

## Emerging Role and Responsibilities of Teachers

Jitesh M Khetariya

Bhandariya pri-school village Bhandariya

Tal- Gariyadhar, Dist-Bhavnagar.

*Paper Received on: 18/06/2014*

*Paper Reviewed on: 19/06/2014*

*Paper Accepted on: 20/06/2014*

---

### 1. INTRODUCTION

The role and responsibilities of teachers are inter-related and interdependent. The teacher is required to play different roles and even the same role changes over the years. The teacher's role also differ from one stage of education to another. To illustrate this, it may be said that the role of teachers working in primary schools cannot be equivalent with that of their counterparts in higher education. Similarly, the teachers of the playing ancient times were not the same rules as being done by the teachers of today. Teachers' responsibility vary through ages and teachers are required to perform various functions according to the needs and requirements at different stages of education. But the teachers have to discharge a number of basic responsibilities irrespective of times and stages of education. These functions can be categorised as follows:

(a) Teaching, (b) Class Management and Planning of Lessons, (c) Evaluation of Students' Performance, (d) Research Activities, and (e) Cocurricular and Extension Activities.

#### (A) TEACHING

Teaching is the most fundamental responsibility of teachers irrespective of their time and stage of education. Especially at the stage of higher education, a great quantum of knowledge is required to be imparted and a vast area of topics need be covered by teachers. As we know well, teaching is an intricate and complication process involving artistic skills and responsibility as well as scientific principles and procedures. Teachers should not only acquire the quantum of knowledge that is required for various groups of learners but also use different methods and techniques of teaching for which they have to master a good number of skills. There are vital and general principles of teaching, e.g. teaching from known to unknown, from analysis to synthesis, from simple to complex, from empirical to rational, about which teachers should be made aware so that knowledge accumulated over the years can be transmitted to students effectively.

The quantum of knowledge is being multiplied so fast and some of the theories and concepts are getting outdated so quickly that there has been explosion of knowledge and information in all subject areas. The vast volume of content-knowledge is to be imparted to the

students, community. It has to be updated keeping pace with advancements. This calls for high intellectual effort and preparedness on the part of teachers. An actual teacher cannot just repeat the same content over a number of years. He should dictate from the mother-tongue notes prepared by him during his student career or dictated by his teachers. It has to be transmitted through a series of lessons transacted with a particular method of technique. A lesson delivered by the same teacher on a particular topic after a year cannot be the same as before. A good lesson is an artistic creation and a unique presentation of facts.

#### **(B) CLASS MANAGEMENT AND PLANNING OF LESSONS**

With a view to making the teaching activity very affective, it is felt essential that teachers should know and practise certain skills and techniques of class management or school organisations, even planning of lessons and preparing teacher's notes. These are administrative, organisational and management programmes /activities which help teaching programmes to be effective and useful. Before proceeding with actual teaching work, the teachers should plan the curriculum as a whole, the topics in the subject he is required to teach and divide them into monthly and weekly units. He should fit in his teaching unit/lessons with the time table. He should think of the questions to be asked for introducing, illustrating, elucidating his teaching points and explaining and even for assessing, the students' performance. He should plan the audio visual aids and materials well in advance.

Class management contributes a lot to the success of teaching and forms an integral part of the teaching-learning process. A class is an organization of students brought together for achieving the desired objectives efficiently. The proper management of various resources, disciplines, control, rapport and relations immensely influence the learning outcomes or the teaching objectives.

The teacher as the leader of the group exerts a great impact of his personality on his teaching an interaction on the achievement of students. He should ensure democratic organisation and active participation of students for optimum realization of the goals. Authoritarian management of the classroom with restrictions on freedom and interaction of student adversely affect the students performance in the long-run.

#### **(C) EVALUATION OF STUDENT'S PERFORMANCE**

Conducting Examinations and Evaluations is an important function of the teacher. But it is not meant in a stereotyped mechanical and traditional manner but as a creative, continuous and built-in mechanism in the total teaching-learning process. It should not be used only for grading or rejecting and passing of the "goods" that are produced in the factories of educational institutions. Rather it should be looked upon as a tool for providing the quality of education. Student's knowledge can be assessed and through recall, recognition, classification, comparison and

discrimination of data, detection of errors, identification of relationship, elaboration and interpretation of facts.

Teachers should know the preparation and use of various kinds of test items under the three main categories of essays, short answers and objective types. Besides knowledge and skill acquisition, teachers should develop a positive and objective attitude and interests in the evaluation system. If teachers will be partial, superfluous and suspicious in nature and involve themselves in malpractices or connive at the same, then their very honesty and integrity will be questioned which may lead to so many undesirable issues and problems. On the whole, the very purpose of examinations will be defeated and smooth conduct of various tests is likely to be jeopardised in the colleges and Post-Graduate Departments. It has been aptly observed by Raza and Fornandes "Evaluation of student's performance is an integral part of education and calls for clear understanding of the educational process, intellectual innovativeness of a high order, deep appreciation of student responses and intensive back breaking work spread over the whole year."

