly in order to accomplish a particular task. Once you fail to do so, you will not be able to finish the task correctly.

Teaching and instruction go together especially in education. Both are needed in helping people learn and develop as individuals.

5 principles of education

I write a lot about teaching methods and research, yet [I recently argued](#) that educational progressivism is not actually a set of methods as much as it is a set of principles. I reject progressivism and so what are my alternative principles? I've had a go at drafting them. See what you think.

1. Civilisation is fragile and education sustains it

We live in a unique period of human history where large numbers of people are able to live relatively safe and healthy lives, free from a daily battle for survival. Yet civilisation is constantly under threat from climate change, extreme ideologies and war. Education is the means by which we sustain civilisation and so it is the highest possible calling. Without it, there would be no doctors, no lawyers and no written constitutions to hold despots in check.

2. Education is for all

For much of history, literacy has been the preserve of a priest class. No more. It is for everyone. People are not fundamentally different, *they are fundamentally the same*. So we should not assume that some people are destined for particular roles in society that don't 'need' education. In fact...

3. Education is not utilitarian, it is emancipatory

I don't teach children the fruits of our civilisation so that they can get a good job. That is a happy by-product. I teach so that they can stand on the shoulders of giants and see further than they otherwise would have seen.

4. Education is not natural or easy

It is not the natural state of people to be educated. We cannot expect education to just happen like the budding of a flower. It is always going to be like pushing water uphill. Yet once students start to gain facility, they gain confidence and motivation. At this point, education may become self-sustaining.

5. Our best guide to the future is the past

Nobody knows what the future will bring and anyone who claims such knowledge is a charlatan. We don't know what challenges our civilisations will face so how can we prepare for them? Our best bet is to equip the next generation with *that which has endured*: The knowledge we have found to sustain our practical, emotional and intellectual needs in the past is our best guide to what will sustain them in the future.

The Top 10 Communication Skills

1. Emotional Intelligence

Emotional intelligence is the ability to understand and manage your emotions so as to communicate effectively, avoid stress, overcome challenges and empathise with others. It's a skill which is learned over time rather than obtained.

There are four main strands to emotional intelligence: self-awareness, self-management, social awareness and relationship management.

Each of these strands is important in its own way and allows you to communicate confidently with a variety of people.

2. Cohesion and Clarity

Good communication is much more than saying the right thing; it is about communicating messages clearly and concisely.

Before you start a conversation, type an email or begin a discussion, have in mind what the purpose of the communication is and what information you hope to obtain as a result.

Lack of clarity and cohesion can result in poor decisions and confusion.

3. Friendliness

In any type of communication, make sure that you set the right tone. A friendly tone will encourage others to communicate with you.

Always try to personalise messages, particularly when working with partners or fellow colleagues.

Wishing the recipient a good weekend, for example, is a great way to personalise your message.

4. Confidence

In all interactions, confidence (but not over-confidence) is crucial. Demonstrating confidence will give customers faith in your abilities to deliver what they need, and that you will follow through with what you have promised.

Conveying confidence can be something as simple as maintaining eye contact during a conversation, or using a firm but friendly tone when speaking with people over the phone.

Be careful not to come across as aggressive, since this will have the opposite effect of what you are hoping to achieve.

5. Empathy

Within a busy work environment, everyone will have their own ideas about how things should be done. Even if you have disagreements with your colleagues or partners, their point of view should be considered and respected.

Empathy is also beneficial when speaking with customers in certain types of customer-facing role.

The goal here is to understand where the other person is coming from – and respect their views even if they are very different from your own.

6. Respect

Empathy leads into the next communication skill, respect.

If you respect the ideas and opinions of others, they will be more likely to communicate with you. Active listening or simply using the name of the person you are speaking to can both be effective.

Make sure that when you type emails, you don't sound insincere or write in a way that is insincere.

7. Listening

Good communication is all about listening effectively. Take the time to listen to what the other person is saying and practice active listening.

Pay attention to what the other person is saying, ask questions and clarify points, and rephrase what they have said so that you know you have understood correctly.

8. Open-Mindedness

Try to enter into communications without having an agenda.

Strong communications require an open mind and a commitment to understanding other people's points of view. If you disagree with the people you are speaking to, try to reach a middle ground that benefits all parties.

Approaching a discussion with an open mind is more likely to result in a successful outcome.

9. Tone of Voice

The tone of your voice can set the whole mood of the conversation. If you start the discussion in an aggressive or unhelpful manner, the recipient will be more inclined to respond in a similar way.

The tone of your voice will include the level of emotion that you use, the volume you use and the level of communication you choose.

The same sentence can have a very different meaning depending on which words are emphasised and the tone of your voice.

In a customer complaint scenario, for example, your tone of voice should be as calm as possible, since an unfriendly tone of voice will only serve to worsen the situation.

10. Asking Good Questions

Good questions can help conversations flow and improve the outcome.

During a conversation, always aim to ask open-ended questions. These are questions with prompts which encourage the recipient to speak about certain points and they require more detailed responses.

If you need further information still, you can use probing questions which request even more information from the recipient such as ‘Tell me the process of...’

During the conversation include a mixture of questions including clarification, ‘what if’ scenarios and open-ended questions to make sure that you achieve what you set out to do at the beginning of the call or conversation.

It is likely that you will need to show evidence of your own communication skills during a [competency-based interview](#). Questions you may be asked include:

- Give an example of how you dealt with a difficult or sensitive situation that required extensive communication.
- Give me an example of how you dealt with a difficult customer at work.
- Tell me about a time when you had to explain an issue or process to a colleague (or colleagues) at work.
- Tell me about a time when you taught someone else something.
- How do you explain things to other people?

Which Jobs Require Communication Skills?

Almost every occupation requires strong communication skills in one way or another.

The job that you are applying for will determine which communication skills you will need and the extent to which these will be used.

Here are some example careers and what communication skills are most sought after for each:

- **Teaching.** A teacher will need a range of communication skills, including clarity, active listening and empathy, to name a few. They will need to use their listening skills to understand the difficulties that students are having, along with excellent writing skills to be able to prepare reports and plans for their lessons.
- **Financial Services.** While written communication skills are essential when drafting documents or reports, finance folk also need to be good at listening, so as to co-operate with partners, stakeholders and employees. A financial accountant will require the ability to ask good questions when they are preparing accounts or conducting company audits, so they can build a full picture of the business in question.
- **Marketing.** Within a marketing role, good communication is essential. Not only will marketers have to communicate with business owners to find out about their clients, they will also need to ask questions, enter into negotiations with confidence and secure new business, all of which require a unique combination of good communication skills.
- **Human Resources.** Human resource staff will need to ask the right questions, communicate with clarity and draft documents such as contracts and policies. They will often have to act with discretion and take people into their confidence.

Emphasising Communication Skills in Your CV or Interview

When drafting your CV, review the job description and person specification carefully, paying particular attention to any mention of communication skills. Make sure you show evidence of how you have used these skills.

Employers are always looking for opportunities to evaluate the way in which you have used your communication skills in previous roles or in your academic studies.

During interview, discuss your communication skills in terms of a project you completed at work or university, and how you used these skills to work with others and deliver the project on time.

Try to make your answers as benefits-focused as possible.

To achieve this, you would give an example of how you communicated effectively and then go on to say what benefit this had, such as turning a negative customer experience into a positive one, for example.

There are lots of examples to draw on but make sure that these are prominently displayed in your CV and you explain them effectively during your interview.

Chapter 2

Philosophy in Education

<https://plato.stanford.edu> › [entries](#) › [education-philosop...](#)

Introduction

Among ancient discussions of Greek education, philosophical idealism makes its first appearance in Plato's *Republic*, within his formulation of an ideal state. Here the mathematical sciences and dialectic are presented as affording the student a path to the apprehension of unmediated reality, which, in Platonic theory, is education's supreme goal. Most subsequent discussion or activity among Greeks and Romans which attempts to integrate philosophical idealism either develops or responds to Plato's thinking on this subject. Plato's speculation also succeeded in finding accommodation in more widespread views about ancient educational curricula and in the thinking of some modern educationists.

Plato

An ancient tradition records that above the entrance to Plato's Academy was displayed the inscription, "Let no one enter who does not know geometry." The earliest surviving evidence for this inscription is in a work by the Emperor Julian (*Against Heraclius the Cynic* 237d), written some 750 years after Plato established his school, and there is good cause to believe that the story is apocryphal. Nevertheless, the tradition reflects important realities about Plato, his philosophical priorities, and his educational goals both in theory (in his writings) and in practice (in the Academy itself). Drawing philosophical inspiration especially from his Pythagorean predecessors, Plato looked to mathematical sciences (arithmetic, plane and solid geometry, astronomy, harmonics) as providing the most compelling evidence for intelligible, immaterial, unchanging reality – the transcendent "Forms," which he considered to be the student's highest object of study.

Plato describes and discusses his theory of Forms in numerous dialogues, but it is in his most famous work, the *Republic*, that he applies their contemplation to the system of education which he formulates for his Utopian society. Here, in Book 7, Socrates explains at length the shape which education takes for the “Guardians” of this ideal society and the purpose of this education (Annas [1981](#), pp. 272–293). The Guardians have already completed their cultural and physical training when they come to the study of numbers, which they will pursue to the age of 30. This study serves the general purpose of developing the intellect and training people how to think, but much more importantly (in Plato’s view) it turns the mind away from our world, the world of becoming (*genesis*), towards truth and reality (*ousia*), the world of Forms (525a–c). Numbers are not Forms, of course, but in our world of becoming their study is the closest that we can come to Forms themselves (Cornford [1932](#), pp. 38–39). The order in which the mathematical subjects are studied is important too. Arithmetic prepares the way for geometry, which requires us to think in two and three dimensions. Astronomy comes after geometry; now the student’s eyes are raised up from the earth towards the heavens. The celestial bodies, nevertheless, are material and of this world. The heavenly music which they create (originally a Pythagorean belief), however, brings us closer to immaterial reality, and it is direct, unmediated apprehension of reality that should be the goal of education.

Just how can the student achieve this direct contemplation of real, unchanging goodness, justice, courage, and so on? To answer this question Plato invoked his doctrine of *anamnesis*, “recollection,” which presupposes that the soul, in discarnate state, has had direct apprehension and knowledge of the Forms before a person’s birth. Its subsequent incarnation and contact with the body cause the person in whom the soul has been embodied to forget this knowledge, but it can

be “recollected” when this person is given the right promptings, especially through skilful questioning. A problem with the doctrine of *anamnesis*, however, is that it explains why, not how, people are able to gain access to the Forms. More problematic still is that the doctrine requires proof of the soul’s immortality. Plato therefore saw greater potential for explaining how the study of numbers could lead to apprehension of reality in the application of dialectic (*Republic* 532a–535a), which Socrates calls “the capstone of the curriculum” (534e) (Annas [1981](#), pp. 276–293).

The use of dialectic to accomplish this goal (and its concomitant potential to exemplify recollection) is demonstrated most vividly in Plato’s dialogue *Meno* (81e–85d). Here Socrates interrogates a young, unschooled household slave who has no previous knowledge of mathematics. Through a long series of carefully framed questions he leads the slave to the correct solution to the problem of doubling the area of a square. Socrates conducts the interrogation as one who (like the slave) does not know the answer to the problem he has set, in other words, as an “intellectual midwife” who possesses no body of knowledge himself but is expert in bringing to birth the intellectual offspring conceived by others (cf. *Theaetetus* 150b–151c). The inquiry is therefore viewed as a nonempirical “common search.” Its success is achieved through a solution that is based not on variable opinion (*doxa*), about which people may well disagree, but on secure knowledge (*epistêmê*), which is derived from immutable numerical truths. Dialectic, moreover, elevates the particular geometrical solution which Socrates coaxes from the slave to a general truth whose existence does not rely on the senses.

