

Article/ thesis: PROBLEMS FACED BY STUDENTS IN CURRENT EDUCATIONAL SETUP & THEIR POSSIBLE SOLUTIONS

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As we know that **EdUcAtIoN** is the backbone in the development of any nation, it is a fact that the countries with an effective system of **EdUcAtIoN** lead the world, both socially and economically. The key to development is good **EdUcAtIoN** system. Pakistan is one of those very few countries where the system of **EdUcAtIoN** has constantly deteriorated. The situation at present is so bad that our system of **EdUcAtIoN** is almost near collapse.

Student life is not as easier as it seems. Even it is not easy to wake up for schools early in the morning everyday that is a very big responsibility to reach in time. Here are some common problems of student mentioned below.

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1- FINANCIAL PROBLEMS

Pakistan is an underdeveloped nation, majority of our people are living on the poverty line that can barely make their both ends meet. They cannot afford even the negligible fees being charged in the government institutions, let alone the books and uniforms for which they are to pay from their own pockets. Majority of our young ones are child labor, they indulge in child labor not only to feed themselves but to support their

families too.

In Pakistan **EdUcAtIoN** is very expensive due to the shortage of public **EdUcAtIoNal** institutes. We have only 73 public universities and most of the population study in these universities. Similarly, there is short number of public colleges where students can get free **EdUcAtIoN**.

Our most of the students belong to the middle class and they have very limited resources. Parents can't afford easily the expenses of studying their children. Lots of students have to work part time to sponsor their studies themselves. In students life nearly every student usually face financial crisis.

Students usually have to buy books, note books, notes of their course outline and meet transportation expenses. They have to bear some extra expenses for that they can't ask to their parents as bunk classes and going out with fellows, buying gifts for their girl friends / boyfriends and many other activities.

RESOLUTION:

Students can cope with these crises very easily by a little effort. There are lots of home tuition available for to teach students for 2 or 3 hours and earn money to meet their expenditures. Students can also do a part time job which is related to their studies this would give them a practical experience of their field. This experience would be helpful in future for getting a job.

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2- BANKING SYSTEM OF EDUCATION

EdUcAtIoN that becomes an act of depositing in which the students are the depositories & the **teacher** (□□□□□□) is the

depositor. Instead of communicating, the **teacher** (□□□□□□) issues the communiquers & makes deposits which the students patiently receive, memorize & repeat.

This is the banking concept of **EdUcAtIoN** in which the scope of action allowed to student extends only as far as receiving, filling & storing the deposits. Knowledge emerges only through invention & re-invention through restless, impatient containing hopeful inquiry Human being pursue in the world, with the world & with each other.

In the banking concept of **EdUcAtIoN**, knowledge is the gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing, projecting an absolute ignorance on to others a characteristic of the ideology of oppression, negates, **EdUcAtIoN** as a process of inquiry. The **teacher** (□□□□□□) presents himself to his students as their necessary opposite, by considering their ignorance absolute, he justified his own existence.

The students, alienated like the slave in the Hegelian dialectic, except their ignorance as justifying the **teacher** (□□□□□□)'s existence but unlike the slave, they never discover that they educate the **teacher** (□□□□□□).

RESOLUTION:

The **EdUcAtIoN** should be through problem Posing, a method in which a **teacher** (□□□□□□) Pose a problem in front of students & **teacher** (□□□□□□) & students do brain storming & they do dialogue which leads them towards the conclusion.

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3- LACK OF GUIDANCE

In our country, students face a lot of problems during their **EdUcAtIoNal** career.

They are the most unguided students in the world. Neither the parent due to their ignorance due to which they can't chose proper subject and proper filed nor the **teacher** (□□□□□□)s due to lack of professionalism are able to guide them. Lack of guidance is very serious problem which students face.

The purpose of early **EdUcAtIoN** is to induce in to the students an interest of **EdUcAtIoN** but children are taught by untrained **teacher** (□□□□□□)s in their early stage, so they lose interest in **EdUcAtIoN**. The high expectation of families and absence of guidance affects the ability of the students.

RESOLUTION:

Students should get basic knowledge about any profession before deciding to take it as their future profession. For this purpose they should consult the persons which are already attached with that profession are great source of information. So you can consult a person which is related to the profession which you want to join in future.

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4- EXAMINATION SYSTEM

Students are evaluated in our institutions not on the basis of their abilities but on the basis of their class. This disheartens students who have weak financial/social backgrounds. Also our examination system evaluates students not on the basis of their cognitive abilities but is more of a rote memory test. All this is simply due to the fact that modern evaluation techniques are not applied.

RESOLUTION:

The Examination system should be based on research work with

the effort to explore world not on the ability of cramming.

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5- TRANSPORTATION

Traffic is a very common problem of the citizens of Pakistan. You will see traffic jams on the roads at morning and evening timings. People are packed in the buses and vans like sacks, young students climb up the roofs of the buses, vehicle's horns never allow you to hear the voice of the person beside you. All of us face these traffic problems but here I'll we discuss how it create problems for students.

Many **EdUcAtIoNaL** institutes have their own buses to facilitate the students but still there are lots of students who travel through public transports. At morning, people were on their way to offices, school, colleges, etc. So, there is great rush on the roads and that time there is shortage of public transports on the roads. Due to which buses and vans are full. Mostly conductors of buses and vans don't allow students to ride on buses.

