

A Critical Study of the Role of Senior College Teachers in the Modern Education System

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Abstract

Gurukul is the ancient form of education based on idea of Guru (teacher) and Shishya (student). Under this old system the Guru use to impart knowledge to the Shishya and use to receive Guru Dakshina in return. In those days, education was not a common activity for all the citizens. As the work related caste system existed in ancient India, most of the people use to get job related education. Lord Thomas Babington Macaulay introduced the modern form of education in India. It was the first step to introduce classroom education methodology. Students in the 1830s started learning in schools the formal subjects within framework of stipulated syllabi. This revolution in education was strongly criticised as it was made to produce employees needed to serve British rule. The scriptures were largely ignored and the learned few used to create a class of anglicised Indians who use to serve as intermediaries between British rulers and Indians. This further resulted into scenario where smart education continued to evade the vast majority.

After 1991 the era of globalisation, liberalisation, privatisation emerged. In the light of these changes the role of education became vital and prominent. In the present days a teacher teaching at any level of education i.e. KG to PG is expected to play multiple roles. A teacher has to work like a mentor, facilitator, motivator, friend, guide, philosopher and the resource provider.

The researcher has assumed that, a teacher teaching at senior College level follows the norms prescribed by the UGC. He makes use of advanced teaching techniques, does remedial coaching, takes feedback from the students on regular basis, alters the style of teaching as per the need of the students, upgrades himself and believes in continuous evaluation. It is also assumed that, a teacher teaching at UG or PG level also does research on regular basis.

For the purpose of this research the researcher has collected primary data by using questionnaire method. The data was collected from teachers teaching at various Colleges in Mumbai and suburbs.

Keywords: *Higher education, revolution in teaching techniques, senior College, manifold role of teachers.*

Paper Type: *Primary Sample Survey*

Introduction

In the Vedic and post-Vedic era education in India was confined to many socio-cultural parameters. During the British rule, a small section of society had access to education. Many social and political reformers took tremendous efforts to make education accessible to all. By the inception of Economic Planning in

India around 30 Universities were established to cater the needs of the students who aspire to avail higher education. As per the recent data there are about 725 Universities in India including all Indian and foreign Universities. Due to the development in means of transport and communication the world has become a global village. Professionalism has emerged in every walk of life. To develop various skills and knowledge higher education has become essential. Thus, it has increased the need to have introspection on the part of teachers imparting higher education.

Institutions providing higher education are essential for the social awareness, economic development, political accountability and overall development of the society. Adequate infrastructure, strict administration, pro-active management, committed teachers who have undergone proper training, good governance and studious students can make the institution successful one. However, many research scholars have proved that passiveness of Government in providing a stable policy has diverted the focus on various elements. The policy of 'Shikshan Sevak' has made mockery of the school teachers. NET / SET affected teachers are still not clear about their future. Many of the research papers are the result of copy paste techniques. There is no standard evaluation method to evaluate the actual teaching skill and efficiency of a teacher.

Framework of Study

Objectives of the Study

A critical study of the role of senior College teachers in the modern education system and to suggest innovative methods to improve the actual teaching process.

Hypothesis

A dedicated teacher plays multiple roles and applies innovative techniques to improve the teaching skills.

Research Methodology

The teachers teaching at various senior Colleges in Mumbai and suburban area were given questionnaires to collect the primary data. Journals, reference books, research articles and websites were used to collect secondary data. Students' feedback was also taken into consideration to get clear picture of the research subject.

Scope of the Study

To study the subject the researcher has taken into account teachers who belong to various streams like Commerce, Science and Arts. Teachers from aided and self-financing section were taken into account. It was necessary to consider both the categories because the effort- reward relationship does not match in aided and unaided sections. Questionnaires were given to the teachers to collect the data and feedback from the students was collected through interview method.

Limitations of the Study

In Mumbai city and suburbs the teacher-students ratio is highly undesirable. It is due to the densely populated universe, it was difficult to collect larger sample size as compared to the universe. The pressure of attending seminars and conferences, upgradation in knowledge, students' strength in class, paper assessment, the load of extra-curricular activities, passiveness of a large number of students, attendance of students etc. are the problems which are not considered in the scope of the research. For the sake of

convenience teachers teaching in arts, commerce and science streams are only taken into account. The element of individual differences is also not taken into consideration while assessing role of teachers.

