

## TO THE 'QUALITY TEACHER' AND POLICY MAKERS OF 'QUALITY EDUCATION'

**D.Tamilarasu**

Asst. Professor cum Asst. Director, Center for Study of Social Exclusion and Inclusive Policy,  
Manonmaniam Sundaranar, University, Tirunelveli-627 012, Tamilnadu, India

[sociotamil@gmail.com](mailto:sociotamil@gmail.com)

### *Abstract*

*'Quality' is often emphasized to have effective education. But, there are differences of opinion in identifying the benchmark or traits of 'Quality Teacher' and 'Quality Education'. This paper not goes into the debate but attempts to identify the challenges for the present educational system. The Paper addresses two of the several elements of the educational system i.e., 'Quality Teacher' and Policy makers of 'Quality education'. Here, they are said to have 'quality' if they have an attitude of striving towards it. Challenges relevant to educational system are derived out of Sociological introspection of the present society. My experience as 'Learner' and 'Educator' so far in educational system, source from internet and newspaper, focused group discussion with colleagues and students (learners) of my classes also helps me to do so. Thus, challenges are identified for the present educational system. By referring the challenges, it is able to open up the ideas to address these challenges. 'Quality' used as prefix to the words 'Teacher' and policy makers of 'Education' is more meaningful and relevant if they are able to understand and address these challenges.*

### INTRODUCTION

Sociologist Emile Durkheim said, 'Education is socialisation of younger generation'. So, the foundations of future society can be laid through education. Education is the magic wand to bring revolutionary changes in Society. It is capable of evolving society towards higher order. It caters to individual as well as societal needs and heals the social problems of today. In order to have such real impact, 'Quality education' is need of the present scenario.

This paper addressed to the teacher and policy makers who concerns for quality education. Though the words 'Teaching' 'Education' is understood to have the implicit notion of quality, adding prefix, 'quality' with these words pave the way to identification and explanation of the traits of 'Quality'. Whenever we are not satisfied with any service, we often use the term 'Quality'. Being a teaching staff of the University, I am in constant struggle to reach the ideal state of 'Quality'. I can be satisfied with my attitude of striving to reach such 'Ideal' State. My humble opinion is that mere infusing or having the

attitude of reaching ideal state of 'Quality' is sufficient to move one towards the quality. Whoever fits this framework, considered to be a 'Quality teacher' and policy makers of 'Quality Education'.

By having focused group discussion with my students and colleagues, going through related literatures and internet sources on education, my experience of being a 'learner' and 'teacher' and with my sociological understanding and introspection, I am able to identify six challenges that 'Quality Teacher' or 'Policy makers of Quality Teacher Education' needs to understand and inculcate and needs to take up for research and discussion. I hope that these themes are acceptable and holistic to the 'Quality teacher' and policy makers of 'Quality education'. Those have to understand, take up and address these challenges offered by present society. Idea of the paper is not to differentiate 'Teacher' and 'Quality teacher' but to emphasis that there are challenges exist for those striving to reach the state of 'Quality' in education.

### **CHALLENGES FOR 'QUALITY TEACHER' AND POLICY MAKERS OF 'QUALITY EDUCATION'**

**Education of Social relevance:** Here, the idea 'Social relevance' implies as follows, How far the present education irrespective of various disciplines, relevant and beneficial to the Society? It should not be taken in the sense that there are some of the epistemologies to be identified and rejected. For instance, in terms of knowledge and skill, 'car driving or cycling' is more relevant and beneficial in present context than 'horse riding'. So, it can be prioritised but not at the cost of destruction of knowledge and skill of 'horse riding'. Here, policy makers have more responsibility than teachers.

It also implies the idea of application of theories and readings in book for the practical use in Society. Mere grasping of the bookish knowledge without having an attitude, knowledge and expertise to apply them for practical use in the society is futile in education. Here, the 'Quality teacher' has more scope in implementing the idea than framed curriculum. It is more in the hands of 'quality teacher' to expertise the student in applying the knowledge for the practical use in Society. This is how gaps between what we learn in the education and what we practice in the society can be bridged. If it not happens, we may not be able to identify the solution for the most pressing problems faced by the contemporary Society. For instance, energy demand is a global issue that can be more effectively addressed by the education.