There are, then, two stages in the process by which, to Plato's thinking, the student may apprehend pure reality: first, the study of the mathematical sciences, and then, the learning and application of dialectic (Cornford [1932](#), pp. 173–190). We know from surviving evidence that the practice of dialectic – the processes of collection, division, and classification – was an activity central to Plato's Academy.

FUNDAMENTAL PRINCIPLES OF IDEALISM

The fundamental principles of idealism are:

(1) TWO FORMS OF THE WHOLE WORLD

Idealism believes in two forms of the world- Spiritual world and Material world, Idealists give more importance to spiritual world in comparison to the material world. They believe that spiritual world is real and the ultimate truth whereas the material world is transitory and mortal. According to Horne- "Idealism holds that the order of the world is due to the manifestation in space and time of an eternal and spiritual reality."

(2) IDEAS ARE MORE IMPORTANT THAN OBJECT

According to Idealists, knowledge of mind and soul can be obtained through ideas only. Hence, they have given more importance to ideas over the objects and material or later. In the words of Plato "Ideas are of the ultimate cosmic significance. They are rather the essences or archetypes which give form to cosmos. These ideas are eternal and unchanging."

(3) IMPORTANCE OF MAN OVER NATURE

To Idealists, man is more important than material nature. It is because man can think and experience about material objects and material phenomena. Hence,

the thinker or the one who experiences is more important than the object or the phenomena experienced. Man is endowed with intelligence and a sense of discrimination. Thus, he is not a slave of the environment as animals are but he moulds and transforms the environment for his own good and welfare of the society. In short, he creates his own world of virtue and his creativity achieves higher and higher levels of art in many areas.

(4) FAITH IN SPIRITUAL VALUES

According to Idealists, prime aim of life is to achieve spiritual values-Truth, beauty and goodness. These spiritual values are undying and permanent. The realization of these values is the realization of god. In the pursuit of these absolute values man rises higher and higher in the moral plane till he attains divinity. For the achievement of these spiritual values all the capacities of man are to be harnessed to the full. These capacities are- knowing, feeling and willing.

(5) IMPORTANCE OF PERSONALITY DEVELOPMENT

Idealists give much importance to the 'self' of the individual. Hence they insist upon the fullest development of the personality of an individual. According to them the development of personality means achievement of 'perfection'. Plato rightly speaks that each individual has an ideal self. He tries to develop that ideal 'self' more and more. This self-realization is the true sense of the term. It may be noted that self-realization means knowledge of the 'self' or soul. This self-realization can only be achieved in society. Hence, development of social qualities is very essential for self-realization as it expresses itself in the form of love, sympathy, fellow-feeling and co-operation for the good of all and discrimination among human beings on any basis of caste, creed, sex, race or status etc. It clears the fact that Idealism advocates the concept of universal education. In short Idealism believes in the welfare of whole human community.

(6) FULL SUPPORT TO THE PRINCIPLE OF UNITY IN DIVERSITY

Idealists give full support to the principle of Unity in Diversity. They believe that is of spiritual nature. This may be called Universal Consciousness or Divinity. This underlying divine force maintains the existence and working of all entities. Idealists call this power as God, the Supreme Force which is omnipotent and omnipresent.

IDEALISM AND AIMS OF EDUCATION

Idealism prescribes certain fundamental aims of education which are directly influenced by the aims and principles of life. In this context Ross puts forth the view, “The function of education is to help us in our exploration of the ultimate universal values so that truth of the universe may become our truth and give power to our life.” Some of the important aims of education as laid down by idealists are given below

(1) SELF REALIZATION.

According to idealism man is the most beautiful creation of god-His grandest work. It lays great stress on the exaltation of human personality it is self-realization The aim of education is to develop the self of the individuals higher till self-realization is achieved It is in fact making actual or real the highest potentialities of the self.

(2) UNIVERSAL EDUCATION.

Education according to idealism should be universal in nature. The universe is regarded as a thought process. Education should be based on the teaching of Universal truth from the stand-point of rationality of the Universe

(3) SPIRITUAL DEVELOPMENT.

Idealists give greater importance to spiritual values in comparison with material attainments. According to Rusk, “Education must enable Mankind through its culture to enter more and more fully into the spiritual realm, and also enter more and more fully into the spiritual realm, and also enlarge the boundaries of spiritual realm”.

(4) TRANSMISSION AND PROMOTION OF CULTURAL HERITAGE

The aim of idealistic education is the preservation ; enrichment and transmission of culture, Education must contribute to the development of culture .It should help in enlarging the boundaries of spiritual realm

(5) CULTIVATION OF MORAL VALUES

According to idealism, man is essentially a moral being. Therefore, moral, intellectual and aesthetic aspects of his personality should be promoted. According to Dr.Prem Nath “The process of education must lead to the deepest spiritual insight and to the highest moral and spiritual insight and to the highest moral and spiritual insight and to the highest moral and spiritual conduct .”

(6) PREPARATION FOR A HOLY LIFE

Idealism prepares an individual for a holy life. Froebel says.”The object of education is the realization of a faithful, pure, inviolable and hence holy life.”

(7) DEVELOPMENT OF INTELLIGENCE AND RATIONALITY

Idealism wishes that education should develop the mind fully. It makes a person rational as well. Only the highly developed mind can understand the all

pervading force. The idealists believe that education must help in the full evolution of mind, the emancipation of spirit, self realization and the realization of higher values of life and to train the whole man completely and fully for manhood and not some part of man.

IDEALISM AND CURRICULUM

While developing curriculum, idealists give more importance to thought, feelings, ideals and values than to the child and his activities. They firmly hold that curriculum should be concerned with the whole humanity and its experiences. It must consist of humanities.

The curriculum should give good mental experience of all types. So cognition (knowing) affecting (feeling) and conation (striving) should find due place. Sciences and art should be taught as fully integrated. Since the main aim of education according to the philosophy of idealism is to preserve and advance the culture of human race, so subjects like Religion, Ethics, philosophy, History, Literature etc, should be provided in the curriculum. Healthy mind is found in healthy baby only. So health, hygiene, games and sports should find an important place in the curriculum.

IDEALISM AND METHODS OF TEACHING

Idealism has not prescribed specific methods of teaching. According to idealism, class-room is a temple of spiritual learning, a meeting place of human minds- a place for self education. For this no particular method has been suggested. However, the following methods have been advocated by different idealists:

- Learning through reading
- Learning through lecturing
- Learning through discussion
- Learning through imitation
- Descartes employed the device of simple to complex

IDEALISM AND DISCIPLINE

Naturalism provides unrestricted freedom to the child whereas Idealism wants to keep the child under discipline. Idealists believe that there can be no spiritual development of the child without discipline. This leads to inner discipline. “The discipline is not to be imposed on pupils. The teacher has only to help them to develop self discipline and through that self knowledge”

Self-insight and self analysis are the main disciplinary factors. The main task of education is the cultivation of higher values of life through moral and religious education. It requires the teacher to present a good example and exercise lasting impact upon the pupil’s mind. A teacher is an ideal person to be emulated by this pupil.

IDEALISM AND TEACHER

Idealism assigns a special role to the teacher. It considers teacher as a spiritual guide for the child. The teacher serves as a living model for the student. He sets the environment in which education takes place. He carries the child from darkness to light. He is to guide the student towards utmost possible perfection

Idealism regards the teacher as the priest of man’s spiritual heritage. He is a co-worker with God in perfecting man. An idealist teacher is a philosopher, friend

and guide. According to Gentle- A teacher is “a spiritual symbol of right conduct.” He is thus, an indispensable necessity.

According to Froebel, the school is a garden, the teacher is a cautious gardener and the child is a tender plant. The plant can grow, no doubt, without help but the good gardener sees that the plant grows to the finest possible perfection. Through teacher’s guidance the child can make his natural development into a process leading to perfection and beauty.

CONTRIBUTIONS OF IDEALISM TO EDUCATION

Idealistic philosophy in education emphasizes ‘the exaltation of personality’, which is the result of self-realization, achieved by spiritual knowledge, self-discipline and dignified teacher. Idealism assigns a very important place to the teacher who is respected as a guide, and philosopher. They emphasize the importance of moral and spiritual education and points out the values of humanities, social sciences, art and literature. It emphasizes man’s perfection in various facets of life-physical, spiritual, intellectual, moral, esthetic and social.

EVALUATION OF IDEALISM

(1)The common criticism regarding Idealism is that it is an abstract and vague doctrine. It avoids the present realities and prepares the child for the next world.

(2) Idealism is concerned with the ultimate end of life. It avoids the real problems day to day living. Education should be such as to make individuals capable to solve the problems that confront them from time to time able to lead a happy and contented life.

(3) Idealism lays more emphasis on thinking and mental activities. This increases the importance of intellectualism unnecessarily.

(4) Idealistic education gives more importance to teacher in relation to the child. Modern psychology emphasizes the prime and central importance of child.

(5) Idealistic methods of teaching emphasize cramming and rote memory. In modern education, these methods are given little importance.

CONCLUSION

Idealism may be considered to be outmoded in the prevailing scientific world view. Idealistic concepts like ‘spirit’, ‘mind’, ‘soul’, and ‘the cosmos’ have little relevance in the class-room teaching. There is too much emphasis on good manners and modesty which may be mistaken. It neglects child’s psychological nature. Idealism does not contribute to methods of teaching. It sets unobtainable goals. Idealistic scheme of education, by and large, pays attention to physical, industrial, social and electronic environment of today. It neglects social aspects of life. It over emphasizes humanity and under rates science and technology. In all, we can say that idealistic approach to education has its own merits and shortcomings. It should, therefore, be supplemented by other philosophy or philosophies of education.

□ The Philosophical Position of Realism holds that:

External world is the reality. Man will discover reality with the use of science and common sense through education or learning. Mind is functioning & is geared towards creativity. Reality can be proved by observation, experience, experiment and scientific reasoning. Values must be studied to be applied in the actual setting. External world is the reality. External world is a solid reality, whether known or unknown to man. Reality is already in existence and in the invention of man. It exists independently of being known to perceived by, or related to mind. Man can only comprehend it, through senses. One should dip below the surface to

know the reality. Man will discover reality with the use of science and common sense through education/learning. Realism places great premium on Man and human endeavor, which it says, should be combined with science and common-sense. It, however, asserts that 'Man is finite' and learning is necessary for a finite man. Education is the process by which he lifts himself up to the external. "The Realists wish man to be a man of affairs, practical and always seeker of deeper and deeper truth and reality." Mind is functioning and is geared towards creativity. The realist say that 'Mind' like any other material thing has mechanical functioning. They discount its creating ability. " Just as any object of universe can be 'true' or 'false' similarly mind is also 'true' or 'false'. The development of mind is the part of the process of development of the world." 'Mind is what it studies' (Herbert). If this concept of the realists is accepted in education then we are forced to believe that children's mind are 'mere cameras' to register the reality of the universe. Philosophers say that mind has lot of scope for enrichment elevation and creativity. Reality can be proved by observation, experience, experiment and scientific reasoning. Realism tries to build up a body of systematized knowledge, which is certain and objective and agrees with the standpoint of physical sciences. It says that every reality can be proved by observation, experience, experiment and scientific reasoning. For them, experience is the touchstone of what is real. Whenever the simple and direct experience can't determine the objective truth, the common sense puts its truth in scientific research. In the present world of falling idols and falling ideals, the realists emphasize the role of intelligence as great significant, as it formulates the concepts and develops general and abstract ideas. Values must be studied to be applied in the actual setting. The realists of all brands aver that values are permanent and objective and say that although institutions and practices vary a great deal, the fundamental values of society should not change. The children should be taught those values, which have proved

enduring throughout history. They should be taught the nature of 'right' and 'wrong' and what is objectively good and beautiful. In brief, Realism believes in the usefulness of the world and the material existence in its field of action. It believes that whatever is real is independent. Whatever it is, it exists. Its presence of existence does not depend upon the knower (vs. the idealist's standpoint.) The individual doesn't make reality, he only he only discovers it.

