CHAPTER IV
ROLE OF TEACHERS AND PARENTS

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4.1 INTRODUCTION
Teacher is said to be a maker of man. He is the foundation of all education. Any attempt of national reconstruction is not possible without active participation of other teacher.

A nation is built by its citizens and citizens are moulded by teachers. Teacher is said to be a maker of nation.

The education Commission has stated that “the quality and competence and character of teachers to be the most significant factor influencing the quality of education and its contribution to national development.

Hindu civilization counsiders teacher as the true representative of the God. Teacher or Guru is considered as representative of Brahma, Vishnu and Shiva and is responsible for creating and sustaining knowledge and destroying the ignorance.

The role of teacher is not limited to the classroom teaching, but it extends to building up of human, vigorous nation and society at large.

At present, any individual can be teacher if he satisfies the necessary conditions stated in government rules. However “the real role of a teacher is an architect of the nation. It is implies that, the best, intelligent, sagacious proficient members of the society should be enabled to qualify for this noble profession.”

Development of a nation depends upon the contribution of the teachers. A teacher impacts knowledge of his students, in the classroom. He guides each student to develop their potentialities. These students, later on become doctors, engineers, managers, lawyers, teachers etc. professionals. Thus teaching is a mother profession giving birth to several other professionas.

The future of a nation is built through the process of education, hence talented, enthusiastic and learned teachers are necessary for the progress of a society and nation. “The world of tomorrow will be born from the schools today.” Thus the teacher contributes significantly towards building a strong nation.

According to Singh and Raju (2006) a teacher is a person who is directly engaged in instructing a group of students.

A teacher is a person known as a guide or helper in the process of learning, in many societies, academic subjects are given priority, but teachers’ duties include
instruction in craftsman ship or vocational training, spirituality civics in community roles or life skills.

Teachers need to understand a subject enough to teach its essence to students. The goal is to develop a sound knowledge base on which the students will be able to build as they will be exposed to different life experiences. The passing of knowledge from generation to generation helps students to grow as an ideal members of the society.

Good teachers can translate information, provide good judgment, experience and wisdom in to relevant knowledge, that a student can easily understand, assimilate, retain and also pass on to others.

Various studies conducted in US concluded, that “the quality of teachers has been the single most important factor affecting performance of the students and that the countries which score highly on international tests, have multiple policies is place to ensure that the teachers they employ are as effective as possible.”

The National Knowledge Commission has observed that, teachers are the single most important element of the school system.

A teacher is always a learner, it is an unending process. A teacher can improves the academic skills by gaining mastery of over the syllabi and related areas, such as

1. Understanding new ideas in order to become aware of current issues.
2. Critically evaluate problems.
3. Developing leadership qualities.
4. Having interest in continuously updating and furthering knowledge.

A teacher should adopt professional skills, to have the ability to demonstrate intellectual capacities and competent as an effective and efficient teacher.
4.2 RESPONSIBILITIES OF TEACHER

A teacher has to fulfill various responsibilities, which may be summarized as follows.

1. A teacher should be expert in his subject.
2. He should be enthusiastic about teaching students.
3. Encourage co-curricular activities like debate, quiz, writing etc.
4. Encourage initiatives and creativity among the students.
5. Train the students in the art of answering questions satisfactorily.
6. He should be available to the students even outside class hours.
7. Show concern for student.
8. Identify weak students and provide remedial teaching techniques.
9. He should have good communication skill.
10. He should be expert in teaching so that each and every student in the class understands clearly the subject taught.
11. He should have ability to explain difficult concepts in simple terms.
12. He should behave like a friend, philosopher and guide.
13. His behaviour should be such that the students will remember him during their lives.
14. He should frame such questions that students research and learn by themselves without any help, is promote self organized learning.

CHANGING ROLE OF TEACHERS

As the needs of society change, the role of teacher also changes. The National curriculum Framework 2005 has recommended a paradigm shift from role memory to learning by understanding. Hence, curriculum should help students to develop their own thinking and ideas through experience, action and reflection. School should facilitate the process of knowledge construction and help them to become independent thinkers capable to solving their everyday problems. Current school improvement programmes are embedded in the philosophy of constructivism. The constructivist approach to learning is based on some common assumptions of constructivism.
1. Complex challenging learning environment and authentic tasks.
2. Learning through social negotiation and shared responsibility.
3. Multiple representations of the context.
4. Understanding that knowledge is constructed
5. Students-centered, instruction.