**Media's grip on present generation:** Media have stronger influence on Children and younger generation more than 'primary group'<sup>i</sup> like family. Traditional family structure, cultural ethos is loosening its hold on the Children. Attitude, Fashion, life style, preferences etc is more likely to be shaped by Media. Visual media like Television, Cinema has swaying penetration than print media. It is highly impossible for children of satellite TV generation<sup>ii</sup> to be isolated from this trend. As Baudrillard<sup>iii</sup> identified that post modern generation prefers simulated<sup>iv</sup> reality than reality itself. Then there is no need to explain the case of present generation children. For instance, we have come across some of the film's name (though other

factors are also said to have play havoc role) in the newspaper in the case of a student assassinate the Hindi teacher of the School at Chennai. We can also experience in our day today life that how children are in the strong grip of media. 'Role models' and 'Heroes' are emerged from the simulated scenario of the media. Children grows with these reel ideas is often frustrated to experience the practicality of the Society. 'Quality teacher' and policy makers of 'Quality Education' need to be equipped to dismantle children and younger generations' media fetishism<sup>v</sup>. We need to have the understanding of this social reality.

'Quality teacher' become outdated and impractical if they reject the potential role of media absolutely. Such rejection may lead to education without social relevance. Most of us may agree that there is unreasonable aversion of the media in present educational environment. Also, there is some kind of allergic idea to avert aesthetic element in educational programme in the media. In both the case, education may become ritualistic rather than creative and engaging. "Quality teacher' needs to break the ritualistic idea of media aversion and then to take up the revolutionary idea of media intrusion in the present educational scenario. 'Quality Teacher' need not wait for the policy makers of the education to do so. 'Quality Teacher' is the only one who is capable of nurturing the children in appropriate direction for the constructive use of the media.

**Information and Communication Technology Revolution:** This theme is more closely associated with the media. As the impact of its emergence is not only confined with the media, this has to be addressed as separate theme for the "Quality Teacher' and policy makers. ICT revolution shrinks our notion of time and space. Idea of infinite Information within and beyond the Universe, conducting people from anywhere and anytime is at the click of the button become real due to the emergence of Computer based Information and Communication Technology.

It is an apt to refer that ICT has revolutionised the notion of education. It also created a necessity to evolve the new outlook of teaching and learning in education. Online learning or learning through internet and Computer software has shown new, alternate educational environment for the learners. It even leads to the state of questioning the necessity of human teacher in educating the learners. 'Quality Teacher' has to take up the challenges. Teaching cannot merely be the pouring of information to the learners because they can gather voluminous information from internet sources. Never than ever before, Teacher has to prove their inevitability and strength of his presence in the process of education. We can also say that the 'Quality Teacher' has the opportunity to distinctly reveal the importance of Teaching. It is inevitable for 'Quality teacher' to make use of powerful wand of Information and Communication technology for the education. In the case of Children, abundant information at the click of button becomes a problem because information beyond their decisive capacity leads them in chaotic and stressful learning experience. So, those tender learners need human educators. Inspiration, learn from the personality,

experience of understanding and sharing, motivate and cultivate the habit of questioning, thinking and creating among learners, lively education, emotional bend of mind in learning, social interaction etc can be possible only through human teaching. So, 'Quality Teacher' has to understand and evolve one's own teaching philosophy in accordance with these ideas and thus we can move towards the 'Quality Education'.

**Filo-centric family:** Based on the idea of who is having influential role in decision making of the modern nuclear family, there is a category of family referred as filo-centric family. In Filo-centric family, children are having more influential role in decision making of the family. Most of the family in present scenario revolves around to fulfill the desires and expectations of the Child. This is the reason for the business firm to media, concentrates mostly children and women. Education is one of most essential, prioritized and valuable investment for the Children in those families. Dreams, expectations of not only the children but also family members are constructed upon the education of the Children. Parents mostly hail from middle and upper class sections are actively engaged in their Child education. Parents wake up throughout night for the examination of Child is no more a peculiar phenomenon in Indian Society. Rote learning lightens the chance for enlightenment of the learners. Entrusting the freedom with children accompanies with strong pressure to perform in education is an alarming trend of present educational scenario. Function of 'Quality Teacher' becomes a walk in the tightrope considering such educational scenario. Handling the pressure is difficult atleast for the 'Quality Teachers' in Private educational institutions. Therefore, this is the social context for the 'Quality Teachers'.

**Sensitization on the issue of Environment, Politics and Sex:** Being a member of present Society, one need to have at least basic awareness on certain pressing issues. These issues play a crucial role in welfare and development of not only at the individual level but also at the societal level. Three broader issues are identified here to link with 'Quality Education'. Considering its importance, these issues in one form or the other get its focus from International institutions like UN's Millennium Development Goals to local NGOs. As these issues become the source for the most of the problems in the society not only in present but also in future. In tune with this rationality, these three issues are picked up here.

