

CHAPTER I

THE PROBLEM

1.1	The World of Change	1.1
1.2	The Nature of Change	1.1
1.3	Theories of Change	1.2
1.4	Planned Change	1.4
1.5	Efforts to Change	1.6
1.6	Communication and change	1.8
1.7	Education and change	1.9
1.8	Why is change slow in India	1.11
1.9	Colleges of Education as Agent of Change	1.13
1.10	The Problem	1.13
1.11	The Scheme of the Chapters	1.16

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## CHAPTER I

### THE PROBLEM

#### 1.1 The World of Change

The world to-day is changing more rapidly than ever before. Change occurs in all aspects of life and this change is broad and sweeping. The present time, as Faure (1972) points out, is in a flux. The phenomenal changes in the various fields of life are producing an accelerative thrust and brings future with a shock.

#### 1.2 The Nature of Change

Change in human life has occurred owing to various reasons. New discoveries and inventions helped people to change their way of life. The discovery of fire brought about change in the life of early man. The invention of wheel improved man's control over nature

and brought people into close contact by improved transport facilities. In some other cases the influence of a charismatic leader like Kamal Baksha in Turkey and Gandhiji in India has been responsible for bringing in changes in social, cultural and political fields.

Sampson (1971) broadly classifies the changes into three types: developmental, spontaneous and planned changes. The developmental changes occur as a result of biological growth, development and maturity. The spontaneous changes are precipitated by unplanned and unexpected occurrences. Natural calamities like earthquake and other unforeseen accidents may result in spontaneous changes in a society. Planned changes are those deliberately organized to effect change of a particular nature.

### 1.3 Theories of change

Numerous theories are advanced to explain changes in the social, economic and technical fields. Leagans (1971) thinks that behavioural change results from an imbalance between man and his environment. This produces tension in the individual and this tension is reduced when there is change in the environment. The process has three phases; disequilibrium, a goal and action directed at achieving the goal.

Miles (1964) suggests that change occurs by the alteration of goals, structures or processes in a social system. Anthropologists view change as a product of cultural diffusion process and suggest that change is inevitable as long as there is contact and there are things to be diffused.

Economists like Britai and Etzioni (1966) suggest a theory of economic determinism which regards man's economic need, as a motivating basis for change. The mode of production in material life determines the general character of the social, political and spiritual processes of life. With change in the economic foundation, the entire superstructure is more or less rapidly transformed.

According to social Psychologists, interaction among human beings is the basis for change. Interaction is the process by which people influence one another through mutual interchange of thoughts, feelings and reactions.

Lippitt (1958) recognizes three types of forces functioning in inter-personal interactions; The change forces motivate people to change by creating dissatisfaction with the status quo; the resistance forces motivate people not to change and the interference forces obstruct change without being directly related to it.

Foster(1962) contends that each society can be thought as a host of two kinds of forces; those which seek to promote change and those that strive to maintain the status quo. These forces are locked in perpetual combat. The presence of these forces must be recognized and in a specific situation, they must be identified and related to one another. The strategy for promoting change is then made relatively simple.

Most of these theories view change as something that happens. It becomes necessary to adjust to these changes modifying the existing conditions and adopting innovations. These theories hold that change takes us adrift and we have to swim along the current lest we should be drowned. They are generally silent about the planned change that are goal oriented.

#### 1.4 Planned Change

According to Pareek (1970) 'Planned Change is the organized effort of the leadership of a country to bring about improvement in one or more aspects of the society. It involves careful management of resources and effort to bring about change of a particular nature moving in a particular direction'. Thoughtful considerations of the steps, techniques and methods involved are necessary for effecting planned changes.

Bennis (1962) explains Planned change as conscious deliberate and collaborative effort to improve the operation of the system through the utilization of scientific knowledge.

Sampson (1971) also describes planned change occurring as part of an intentional effort intervening the ongoing state of a system in order to produce a new state.

Progress and development are possible only when there is a significant change in human values, aspirations and attitudes. In a country like India, planning to achieve progress and development is essential. Increased concern for the human factors in change will naturally lead to a greater emphasis on the contribution of education to development. To the extent educationists are aware of the process of planned change, their contribution to development could be worthwhile.

#### 1.5 The Efforts to change

Planned change is the need of the hour. Efforts have to be taken to plan and successfully execute changes in all walks of life. But each one sees the need for change or the problems and issues involved, somewhat differently. The position one holds, the task one performs, one's career goals and personality factors, all these play a part in how one perceives and reacts to change. It is probably more fair to say that more individuals feel more comfortable in continuing an established routine or using familiar methods of instruction or control than they do in experimenting

with new methods or breaking established patterns.

