

TEACHERS AS AGENTS FOR SOCIAL CHANGES IN SOCIETY

1. Mrs Madhumathi J Raja (Author)

HOD English Department

SDM College of Business Management

Mangalore.

Contact no: 9880435998

Email: -mj_raja40@yahoo.co.in

2. Mrs Kavitha .Prabhu (Co Author)

HOD English Department

SDM College of Business Management

Mangalore.

Contact no: 9449728283

Email:- kavitha_m_in@yahoo.com

Abstract

Teachers play a cue role in realizing victorious changes in education. Among them are real 'change agents' at both classrooms, school level and in college level too. Teachers are seen as important actors of change within programmes and projects on global learning. But all too often they are regarded live instrumental in moulding the character of an individual. The change in the society refers to a change in the social order of a society. As a result of swift industrialization, growing urbanization and changes in the human intellect, society needs to change in order to cope with the gradual changes. The outlook and attitude of the people can be changed through social change in education. Present education system is totally mechanized. It develops the cramming power of the students but curbs the individual thinking capability of the students which mostly students on private tuitions rather than self-learning. It also breaks the free thinking of the students. The origin cause of social and cultural changes that takes place within the society is Education. Education plays as an agent of socialization for the younger generations so as to reach the expectations of the society. The present paper focuses on that Education is being considered as the most powerful and effective instrument of social change and social development in present time.

TEACHERS AS AGENTS FOR SOCIAL CHANGES IN SOCIETY

Education improves the lives of others and leaves the community and world better than you found it. "It's an investment in knowledge that pays the best interest. "Education is a great socially important especially in the modern, complex industrialized societies. Information and knowledge is one of the concrete sources. It affects the circle. The role of education as an instrument or agent of social change and social development is widely accepted in the present society. The Society needs to change from time to time for its own prosperity and development. The Social change may include changes in nature, social institutions, social behaviours, or social relations. New ideas lead to evolution and development which the change brings.

Social change takes place as a result of many types of changes that takes place in the social and non-social environment. Change is inevitable in a society. The fundamental factor of development is education in every sense. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It refines the quality of their lives and leads to broad social benefits to individuals and society. Education is a tool where in social change and development constitutes a crucial input into the development process itself. The role of education in the development of human resources in particular requires hardly an emphasis. Education raises people's productivity, creativity, promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution. Education plays a major role in eradicating poverty by granting access to different employment opportunities. Education system needs to be upgraded time to time to incorporate desired changes in order to cope with the present changes in the society. Education system should be made more practical rather than providing mere theoretical knowledge. The theoretical aspects practical knowledge should be provided.

Teachers Enhancing and bringing about the Social Change Inside and Outside the Classroom:-

The Teachers can empower the students to become the problem-solvers in their own world; the principle of democratic education allows them to take responsibility on higher levels. This is one way of introducing students to the power of collaboration as a source of change – the

realization that many of the largest problems require multiple stakeholders and experts to work together.

That very same idea can begin in the classroom with hands on approach to learning .

For example:

Self-Directed Projects

As students get older, they naturally have more say in the direction of their learning endeavours. For example, senior school students and even some intermediate school students choose alternative subjects. In college, students have spectacularly increased their degrees of choice about classes, schedules, professors and the topics they will explore within the broad context of college. Why not start sooner?

Many teachers in the middle schools and beyond offer some flexibility in, for example, report topics. However, students can be offered the opportunity to not only choose subject matter, but structure their projects and select the hypothesis they will explore. This stamp of uniqueness on their studies helps them to feel busier and personally ingenious.

Community Outreach

Over time, actual learning has taken a distinguished place in many theories of education. The modifying power of advance community outreach experiences cannot be underestimated when it comes to teaching children about optimistic social change. Class volunteer projects may set students on the road to a significant sense of realization, connectivity and responsibility.

Without the proper context, certain forms of volunteerism can be boring or confusing to children. To contribute them on the right path, it is a brilliant idea to consider getting students' opinions on which charity organization to engage with. When students can express their voice for finding one cause or another essential to them, they are more likely to feel inspired.

Meaningful Student Voices in Education

All social change ultimately starts at home. Students understand that it is a demanding time in education, and they progressively feel left out of the conversation. For students to identify

and engross with the hurdles in their own learning circle, however government officials, parents, and teachers need to be inclined to work together to give them an optimistic voice.

For a starting point, these efforts can be patterned after more traditional “student government” programs. For supreme impact, however, student participants should be able to recognize and discuss issues of their own likes. This could run the gamut from issues with facilities to a desire the curriculum extended or changed.

The Key to Inspiring Students to Think Seriously About Social Change

Keeping all this in mind, it’s significant to realize that social education is not the only way that teachers can foreground social responsibility as an important concept. A spirit of community based change can inspire even the most conventional lessons and approaches – if done rightly.

An Educational programme that stresses democratic education, implements the principles of social change isn’t about forcing students to think or act a certain way. It is most essential to help students acknowledge the importance of their own social call and make informed decisions about when and how to invest it – decisions that many adults only too frequently postpone to others.

