



Diverse role of teachers: Present and future

M Shivaleela

PhD Research Scholar, Department of Sociology, Osmania University, Hyderabad, Telangana, India

Abstract

Teacher is the most vital input in an educational system, availability of teachers is inadequate in number that end the level of their competency that are most essential ingredients to move towards excellence in education. In the absence of institutionalization of in-service training programmes on a continuing basis, teacher's skills and competencies are fast becoming outdated. They need to be trained in the use of progressive methods of teaching and, modern educational technologies, above all, it is the motivation and professional attitude where our teachers are lacking in. It is well recognised that hidden curriculum plays more significant role than the manifest or stated curriculum in shaping the personality of pupils. It will be in the fitness of things if selection procedures for the recruitments are made more rigorous by putting more premiums on personality traits of teacher educators. Needless to say that rigorous selection of teacher educators will have to be accompanied by professionalization of teaching profession which should obviously entail salary scales comparable with those of other professionals. The teacher occupies unquestionable position in the entitle process of education. This paper discusses the diverse role of teacher education in the present and for the future.

Keywords: teacher education, diversity, educational programmes

Introduction

Teacher is a facilitator, is a friend, and is a philosopher. The purpose of teacher education programme should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlines good human relations and a sense of the responsibility to contribute both by teaching and leading as an example to social, cultural and economic progress. The nation building task will be performed under the leadership of a brilliant set of teacher educators and master educators who will prepare the teachers and who in turn will develop the creative abilities of the teeming millions of the country. Teacher Education has always been an important component of education since time immemorial. This is because all societies in the world have always needed teachers to propagate/transmit their cultures from one generation to another.

Teacher as creators of knowledge

Teachers need to be seen as creators of knowledge and thinking professionals. A teacher needs to be an information provider, role model, facilitator, assessor, planner, resource and developer. Educated teachers, with wide knowledge, command the respect of fellow teachers and the people in their communities. They need to be empowered to recognise and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop. The super structure of education will be weak and ineffective if a strong, infrastructures in shape of competent teachers are not in the process of education. So, the chief concern is to have teacher educators with certain degrees of competency to teach. Only a careful selection of competent teachers and teacher educators will

have a positive effect on the system of education. It is not the qualifications or trainings but the quality, and the competency gives rise to the quality in teaching. Similar is the case of India and abroad, teacher education has suffered a great deal during the last 50 years or so due to lack of experimental and Innovative practices and sustain research work. Especially, "there is a society of experimental classroom studio in which variations for instructional procedures have been manipulated and effectiveness measured. In India too, "teacher education is almost without a sound research base and it would continue to be so if we do not think of alternatives. As a result of quick economic growth, influence of western culture, over mechanization, urbanization and craving for materialistic life there has been a loss of values and of the value system at the individual level and in the society as a whole. History speaks and universally accepted, the teachers are unchallenged custodian of the society and embodiment of evolutions and revolutions of the world. The kingpin in the schooling process is the teacher. If the teacher is personally committed to the values and practices them in his/her own life, the students will imbibe the values for which teacher stands. It is for this reason only those teachers who leave deep impact on their students are remembered and also revered. Therefore, if values have to be nurtured in children it would be crucial that their teachers function as role models.

Participation of teachers in educational plans

The participation of teachers in the formulation and implementation of educational plans can yield rich dividends, especially in institutional planning and programmes of qualitative improvement. Several of the community improvement programmes and school programmes such as improvement of text books, adoption of better methods of

teaching and evaluation, intensive utilisation of available facilities, maintaining contact with community, individual guidance to students, inculcation of social and moral values etc do not need much investment in physical or monetary terms. But their success depends essentially upon the competence of the teachers, their sense of dedication and their identification with the interests of the students committed to their care. But unless they make every effort to cultivate these skills and values they shall not be able to participate effectively in educational programmes and to discharge their responsibility to students and the society.

Key role of teacher

The key role of teacher is as facilitator and supportive to learning. Teacher is the one who facilitates learners to realise their potentials, articulate their personal and context specific experiences in ways that are acceptable in the wider context of our nation.