□ **Implications of Realism in Education**

Aims Curriculum Methods of teaching Teacher School Inquiry - seeking or questioning in search for information or truth No non-sense - Not tolerating irrelevancies; direct, efficient, and practical

□ **Aims of Realist Education**

Understanding the material world through inquiry A study of science and the scientific method A need to know the world in order to ensure survival and good life Basic, essential knowledge with a no-nonsense approach Transmit culture and develop human nature Inquiry - seeking or questioning in search for information or truth No non-sense - Not tolerating irrelevancies; direct, efficient, and practical Realism's ultimate objective: Man's eternal happiness with God Realism believes that education should: Transmit culture Develop human nature Provide man with basic education needed for his survival IMPT: The GOAL OF EDUCATION IS TO HELP INDIVIDUALS UNDERSTAND & APPLY THE PRINCIPLES OF SCIENCE TO HELP SOLVE THE PROBLEMS IN THE WORLD

□ **The Realist Curriculum**

Problem-centered (subject-centered) Practical and useful Highly organized and systematic Physical activity has educational value (Locke) Extensive use of pictures (Comenius) Attention to the complete person (Locke) Use of objects in education

(Maria Montessori) Highly organized, separate and systematically arranged
(Science, Social Sciences and Mathematics) emphasis on Science, Social Sciences
and Mathematics

□ **Realist Methods of Teaching:**

Emphasis on critical reasoning through observation Supports accountability and
performance-based teaching Scientific research and development Mastery of facts:
Recitation, experimentation, demonstration, drills, exercises Education should
proceed from simple to complex and from concrete to abstract. Enhanced learning
thru direct or indirect experiences: Field trips, lectures, films, TV, audio-visual
aids, computer technology & library. Learning is based on facts – analysis –
questioning. Vernacular to be the medium of instruction. Precision and order:
ringing bells, time periods, daily lesson plans, pre-packaged curriculum
materials Children should be given positive rewards

□ **Realism and the Teacher**

A teacher should be educated and well versed with the customs of belief and rights
and duties of people, and the trends. He must have full mastery of the knowledge of
present life. He must be able to expose and guide the student towards the hard
realities of life. (neither pessimist, nor optimist) He must be able to co-relate
between utility in daily life and education. He should define simple rules. He should
teach subjects in proper order. He needs to find out the interest of the child and to
teach accordingly.

□ **School Organization Influenced by Realism**

1) School organization would be based on the real needs of society. (not due to
politics) 2) The opening of science classes in every school is a must. 3) Co-
education is a natural happening so it cannot be rejected. 4) School is the mirror of

the society. It is a miniature form of society and it presents the real picture of the society. academic and literary subjects are not sufficient to fulfill the needs of the society.

IMPLICATIONS OF PRAGMATISM IN MODERN EDUCATIONAL SYSTEM

Education and philosophy are closely inter-related. Philosophy is the corner stone of the foundation of the education. Philosophy answers thousands of questions in the field of education.

Pragmatism is recognized as the native philosophy of America. Historically the Pragmatic approach can be traced to Protagoras, a sophist Philosopher of ancient Greece who said “Man is the measure of all things”.

BASIC PRINCIPLES

Ø Pragmatists believe that man is primarily a biological and sociological organism. Past, for man is dead and go on. Tomorrow would come with its own problems and with their own problems.

Ø Human beings are essentially active. Here emphasis is on action and learning by doing. Action is real and ideas are tools.

Ø There are no absolute values of life. Values are flexible. They change with time and circumstances.

Ø Mind is dynamic process, which functions within a man. The human mind is the product of change. The growth of personality is the product of action and discovery. Development of personality is possible only in social context.

- Ø Truth is that which works in practical situations. It is workable.
- Ø Thought and knowledge emerges from search and enquiry.
- Ø Pragmatism makes activity; the basis of all teaching prefers self activity in the context of co-operative activity.

AIM OF EDUCATION

According to the pragmatic view the function of education is to bring about certain changes in the behaviour of the individual. These changes relate to the physical, intellectual, and the moral development of the human beings. They reflect the growth of the individual, as the process of education goes on and the individual continues growing physically, mentally, and morally. Since this process starts from birth and continues throughout life. Education is broadly conceived as a life-long process.

Pragmatism rejects the idea of accepting eternal truths and fixed principles. Truths are good and proved by human experience. In the process of education values and truths are discovered at each stage and as the individual goes on discovering them he goes on acquiring more and more self-confidence and breadth of vision which is indicative of his growth and realization of some objectives.

Educational aims are not at the end of process of education. They are rather within the process and as the individual go on achieving some educational objectives.

CURRICULUM

Pragmatism stresses experience based curriculum (activity based curriculum).

- v It assigns due place to the interests of the child.
- v It gives integrated knowledge around a particular problem of life.

- v It provides problem solving activities.
- v The pragmatists' curriculum consists of totality of experiences that the pupil receives through the manifold activities in the school, in the classroom library, laboratory, and play ground.
- v It emphasizes subjects and studies like social studies, physical training, hygiene, mathematics and science.

DISCIPLINE

In pragmatism, there is no place for rewards and punishments. It stresses social discipline. Pragmatism believes that discipline comes through purposive and cooperative activities. According to John Dewey, discipline is the proper use of one's energy and power. It advocates self discipline.

PRAGMATISM AND THE EDUCATIVE PROCESS

Activity is the central point in the whole educative process. In all creative learning two agencies are evolved-the educator and educand. No real learning is conceived without the co-operation between the two to achieve their common purposes and goals. Co-operation of the two in pursuing an activity gives rise to the process of education.

Action is the primordial; unless there is any action, there is no thinking. Real education is not mere imparting of bookish information; real education means played up in many continues experience or activities. The basis of all teaching is the activity of the child.

METHODS OF TEACHING

- v The whole emphasis of method of teaching in Pragmatism is on child, not the book, or the teacher, or the subject

- v The dominant interest of the child is “to do and to make”.
- v The duty of the teacher to teach his pupils to do, rather than to know.
- v The method should be flexible and dynamic. It must be adaptable and modifiable to suit the nature of the subject matter and the potentiality of the students.
- v The pragmatist’s curriculum provides for creative and purposeful activities in the teaching-learning process.
- v Pragmatism regards teacher as a helper, guide and philosopher.
- v Pragmatist’s suggests Project method, consisting of purposeful activity carried out in a social environment, pupils learns by doing.
- v Learning by doing makes the pupil creative, confident and co-operative.
- v Methods like problem solving, play-way, experimental and laboratory techniques which follows the principles of learning by doing.

IMPLICATIONS OF PRAGMATISM IN EDUCATION

a) EDUCATION AS LIFE

Old and traditional education is lifeless. To them education is a continuous re-organizing reconstructing, integrating the experience and activities of race. They want to conserve the worthwhile culture of the past. Real knowledge can be gained only by activity, experiments and real life experience. Thus in order to develop the child fully that he should be provided opportunities to participate more in activities and experiments so that he creates his own values and lead better, richer and happiest life.

b) EDUCATION AS GROWTH

The child is to develop and life for the society, so his personality can be best developed in social environment. If it were not for his contact with other

peoples he would never achieve a personality at all. The person who interacts with others has the ability to examine one's needs in an objective way and he has the capacity for reflection and intelligent action. They are inconceivable without the give and take of the social environment.

Thus education will be useful if it brings about the growth and development of the individual as well as the society which he lives. Each child is born with inherent capacities, tendencies and aptitudes which are drawn out through education.

c) **EDUCATION AS A SOCIAL PROCESS**

In the words of Dewey "Education is the social continuity of life". To pragmatist education is life itself and not preparation for life. Thus it wants to clear to the educator that the four things are inseparable i.e. man and nature, individual and society, mind and body, and thought and action. In the words of Prof. V. R. Tenaja 'The pragmatists wish that the educator should have realisable aims in order to meet the struggle of life in a rational way.

d) **EDUCATION A CONTINUOUS RESTRUCTURING OF EXPERIENCE**

Education is a process of development. Knowledge changes with circumstances and it gained by continuous experiments and experiences leads to one to another and so on and the area of knowledge is widened. The process of reconstruction of experiences goes on and leads to adjustment and development of the personality. For pragmatists educational process has no end beyond itself. In addition to the individual it is continuous, reorganising, reconstructing and integrating the experiences and the activities of the race.

e) **EDUCATION THE RESPONSIBILITY OF STATE**

Education is the birth right of each individual, so the state should shoulder the responsibility. It is for the state to make the child capable and confident to meet the problems and challenges of life successfully.

LIMITATIONS

It does not raise the question of ultimate reality behind things. According to it whatever is apparent is real. There is no place for spirit or essence. Humanities and cultural activities find no place in the pragmatic scheme of education. It ignores the past as well as the experience of the past. It lays emphasis on the present and the future. It does not provide regular and systematic instructions. It is less practicable in the Indian schools. The curriculum is haphazard. It is difficult to include all the basic skills and knowledge required by the learner. It does not give fixed ideals of education such as education does not help much.

Role of Teacher:

In naturalism the teacher merely is an onlooker. Idealism regards him as an indispensable authority. In pragmatism the teacher is neither of the two, he stands midway. According to pragmatism a teacher is useful even though is not indispensable. The role of the teacher are as follows:

1. In pragmatism the teacher is a friend, philosopher and guide for students.
2. The teacher is not a dictator but only a leader of a group.
3. Teacher should have knowledge of students interest and provide them social environment.
4. Further the teacher should believe in democratic values.
5. The teacher should have knowledge of social conditioning.
6. The teacher should not over shadow the personality of the pupil.

CONCLUSION

Pragmatic philosophy is a practical philosophy, having no fixed or absolute standards. Man always creates new value and education should help him in doing so. Being a practical and utilitarian school of philosophy, pragmatism has influenced education to the maximum extent.

Chapter 3

Institutions of Education

<https://www.igi-global.com/dictionary/the-impact-of-a...>

Some of the important functions Of family Are As Follows:

Family is the most universal and fundamental social institution which performs a variety of functions in human society. Different sociologists have viewed or classified the functions of family into different types.

functions of family

Famous Sociologists have classified functions of family mainly into six types such as:

(i) Affectional (ii) Economic functions (iii) Recreational functions (iv) Protective functions (v) Religious functions and (vi) Educational functions. Another famous sociologist K. Davis have classified the functions of family into four main

divisions such as (i) Reproduction (ii) Maintenance (iii) Placement and (iv) Socialization of the young. Davis calls these as social functions and opines that family also performs some individual functions which are a corollary of its social functions.

