

Frequently Asked Questions (Faqs)

Who is a good teacher?

Ans: A good teacher is one who encourages a wider world view to the learners by giving them wider examples or perspectives, or using pedagogies and assessment techniques that develop learners' cognitive, social and emotional skills. They are intentional; responsible for their learners; reflective as learners themselves; innovative and equipped for future challenges; engaged intellectually; and ready to make a difference.

2. Who is considered a Guru in Hindu culture?

Ans: In ancient India, Guru is the dispenser of knowledge and spiritual caretaker of his students. He had the greatest role in molding the future of a country. Of all professions he was the noblest, the most difficult, and the most important. He had to cultivate in himself– humility, compassion and the spirit of loving. He was an ideal example to his pupils. He was expected to devote his life to the course of teaching in the missionary spirit of self-sacrifice, and the society laid down the principle that both the public and the state would help the learned teacher and the educational institution very liberally. The teacher would teach both secular as well as religious arts and sciences. His duty was to lead the students from the darkness of ignorance to the light of knowledge.

3. What is constructivist learning?

Ans: Constructivist learning is a student-driven process in which learners develop or construct their understanding of concepts by incorporating their own outside experiences and perspectives as well as those of other students rather than only receiving information from their instructor.

4. What do you understand by Erikson's psycho-social theory?

Ans: Erikson's theory of psycho-social development suggests that there is plenty of room for continued growth and development throughout one's life. Crisis occurs at each stage of development. These crises are of a psychosocial nature because they

involve psychological needs of the individual (i.e. psycho) conflicting with the needs of society (i.e. social). Successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Failure to successfully complete a stage can result in unhealthy personality. The outcome of one stage is not permanent and can be modified by later experiences.

5. What do you understand by Vygotsky's social-cultural development?

Ans: Lev Vygotsky (1896-1934), a Russian psychologist known for his theory of social constructivism, believes that learning and development is a collaborative activity and that children are cognitively developed in the context of socialization and education. The perceptual, attention, and memory capacities of children are transformed by vital cognitive tools provided by culture such as history, social context, traditions, language, and religion. For learning to occur, the child first makes contact with the social environment on an interpersonal level and then internalizes this experience to think and solve problems. The earlier notions and new experiences influence the child, who then constructs new ideas through self-regulations. Children learn best the concepts that are in their zone of proximal development. Children are working within their zone of proximal development when they are engaged in tasks that they could not do alone but can do with the assistance of peers or adults.