Students who are getting late for their classes have to climb up buses as soon as possible and in this struggle sometimes they got injuries in many incidents. The rain and the VIP movements are also creating a big problem for the students.

RESOLUTION:

Public transporters should provide more vehicles at morning and evening times so that more and more people should be accommodated at rush hour. Government never thinks about the traffic problems of students.

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6- LANGUAGE BARRIER

Our students are also subjected to very frequent changes in the medium of instruction. In the process the best they can do is to learn to read one of the languages. Majority is unable to understand what is written in the text. They memorize the text and recopy it in examination, which kills the basic aim of **EdUcAtIoN**. Most of the students were studied in Urdu in colleges and universities most subjects and books are in English. They can't understand it easily.

This language barrier is also caused lack of confidence among students who got **EdUcAtIoN** in Urdu. In colleges and universities they meet the students of English medium schools who speaks English fluently they lose their confident in class. Experts believe that students can learn very quickly in their mother tongue but in our Pakistan we are running behind English language.

RESOLUTION:

Most of the developed countries have **EdUcAtIoN** system in their mother language like Germany, France etc. By educating in their mother language they do not only promote their language but also their students understand well. As English is an international language so it should be an optional subject not a compulsory one. Because our most students cannot understand it well, they just memorize it without knowing the meaning of the text. So, the **EdUcAtIoN** must be in our mother language so that students can easily understand it & not only to memorize it & recopy in examination but gain some knowledge & concept.

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7- IMPOSED STUDY PROGRAMS

One of the big problems faced by students is, usually they are not free to choose study program of their own choice. Parents imposed a field of study which is not suitable for the child

or he couldn't feel good to study in that field. This is very common problem of our society. Student wants to be journalist or photographer but parents select engineering for him. So when he gets admission in engineering college he could not perform better. He feels that he is not fit for this field.

RESOLUTION:

Here parents should think about it and please don't impose any study sequence to their children. You should make aware students about the scopes and problems of every field where they have interest and let them choose a study program. Aamir Khan, famous Indian actor produced a film "3 Idiots" on this topic that students can perform better in that field which they select themselves.

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8- DIFFERENCE IN THEORY & PRACTICAL WORLD

In our colleges and universities students got bookish and theoretical knowledge but to get job they need practical knowledge and skills. In fact, students required theoretical knowledge for their professional growth and development but in job market they need something more. Now there is too much competition in the market and owners only hire that person which has some kind of experience regarding the required job.

RESOLUTION:

This problem can be solved very easily by students themselves. Students can join a company or organization during their studies for the experience. This will gives you much experience and also professional knowledge which would boost

your personality.

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9-LOAD SHEDDING AFFECTING STUDENTS IN PAKISTAN

The hours-long unscheduled load-shedding in Pakistan increased the miseries of students.

The power supply company has resorted to over 8 to 12 hours of outages, which is adding to the miseries of the residents already haunted by the rising inflation and worsening law and order situation.

Because of electricity shortage, the valuable time of students is going to be wasted. Students are facing severe study problems. Their daily routine timetable is disturbed which will affect their future also. Not only, had the matriculation students affected from the electricity shortage but also the university level students are also affected by the electricity load shedding.

The Problem of load shedding is further intensifying by the gas load shedding in the Pakistan. Students will face the life threatening hot in the examination halls during the summer examination.

RESOLUTION:

So, it must be making possible to facilitate students during the examination and preparation days by overcoming the electricity shortage.

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10- TEACHER (□□□□□)S' INSINCERITY

This is very common problem and nearly all the students talked

about it. In our society teaching is not considered a good profession and people, who are in this profession not sincere with it. In colleges and universities mostly **teacher** (□□□□□)s doesn't come in time and mostly classes are off due to the unavailability of **teacher** (□□□□□)s.

RESOLUTION:

The only solution of this problem is that the **teacher** (□□□□□)'s must be sincere to their profession and should pay his best to the students.

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11- LACK OF TRAINED TEACHER (□□□□□)S:

There are no trained **teacher** (□□□□□)s in our **EdUcAtIoN** system. The purpose of early/primary **EdUcAtIoN** is to induce in to the students an interest of **EdUcAtIoN** but children are exposed to untrained **teacher** (□□□□□)s in their early stage of **EdUcAtIoN** they lose interest in **EdUcAtIoN** and results in early drop outs.

I must say that first we should try to make our **EdUcAtIoNal** system better so that the **EdUcAtIoN** which a student gets gives some fruitful results. Government should make good policies for it and implement them in the institutions.

RESOLUTION:

There should be training institutions, workshops or programmes for the **teacher** (□□□□□)s to update their knowledge according to the needs of the present era.

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12-TEACHER (□□□□□)-STUDENT RELATIONSHIP:

A careful analysis of the **teacher** (□□□□□□)-student relationship at any level, inside or outside the school, reveals it fundamentally narrative character. This relationship involves a narrative subject (the **teacher** (□□□□□□)) & listening objects (the students).

