

Mirage as the Reflections of the Differences across the Boundaries: Some Observations for Insight

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Abstract

This article is the result of the study was conducted to verify the competency framework for teachers (CFFT), 2004. The observation and the learnings during the experiments proved to be a motivation that resulted into this article. Across the borders, maybe there are differences in the language, structure, looks and ways of doing and speaking but the fact remains that more than the differences are the similarities across the borders. The differences are the mirage as seen from a far distance but the facts are something different. This paper based on the experiential learning is an effort to clarify the commonness across the borders, for the basic instincts and the needs of the humans remain the same.

Keywords: Teachers, students, mirage, borders, India, China, cross borders, international borders.

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BACKGROUND

For any international cooperation, each of the parties stands for their country. International cooperation, exchange or partnership thus means a lot and turn very important which demands lot of cautiousness, care and diligence on both the sides. Especially, when it comes to the exchange programmes related to teaching learning, it becomes very important to be careful and cautious because there is a direct comparison between the two countries curriculum, teaching pedagogy, techniques, methods, approaches, teachers, culture, traditions, society, development etc. If one wants to check the effectiveness of any program, the valedictory function is one of the modes to do so, and if they are lucky enough to be a part of both inaugural and valedictory function, it is likely to deliver the most picture of what has happened in between. The valedictory of a program is the time to accumulate the picture of the emotional attachment of the participants with the teachers, the curriculum and the institute which is easily visible and vivid from their gestures and expression apart of the words. The valedictory page imprints the ability of the programme director/coordinator/ HoD as well the teachers associated with the programme and when it is the valedictory of any international program related to the neighbouring developed countries which is conducted by the institute, it speaks a lot. The institute conducted one such unique

program in the name of Business Hindi with the cooperation of three foreign universities. People say there is a lot difference between the two countries viz. India and China. Externally, due to the external factors posing limitations, it seems to be true but internally, if we observe carefully, the basic instincts and feelings remain the same and remain powerful enough to rule out all the external differences, if any. The observation and results of the program suggests that the said differences are merely the need of time, weather, and geographical locations and conditions as well the said cultural effect. Maybe, the economic and technological development may add to these differences but ultimately the basic instinct, the human characteristic and the needs remain the same. Being a participant observer, elucidating and scripting this earned experience after seven batches may seem to be a bit tedious but good memory are always a fresh and seem to be as if an event that happened just yesterday.

Basis for the Success

It's a well-known fact and observation that a human is ruled by the basic instincts. These instincts include a little care, motivation, positivity, help, support, readiness, love, security, feelings, friendship, sharing, understanding and the intimacy whether with ourself or others which adds to the harmonious relationship of an individual with himself as well others

in the society and at a later stage develops the trust. Once this trust is developed there is no one in between. Education being a life-long process, even after the course, there should be a strong follow up and anytime, if any one, whether known or unknown requests some help, it should be a priority because it is the trust that enforces one to request the help and thus satisfying the trust enables trust building. Thus, developing the trust and let the participants know their qualities, motivating and inspiring them, works as a basis for success.

What is Education?

According to Jha [1] ... as we encounter with change, we realize that we dwell in 21st century which is entirely a huge bulk of challenges and changes (APH).

Knowledge has been incessantly enhanced, re-enhanced and modified into many fragments ... In educational structure the changing process of knowledge can be felt and observed in different shades (VDM) [2].

Jha [3] says that human knowledge has three phases including preservation, transmission and advancement. Hence it is not only necessary but important for you to widen the knowledge and follow the three phases of knowledge (SRM).

Jha [4] Intelligence, anxiety, self-concept, achievement, interaction of intelligence and achievement motivation, and interaction of anxiety and intelligence affect the creativity. Creativity, fluency and flexibility are positively correlated with intelligence, achievement motivation, achievement and self-concept. Negative correlation exists of anxiety with creativity, fluency and flexibility (Creativity and its components - Lap).

