

Role of a teacher in teaching: Learning process

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Abstract

A teacher should have knowledge of the content they are expected to teach in the class-room. A better preparation and execution of knowledge depends upon the skill of a teacher. These skills may be planning the lecture before each class. Better knowledge of the content may add to a productive learning environment in a class-room situation. It increases student's motivation. Updation of knowledge requires constant learning. As an agent of change he has himself to be flexible and ready to change. Updation of knowledge is an essential part of the job of a teacher. In recent years, there is a decline in motivation of reading and learning in the teachers. A good teacher should have expertise in not only the subject he is associated to. He must have knowledge beyond his domain; this is a part of knowledge updation. For a good teacher teaching is not only a vocation but a mission. Teachers have responsibility beyond their subject specialization.

Keywords: Role, Teacher, Teaching, Learning

Introduction

Since last few decades the Intellectuals, Academicians are engaged in a debate as 'How to bring about excellence in higher education'. University grants commission, NAAC and other committees have been constantly making an effort for improving the standard of higher education with their emphasis on better teaching learning situation, improved infrastructure, teacher's training, student's evaluation and assessment, inducting innovation in order to induce quality education in the institutions. A number of committees and comities are at work, stressing the need of application of science and technology, enhancing teacher's accountability vis a vis, class-room teaching, guiding the students and immensely obligation of being a role-model for the students, Kothari commission (1964) had a serious grudge regarding the deteriorating standard in the system of education. There is no denying that the quality of education depends on quality of teaching, syllabus, study, curriculum design, teaching, methods, quality of evaluation and infrastructural facilities. In recent years Information Technology has effectively intervened in the academic ambience of a teacher and it is perceived the new technologies could take over many of the instructional responsibilities. Sometimes it is alarming and sometimes it is encouraging. Designing course and curriculum will be shifted to technocrats and the lecture could be replaced by multimedia websites that could include video-clips of famous scholars in the field. This enhances the responsibility of a teacher to become technical expert on one side and craft person on the other. Mary Burgan, General Secretary of American University professor holds- "Doing away with human contact would be disastrous." [1]. Teaching is directly associated to competence building, change fostering and knowledge enhancing job. A teacher is bestowed with not only training the students in fundamental field of knowledge, but also providing them with critical quality of mind and character, that will serve them in hours of crisis (Menon and Dutta 1996) [2]. What is more important in producing quality is the construction of

knowledge, conception of intelligence, adapting to individual differences, thinking inductively, attaining concepts, memorization, programmed instruction, learning from simulations and so on. It is beyond doubt that there is a close association between teaching and learning; [3] with a better management and application of teaching, learning situation in a class-room, it is possible to modify, improve and develop higher quality of teaching. By illustrations, lecturing, probing questions, reinforcing pupil's participation, the quality of teaching can improve. The teacher is supposed to be endowed with multiplicity of skills and versatility in adapting suitable techniques and methods of teaching according to mental make-up, temperament and learning styles of the students. A teacher today is loaded with a number of tasks other than teaching. In such a situation it is the skill of a teacher to put his nerves to test and manage a class room with the best of his ability to provide quality teaching. The paper intends to point out the tools and methods a teacher should adapt in a favorable as well as in an unfavorable class-room situation in order to enhance quality education. In a favorable situation a teacher can have better teaching learning environment. In such situations a teacher can be better facilitator and innovator. Favorable situation promotes an environment of better interaction; It is helpful in developing logical and imaginative thinking ability. It helps in developing scientific attitude towards a problem encouraging free thinking. A teacher may have homogeneous class with all the average students his tasks becomes easier and he can motivate the student with better learning. The real test of a teacher occurs in an unfavorable class situation - He may have a heterogeneous class structure with a number of students having a better I.Q. whereas some may be average and some other may be very poor. In such a situation a teacher can stuck on programmed learning. It is an innovation in higher education. It provides an opportunity to each learner to pace according to his own capacity and ability. A teacher can get the feedback, active responses of the students, may teach in smaller steps; making class-room more interactive.

