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About the Journal

The journal 'Voices of Teachers and Teacher Educators', an initiative of the Ministry of Human Resource Development (MHRD), is now being co-ordinated by the NCERT. The Journal highlights the vital role of teacher education in India, as the country is poised to provide quality education to all its children, irrespective of gender, caste, creed, religion and geography. The National Curriculum Framework (NCF)-2005, the National Curriculum Framework for Teacher Education (NCFTE)-2009 and the Right of Children to Free and Compulsory Education Act (RTE)-2009 all reflect this commitment and underline the principles that make such an effort necessary and also spell out the strategies for it. The challenge is to augment the role of teachers in shaping the social transformation that India is witnessing, have a long lasting impact on the quality of education, and making education equitable. Teachers and all those concerned with education need to recognize that their ownership and voices are important and that they can and do learn not only from their own experiences but also from each other through collective reflection and analysis. The Journal attempts to lend voice to teachers, teacher educators, researchers, administrators and policy makers in varied institutions such as schools, Cluster Resource Centres (CRCs), Block Resource Centres (BRCs), District Institutes of Education and Training (DIETs), Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), State Councils of Educational Research and Training (SCERTs), etc., and make their engagement visible in accomplishing extraordinarily complex and diverse tasks that they are expected to perform. Contributions to the Journal are welcome both in English and Hindi. Voices is an e-Journal and we hope to circulate it widely. We also look forward to suggestions and comments on the articles published. The views expressed and the information given are that of the authors and may not reflect the views of the NCERT.

Call for Contributions

This biannual publication is for all of us: teachers, teacher educators, administrators, researchers and policy makers. It seeks to provide a platform and build a network for our voices, ideas and reflections. To enable this journal to reflect all voices, we must contribute to it in as many ways as we can. We look forward to many contributing with different experiences, questions, suggestions, perspectives as well as critical comments on different aspects of teacher education and schooling. The contributions could be in the form of articles, reports, documents, pictures, cartoons or any other forms of presentation amenable for print. We also seek comments and reflections on the current issue to improve publication and make it a participative endeavour. We must together make this journal truly reflective of our voices. We look forward to receive your contributions for the next issue by 31st January 2020. We also look forward to your comments and suggestions. The contributions can be sent to the following:

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Using Rainbow of Films to Teach Educational Psychology

Abstract

Teacher Education acts in a direction that helps to achieve objective of human resource development. Kothari Commission (1964-66) correctly said that “The destiny of India is now being shaped in her class.” Education plays an important role not only in building personality of a child, but also in shaping the society. So, it is essential that teaching learning process be around the life of an individual and for this purpose, teacher has to make use of resources available in the society. Presently, youth is more close to social media and entertainment industry. The youth adopts many things from such media sources. Teacher can make use of it as one of the resources in films to teach educational psychology to student-teachers. The experiment was carried out on student teachers of IITE and it was found that they were able to relate themselves with clips of movies. The study found that student teachers felt that their way of thinking had changed and they started analysing situation and behaviour of the individual with different angle.

Keywords: Teacher Education, Films, Educational Psychology.

Introduction

Human creation is product of his thinking and it depicts the ideology and culture of the society he belongs to. The architecture, scripture, literatures, other creations like painting, drama, etc. reveal the culture, traditions and ideology of the society. The culture and ideology of the society, somewhere affects the behaviour of individuals too. From birth till death, individual acts as per societal norms established by his/her ancestors. However, with change in time, thinking of the society has changed which is evidenced by the behaviour of its citizens.

In case of India, societal changes are evidenced by comparison of social system during Ancient period, medieval period and modern period. The role and responsibility of its citizens have also changed over these periods of time. In ancient period perhaps, female members of the society didn't have much role to play outside the four walls of their house, whereas now females have

reached to space. Today society is more opened and liberated as compared to earlier. Such transformation is a result of the change in thinking of its citizens.

Thinking of the changes in an individual with the exposure he gets from the environment, we see that social & educational environment modifies the thinking of a person. From his/her social environment, the individual learns more as he / she observes things and acts based on his / her observations. Basically the, role of Education is to facilitate in moulding individual's thinking in the right directions. To make learner think critically and creatively, the essential and prime step is to understand the learner and provide learning experiences as per requirements. To understand the learner, teacher should be well versed with knowledge of human psychology. As a part of teacher training, student teacher has to study subjects related to human psychology.

Teacher Education Programme in India

To become a school teacher, a person has to take prior training. In India, the teacher training programmes are called ECCE diploma for pre-primary and lower primary school, B.El.Ed., D.El.Ed. and B.Ed. for upper primary, secondary & higher secondary schools respectively. The training consists of various courses which include how to teach? what to teach? when to teach? and why to teach? Pre-service course comprise of theoretical and practical subjects. The major component of a pre-service programme is practice teaching. During practice teaching, student-teacher does hands on training by teaching in a real classrooms. To become an effective teacher, a teacher has to apply knowledge of foundation courses in the real classrooms. During pre-service teacher training programmes, student-teachers gain knowledge of principles & techniques of teaching, sociological foundation of education, philosophical foundation of education, psychological foundation of education with other specialised subjects like guidance & counselling, measurement & evaluation, educational management, special education, etc. apart from pedagogical subjects. Learning of foundation subjects facilitate student-teachers to gain sound understanding about child and the society as these subjects deal with inner & outer world of a child. The student teachers have to not only gain knowledge of such subjects theoretically, but also need to integrate these subject's knowledge and apply them into real classrooms. But, sometimes, student-teachers find difficulty in integrating knowledge of various subjects they have learnt during their training programme. The reason may not only be on the side of student-teachers, but also may be due to the training provided to them. These lead to poor quality of school education.