Determinants of the Efficiency of a Teacher

The teacher should be a born teacher and not a person who accidentally takes up the teaching profession. The following factors determine efficiency and ability of a teacher:

1. Interest in teaching and imparting knowledge.
2. Educational qualification/s of a teacher.
3. Training undergone by a teacher.
4. Proficiency in language i.e. according to the medium of instruction.
5. Health of a teacher.
6. Positive / negative approach of the management of the College.
7. Working conditions.
8. Availability of modern teaching aids.
9. Creativity of the teacher.
10. Government policy to promote teaching and learning process.

Multifaceted Role of a Teacher in Senior College

For the convenience and to make the study more and more result oriented the researcher has classified the role of a teacher in senior College into three parts, such as:

Primary Role

1. Actual subject teaching and imparting knowledge.
2. Facilitator and motivator to the students.
3. Mentor for the students.
4. Remedial teaching for the weak students.
5. Career counselor.
6. Resource developer.
7. Assessor and evaluator.

Secondary Role

1. Planning for the syllabi and teaching hours.
2. Conduct of curricular activities.
3. Conduct of extra-curricular activities.
4. Administrative functions through LMC or Board of Studies.
5. Paper setting or paper assessment at University level.

Additional Role / Tertiary Role

1. As a researcher to undertake minor or major research projects.
2. Active participation in seminars and conferences.
3. Paper presentations.
4. Contributing research articles.
5. Pursuing M. Phil., Ph. D. and other research activities.
6. Writing of books.
7. Development of soft skills.
8. Conduct of vocational training courses.
9. Use of audio visual techniques.

Research Findings

1. It was observed that 71.45% of the teachers have opted for the teaching profession out of interest. But out of them more than 50% openly accepted that convenience, long holidays, lack of accountability and easy money has attracted them towards the teaching profession. Many professionals have opted for teaching as a side income and a large number of female teachers have given stress on the limited time devotion and holidays by which they can look after their family without much burden of work pressure. Here, the question of actual interest in teaching remains as a big hurdle to be tackled.
2. As per the new methodology in teaching, a teacher has to be a mentor. Mere classroom teaching is not expected from the teachers. The researcher observed that 53% of the respondents have accepted that they are working as a mentor or at least agree with this idea. But 23% were reluctant to express any view on it. Surprisingly, 24% of the respondents were of the opinion that the activity of teaching is a part of teaching profession. Mentorship is not needed at all.
3. 70% of the teachers are still happy with the chalk and board method. They believe in the oratory skills possessed by them. 7% of the respondents were reluctant to answer. 23% of the respondents told that they regularly use innovative teaching aids.
4. Surprisingly, it was observed that 73% of the teachers do not upgrade their knowledge. They use the same old notes or study material to teach. They do attend orientation or refresher course and seminars and conferences just to increase credit points required for their job promotion and increase in salary. Hardly, 27% of the respondents agreed that they always upgrade themselves. But the responses were not clear and unreliable.
5. 10% of the respondents accepted the fact that, they do research. They have completed M. Phil., Ph. D. or they have written books. A large majority still do not agree with the element of research.
6. Around 89% of the teachers were happy with their proficiency of language and soft skills. Most of them do not understand the need to improve their communicative ability.
7. Half of the respondent teachers believe in that, teaching is a noble profession. But the remaining took it as a source of income.

Suggestions and Recommendations

After careful study of the role of teachers in senior Colleges in Mumbai and suburban area, the researcher has given certain suggestions and recommendations, such as:

1. Teachers should concentrate on upgrading their knowledge and skills.
2. They should take pains to improve their soft skills and proficiency in language.
3. They should concentrate on teaching-learning process.
4. Instead of assigning various extra-curricular activities to the teachers by compulsion, the College administrators should assign work to them according to their choice.
5. Teachers are to be given training to do research and to use innovative teaching tools.
6. Government should focus on infrastructure and facilities to be given to the students.
7. Teacher-pupil ratio is to be changed, i.e., students' strength per class is to be reduced.
8. Evaluation techniques for the students and teachers are to be made more practical and rational.

Conclusion

The dignity of education and teaching profession is to be maintained by the students, teachers, parents, Government authorities, managements of Colleges and the society in general. Education should not remain merely job oriented activity but it should transform a student into an ideal citizen with better EQ. The teachers are expected to maintain their status as mentors and role models for society. If teachers improve themselves, the same will definitely be reflected in the entire society.

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