- Poor strength : Better motivation/ Putting objectives
- Poor response : Diagnosing the problem
- Poor Infrastructure : Think for alternatives, use of chalk, clip charts for demonstration
- Outside & Inside : Have patience, use of tools to make disturbances learning more interesting

Different students present on different occasion Motivation, inspiration

A teacher with his skill, strategy and accountability can easily cope with these situations. A few tactics may be suggested for a better Teaching-learning situation.

- Professionalism includes specialized knowledge, and competence.
- Constant learning through seminars, workshops and research.
- Social commitment.
- Professional code of ethics.

A common perception is that if one knows his subject he can teach well, may not be correct. It has been observed that "An outstanding genius may not be a better teacher whereas an average genius may prove himself a better teacher. It is founded on the fundamental fact that a teacher with an average genius may have a better understanding of the psyche of the students. There are two equally important aspect of any profession- says Butler and Wren (1961) - significant knowledge and effective technique ^[4] thus depends on teacher's understanding of different ways in which student's learn. For effective teaching it is necessary that the learning experience structured by the teacher matches the need of the learner. A teacher must have an analytical capacity, a better understanding of psychology of the students. An outstanding genius may have a wrong judgment of the class. He may not have information about the average and the poor scholars if he has not analytical capacity. A teacher needs adoption of constant learning process. Continuous development of professional knowledge and professional judgment widens the insight and confidence of a teacher. The advance in technology resulting in maximum use of equipment requires different type of skills. There must be continuous effort to match the teaching styles with learning styles of the students. It is possible when the knowledge of a teacher is wide-ranging and deep. Teachers should be craft people. He should identify his personal strength and weakness through self-evaluation. ^[5]. Teaching skills like tools can become rusty. Hence learning to teach and teaching to learn is the everyday routine of a teacher. Today the major thrust of the commissions and committees on education is the accountability of teachers. The teachers are not only morally accountable to students, parents and society. They have professional accountability as well. Professionally a teacher is accountable to teaching to the highest possible standard of which they are capable. Survival and grace of a profession depends on a code of ethics. There should be a definite standard of teaching. A teacher should be prescribed with a set of ethical code; a certain moral standard. We must have criteria of performance.

Class management

A teacher having better skill of class management can improve the standard of teaching -learning for the purpose of better

management of a class a teacher must be equipped with –

- Content : Knowledge
Updation
Knowledge beyond his domain
- Communication : Participatory learning
Designing strategy
Designing lecture
Time management
- Innovation : Programmed learning
Micro teaching Macro teaching
Personalized system of instruction
Seminar
Assignment
- Feed back : Questioning
Evaluation and assessment
Knowing responses

Communication skill

A teacher should be an expert in the skill of communication. Better communication enhances participative learning. A teacher should ensure that the last student of a class must be an active participant; Chere Gibson- Associate Professor of university of Wisconsin says you cannot continue to lecture, you have got to involve the audience otherwise let's just send a tape, ^[6] For better communication a teacher should design the strategy of teaching. He must make clear the objectives and relevance of the content; he is going to reproduce in the class. He must assure before going into the class, what and how much of the content he has to deliver in the class. Design of strategy may be for the year, for the week or for a class. Designing lectures is another means of better communication. This helps a teacher to be accurate and clear. It avoids confusion in a classroom. Time-management is another means of better communication. Designing of the daily lecture should be such as to be completed within a time limit. Explaining, motivating, discussion, narration, citing examples, illustrations, utilization of teaching aids, like projectors, audio-visual aids may be helpful in better communication- a teacher's responsibility is to enhance the rate of learning among the students- to quote Eric Ashby (1967) _ "Any technology which increases the rate of learning would enable the teacher to teach less and the learner to learn more" ^[7].

A teacher is a good facilitator of learning. He should be innovative. Some of the means of innovations in higher education are -

- Programmed learning
- Micro-teaching- plan, teach, feedback, replan, reteach, refeedback
- Macro-teaching- Traditional teaching
- Personalized system of instruction
- Seminars
- Assignment etc.
 - a) A teacher teaches
 - b) A good teacher innovates
 - c) A bad teacher betrays

Feedback

- Questioning
- Evaluation and assessment
- Knowing responses

"We do what we ought not to do. We do not what we ought to do"

References

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