

REFLECTION ON TEACHING TODAY AND TOMORROW :
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Abstract

Education is a dynamic process. To say something final on it is not possible, particularly in the modern era. Education in the emerging Indian Society in its totality, changes with the changing situation and developing circumstances. The educational expansion, universalisation of elementary education, higher and professional education and overall quality of education are major challenges before the country. It has to conform to certain ideologies and adopt itself to various condition-rapid growths of population, political, social, economic growths and the like. Therefore, there is need to review, reconsider and rearrange educational theory and practice. In the changing context of globalization, liberalization and advances in telecommunications teachers and teacher educators need to become conversant with International trends, Internationalism, multiculturalism, multi-racialism and other pluralities. Advancement of any society or nation depends on the quality of education being imparted there. For quality of education we have to adopt modern and easily understanding techniques of teaching, valuable relevant matters on diverse aspects of teaching. In the wake of the global survival in the fields of education new dimensions are continuously being given.

keywords : reflection on teaching, education, teaching methods, teaching pedagogy

Introduction : A nation's educational institutions are an organ of its life whose special function is to consolidate its spiritual strength to maintain its historic continuity, to secure its past achievements and to guarantee its future. Teacher is a maker of men. Therefore, teaching with a philosophical outlook will be an outstanding asset to a teacher. Teaching should serve as a means and its philosophy ought to remain the supreme flavour. In this age of knowledge explosion, a teacher should be highly intelligent with adequate depth in his subjects. The best way of improving one's knowledge is to cultivate the habit of reading. A teacher's authority can be identified from certain sources like, physical superiority, the love relationship, psychological wisdom, superior knowledge, superior thinking process, formal institutional authority and skill in the teaching process. The basic relationship of education lies in the teacher-pupil relationship. A teacher's behaviour shall be judged on the basis of warmth, cognitive organization, orderliness, indirectness, solving instructional problems and on the models of good teaching. Good teaching is a scientific process which should be on the basis of research conducted by a teacher. The quality of response a teacher makes to the child or a group with whom he is interacting in the essence of good teaching some of the abilities involved for a teacher are a sharp memory, sympathy, making the classroom a beautiful place and keeping himself up-to-date in knowledge. Teachers assignment should generate motivation among students. The goal of teaching shall be determined on the basis of the nature of curriculum, learning process, reflective teaching i.e. problem solving and problem raising. Teaching demands knowledge, control of entry, code of professional conduct, freedom to practice the profession, professional organization, good conditions of service and due recognition by the public.

To understand a theory of teaching, a teacher should be aware

of the behaviour of his students both inside and outside the classroom. No theory of teaching can blossom forth until and unless scientific research is conducted.

Basic of methods and advanced methods are the soul, flesh and blood of dynamic teaching.

Table 1

Reveals ten most liked qualities expected (by sample of students) of an ideal teacher, class wise are given below.

Sl.No.	IX Class	XI Class	BA.I B.Sc.
1.	Interest in teaching	Aims of life to serve others	Interest in teaching
2.	Making subject matter interesting	Satisfied from life	Making subject matter Interesting
3.	Capacity of explaining the subject matter	Knowledge of the subject	Capacity of explaining the subject matter
4.	Knowledge of subject	Encouraging students in the class	Punctuality
5.	Encouraging students	Interest in teaching	Creativeness
6.	Punctuality	Capacity to explain subject matter	Good behavior with colleague
7.	Aim of life to serve others	Laborious	Laborious
8.	Patience	Punctuality	Knowledge of the subject
9.	Honesty	Pet of Headmaster	Patience
10.	Giving general knowledge with the subject	Honesty, creativeness and patience	Encouraging students in the class.

Source : *Dynamic Teaching H.H.A Bourai P.26*

Good method raises the quality of teaching and bad debase it. The highest value that any method should inculcate is love of work and leading to an intense desire to do it with highest measure of efficiency. In fact, the methods should expand the range of students interest. The delivery of a lec-



ture depends on one's voice and gestures. It should be talking, commenting, discussing, arguing, and explaining. Bad lecturing is common. Good lecturing calls for herculean efforts and sufficient preparation. Good teaching is complex functioning, intrinsically social mutually interactive and impregnated with human values. An evaluation is the soul of diagnosis and it is the key to much of the treasure in modern teaching. The evaluation of teaching, a teacher can rely upon observation, problem situation tests, use of students note books and homework.

