

SHIFTING PARADIGM OF TEACHING STRATEGY

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Abstract

The present study is an attempt to analyze the shifting paradigm of teaching strategy in our education system. The educational aims, objectives, curriculum, teaching strategy, teacher-students relationship etc. are changing from time to time. From the ancient time to present, the aim of education has affected the teaching process. In this paper the discussion has been made in changing goal of education from pre-British period to modern and globalized era.

Key Word: Teaching Strategy, Paradigm, Globalization

Introduction:

Teaching is a profession that requires specialized skill and competence to perform significantly in students learning. Since time immemorial the Indian education system occupies a significant place in the world. But the fact is that due to change in socio-cultural system the education system has also been changed to maintain the parity with changing social order. From the ancient times, children are being sent to the teachers to acquire knowledge on different subjects and to add value to their lives and make them knowledgeable to lead an independent life. This system of education ran on the specific system of institution called gurukul. In ancient system, the teacher and student relationship is personal and informal. The teachers were positioned to be superior to god only next to parents. The respect and dignity of teachers were maintained at a high level in the society and the society flourished because teachers were ethical and taught the right things. The whole ancient and medieval education system was depending on religion and teacher centered.

In British period, the modern English education had been introduced on minutes made by Macaulay. But the system only produced a group of educated Indians for white colour job. Post requiring leadership qualities were assigned among themselves and very few Indians could become officers at high post because of improper education system. The education system which was previously encouraging the personal interaction between guru and shishya was stopped. The English education had created the gaps between the teacher and student. The informal method was destroyed and formalized. Modern education is fully formal and we have to learn what the tutors/governments decide. It does not create a closeness and warmth between the teacher and student. The relationship breaks once we are outside the campus. The modern education is more

towards industry, growth, technologies, ideologies and dozen ‘ologies’¹. Education technology could help teacher to diversify teaching and learning methods and approaches. In this paper, the researcher examines the shifting paradigm of teaching from pre-British period to post-modernism period.

What is Teaching:

Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. It involves a teacher, a learner, content in form of knowledge facts information and skill to be imparted a deliberate intention on the part of the learners to learn, and finally a method that respects the learners’ cognitive integrity and freedom of choice. There are two fundamentally different ways of understanding teaching. The first observation is that the teaching as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: teaching as knowledge transmission. The second observation is that the teaching as a learner-centered activity in which the instructor ensures that learning is possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge. Then teaching is assisted with the creation of knowledge². There are many changes in the strategy of teaching due to changing pattern of education system.

Changing Goal of Teaching Strategy:

Indian Education System has seen quite a few changes ever since its inception. It has changed itself with the changing of times and with the changing of social structure. However, whether these changes and developments are for good or not is still a question. Here we will discuss about the changing in goal of teaching from the pre-British period to modern education system.

Goal of Teaching during pre-British Period: life inducing model

The education system which was evolved first in ancient India is known as the Vedic system of education. In other words, the ancient system of education was based on the Vedas and therefore it was given the name of Vedic Educational System. In ancient India the whole system of education ran on the specific system of institution called ‘**gurukul system of education**’. During the ancient times, the gurukuls were set up in various parts of the country. Children went to gurukuls to acquire education. They stayed with their guru (teacher) in their ashram until they completed their education. The students were taught various skills, given lessons in different subjects and were even involved in doing the household chores to ensure their all round development³. No single method of instruction was adopted, though recitation by the pupil followed by explanation by the teacher was generally followed. Besides question – Answer, Debate and Discussion, Storytelling were also adopted according to need. There was no classroom teaching. The relation between the teacher and pupil in ancient India was personal, intimate and cordial. The pupil had no financial relation with the Guru. His relation with the Guru was social and spiritual. Though there are many instances in ancient India of maintaining the pupil by the teacher at their own expenses yet the relationship that existed among them was devoid of (worldly connection) material relation or connection⁴. The profession of a teacher in ancient India had a very high code of honour.

Thus, we called this teaching approach as a **life inducing model** where students are induced by their guru (teachers). The teachers of ancient times had played multiple roles and through which they ensured that the students were inspired, made to enjoy the learning process and imbibe their learning in their life, thereafter. Guru was the spiritual father of his pupils. In Buddhism and Jainism equal importance was attached to the teacher. So, at that time the students were not only learned by their guru as well as they affected by their teachers. Thus, we say that the main aim of teaching at that time was to develop the students as per the teacher's ideology.