Similarly Goode classified the functions of family into five different types such as (i) Procreation functions (ii) Socioeconomic security functions (iii) Status determination functions (iv) Socialization functions and (v) Social control functions. Similarly Prof. Lundberg enumerated four basic functions of family such as

(i) Regulations of sexual behavior of members and reproduction (ii) Care and training of children (iii) Co-operation and division of labor and (iv) Primary group satisfactions. Similarly Reed classified functions of family into following four types such as (i) Race Perpetuation (ii) Satisfaction of sex needs (iii) Socialization and (iv) Economic functions. But famous Sociologist Maclver classified the functions of family into two broad categories such as essential and non-essential functions.

These two functions are also widely known as primary and secondary functions. Under essential or primary functions Maclver includes mainly three functions such as (i) stable satisfaction of sex needs (ii) production and rearing of children and (iii) provision of a home. Under non-essential or secondary functions he includes religious, recreational, educational, economic and health related functions. But one thing is clear that though sociologists have classified the functions of family into different forms still all of them gives stress on the same aspects in a different manner. However, these different functions of family are as described below:

(A) Essential functions of family:

Maclver has divided functions of family into essential and non-essential types. Under essential functions he includes mainly three functions such as, stable satisfaction of sex needs, production and rearing of children and a provision of home. But besides these Maclverian functions of family, family may also perform some other essential functions. But it must be remembered that essential functions are those functions which are basic or fundamental in nature and no other institutions can perform these functions so successfully as family can. However family performs the following essential functions:

(1) Stable satisfaction of Sexual needs:

This is the most important essential function of family. Family has been performing this functions since the inceptions of human civilization. It is a well known fact that sex urge is the most important and powerful instinct and natural urge of human being. It is the primary duty of family to satisfy the sexual urge of its members in a stable and desirable way

Through the mechanism of marriage family regulate the sexual behavior of it's members. Because satisfaction of sex instinct brings the desire for life long partnership of husband and wife. Satisfaction of this sex needs in a desirable way helps in the normal development of personality. Ancient Hindu Philosopher Manu and Vatsayan opines that satisfaction of sex needs is the primary objective of family. If it is suppressed it creates personality maladjustments.

(2) Procreation and Rearing of Children:

It is another important sectional function of family .Necessary arrangement of stable satisfaction of sexual urge resulted in procreation. Family provides the legitimate basis for production of children. It institutionalizes the process of procreation. By performing this function of procreation family contributes to the

continuity of family and ultimately human race. Hence perpetuation of human race or society is the most important function of family. Not only the production of children but also child rearing is another important function of family. Family is the only place where the function of child rearing is better performed.

It provides food, shelter, affection, protection and security to all its members. It plays a vital role in the process of socialization of child. It provides healthy atmosphere in which the personality of the child develops properly. Family takes care of the child at the time of need. Hence it is rightly remarked that family is an institution par excellence for the procreation and rearing of children. It has no parallels.

(3) Provision of Home:

Family perform another important function of providing a home for common living to all it's members. It is only in a home that children are born and brought up. Even if children are born in hospitals in modern time still they are taken care of and properly nourished in a home only. Because family and a home have no substitute. In a home all the members of family live together and a child is brought up under the strict vigilance of all it's members.

All the members need a home to live happily with comfort, peace and protection. A home provides emotional and psychological support to all it's members. Man's necessity of love and human response got fulfilled here. Family provides recreation to it's members. In a home family performs the role of a modern club. Man got peace by living in a home.

(4) Socialization:

It is another important essential function of family. It is said man is not born human but made human. New born human baby became human being after they are socialized. Family plays an important role in the socialization process.

It is one of the primary agents of socialization. Living in a family human baby learns norms, values, morals and ideals of society. He learns culture and acquires character through the process of socialization. His personality develops in the course of his living in family. From family he learns what is right and wrong and what is good or bad. Through socialization he became a social man and acquires good character.

(B) Non-essential or secondary functions of family:

Famous Sociologist Maclver has divided functions into essential and non-essential functions. Under non-essential or secondary functions he includes economic, religious, educational, health and recreational functions. Along with the essential functions family also performs these non-essential functions. These functions are non-essential or secondary in the sense that these are also performed simultaneously by other social institutions in family. These functions are as follows:

(1) Economic functions:

Since ancient times family has been performing several economic functions. It is an important economic unit. In ancient time family was both a production and consumption unit. It used to fulfill almost all the economic needs of its members such as food, clothing, housing etc. In the then days family was self-sufficient. But now a days almost all the economic functions of family is performed by other agencies and family only remain as a consumption unit. It do not produce anything. All the members of family now working outside the home.

But in spite of all family still performing some economic functions of purchasing, protecting and maintaining property. It also equally distribute property among it's members.

(2) Educational functions:

Family performs many educational functions for it's members. As an primary educational institution family used to teach letters, knowledge, skill and trade secret to all it's members. It looks after the primary education of it's members and moulds their career and character. Mother act as the first and best teacher of a child. Besides he learns all sorts of informal education such as discipline, obedience, manners etc. from family. Of course at present many of the educational functions of family are taken over by school, college and universities sill family continues to play an important role in providing the first lessons and primary education to its members.

(3) Religious functions:

Family is the centre of all religious activities. All the family members offer their prayers together and observe different religious rites, rituals and practices jointly. All the members believe in a particular religion and observe religious ceremonies at home. Children learn different religious values from their parents. Living in a spiritual atmosphere spirituality develops among the children. Family transmits religious beliefs and practices from one generation to another. But at present family became more secular in their outlook. Common family worship became very rare and absolute. Still family continues to play an important role in shaping religious attitude of its members.

(4) Health related functions:

Family as a primary social group performs several health related functions for its members. It look after the health and vigor of its members. It takes care of the sick old and aged persons of the family. By providing necessary nutritive food to its members family takes care of the health of all.

Of course modern family delegates some of its health related functions to hospital. The child is born today in a hospital or in a clinic and taken care of by nurses.

(5) Recreational function:

Family-performs several recreational functions for it's members by entertaining them in various ways. In ancient period family was the only centre of recreation. All the members together organize family feasts, visit the family relations, organize family picnics etc.

Family organize different festivals which is another source of recreation. The relationship between grandparents and grand children is another source of entertainment. After day's work all the members used'' to assemble and exchange their view. Of course modern club replaces many recreational functions of family. But at the same time it is said that present family acts as a modern club without its evil effects.

(6) Cultural functions:

Family also performs several cultural functions as well. It preserves different cultural traits. Man learns and acquires culture from family and transmits it to succeeding generations. That is why family is considered as centre of culture.

(7) Social functions:

Family performs a number of social functions. It teaches about social customs, mores, traditions, norms, etiquette to the coming generations. Family exercises social control over its members and bring them into conformity with accepted standards. Senior members of family directly control the behavior of children and thereby they became a good citizen.

Life has changed so much for most of us. With the advancement of technology, changing cultural norms, new priorities, and new forms of communication fueled by the Internet, it's natural to wonder what the importance of the family is. Is it a dying institution that has no place in modern life? Certainly not! The family is just as relevant as it ever was, and no matter how much life changes in the future, it will probably continue to be needed in one form or another.

School

Most Canadian children spend about seven hours a day, 180 days a year, in school, which makes it hard to deny the importance school has on their socialization. In elementary and junior high, compulsory education amounts to over 8,000 hours in the classroom (OECD 2013). Students are not only in school to study math, reading, science, and other subjects—the manifest function of this system. Schools also serve a latent function in society by socializing children into behaviours like teamwork, following a schedule, and using textbooks.

School and classroom rituals, led by teachers serving as role models and leaders, regularly reinforce what society expects from children. Sociologists describe this aspect of schools as the hidden curriculum, the informal teaching done by schools.

For example, in North America, schools have built a sense of competition into the way grades are awarded and the way teachers evaluate students. Students learn to evaluate themselves within a hierarchical system as “A,” “B,” “C,” etc. students (Bowles and Gintis 1976). However, different “lessons” can be taught by different instructional techniques. When children participate in a relay race or a math contest, they learn that there are winners and losers in society. When children are required to work together on a project, they practise teamwork with other people in cooperative situations. Bowles and Gintis argue that the hidden curriculum prepares children for a life of conformity in the adult world. Children learn how to deal with bureaucracy, rules, expectations, waiting their turn, and sitting still for hours during the day. The latent functions of competition, teamwork, classroom discipline, time awareness and dealing with bureaucracy are features of the hidden curriculum.

Schools also socialize children by teaching them overtly about citizenship and nationalism. In the United States, children are taught to say the Pledge of Allegiance. Most districts require classes about U.S. history and geography. In Canada, on the other hand, critics complain that students do not learn enough about national history, which undermines the development of a sense of shared national identity (Granatstein 1998). Textbooks in Canada are also continually scrutinized and revised to update attitudes toward the different cultures in Canada as well as perspectives on historical events; thus, children are socialized to a different national or world history than earlier textbooks may have done. For example, information about the mistreatment of First Nations more accurately reflects those events than in textbooks of the past. In this regard, schools educate students explicitly about aspects of citizenship important for being able to participate in a modern, heterogeneous culture

The Workplace

Just as children spend much of their day at school, most Canadian adults at some point invest a significant amount of time at a place of employment. Although socialized into their culture since birth, workers require new socialization into a workplace, both in terms of material culture (such as how to operate the copy machine) and nonmaterial culture (such as whether it is okay to speak directly to the boss or how the refrigerator is shared).

Different jobs require different types of socialization. In the past, many people worked a single job until retirement. Today, the trend is to switch jobs at least once a decade. Between the ages of 18 and 44, the average baby boomer of the younger set held 11 different jobs (U.S. Bureau of Labor Statistics 2010). This means that people must become socialized to, and socialized by, a variety of work environments.

Religion

While some religions may tend toward being an informal institution, this section focuses on practices related to formal institutions. Religion is an important avenue of socialization for many people. Canada is full of synagogues, temples, churches, mosques, and similar religious communities where people gather to worship and learn. Like other institutions, these places teach participants how to interact with the religion's material culture (like a mezuzah, a prayer rug, or a communion wafer). For some people, important ceremonies related to family structure—like marriage and birth—are connected to religious celebrations. Many of these institutions uphold gender norms and contribute to their enforcement through socialization. From ceremonial rites of passage that reinforce the family unit, to

power dynamics which reinforce gender roles, religion fosters a shared set of socialized values that are passed on through society.

Government

Although we do not think about it, many of the rites of passage people go through today are based on age norms established by the government. To be defined as an “adult” usually means being 18 years old, the age at which a person becomes legally responsible for themselves. And 65 is the start of “old age” since most people become eligible for senior benefits at that point.

Each time we embark on one of these new categories—senior, adult, taxpayer—we must be socialized into this new role. Seniors, for example, must learn the ropes of obtaining pension benefits. This government program marks the points at which we require socialization into a new category.

Mass Media

Mass media refers to the distribution of impersonal information to a wide audience, via television, newspapers, radio, and the internet. With the average person spending over four hours a day in front of the TV (and children averaging even more screen time), media greatly influences social norms (Roberts, Foehr, and Rideout 2005). People learn about objects of material culture (like new technology and transportation options), as well as nonmaterial culture—what is true (beliefs), what is important (values), and what is expected (norms).

Chapter 4

Issues in education

Four Parenting Styles

First, it's important to understand how your parenting approach may be contributing to the problem, especially in a culture that has made *discipline* a dirty word. To speak of a parent disciplining a child today evokes images of unreasonable anger and brutal beatings. That's not biblical discipline. Two case studies — one sociological and the other biblical — show us what appropriate, godly discipline is all about. Sociologist Reuben Hill conducted a study of thousands of teens and parents in Minnesota. Hill put all of his research on a grid with an x-axis, a y-axis, and four quadrants. The horizontal axis measured how much discipline or control parents exercised in their relationship with their child. The vertical axis measured love. Hill found that different parenting styles produced different responses among children. Reuben Hill's research as presented by Dr. Richard Meier in a seminar on parenting, MinirthMeier Clinic, Dallas, Texas, 1988.