Jha [4] depicts difference in creativity of the high school students of Ahmedabad with different levels of intelligence, self-concept and anxiety (VoR 1,2).

Jha [5] concluded that the B. Ed. trainee teacher least affected by the gender and marital status of the teacher, prefers young teachers and that the age should be 30 to 45 years with 1 to 10 years teaching experience (DEI).

Study by Jha [5] concluded that the necessary qualities required for teacher empowerment is the minimum necessary qualifications required for a teacher, general awareness, good and clear voice, simplicity, nobility, kindness, gentleness, generosity, activeness, honesty, humbleness, politeness, mildness, softness, intelligence, creativity, knowledge of psychology, philosophy, technology, management, different methods, techniques, approach, content, various languages, presentation style, sense of humour,

decency and humbleness. The other qualities required by a teacher are responsibility, course completion on time, duty oriented, unbiased, ideal and intimate in addition to bearing sympathy, mercy, spontaneity and good understanding. The teacher should avoid punishing, frowning, hatred, abusive words, chewing tobacco etc. He should not be fearful, angry, rude and revengeful but bear oneness, equality, love and affection for students and try to be friendly (i-manager).

Education is not only content teaching by the teacher but the ability of a teacher to feel the feeling and need of the participants; involvement of teachers with the participants; their love, care, patience, perseverance, tolerance and readiness for the participants as well his attitude and interest to prepare a participant for a successful, better, happy and peaceful life. It is a commitment by a teacher to themselves, participants, management, institute, society, state and nation. A little but sharp observation of the participants by the teacher brings about a strong bonding and develops the two way healthy relation. Asking them the simple questions – How are you; any problem; what's wrong; and some alike questions to find the reason or cause of unhappiness is enough to make them feel a homely environment. People hardly desire anything extra from anyone but sharing some chocolates and a cake to celebrate, adds to their joy. Celebrating their festivals in their way and accompanying them in their celebration; helping and facilitating them do, what they want; brings about a deep bonding full of care, love and affection for each other which is the essential objective of real education – developing oneness; and feeling each other with a feeling of humanity and brotherhood. These are something very small that add fragrance to education and turns the essence of oneness and togetherness. With this basis, *figure 1 clarifies the educational nuances.*

Education thus is all about developing a human internally and externally, helping them know their potential and capabilities and thus help them bring out their best from within. Human is full of treasures. As are the treasures hidden in the deep ocean so are the human treasures hidden within, which remain dormant within, without the motivating situations or inspiring forces. Education is thus evoking the dormant best from within and bringing out the best from within. And for this a teacher need not to remain a teacher all the time but remember and posit himself as a human, a friend, a father, a brother, a philosopher and a guide who would change the role frequently as per the need of the time and the participants. It's equally true that there is nothing to teach new but yes, as a teacher, they have a lot to do to explore the hidden treasure within an individual and help them acknowledge with the same. It is this treasure, the application of which adds richness to the life and once it is acknowledged, it is cherished by the individual throughout the life.

Effective teaching learning which deals with tangible outputs, outcome based education as well observable and measurable behavioural change is the key to education and the participants which is likely to satisfy the objectives of education and add to the society. Teaching and learning a foreign language is not an easy job especially to the foreigners having differences with respect to background, mind-set, teaching learning techniques, culture, and environment and food habits. It requires a lot as such care, sensitivity, patience, perseverance, attitude, interest, ability, leadership, motivation, collaboration, inclusiveness, application of different teaching learning techniques, dedication, devotion and commitment. Here it is necessary to know the education is not only preserving and promoting knowledge, values and culture but also advancement. Hence it is must to document the appropriate teaching learning techniques as well its effectiveness. Again, when it is about exchange of ideas, thoughts, education or things between the people of two countries, each one stands for their country and each one judges the country with respect to each other. Thus, it becomes more important to deliver the needful appropriately. With this background, the experiments were designed and conducted on the groups to add to the teaching learning process, satisfy the educational objectives and lead a step ahead towards the goal of education.

