



THE ROLE OF TEACHERS AND SOCIETY IN EDUCATION

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ABSTRACT:

A case study of how science education is taught in some of the primary school in Hoshangabad district in Madhya Pradesh reveals that a lack of 'cultural capital' dose hamper the economically poor students in synchronising with the 'education that is design in school textbook and taught by teachers middle - class student who are backed by certain cultural capital fare relatively better cultural capital informs the relationship between schooling and the family/social structure and also shapes the teachers role in how she or he negotiates with students from different background differing cultural capital is not reflected either in the nature of textbooks or in the nature of teachers training this reveals how the questions of accessibility to education cannot be limited to access to infrastructure but also includes access to knowledge.

Keywords: - Science education, economically poor, accessibility.

INTRODUCTION:-

Teachers play important role in education system. they are the most visible part since they occupy positions lower down the hierarchy as far as power autonomy and decision-making are concerned it becomes easy and analytically simple to blame teachers in general it is often argued that individual teachers can make a difference to schooling true, but then individual collectors, police officers doctors and employers of government sectors can all make a difference by doing their jobs wells But none and them in their individual capacities can bring about large-scale changes in the system

The school is modern institution it trans the workforce needed for modern jobs expose students to modern/scientific knowledge and also opens up a space in which ideas like



equality shape concepts like "**Education for all**". But we know that these institutional characteristics do not play out the same way all over the country the school system with its decision making bodies at one end and the teachers at the other is guided by particular socio-political ethos influenced by the historic and social processes of Society this is why the present article first contextualise that region, Hoshangabad in Madhya Pradesh where the study was done various aspects of Society be it religion, modernity politics or class structure influenced the schooling processes.

Hoshargabad was a centre for rural uplift were both the English and the Indians worked together after 1970 the wealthy farmers started sending their children from the villages to school and colleges in nearby towns and cities several students of joint family stay in rented house in Hoshangabad town with an adult member accompanying them to take care of food and other requirements the 1980's saw the opening of government supported non formal education centres called 'Pankath Yojana' in the region the same decade saw the emergence of science teaching programme initially called Rasulia science programme and which later came to be known as 'Hoshangabad science teaching program' (HSTP) the combined efforts of Kishore Bharti and there program give result in the form 'Eklavya' an organisation that subsequently ran the program through government collaboration in the entire district for approximately 20 years it focused on hands on learning structured for a democratic relationship between teachers and students and exam and an evaluation process that did not place the blame for failure on the students Instead it was meant to point out areas for improvement in the writing of textbooks and the teaching processes. These interrelationships help us to grasp the role and potential as well as challenges faced by teachers who are historically socially and institutionally located.

**SOCIAL CONTEXT:-**

In 1854 the schooling scenario largely operated through village school masters and though Makatabs and Madarasas. In 1854 the setting up and the Sagar educational circle of Non-west province which include Hoshangabad region which show the entry of modern education here in 1862 the education department was constituted and by 1865 the region had an estimated 167 schools it is to be noted that many of these schools were opened at the private expense of landholders thus the school buildings of seoni, Sohagpur, Babai, and sobhapur well all paid for by one zamindar, the situation of girls education was not very favourable-in 1906-07 the percentage of children under instruction and those of school going age was given as 3.3

A number of schools were opened in the region here by Christian missionaries including the Quakers. The women industrial schools trained girl in garment marketing embroidery, making of shoes, toys, bags etc. the Harjivan sevak sangh set up some schools and hostels for Harjivan children in the region. The Quakers worked in this region through relit centres, adult education, agriculture dairving and health programmes.

