

Rethinking on Teaching - Education: Inclusion of Sensitizing Issues

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Abstract: Improving teacher performance is most important challenge in the field of teacher-education. Through teacher education programmes the professional preparation of future teachers is performed. It empowers them to become effective teachers. In the present scenario with the emergence of Information and Communication Technology, there appears of incorporating drastic changes in the present Teacher-Education Programmes. In this paper, the author tries to mention few sensitizing issues for their inclusion in teacher education programmes. These issues may be: Related to – Social problems, Economic problem, Cultural Reconstruction and Transmission, Crisis of Values, Isolation of Teacher-Education, Adequate Commitment, Proficiency in the use of ICT, Making School as Corporate Excellence, Inclusion of Human Rights Education, Life Skills Education and Distance Management.

Keywords: Impact, Rethinking, Teaching, Education, Inclusion of Sensitizing

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INTRRODUCTION

For making quality education well-trained, effective and sincere teachers are required. For fulfilling it, there appears need of effective teacher-education programme. The changes occurring in the education - system should be incorporated in the prevailing Teacher-Education Programmes. The concept of teaching itself is changing. Teaching is not merely imparting knowledge and communicating information but much more. It is considered to be helping learners to learn by themselves, to acquire skills and develop attitudes and values in a changing world.

At the global level, a new world order has been emerging in which education has become a

saleable and purchasable commodity. Liberalization, Privatization and Globalization (LPG) has brought new challenges and new avenues for education. The democratic ideal of equality is greatly threatened for the human survival by a number of sources which include terrorism, religious – intolerance and other pollutions of various kinds. Everyone is anxious to save the future generation from such an alarming situation and looking to teachers for acting as agents of changes. For this expectation, the teachers have to be caring, creative and reflective in their profession with resourcefulness and open-mindedness

Now, the teachers have to be trained to face these challenges and be prepared to do the job according to the needs and demands of the time. Therefore, teacher-education curriculum should be critically analysed for preparing, the teachers who have a sound social philosophy, characterized by social sensitivity, concern for social justice and ethics of teaching profession.

Social Problems

Everyone observing of increasing delinquency, violation, terrorism, communalism, regionalism tendencies are practised in serving one's own interest which put threats to national integration, emotional integration and similar types of social cohesiveness. In this reference the education has to play a remarkable role in developing a peace-loving personality of the people and in making them aware towards removing or at least diluting these bad practices. Similarly, through education people can be aware towards the social evils such as child labour, child marriage, untouchability, gender difference treatment, women atrocities and other forms of violation of human rights. In this direction the people are made to be aware on legal human rights, inculcation of scientific temper in removing the superstitions and prejudices from the masses. All these necessitate proper education and for these, student-teacher are to be prepared.

Economic Problems:

We find the explosion of population in our country which is causing poverty, unemployment, and low rate of growth and productivity. These are diluting the economic gains and pushing the country to backward economy. These problems seek immediate remedies by making coordination between economic planning and man power use planning. Education can serve meaningful if the curriculum is coordinated with man power needs. Through education the attitude of the society can be transformed towards work-culture. In schools and colleges students can be prepared on work-education and vocationalization of education by

introducing the skill-development based activities and subjects involving work-experiences. For caring these objectives the teacher-education programmes have to promote such attitudes and competencies among the prospective teachers who may foster special emphasis on science and technology, vocational inputs and skills development, business interest in the students while being appointed in schools and they may also guide and counsel their guardians on the issues related to self-employment and in getting financial assistance. In this respect there is a need to interpret Indian Culture.

Problems of Cultural Re-Construction and Transmission:

Our country has got enriched cultural heritage in the forms of buildings, monuments, pilgrims, epics and books, festivals and rituals, verbal activities related to nature and aesthetic-emotions etc. These all consist of our culture. In its distinct identity and composite strength. The negative messages and superstitions beliefs prevailing in the society are to be re-interpreted with scientific outlook. The capacity of our Indian culture to absorb the sublime from the other cultures needs to be highlighted. In this concern, the teachers have to play a significant role in culture transmission and re-construction. So, these should have to be included in teacher-education programmes.