Goal of Teaching during British Period: exchange of views model

In pre-British days, Hindus and Muslims were educated through Pathsala and Madrassa respectively, but their advent created a new place of learning i.e. Missionaries. So that, they can create a class of Indian who would be- Indian in blood and colour, but English in taste, who would act as interpreters between the Government and the masses. Though the education of masses was neglected by the British, which is evident from the fact that the literacy rate in India was 16% at the time of independence. The education policy, which was introduced only to produce "cheap clerks" who could help them in administration in their pursuit of economic subjugation of India. The only good things were the introduction of the modern principles of democracy, equality, rule of law etc. As a result soon the educated Indian came to know about the hypocrisy of British and began a fight for more rights. Macaulay, the president of the General Committee of Public Instruction and Lord Bentinck overrode the oriental's view point and declared, "the great object of the British government in India is henceforth to be the promotion of European literature and science among natives of India and that all the funds appropriated for the purpose of education would be best employed on English education alone".

The whole educational approach from the last phase of British period to early independent India may be called as **exchange of views model**. The main objectives of whole education system in the British period were to exchange the views of science, technology, trade, culture etc. among the students and teachers. The education system which was previously encouraging the personal interaction between guru and shishya was stopped. The gap between the teacher and student was created. The informal method was destroyed and formalized. Thus, we say that the main aim of teaching at the British period was sharing the information between students and teachers.

Goal of Teaching during early phase of independent India: Input-Output model

After independent India, there was remarkable improvement in scientific and technological education and research; illiteracy, however, remained high. The day of independence, it witnesses and share the happiest movement of the Indian people in Indian history, but real picture in the field of education was totally different. The opening balance on the eve of freedom in every sector of education was extremely scanty and disappointing in all aspect like educational disparities and imbalances were very large between urban and rural, between men and women, between rich and poor. After independence India need immediate reforms in education system which is important instrument for social change and national upliftment. Several committees and commissions were required to review the educational problems and make recommendation in order to adjust it to the changing needs, aspiration of the people, structure, and strategy of education⁵. The new constitution adopted by India did not change the overall administrative policy of the country. Education continued to be the prime responsibility of the state

governments, and the union (central) government continued to assume responsibility for the coordination of educational facilities and the maintenance of appropriate standards in higher education and research and in scientific and technical education. Articles 15,17,28,29,45,46 and some others which were provided by Indian Constitution to popularize the education among Indian citizens is able to fill the gap of educational disparities between rural and urban, between male and female, between rich and poor and provide maximum possibilities to get education with minimum expenditure. Various commissions, policies and their recommendations were taken for overall development for whole educational system.

Thus, we called this teaching approach as an **input-output model**. According to this model, the main focused of this approach was to give maximum input for achieving the educational goal. Although during this period, the importance was given to the input than output. During early phase of independent India, the main focused of teaching was providing information to the students only and less important was given to the students- how much they learn.

Goal of Teaching during Modern and Globalized Society: Technology based model

‘Globalisation’ is commonly used as a way of describing the spread and connectedness of production, communication and technologies across the world. Globalisation involves the diffusion of ideas, practices and technologies. The term of globalisation was first used in the field of economy. But the process of globalisation has deeply affected the economic, social, cultural and technological sides of societies in new world order. Globalisation has developed a new vision and has brought about or shared in a new way of life. With globalisation new concepts and values have entered into our lives with new problems and perspectives for the nations. The effects of globalisation have brought rapid developments in technology and communications thereby producing a shift in society from industrialisation towards an information-based society. It has brought the world closer like a small village without borders through its technological network or interconnectedness. New technologies make it possible to communicate more effectively across cultural boundaries by providing options that are effective and efficient. This process is marked by speedy, free movement of people, services, capital, goods, ideas and knowledge across borders. The process of globalisation in India had started with the economic reforms that had begun in 1991. These economic reforms were aimed at integrating the Indian economy with the world economy⁶.

The aim and objectives of teaching has massive changed in modern globalized society. At present, only information sharing are not only the main aim of teaching rather than to create a reflective teaching approach. In the education for globalization teacher must be ready to play a variety of roles in the classroom: (i) Educator (ii) Motivator (iii) Guide (iv) Counselor (v) Coach (vi) assimilator (vii) Generator (viii) Facilitator (ix) Communicator of Knowledge etc. He must continually educate himself learning about new advancement in the education, new technologies and new ways to encourage their students to reach their full potential⁷. We may be called this approach is **Technology based model**. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. Technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. With countless online resources, technology can improve in teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and

online assessments can help teachers to save a lot of time. This valuable time can be used for working with students who are struggling. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers. At present we say that the main focused of teaching is not only the information sharing, because most of all the students are using technology. They may know whole world in only one a click. Thus, the teachers must be reflective in their teaching.

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