



A STUDY ON ROLE OF TEACHERS AND CHANGING

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ABSTRACT

“The mediocre teacher tells; the good teacher explains. The superior demonstrates. The great teacher inspires” (William Arthur Ward.)

Over the past decades the school sector has undergone dramatic improvements. It has promoted collaborative instruction, problem-based learning, community-based learning, standard curricula of electives or alternatives and more comprehensive curriculum planning. The educational atmosphere is not limited to the school, but spreads to the workplace, culture and worldwide. Knowledge is not exclusive to textbooks alone, but is accessible in bits and bytes anywhere. Students aren't actuals and estimates users. They are the active creators of information and the most critical teaching is regarded to be the most difficult and multifaceted career that contributes significantly to a nation's social, cultural and economic wellbeing.

Today the seeds of such a dramatic transformation have been sown, sparked by a global change in education, information technology, and consumer demand for better learning. The the emphasis on student autonomy has changed the core of gravity away from the instructor and closer to the pupil. This increased attention to learners has not understood the importance of teachers as teaching and learning are closely related and the teaching aim is to enhance learning. But several students today understand both the art of learning and the research of learning. They believe a strong partnership between a competent, loving adult [teacher] and a safe, empowered child [student] is the foundation of education. They recognize that their most important job is to get to know and student as a person and consider their particular needs, learning style, context social and cultural, preferences and skills.

In brief, teachers are reinventing themselves and their career to represent schools and students better. Thus, Instructor may be assumed to have – one occupation, several positions.

KEYWORDS: *instructor, instructor position, multi-faceted career, teaching.*

INTRODUCTION

In the process of embracing the teacher's changing role, some of those rooted in conventional approaches to education have induced uneasiness. In the older days, instructor was known as an intelligence source and relay. A instructor in her subject matter was deemed authoritative and the pupil viewed the instructor as a role model. The youth today experience a future in which the transformation in connectivity and learning has contributed to shifts in all spheres: research, technology, governance, economy, community and culture. To encourage our young people to face the future with trust, intent and obligation, it is not possible to overemphasize the teachers' crucial position.

In addition to the established ones, new expectations are also put on the schools to be prepared with latest information and innovative ways of obtaining new knowledge. It is the duty of

the instructor to ensure if the students are able and trained to complete in the present scenario. When the time has arrived for a trainer

It is important to understand that "information is like an ocean- never-ending and endless" in which an instructor works as a facilitator in a democratic setting with a realistic and multidisciplinary approach to overall growth.

AN TEACHER'S POSITIONS

A main concern is: what is the teacher's position in the growthiest of the education system. No systematic study of the teacher's position has been performed (Squires, 1999). Overall, we were preoccupied with the specifics of lesson preparation, the nature of the pro-program instruction, and the variety of instructional methods that were implemented. We neglected to take a more comprehensive view of the teacher's position. What



are our Institutions teachers for? What would they suffer the most if they weren't there for? Confronted with these concerns, it is possible that staff members will offer a variety of responses. The following examples of teachers' letters about their own roles and responsibilities demonstrate uncertainly and dramatically with the types of tasks required of an instructor.

Identification of faculty roles

You will outline the teachers' six fields of interest as:-

1. The author, as provider of information
2. Professor as role model
3. Professor as facilitator
4. The Professor as Assessor
5. The Professor as Planner
6. Professor as creator of assets

Each of the six roles described may be subdivided into two roles, representing a total of twelve roles as shown in Figure 1. Roles to the right in the figure require more expertise or knowledge on content, and roles to the left require more expertise in education.

THE WOULD ROLES

In this segment we look in more depth at each of the twelve positions listed.

The Source of Knowledge

A) The lecturer This is one of the teacher's conventional positions, in which it is the teacher's duty to pass on facts, experience and comprehension to them on a subject that is relevant at the stage of their studies. The instructor is seen as a professional who is competent about his or her profession, and who transfers this information by word of mouth to the students usually. Despite other forms of knowledge becoming accessible, the lecture appears to be one of the most commonly utilized teaching techniques. It can be a cost-effective means of presenting additional material that is not contained in traditional document. Besides that, the instructors used creative methods to transfer this information on to the pupils, like the lecture.

However, there has been a general demand for the amount of lectures scheduled in the curriculum to be limited. However, the omission of the lecture from the toolbox of the instructor has been debated and very rightly so. A lecture at which an expert's contagious passion, who is often a strong communicator, excites or motivates, has plenty to applaud the students.

B) The functional instructor That is a important sense in which knowledge is conveyed. In it the instructor can share with the students his / her insightful experiences. The instructor chooses, organizes, and provides knowledge. This is done through teaching ward-rounds, ward-based lectures or through the students more informally.

THE SELLER

The task of the instructor is not to educate the students but to motivate and enable them to continue and use the issue as a learning subject for themselves. It is the teacher's job to promote this method, rather than merely serve as a source of knowledge. Teachers required the opportunity to interact with students in the sessions of the small group in an engaging manner, and to promote student learning by providing an environment that encouraged free sharing of ideas. Teachers were able to work more efficiently if they already had subject-based expertise, in addition to certain qualifications.

The Supporter

A) Student Assessor One of the most critical activities confronting the instructor is the evaluation of the student 's competency. "Good teachers know how to measure the performance of their students - suggested Mapstone (1996) "and they want to do it properly." Teaching without assessment is like cooking without degustation.

