



TEACHER AND SOCIAL CHANGE: EDUCATIVE PROCESS.

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Voice of Research

Volume 4, Issue 3

December 2015

ISSN 2277-7733

Abstract

In the fast changing world, a country, a community or an institution will not be able to keep pace with the changing times if it does not have enlightened vision for the future. There has been a qualitative change in the role of the institution as well as the role of the teacher. While the institutions are called upon to deal with production oriented society, action-oriented youth and process-oriented education. The efficacy and strength of an educational system largely depends upon the quality of its teachers. Creativity is another aspect which the teacher cannot ignore. She has to accept challenge of generating thirst for knowledge, a search for truth and a spirit for enquiring for experience. Critical thinking are good for everyone. Critical thinking an anticipation towards thinking ahead which offers intellectual tools to the teaching community. But the shift is most evident in our institutions, where Critical thinking has replaced rote learning as the central goal of education. Curriculum occupies a central place in any educational system. The realisation of educational objectives will depend on the type of curriculum that is framed and prescribed as well as on the way it is implemented. The curriculum in the future will have to be geared to the development of a new international order. This will involve, to begin with, development of national outlook which will ultimately lead to the development of global perspective. Therefore, a curriculum has to be future oriented, dynamic, relevant to social needs and balanced. Concepts having potentialities for the development of such an attitude will have to be given a prominent place in the curriculum of different disciplines. Motivation is most important factor in the learning process. Motivation is the art of stimulating interest in the students where there has been no such interest, or where it is as yet unfelt by the students, and also of cultivating the interest already present in behalf of socially approved conduct. In all types of learning there must be a goal, and hence, we can say that all learning is motivated. To improvethe conditions of effective learning the teacher can do by influencing motivation. Again, the teacher is called upon to be a change agent, a facilitator sensitive to the development needs of the community. The conventional accent has been on information transmission, fact finding and skill development. The traditional wisdom is lost in the quest for dubious knowledge and knowledge is lost under mountains of information. The role of teacher has assumed special significances, since teachers today are interested with serene task of enkindling the spirit of global awareness among students. The paper in an attempt to provide necessary professional knowledge and guides the teachers to developed the required skills to make their teaching talent effective.

Keywords: Creativity, Critical thinking, Curriculum, Educative process, Interest, Motivation, Professional Knowledge, Social Change, Skill development.

Education was regarded as the potential instrument of social transformation and important means of national development. It was education that would determine the levels of well-being and prosperity of the people. The success in the ground enterprise of national reconstruction would largely depend on the quality of the young people. In order to accelerate the pace of national upliftment, it was felt essential to framean imaginative andwell-defined education a policy to take action for vitalising and improving the quality as well as quantity of education. It has been widely recognized that the development of true creative personalities should be the primary concern of education. Education is conceived for the development of human resource and not as a mere welfare activity to be undertaken by the state in proportion to the availability of financial and material resources. The state has no other option than to mobilize all possible resources for education because any investment for the development of human beings ultimately turns out to be investment for the all- round growth of the society itself. To ensure all-sided growth of the nation, optimum development of human resources is a pre-requisite. The teacher is of paramount importance in any national system of education. She is the pivot in the scheme of education and the very progress of the nation depends upon the quality of its teachers. Building and equipment are important.

So are Curricula and books. Teaches are no longer mere disseminators of knowledge. It has become the teacher's main task to help young people in coping with a welter of information and putting it into some order. Teachers should know how to appraise and distinguish that which is useful to the development of individual and society, emphasising not only what is likely to be relevant in the future. Every teacher, at whatever level of education she teaches, needs to have a professional philosophy to start her work with certain convictions. Her professional philosophy enables her to understand her role better in the teaching –learning process, to relate what contribution education can make to the society. Further, a code of ethics is one of the basic characteristics of all professions. Ethics is necessary for a teacher to make the profession self-regulating and self-governing. The ethical concepts that guide the code also motivate the teacher in successfully performing her different roles.

Education plays an important role in the process of social change. It is potential instrument, a powerful medium of bringing about changes in the society. Changes brought about by invasion, revolution or any other abrupt occasion do not have permanent impact. Education effects changes slowly, but steadily. Changes brought about by education are permanent and transcendent in nature.



Teaching role assigned, tasks derived from and meant to achieve national policy goals in the changed environment-contemporary society, global trends, and specific tasks for teachers in keeping with the stage and level of learners, valid and verifiable in the light of psychology of learning and predominant values in education, guidance, women education and evaluation.

Research Degree: The number of research degrees (Ph.D.) awarded by various Universities increased from 19,861 in 2011-2012 to 20,275 in 2012-2013 thus registering an increase of 2.08%. Out of the total number of Ph.D.s. awarded in 2012-2013, the faculty of Science had the

highest number with 6641 degrees, followed by the faculty of Arts with 6298 degrees. These two faculties together accounted for 63.82 per cent of the total number of Ph.D. degrees awarded. Education faculty followed by 813 degrees.