Like individuals, most organizations also tend to resist change and the schools are no exception. The established rules, norms, ideologies, structures, the way jobs are defined and assigned, the way rules and procedures are formulated and enforced, all these could be obstacles to change in a school culture. Similarly existing technology and entrenched educational practices are both subject to a kind of inertia that often defies attempts at innovation.

In a rapidly changing society the schools cannot remain static. Social and technological conditions, educational goals, relationship with other agencies and community groups, job descriptions and interdepartmental relations with the school are constantly shifting. The climate for change, the processes and procedures for dealing with proposed innovations, the morals and effectiveness of the staff and the quality of educational programmes vary greatly from school to school. In some schools, teachers share in making decisions, in others they are told that the central office has decided what they should do. In some faculties there is a great deal of discussion about class-room practices and techniques, in others, teachers

keep their ideas largely to themselves. Some schools or departments have meetings and procedures for dealing with problems as they arise, others have no systematic way of handling difficulties. And in some schools teachers always seem to be trying something new while in others there is a tendency not to 'rock the boat'.

Despite this resistance to change however, the schools do respond to a variety of pressures for innovation stemming from both inside and outside the institution. Positive changes could be introduced in schools provided those seeking innovation are:

1. Sensitive to the ordinary routine pattern of organized behaviour
2. Clear about conditions they wish to create
3. Willing and able to work co-operatively with their colleagues.
4. Adventurous enough to take risks, and
5. Patient enough to deal with frustrations and setbacks.

#### 1.6 Communication and change

Change seems always to be taking place. Planned change involves a massive amount of thinking and an amazing amount of communication planning. All planning for change

necessarily involves planning for successful communication. Communication is the means by which influence is exerted and social interaction is maintained.

According to Berlo pressures to change others mean pressures to influence others. So they are identical with pressures to communicate. The pressures to communicate a deviant will rise with increasing perceived difference, increasing cohesiveness and increasing relevance among groups and subgroups.

Communication is the process by which informations, decisions and directives are transmitted among actors and it is the way in which knowledge, opinions and attitudes are formed or modified by interaction. The end, goal or objective is the change, that members of a social system expect to accomplish through appropriate transmission. Therefore all planning for change necessarily involves planning for successful communication.

#### 1.7 Education and change

Schools are social institutions. They are participating in the social revolution. Unprecedented problems are facing the schools and to cope up with them changes become imperative. Change has become necessary not only for development but even for survival.

The problems of society are inevitably the problems of the schools and to day as never before, society is providing critical challenges to the entire educational enterprise. Schools are called upon to teach new skills and develop new insights and approaches. The conservatory functions of schools have receded back as the transformatory functions are gaining the foreground. Schools are called upon to prepare students not for a future that can be anticipated but for a type of society which does not yet exist. Rapid changes in education becomes necessary to keep pace with the speedy changes in ideologies.

Education is an agent of change at the ideological level. It is mainly through schools that new ideas and ideals are carried to the people at large. At the economic level, education becomes a condition. It is education that develops the human resources which in turn helps in increased production and economic prosperity. Changing economy demands changing types of human and physical resources and hence change in education.

Education itself cannot escape the impact of change in other sub-systems of the society. The changes brought in by the tremendous development in science and technology have influenced education in all its aspects, structural,

functional and organizational as well. It is ironical that education which is chiefly responsible for the speedy changes in all other sectors of human activity, resists change in its own affairs. It becomes imperative, therefore, that in education, there should be a built-in mechanism for change and it cannot afford to delay any longer the assimilation of accelerating change as an inevitable requisite for functional growth.

#### 1.8 Why is change slow in India?

Ours is a tradition-bound society. Our culture, our systems, our religious beliefs and values are all very much past oriented. There is something within us which values the old, rather than the new.

Moreover as a result of the subjugation under the foreign yoke for long years, we have developed a sense of complacency and we allow ourselves to be drifted away by the changes that occur around us rather than will, initiate, innovate and implement changes for improvement. Even after independence when changes are rapid in all spheres of life many do not accept change without initial resistance.

The reasons for resistance to change are many. Poverty

by itself is a great impediment to change. Affluence enables people to travel widely and to enjoy the influence of the many media which consciously or unconsciously prepares them to accept and even look forward to change. The majority of our people in their struggle for existence are not open to these influences.

Yet another reason is that in our country leaders and planners have conceived of development as having largely to do with finance, trade, production, standard of living, natural resources, skilled manpower, technology and industrialization but they have failed to recognize education as an agency, condition and effect underlying all the changes and development. This emphasis on economic and technological aspects to the negligence of human values through education is definitely a cause for the slow movement of change in our country.

