



Need of quality higher education for transformation of social attitude in manipur: Its issues and Challenges

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Abstract

Society becomes more and more complex; the institutions are pressed to assume social obligations to train for employment, to solve social problems, to help set ethical directions for society. The paper would highlight the main argument that quality higher education is the most important factors for changing the attitude and human behaviour towards society. The purposes of higher education are several folds. They are concerned with student growth and development, the discovery and refinement of knowledge, and social impacts on the community. But all the programmes should be oriented to a central purpose. Education is a very comprehensive term: it is the acquiring of knowledge or learning, together with the equipment, which provides the skill and the inclination for making profitable use of that knowledge. Since the acquiring of knowledge and improvement of the skill for its application are parts of a dynamic process, education is a lifelong exercise. Higher education is, therefore, never complete in a continuously evolving dynamic personality. If the process becomes static, it leads to stagnation, which must be avoided. Value education should be given emphasis on transformation of human behaviour is required which can be achieved if value education increases sensitivity to society through foundation courses to create the right set of values for human and environmental interaction. Education being a basic component of human development, its interface with sustainable development is well established. Education is perhaps the single most important means for empowerment and for a sustained improvement in well-being. Improvements in educational attainments are accompanied by attitude towards improvement in health and longevity of the population and the country's economic growth. Education reinforces the socioeconomic dynamics of society towards equality and promotes a social order conducive to an egalitarian ethos.

Keywords: quality higher education, social attitude, human behaviour, etc

Introduction

Society becomes more and more complex; the institutions are pressed to assume social obligations to train for employment, to solve social problems, to help set ethical directions for society. The paper would highlight the main argument that quality higher education is the most important factors for changing the attitude and human behaviour towards society. The purposes of higher education are several folds. They are concerned with student growth and development, the discovery and refinement of knowledge, and social impacts on the community. But all the programmes should be oriented to a central purpose. Education is a very comprehensive term: it is the acquiring of knowledge or learning, together with the equipment, which provides the skill and the inclination for making profitable use of that knowledge. Since the acquiring of knowledge and improvement of the skill for its application are parts of a dynamic process, education is a lifelong exercise.

Higher education is, therefore, never complete in a continuously evolving dynamic personality. If the process becomes static, it leads to stagnation, which must be avoided. Value education should be given emphasis on transformation of human behaviour is required which can be achieved if value education increases sensitivity to society through foundation courses to create the right set of values for human and environmental interaction. Education being a basic component of human development, its interface with sustainable development is well established. Education is

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Objective of the Paper

1. To probe into the needs of quality higher education in transforming social attitude of the students; and
2. To study issues and challenges in the present higher education to enable or to transform social attitude into a positive one.

Methodology

The present study used both secondary and primary secondary sources of data but mainly used and analysed the published and unpublished materials pertaining to the present issues.

A social attitude is an acquired tendency to evaluate social things in a specific way. It's characterized by positive or negative beliefs, feelings and behaviors towards a particular entity. Social attitude has three main components: emotional, cognitive and behavioural. There are explicit and implicit attitudes. The emotional component is the feeling experienced on evaluation of a particular entity. The cognitive aspect implies thoughts and beliefs adopted

towards the subject, while the behavioural component is the conduct that results from a social attitude. An individual with an explicit attitude is aware of it and how it dictates his behavior and beliefs. On the other hand, a person may not be conscious of his implicit attitude, although it still may influence his beliefs and behavior. People pick social attitudes from personal experiences or observation. Likewise, social roles and norms can dictate formation of attitudes. Social roles determine the behavior an individual occupying a particular position or context in the society is expected to demonstrate, while social norms define the conduct that's acceptable to the society. However, social attitude does not always lead to specific behavior. For example, someone may favour policies of a specific politician but fail to turn out to vote. Attitudes can be dropped the same way they're learned.