- Teacher has to recognise that in learner centered learning situation, curriculum ‘evolves’ and is not ‘pre designed’; teacher is merely ‘prepared’ for providing possible supports in the process of learning by learners. Every subsequent learning situation cumulatively provides better insight to teacher in discerning learner needs and, creates pool and identifies varied learning supports.
- There is no one ‘method’ that is effective in causing all learners to learn in similar ways. Each teacher has to find one’s own ‘style’ of learning through perceptive practice but recognise the fact that all learners learn in their own ways.
- Teacher needs to recognise him or herself as a ‘professional’ endowed with the necessary knowledge, attitude, competence, commitment, enthusiasm, spirit of seeking new ways and means, capable of reflection, sensitive and perceptive to not only the learners and the institution but also the emergent concerns in the larger social perspective within which one functions.
- Teacher has to recognise that learners in schools no more need teacher as a source of knowledge. The media explosion challenges their minds with the immense learning choices and possibilities.
- Teacher must develop an understanding of the nature and dynamics of ‘action’ comprising education. Such an understanding would not be a cognitive acceptance of things that occur but will prompt attempt to ‘do’ things, contemplate on ‘what works and does not work’, and critically analyse the pros and cons of the action, reflection and internalisation.
- Terms like teaching and teacher in their earlier meanings need to be altered, if learning has to take the centre stage in Teacher Education. That is, teaching has an underlying tone of ‘what a teacher does’. This is suggestive of the learning being an outcome of teaching which is central. Change in visualising teacher, teacher actions and teacher preparedness in a situation whereas learning goes on in learner specific ways, in various levels, speeds and styles but simultaneously, has to be developed.
- It is visualised that providing for learner autonomy will ensure the stage appropriateness of every learning experience. No doubt, the teacher educators need to be oriented to participate in such a learning situation.

The following are the requisites to be present in a good teacher in a Global Age:

1. **Physical Appearance:** A teacher must have a pleasing appearance. Physique and health are very important for a good leader.
2. **Vision and Foresight:** A teacher cannot maintain influence unless he exhibits that he is forward looking. He has to visualize situations and thereby has to frame teaching instructions, plans and logical programmes.
3. **Intelligence:** A positive bent of mind and mature outlook is very important.
4. **Communicative Skills:** Able to communicate clearly, precisely and effectively.
5. **Objective:** A fair outlook which is free from bias and which does not reflect his willingness towards a particular individual. He/She should develop his own opinion and should base his judgment on facts and logic.
6. **Knowledge of work:** Should very precisely know the nature of work.
7. **Sense of responsibility-** Responsibility and accountability towards an individual’s work is very important to bring a sense of influence.
8. **Self-confidence and will-power:** Confidence in himself is important to earn the confidence of the students.
9. **Humanist:** Treating the students on humanitarian grounds is essential for building a congenial environment.
10. **Empathy:** It is an old adage “Stepping into the shoes of others”. This is very important because fair judgment and objectivity comes only then. A teacher should understand the problems and complaints of students and should also have a complete view of the needs and aspirations of students.

Teacher education for the future

The need of a generation of teachers aim is to develop learners instead of teaching them, who help their pupils to become independent (learning to learn) and autonomous learners. Teaching should be practical, flexible and child-centered, there is a hope that the next generation of learners will get the support and skills they need in life during their schooling years from their own teachers. Teachers must provide students with motivation and interest for life-long learning and urge them to become, is essential in the education of the future. The responsibility of governments, higher education institutions, and mostly teacher educators both in pre-and in-service education play a major role towards this development.

The following 10 roles are a sampling of the many ways teachers face are

- Unrealistic Expectations
- Diverse Student Needs
- Professional Development
- Planning
- Class Size
- Time limitation
- Assistive Technology
- Pre Service Training
- Human and Physical Resources
- Funding

Conclusion

Today the world is interconnected and interdependent. We are facing the challenges such as climate change, health epidemics, global poverty, global economic recessions and trade imbalances, assaults on human rights, terrorism, political instability, and international conflicts. It is important to recognize the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. Educating young people to become global citizens will allow them to learn about the interdependence of the world's systems, believe that solutions to global challenges are attainable, and feel morally compelled to confront global injustices and take responsible action to promote a just, peaceful and sustainable world.

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