Table 1 - Faculty-wise no. of Ph.D. degrees Awarded in 2012-13.

Sl. No.	Faculty	Ph.D. 2011-12	Ph.D. 2012-13
1.	Arts	6155	6298
2.	Science	6334	6641
3.	Education	717	813

Source: 60th Annual Report 2013-14. UGC.

Enrolment of Women in Higher Education: There had been a phenomenal growth in the no. of women students enrolled in higher education, since independence. The women enrolment which was less than 10 per cent of the total enrolment on the eve of independence had risen to 44.40 per cent in the academic year 2013-14.

Table 2 - Women Students per Hundred Men Students.

Year	Total Women Enrolment (000)	Women enrolment per Hundred Men
1950-51	49	14
2013-2014	10552	79.87

Source: 60th Annual Report 2013-14. UGC.

The table no. 2 clearly indicates that the growth has been faster in the last two decades. The number of women enrolled per hundred men registered more than five times in 2013-14 as compared to 1950-1951.

Critical thinking: Critical thinking is one of education's most central goals and one of its most valued outcomes. Critical thinking is, the enlightenment philosophers understood and not only to intellectual progress but to all forms of social progress as well. Critical thinking an anticipation towards thinking ahead which offers intellectual tools to the teaching community. But the shift is most evident in our institutions, where Critical thinking has replaced rote learning as the central goal of education. The purpose of education is to develop critical thinking abilities, then the students should be free to challenge the validity of the accepted ideology. This is possible in a very open and liberal society.

Education for encouraging Creativity: Often it has been seen that the expressions of creativity among children has been punished rather than rewarded. This presents a serious problem in developing the creative abilities of students in school settings. Teacher cannot simply tell students that in a given length of time they are to create something. She cannot order the class to write a poem within a few minutes. Therefore, it is essential that the teaching for creativity must follow a continuing programme. In this programme all teachers should participate.

Whom shall we call a creative individual: This question is important to a teacher, if she knows the answer then she may put special attention towards the education of creative students. In this way not only the teacher will help in the development of the creative individual but may serve the society and the nation because it is through the creativity of a creative individual that the nation is enriched technologically and scientifically. While creativeness is an integral part of the learning process, its development is highly dependent upon the many factors of the learning situation. It can be developed under the guidance of a skilful and understanding teacher or it can be driven from the classroom by strict adherence to a formalized course of study.

Reward Creative Efforts: Teaching and rewarding only one method as correct inhibits creativity in students. The creativity will occur at that time when the efforts are made by bypassing the traditional methods. Hence, the teacher should reward all such efforts which are original in nature. The teacher who expect good work from creative individual may be able to get better results. If science and Ahimsa join together in a creative synthesis of belief and action, mankind will attain a new level of purposefulness, prosperity and spiritual insight. *Mohanty (1988).

Creative environment removes stress: Research studies have proved that students with high creativity becomes more successful and reduce the stress. A creative environment motivates a person to produce new ideas, patterns or relationship. Creative students express some novel idea, piece of art, some scientific principles, some material or abstract product that is unique. The quality of these types of unique expressions release the stress and associate the person to unique original expression. Teacher can say that creativity provides a framework and defines a path for our working. It actually enables us to work in a systematic and planned way, thus reducing stress.

Selecting Appropriate Curriculum Designs: Historically and currently, the dominant concept of the curriculum is that of subjects and subject matter therein to be taught by teachers and learned by students. Curriculum is concerned not with what students will do in the learning situation, but with what they learn as a consequence of what they do.

Curriculum is concerned with what results, not with what happens. Curriculum planning, by its very nature, constitutes choices, choices among values, social aims, social theories and psychological systems. In a study on curriculum load conducted by *Arora (1981) in NCERT, teachers of four states Delhi, Haryana, Maharashtra and Kerala were asked to assign ranks to the objectives of teaching. The first two ranks were assigned to the objectives like enabling the students to get through the examination and to get good marks, and the last two ranks were assigned to the objectives like development of mental abilities and personality traits. The teachers are not to be wholly blamed for attaching too much importance to examination results because their efficiency is judged in terms of results shown by them. The future is bound to throw new challenges therefore, it becomes imperative that educational system should equipped itself adequately to meet the challenges by effecting appropriate modifications in the educational objectives, curriculum content and teaching learning strategies.

Curriculum Creativity: The idea of creativity has some very important implications for the curriculum content. What type of curricula should we have, so as to enable the students to develop their creative potential, education aspires to be imaginative is faced with the old-age curriculum question. If curriculum is to be geared to the development of creative potential, then our preference will have to be for a deeper vertical penetration by students into fewer curriculum areas in lieu of a superficial coverage of more area.

A teacher may think of hundred and one ways of stimulating independent thinking among children. By making conscious and planned efforts in this direction, the teacher will surely enable the children to cross the barrier of learning and leap into the territory of thinking.