Crisis of Values:

It is a general observation that there is erosion of values in the society that is why value-education has been included in the school curriculum. But it demands a planned and purposive approach. It is believed that values are caught and not taught. Keeping this view in mind, the school teachers have to form strategies for imparting value education inside and outside the classrooms. In the present day, there appears need of

caring the environmental ethics and values. Values bring quality and meaning to life and give a person his identity and character. Though it is true that children imbibe values all the time from their

teachers, peers and parents yet the present education is needed to be equipped with values of life for making the children into good human beings. The need for value-education or say, value-oriented has been deeply felt in the broader context of commercialization. It is said that education, itself, is a value and school is an instrument to realize it. Value-oriented education should emerge as a new science for inspiring human-values in our highly scientific and technologically advanced society. It should be based on Indian heritage and universal perception. The curriculum must provide knowledge, and framing of attitude, emotions, feelings and motives of the pupils related to values inculcation. It has been experienced that teacher's attitudes and interactions in the classroom make difference in students' leaning of values. The most effective teachers are those who model the values they want their students to learn. For introducing value-oriented education in the school education curriculum, the teacher-education curriculum require inclusion of a paper on value-oriented education, the techniques of value-education and guidance in organizing co-curricular activities for cultivating values.

Nowadays, the school is also considered as an organization and the teachers are the important personnel there in. Those teachers perform many types of work and job-related activities on teaching aspects along with institutional and their personal well-being. Their occupational role shapes their work-values. Rao (1975) defined, the work-value as "The degree of worth or excellence ascribed to a particular work, activity or an aspect of the work". Work-Values are those value pertaining to work, which constitute various aspects of work and which guide and influence one's behaviour (Dhar 1967). The extent and types of work-value, a teacher holds, have a pervasive effect in the school-climate and in its organizational goals, teaching and decision making styles. The values pertaining to work should be acquired long before one enters in any work situation as they become one's enduring beliefs. Rao and Ujjawalrani (1989) stated that the work-values, a teacher holds, guide his actions, attitudes, judgments in work situation. As such, the teacher's work-values shape and direct his behavioural activity in the school organization. It indicates that the teacher-trainees should be told about work-values during their teacher-education course. For this reason, the knowledge about work-values should be included in the curriculum of teacher-education programmes. In this respect the deliberations can be made through seminar/symposium or workshops during the teacher-education programmes. It will prepare them for not only holding of better work-values themselves but even transforming these into the school students as and when they get the opportunity of working in the schools.

Problem of Isolation of Teacher Education:

It is observed in general that teacher-educators often tend to lose contact with content area relevant to their own disciplines and they do not update their knowledge in that discipline which results as gaps in communication and latest information with students-teachers and at some occasion with the society. These observations create needs to teacher-education institution to make a continuous touch with institutions of higher learning and peer institutions for upgradation of subject-knowledge of teacher-educators and its effective transmission to student-teachers. The teacher-educators need to be in continuous touch with the practicing schools and the community for whom these schools are being established. The academic and

social issues are inter-related and inter-dependent. The teachers are expected to understand the contemporary these issues and then play active role in the activities leading to development and progress of those communities.

Further, the teacher-education programme should be helpful in the functioning of the running practicing schools and this can be achieved, if the teacher-educators make visit in those schools and conduct seminars, workshops pertaining to the qualitative improvements in pedagogical issues. It will strengthen the bonds between teacher-education institutions and the practicing schools. These academic activities will also help in enlightening the teacher-education institutions while preparing the future school teachers. Time to time, the teacher-educators should also visit in the guardians' meeting called in those schools and they should try to indentify the guardians expectations from these schools and there should be deep discussions with guardians. These expectations will be in the teacher-education institutions among the teacher-educators and the student-teacher therein.

Hence, Teacher-Education has to be conceived as an integral part of educational and social system and it has to respond to the requirement of the school system.

Problem of Adequate Commitment among the Serving Teacher:

It has been realized that there appears some dilution in the commitment to profession among the newly prepared teachers. This has been noticed in terms of low enhancing competencies and performance and at firmness. These all ingredients form the commitment of teachers. Teacher-Commitment areas includes commitment; to learners, to society, and to profession. The teacher-competency may broadly be classified into four dimensions:

- **Content Competency:** It reflects the capacity of the teacher to prepare himself/herself well with upto-date knowledge. It exhibits a sense of confidence in the subject.
- **Communicative Competency:** This includes the ability of the teacher to communicate the content and thoughts in the form of different units and sub-

units to the students in relation to their varying capacities.