EdUcAtIoN is suffering from narration sickness. The **teacher** (□□□□□□) talks about reality as if it were motionless, static, compartmentalized & predictable who else he expounds on a topic completely alien to the existential experience of the students.

His task is to fill the students with the contents of his narration. Content which are detach from reality disconnected from the totality that engendered them & could give the significance & words are emptied of their concreteness & become a hollow, alienated verbosity.

13-COMMUNICATION GAP

There exists a lot of communication gap between students and **teacher** (□□□□□□)S. Due to this gap neither the **teacher** (□□□□□□)S nor the parents come to understand the students, resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in the students, which retard the positive abilities.

RESOLUTION:

The environment of the class must be such that a student asks anything to the **teacher** (□□□□□□) without the fear of insult or criticism.

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14-UNHEALTHY ENVIRONMENT

Students usually have to study in unhealthy and un-friendly environment. As sometime the fellows and **teacher** (معلمین) are very un-friendly and behave rudely. Students can't study at home due to certain reasons as load shedding or have to do some domestic households etc. Some students who are from other cities face lots of problems of food and residence.

RESOLUTION:

It's the responsibility of the **teacher** (معلمین) to create a healthy & friendly environment so that students can ask any question from the **teacher** (معلمین). A healthy & friendly environment not only develop interest in the studies but also give confidence to the students.

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15- CO-EDUCATION

In Pakistan, female students face many problems as usually their family doesn't allow them to study in Co-**EdUcAtIoN**.

Most of the girls don't feel comfortable with Co-**EdUcAtIoN**. It is one of the big problems faced by female students.

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RESOLUTION:

It's the responsibility of the Government to establish separate institutes for female students so that they can continue their **EdUcAtIoN** in a comfortable environment in spite of wasting their capabilities at home. In this way females can play a major role in the development of the country.

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16- LACK OF PROPER LABORATORY FACILITIES

Our institutes are devoid of proper laboratories. Due to this, students are bombarded with theoretical concepts, which in the absence of the required laboratories confuse the students. As a result of this the students lose their interest in **EdUcAtIoN** after which either they drop out or rely on practices like cheating, bribing **teacher** (□□□□□□)s etc.

RESOLUTION:

There should be properly maintained laboratories in the institutions so that students carry out their practical work it will also help in better understanding of the theory.

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17- LACK OF LEARNING AIDS

Our institutes lack leaning aids like audio or visual aids. The only way to learn is the **teacher** (□□□□□□)'s lecture which is so boring & dry that it is much difficult for the student to listen the **teacher** (□□□□□□) as a result student loose their interest in studies.

RESOLUTION:

There should be audio or visuals aids, use of different models which will increase the interest of students in their studies & leads to better understanding of things. Students will memorize it for a long time and they will enjoy their studies.

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18- FEAR COMPLEX

To camouflage their inability **teacher** (□□□□□□)s grow a fence

of fear around themselves. They resort to indiscriminate punishments resultantly some of the students run away from schools and the rest become docile with no interest in **EdUcAtIoN** but to spend time aimlessly.

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19- PSYCHOLOGICAL PROBLEMS

Students due to high expectations of their families and absence of guidance for both the parents and students experience a lot of psychological stress, which has a retarding effect on their studies.

Frequent change of teacher (□□□□□□)s

Frequent change of **teacher** (□□□□□□)s leaves no room for the development of mutual understanding and respect for each other. The moment they start to understand each other, the **teacher** (□□□□□□) is changed. Once this process is repeated a few times with a student, the student closes himself to **teacher** (□□□□□□)s in future.

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Inferiority complex

Students competes each other crazily in fashion which creates inferiority complex in students that belongs to poor families which ultimately leads to their poor performance in the studies as well as decrease in their confidence level. This inferiority complex has very bad impact on the personality of the poor students.

RESOLUTION:

There must be a uniform for all institutes including colleges and universities, so that the students that belong to poor families can also continue their **EdUcAtIoN** without the inferiority complex.

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20- ABSENCE OF APPROPRIATE TEXTBOOKS

Students are subjected to inappropriate textbooks, which in the absence of appropriate reference books makes the situation worst. Libraries are filled with irrelevant books, which too are kept under lock & key out of the reach of students.

RESOLUTION:

Libraries must be equipped with such books which are relevant to needs of students. So that students get benefit from them.

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21- STRESS

Students are physically stressed due to the fact that they start early in the morning and walk long distances to school, on reaching schools they are subjected to physical punishments and when they return they are given substantial amount of homework for which they have no guidance. In addition they have to go for coaching classes. They also have to read Quran Pak ultimately they do not have time for playing.

RESOLUTION:

The timing of the school should not be too early. There should not be home work so that students get time for other recreational activities this will ultimately leads to healthy mind & healthy body.

22- LONELINESS

Due to mental stress and too much work students have no time to develop social relations and the feeling of loneliness overtakes them. This leads to depression and mental sickness, which is taken by society as being under the influence of spirits. To cure this they are taken to different shrines which majority of times results into partial mental disability.

23-LACK OF FACILITIES FOR CO-CIRCULAR ACTIVITIES

There exist no facilities for co-curricular activities of the students. Very few institutes have playing grounds, which is due to wrong planning of the management. Sometimes the institutes are very overcrowded providing no space for any kind of sports. Also there are no provisions for sport goods due to which students run aimlessly which inculcates in them an aimless attitude/behavior.