Thus, no matter what particular lessons are chosen or how they are proceeded, the importance of social change can by highlighted by absorbing all teaching efforts with optimistic values.

Finding Connections with Students’ “Real Lives”

At a very young age, children have trouble drawing connections between their lives and what happens “outside” in the world. As they grow, they may have more impact by the things they see and hear on the news, but may toil expressing their feelings. The classroom can be a place where students show and refine their feelings through writing assignments and by identifying how others, also influence them through a given situation and make them might feel differently.

Teaching Children to Become Discriminating Consumers of Information

The more controversial a subject is, the more information will be available that isn’t strictly grounded in the facts. New technology allows students to access a great variety of perspectives information in, but they and the adults in their community – can be misled.

Students should be taught to differentiate perspectives, starting with relatively mature and fact-focused sources like newspapers, and recognize an author's interests and biases.

Try Authentic Assessments

The Authentic Assessments are those with a true real-world fact. This highlights the boundary “versus something that will never be shared or will only be seen by a teacher. For example, if students are doing a section on writing letters, they should choose a person they actually want to connect with and a topic that matters to them.

Social change is something to be accepted in the classroom. By introducing children to their own autonomy in collaborative, prosaically ways, Educators can kindle a spark of inspiration that may motivate students throughout the rest of their lives. In this way, teachers, parents and administrators have the opportunity to truly exhibit their commitment to the idea that children are the future of the society.

Educators, Teachers and their organizations are agents of social change:-

In many societies teachers are considered as the individuals who can help to bring about optimistic changes in the lives of people. They are seen as guiding lights who can give advice on various affairs of the communities. They have direct interaction with children, parents and communities and that is why teachers and educators could play several major roles in the prevention and elimination of child labour. They can act as:

Frontline monitors and “child watchers”

Teachers are in advantageous position to point out the school-age children in the community, to encourage parents to enrol them in schools, to provide children with an interesting learning environment and to help them with their educational problems and needs. Schools are also accountable for monitoring non-enrolment and absences, and teachers and other educational personnel need to be empowered to monitor the school attendance of children, assess whether they are involved in work and to what extent this interferes with their schooling and point out

children who are at risk of dropping out. They can then inform the parents and help the needy children.

Community resource persons on child labour and advocates for children

Teachers can be powerful promoters in the campaign against child labour. They can act as resource persons who can inform children, parents and communities about the importance of education and the harmful effects of child labour on children and society. To empower the teachers to play an active role in the campaign against child labour at the community and national levels, they need to be enlightened and learn about the difficulties of child labour – the causes and the solutions. In addition, they need help and resources to launch and implement school and community campaigns against child labour.

Catalysts for change in the educational system

Through their own organizations and in cooperation with other trade unions, children's and women's rights networks, community organizations and other NGOs, teachers and educators can cooperate with each other and with other organizations to work on curriculum development to empower the school management system and to promote for policy reform that addresses the factors contributing to the exclusion of child labourers from school. Teachers could set up a network among them and identify other forums, networks or associations which could reinforce them to impact changes in educational policy and practices.

It is essential that teachers and their organizations participate in decision-making and in educational planning and reform. The very nature of teachers' organizations as reformers for teachers' rights makes them effective partners in realizing and maximizing the potential of education in the fight against child labour. All the analyses on the relation between education and child labour point out the urgent need to enhance the status of teachers and their working conditions and to address their continuing development as professionals. These are conditions for improving the quality of education in all countries, especially in developing countries where most of the world's child labourers live.

The Role of Teachers in inspiring Social Change in Classroom

Every generation does its own work in coming to terms with the opposition of social change. Young people can begin leaving their mark on the world around them through a wide range of community-minded practices and organizations.

This process does not have to wait until college and beyond: It can begin in the primary school classroom.

Public education has long been closely connected to the idea that students must get training to become knowledgeable citizens as adults. In the era of regulating testing and “employability,” however, the idea of social consciousness as a learning outcome has become both more visible and more controversial.

Nonetheless, students who distinguish connections between their lives and the energetic, continuing story of their own community are more likely to be spirited and informed participants in the democratic processes around them. This shows that “democracy” is not only in a political sense, but intellectually and even ethical sense.

The Common Feature of Social Change:-

Universality: Change is universal, an immortal and unvarying law of nature. In all the societies of the world change takes place. Therefore, social change is universal in character.

Continuity: Social change is a constant process. It does not get stuck at one place of time only. Change takes place all the time at all the places. However, we can forecast some direction of change.

Variation: Social change is parallel in time, and according to a specific period in time, its rate may be high or low. The rate and quantum of change varies from one society to another depending upon the existing conditions.

Criteria of larger population: Only those changes are considered as social change that influences larger population. Social change is accepted as such only when the greater part of individuals in a society accept it in their life, behaviour and beliefs.

Independence: Social change is independent with the will of the society of the people and their desire.

Forces: Social change is happens due to internal and external forces.

Planned as well unplanned: There were times when changes were unplanned and undirected. But now in present time changes can be planned to achieve the goals of the society.

Structural or functional: The change in the social structure or its function is social change.

The process of social change may be depicted in the following manner:

The Change in the experiences of individuals, the Change in the attitudes of individuals, Changes in the thought process of individuals. Changes in the social interaction. The Change in the social relationships .Change in the social structures.