It is observed that teachers teach a subject by various methods but lecture method is popular and widely used. The teaching pedagogy includes there are various methods for teaching like project method, group discussion, experimental method, lecture, and demonstration; approaches like inductive-deductive approach, analysis and synthesis, and problem solving method; whereas different techniques like questioning, assignment, singing, movie, heuristic, story-telling, drama, role play and many more but chalk and talk method is often used without any discussion. It is more like imposing ideas rather than promoting and creating ideas. As such language teaching is considered, it is a way of knowing, feeling and adding to the values which involves disciplined inquiry while exploring the world on the pathway of creating new knowledge. Language teaching is most effective when it captures thinking process that the writers applied and thus necessitates the presence of the teacher.

A teacher is an affable and meticulous person, with teaching aptitude and sense of humour apart of the personal traits that helps him lead an ordinary normal life. In order to make participants learn effectively, a teacher has to adopt the right method of teaching. Although there is no universal best way to teach but for an effective teaching and maximum transfer of learning, the teacher cares a lot to promote scientific ways of thinking, participants involvement, conceptual framework, problem-solving skills, discussion, group

activities, team work, assessment and help participants experience teaching learning in varied, interesting and enjoyable ways among the participants.

With the application of tools and technology in education, the education field has become revolutionary and thus it becomes important to check the important action verbs that prove more effective in teaching learning.

It was observed that mercy and love for animals and birds was too high. Whereas in earlier batch idealism and pragmatism was observed; in this batch realism prevailed. Humanism as usual was a common aspect among the academic oriented participants. It was observed that forgiving was much appreciated and liked by the participants. The love for culture, tradition, values, its enrichment, its advocacy, transmission, preservation and advancement was observed. The movies were equally popular which added to their feelings and emotions. During the movies, it was observed that the participants were drowned in the emotional floods with the feeling of joy and cheer with the winning of the goodness over the evil. It added more to its sharing, caring, love, affection, courage, honesty, feelings, treatment, leadership, forgiving, mercy, tolerance, unity, oneness, togetherness and humanism. The festivals were enjoyed the most by the participants.

Value Addition among Teachers

During this time when the participants celebrated the local festivals they also shared about their festivals. It was observed that a lot common existed in these festivals.

- *Chinese New Year / Spring Festival*: It is a time for family reunion similar with Indian New Year cherishing the different dishes, fire crackers, TV shows etc.
- *Lantern Festival / Yuan Xiao Festival*: it is the most populous festival after Chinese New Year nearly similar to Sharad Poonam in India.
- *Qingming Festival / Tomb-sweeping Day*: The time to plough and sow in spring is also a day to pay tribute to the ancestors, outing etc. which is similar to the Shradhdh in India that pays tribute to the ancestors.
- *Dragon Boat Festival / Duanwu / Tuen Ng Festival*: It enjoys higher popularity in southern areas of China as in India
- *Double Seventh Festival / Qixi Festival*: It is the Valentine's Day endowed with the meaning of great romance.
- *Mid-Autumn Festival / Moon Festival*: The people pray moon like praying in Ganesh Chaturthi in India.
- *Laba Festival*: Offering tributes to the ancestors, praying for a good harvest and good

luck, it is like Pongal, Vasant Panchami and Bihu to celebrate harvesting time in India.