24- LACK OF PARKING AREA

There exists no parking area in majority of private institutes due to which students have to park their vehicles at road which leads to traffic jams and creates a lot of tension for students.

RESOLUTION:

While planning a building of an institute there must be a proper space for parking of vehicles of students so that students do not face any kind of problem.

25-DRUG ADDICTION

Due to non-serious attitude of the **teacher** (□□□□□)s and management students at a very early age get exposed to menaces like smoking and use of snuff, which according to psychologists are a gateway to more serious additions such as hash and heroin. It has also been observed that it is in fact the **teacher** (□□□□□)s and parents of the students who use these things openly in front of students and hence work as a role models for students on their way to getting into the habit of smoking and use of snuff.

26- FRIENDS / ROOMMATES

Friends and roommates are usually good for a good time. However, they can get on each others nerves at times. Because these students are living together in close quarters and seeing each other each day, this is just not a good thing.

RESOLUTION:

Students must remember to take some time out for themselves. If possible, students should get away from campus for a little while and go to a coffee shop or a mall and just take some time to gather their thoughts and be themselves. If conflicts do arise, it is best to get others such as other friends involved so that the spirit of community, unity, and peace at the college can continue to be upheld.

WHAT ARE THE FACTORS THAT AFFECT LEARNING? (SENTHIL KUMAR)

»»»»WHAT ARE THE FACTORS THAT AFFECT LEARNING?

SENTHIL KUMAR

EDUCATION

There are factors that facilitate learning; for example, readiness, motivation, mental set mental health and teacher's personality.

So the factors that affect learning are:

1. MOTIVATION

Motivation is at the heart of learning. It is sine qua non for learning. It arouses, sustains, directs and determines the intensity of learning effort.

2. MATURATION

It makes speedy learning possible. The child who is physically and mentally mature learns a subject at a faster rate.

3. PHYSICAL AND MENTAL DEVELOPMENT

The child affects learning. The child who is mentally and physically not developed learns at a slower rate.

4. HOME CONDITIONS AND SCHOOL ENVIRONMENT AFFECT LEARNING.

5. ACADEMIC ABILITY OF THE TEACHER AFFECTS LEARNING.

6. MEANINGFULNESS OF SUBJECT-MATTER MAKES LEARNING EASIER.

7. TEACHING METHODS

It facilitates learning children learn more by activity or by doing or by Play way.

Then there are factors that make learning easy. Such factors that tend to promote learning are intent to learn, distributed effort over learning, capitalizing whole and part learning, knowledge of progress, recitation, active recall, application of what is learned and activity.

To make these factors that facilitate learning more effectively, we [work](#) have to improve learning conditions by giving audio-visual aids, by giving praise and reprimand, by arousing rivalry and cooperation and by guiding children properly.

Intent to Learn

The child learns what he intends to learn. When there is intent or purpose to learn one learns rapidly and that learning is permanent. When children know what goals they are to achieve, and when they accept those goals, they become more active in the pursuit of those goals.

The efforts they make are more intensive and better organized. The attention they play is more definitely focused to the thing they are required to learn. Such learning is intentional or purposeful.

Distributed Effort

It is a simple fact that an hour spent every day in learning a subject results in more thorough and permanent learning than the same number of hours, devoted to its [study](#) at the end of the term. Spaced or distributed effort at learning any subject results in more learning than a massed one. Spaced learning is also economical and effective. The reasons are given below:

1. Massed learning by sticking to a task for longer periods the child develops a tendency to inattentiveness. One's attention fluctuates if one tries to concentrate, on a [job](#) for longer periods.
2. Going back to a subject studied a week ago to better

than studying and restudying it immediately.

3. Trying to do the same thing again and again within a short space of time is against the natural tendency to resist early repetition of an act.

It means that the study period should be short and not very long.

But how short should the study period be? It depends upon the individual learner, the material to be learnt and the conditions under which the material is learnt. The more mature the individual the more capable he is for prolonged work.

In elementary school the length of the class period is kept 20 to 30 minutes and in colleges, even one hour period is short. If the material requires constant attention and is difficult to learn, shorter periods are more fruitful. In the summer we usually have shorter periods than in winter.

Long periods of study are not always fruitless. If the material is too easy, longer periods of study are recommended. If motivation is high, massed practice is useful.

The principle of distributed effort has a great significance for the time-table builders. It is convenient for the student to learn different subjects in different periods.

If the child learns mathematics in the same period on successive days, the teacher can show him how the lesson builds today upon what was learnt yesterday.

The idea of distributed effort demands carrying on the same task in the same direction in a period on successive days.

The principle of distributed effort indicates that since in massed learning attention begins to fluctuate, individual lessons should have variety.

Even in a lesson on mathematics some time may be devoted to explaining concepts and principles and some time to their

application and the rest to reviewing what has been learnt a week or two ago in the same period.

Massed practice causes boredom and boredom causes errors. Hence, distributed effort is particularly advantageous in learning many motor skills like type-writing.

Proficiency in simple motor activities can be achieved in relatively short practice periods once or twice a day until competence is gained.