Planned change is a complex idea. It has many factors. It involves an orderly, organized, stepwise series of action, which, if taken, will result in achieving desired progress or development. Improved communication facilitates the process of planned change and it follows that lack of communication is also one of the chief causes for the slow pace of change in India.

### 1.9 Colleges of Education as agents of change

The functions of a successful change agent are to discover interests and needs, provide for interchange of experience, stimulate the ferment of ideas, release human activity, encourage innovators and co-ordinate efforts in agreed-on directions. An agency is essential not only for the above functions but also to motivate individual human beings and help them to do what they want to do in the context of their own problems and goals. Colleges of education are one of the acclaimed agencies of educational change in as much as they are entrusted with the pre-service education of teachers. They are expected to do some in-service educational services also, in collaboration with other staff and national agencies mainly concerned with in-service education at the state level. In our country, State council of educational Research and Training, Field offices of the N.C.E.R.T. and Training Colleges are the three important agents of change in schools at the State level.

### 1.10 The Problem

The dominant focus in most contemporary change efforts tend to be on the content of the desired change rather than on the features and consequences of the change process.

Bennis (1965) observes that the present theories are theories of 'Change' and not of 'changing'. They are strangely silent on matters of direction and implementing change. Innovations spread rapidly or slowly more often as a consequence of a particular strategy adopted to install them.

In a systematic approach to change, any strategy will have to consider three main sub-systems: the resources, the communication and the target. Communication is the channel through which the innovative ideas pass from the resource to the target system. But in researches on change, particularly in education, communication receives only scant attention and remains to be the weakest link.

Most of the researches on educational change are concerned with presage variables and product variables. Process studies are only a few and far between. The present investigation attempts to study an aspect of the process of change namely the communication of innovation from resources system to user system.

It is customary to believe that all reforms in education begin with the training colleges. But the training colleges in India have been the subject of severe criticism. These criticisms have invariably been directed against the role and the superficial nature of the training programme. The

process of bringing about improvement in this vital programme has been very slow. "A feeling is being generated that due to unco-ordinated efforts more harm than good is being done to teacher education" (Buch, 1972). According to Chaurasia (1967) the training colleges have become so soft and have so much forgotten the fundamental values that one hesitates to call them the real training colleges for teachers, much less the colleges of education, a name which has deeper import and larger ramifications. Paradoxical as it is while the entire educational system in the country has been re-examined and re-constructed, the training colleges have remained hypothesised with the techniques and norms which are anything but progressive. Not only that, teachers colleges are merely existing in a dream world. They dread any intellectual contact with other University disciplines. The sheer weight of deadwood and routine performances drain away all the energy of the staff and students in the teachers training colleges.

The schools usually look up to the colleges of education for academic guidance, whereas they are connected with the district education officer for financial and administrative problems. While planning at the Colleges of education level, one must seek to identify the characteristics of the schools in which these teacher trainees are likely to work. One of the concerns of the training colleges therefore is to assess the on-going changes and trends

in schools so that they could guide the school teachers effectively as well as produce graduates who would be able to adapt to changes as they occur.

But what is the situation now ? Are the Colleges of Education aware of the trends in schools ? Is there any system of communication between Colleges of Education and schools ? Do the schools really look up to the Colleges of Education for academic guidance ? How far are the college teachers prepared to identify themselves with the problems of the schools ? How to make the communication between Colleges of Education and their practising schools more effective ?

These ideas as well as the rich experience, the researcher has gained in the schools and colleges of education in Tamil Nadu have motivated her to take up a study on communication between colleges of education and their co-operative schools. The aim is to study the communication patterns of the colleges of education with their co-operative or practising schools. The title of the investigation is 'A Critical Study of the Communication Patterns adopted by the Colleges of Education.'

### 1.11 The Scheme of the Chapters

Having presented the background for the study in Chapter I the researcher proceeds to explain the foundation on which the whole study is based in Chapter II.

Chapter II describes the foundations of communication and deals with some of the well known theoretical models of communication

with a view to deciding upon the model to be selected for the study.

Chapter III reviews the previous studies in the field and in allied areas.

Chapter IV details the plan and procedure of the study and it is concerned with the methodology.

Chapter V gives details about data analysis and the statistical techniques adopted to test the hypotheses.

Chapter VI presents a brief summary of the study pointing out the main findings and their implications. It also describes the communication model evolved based on the findings of the study and offers suggestions for further study in the light of the findings.