According to Collins (1991), students benefit from constructivist approach such as experiential learning because they learn to apply knowledge.

1. The learning environment fosters invention and creativity.
2. They see the implications of knowledge and
3. They learn that knowledge is organized for appropriate used in context.

A basic premise of constructivism is that individuals live in their own world of personal and subjective experiences. Hence the role of teacher is being transformed from the imparter of knowledge to facilitator of conditions which will help the learner in the process of knowledge construction.¹

Thus the emphasis changes from the instructor and the content to the learner. This dramatic change of role implies that a facilitator needs to display an entirely different set of skills than merely a teacher. A teacher feels whereas a facilitator asks, a teacher supports from the front while a facilitator supports from the back, a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner arrive at his own conclusions. A teacher mostly gives a monologues, a facilitator is in continuous dialogue with the learners.⁵

According to Sharma a teacher should:

1. Be a leader of democratic learning group.
2. Accept students autonomy and initiative
   3. Tailor teaching strategies to permit students responses.
   4. Encourage students to analyse, interpret and predict.
   5. Ask open ended questions
   6. Use raw data as primary sources and interactive material.

To this list it may be added that a teacher should try to identify potential among the students and provide environment to develop it which will contribute towards development this personality.
TEACHING –
Teaching is a complex art and it depends on method of teaching, curricula, infrastructure, use of technology etc. It is a demanding job that requires indepth knowledge of subject content and age specific pedagogy. It also calls for various skills such as leadership, creativity, administration, patience etc. Teachers are required to develop goals for classroom instruction, so as to develop lesson plans which carrying out effective classroom management. They should monitor the special needs of every child and promote educational advancement and knowledge.

Good teachers are models of social and moral leadership which influences their students and contributes towards generating stimulus for all round growth of a country. A teacher has to create a suitable learning environment and develop positive attitude towards teaching and aspire for good environment.

As Kothari Commission (1964-66) observed,”of all the factors which influence quality of education, the quality and competence and character of the teachers are the most significant.” The quality of education depends upon various factors like teaching of which the learner is exposed, the educational facilities, environment available in the classrooms and the temperament and approach of a learner towards study. Hence the teacher has to acquire, all the skills. Skills which are essential for his teaching profession esp. soft skills, which refers to personality traits such as communication skill, facility with language, personal habits, friendliness, optimism etc.

It is said that “as is the teacher, so is the child”. Zakir Hussen asserts that the teacher is indeed architect of our future. Sir John Adam views the teacher as the seal maker of man. Vivekanand stated that the true teacher is he, who immediately comes down to the level of the student, transfer his soul to the student’s soul and sees through and understands through his mind. Such a teacher can teach effectively. Tagor observed that it is not the subject of study, organization and equipment in the school, but he living contact between the mind of the teacher and mind of the taught, which is important Gandhiji have advocated inspirational methods of teaching and has given dignified and admirable position to the teacher.
The task of teaching, now, has been a real challenge as we are living in a fast changing worlds. The youths also have to face various challenges especially competition in every aspect of life. So they have to be prepared to face these emerging challenges in building their career.

4.3 **TEACHING APPROACHES.**

Experts have suggested various approaches for effective teaching by the teacher. Some of these are as follows:

1. **Learner Centered Approach**
   In the fast changing world, the role of the teacher and student in the classroom has to be considered. The learner is at the centre and focus is not on encouraging teachers activities but on the learned activities where the teacher has to play a role of a person who diagnoses i.e. he has to think why a particular student goes wrong, what is his knowledge base. Thus the teacher has to diagnose perfectly and correctly the things skillfully without discouraging disappointing and without curbing the spirit of the student. In this content, negotiation plays a vital role in uniting teacher and students.

B) **Communication based Approach**

Teaching is not a one way communication activity, where a teacher delivers a speech and learners are mute listeners. Under this approach students generally get bored. The best way is to promote interaction in the classroom by away of creating a variety of situations between learner and learner(pair work), learner and teacher (equity based), learner and material (thinking) group work. Such methods help students to learn and remember lively.