The practice periods for younger students should be shorter than those for the older ones. Between the periods of practice certain inner co-ordinations may take place as a consequence of previous practice and present themselves in the next practice period.

Over learning

The repetition of some matter after it has been learned to the point of one successful reproduction is called over learning. If learning a poem, means reciting it once, over learning it would mean continued practice after reaching a criterion level. Over learning may be defined as applying oneself to the acquisition of a skill or knowledge beyond the point at which one can say it has been learnt.

If we have a topic when it has been learned once, it is forgotten but over learning makes it permanent. For example, if 5 repetitions of a poem are needed to recite it, 10 repetitions would fix it in the mind for a longer time. Over learning makes initial learning thorough and permanent.

The question arises, 'How many more repetitions would make over learning more effective? Would 30 repetitions of a poem make it permanent when initial learning to recite takes place in 10 repetitions? It is scientifically proved that effective over learning takes place only when 50% to 200% additional repetitions are made.

But these repetitions should not be simply unintelligent ones; they should involve reviewing the material just [read](#), reciting to oneself, placing the material in a new context and reading similar materials in another context.

The educational significance of over learning to the classroom teacher and the student is great. Students should be encouraged to review immediately the [work](#) they have just completed. Teachers should present material in a new context, make applications and hold class discussions.

Whole vs. Part Learning

Memorization is not only facilitated by over learning. It is also facilitated by the whole method which means that a long poem can be committed to memory by reading and rereading. If on the other hand, the poem or the passage is learnt verse by verse or sentence by sentence, it is learnt by the part method.

There are advantages and disadvantages of both these methods. A combination of these methods is suggested. When a child is required to learn a poem or a passage in prose, its meaning should first be made clear to him. Some part of it may be difficult, e.g., some phrases may be hard to understand for the learner.

These parts may be learnt by the part method. After that each part may be placed in total context. Such a combination of two methods may be little more time consuming, but it saves total times.

Which method should be adopted depends upon the nature and size of the material to be learnt and the intelligence of the learner. If the material is meaningful, whole method is advantageous; if the size of the material is short it is useful to learn it by part method, and if the learner is intelligent he learns a material by whole method more easily.

Recitation

Recitation again is a device helpful for retention. Recitation means repeating aloud a poem or a passage from memory. But recitation may be sub vocal. Recitation, vocal or sub vocal is useful to a student because it enables him to use the material before a lapse of time causes forgetting.

It immediately motivates the learner by making the learner aware of the degree of success being achieved; it helps the learner to use it. It provides feedback to the teacher and tells him whether or not the class understands him.

Recitation does not simply mean repeating what one has learnt. It also means placing the material in a different setting, applying it in a new situation, and viewing it is another perspective. The questions given at the end of a chapter in a book and meant to provide opportunities to recite

Recitation to be an effective technique for facilitating learning should be more than restatement of the printed word. It should mean sensing of [information](#) in new context. Teachers can make this technique more effective by employing discussion or conversation or presenting problems before students so that they may make a functional use of knowledge.

Active Recall

While reciting one uses certain cues; for example, when we recite the subject-matter presented in a chapter we make use of the paragraph headings. These headings serve as cues for recitation.

While recalling one has to recollect material without the help of such cues. For example, in completion type of items one has to recall because there is nothing to help him, but in matching type items one recites with the help of cues given.

Active recall is a challenge to the learner. It requires him

to recollect, or reconstruct the material without cues, hints or guides. The more the amount of active recall used in learning, the greater is the speed, precision and permanence of learning, Once a student makes it a habit to recall actively what he has learnt, learning becomes easy to him. He notes headings, emphases, and illustrative material to make an active recall.

It means that teachers should advise children to be active and vigorous while studying a chapter. They should be encouraged to recall what is learnt just after learning it. They should be encouraged to seek answers to questions such as these, "What have we studied similar to this?" "How does it relate to our lesson of the last week?" A few extra moments spent in active recall will be more economical than re-reading the same material later.

Applying what is Learned

Application of what is learnt is a really useful technique to facilitate speed, precision and permanence of learning. [Information](#) is made functional when it is applied. Making applications encourages the use of learning. Making use of knowledge provides a purpose for learning and yields reinforcement.

The class-room teacher has in teaching as well as in testing situations, a very great scope for applying what is learned.

After presenting principles in any subject-field, their applications should be encouraged. For example, after teaching theorems in mathematics, their application in solving problems may be stressed; after teaching rules of grammar, the teacher may emphasize on writing sentences and essays using those rules; after giving [information](#) in civics, he may lead his students to solve problems faced by life community.

Students can be encouraged to apply for they the knowledge gained in the class-room in student government, community

projects, and [work](#) experience.

Activity is Essential to Learning

By activity we do not mean simply muscular activity. One has to be mentally active if one wants to learn speedily, precisely and retain it permanently. When the child listens to the lecture given by the teacher he is mentally active, but he is mentally more active when he recites and discusses.

Listening as a process may be derogated but here too the listener has to accept or reject the ideas presented.

In a traditional school where the child sits and listens, he does not learn effectively. In a progressive school in which activity is involved in the learning process, there is a better learning, provided the activity is meaningful.