Curriculum Evaluative Research: Evaluative research has to cover both student evaluation and curriculum evaluation. Curriculum evaluation will cover evaluation of objectives, curriculum organisation, curriculum materials, etc. with a view to providing feedback to the curriculum framers so as to enable them to make modifications, adjustments in the curriculum, if needed. A variety of techniques such as interview, questionnaire, evaluation workshop, Delphi technique etc. are currently in vogue for obtaining evaluation data.

Motivation: Learning starts with motivation. Motivation activates and directs the learning behaviour. Goal setting is another means for motivation development. Feedback strengthens the motive to achieve if it is informative and not simply evaluative. With clear, informative feedback and some help in overcoming errors, students will improve. Providing models to students may also motivate them to achieve. Real life models may be provided by the teachers

themselves. Representational models presented by television are also highly influential. Rewards and incentives such as praise, smile, and responsible positions in the class as reinforcements to desirable and desired behaviour will also motivate the students. Stressful procedures may be avoided as they are likely to demotivate the students. Stressful ways will increase anxiety and anxious persons do not concentrate well on learning tasks.

Salient Features of skills: Tomorrow's problems cannot be solved by today's skills. In order to function effectively, the future citizens will have to acquire new skills and develop new attitudes. Construction develops skill in the use of common tools. Construction contributes to the development of many desirable understanding, as well as to the modification of attitude and appreciations. *Allen (1966) has indicated that the identification of representative skills and the devotion of substantial time to these relatively narrow skills, will help teachers not only to become adept in the skills themselves but also to improve their original competence as well. Teachers can purposely and systematically practise and can improve their teaching skills with peer group feedback or video feedback. The integration of teaching skills is expected to result out of continuous practice.

Skill of Questioning: Feedback from students is best achieved by questioning. Questioning helps the teacher to understand how far the teaching has been helpful to her students. The teacher can evaluate the effectiveness of her teaching then and there on the basis of the feedback of students answers to the questions asked. This questioning method also helps the students to know how far they have been able to grasp the idea.

India Skill Reports 2014

Survey conducted by Wheebox along with PeopleStrong in association with CII (Confederation of Indian Industry) Test endorsed by Association of Indian Universities. Covered 1,00,000 students in different states in India. It conducted the tests in four areas –Domain Knowledge, Communication Skills, Computer Skills, Numerical and Logical Abilities.

Results: Only 33.95% of the students are employable. Most of the employable pool comes from Punjab, Tamil Nadu, Uttar Pradesh, Delhi, Andhra Pradesh, Haryana, Karnataka, Orissa and West Bengal. Only 19.10% of the B.A. candidates are employable. Only 26.99% of the B.Com Graduates are employable. Only 41.66% of the B.Sc. graduates are employable. Only 11.53% Polytechnic candidates are employable. Compared to male, female candidates performed well. Why students lack this skills? Indian education system is more academic oriented. Gives more thrust on bookish knowledge, less regard to understanding and



application. Silver Lining is that this concept is slowly changing, Existence of Myth – “Have a Degree, get a job”. Seldom considers what type of Degree? (No Matter, just get a degree). Seldom considers job specific skills during study. What Employers say (Industry) want? Apart from Domain Knowledge (subject specific), Communication – Both written as well as oral, Teamwork – Good social skills, Problem solving – Logical thinking, Basic Numeracy – Numerical ability, Leadership – Go get together attitude, Adaptability – For new ideas, situations, technology, Creativity – Out of the box thinking (Lateral Thinking), IT general proficiency in MS office and computer hardware.

Educational consultants: There is an organization known as Engineers India, teachers should also weld themselves in an organization like educational consultants. This brings in a touch of specialisation, our society respect specialisation.

The teacher of the future will be expected to perform the roles of planned organizer of curricula, innovator of educational ideas, practices and systems, writer of TV and Radio lessons and programmes, resource personnel in the propagation of ever-expanding knowledge, adepts in the preparation of programmed texts and motivator to learners in many creative, unconventional ways. She should be a good communicator, efficient organiser of learning situations, and democratic group leaders.

Conclusion

Teaching is indeed a complex process needing several skills and techniques to make it a success. The quality of education reflects, more than any other single factor, the quality of the teachers. A teacher's personal qualities, educational qualifications, her professional training, her managerial skills and the place she occupies in the institution and in the community contribute to the quality of her teaching. Every teacher needs to be aware of the rapid cultural and social changes, advancements in educational theories, methodologies and practices, increase in student enrolment and range in the interests and abilities of students and the ramification of the role of education due to changes and advancements in science and technology. A teacher could develop professional manner if she keeps in touch with the latest published materials.

It is necessary for a teacher to start her work with certain convictions. The teacher cultivates a behaviour pattern worthy of her profession. The teacher realizes and makes others realize the importance of education as significant medium of social reform.

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