1. **Skill-based Approach**
   According to this approach listening, reading and writing skills are given priority. These skills are not to be taught but have to be acquired by vigorous practices. Teachers have to keep classrooms live and allow the students to struggle with the subjects to find out meaning and search the true sense of the subject. This approach emphasizes, making students independent learners and learners are kept engaged in the activities required for learning the subject. Teacher is expected to watch listen, ask questions to know about how much they have learned. Teachers have to take
place at the back benches, allowing students to go ahead. The mistakes of the students are to be taken as milestones in learning. The students are not taken for granted as clear states but they come with their previous knowledge. So the duty of the teachers to make them to use their knowledge through interaction and activities with skilful corrective measures.

2. **Constructivist Approach**

Constructivist means construction of knowledge in the sense that learners actively construct their knowledge on the basis of materials presented to them (experience) \(^6\). The mind can put together these ideas it has and make new complex ones. \(^7\) Constructivism is a theory about knowledge and learning. The term constructivism has become popular in recent years. The term refers to the idea that “individuals, through their interaction with the environment, construct their own knowledge and meaning.” \(^8\) The constructivist revolution offers a new vision of the learner as an active sense maker and suggests new methods of instruction. It facilitates presentations of materials in a constructivist way and engage, students in an active explorative learning.” The new approach allows the learners to have more control over their own learning, to think analytically and critically, and to work collaboratively”. \(^9\) This approach is an effort at educational reform and a revolutionary vision of instructional strategies.

The National curriculum Framework (2005) recommended that curriculum should help learners to be constructors of knowledge and emphasized the active role of teachers in relation to the process knowledge construction. Education is a process of acquiring information and knowledge. Hence learning should emphasis the development of meaning and understanding students should be able to acquire experience and learn by themselves and apply what they learn to various unpredictable situations that they might face over the course of their worldly lives.

**4.4 TRAINING TEACHERS FOR CHARGING SCENARIO**

It is observed that, teachers nearly utilize 25-30% of their potential while imparting education to students, still they are retained on their jobs. If the same teachers are properly trained and well equipped with their knowledge, skills and teaching techniques they will be able to work 80% to 90% of their capabilities. For
improving the performance of teachers, concept of behavioural sciences such as, motivation, career planning and development etc. are used. Training and development of can be one of the means used to improved quality of education through the efficient and effective use of learning techniques. When teachers are trained and equipped, with appropriate skills, attitudes and knowledge required for effective teaching, they can fulfill changing needs of educational areas.

Constructivism is a descriptive theory of learning and not a formula for teaching. The basic principles followed. While constructivist teacher preparation programme were as follows:

1. Establishing an inclusive democratic environment of trust and mutual respect.
2. Utilizing students background knowledge and experience.
3. Providing a curriculum directed as content pedagogical knowledge in the context of doing “real work”.
4. Developing a climate of sharing to form a community of learner.
5. Producing an understanding that all knowledge is partial and positional.
6. Negotiating an assessment protocol that rewards an intrinsic motivation and is both, performance based and authentic.
7. Creating an educational program that is informational and transformational by exposing and reflecting on beliefs.
8. Shaping a climate, where questions reflecting on experience become a professional way of life.  

Teachers educators have to take a lead for practicing constructivism, by developing constructivist and inclusive environment in their own classrooms, so as to become a role model for future teachers. Thus the ultimate responsibility of training teachers in the area of constructivism lies with the teacher educated. Constructivist teacher education includes two major traditions, one is the developmental and the second one is social reconstruction.  

The developmental tradition emphasizes teaching students how to teach in a constructivist manner by way of focusing on direct instructions in theory and practice, without complimentary opportunities for inquiry, discovery or self
examination. Thus this approach is prescriptive in nature. The teacher education concentrate on teaching that is essentially antithetical to the approach, students are intended to employ in their classrooms.\textsuperscript{12}

Under social reconstruction tradition, attempts are made to help teacher’s education students in constructing their own prior knowledge and attitudes, study how these understandings have been evolved, explore the effects they have on actions and behavior and consider alternative conceptions and premises that are more useful to put in the process of teaching. It includes critical analysis and structured reflections on the knowledge of formal course and every day practical experience.

According to Richardson (1997) there are two main factors which affect the approach taken by teachers and teacher education in forming constructivist settings, of which one is the extent to which the social is acknowledged.