Even where the school is not in a position to provide such an activity, children may be encouraged to make use of insight and understanding.

The concept of motivation and mention its types and theories.

Ans. Motivation plays a vital role in every sphere of life and various phases of activities. Our success and achievement in life depends on motivation. It is, in one form or other, always present at the root of all human activities.

Motivation is said to be the 'heart of learning,' 'golden road to learning' and 'potent factor in learning', as all learning is motivated learning. Adequate motivation results in promoting reflection, attention, interest and effort in the pupils and hence promotes learning.

Learning cannot be successful, effective or efficient without persistent, purposeful and selective effort. So teacher's problem is to discover, direct and capitalize upon these motives and develop interest for educational purpose.

Motivation is derived from the word 'mover' which means to move'. It is an art of inculcating and stimulating interest in studies and in other such activities in the pupils. It is the process of arousing action, sustaining activity in progress, regulating and directing pattern of activity.

Motivation is the combined action of desires and incentives, pushes and pulls. Like a machine, a person must have energy in order to behave. Motive provides the energy. High motivation means high drive.

High drive means that organism is set to respond which it does not respond in the absence of stimulation. The two concepts i.e., drive and incentives are important in defining motivation.

If we are in a state of need, a drive is aroused that energizes and pushes us into action to seek the things that will satisfy the need. The incentive value of these rewards represents their pulling power incentive is primarily concerned with the objects, events and state of affairs, that people and rewarding or punishing and thus are motivated to achieve or avoid.

A positive attitude & teaching

A positive attitude & teaching

A positive attitude is a great asset in life. You will be thrown many curve balls in life and especially in the teaching

profession. A positive attitude will help you cope with these in the best way. For example, you may find out the first day of school that you are teaching Algebra 2 instead of Algebra 1. This would not be an ideal situation, but a teacher with the right attitude would try to focus on getting through the first day without negatively impacting the students

6. Flexibility

One of the tenets of teaching should be that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are 'typical'. Therefore, a flexible attitude is important not only for your stress level but also for your students who expect you to be in charge and take control of any situation.

control of any situation.

MODEL DAILY LESSON PLAN

MODEL DAILY LESSON PLAN

School: _____ Instructor: _____

Address: _____ Office Phone: _____

Course Number

Course Name

LESSON PLAN FOR CONTENT GOAL:

Name of Content Goal (from course syllabus)

INSTRUCTIONAL TOPIC:

- active orientated main topic
- establishes where the learner is going

PREREQUISITES(S):

- prerequisite needed to be met by student before attending this lesson

INTEREST APPROACH (time: ____ minutes):

- captures the learner's interest and attention
- difference between good and excellent instruction
- answers question: "Why is it important that we (insert the content goal statement)?"

PERFORMANCE OBJECTIVE:

- addresses where the learners are going and how the learners will know they are there
- extracted from the syllabus

PREASSESSMENT PREREQUISITE PRE-TEST (time: ___ minutes):

- are the prerequisites met?

STARTING POINT PRE-TEST (time: ___ minutes):

- where are the students now? (not always required)

EXEMPTION TEST (time: ___ minutes):

- can student skip this lesson because of knowledge possessed now? (not always required)

LEARNING EXPERIENCES (make sure all instruction time is on task):

SUBGOAL TOPIC: (subgoal for the content goal)

DOMAIN: 1 of 3 choices LEVEL: 1 of 3 choices

THEORY OF LEARNING: 1 of 5 choices

METHOD OF DELIVERY: 1 of 4 choices (time: ___ minutes)

INSTRUCTOR PRACTICES: 1 or more of several choices

1. first instructor practice after edit
2. second instructor practice after edit

3. and more, if needed

ASSIGNMENTS: 1 of several choices (time: ___ minutes)

SUBGOAL TOPIC: (additional if desired)

POST-TEST (time: ___ minutes):

- choose from a list of options for type of test you want to give
- lets you choose how many of each type of questions to ask

REFERENCES AND RESOURCES:

- identify any reference, special equipment, or supplies needed

NOTES:

- any information you wish to save regarding the general administration of the lesson plan (optional)

DATE:

- enter the date on which you developed, revised or want to deliver the lesson (optional)

DAILY LESSON PLAN	
INSTRUCTOR	DATE
COURSE TITLE	LESSON NUMBER
UNIT	SPECIFIC TOPIC
INSTRUCTIONAL GOAL (outcome that students should be able to demonstrate upon completion of the entire unit)	
PERFORMANCE OBJECTIVE (use an action verb in a description of a measurable outcome)	
RATIONALE (brief justification – why you feel the students need to learn this topic)	
LESSON CONTENT (what is to be taught)	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> a. Focusing event (something to get the students' attention) b. Teaching procedures (methods you will use) c. Formative check (progress checks throughout the lesson) d. Student Participation (how you will get the students to participate) e. Closure (how you will end the lesson) 	
EVALUATION PROCEDURES (how you will measure outcomes to determine if the material has been learned)	
MATERIALS AND AIDS (what you will need in order to teach this lesson)	
DAILY LESSON PLAN	

DATE	LESSON NO.	UNIT
COURSE		TOPIC
INSTRUCTOR		
SUBJECT OF LESSON		
INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED		
REFERENCES		
LESSON OUTLINE		
ASSIGNMENT		
NOTES		
LESSON PLANNING PROCEDURES		

Time – we only have so much of it. The effective teacher cannot create a single extra second of the day – any more than anyone can. But the effective teacher certainly controls the way time is used. Effective teachers systematically and carefully plan for productive use of instructional time.

