



**PEDAGOGICAL AND ANDRAGGICAL BASE OF TEACHER EDUCATION
PRAGRAMME (B. ED)**

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Abstract:

Each individual is different in various aspects of their life which includes physical, social, Intellectual and emotional as well. They have different needs as differences present among them, but it is not paid due attention in our education system. They all are considered as same pearls of a single necklace. It is very important for teacher to know the individual difference present in students. If it is not paid attention, child gets deviates from the regular teaching learning process. Teacher should understand the intelligence of each child and accordingly teacher has to use various methods, techniques and approaches in his/her teaching process. In Two Year B.Ed.curriculum the curse structure offer a comprehensive coverage of themes and rigorous field engagement with the child, school and community

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Introduction:

Adult learning refers to the education and training pursued by mature learners. It is the process by which adults gain knowledge, competence, and skills, whether formally or informally. It emphasizes learning that is relevant to immediate application and the learners, usually college-aged or older, making sure they are in charge of their own development. Andragogy as a framework for adult education has its merits. Arguably, the chief of which is the emphasis on connecting theory and practice. Another is the focus on a person's holistic improvement and the natural inclination of adults to learning things that matter to them. Lifelong learning and constant development are encouraged. Knowles asserted that the very survival of civilization requires continuous learning. This is after a person's formative years. It is hard to contest this as survival entails learning by experience and rolling with the punches. For educators, it is thus imperative to at least consider Knowles' adult learning theory. It may have its current and potential limitations in some fields as briefly discussed above. But, for disciplines and human activities that have real-world applications, a learner-centric and experience-driven education should be given a chance in classrooms all over the world.

It has the potential to provide critical benefits. As the andragogy approach prescribes that teachers must evaluate their own processes, approaches, and beliefs, it may also help improve their facilitating style. Moreover, by bridging the teacher-learner chasm through collaborative curriculum design, educators may have more opportunities to fine-tune course content and delivery. This may also increase the interests of students to learn. When one speaks of teacher education, it is the preparation of the professionals for 'teaching children', i. e., and pedagogy. In other words the content of teacher education is pedagogy whereas the strategies of teacher

education are andragogical as the student teachers themselves are adults. To put together in a nutshell, in teacher education a person is trained 'for pedagogy through andragogy'.

Etymology and Coinage:

It has been defined as “the art and science of helping adults learn...” (Knowles, 1980). The term came from the Greek *andr-* + *-agogy* which literally means “leading men.”

Practitioners and proponents emphasize the critical role of adult learners in their own education. This is because, for many adults, higher education is to be competent and competitive in their personal and specific endeavors. As Zmeyov (1998) noted, this is particular to an individual's anthroposphere or their natural social environments. It is in this context that the term and movement of andragogy were formed around.

The term was first coined by Alexander Kapp, a German educator, in 1833. The concept, however, did not become popular then. It took the work of Eduard C. Lindeman, an American educator, to extend the conceptual scope and the popular reach of the term. As noted by Nixon-Ponder (1995), Lindeman and Martha Anderson wrote about andragogy in 1920, proposing andragogy to be the real method of adult learning, subscribing to learner-centric principles. This led to the further development of adult education as we know it today. This involved the use of small groups and emphasis on the adult learners experience as the primary source of information.

According to Merriam, Caffarella, and Baumgartner (2007) and Forrest and Peterson (2006), Knowles' perspective on andragogy is based on six main assumptions:

1. Self-Concept:

Adult learners are self-directed, autonomous, and independent. As people grow older, they become more independent and turn to a more self-directed learning approach. Unlike children who are dependent on others for learning and understanding, adults have more control and responsibility over their personal education and progression. The course on 'Childhood and Growing up' enabled the student teachers to comprehend the psychological perspectives in education and it paves the way for self concept. Even the EPC's are helps to understanding of student teachers about themselves. The development of the self as a person and as a teacher, through conscious ongoing reflection. The course be transacted through a workshop mode by more than one resource person.

2. Role of Experience:

Adult learner experience which is Repository of an adult's experience is a rich resource for learning. Adults tend to learn by drawing from their previous experiences. Over time, adults gain innumerable experiences that deepen their resources for learning, placing them in a position where they can use their experiences as a useful tool in self-education. Based on this assumption, adult education programs must usually center on experimental tasks and open discussions based on what learners already know.

The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The school internship is visualized by situating the practice of teaching in the



broader context of vision and the role of teacher and sustained engagement with learners and schools. In a departure from the existing approaches, the rationale of each major area along with curricular provisions, both in theory and practicum, have been indicated, leaving scope for individual reflection on the part of the institutions offering teacher education and the academics associated with them. Transaction of the curriculum and evaluating the developing teacher determine the extent to which the ideas conceptualized are put into practice. The focus on process-based teacher education has been attempted as models for practicing teachers to adopt/adapt. The suggestion to establish Teaching Learning Centers to act as laboratories for the theory and practice of teacher training has been emphasized. An appropriate focus on continuous and comprehensive evaluation of developing teachers has been drawn up through an evaluation protocol and suggestions given for designing instruments for assessment and evaluation. The conventional models of teacher education may continue though the Framework does provide directions towards change in the structural aspects of teacher education at elementary, secondary and post-graduate levels. One reform that could achieve a breakthrough to vitalize teacher education and through it the process of learning and teaching is to break the isolation of teacher education institutions from the university life, from the schools and from one another. The Framework reiterates in unequivocal terms the need for this reform.

3. Readiness to Learn:

Adults tend to be ready to learn what they believe they need to know. The third element in Knowles' adult learning theory is the learner's readiness to learn. As mature learners take on various roles in society, their readiness or motivation to learn becomes oriented toward the skills necessary for these roles. Whether they're an employee, parent, spouse, or citizen, a large part of their readiness to learn is directed toward these roles.