As a critical factor is learning and second, individual cognitive development and the specific content, subject matter or discipline. Some subjects like mathematics are more bounded than others by rules, formula and procedures. They are regarded by teachers as producing problems and tasks to which these are correct answers. Individual interpretations and construction of ideas and concepts are less likely to be encouraged by teachers than in case of other subjects such as literature and writing.\textsuperscript{13}

\section*{4.5 ROLE OF ICT IN TEACHER EDUCATION.}

Teacher is described as the architect of the nation, as future of the nation lies in hands of teacher. It is the education which makes one a teacher. Teacher education is provided by way of systematic operations of various agencies involved in it. Educational Commissions and a number of expert committees have discussed the aims of teacher education in India, but most of the Universities and Institutions of higher learning find it difficult to live up to these great expectations. They have remained as bodies for conducting stereotyped examinations and degree awarding centers. The quality and reliability of such examinations and degrees is
sometimes questionable. “One of the main reasons is the inadequate academic, professional and pedagogic preparation and insufficient level of knowledge and the skills of the faculty.” In addition traditional methods of teaching, outdated knowledge and information, lack of skills, attitude of aptitude and authenticity of their sources of knowledge are some of the issues. On account of information and knowledge explosion, fast changing ICT, the teachers sometimes find it difficult to cope with the new intellectual challenges, generated by the changes in global and local environments. Hence, it has become necessary for the teachers to acquire new knowledge and use authentic and reliable information.

In the context of present socio-economic environment, teachers have to help their students in the process of learning, growing in future, developing study skills, conducting fundamental research, examining evaluating and assessing information and developing a new structure of knowledge, that enable them to face challenges and develop themselves in future.” All these expectations may be met only through need-based, goal oriented and meaningful in house discussion, conferences, symposia, workshops, refresher and orientation courses, crash courses, capsule courses and subject-based courses, inter disciplinary and holistic approaches to education and quality research and by enriching the existing libraries and making use of the user-friendly ICT with contextually appropriate and firm pedagogical scaffolding .” The teacher educators as well as teachers have to work hard continuously towards achieving this goal.

A teacher plays a significant role in classroom teaching, learning processes as well as social engineering also. Perspective Empowered teachers the highly respected in the society. This perspective is in academic, intellectual, social, physical and national spheres.

A National Policy on ICT in School education has focus on leveraging technology, more them connecting schools and having a few PCS in Schools. It recognizes that ICT can play an important role in all aspects of school education such as contest distribution, knowledge sharing, digital delivery of educational contest, capacity building, teacher training using interactive tools and applications for improving basic skills, in students, helping students with special needs, promoting distance educating, creating vocational courses and management of school and ecosystems.”
These are many benefits of using ICT in imparting classroom teaching. It helps in improving efficiency in teaching and learning, provides means to develop personality, increases motivation due to active participation of students, provides opportunity for self paced learning, enables to have easy access to information, enable, better learning retention and performance of the students. It provides multisensory learning experience. The main areas in which IT has been employed in educational setups are management, administration, and academic operation, education delivery, digitization of content, capacity building research & collaboration resulting in knowledge sharing.

Teachers use ICT for planning and preparing lessons efficiently, use interdisciplinary approach, guiding students and developing effective teaching tools and modules.

Technical tools used in teaching include computer assisted instructions (CAI), complete assisted learning (CAL), Video–Assisted instructions (VAI), LCD projectors, power point presentation, smart Boards, You Tube, slideshare,e-mail,blogs,CCTV,etc.

Takawade (2003) has stated about IT driven education especially multimedia programs and packages “are changing the methods of content generation, content storage,content packaging and content delivery and hence offer a new paradigm of education.15

ICT is the content of 21st century in the context of teacher education.It must fullfill following objectives-
1. It provides excitement to the learners eye,ear and head.
2. ICT satisfies needs of teachers by providing items and packages of higher standard and of greater interest.
3. It helps in transforming definition of literacy ,learning and knowledge by way of including multimedia digitized literacy
4. Multimedia provides a king of control over the learning environment to the student,teachers to enable them to have experience learning from their failures and practices.
5. Unlike books, it is interactive in nature, generates motivation and interest among the learners which helps in meeting individual needs effectively
6. It develops ability of self learning and interacting individually, as the learners gets vast experiences effectively and efficiently

The main obstacle of teacher education can be summarised as follows-
1. Lack of physical facilities
2. Lack of financial resources
3. Lack of support and services
4. Rigid framework
5. Storage of expert staff
6. Lack of research orientation
7. Crisis of interpersonal relations
8. Decision making by external agencies
9. Lacking computers and time for the use of computers by the learners
10. Lack of access to internet

These obstacles need to be removed to make teacher education more efficient and effective

It may be concluded that “the education system empowered by ICT driven infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge based society “.ICT has revolutionised the whole concept of education, learning and research by way of providing new opportunities and challenges in creation and dissemination of information by way of web TV’s and web based education independent of time, pace and place. It is a challenging task to strengthen ICT in education because majority of the institutions are not well equipped in the terms of digitized and high tech infrastructure.