1. **The Permissive Parent.** The upper left quadrant represents parents who are high in love but low in discipline: the permissive parent. The study revealed that permissive parents tend to produce children with very low self-esteem and feelings of inferiority. Though the parents express a lot of love, the lack of [boundaries](#) leaves their children with a high level of insecurity. The kids feel loved, but they are never sure of their limits. Their parents are generally fearful, afraid of messing up and damaging their children's psyche, so they never set firm boundaries. The kids feel very [loved](#) and yet very unsure of themselves.
2. **The Neglectful Parent.** The lower left quadrant belongs to the worst of all four combinations: the neglectful parent. This kind of parent doesn't express much love and also doesn't really care enough to discipline. Their children tend to grow up with little or no lasting relationship with Mom or Dad. They're estranged because they feel forsaken. The parents' neglect may not necessarily be intentional —

they may simply be in the midst of their own traumas and chaos, like an addiction or an abusive situation. They don't purposely desire to neglect their kids, but they don't know how to deal with their own issues adequately and don't have the tools to be healthy parents. These children grow up with unbelievably deep [emotional scars](#), and their only hope is to find Christ, be surrounded by godly role models, and get some good Christian counseling.

3. **The Authoritarian Parent.** The authoritarian parent shows up in the lower right quadrant. This kind of parent doesn't express love and affection well but is very high on discipline. They raise children who are [provoked to rebellion](#). The bar is always high and the "musts" are always abundant, so there's a strong sense of safety. But this kind of parent isn't content just to win the war; they have to win every battle too. [Communication](#) between parent and child takes the form of arguing and fighting, especially when the child is old enough to fight back. Authoritarian parents squeeze their kids until the kids can't wait to leave home, and as soon as they do, they rebel. When Paul told the Ephesians not to overcorrect their children and exasperate them, he was warning authoritarians not to raise children who would reject the faith altogether.

4. **The Authoritative Parent.** Those who land in the upper right quadrant provide the best combination of love and discipline. This kind of parent is authoritative — not an overbearing authoritarian, but a compassionate yet firm authority. They have clear [boundaries](#) but are also very loving. Everyone knows who the boss is, but there's also a connection between parents and child, a consideration that respects and honors who the child is while not compromising his or her disciplinary needs. The result is a child high in self-esteem and equipped with [good coping skills](#). This secular sociological study found that the parent who balances love and discipline, without compromising either, produces well-adjusted kids who maintain a positive relationship with Mom and Dad. This research, the best available today, affirms parents who express love

well and maintain a high degree of control in their home. All of us want to be in quadrant four, and probably most of us think we are. But before we move on to our biblical case study, consider these questions: Where do you tend to err? If you had to pick a quadrant other than number four to represent your worst moments as a parent, which would it be? Make a mental note of your answer; it will help you later when we look at our parenting through new lenses.

Effect of Crisis:

Any crisis is blow to the family. All members are affected collectively. It creates sorrow, anger or anguish for family members and they play their role without enthusiasm. Crisis has short and long-term effects upon the family. Thoughtful planning, sacrificing nature of family members, family adaptability, family integration, affectionate relations among family members, good marital adjustment between husband and wife, companionable parent-child relationships, family counsel, type of control indecision making, participation of wife in activities outside the home and previous successful experience with crisis are all important factors in enabling families to adjust to crisis. The house wife must be mentally prepared to face the situation with courage. She has to absorb the shock arising from such problems to look after the family members. A majority of family problems are not under the control of the family. They must be endured with patience. Thoughtful planning, emotional maturity and ability to adjust to new circumstances will help to face the situation boldly. It is not a task to be accomplished by a single individual. The whole family needs to be reset, as a co-operative endeavour with the motto “United we stand and divided we all fall”

Challenges Facing Families

[Abuse](#)

Abuse not only injures the body, mind, and spirit, it is a violation of the teachings of the Savior. Victims of abuse can seek help from their priesthood leader to guide them through the process of healing. “We are all under the Savior’s command to love and care for each other and especially for the weak and defenseless” (Dallin H. Oaks, “Protect the Children,” *Ensign*, Nov. 2012).

Addiction

Those who have suffered from addictive behaviors have found that their addiction affects all aspects of their life. But recovery is possible through the Atonement of Jesus Christ. “For those of you who have fallen prey to any kind of addiction, there is hope because God loves all of His children and because the Atonement of the Lord Jesus Christ makes all things possible” (M. Russell Ballard, “O That Cunning Plan of the Evil One,” *Ensign*, Nov. 2010).

Communication Issues

Our words and deeds should be filled with kindness, charity, and love. This is true not only for members of our families, but for everyone around us. “With such words, spoken under the influence of the Spirit, tears can be dried, hearts can be healed, lives can be elevated, hope can return, confidence can prevail” (Jeffrey R. Holland, “The Tongue of Angels,” *Ensign*, May 2007).

Divorce

Divorce is a trial that affects the entire family. Those affected by divorce can receive strength and comfort from the Lord’s promise: “Come unto me, all ye that labour and are heavy laden, and I will give you rest. . . . For my yoke is easy, and my burden light” (Matthew 11:28, 30).

Grief

Grief is a part of mortality. But because Jesus Christ has suffered the pains and afflictions of all mankind, we do not have to endure it alone. “Though the

storm clouds may gather, though the rains may pour down upon us, our knowledge of the gospel and our love of our Heavenly Father and of our Savior will comfort and sustain us and bring joy to our hearts as we walk uprightly and keep the commandments” (Thomas S. Monson, “Be of Good Cheer,” *Ensign*, May 2009)

[Parenting](#)

Parents who rear their children in the teachings of Jesus Christ can find happiness and fulfillment. “Parents have a sacred duty to rear their children in love and righteousness” (“The Family: A Proclamation to the World”).

[Pornography](#)

Pornography is a toxic counterfeit and misuse of the sacred and powerful God-given gift of human sexuality. Pornography negatively impacts our relationships with God, family, and ourselves. Nonetheless, peace and recovery are possible. “Repent and, if necessary, repent again and again and again and again until you—not the enemy—are in charge of you” (Boyd K. Packer, “How to Survive in Enemy Territory,” *Ensign*, Nov. 2012).

[Same-Sex Attraction](#)

The experience of same-sex attraction is a complex reality for many people. The attraction alone is not sinful. While individuals do not choose such attractions, all individuals choose how to respond to them. “Let’s work together on this and find friendship and commonality and brotherhood and sisterhood. It’s important that there be love, and that there be hope” (D. Todd Christofferson, *mormonsandgays.org*).

[Strengthening Marriage](#)

Couples who have chosen to work through marital problems will find that the Holy Ghost will guide them on their journey. Using the gospel for guidance will not only mend marriages, it will strengthen them to last through eternity. “Marriage is sanctified when it is cherished and honored in holiness. That union is not merely between husband and wife; it embraces a partnership with God” (Russell M. Nelson, “Nurturing Marriage,” *Ensign*, May 2006).

Suicide

Although it is wrong to take one's own life, only God can judge such a matter. “Obviously, we do not know the full circumstances surrounding every suicide. Only the Lord knows all the details, and He it is who will judge our actions here on earth” (M. Russell Ballard, “Suicide: Some Things We Know, and Some We Do Not,” *Ensign*, Nov. 1987).

Family Life Education

Qualified educators are central to the success of family life education, as it is these individuals who bear major responsibility for shaping the educational experience and interacting with participants. Despite their importance, however, few guidelines are available to help prepare family educators. In 1985, the National Council on Family Relations established a certificate program to help improve the training and qualifications of family life educators (Davidson 1989; National Council on Family Relations 1984). Through this program, recognition is given to individuals who hold a baccalaureate or advanced degree in specified fields of study, have a minimum level of postsecondary education in the content areas of the Framework for Family Life Education, and have completed a specified level of related work experience. The *Certificate in Family Life Education* (CFLE) is a voluntary credential, and

has been granted to individuals in the United States, Canada, Puerto Rico, Japan, Korea, the Philippines, and Singapore. An important outcome of the CFLE program has been its influence on the content of the college/university programs that prepare family life educators.

The Internet and the World Wide Web present new challenges for family life education. Information technologies make it possible to provide family-related information twenty-four hours a day, every day, and may help facilitate the preparation of professionals through online courses and chatrooms (Hughes, Ehata, and Dollahite 1999). Although it is likely that these technologies will enhance rather than replace more traditional family life education approaches, important issues that will require attention include the reliability and validity of the information available and the effectiveness of this form of family education. As well, the emergence of such things as computermediated relationships (cyber-relationships) and sexualized Internet use requires rethinking the content and strategies of family life education (Merkle and Richardson 2000; Sanders, Deal, and Myers-Bowman 2000).

Family life education is an important means to help ameliorate family issues and problems, but in many situations these programs by themselves may not be sufficient unless their development and implementation are supported by social and educational policies and political decisions. School boards and community interest groups may place restrictions on the content taught in schools, thereby failing to meet some important needs of this age group. Inadequate financial support often means that programs are available primarily to those who can afford to pay registration fees, not necessarily to those who may want or need the programs the most. And, as seen at the beginning of the twenty-first century, resolving the AIDS (Acquired immunodeficiency syndrome) crisis in Africa and elsewhere will not only require adequate family education and

governmental support to make this education widely available but also political decisions that will ensure that medications are available to those who need it at a reasonable cost

Underlying the practice of family life education is a basic belief in the importance of family living and a basic respect for persons that recognizes their ability to take charge of their own lives in satisfying ways. Through educational programs, family life education makes an important contribution toward strengthening families to fulfill their significant role as the basic unit of society.

Technology Has Negatively Affected Families

Family dynamics have been challenging since the first teenage cavegirl rolled her eyes, telling her mom "ugh." Today's lingo is LMAO, TTYL, BFF, OMG, and L8R; and kids aren't the only ones doing it. Add [Facebook](#), DS, Wii, iPad, and Twitter to the vocabulary, and the nuclear family is virtually unrecognizable, pun intended.

Like it or lump it, technology is in our world, and members of Generations Y and Z don't know life without it. According to 2011 Nielsen statistics, [teenagers](#) send and receive around 3,700 texts a month - that's about 125 a day!

Before your head stops spinning, assume that some of those 3,700 texts are to family members. Even the Evil Technology Giant has its benefits. To name just a few:

- Coordination of busy schedules: No more stranding a child at school or a parent at the airport. Text, phone or e-mail lets someone know plans have changed.

- Safety: In a crazy world, you want to know where your family is and that they have a way to reach in trouble.
- A "new connectedness": Texting has opened doors between parents and teens. Dr. Gene Beresin, a child psychiatrist at Massachusetts General Hospital, said texting gives teens "optimal distance" from parents, allowing for communication that wouldn't happen otherwise.

However, there's no doubt technology within family life has its conflicts. And the conflicts have only increased as the Internet and social media have joined distractions such as TV, the cell phone and the computer. Read on for five major negative effects and how you can manage these challenges. First up, hitting the books

Effect of Technology on Family time: Positive or Negative?



The advancements in technology have made a strong impact on almost all areas of our society. It is making a serious difference in the way kids and parents perceive the world and each other.

Have you ever thought about the **impact of technology on family time?**

Even when one can highlight how the reach of technology is breaking barriers between parents and kids, the other side of technology is almost creating a family divide. Most of the technologies we use today have changed from the perspective of just a ‘want’ to a ‘necessity’ in one’s life.