- Adult education must focus on solving specific problems
- Adult education must rely on the experience of teachers
- There should be significant knowledge and experience gained by teachers from training
- Teachers should be able to analyze and check teaching material
- Teachers should receive feedback about their progress

Andragogical principles require the collaboration of both teachers and learners to actively carry out learning processes. Also, it is not only the learner that needs a course correction. The educators are also required to improve their performance relative to the needs of the learner.

Knowles' adult learning theory can be thought of as an applied theory with the goal of producing functional persons that cannot only survive the dynamic changes of the modern world but also be at the forefront of change. It is envisioned that adults become lifelong learners and become self-directed innovators.

The andragogy framework in the tradition of Knowles and its development is, at first glance, very individualistic and puts a high value on the self-concept and autonomy of the learner. But, in the bigger scheme of things, it is geared towards arming people with the necessary knowledge and skills not just to learn more about the world and shape it in their favor but also for the betterment of their jobs and societal roles.

By emphasizing the development of problem-solving skills and innovations, incorporating the andragogy framework may serve as a hedge for the future of society as we know it. of course, fact-based education



cannot be disregarded. But, education, science, and academic research practice must also be rich in principles.

4. Orientation to Learning:

Adults learn for immediate applications rather than for future uses. Their learning orientation is problem centered, task-oriented, and life-focused. This is in contrast to Knowles' adult learning theory, where the application of learning becomes immediate and more problem-centered as the learner matures. When adults encounter issues and complications, they immediately apply their knowledge to solve those problems. The orientation of adult learning is for immediate applications rather than future uses. The learning orientation of adults tends to slant towards being task-oriented, life-focused, and problem-centric.

Pre-service and in-service components of teacher education being inseparable, considerable focus have been given in this Framework on continuing professional development strategies. Since a major area of weakness in the existing teacher preparation programmes is the quality and experience of those who have the responsibility of training young entrants to the profession of teaching, a fresh perspective of preparation of teacher educators is dealt with in detail. This Framework is visualized to act as a catalyst to change the profile of teacher education so that the teacher education institutions become active centre not only of research but also of practical experiments directed to the improvement of educational methods and curricula. It is a matter of conviction that if teacher education institutions could be organized on right lines and become dynamic centers of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated. Teaching the Adult Learner Teacher education programmes are concerned with adult learners. They need to be based on an adequate understanding of how adults learn. Adult learners are autonomous and self-directed, have a vast amount of life experiences and knowledge, are pragmatic and goal-directed and respond better to problem solving and task-oriented learning. The emphasis, therefore, has to be on developing professional knowledge and capacities through a variety of self-directed tasks including case studies, projects, seminars and research activity. Bringing the Learners' Own Experiences Center-stage an important feature distinguishing the proposed process-based teacher education from the conventional teacher education is that an engagement with theoretical concepts and frameworks takes place within the learner's experiential and larger social realities. The structural provision for such opportunity is to be made in the design of the teacher education programme structure and within each area of study in a manner that allows an easy flow of movement from experience to theory and theory to field experiences.

5. Internal Motivation:

Adults are more internally motivated than externally. The last assumption in Knowles' adult learning theory relates to motivation. According to Knowles, adults are motivated to learn internally (Knowles et al., 2012). Their desire for career growth and professional development drives their motivation to pursue education. Adults need to know the value of learning and why they need to learn. When individuals pursue education to gain a new skill or learn certain information, they often seek the help of a professional instructor who can supervise the entire learning process. However, another alternative for learners is to assume the primary responsibility for initiating, planning, and conducting the learning project. Such behavior is referred to as self-education, self-instruction, or self-directed learning. In essence, self-directed learning is an informal learning process that takes



place outside the traditional classroom setting. In this approach, the learner decides about the method, content, resources, and evaluation of learning programs. By determining their needs, setting goals, and seeking resources, learners assume full responsibility for the learning process

Knowles defined self-directed learning as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.” Knowles believed that these are the five pillars of adult learning, and each must be taken into account for shaping adult education programs accordingly. Today, the education programs for mature learners are still built around andragogy—instead of education being teacher-centric; much of the curriculum’s focus is given to students and their learning needs.

Thus, educators and learning professionals seeking to foster effective training programs for mature learners should consider adult learning theories as the focus of their learning models. Since adult learning is fundamentally based on self-directed and independent learning, it is essential for training courses to incorporate autonomy, collaboration, enablement, and self-direction in their design

Conclusion:

Andragogy is applicable in multiple contexts. The andragogical approach has changed the teaching philosophy of educators around the world. Given the current educational needs, the pedagogical approach has become less effective in teaching adult learners. Adult learners need more than passive transfer of knowledge from one person. Instead, they need to be involved actively in the learning process to construct their own knowledge, to make sense of the learning, and to apply what is learned. Educators as well as the educational systems world-wide should provide all learners, both children and adults, with the opportunities to be actively engaged in learner-centered educational experiences. It is understood that the traditional teacher-centered teaching style has been well grounded in educational systems world-wide. Educators have been trained to use this one-way teaching mode to teach learners and it is true that the educators are a product of their own environment. However, educators should not use this as a reason to deprive learners of more active and meaningful learning experiences. Therefore, it would be in the best interest of the learners if educators were to abandon traditional teacher-centered assumptions and consider adopting and applying andragogical principles, learner-centered approaches, and constructivist principles in the classroom. The use of these strategies will create a more engaging and practical learning environment, which can lead to creativity and innovation in the classroom and, ultimately, competent individuals prepared to compete in the 21st century workforce.

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