Examining does reflect the teacher 's distinct and theoretically independent position. So one may be a professional trainer but not a professional investigator. All organizations will require several teachers on their workers with a specific experience and awareness of appraisal problems. Such persons serve as test developers and offer feedback on instrument use, labelling procedures and standard layout. Test must, however, still be considered as an essential part of The position of instructor and a part of higher education teaching (Piper)

In 1994). Many teachers ought to add more to the evaluation phase. This may take the form of adding questions to a bank of questions or serving as examiners. The teacher's position as assessor is sometimes viewed as distinct from the other positions. Whereas as an knowledge source, role model, facilitator, and curriculum coordinator, the teacher 's aim is to assist the student in a number of ways to accomplish the objectives of the course, the teacher's task as an assessor is to transfer judgment on the students.

Murray et al (1996) proposed, "In view of the value of student performance evaluation in university and student teaching, life and career, teachers are responsible for taking appropriate action to ensure that student appraisal is accurate, accessible, reasonable and compatible with the objectives of the course. Students may walk away from poor instruction, Suggests Boud (1990), but in terms of appraisal, they are unlikely to do so.

B) Assessor of a Program

Evaluation may also be viewed as an important part of teachers ' professional position, acknowledging the duty of teachers themselves to track their own performance.



The instructor is accountable not only for preparing and executing instructional pro-grams and assessing the performance of the students but also for reviewing the course and material presented. Monitoring and measuring the quality of the instruction of courses and curricula is now accepted as an important part of the process curriculum. The consistency of the teaching and learning method must be evaluated by input from the pupils, peer review and assessment of the instructional programme product. Curriculum and instructor appraisal is a method of transparency that stresses the responsibility of those working in the education sector to be responsible to the state, to the profession, to those that support the education system and to the students. Evaluation in this context is a command and control tool (Nisbet 1990).

Equally significant is the teacher's self-evaluation of his or her teaching through particular teachers commenting upon and evaluating their own teaching. Feedback from students and other instructors or 'important mates' can be brought in to offer more input to recognize opportunities for the growth to advancement of the instructor in teaching.

The Manager

A) Lesson Planner Lesson Preparation is a crucial teacher position. It is important to follow various approaches to curriculum preparation (Harden 1986b), and there are 10 concerns that need to be discussed (Harden 1986a). One can state the following:

- * The Education requirements should be addressed
- * Learning results predicted
- * Material to be used in the application
- * The business department
- * The Methods for Schooling
- * The means of instruction
- * The Appraisal process
- * Contact to teachers and students on the programme
- * Environmental education
- * Curriculum-management methods

Curriculum preparation provides the instructor with a major task as it takes both resources and experience if the work is to be carried out properly.

B) The Manager of course

The world's best programme would be useless if the courses that comprises have little to little connexion to the current curriculum. If the values underpinning the institution's programme have been accepted, thorough preparation at the level of the particular course or programme process is then needed. Many of the preparation historically was structured or subject-based. More recently a shift toward interdisciplinary or collaborative

education has been rendered (Harden 2000). These methods can be expressed in the design of courses.

Participation in course preparation offers an incentive for the teacher to have a direct impact on the teaching process and to develop classes that would accomplish the instructional results defined by the university. Many of the ingenuity and strength of teaching rests in instructional design: the choices of texts and concepts that become the subject of research, the preparation of learning activities and the process by which success is judged. These describe the parameters of the students experience. Of all the way the programme is implemented.

Life is equally significant but the strength of successful experiences between teacher and student is various times compounded by course construction.

The Resources Creator

- A) Learning Content Maker An growing demand for information resources to be studied suggested in much of the educational stage choices. Students are focused on providing sufficient content material accessible for use either as students or in classes of problem-based learning and other student-centered methods. Students also devote as much time with their workbooks in conventional curricula as with their professors.
- B) The modern innovations also significantly increased the types of learning resources that the student can have access to, making it far simpler for the student to claim more accountability for their own schooling. As content resources creators, teachers must stay abreast of technical developments. It needs an effort in the production of computer-based learning content. The usage of computers in education is growing and some schools make it necessary for students to buy computers. However, computer-based learning is also hampered by a shortage of sufficient content for students to use (Platt and Bairns father 1999).
- C) However, the extensive usage of information resources to promote instruction through conventional paper media or emerging technology can only arise if at least certain teachers have the expertise required for choosing, integrating or creating materials for use inside the school. It is important to raise knowledge and to train personnel in the role of resource creator for the required advancement inside a learning institution enabled by technology (Long staffe et al 1996; Ryan et al 1996).

And the teacher's twelve roles concept offers an appreciation of the different perceptions



of the teacher's executed tasks and a basis for further analysis of them. The clear description of the twelve positions and their organization in the circle gives students, instructional designers and managers in an organization a valuable paradigm or structure for understanding and making teaching-related decisions.

The circle represents the overall tasks that an instructor may execute and the segments inside the circle reflect the main elements that shape the overall image. At first glance, the various teaching positions tend to compete with each other but actually are complimentary to each other. We see the instructor as a pro- knowledge vider but also as a learning facilitator, allowing the student to take responsibility for finding their own knowledge. The instructor is a facilitator, who lets the student understand, but is also an evaluator whose job is to pass judgement on the student.

CONCLUSION

Thus, one can infer in this way that the teaching career in which the teacher's position was limited to mere teaching practice has transformed into the multifaceted pro-fession in which the instructor has to serve as facilitator, guide, resource manager, curriculum creator etc. We may also conclude that the increasing position of teacher renders the teaching career a demanding, multifaceted and responsible task.

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