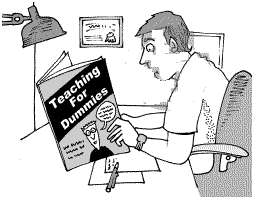
## SAMPLE PAPER-2013

## CLASS-IX

## SUB: MATHS

**3. Explain how the role of a teacher has changed from pre-industrial to the industrial society what are the implications of such a change for the school system? (500 words).**



Role of teacher in such a situation is greatly changed. The role of the teacher in present industrial society has become more challenging.

Pre-industrial society refers to specific social attributes and forms of political and cultural organization that were prevalent before the advent of the Industrial Revolution. It is followed by the industrial society. Since the era was not so much dominant with industrialization, there was no emergence for the technology as such. Hence the skilled craftsmen were not replaced by automates. Labors were regarded as skilled and unskilled and paid as per their skill. Because non existence of diversification and complexity in product mix the education needed for the thrust area was limited. Limited communication was also regarded as the lost opportunity for development and mass learning. Transportation means were limited hence the technology was local and did not develop at faster rate thus offered less challenged to teaching community during that period.

Industrial Society

An ‘Industrial Revolution' is a period of major industrialization that took place during the late 1700s and early 1800s. The Industrial Revolution, beginning in Great Britain, quickly spread throughout the world. During this period mechanization of agriculture and textile manufacturing and a revolution in power took place and had a massive effect on social, cultural and economic.

Mechanization was on the boom hence demanded much more skilled and knowledge. The role of teachers was demanding. Society needed much support in terms of knowledgeable workers and automated machines. Teachers were to struggle in search of knowledge leading to good technology. As the mode of transport was also under development the transfer of technology was possible. Teachers were to learn the new upgraded technology to pass on .

**Post-Industrial Society**

In a post-industrial society, the society was dominated by manufacturing-based economy and heavily depended on communication, innovation, resources and flexibility. Provision of service was also felt during this period hence the teaching was expanded and grown in product as well as service requirement fulfillment. Thus knowledge became the valuable asset of the product and service providers. Teachers’ role was in great demand to full fill the demand of knowledge seekers, manufacturers and service providers.

Creativity and innovative ideas were in great demand. Teachers’ role was changed and became challenging. Society expected new knowledge transfer with added creativity and innovation. Workers were to be given knowledge as well innovative ideas to help in growing economy. Slowly and steadily blue collar jobs were changing to white collars job. Society needed great engineers, scientist to embark upon new vistas in science and technology, which was never possible without the support of teachers. Teachers took up the challenge and shown path breaking innovation to society to pile up rising economy.

**Summary of Role of teachers in Pre-industrial societies and industrial society**

|  |  |
| --- | --- |
| **Role of Teacher in pre-industrial society** | **Role of Teacher industrial society** |
| Teacher used to be inculcating values | Teacher needs to provide cutting edges to students apart from inculcating values |
| Teacher’s active role was considered to be enough. | Teacher’s proactive role is required. |
| Teacher was considered to be paramount and was confined to local boundary. | Teacher is considered to be paramount and is not confined to local boundary. |
| Teacher’s main duty to guide society towards man kind. | Teacher’s to guide society towards man kind as well as lead globally. |
| Creativity and innovation was not demanded | Creativity and innovation was demanded |
| Teachers’ role was to feed knowledge | Teachers’ role was changed to feed knowledge and implementation |
| Limited machines and automation demand less technology and knowledge | Unlimited machines and fast automation demand complex–faster technology and knowledge |
| Computer knowledge was minimal hence not involved in teaching | Computer knowledge is maximum and involved in all aspects of teaching and learning. |
| Teachers with limited knowledge could survive | Teachers with limited knowledge couldn’t survive |
| Teachers were not in much demand as business was depending upon land farming and plantation and slowly changed to machinery | Teachers are in great demand as knowledge workers are needed with high level of research |
| Teachers tried to build society with limited knowledge | Teachers are expected to build society with scientist, engineers and researchers in various fields. |
| Teaching demand was less involved towards professional experts | Teaching demand led to professional experts. |