Table 2
Number of Colleges, Students and Teachers for General Education of Manipur

Year	College	Student			Teacher	Student per teacher (in nos.)
		Boy	Girl	Total		
1	2	3	4	5	6	7
1955-56	2	1,119	75	1,194	39	31
1960-61	2	1,771	243	2,014	71	28
1965-66	10	4,710	1,087	5,297	274	19
1970-71	12	7,767	2,385	10,152	368	28
1975-76	20	11,293	5,311	16,604	615	27
1980-81	24	12,847	7,712	20,559	1,045	20
1985-86	28	14,816	9,651	24,467	1,229	20
1990-91	29	22,427	16,597	39,024	1,025	38
1993-94	50	23,692	17,872	41,564	2,245	19
1994-95	50	25,020	19,290	45,310	2,259	20
1995-96	50	26,655	18,678	45,333	2,541	18
1996-97	50	23,560	20,017	43,577	2,695	16
1997-98	51	24,249	20,600	44,849	2,898	15
1998-99	50	24,411	21,407	45,818	2,898	16
1999-2000	58	15,489	16,312	31,801	2,841	11
2000-2001	25	10,053	8,611	18,664	1,267	15
2002-2003	62	11,135	10,539	21,674	NA	NA
2003-2004	62	8,727	8,003	16,730	NA	NA
2004-2005	62	8,711	7,494	16,205	NA	NA

NA: Not Available Excluding Private Colleges

Source : Directorate of Education (U). Govt. of Manipur.

Higher education plays a crucial role in the national development process. The above Table 2. shows an increasing trend in the number of colleges, students enrolment as well as in the number of teachers. The average number of students per teacher in 2000-2001 was 15 for colleges in Manipur.

School Reform : Research on classroom management indicates that effective teachers utilise a variety of techniques to develop productive discipline and to motivate students.

Successful Classroom Management Techniques:

1. Teacher make sure that students know what the teacher will not tolerate.
2. Teacher make certain that student know what to do if they need help on if they complete assignments early.
3. Teacher follow through with reminders and rewards to enforce the rules.
4. Teacher provide a smooth transition between activities.

5. Teacher gives student assignments of sufficient variety to maintain interest.
6. Teacher use variations in eye contact, voice, movement, and academic activities to focus attention during lessons.
7. Teacher do not respond to discipline problems emotionally.
8. Teachers arrange the physical environment to complement their instructional objectives and methods. Effective classroom management relies on a systematic strategy that starts with advanced preparation and planning before the school term and is reinforced throughout the year.

Good Teaching : Good teaching is the quality of response a teacher makes to the child or a group with whom she is interacting. The child's capacity to create new and challenging problems for herself is her most potent source of continuous growth and development.

Table 3

Indicates the functions performed by teachers in seven categories and range of percentage considered good teaching.

Categories	Range of percentage
1. Controlling functions	25 - 40
2. Facilitating	8 - 15
3. Personal Response	9 - 20
4. Positive Affectivity	12 - 20
5. Negative Affectivity	4 - 10
6. Content Development	22 - 40
7. Imposition	1 - 3

Source : UGC Minor Research Project, Parental Involvement in Child Education at Elementary Stage of Education, Asha Th. 2007.

Literacy : There was a greater percentage increase in female literacy but this might indicate only that the initial percentage was very low. The percentage of literate female is very low in both India and Manipur, but Manipur has a higher percentage of literate females than India as a whole.

Table 4

State	Year	Literacy Rate	
		Male	Female
Manipur	2001	68.87	59.70
	2011	79.85	73.17

Source : Census of India, 2011.

In 2001, 77.9 percent of men were literate, while only 59.7 percent of female were literate. Basic need like education is still beyond the reach of majority of females. Even basic education is still beyond the reach of majority of females of Manipur. The commitment and seriousness of the women learner are higher. The girls are topping at examinations from high school level onwards, but the literacy level for females is still very low compared to men. The awareness of women education is not high, and many young girls are prematurely absorbed in marital life before completing education. Women's education is yet to be harnessed with appropriate strategies.

Curriculum : The explosion of knowledge in recent years and the reformulation of many concepts in the sciences have highlighted the inadequacy of existing school programmes and brought about a mounting pressure for a radical reform



of school curriculum. A unified approach should be taken to the framing of the entire school curriculum, a new definition of the context of general education and a new approach to the place of specialization. A notebook with spelling errors or careless mistakes does not make the learner unintelligent. Failing to copy from the blackboard in time, is not a sign of disinterest. The teacher should carefully and systematically checks individual learner's needs along with areas of interest, strengths and weakness. At the same time students should be encourage to learn about the direction the world of tomorrow is likely to take, and help them not only to adapt to it when the time comes, but also to help them in building that future world in which they and their contemporaries will live.

Steps of Curricular Improvement :

1. Research in curriculum development undertaken by University Departments of Education, Training Colleges, State Institutes of Education and Boards of School Education should be upgraded.
2. Revision of curricula should be based on such research.
3. The orientation of teachers to the revised curricula through in-service education.

In the constantly changing world, where knowledge is constantly becoming obsolete, a curriculum needs to lay more stress on the process of learning than on the context of learning.

A curriculum is needed for teachers to help them understand the school vision and to ensure that they always remain in the learning mode. A great school believes that all students possess unique abilities and immense potential. It also believes that all teachers possess abilities and potential and that this potential only needs to be developed to make them into great teachers. Thus in a great school, just as students are not handed down a syllabus to memorize, but are involve in student lead learning programme, so also teachers are not handed down a given curriculum for students, but are participating creators of this curriculum.