Social change and Social Progress

The Social progress is also social change but all social changes are not progress. Social progress moves and changes in a particular direction with some aim in view. The Change can be called progress only if it fulfils the desired aim. The Social progress may be labelled as realization of social ideals. It is determined by our social values. The Social values are the criteria of social progress. Therefore economic development, political awareness, improvement in moral conduct and good education for the masses are some of the indicators of social progress.

Education as an instrument of social change:

The most powerful instrument of social change is Education. Through education the society can bring sensible changes and modernization itself. The transformation of the society can be done through Education by providing opportunities and experiences through which the individual can develop himself for adjustments with the emerging needs and philosophy of the changing society. A careful planning in every aspect of life— social, cultural, economic and political provides a sound social change. Education must be planned in a manner keeping in mind with the needs and aspirations of the people as a whole.

The Indian Education Commission (1964-66) recognized the need and awareness about the country's aspirations which involve changes in the knowledge, skills, interests and values of the people as a whole. This is the basic need of every programme of social and economic for the betterment of which India stands in need.

The functions of education in the sphere of social change are outlined as under:

Assistance in changing attitudes: Through the right attitudes of people towards education which favours the modern ways of life and develops attitudes which can fight prejudices, superstitions and traditional beliefs. This brings about a change in attitudes of people in favour of nuclear family towards rising above traditional values and socio-cultural barriers of caste and class and towards religion and secularism. The right Education interaction along with the process of social development which is another name for social change.

Assistance in creating desire for change: A *desire* is created through education for change in a society which is pre-requisite for any kind of change to come. It makes people conscious of social evils like drinking, dowry, gambling, begging, bonded labour etc. This creates an urge to fight and change such things. Education makes under-privileged; down-trodden and backward people arise of their lot and install a wish in them to improve their conditions. Thus education creates a desire for change.

Assistance in adopting social change: Some people easily adopt whenever some social change occurs, while others find it very demanding to adjust themselves to this change. The main function of education to oblige people in adopting good changes.

Overcoming resistance to change: There are certain factors which create resistance in accepting social change. The right Education helps in overcoming resistance.

Analysis in change: The Education provides the individual with the capacity to use his intelligence, to differentiate between right and wrong and to imbibe certain ideals. The Education determines the values which act as a criterion for the analysis of social change.

The Role of the teachers in bringing social change:

The Teacher is the central figure in any formal educational system. He or She must respond to the duty. He /She are regarded as an effective agent of social change. The social change without a teacher is a mere figment of imagination. The teacher should know the needs of the society and the nature and direction of social change. The present democratic society expects that the teacher should really act as an agent of social change. Regarding his or her role, the following points need special mention:

Model of modernity: The important role in the process of social change can be performed successfully by the teacher only when he makes himself a model of modernity *i.e.*, when he himself grasps modern values and allows them to manifest in his own conduct. The following qualities should be inculcated in the behaviour of the teacher: scientific attitude, rational

thought, empathy, mobility, democratic style, sentiment of respect for individual personality, secularism, faith in change and transformation.

Competent and skilled: The teacher should be competent and skilled as he is going to lead the younger generation who are the future citizens of tomorrow.

Psychological climate: The teacher must be ready for the psychological climate favourable to new attitudes and values.

Suggestions for change: The teacher should come forward with his wise suggestions to bringing about social change. He should be ever ready for an implementation of social change. Apart from this, the teacher should welcome the positive changes taking place. He should readily accept what science and technology has bestowed on mankind and inculcate proper attitudes and values in students. He needs to motivate non-formal education, technical education, population education, inclusive education, adult education, women education, education of the backward classes and participate, actively in these activities in the larger interest of the social change.

Remove obstacles: The teacher should help to remove the obstacles in the way of implementation of social change.

Scientific attitude among students: The teacher should progress a rational, curious, thoughtful, positive, constructive and scientific attitude in his students by encouraging debate and discussion in the class-room as well as in co-curricular activities.

Secular attitude: The teacher should have secular attitude. He should show respect for all the religions. The teacher can modernize the entire atmosphere of the school; and can give motivation to the process of social change as the students of today will become the pillars of society of tomorrow..

Pupil-centered and community-centered education: The teachers aim should be in imparting pupil-centered, life-centered and community-centered education. He should provide opportunities for the overall development of the students. He should regularly attempt to enhance community life through the best possible use of material and human resources of the school and community.

Use of modernized instructional technology: The teacher should make effective use of science and technology in the routine activities of the school and in this way habituate students to their use and give them practice in applying science and technology in other

situations. Kit-based instruction for teaching of science, language laboratories for teaching languages, programmed learning for all subjects, wise exploitation of radio and television lessons and educational journals etc. to supplement class-room teaching are essential steps. He should try to instil emotional integration, national integration and international understanding in the students.

Thus, it can be concluded that the teacher through his multifarious roles and activities, can accelerate the process of social change in a very powerful way. "It is the task of the teacher to educate for change, to educate through change and to educate for orderly planned revolution, and if necessary to educate through revolutionary action.