#### (D) RESEARCH ACTIVITIES

Research Activities of teachers are of crucial importance not merely for getting promotion or any other financial benefits, but for promoting their professional growth. Research not only helps in acquisition and generation of knowledge but also gives scientific bent of mind and self-confidence in a particular field. It also helps in accelerating the pace of progress, sociological, scientific, political, literary, technological and so on. Teachers of higher education are engaged in research activities usually before or after the commencement of their career. But they work as apprentices, so to say, "learning the trade from a master craftsmen and working generally as a member of the group. It may be noted that a doctoral degree only provides the necessary training for research pursuits and may be considered to be the starting and not the culminating point of a research career." Subsequently the teacher of any university or college gains experience and expertise in the field and goes for his own post-doctoral work or for supervision of the research work of the young faculty members or research scholars.

Having acquired an adequate degree of proficiency in research work and competence in the areas of his special interest and expertise, he can take up research studies big or small sponsored by various organisations, at the regional, national and international level. At present UGC, NCERT, NCSS, etc. have been providing funds for research programmes. He can even work as a leader of the group engaged in research activities or problem-solving studies and experiments. It is not always necessary that the research studies should be large scale calling for huge funds and sophisticated instrumentation. Small scale projects of problem-solving nature seeking solutions to the local, regional or even classroom problems are rather more useful and meaningful.

#### (E) CO-CURRICUIAR ACTIVITIES

Co-curricular activities are not considered equally useful for students development. Previously these were considered extra curricular and teachers excepting a few were not given any responsibility. There were also occasionally and haphazardly organised by the Educational Institutions. But now the physiological, ethical, academic, social civic, aesthetic, cultural and recreational values of co-curricular activities have been emphasized and due attention has been given on their effective organization and management. A large number of deficiencies and constraints as existing today are reducing the desired values of the programmes. Lack of proper planning, paucity of various facilities, lack of proper qualified staff, overemphasis on academic programmes, are some of these problems which need be sorted out for ensuring success of these activities.

It is therefore essential that proper attention should be given to the organisation and management of the co-curricular activities. Selection of these activities should be judicious and according to the physical and human resources available. The number of activities should be as varied as possible to suit the students needs and capabilities. Teachers should be held responsible for organisation of these activities according to their interests and experience.

#### (F) EXTENSION ACTIVITIES

Teaching and Research were so far considered only two important functions of the teacher, particularly at the stage of higher education. Colleges and universities were regarded as "Ivory Towers" kept aloof from the society and its life. Teaching was mostly theoretical not directly related with the life, needs and aspirations of the people. But gradually it is being realised that teachers of higher education cannot do justice to their role and responsibilities if they are not adequately involved in the day-to-day social problems.

Extension activities have therefore been taken as an important dimension to the teachers' role and responsibilities. No educational institution should remain isolated from the society and no teacher should keep himself aloof from the current social issues. Various extension activities should be taken up not only from sociological point of view, but also pedagogical considerations. These activities enable the teachers and students to be involved in the community problems and make teaching as well as research more meaningful and relevant. But participating in the developmental of the national goals and come closer to their social commitments.

#### CONCLUSION

The role and responsibilities of teachers have been multifarious, multidisciplinary and multidimensional. Gone are the days when teaching was the only responsibility of teachers. As discussed earlier, teachers have to teach no doubt, but they should also to manage the class properly and plan lessons adequately for ensuring effectiveness of teaching. They are required to

evaluate students' performance and achievement objectively and comprehensively for properly guiding their teaching-learning process. They need to conduct studies ranging from action research to sophisticated doctoral and post-doctoral research for solving flit classroom and schnol problems and for improving teaching methodology, teaching, skills, management of media class and school organisation, conduct and implementation of co-curricular programmes.

The modem teachers are also required to organise different co-curricular activities like sports and games, debates and discussions, publications and literary activities, cultural and recreational activities, aesthetic and social activities in and outside the school campus for promoting all-round development of students' personalities. Last but not the least is the importance of community and extension activities of teachers who can no longer afford to keep themselves aloof from the society in which they work and from which their students in the problems of the community, viz. literacy work, rural reconstruction, relief work, social forestry, environment upgradation and so on, individually and in groups, through formal schemes like NSS, NCC, NAEP, etc. and through non-formal voluntary activities.

Teachers and schools cannot operate in isolation from the society. They are to play emerging roles in providing not only education to the future citizens of the country, but can help implementation of the developmental programmes of the society. Their share in the national development cannot be underestimated and they have to be sensitive to the social issues and problems. They are to be conscience keepers, friends and guides of the social workers and leaders and not the scape-goats in the local litigations nor the pawns in the nasty politics. They are to assert and equip themselves for properly discharging their growing responsibilities and for adequately playing their new roles in the educational arena in particular and national development in general.

REFERENCES

1. Aggarwal, J.C., Educational Administration, School Organisation and Supervision, Arya Book Depot, New Delhi, 1967.
2. Government of India, Challenges of Education: A Policy Perspective, Ministry of Education, New Delhi, 1985.
3. Government of India, National Policy on Education, 1986, Ministry of Human Resource Development, New Delhi.
4. Government of India, Programme of Action, Ministry of H.R.D. (Education), New Delhi, 1986.
5. Mohanty, Jagannath, Modern Trends in Indian Education, Deep & Deep Publications, New Delhi.
6. Educational Administration, Supervision and School Management, Deep & Deep Publications, New Delhi, 1990.
7. Educational Administration, Supervision and Finance, Takshsila, Cuttack, 1991.
8. Raza Moonis and N. Fernandes, "Functions of Teachers in Higher Education Journal of Higher Education, Vol. 13, UGC, New Delhi, 1987.