Assessments: Assessments become the core around which the entire learning process is built. An assessment is the starting point of the learning process and not the end. Examinations are not a measure of student success and student success is not the purpose of assessment. The purpose of assessment is to increase the dynamic potential of a student by putting her through a learning process that is appropriate

for her needs. The instrument that has been given maximum importance is examination. The purpose of examination could be either an assessment certification function or a higher education filtration purpose. Reforms to examination system are therefore necessary, but need to be approached in a holistic manner. An alternative to 'examination as assessment' is required. The purpose of this model is to create an intricate and interconnected grid of nano-assessment that will join to form a true picture of the student being assessed. This model measures performance in the four whets of learning that is Academics, Arts, Physical fitness and outreach. Such an assessment model cannot serve its purpose without the total involvement and understanding of teachers.

Current and Emerging Knowledge : In our search for knowledge, we stand on the shoulders of those who have preceded us and this will also be true for those who succeed us. This is not to say that all paradigms and models of knowledge and all ways of knowing are already known. Knowledge growth occurs both by evolutionary development and by revolutionary "leaps" 'shifts' discoveries, or inventions. Our collectives knowledge is stored in a variety of repositives such as books, libraries, cultural technologies and other visual media, specialists in academic disciplines and an individual genes, mind, unconscious, and feelings. Furthermore, each human society in each of its historical areas, "chooses" a focus for its efforts in producing and using knowledge. It selects certain arenas for investigation and prefers certain modes of inquiry, procedures, techniques, or methodologies. How do Children Rank their Values, revealed that children in varying geographic areas and sub-cultural groups acrossed the state of Manipur do not have difficulty in deciding what values are most important to them. Nor do they show any apparent misunderstanding in the meaning of those values. The composite rankings for all subjects in the study appear in Table.5 Terminal-preferred end states of existence and people strive for. Instrumental-preferred modes of behavior. What was significant in the study, is the love correlation between what teachers value and what children in geographic areas and subcultural groups value. Love correlation is the result of the age difference, the fact that the adults have thought through their values or had them challenged, or are values changing.

Rank	Terminal Values	Rank	Instrumental Values
1	A World of Peace (free of war and conflict)	1	Honest (sincere, truthful)
2	Family Security (taking care of love once)	2	Loving (affectionate, tender)
3.	Freedom (independence, free choice)	3.	Clean (neat, tidy)
4.	True friendship (close companionship)	4.	Polite (courteous, well-mannered)
5.	Happiness (contentedness)	5.	Ambitious (hard working, aspiring)
6.	A comfortable life (a prosperous life)	6.	Responsible (dependable, reliable)
7.	Pleasure (an enjoyable leisurely life)	7.	Obedient (dutiful, respectful)
8.	Self respect (self-esteem)	8.	Capable (competent, effective)
9.	Wisdom (a mature understanding of life)	9.	Intellectual (intelligent, reflective)
10.	Social Recognition (respect admiration)	10.	Logical (consistent, rational)

Source: Ratna, A study of modern techniques of teaching young children. M.Ed. Dissertation (Unpublished), Pune University, 2004.

In general, we can conclude that knowledge is appropriate and sufficient to a particular time and place, to the survival of a people, and yet its nature is to continually be incomplete, to always challenge human beings to extent its alterable frontiers, to steer its growth and flow in those directions most useful to a societies images of the future.

Reason is the supreme tool of man. Knowledge, acquired through the use of reason, will free mankind from ignorance and will lead to a better future.

Conclusion : In everyday life, everybody likes a person who is frank, sincere, and honest. Sincerity implies loyalty to one's pupils and impartiality in one's dealings with them. Frankness and honesty are closely allied virtues, but the latter seems to possess a broader application. A teacher has many occasions for exercising her honesty. She has to report on the daily attendance of her pupil at her institution truthfully. She has to go to the class everyday punctually, with adequate preparation of her lessons. She has to enforce discipline without fear or favour. In fact, a teacher has to establish her honesty in all the day-to-day activities in a institution. Therefore, a teacher ability can be objectively measured by means of pupil gains in academic subjects, personality and character. Conclusion arrived at were: good teachers are talkative, cheerful, placid, frank and quick, while poor teachers are more silent, depressed, anxious languid and uncommunicative. Creative teaching provides encouragement to the students to think for themselves and find solution to the problems. The students of a creative teacher, shall never remain passive recipients. Programmed learning is a scientific technique for imparting knowledge. Scientific and technological potentialities of a people have to be developed by education. It is not enough that the core of curriculum becomes scientific and industrial but also there

should emphasize on the education of the talented and gifted. If the education of the future has to be meaningful it must make efforts to adopt inter-disciplinary courses that integrate several subjects. Education of the future can play its role effectively if it confines itself only to material aspects of life and ignores self-knowledge, it cannot play its role according to the needs of the time.

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