Rationale of the Study

Like other subjects, educational psychology is one of the foundation subjects in

pre-service teacher education programme. Despite the fact that it has been included as a foundation course in teacher education curricula, the course of study is characterized by arbitrary selection of topics and stereotypical, inappropriate, outdated contents. To make educational psychology more responsive to the changing social needs, many suggestions have been made regarding need for changing the orientation and the emphasis in the teaching of the discipline (Raina & Srivastava; 1997). Even the method of teaching psychology will need serious examination (Wargg, 2006).

NCFTE (2010) has emphasised the use of student centric methods in classrooms. It has recommended such kind of learning processes where the student-teachers are provided opportunities for self-learning, reflection, assimilation & articulation of new ideas. But, in India, very few pre-service training institutions are making use of innovative methods and technology in teaching learning process in this manner. Teachers generally adopt traditional methods to impart education which creates autocratic atmosphere in the classroom (Dhawan, 2016).

Teacher training programme is a professional programme that is related to human resource building. Its curriculum should be around the life of individual. So, whenever teacher educator provides learning experience to student-teachers, it should be based on their life & surrounding environment. There are many media sources through which teacher educators can relate content of teacher education with the life of student-teachers. To do so, a teacher educator has to just search out for resources available in the society. For example, Social media, Television, programmes Films and news, commercial advertisements, educational documentaries, etc. can be used to enrich learning of the student teachers. These media in one way or the other reflect life of the society that student teachers should be exposed to.

Educational psychology is also a subject that talks about behaviour of human beings.

The main aim of this subject is to provide sound knowledge of a child and of child psychology to the student-teachers. When a teacher enters the classroom, he/she has to deal with a heterogeneous groups. He has to teach by considering individual difference of each child in the classroom. His teaching should be as per the level and needs of the learners. The objectives of teaching this subject in teacher education programme are to gain understanding about child growth, development, unique qualities, behavioural problems and design strategies to modify their behaviours.

To achieve such objectives, role of teacher educator is not only limited to providing theoretical knowledge to student-teachers, but also help to them to understand the concepts of human psychology and identify their application in his/her own life too. Once she is able to understand application of psychology the life of an individual's then she can easily understand child in holistic manner. For making teaching more lively, teacher educator has to go beyond four walls of classroom and has to relate it with student-teacher's life. Here, researcher has selected film as medium to provide such learning experiences to student teachers.

Research Questions

1. Do films facilitate learning of the student teachers?
2. Are student teachers able to comprehend concept of educational psychology by relating it with their life?
3. How student teachers view a film and its characters with reference to educational psychology?

An Experiment

A single group experiment was carried out with student-teachers to teach them educational psychology. Hindi movies related to various aspects of educational psychology were selected. Selected movies are presented with the content of educational psychology are as follow.

- *Dear Zindagi & Dangal* were used to teaching concept of archetypes of Jung's theory of personality.
- *Ra one & Toonpur ka Superhero* were selected and shown to facilitate student-teachers to understand concept & process of thinking.
- *Kal Aaj or Kal* movie was used for discussion on stages of human development (life span).
- *Slum dog millionaire & Advertisement of girl child education* in which a girl child is changing her physical look to look like a boy were used to explore learning as a process & learning as a product.
- *Jo Jeeta Wohi Sikandar, Udaan, Student of the Year, Rang de Basanti* **movies were used to sensitise student-teachers regarding adolescence age and their problems & how society, family & teachers guide them in making decisions.**
- Certain specific scenes of *Chak de, Lagaan, Udaan & Bhaag Milkha Bhaag* were shown to student-teachers to examine the concept of motivation and role of motivation in making individual's life.
- *Tare Zameen Par, Black, Khamoshi* were used to engage with the concept of individual differences.
- *Yuva & Satta* movies were shown to student teachers so that they can understand group dynamics.

The student teachers were involved in critical review of these films. This critical review presentation was followed by a discussion where student-teachers had to reflect and explain their views with proper justification.

Data was collected by situational test on various concept of educational psychology and feedback from student-teachers in respect of the adoption of such a teaching methodology under. The collected data was analysed by using content analysis.

Result

Based on analysis of collected data, results of the study are as follows:

- Student-teachers were able to comprehend concept of educational psychology.
- Films have facilitated in developing understanding of the concepts. They have started viewing their life and surroundings differently.
- Student-teachers are able to understand learners through different aspects of human psychology.
- Student-teachers have shared that now they do not need to rote learn the concepts, but can easily remember almost all concepts of educational psychology with reference to their own life experiences that they identified during discussion in the classroom.
- 40% student-teachers who were not able to understand others situation earlier have begun to understand other person's situation and emotions too.
- 80% student-teachers have started reflecting on their behaviours and analysing their decisions which they took in past.
- All student-teachers have started analysing situations from a different angle. They pay attention to every aspect of the situation before arriving at any judgement regarding any individual.
- Student-teachers shared that now they are more open to understand life from the view point of others. The films and discussions also helped a few student-teachers to improve their relationships in their personal life.

Conclusion

Life experiences are real teachers, the learning which individuals gain from their experiences a long lasting impact. When individuals watch situations similar to what they see around through dramas or movies, they can easily relate it with their own life and it facilitates their learning concepts of educational psychology in the real sense. Instead of making teaching more theoretical and a burden for student teacher can use learning resources that are available around such resources not only make learning concrete, but provide joyful learning too. There is role of teachers in identifying correct resources to provide learning experience to learners. So, learning becomes more fruitful rather just being marks oriented.

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