Special Learnings on Comparing the Two Giants

- The two densely populated Asian countries which suffered invasions and colonial rule is enriched with its 5,000 years old history. With fastest development each one takes pride of its culture.
- Both won true independence in the late 1940s and advocated peaceful co-existence. People are peace loving, value oriented and admirer of any ancient monuments.
- Whereas each country boasts of having highest growth index of economy the people realize the fact that significant amount of population are under poverty and India found that each individual had the heart and mind to feel the pain of the poor, poorer and poorest as well their keenness to remove their poverty.
- Although there is the significant impact of westernization because maximum number of participant opting for higher education is from these two countries both, the people of both countries respect family, teachers, guests, treasure sincerity, believe in their culture, tradition and hospitality, share a deep love for their land, remain artistic, peace-loving and non-violent.
- Whereas China invented paper, gun powder, Kung-Fu; India is known for chess, Kamasutra and yoga. If India accredits itself with Aryabhatt, the value "Pi", trigonometry and the number system especially for Zero, China is known for number theory, Sunzi algorithm which connotes the common interest of both countries about numbers and thus the development of the community.
- Because of the geographical location, weather and other factors there may be some differences in language, food and architecture but they share a lot with respect to education, teacher, God and family, culture, colour, festivals and celebrations, marriage and superstitions.
 - Education: Both countries are biased towards academics involving greater stress of sciences and maths encouraging their children to pursue medicine and engineering.
 - Teacher: Teachers enjoy the highest respect in both the countries.
 - God and Family: Whereas there are many followers of Buddhism and God in China like India, there may be many who may not believe in God in China but both countries give due respect to parents.

- Culture: Both countries take pride about their culture as well respect others culture.
- Colour: Both countries have association of colours with ideas viz. Red is auspicious and white stands for mourning and death.
- Festivals and Celebrations: Both countries spend a lot on festivals and celebrate it with utmost enthusiasm with gathering of the family and friends with indicates the common interest of both countries in developing socialism within the Family and in the society. Both indicate that society and individual are made for each other with these festivals and celebrations.
- Marriage: Both countries celebrate it with utmost pomp and show. Although love marriage is common but the traditionality for clothes and rituals is adhered along with the high respect to the parents and family by both the countries.
- Superstitions: Both countries have people who believe in superstitions in name of culture, tradition and others.

In addition, as neighbours for 5000 years, the other similarities are:

- Of the five basic elements, three are common viz. earth, water fire. For the other two whereas China considers wood and metal; India considers air and ether.
- The reincarnation, karma, deities etc. presents the extent of idea sharing with each other
- The followers of God in both countries believe in idol worship. Both pray to the Moon and Sun and respect their parents.
- Both the countries still believe in culture and tradition and so do they believe in traditional medicine.
- Both have Lunisolar calendar systems and 60 year calendar cycles. Both the countries believe in Luck.
- Both the countries pay high importance to the family unit, attitude toward teachers, education, child upbringing, hosts and guests and their traditional treatment.
- Both India and China have been cultivating tea and rice since long.
- Maybe the cooking style is different but the ingredients are least different with lot similarities in the vegetables. Even spices bear similarities to some degree.
- Apart of using many other styles in music, both India and China use pentatonic scales extensively.

There may be some differences between the two countries with respect to the language and script but the feelings and gestures mean the same in both countries. Both are merciful and share their love for animals, plants, trees as well humans which need no words because it's the eyes which speak and the heart that feels. The differences may exist in the language structure and grammar but the structure of the common instincts like love, sharing and caring remains the same. The love for each other needs not the language to express rather feelings speak on their own.

CONCLUSION

There maybe a little difference in case of attitudes in a group, individualism, appropriateness to be expressive in a social context, conflict resolution, attitudes about social status and dignity, personal expression, gestures of indication but ultimately the acceptance for each other remains the same. Both the country loves to be loved and loves to forgive and being forgiven. To be loved and to be forgiven: To love and to forgive is the principle that both the countries follows to cherish the joy, happiness and peace. With some differences in preparation and practice of traditional medicine both have the robust adherence and belief for traditional medicines and cure. The cooking methods

maybe different but the love for vegetables and the ingredients of the dishes remain common in both. Whether Chopsticks or hands are used for eating but both countries try to adapt to the respective culture and tradition which connotes high respect for each other's culture and tradition. If china has love for eating Soya; India has the love to cultivate soya which again indicates that they are complementary to each other. Along with the beliefs and religious/cultural significance behind holidays both countries show highest amount of love for literary and artistic traditions, philosophy and music.

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