One of the primary roles that you will perform as a teacher is that of designer and implementor of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. These plans vary widely in the style and degree of specificity. Some instructors prefer to construct elaborate detailed and impeccably typed outlines; others rely on the briefest of notes handwritten on scratch pads or on the backs of discarded envelopes. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals.

Teachers need more than a vague, or even a precise, notion of educational goals and objectives to be able to sequence these objectives or to be proficient in the skills and knowledge of a particular discipline. The effective teacher also needs to develop a plan to provide *direction* toward the attainment of the selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning, is.

Writing daily lesson plans is a large part of being organized.

Several lesson plan outlines will be presented. You as a teacher will probably begin by choosing a desirable outline and sticking fairly close to it. Planning and classroom delivery innovations usually come once you are in the classroom with your own set of learners, have developed your own instructional resources, and have experimented with various strategies. Although fundamental lesson planning elements tend to remain unchanged, their basic formula is always modified to suit the individual teacher's lesson preparation or style of presentation.

The lesson plan is a dreaded part of instruction that most teachers detest. It nevertheless provides a guide for managing the learning environment and is essential if a substitute teacher is to be effective and efficient. Three stages of lesson planning follow:

Stage 1: Pre-Lesson Preparation

1. Goals
2. Content
3. Student entry level

Stage 2: Lesson Planning and Implementation

1. Unit title
2. Instructional goals
3. Objectives
4. Rationale
5. Content
6. Instructional procedures
7. Evaluation procedures
8. Materials

Stage 3: Post-Lesson Activities

1. Lesson evaluation and revision

Lesson planning involves much more than making arbitrary decisions about "what I'm going to teach today." Many activities precede the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning is not complete until after the instructor has assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes.

One final word. Even teachers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probably hinder, rather than help, the teaching-learning process. The elements of your lesson plan should be thought of as *guiding principles* to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

(101) Things u Can Do The First 3 Weeks of Class

101 Things You Can Do The First Three Weeks of Class

Joyce T. Powlacs

Beginnings are important. Whether it is a large introductory course for freshmen or an advanced course in the major field, it makes good sense to start the term off well. Students will decide very early – some say the first day of class – whether they will like the course, its contents, the teacher, and their fellow students.

The following list of “101 Things You Can Do...” is offered in the spirit of starting off right. It is a catalog of suggestions for college teachers who are looking for fresh ways of creating the best possible environment for learning. Not just the first day, but the first three weeks of a course are especially important, studies say, in retaining capable students. Even if the syllabus is printed and lecture notes are ready to go in August, most college teachers can usually make adjustments in teaching methods as the course unfolds and the characteristics of their students become known.

These suggestions have been gathered from professors at the University of Nebraska – Lincoln and from college professors elsewhere. ***The rationale for these methods is based on the following needs:***

- 1) to help students make the transition from high school and summer activities to learning in college;
- 2) to direct students' attention to the immediate situation

for learning – the hour in the classroom;

3) to spark intellectual Curiosity – to challenge students;

4) to support beginners and neophytes in the process of learning in the discipline;

5) to encourage the Students' active involvement in learning;
and

6) to build a sense of community in the Class room.

Here are some ideas for college Teachers for use in their courses in the new academic year:

–

Helping Students Make Transitions:

1. Hit the ground running on the first day class with substantial content.
2. Take attendance: roll call, clipboard, and sign in, seating chart.
3. Introduce teaching assistants by slideshow presentation, or self-introduction.
4. Hand out an informative, artistic, and user friendly Syllabus.
5. Give an assignment on the first day to be collected at the next meeting.
6. Start laboratory experiments and other exercises the first time lab meets.
7. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, cleanup maintenance, safety, conservation of supplies, full use of lab time.
8. Give a learning style inventory to help students find out about themselves.
9. Direct students to University College for help on basic

skills.

10. Tell students how much time they will need to study for this course.
11. Hand out supplemental study aids: library use study tips, supplemental readings and Exercise.
12. Explain how to study for the kind of tests you give.
13. Put in writing a limited number of ground rules regarding absence, late work, testing procedures, grading, and general decorum, and maintain these.
14. Announce office hours frequently and hold them without fail.
15. Show students how to handle learning in large classes and impersonal situations.
16. Give sample test questions.
17. Give sample test question answers.
18. Explain the difference between legitimate Collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
19. Seek out a different student each day and get to know something about him or her.
20. Ask students to write about what important things are currently going on in their lives.
21. Find out about students' jobs: if they are working, how many hours a week, and what kinds of jobs they hold.

Directing Student's Attention:

22. Greet students at the door when they enter the classroom.
23. Start the class on time.
24. Make a grand stage entrance to hush a large class and gain attention.
25. Give a pre-test on the day's topic.
26. Start the lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic.

27. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
28. Have students write down what they think the important issues or key points of the day's lecture will be.
29. Ask a person who is reading the student newspaper what is in the news today.

Challenging Students:

30. Have students write out their expectations for the course and their own goals for Learning.
31. Use variety in methods of presentation every class meeting.
32. Stage a figurative "coffee break" about twenty minutes into the hour: tell an anecdote, invite students to put down pens and pencils, refer to a current event, shift media.
33. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, the outdoors.
34. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
35. Share your philosophy of teaching with your students.
36. Form a student panel to present alternative views of the same concept.
37. Stage a change-your-mind debate, with students moving to different parts, with students moving to different parts of the classroom to signal change in opinion during the discussion.
38. Conduct a "living" demographic survey by having students moving to different parts of the classroom: size of high school, rural vs. urban, consumer preferences.
39. Tell about your current research interest and how you got there from your own beginnings in the discipline.
40. Use role-playing to make a point or to lay out issues.

41. Let your students assume the role of a professional in the discipline: philosopher, literacy critic, biologist, agronomist, political scientist, and engineer.
42. Conduct idea-generating or brainstorming sessions to expand horizons.
43. Give student two passages of material containing alternative views to compare and contrast.
44. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
45. Ask students what books they read over the summer.
46. Ask students what is going on in the state legislature on this subject which may affect their future.
47. Let your students see the enthusiasm you have for your subject and your love of learning.
48. Take students with you to hear guest speakers or special programs on campus.
49. Plan a "scholar-gypsy" lesson or unit which shows students the excitement of discovery in your discipline.

Providing Support:

50. Collect students' current telephone numbers and addresses and let them know that you may need to reach them.
51. Check out absentees. Call or write a personal note.
52. Diagnose the students' pre-requisite learning by a questionnaire or pre-test and give them the feedback as soon as possible.
53. Hand out study questions or study guides.
54. Be redundant. Students should hear, read, or see key material at least three times.
55. Allow students to demonstrate progress in learning: summary quiz over the day's work, a written reaction to the day's material.
56. Use non-graded feedback to let students they are doing:

post answers to ungraded quizzes and problems sets, exercises in class, oral feedback.

57. Reward behavior you want: praise, stars, and honor
58. Use a light touch: smile; tell a good joke, BretGor overhead.
59. Use multiple media: overhead, slide film,
60. Use multiple examples, in multi important concepts.
61. 62. Make appointments with all students
62. Hand out wallet-sized televised: office, department, resource centers, teaching assistant, lab.
63. Print all important course dates on a card that can be handed out and taped to
64. Eavesdrop on students before or after class and
65. Maintain an open lab grade book, with grades kept current, during lab times that students can check the progress.
66. Check to see if any students are have in problem with any academic or campus matters and direct those who are to appropriate offices or resources.
67. Tell students what they need to do to receive an "A" in your course.
68. Stop the world to find out what your students are thinking, feeling, and doing in their everyday lives.

Encouraging Active Learning:

70. Have students write something.
71. Have students keep three-times-a-week journals for three weeks in which they comment, ask questions and answer questions about course topics.
72. Invite students to critique each other's essays short answers on test for readability or content.
73. Invite students to ask questions and wait for response.
74. Probe student responses to questions and their comments.
75. Put students into pairs or "learning cells "to quiz each other over material for the day.

76. Give students an opportunity to voice opinion about the subject matter.
77. Have students apply subject matter to solve real problems.
78. Give students red, yellow, and green cards (made of poster board) and Periodical call for a vote on an issue by asking for a simultaneous show of cards.
79. Roam the aisles of a large classroom and carry on running conversations with students as they work on course problems (a portable microphone helps).
80. 80. Ask a question directed to one student and wait for an answer.
81. Place a suggestion box in the rear of the room and encourage students make written comments every time the class meets.
82. Do oral, show-of-hands, multiple-choice test for summary, review and instant feedback.
83. Use task groups to accomplish specific objectives.
84. Grade quizzes and exercises class as a learning tool.
85. Give students plenty of opportunity for practice before a major test.
86. Give a test early in the semester and return it graded in the next class meeting.
87. Have students write questions on index cards to be collected and answered the next class period.
88. Make collaborative assignments for several students to work on together.
89. Assign written paraphrases and summaries of difficult reading.
90. Give students a take-home problem relating to the day's lecture.
91. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.

Building Community:

92. Learn names. Everyone makes an effort to learn at least a few names.
93. Set up a buddy system so students can contact each other about assignments and Course work.
94. Find out about your students via questions on an index card.
95. Take pictures of students (snapshots in small groups, mug shots) and post in classroom, office, or lab.
96. Arrange helping trios of students to assist each other in learning and growing.
97. Form small groups forgetting acquainted; mix and form new groups several times.
98. Assign a team project early in this master and provide time to assemble the Team.
99. Help students form study groups operate outside the classroom.
100. Solicit suggestions from students for outside resources and guest speakers on course topics.

Feedback on Teaching:

101. Gather student feedback in the first three weeks of the semester to improve teaching and learning.

Palaces, J. T. 101 Things You Can Do the First Three Weeks of Class. CTL Idea Paper, No. 2. Center for Teaching and Learning, Ball State University, Muncie, IN 47306, fall 1987.