The technology has moved forward from simple computer gaming, SMS, chatting or emails to assignment completion tools and video calling. [Parenting in digital age](#) has now become more challenging than ever before.

Here let us have a look at how **technology has affected our families both positively and negatively.**

First we can go through the positive impacts of technology:

1. **Coordinate change of plans:** In the early days, there was no point of informing the family members if the day’s plan got changed. One has to go directly and inform them if they can’t make for the function, movie or dinner out. Now technology is offering a good assistance to coordinate the change of plans with just a message or call. Kids can let their parents know if they are staying late at school for some extra class without getting them worried.

2. **Reach family in trouble:** The location tracking facility is now of great help to reach the family in case of any trouble. If kids come across some mishap during their way, the location tracking facility helps parents to reach them as soon as possible. This is also giving kids a lot of confidence to travel around and do things independently without the fear of being alone. Technology is helping kids to grow up as independent persons without depending on parents for each and everything.

3. **Interaction with family groups:** The new messaging apps have options to set up family groups where one can interact with all members of their family despite where they are. Even the distant family is now more connected with social media groups rather than just interacting only at some events or birthday or marriage functions.

4. **Home security systems:** The safety within home with modern security systems has added more peace within families. The emergency alarms as well as the quick response options help to bring the police or the correspondent authority to be at the place at the time of a robbery or a fire. Having a feeling that the people and home belongings are safe gives you a more peaceful sleep.

5. **Parents engaging apps in school:** Most of the parents will be busy with their work schedules and find it difficult to make a visit to the school. The parents engaging apps have come to the rescue as they can virtually be

present in school during all the activities of their child in campus. They can [maintain a good relationship with teachers through communication apps](#) and school portals and learn more about how their child progresses in schools.

6. **Virtual presence with video call:** Some parents are too protective about their children and won't allow them to stay out of their reach. However, with video call options, a person can virtually be present near you when talking. Even if it demands to stay abroad or in some distant places during your career, one can still be in close touch with the family through daily video conversations.

Now it is high time to know about the negative results of today's technology which happens just because of the way we use them. Here are a few of them:

1. **Too much screen time:** The situation prevailing currently in almost every household- If there are four members, each of them will have a personal screen with which they spend most of the time. When parents and children come back after office and school at the end of the day, it is important to interact with each other. It helps maintain a personal bond and fosters empathy for the apprehensions of the other.
2. **Lack of quality time:** It is important to share some quality time with your family. Today's reality is that even when parents pretend to play with children or share some family moments, the emails or chatting is taking half of their attention. It is important to switch off your devices for at least an

hour or two and spend some quality time together. The habit of bringing work home is one of the main reasons for many failing relationships as this compromises time for intimacy.

3. **Poor face-to-face interaction:** Today the mode of communication has drastically changed from direct face to face communication to merely chatting. This seriously affects children as they will have poor face to face interaction skills when they grow up As they spend most of the time with screens, people will have only limited experience of proper interaction with humans which can lead to a shrink in the level of confidence. This can severely affect the professional performance of a child who is brought up in such mechanical environment.

4. **Interrupted family time:** It is good to share at least a meal together to have a good bonding with family members. The morning breakfast is used to watching everyone rush to make it in time for school and work. The dinner time too is interrupted by technology with people choosing to eat as and when they finish of chatting or working. Even if they have dinner at the same time, everybody will be giving their half focus on their personal screens.

5. **Limited outdoor activities:** The detrimental lifestyle with lack of proper exercise and unhealthy eating habits is the prime reason for most of the problems. Technology has a real impact on the way people have changed the

healthy habits. As people are busy with their gadgets, they have no [time for outdoor activities](#). The sedentary life style is seriously causing health issues for people of all ages. Kitchen and cooking is a rare sight for junk food is just a call away. Children now prefer computer games to outdoor games which add the problem of unhealthy eating.

6. **Setting wrong example:** Parents would advise children to go out and play and they sit inside the home with their screens. If Parents do not practice what they preach, the child won't follow. It is important to teach kids by setting good examples.

The right decision would be to add the right mix of technology in your family and experience the pleasures of both. Technology was invented for the good of mankind and so it is our duty to utilize it responsibly.

Parents can guide kids to enjoy the life rightfully by weighing the pros and cons of technology. Even schools are realizing the negative impacts of overuse of technology and taking children out of the four walls of the classroom to give them an opportunity to interact with the nature. Technologies have made life really easy for us as information to anything under the sun is available at our finger tips. However, we should understand that even when technology has made this a better place to live; we should not compromise human values while enjoying it.

12 TIPS TO BETTER MANAGE YOUR WORK & FAMILY LIFE

POSTED ON SEPTEMBER 13, 2017 BY [JENNIFER BERRY](#)

As the school year begins, families gear back up, filling their schedules and facing the challenge of managing multiple commitments. Balancing work and family is an

issue for almost every family and finding the right balance can feel completely overwhelming. There are some strategies, however, that can help families cope.

1. Set priorities.

With so many demands on our time, it's hard to be everything to everyone. You may be juggling a number of roles and goals in your life. You want to be successful at work, enjoy a healthy couple relationship, be an involved parent. You may have goals of furthering your education, maintaining a home, contributing to your community, keeping to a fitness regimen, saving for early retirement. Further, you may be juggling extended family issues, like caring for aging parents or dealing with an illness in the family. All of these things take your time and energy and often run into conflict with each other. As there are only 24 hours in a day, you may have to think about your values and set some priorities based on those values. For example, if "being an involved parent" is a priority for you – setting aside time each night to play with your children might take priority over working those over-time hours in order to finance a bigger home.

2. Plan and do things in advance.

Work weeks are when most of us tend to be the busiest. By preparing for Monday's arrival, you can ease the stress of the week ahead. Keep a family calendar posted on the fridge. On Sunday, look at what's on tap for the week and plan how you are going to manage the week. Where you can, make meals on the weekend and put them in the refrigerator or freezer for a quick reheat on a busy evening. This can be an activity where you can involve and enlist your older children's help. Before shopping for groceries, get your cookbooks out and make a list of several meals for the following week and make your grocery list from your menu list. After work stress is often more

in deciding what to make for supper than in actually making it. If you go home for lunch, do some initial meal preparation then so that it cuts down on your after-work meal prep time.

3. Negotiate flex hours or part-time hours if possible.

Flexibility in your work life can bring an incredible stress release to a household. If it's financially feasible, consider the option of part-time work. It may mean less financial freedom, but it may bring greater daily rewards and quality of life. Again, you need to consider your values and set your priorities. If possible, negotiate with your employer for flex hours or job-sharing that would be more conducive to your family life.

4. Find a number two and a number three person.

In the workplace and at home, you need to build tremendous supports. With the increased mobility of society, not all families have extended family support. If you don't have family available in town, seek out the help of co-workers, friends and neighbours. Line up a couple of co-workers that your children can call to deal with their questions or situations when you are unavailable.

5. Share with other families.

Share your issues with your neighbours and friends who are facing the same work/home balancing act. You will not only benefit from the mutual support, but can also share ideas on how you manage your busy schedules. Look to share responsibilities with other parents. Take turns walking the children to school, driving the kids to their outside activities, babysitting each other's children.

6. Limit after-work and after-school involvements.

While parents have good intentions and want to provide their children with a variety of skill sets, parents can get ensnarled in the unlimited opportunities available for children and can thereby create very busy schedules for both their children and themselves. Limit the number of outside activities your children participate in to one activity at a time. Instead, do things together as a family like skating or going for a bike ride. In addition, limit your own after-work activities. You don't need to sit on the church committee, coach your child's soccer team and volunteer for your favourite charity. It is wonderful and rewarding to contribute to your community, but you may not be able to do it all given your circumstances. Again, look to your values and set your priorities. Consider what you can manage now and what you may be able to do at a future stage in your life. Learn to say "no" and let go of the guilt.

7. Build rituals into your life.

Schedule time to ensure that family time happens. Establish a family movie or games night. Make meal time sacred family time when you sit down together for dinner and take turns sharing the day's events.

8. Take time for yourself.

Taking time for yourself has to be a priority. It's something you should do no matter how tired you are. Drag yourself out the door to your fitness class, afterwards you will be in better humour and happy that you did something for yourself. Have your one favourite show a week and protect that time. After you tuck the kids in bed, make that bowl of popcorn and sit down and watch your weekly drama. Get out of the office over lunch, go for a walk and feel the sun on your face. If you take care of yourself, you will be better

able to take care of those you love and deal with the stress that a busy schedule brings.

9. Make room for couple time.

In the work/home whirlwind, it is easy for two people, while living in the same household, to drift apart. Just as it is important to spend time interacting with your children, it's important to spend time interacting with your partner. Set aside time for one another. On Friday nights, book a baby-sitter whether you have plans or not. Even if it's just for an hour when you can get away and go for a walk together.

10. Share your work experience with your children.

Through your words and actions, your children should know that they are a priority in your life, but it is also helpful to let them know that your work is important to you too. Talk to your children about what you do at work and take them with you to see where you work. Children are more likely to be responsive to your work demands when you share that part of your life with them.

11. Find time for fun.

Keep in mind that work is only one part of you. We only go around once, so it's important to enjoy your life and make time for fun. Look for opportunities to enjoy life both at home and at work. Find the humour in things. Laugh.

12. Be there for the moments.

There will be special moments in your children's lives that may happen before 5:00 p.m. – a football game, a school concert, a speech. Most employers, managers, clients have families too and understand these family

situations. Talk to your boss, explain your need to be there, have a plan in place as to how they can deal with your absence or you can get the job done in another way or at another time. Perhaps you can work with a colleague and spell each other off for those important family occurrences.

10 Healthy Discipline Strategies That Work

The AAP recommends positive discipline strategies that effectively teach children to manage their behavior and keep them from harm while promoting healthy development. These include:

1. **Show and tell.** Teach children right from wrong with calm words and actions. Model behaviors you would like to see in your children.
2. **Set limits.** Have clear and consistent rules your children can follow. Be sure to explain these rules in age-appropriate terms they can understand.
3. **Give consequences.** Calmly and firmly explain the consequences if they don't behave. For example, tell her that if she does not pick up her toys, you will put them away for the rest of the day. Be prepared to follow through right away. Don't give in by giving them back after a few minutes. But remember, never take away something your child truly needs, such as a meal.
4. **Hear them out.** Listening is important. Let your child finish the story before helping solve the problem. Watch for times when misbehavior has a pattern, like if your child is feeling jealous. Talk with your child about this rather than just giving consequences.

5. **Give them your attention.** The most powerful tool for effective discipline is attention—to reinforce good behaviors and discourage others. Remember, all children want their parent's attention.
6. **Catch them being good.** Children need to know when they do something bad--and when they do something good. Notice good behavior and point it out, praising success and good tries. Be specific (for example, "*Wow, you did a good job putting that toy away!*").
7. **Know when not to respond.** As long as your child isn't doing something dangerous and gets plenty of attention for good behavior, ignoring bad behavior can be an effective way of stopping it. Ignoring bad behavior can also teach children natural consequences of their actions. For example, if your child keeps dropping her cookies on purpose, she will soon have no more cookies left to eat. If she throws and breaks her toy, she will not be able to play with it. It will not be long before she learns not to drop her cookies and to play carefully with her toys.
8. **Be prepared for trouble.** Plan ahead for situations when your child might have trouble behaving. Prepare them for upcoming activities and how you want them to behave.
9. **Redirect bad behavior.** Sometimes children misbehave because they are bored or don't know any better. Find something else for your child to do.
10. **Call a time-out.** A [time-out](#) can be especially useful when a specific rule is broken. This discipline tool works best by warning children they will get a time out if they don't stop, reminding them what they did wrong in as few words—and with as little emotion—as possible, and removing them from the situation for a pre-set length of time (1 minute per year of age is a good

rule of thumb). With children who are at least 3 years old, you can try letting their children lead their own time-out instead of setting a timer. You can just say, "*Go to time out and come back when you feel ready and in control.*" This strategy, which can help the child learn and practice self-management skills, also works well for older children and teens.