Environmental issues like Energy issues, Natural resources degradation and Conservation etc is one of most worrying factors for both developed and developing Societies. In micro-level, individual's life cannot be sustained without these resources. Most of the Societies are exhausted with the development path of aggressive resource exploitation. So, individuals of the society have to be sensitised on these issues. Most of the indigenous knowledge and cultural practice of Indian Society embedded with these consciousnesses was gradually lost due to various factors, have to be recovered and used to suit the prevalent context. Quality Education has to take up the challenges and sensitise the environmental issues.

Politics irrespective of any differences like nations, ethnic group, ideology, needs to achieve the objective of Development, Social Justice and Peace. Awareness and participation of its subject brighten the chance for the Politics to achieve those noble Objectives. Students or learners of present education system who are not able to comprehend the idea of Justice or Social Justice become a liability or obstacle or non contributors to reach noble objectives of Politics. Lack of Political awareness prevails and spread among the subject of the state, leads to cumulative destructive consequences. Our educational environment especially Teacher, Classroom, Learners etc are allergic to the political discussion though its influence is omnipresent in nature. Political qualities like decision making, leadership, problem solving, peacemaking, etc are not that much nurtured in educational environment. It is in these context, 'Quality Teacher' can do wonder in terms of sensitizing the learners on Politics.

Sex is also very much sensitive issue in today's world. Still, there is no dearth of myths and cultural prejudice on Sex. Instead of bringing clarity, present media aggravates the chaotic ideas on issues of Sex. Never than ever before, children are easily able to encounter the issues related to Sex. So, they need to be sensitised at early age. Education is the legitimate, sensible and scientific way to do so. Teachers have to cultivate the matured way of sensitizing these issues.

**Moral, Value based Education:** This is most often discussed, have wider currency among intellectuals, and even personalities from the History. But, this deserves most urgent attention in today's educational scenario. It is unfortunate to find that morality and value goes inversely proportional to the advancement of Science and Technology and material progress of Human Society. If education is able to cultivate the morality and value in individual, the individual become real asset of Society. Objective of education has to be expanded from the narrow confinement of pursuing material interest. Morality and Value taught and written in the text books appear completely alien to the Social reality. So, it is not necessary to uphold the rigid moral and value as prescribed by others. These can also be debated to discover the subjective understanding of those moral and value. This becomes the true nature of education. Dynamic, lively human teacher can play a larger role than static books.

## CONCLUSION

Thus, the paper brings out the challenges for the 'Quality Teacher' and Policy makers of 'Quality Education'. 'Quality' is about Understanding and addressing these challenges. But, this is one of the several aspects of the 'Quality Teacher' and 'Quality Education'. There are other aspects of quality such as pedagogical skill, teacher-student relationship, ways of evaluating the learners, infra-structural facilities etc. Therefore, it is apt to conclude that the paper is an attempt to identify the challenges in present educational scenario and also gives out some of the ideas to address these challenges. 'Quality'

must incorporate the challenges and way of addressing it but these alone cannot be taken as holistic explanation for 'Quality Education'.

### End Notes

---

- i. The concept of the primary group was introduced by Charles Cooley, a sociologist from the Chicago School of sociology, in his book *Social Organization: A Study of the Larger Mind*. It refers the most influential and immediate, proximate group for the children like family.
- ii. After 1990s, Government policy permitted private operators in Television media. Because of these, private channels facilitated by satellite technology mushroomed into large numbers. TV viewing became the major entertaining activities of the Indian Families. Channels for Children captivate them to Television viewing. These children are referred in the paper as satellite TV generation.
- iii. Jean Baudrillard is one of the Post modern Theorists. Here, his name is used to refer his idea of simulation.
- iv. Baudrillard in his work, ' *Simulacra and Simulation*, argues that our "postmodern" media culture is a world of signs that have made a fundamental break from referring to "reality." Baudrillard's concept of simulation is the creation of the real through conceptual or "mythological" models that have no connection or origin in reality. The model becomes the determinant of our perception of reality—the real. According to him, People prefer to be satisfied with hyper reality than reality. For example, Video games become the most interest to children than real games. Visual Media like Television plays a major role in creating hyper reality.
- v. The Concept of fetishism was popularly associated with Marx view on Religion. He observed commodity fetishism as one of the crises of Capitalist Society. It implies the notion of subjective captivity or seduction or addiction to the idea; object etc. it is used here to refer the present generations' seduction to the media.

### ACKNOWLEDGEMENT

Hereby, I acknowledge that this is the Paper I presented in a National Seminar on 'Challenges for Quality Teacher Education in the Present Scenario', held at ST. Joseph College of Education, Tirunelveli District, Tamilnadu on the date of 28<sup>th</sup> and 29<sup>th</sup> Sep.2012.

## REFERENCES

1. <http://mhrd.gov.in/schooleducation>
2. **News titled** Student stabs teacher to death in Chennai School, The Hindu, February 9, 2012.