4.6 ROLE OF PARENTS

A parent is primary helper, monitor coordinator, observes, record keeper and decision maker for the child. The most important duty of parents is to look after their children and to take interest in their welfare and progress.” Successful parenting entails both effective components in terms of commitment, empathy and
positive regard for children.” Parenting begins during or before pregnancy and continues through a balance of lifespan. Parenthood plays a crucial role in the process of development of a child and also to the development of the society through long term investment in children.

Parents are first and lifelong teachers and guide of every child. The main task of parents in each generation is to prepare children of the next generation for the physical, social, economic and psychological situations in which the children have to survive and grow.

Parental involvement is defined as a “positive interaction between a parent and their child.” Parented involvement includes a wide range of activities but generally refers to parents and family members use and investment of resources in their children’s schooling. Such investments take place in or outside of school, with an intention to improve learning of children. At home parented involvement includes such activities as helping in doing homework, reading with children, discussion about developments in school etc. Involvement at school includes parents volunteering in the classroom, attending plays, sports and other events organized by school etc. Involvement at school includes parents volunteering in the classroom, attending plays, sports and other events organized by schools. It also includes school based involvement, focused on such activities as driving on a field trip, staffing a concession booth at school games, coming to school for scheduled conferences or informal conversations, volunteering at school and serving on a parent-teacher advisory board.

The foundation of a child’s future is laid in the family. In later life it becomes difficult to demolish or reconstruct these foundations. The infant begins his life under the fostering affection and care of his parents and other near and dear ones who are closely associated with his family. As he grows, he receives the first lessons of life in his family and tries to imbibe habits, ideals and patterns of behavior of family members. Thus the family has a deep influence on him. The various activities of family and need for intercommunication make the child to equip itself with a working of vocabulary. He receives his first lesson of speech in his family. Extensive research activities conclude that the Home environment is the most important influence on academic performance of a child. Parental or
family involvement is beneficial to parents, teachers, students and the community at large.

“The most common learning modalities are kinesthetic learning based on hands on work and engaging activities, visual learning based on observation and seeing what is being learned and auditory learning based on listening to instructions. The brain develops according to the quality and quantity of motivation the children receive from their parents.” Many of the values later transmitted by the school are first inculcated in the child at home. So home environment influences the study habits of the students. The good study habits depend upon the responsibilities of the parents.

Parent involvement includes parent child interactions that communicate positive attitudes about school and importance of education to the child. “Parental involvement affects student achievement because these interactions affect students’ motivation, their sense of competence and the belief that they have control over success in school”. Parents can be involved by checking homework, communicating with the teacher and attending school functions. “When schools and families work together to support learning, every one benefits, students do better in school and in life, parents become empowered, teachers moral improves, schools get better and communities grow stronger (NCIPIE 2002).

Parents should take care to raise a well behaved child who is willing to learn, parents should provide an encouraging home atmosphere so that child’s commitment to learn will increase Epstein (2001) has concluded that there are six types of parent involvements, which are parenting, communicating, volunteering, learning at home, decision making and community involvement. Psychologists and educators agree on the importance of early years in developing habits that are preserved by the child. A child should come to school with qualities of character that are valued by his family, school and community. “These qualities include honesty, respect caring about others, following directions of teacher and school rules, taking responsibility and making good moral choices.” The main role of parents is to provide care, love and training to their children.” “The parents’ involvement is absolutely essential to a child’s eventual success.”
The parental influence is the most important factor for any achieving child. A child develops according to the quality and quantity of the stimuli received by the child from his family members. The positive outlook of every member of the family and favorable environment molds child to prepare to study and have a good character. Most of the parents take care of physical needs of the child, but at the same time they should take care about their children’s intellectual, emotional and spiritual development. Uneducated and poor parents need to be trained by the schools and the government.
CHAPTER IV
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