Learn from Mistakes—Including Your Own

Remember that, as a parent, you can give yourself a time out if you feel out of control. Just make sure your child is in a safe place, and then give yourself a few minutes to take a few deep breaths, relax or call a friend. When you are feeling better, go back to your child, hug each other, and start over.

If you do not handle a situation well the first time, try not to worry about it. Think about what you could have done differently and try to do it the next time. If you feel you have made a real mistake in the heat of the moment, wait to cool down, apologize to your child, and explain how you will handle the situation in the future. Be sure to keep your promise. This gives your child a good model of how to recover from mistakes.

Healthy & Effective Discipline Tips by Age/Stage

Infants

- Babies learn by watching what you do, so set examples of behavior you expect.
- Use positive language to guide your baby. For example, say, "*Time to sit,*" rather than, "*Don't stand.*"
- Save the word, "*no,*" for the most important issues, like safety. Limit the need to say "*no*" by putting dangerous or

tempting objects out of reach.

- Distracting and replacing a dangerous or forbidden object with one that is okay to play with is a good strategy at this age.
- All children, including babies, need consistent discipline, so talk with your partner, family members, and child care provider to set basic rules everyone follows.

Chapter 5

Common Mistakes in Family Education

Education

is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.[1]

Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

Common Mistakes in Family Education

- One of the most common mistakes parents make is to not accept their children as an individual. Failing to admit that children are individuals can also cause parents to find their children's behaviors strange and wrong even if they are not. In this case, what we do is to personalize our children with our characters, not their personal characters. Moreover, we see it as a kind of education. Such an education method will have a negative impact on child and lead to personality problems so the academic life of the child will be affected too. Be careful, it is important to know that it is not about to interfere in the wrong behaviors, it is about unnecessary interventions should be avoided.
- **To be over concerned and to see the outside world as a threat for the child** affects the social development in children negatively. Especially, thinking your child's close circle of friend will hurt your child and so preventing your child's socialization may cause him/her to become an asocial individual. However, the people are social individuals and needs to be social. Social development in children is an important issue for success in education.
- It is a huge mistake that when **parents wish their children would live their dreams**, which have never come true. For example, we often see that a father who could not have been a lawyer although he wanted a lot try to

convince his child to be a lawyer and other similar kind of stories. Each individual has its own unique qualifications and interests. Children are also individuals, their areas of interests must be discovered, and they should be directed to those interests.

- It is also not good to **not take care of children, make them feel that you do not love them enough, and let children control everything**. Parents should check that their children fulfill their responsibilities. Children should be supported in both preschool period and school age period. Those could be checking their assignments, doing educational activities together, helping their tasks and so on.
- It is not right to **compare children with their friends and peers**. The only comparison can be made to check whether everything is okay with the development of the child. The comparison should be **based on every child at that age, not on a person**. Also, the child does not have to be aware of this comparison. At the same time, it is **not true** that if this comparison would be accusing or **too much encouraging** for children. Every child has different interests and personality. It cannot be expected that children would not be themselves as long as you compare them with someone else.
- Finally, it is one of the biggest mistakes that parents do not question themselves when they faced with child's failures but instead they look for mistakes that the children might have made.

Teacher and education

A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. To be successful, a great teacher must have:

1. **An Engaging Personality and Teaching Style**

A great teacher is very engaging and holds the attention of students in all discussions.

2. **Clear Objectives for Lessons**

A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.

3. **Effective Discipline Skills**

A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom.

4. **Good Classroom Management Skills**

A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.

5. **Good Communication with Parents**

A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.

6. **High Expectations**

A great teacher has high expectations of their students and encourages everyone to always work at their best level.

7. **Knowledge of Curriculum and Standards**

a great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.

8. **Knowledge of Subject Matter**

This may seem obvious, but is sometimes overlooked. A great teacher has incredible knowledge of and enthusiasm for the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.

9. **Passion for Children and Teaching**

A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

10. **Strong Rapport with Students**

A great teacher develops a strong rapport with students and establishes trusting relationships.

CHARACTERISTICS AND QUALITIES OF A GOOD TEACHER

1. **Friendly and Congenial:**

I think the most important characteristic of a good teacher can have is to be friendly and congenial with his students. It is a plus point for a teacher, if his

students can share their problems with him, without being afraid or hesitant. I think students have always thought their teachers as their enemies. With this mentality, they can never be close to each other, and besides that how many teachers did you like who were NOT friendly, and were rather arrogant and rude?

2. Personality:

A good teacher has a very good personality; there is no second thought about it. Students always get attracted to teachers with good personality and characteristics which leads to better communication, understanding and ultimately good results. Everyone can have a good, decent, likable and presentable personality. Just dress sensibly good, smell good, and be a little gentle and kind.

3. Knowledge and Teacher's Education:

Another important characteristic of a good teacher is his knowledge and own education. As there is a saying that '**a teacher is only as good as his knowledge is**'. After all, he is doing a teacher's job, which is to teach. If he himself lacks in the knowledge of a certain subject that he teaches, he is never going to make a name for himself as a good teacher. Therefore, sign up with only that subjects which you have good expertise; and it is a moral duty of every teacher too. Otherwise, it is not worth it.

4. A Good Communicator:

One of the very important characteristics of a good teacher is his communication skills. He should be a very good speaker. This characteristic will benefit a teacher in several ways. For example:

If his communication skills are good, he can convey his lectures with better skill and results.

5. A Good Listener:

Apart from being a good communicator, a good teacher should also have the characteristic of being an even better listener. As there is Turkish proverb:

"If speaking is silver; then listening is gold."

Remember, a good listener will always have many friends and fans. Because people do not want to hear every time, they need persons who can listen to them as well. In addition, when a good teacher develops this patient quality in himself, he starts to become a great teacher.

6. Be Kind:

The last but obviously one of the most important characteristics of a good teacher to have in his box of qualities. He should be a gentle, kind and a benevolent person. Students should love him, and when they do love him, they idolize him. Then ultimately, they will respect him, will do his homework and eventually will bring greater outputs and results

Many Roles of the Teacher with the student

- 1. What is the role of a teacher in a student's life?Teacher should be impartial; he/she must treat all the students equally.***
- 2. A teacher needs to understand their students from different angles, like how much skilled a student is , how much time he take to processes***

information, how good his memory is or why he does not understand something.

3. She/he has to think of solutions to help the students to overcome their problems.

4. There are different kind of students, some are slow in learning, some are fast learners and some are average students. Generally teachers, do not like to explain a concept repeatedly to a student. Therefore, a they must be patient enough to deal with such students.

Every teacher need to have these essentials qualities. They need to be calm, enjoy their job and realize its importance.

1.Importance of Teacher for Students

. In teacher student relation, both the aspects are important. Some of you may say that no more such relation exists, do such students exist. Many of us will say a big no, but as per my belief if the teacher commands respect rather than demanding it through self-discipline & a friendly nature it is very much possible in today's generation. A child when comes in the world he knows nothing. He learns many things from the environment and the society. From mother he learns to stand, from father he learns to walk, from friends how to be social, and from a teacher the knowledge and the education, which is not possible if no guidance is provided. He learns everything from the guidance of others. Children are like clay in a potters hand just as a potter gives a desired shape to clay in his hands so do the children become what their teachers make them.

Childs life in a school is the most crucial phase during the foundation years for developing their nature personally by nurturing them. To Guide means to help or to assistance by more experienced person to a less experienced person. The world is full of problems and at every step of life; we have to face various problems. Sometimes we are so disgusted and stressed that we want some guidance and a moral support from someone who is experienced. In Education field, when a child enters in a college he is not at all aware of his future but everyone has to choose a right profession. Due to lack of knowledge and guidance one may not choose a right profession and the entire career he or she may have to be the sufferer so there is a great need of the guidance for an individual for a future development and it is not possible without a proper teacher.

Teaching in its true sense, is not only to communicate or to give any instruction but influence. The teacher's duty is not merely to communicate knowledge, but also help the children to grow, develop suitable attitude, values and their personality. The teacher with her knowledge not only expertise to teach but also inspire and guide the student to gain success at the height of excellence. The teachers teaching in the residential school here influence maximum over the student, as the teacher herself has to act as friend, philosopher and a counsellor giving proper guidance in all areas of activity whether it is academic, co-curricular or related to the behavior. The teachers' role and the atmosphere, which he or she creates in the classroom, are the critical factors in the child life and the education. We all remember our good teachers more than anything else does in the school. Teachers are not the source of all knowledge and order or just focusing on completion of curriculum,

rather she establishes an environment and encourage student to use it Children learn best when they have creative partners with them allow the child to do mistakes as, mistakes gives opportunities to learn more and more in a better way through all possible options they make them good learners. The child should never say I cannot do it .one must appreciate the performers if he has done well. Award the child for its efforts taken for it. It always motivates the child by saying he can do it best.

Useful Suggestions for Good Communication with students

- True communication is a two-way process.
- Communication is mutual understanding.
- True communication results in mutual influence.
- The key to a good relationship is trust.
- The purpose of teaching is learning: learning is changed behavior.
- Admittance of our ignorance is the entrance to our own education.
- Knowledge is more than information- it is conversion.
- Careful listening involves patience, openness and a desire to understand.
- Communication lies more in feelings than in words.
- Be aware of the dangers of comparing.

When you borrow strength, you build weakness.

Types of teachers

1. Emotional teacher (teacher's passion)

It may seem strange to start a series devoted to 'hard evidence' by talking about 'soft emotions' such as **teacher passion**. Yet, teaching is emotional work and greatness comes from passion.

Passion Drives People to Excel

People who are passionate about their work love what they do.

They find purpose in their calling – a purpose that drives them to work hard, to learn along the way, and to achieve more than they have ever accomplished before. Their work challenges them and pushes their abilities to their limits. The challenge excites them. It forces them to think, to learn and to grow. In addition, amidst this excitement, it is almost as if their work becomes play.

Teacher passion makes teaching fun and helps you push yourself as a teacher.

Passion Helps You Persist

This does not mean that passionate people do not experience the same setbacks as you or I. However, their passion fuels their efforts, and it helps them push through the obstacles between them and their success.

Even the best teachers have bad days and adopting evidence based teaching will not change that fact. Teaching is hard work, and for those of us that care about our kids, it can be emotionally draining. Your passion to make a difference can stop you from throwing your hands in the air and giving up. That is one more reason that teacher passion is so important.

Passionate Teachers Get Better Results

Research¹ shows that **the best teachers are passionate about teaching.**

They are intensely curious about the world and love learning new things. They are also driven by a deep desire to teach and help others. These teachers give their heart and soul to their work, and to the students they teach.

Passion makes learning fun.

*Some teachers try to mimic this effect by ‘entertaining’ their class. They do not understand that it is the teacher’s passion that makes learning fun. It is not about entertaining kids. **When you have passion, you make hard work fun.***

Jaime Escalante taught calculus to impoverished students in run down East Los Angeles – a hard subject to make ‘fun’ with a tough group of students thrown in for good measure.