- **Interactive Competency:** It includes the ability of the teacher to develop and maintain good and cordial relationship with colleagues and friends and particularly with students.
- **Evaluative Competency:** It is ability of the teacher to know clearly about the educational objectives to be expecting learning outcomes, and also the ability to develop, administer and explain the meaning of the terms, the techniques, skills to be used. These all will help the students to know their learning. These competencies have to be infused in teacher education programmes.

Problem of Adequate Use of Information and Communication Technology (ICT):

We are living today, in the age of information. Now, we find everybody is talking about information on something. This information is transmitted to receiver through some technology. The process of transmitting the information has been termed as "Communication". The receiving or spread of information takes place by the communication technology. As such, a term "Information and Communication

Technology" (ICT) has been emerged out. ICT includes technologies and methods for sharing and processing information, such as computers, software and books, digital and non-digital libraries; where for communicating information the mail, e-mail, WhatsApp, Radio, Television, Mobile-phone and web etc. are used.

Like the other areas, the education has also been benefited by the use of ICT in so many ways and almost at every level. It has been experiencing that ICT often produce changes in teaching and in delivering the content which in return increases the pace and outcome of the learning Normally, every educational institution is geared up to set-up the smart class rooms equipped with computer, Over-Head Projector (OHP), LCD projector-system and so many other gadgets of ICT. On the other hand, the students receiving education through distance mode either at home or some other place get the experience of use of ICT tools. ICT covers any

product (may be idea, book, data) in storing, retrieving, manipulating and transmitting or receiving the information electronically in a digital form by use of computers, mobile phones, television and robots etc. That is why ICT is now being regarded a potentially powerful tool for extending educational opportunities, both formal and non-formal. That is why ICT application is playing a significant role in teaching-learning process. The use of ICT carries many benefits to teacher as well as to learners, such as:

- Valuable information and content can be taught or accessed by a distant learner at a low cost using internet.
- The full information/piece of content can be sent/received in a fraction of minute at his/her residence with full freedom to select the desirable education.
- ICT provided interactive teaching-learning environment which motivates the teacher/learner to take keen interest in having teaching/learning experiences.
- By providing the high and accurate information ICT enhance the power of decisions.
- ICT allows any individual to use his/her multiple cognitive abilities to fullest extent. It assures lifelong learning.
- ICT can overcome the shortage of teachers and subject expert.

- It meets the need of mass education through rapid and distance communication.

Since last year and even in present-time, instead of formal face to face education, the on-line mode of education has been opted, due to pandemic COVID-19. Teachers are being involved in on-line education for effective teacher-learning process. These all deliberation necessitates the inclusion of ICT in teacher education programmes.

Issue of Making School as Corporate Excellence:

Now the school is also deemed to be an organization. The schools are being regarded as the agency to fulfill the aspirations and dreams of their stake-holders i.e guardians, students, teachers and

the school-administration. The principal is regarded as the manager, the teachers as technical persons, the non-teaching personals as office-staff and pupils as raw-material, whereas the society as the consumer. The schools have to prove themselves responsive to those stake-holders in terms of quality management. It emphasizes a continuous improvement. Ultimate, it leads the organization on the path of “Corporate Excellence”. The word “Corporate” in general means “a united body” and the word “Excellence” refers to surpassing quality or merit. The varied forms of excellence can be soon in competition, invention and innovation. “Excellence” involves immense physical efforts which must be recognized and rewarded suitably. The organization which finds all these in their activities “Flourishes” which otherwise sinks. The degree of corporate-excellence in an organization enables it to survive and win in the race of competition. As the teachers are the prime persons in run over of the schools so they should be well awarded during their pre-service training on the virtue of Corporate-Excellence to be evolved in their in-service schools. Generally, the corporate-excellence demands the spirit of work-culture in the school which necessitates job-involvement and work-commitment. So, the teachers be prepared pursuing job-involvement and work-commitment which help them in making their in-service schools as corporate excellence.

The Issue of Human Rights Education:

We all agree that education is a vital element for individual’s self-fulfilment and development of society. Education is a power which imbibes the values of tolerance, solidarity and co-operation. One becomes aware about his rights and duties through education. The individual in the society can live with respect and dignity with his awareness to human rights, which normally refers to the fundamental freedoms and basic liberties. In this context, the teachers, himself/herself have to be awarded towards their own human rights and also about to impart Human Rights Education to their pupils and even often to society.

