

The Pedagogical Perspectives of Change

Change is inevitable, be in nature or self, physical or non-physical. The nature of the universe and the human-self represents change with their varying phases. The universe with the changing position of celestial objects, the alternate days and nights, the formation of weathers signifies the same. The humans, right from the changing position from their mother's womb to the moment they stepped into the existing world, every day denotes their varying persona, rather every second a person is new as a second gets added to the quantum of his age.

So, the change, a complete transformation, a modification in the position, variation, and difference, specify it by any synonyms...is inevitable. When we talk of change in teacher's persona, it becomes more important than just saying "change is inevitable". The following reasons justify the claim:

- 1) A teacher has been entrusted with the responsibility of changing the overall persona of the students from imperfection to perfection. It's imperative that teacher has to have a double sense of understanding of the dynamics of change. Again, since student's age and their groups are dynamics, desirable changes needed to either guide or witness their internal and external flow of thoughts and emotions.
- 2) To be more precise, for an inevitable transformation, consider the pedagogical perspectives. The first thing that warrants teacher's attention is that she is supposed to impart knowledge to her students. Imparting of knowledge demands a good stock of knowledge, as effectiveness of the divulging process depends on the quality and quantity of knowledge that a teacher possesses. As it's difficult to quench thirst from an empty vessel so is a teacher with poor stock of knowledge, students are bound to fail in getting required amount of inspiration and guidance.

Now an important question, how a teacher could be good at knowledge-dissemination? Well! The answer is simple; she needs to grow in knowledge. The age and experience should directly proportional to the amount of knowledge that a teacher possess. The ways of increasing the knowledge base:

- 1) "Teacher has to be an expertise of the subject", what this statement infers? It actually gives rise to a common notion that the relationship between teacher and subject has wide-ranging implications. It's all about resorting to a continuous process, rather life-long learning experience that comes through careful reading, referring different books, self-assessment of the performance and working on hands-on-experiments.
- 2) Every teacher should form a dual-connection, one connection between reading and lecturing and the second connection between performance and reading. It means before going to the class a teacher should put in loads of efforts to acquire

knowledge and after the class, self-evaluation of performance should couple with reading appropriate stuff. This is how knowledge and action complement each other for an intellectual development. The knowledge leads action and action follows knowledge.

The imparting of knowledge has a practical utility to follow, a teacher should help students learn how to understand things by reading, writing and critically thinking over the lessons taught.

Imparting of skills depends on how well “knowledge-base” is teacher’s approach. A teacher well verse in the subject surely allows students to learn the way they want and ask what they want. Absolutely no restrictions like “sit properly”, “keep quiet” and “don’t ask”. Students’ skills development means, a teacher should:

- 1) Make use of various methods apart from just verbal communications.
- 2) Permit students to perform various activities to understand what is being taught.
- 3) Allow critical thinking; let them ask the way they want. Let them be a bit harsh on a teacher’s approach. Let them challenge her knowledge-limit. Let them come out with their own unique ideas about what is being taught.
- 4) Approve their group activity or discussion for some time; allow them come out with their own explanations.
- 5) Let the students fly high, reach to the new heights, they represents none but their teacher. It shows that the teacher has empowered them to fly in the vastness of their sky and in the vicinity of their knowledge and wisdom.

A realistic methodology coupled with a parental approach could boost both teaching and learning experiences. The pedagogical perspective demands teacher to be efficient with a strong knowledge-base and effective approach. There has to be a clear reflection of the same from student’s side. They should shine, every time a teacher speaks to them and enlightens with the knowledge. The visibility of a thing is greater because of the greater amount of falling light, so what we deem is, shining of a student depends on the greater knowledge-base of a teacher, greater the knowledge; greater will be the expanse of students’ shining. For a student to be a glittering star, the following three distinct qualities are quite essential:

Understand: Students should understand the knowledge that is being given to them, no matter which subject is being taught. Student’s understanding is an integration of teacher’s approach and their response. A clear and fair amount of understanding is always appreciated. The presence of students in a classroom, with their interest and expressions, involvement and response, is but a precise reflection of their understanding.

Remember: The remembrance of what has been taught is a heightened expectation that a teacher must have with every student. The sense of student’s understanding should be so strong that they never tend to forget what they have already learned. It means, in the process or remembering things a teacher is their constant companion and a constant motivator. A teacher remains in touch with the students to know how things are being

studied and remembered. Hence, there should be undeclared forms of “assessments” in a teacher’s list of “duties and responsibilities”. There can’t be a greater sense of responsibility than this, that alongside the formative and summative assessments; a teacher has her own ways of assessment.

Apply: It’s a true empowerment of students that they should know how to put in to practice what they have learned? How and in what ways they can articulate the acquired-knowledge to get the desired results. This application aspect forms crux of student’s life. As a small child is deemed as learning when he writes the alphabets on his own, clearly and readable, accordingly by “apply” we mean a students should be able to put “things-understood” in his own way.

These are the pedagogical perspectives of change, beginning with the knowledge base of teachers and concluding with its application by the students. The transformation of knowledge from teacher to students and from students to a book or oral explanation is pivotal. It has to have rallying impacts that eventually connect to the practicality of their lives. In the whole process, what important is, teacher should make it a habit of changing herself for the good and changing as per the good. For these desirable changes; teacher has to possess qualities like:

- **Passion:** Teaching profession more than a job, way ahead of the prescribed responsibilities and beyond the four-walls.
- **In-depth knowledge:** Knowledge-based teaching and teaching-based knowledge.
- **Love for the students:** Affectionate attachment with their in and off the campus lives.
- **Sincerity:** A strong commitment with the self, students and institutions.
- **Parental approach:** Loving and caring attitude towards students and their academic and non-academic needs.
- **Greed for the betterment:** Untiring efforts for changes in the self and in the lives of students.
- **Promotion of critical thinking:** Students’ freedom to react the way they want, criticize teacher’s approach and differ with the ideas.
- **Cultivation of wisdom:** Student’s ability to feel accountable and responsible and learning the art of doing things with ease and perfection.
- **Sense of accountability:** A firm belief that the future of countless younger ones has been integrated with teacher’s devotion and discipline, for everything a teacher is accountable before the Creator and created being.



Muhammad Abdullah Javed
Director
AJ Academy For Research and Development
Raichur, Karnataka, India
ajacademyraichur@gmail.com