Jaime did not try to ‘entertain’ his students. Instead, he worked them hard. However, he did so with passion – a passion for his subject, a passion for his kids and a passion for using education to give them a better life.

Your Passion Becomes Their Passion

It gets your students passionate about learning, it ignites their inner curiosity, and it gives them confidence in their own capacity to learn. Passionate teachers generate enthusiasm, which brings out the best in their students and allows their performance to soar.

Share your joy for teaching ... for reading ... for history, etc., for it forms the foundation for a love of learning.

Teacher Passion Is Crucial

The evidence shows that teacher passion is vital. It affects how students act, and it affects how well they do³.

If you need to, you should re-ignite your passion.

If you genuinely do not believe that you can be passionate about teaching – you may want to consider a different career. There is nothing worse than being stuck.

Teacher also should use passion and logic to get balance in the education process.

Passion without logic it is anarchy in the class, so teacher should be wise.

2. Teachers are sarcastic

He is not the cheerful person but he is arrogant and conceited teacher that only believed in his high knowledge so he makes fun of his students and their answers.

He affected badly on his students character Sure, he used sarcasm. Hewas not cool. He was not funny. Kids hatedhim, Sarcasm is thoughtless and childish—not outstanding teacher qualities.

3. Close-minded teachers

Your teacher is not receptive to some idea; let us take something outrageous like evolution, and then you can simply not bring it up during the conversations with that person. Easy, simple, and with much of fanfare - you can transform this former into the gentile and not too bright occupant of the seat with "teacher" label on it.

You are smart enough to know that you don't need teachers to educate yourself - it would be great to have a knowledgeable and open-minded individual who can test you and bring out the best you, but it's more of a draw of luck instead of a mandate: teachers are tested based on their ability to attain some educational level, and your ability to pass their tests. You and your ideas are standing between them and their paycheck - they are not concerned with you ending up on top of the world or you becoming nothing: they are making a living (not live to make you success).

He is not fair teacher he want to shape students characters according only his mind, see the world from one eye (one side).

Examples of narrow-minded teachers:-

.He focused only on knowledge more than social communication.

.he used traditional methods without the modern one like technology.

4. Teacher likes to appear

The person who wants to show his abilities and skills all time.

Imagine the class as a stage and he does not care of his student understanding.

Good teacher should be good actor and benefit his students.

5. Sadistic teacher

- 1. He enjoy seeing people hurt.*
- 2. He would enjoy hurting someone physically, sexually, or emotionally.*
- 3. Hurting people would be exciting.*

4. *He hurts people for his own enjoyment.*
5. *People would enjoy hurting others if they gave it a go.*
6. *He has fantasies, which involve hurting people.*
7. *He has hurt people because I could.*
8. *He wouldn't intentionally hurt anyone.*
9. *He has humiliated others to keep them in line.*
10. *Sometimes I get so angry I want to hurt people.*

Sadistic teacher always has negative attitudes towards his job or his students all time.

Always create a bad atmosphere in the educational environment.

Has a pessimistic relation with the students.

6. Teleprompter teacher

.He imagines that the brain as a pot and he wants to keep all information in this mind.

.He does not care of the other aspects of students' character.

.he should understand that the target is to help your students to understand, to think, not to make your students as radio to put his information in the exam.

The new teacher and his responsibilities

Chapter 3

The new teacher and his responsibilities

Three tips for making a good first impression on your new class

Raid the system

Firstly, you will be able to find out where your students are academically. You will know levels, grades, and this will make differentiating your first few lessons a much easier experience, making sure that you stretch and challenge, or scaffold learning from the word go. The students will respond positively to the challenge and it will help to curb any bad behavior.

Secondly, more often than not, most systems will allow you to print pictures of your classes. Getting the names under your belt as soon as possible is a powerful tool in behavior management. It also shows the student that you have taken the time to get to know them already, which helps make a great first impression. Alongside this, try to find out whom their previous teachers were and get the lowdown. This will help in planning how you will deal with each individual in the classroom making sure you do not have first experiences like mine.

Practice your story

I am from the lovely town of Rumford, Essex. As mentioned above, my first teaching post was in Bristol and to be quite honest, the kids didn't have a clue what I was talking about to start off with. I spoke way to fast in my first few lessons, which was purely down to nerves.

A few of my friends also found that nerves did affect their ability to function normally in the first week or two, with one of my fellow newly qualified teachers

asking a class if they wanted to “Ares any questions!” Hilarious but not a great start to his professional career (that stayed with him for the rest of the academic year). My university tutor told us that practice makes perfect and I have to say that it definitely helped me. Get to know what you are going to say and it will help build your confidence and indirectly, theirs.

Smile

Do not believe that old teachers’ tale about not smiling until Christmas. If I visited a resort and the holiday rep refused to smile, I would not trust their idea of a good time. Like the reps, we are guiding these students on a journey, the trip of a lifetime. We need to sell it, have some fun with it and find exciting ways to engage them in the subject matter.

A great way to keep working on the learning community in the long term is for you to share that journey and your targets with them in September and review them often, as a class. At the beginning of each year I ask my students to share what their aims for the year are, alongside something they thought went well last year and something they need to improve upon, (including those from year six into year seven).

This is then stuck on the wall and each month we review where we have come from and assess where we are going together. As the year progresses, I ask students to offer each other advice, something that develops into a more detailed conversation as they reflect on feedback from book marking as guidance for these conversations from term to term. We share in successes and we definitely share some smiles, even in October.

Enjoy your first term and be yourself. Let the children you teach know you care.

Oh, and have a great year!

Ideas for your first day

- **Introductions:** *Introduce yourself and ask students to introduce themselves. To mix things up a bit you could take some class time for students to interview and introduce each other, or try another [icebreaker](#) activity. You might also use the first day as an opportunity to start learning students' names: For helpful strategies visit the University of Nebraska's page on [learning students' names](#).*
- **Collect information about your students:** *Have students write down their names, contact information, majors and the last course taken in the subject area. This information will provide valuable background and help you calibrate your teaching and course content to your students' levels and interests. On the logistical side of things, make sure to invite students who may need accommodations (students with disabilities or student athletes for example) to provide any documentation or to make necessary requests.*
- **Read through the syllabus:** *Review the syllabus as a group; highlight the course requirements and policies. Discuss the objectives of the course and your approach to the subject. Discuss the readings, assignments and forms of evaluation.*

Establish a comfortable atmosphere and professional rapport: *Establishing an atmosphere in which students will feel comfortable asking questions and*

contributing to discussion, in a respectful manner, will increase everyone's potential for success.

Here are five Core Values that shall help a teacher in being an outstanding leader in a classroom.

1. Integrity

It is necessary for a teacher to be honest with his/her job role and responsibility. Students always follow what teacher does and reflect on them. Teachers should be careful about what he or she does and make sure of fulfilling commitments he/she makes. Once a student finds teacher not sticking to his/her words then the student shall also start ignoring the teacher. Pretending to know everything might not be a good idea for teachers. Teachers could be doing so to make sure students always follow him/her but should there be any confusion to teacher himself/herself, he/she should have integrity to explain the situation. The teacher can tell the student that he/she will get back with the solution.

2. Sense of Hope for Students

Teachers should always possess a sense of hope that their students can do better. Some students could be weak and might not be able to catch up along with the pace. It is a major responsibility for a teacher to always stick with the possibility of those students progressing in their academics and in their life as well. Not all students have the same capacity of learning. They have different learning styles so; teachers should exercise different ways of explaining core concepts and have confidence in their students instead of giving up on them.

3. Continuous Self-Learning

If you are thinking, teachers are meant to teach to students then you are missing something. Teachers are not just to teach but they are in continuous process of learning too. Should they stop learning themselves, their teaching turns dull. The world advances with technology, knowledge steadily and it is responsibility of a teacher to stay updated in order to prepare student for all the upcoming changes in the society and world. Moreover, teachers should be accountable in learning from students as well. Classroom is a mini-society itself and teacher can learn many things about different culture and beliefs in a classroom from students.

5. Mutual Respect and Responsibility

Students are not the only ones accountable to exhibit respect. Teachers also need to have respect and responsibility towards students. In fact, a teacher who does not respect his/her students cannot earn their respect. Teachers should always feel the responsibility towards students. Parents, society as well as the children invest having faith in teachers and should teacher be willing to get rid of the responsibility, the whole learning and teaching process turns meaningless. Teachers are responsible in overall development of society.

Knowledge

The most important value that most teachers hold is that of knowledge and their commitment to instilling this value in their students. While many students find learning to be "boring," teachers strive each day to encourage students to love learning and truly engage themselves in the pursuit of knowledge. Not only do teachers encourage others to pursue knowledge, they continue to pursue

knowledge themselves. In this ongoing pursuit, teachers continue to educate themselves on classroom practices, different curriculums and various educational topics.

Hard Work

Hard work is a core value that teachers not only hold for themselves, but also seek to instill in their students as well. Because teachers value hard work, they help students to learn that they must work for what they earn, both in and outside of the classroom. Teachers often display this value by working diligently to grade each of their students' assignments, staying after school to tutor, attending parent-teacher conferences and taking on any number of other duties as necessary.

1. Unconditional Love and Kindness:

In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.

2. Honesty:

Students must be taught that dishonesty and cheating is wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.

4. Respect for Others:

Unfortunately, in our highly competitive dog eat dog society; many people will trod on others to get ahead in life. Respect for others should include respecting different religions, races, sexes, ideas, and life styles.

5. Co-operation:

To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the end result for everyone will be a failure. I still believe in the motto, "united we stand and divided we fall."

6. Compassion:

Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger, wars, and unhappiness.

7. Self-Esteem

If you have ever had a student with low self-esteem, you know how hard it can be to bring that child out of his or her shell. Low self-esteem can show up in a variety of ways, including acting out, bullying, becoming easily frustrated, quitting, and refusing to try. When students lack confidence in themselves, it will reflect in many areas of their life, including academic development. For this reason, it is important for you to include student confidence and self-esteem development into your daily routine. This lesson discusses ways to create a classroom that not only promotes self-esteem, but also actually builds it from the ground up.

Curiosity

1. Keep an open mind

This is essential if you are to have a curious mind. Be open to learn, unlearn, and relearn. Some things you know and believe might be wrong, and you should be prepared to accept this possibility and change your mind.

2. Don't take things as granted

If you just accept the world as it is without trying to dig deeper, you will certainly lose the 'holy curiosity'. Never take things as granted. Try to dig deeper beneath the surface of what is around you.

3. Ask questions relentlessly

A sure way to dig deeper beneath the surface is asking questions: What is that? Why is it made that way? When was it made? Who invented it? Where does it come from? How does it work? What, why, when, who, where, and how are the best friends of curious people.

4. Don't label something as boring

Whenever you label something as boring, you close one more door of possibilities. Curious people are unlikely to call something as boring. Instead, they always see it as a door to an exciting new world. Even if they do not yet have time to explore it, they will leave the door open to be visited another time.

5. See learning as something fun

If you see learning as a burden, there's no way you will want to dig deeper into anything. That will just make the burden heavier. However, if you think of learning as something fun, you will naturally want to dig deeper. So look at life through the glasses of fun and excitement and enjoy the learning process.

6. Read diverse kinds of reading

Do not spend too much time on just one world; look at other worlds. It will introduce you to the possibilities and excitement of the other worlds, which may spark your interest to explore them further. One easy way to do this is through reading diverse kinds of reading. Try to pick a book or magazine on a new subject and let it feed your mind with the excitement of a new world

Tasks

1) Summarize the approaches that you studied.

2- Write the common mistakes in education.

3- clarify some Issues in education.