EDUCATION IN HOSHANGABAD:-

Present day Madhya Pradesh has a below the national level literacy rate as well as other indicators such as availability of schools within on km of settlements within the state however Hoshangabad represents an average or above-average situation for instance. The estimated percentage of children between the age and 7&14 who do not attend school range between 20&30% in Hoshangabad district. the spread of primary school in the state is above the national average and there seems to have been a thrust from the state administration on this front since the 1990's the spread of upper primary and higher school is quite weak with sizable proportion of private school in Hoshangabad region which show in the table



	Government	Private
Primary	106	796
Primary +upper primary	19	967
Sec/higher Secondary	1926	245

Hence the continuity from primary to upper primary and high school is not fluid enough for all strata and Society to make case of the provision of free and compulsory elementary education in this situation one can imagine how the poor, marginalised and girls would fare in pursuing schooling beyond primary level

STUDY AND GEOGRAPHY:-

Some years ago a student examined the problems and teaching the subject of geography this was done especially in the context of difficulties noted both by teachers and by 'Eklavya' that physical geography thought in school was too abstract for student to comprehend the main findings of the study especially the implications of the primary data were published this study utilises qualitative notes of classroom observations and discussions with teachers to examine the questions of assumed centrality of teachers in our school system.

The classroom observations in Hoshangabad town brought forth a range and situations that reflects the general status of schooling in the country the implications of abstractions taught in younger grades and in yet other cases brought to light specific socio-cultured belief that challenge the school curriculum.

Teachers are seen to makes their own interpretations on these situations which enable them either to be indifferent to or to find short cut to help students pass the examinations. The interpretations and stands taken by teachers are important source of information that reveals



the various relationship of school with the society and show that the enactments in the classroom are manifestations of social thoughts and structure. And it also shows that various analyses of the school and the teacher remains appropriate and incomplete without considering such essential relationship.

Students were not seen to relate to the topic under study in the ways in which the text explained it and they were dismissive of the scientific explanation give in the textbook in the batter performing schools. while they use scientific formulations for the on the basis of their own observations and common sense the concrete and the abstract were therefore seen to be distinctly separate and the schooling processes is not able to explore the essential relationship between the children thoughts and for the science perspectives this is definitely a serious problem for modern schooling. This problem was discussed with teachers and they talked about their interpretations for the problem which was discussed in following three cases.

Case-1 The dialectical relationship between individual and the Society is a very useful understanding that can change the processes of schooling it is to be noted that in contradistinction to such understanding our schools are not structured to house such relationship even a cursory review of school textbook brings to light that they are organised around the transmission of products of knowledge and this gives no scope for building relationship between learners and the teachers this is we the student observed facts and life stand in contradiction to the perception and science.

In this the teachers observe that the abstract explanations and science do not reach the children; and in many case the teachers themselves, being products and the some education system. do not engage with these concepts they interprets and act on this situation in two different ways acc to individual understanding and learning.



Case-2 In the present case we find that lack and cultural capital does not favour a particular set of students in the class middle class students who are backed by certain cultural capital synchronise relatively better with the 'education' that is designed in school textbooks and acted upon by teachers But in the case and economically poor students such synchronisation is lacking so much so that the school system does not seem to accommodate them cultural capital informs relationship between schooling and family/social structure and this is also seen to shape the teachers role in negotiating or not negotiating with students with different cultural capital the school system does not address the situations of different cultural capital No such thrust are reflected either in the nature of textbook or in the nature and training it includes accessibility to knowledge But as the people without cultural capital their deficiency schooling in the socio-historic situation the teacher herself a part of the class-caste gendered practices of Society do not act for change.

Case-3 A deep duality between children thoughts and school's curriculum and text which portray scientific information at another level we also see that a similar thought of duality operates between the world view of teachers as a part and Society and the world view of science through school in which they are employed and schooling only enable teachers and students to function instrumentally so science as a way of thinking or as historical-social process had not made much progress and a teacher herself a dual role in relationship between school and society.

CONCLUSION:-

The school and modern institution is perceived as carving out space for science and equality but neither the nature of knowledge nor the accessibility of marginalised communities to knowledge are qualitatively enhanced. In the absence of dialectical relationship in the classroom and also between the social system and the Society the potential



and teachers remains grossly untapped so the teacher would only reproduce existing norms which heavily affects a way in which knowledge is interpreted and the way in which social hierarchies are accepted thus school do not become space where a change in education ship happens through knowledge.

In such situation teachers would only became agents and reproduction of traditional social educations. Hence in a system that is perspective and nature dialectical or revolutionary, the teachers would have a very different role to play the situation in the region also point out in Hoshangabad.

The HSTP which built relationship within classroom was closed down by government.

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