Human Rights Education is the education about human rights and for human rights which develops essential human qualities and accord respect and protection to the inherent dignity and worth of each human being. The human rights education focuses on imparting knowledge of human rights, developing skills necessary to exercise these rights and right attitude and values to protect other's rights. The all-round development of individual's personality and universal peace and harmony can be promoted through suitable human rights education.

The National Council for Teacher Education (NCTE) in 1996 has recommended that all teachers be trained to identify curricular element in the syllabus of their classes where human rights education can be brought-in. As such, the teacher-education programmes have to design, develop, accept and evaluate teacher-training in offering human-rights education for helping the pre-service and in-service teachers for utilizing the suitable material and techniques in this area. It has been realized that human rights can be achieved and sustained mostly through education and training. So, a future teacher should be educated and sensitized about human rights. It is being transferred down from teachers to students who make practice and imbibe them in their day to day lives and these are spread in the society.

The Issue of Life-Skills Education:

Life-skills are the abilities for adopting the positive behaviour that enable the individuals to understand and deal effectively with the demands and challenges of everyday life. Life-skills constitute a continuum of knowledge and attitudes that are necessary for a person enabling him to function independently and to

avoid interruptions, if any. life-skills include: self-development, interpersonal and family relationship development, communication-skills, job and financial skills development, decision-making, time-management, stress and anger-management, decreasing degree of burnout, task-satisfaction and team-spirit as well as the social skills.

In general way, life-skills enhance the activities of the individuals with changing environment and empower them to make informed on rational choices in their various facets of life. Life-skills education facilitates the individuals to interpret the available information, use their abilities in framing the suitable attitudes and aptitudes in dealing with; what is situation? What to do? and How to do? with rationality and effectively. Life-skills education helps the individuals in attaining satisfaction whether on-job and elsewhere.

Issue of Disaster Management:

We all know that Human settlements are frequently affected by natural disasters and sometime man-made disasters. These disasters occur due to the concentration of population and economic activities. Disaster is "Any occurrence that causes damage, economic disruption, loss of human life and deterioration in human health and health services on a scale sufficient to warrant an extraordinary response from the outside of this affected community or area", (Joshith and Jayaprash,2012). UNDRO (1984) defined a disaster more qualitatively as "an event, concentrated in time and space, in which a community undergoes severe danger and incur such losses to its members and physical appurtenances that the social structure is disrupted and the fulfilment of all or some of essential functions of the society is prevented". Education for Disaster Management is a trans-disciplinary exercise aimed at developing knowledge, skill and values at all levels. There appears a need for empowering the younger generation on the preventive aspects, the types of services to be rendered in a disaster situation and the strategies for human approach. As per NCERT (2006) recommendation, teacher-education curriculum should include the topic of Disaster Management. It will enhance teacher's knowledge and skills in preparing the young generation in this respect and sensitizing them for Disaster Risk Reduction and assisting them in facing these challenges. That is why, teacher-education at all levels should include the Disaster Management and its mitigation strategies.

CONCLUSION

The learners today need considerable freedom to explore, enquire and investigate besides their knowledge on core-subjects. It indicates that the prevailing teacher-education course curriculum should provide enough space to students-teachers in developing logical reasoning, critical thinking, problem-solving and meaning-making. And, they are needed to be prepared reflective and unbiased because of increasing racial, ethical, and cultural and linguistic diversities in the schools and in the society. The author of the present paper hopes that if the above-mentioned issues and problems are being incorporated in reframing the teacher-education curriculum then it will result in developing the learners having the desired values and capabilities to cope with the changing situations in the modern technological world. Its relevance has been expressed by Raina (1990) that, “teacher training programmes in India have remained procrustean, offering

the same menu to all without slightest regard for varying cultural and physical setting. They remained unresponsive to vast cultural, linguistic, regional and geographical diversity”.

Hence, there appears an earnest need of incorporating relevance changes in the existing teacher-education programmes ensuring professionalism and enabling them to deal effectively with ground realities. The NCTE apex body in teacher education has also drawn our attention on many occasions on this very much concern.

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