Caring for oneself, including one's health; Caring for one's family, friends and peers; Caring for other people; Caring for the social, economic and ecological Education, Sustainable Development and the Human Rights Approach Quality in Higher Education Sustainable Development welfare of one's society and nation; Caring for human rights; Caring for other species; Caring for the liveability of the earth; Caring for truth, knowledge and learning; and caring about social attitude.

Quality teaching initiatives are very diverse both in nature and in function. Some of these initiatives are undertaken at teachers' level, others at departmental, institutional or country level. Some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning. Some are top-down process, other induce grass-root changes. The most currently used quality initiatives seem to aim to enhance teamwork between teachers, goal-setting and course plans. However scholars have developed holistic theoretical models of how quality teaching initiatives should unfold. Gathering information and reading the literature – looking outside the classroom – are important tools to improve quality teaching, but they are still under-employed. Another important point to keep in mind is that in order for student learning to be enhanced, the focus of quality teaching initiatives should not always be on the teacher. Rather it should encompass the whole institution and the learning environment. One of the major drivers for enhancement of quality teaching concerns teachers' leadership – most quality teaching initiatives are actually launched by teachers.

The linkage between quality higher education and transformation of social attitude is spelt out clearly in the above statement. The purpose of higher education is to achieve this result. With the evolution of society, some of the earlier concepts as to the purpose of education have also changed. Pristine theoretical knowledge, when applied to practical problems of existence, becomes technology. As technology, it inevitably enters the area of economics. When knowledge is subjected to economic forces, it necessarily becomes subject to political forces. Today, education must fulfil the realization of the needs and ideals of the society. Government must transform itself into an agency of society from its role as an instrument of power to transform social attitude of human being. These ideals, thus, become the aims of quality higher education today.

The UGC in the Ninth Plan had emphasized:

Value education should be given emphasis transformation in human behaviour and social attitude is required which can

be achieved if value education increases sensitivity to society through foundation courses to create the right set of values for human and environmental interaction. To raise the student's level of consciousness, it is necessary to develop basic multi-disciplinary courses which, within the overall framework of sustainable development and the societal indicators for raising the quality of life and human development, discuss the issues of human rights, and the rights of the vulnerable gender and age groups (women and children). These should be linked to our Constitutional goals of distributive justice and equity in a pluralistic, secular society. The progress of science should be seen in the context of issues as also the contributions of the humanities and social sciences in promoting human development and social change for striving towards social goals.

The Recommendations made in 1999 by the committee, which was headed to operationalizing the suggestions to teach the Fundamental Duties in article 51A of the Constitution of India, have been acted upon by the UGC to recommend incorporation of fundamental duties in the higher and professional education. The National Commission to Review the Working of The Constitution has also made such a recommendation. In this context, particular emphasis is needed on clauses (e),(g),(h) and (j) of article 51A to interlink education with sustainable development. Significantly, clause (h) eschews one of the seven sins identified by Mahatma Gandhi, namely 'Science without humanity'.

Issues and Challenges In Quality Higher Education

GOOD HEALTH AND NUTRITION: Physically and psychosocially healthy students learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (McCain & Mustard, 1999). Adequate nutrition is critical for normal brain development in the early years, and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of infection, disease and injury prior to school enrolment are also critical to the early development of a quality learner.

Family Support: Healthy children with positive early learning experiences and supportive, involved parents are thus most likely to succeed in schools and colleges. Quality teachers need similar support for their tasks in academic activities.

Teacher Competence and Academic Efficiency

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. In short, teachers are the role model to his or her students.

ONGOING PROFESSIONAL DEVELOPMENT:

Professional development can help overcome shortcomings in quality higher education as well as to develop a positive social attitude that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement and social attitude.

Good Academic Environment: Another essential ingredient for a successful educational system for transformation of

social attitude is a quality learning environment.

Conclusions

As we all know that our success is mostly depending on our attitude. And our attitude is also based on the quality education we received. So, quality higher education and social attitude is directly interrelated terms. In short, social attitude is mainly based on three Es i.e. Education, Experience, and Environment we attend.

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