

CHANGING ROLE OF TEACHER IN SUSTAINING AND TRANSFORMING EDUCATION AND SOCIETY

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Abstract

There was a time when the teacher was known as epitome of all virtues. The rulers, kings and queens, and their progeny would listen in rapt attention when the teacher spoke. To them, the teacher was their guide, their counselor and their true friend. The teacher's word was regarded as the word of God. Where are those teachers of yester years? Where are those epitomes of truth and knowledge? Today, do we really need the one who commits much to his memory and gives it out in the class to the Learners in the form of a lecture (such types of lecturers) or do we really need the one who reads a lot and based on his reading imparts knowledge to learners (such type of Readers) and so with the Professor, do we really need the one who from his/her long experience of teaching (of reading and memorizing) he/she is finally able to arrive at a philosophy which is his/her own and preaches this philosophy to learners (such type of Professors)?

Certainly not because Teaching is like Rocket Science: Complicated, Collaborative, and capable of taking our students to places yet to be explored. The 21st century learners are collaborative, adaptive, informative, media and technology savvy, communicators, instant gratifiers, creators and adaptors. As the learners are so the teachers supposed to be or should be more than that. This paper highlights the changing role of teacher in sustaining and transforming education and society.

Keywords: Teacher; Changing Role; Sustain; Transform; Education; Society



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INTRODUCTION:

There was a time when the teacher was known as epitome of the virtues. The rulers, Kings and Queens, and their progeny would listen in rapt attention when the teacher spoke. To them the teacher was their guide, their counselor and their true friend. The success of any educational reform depends upon teachers. The teacher indeed is the architect of learners' future. They are the fly wheel of the educational machine, the vital human element that clothes the dry bones of the educational system with flesh, blood and vitality. The teacher's part in the process of instruction is like that of an art of the gardener under whose care a thousand trees blossom and grow. He/she contributes nothing to their actual growth; the potential of growth lies in the trees themselves. He/she plants and waters. He/she only watches lest any external force should injure and disturb. The teacher is not an instructor or a task-master; he/she is a helper and guide. The teachers business is to suggest and not to

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impose. Teacher does not actually train pupils mind, but only shows how to perfect the instruments of knowledge for oneself. A teacher does not live for himself/herself but for his pupil and for the truth which he/she imparts. The teacher also acts as the pivot for the transmission of intellectual tradition and the technical skills from generation to generation and helps to keep the lamp of civilization burning. A teacher whose soul is wrinkled and whose heart is atrophied, who is devoid of energy and enthusiasm, capacity and character, and who simply marks time, his eyes fixed on the calendar, is a disgrace to the profession and a curse on society. A teacher must not regard himself/herself as a mere wage earner, whose job begins at 10 am and ends at 4 pm when he/she can shake the dust off his feet and walk out of the bread giving factory. No, the teacher is a spiritual alchemist charged with the sacred work of creating cultured citizens. Life can be inspired only with life in our educational environment. We are searching gurus who can free our learners mind from its imprisonment. If the teacher does not himself/herself possess learning how he/she can impart to others Teacher is like a lamp lighting other lamps. But a lamp cannot put light into other lamps if it does not itself burn and shed light. The true teacher is he /she who can immediately come down to the level of the students and transfer his soul to the students' soul and see through his mind. Such a teacher can really teach and none else. The teacher is not to make the students blind follower but intelligent leaders. He/she has no hammers and no brushes. The teacher need not touch the child yet he/she is to make an impact felt, introducing changes in the behavior patterns and ultimately the personality of the child. Teachers have always been given a special place and respect in our society as they shape the future of Nation. The teacher is being rediscovered today all over the world, the forms of attention is on him/her, upon training, dedication and his /her efficiency stands the whole structure of education, Teaching is a prophetic job and a teacher is bound to carry on the job with hard work, sincerity, justice ,efficiency and honesty.

We know that teaching is like rocket science complicated collaborative, and capable of taking our students to places yet to be explored. The 21st century learners are collaborative, adaptive, informative, media and technology savy, communicators, require instant gratification, creators and adoptors. As the learners are so the teachers should be more than that. Teachers should be learners, leaders, Role Models, Collaborators, Risk takers, good communicators adoptors, visionarist, technologically skillful, open-minded, good Human, spiritual guide, philosopher, planners, Insightful and Reflective, Inquisitive, director, friend, Researcher, Reformer, man of Action, good academician, democratic outlook, caring attitude,

scholar, committed and Responsible, mastery of knowledge and required skills. The teacher lights many candles which in later years, will shine back to cheer him/her. This will be the real reward for a teacher.

Teachers take the lead in defining their own work and the transformative contribution that they make to society. What counts as good teaching and learning and how he/she might work for a fairer society through education? There is a need to prepare all learners with required skills and knowledge to succeed in a competitive, fast-changing global economy. Effective teachers are essential for making teacher education relevant and developing teacher leaders into their new roles.

CHANGING ROLE OF TEACHERS:

The changes that took place in education and society have changed the roles of teachers, too. In the past, teachers used to be the major source of knowledge, the leader and educator of their students' school life. Nowadays, teachers provide information and show their students how to tackle them. Although they are still considered to be a kind of leaders in the class, they can be thought of as facilitators in the learning process. If we focus on the teaching process, we still realize that there are a great number of changes in this field as well, and all of them have an influence on the role of teachers. Curriculum design is a task teachers have to be prepared for, although the present generation of teachers has been growing into making up syllabi for courses. Another difference between the past and present tasks of teachers is represented by the technical background they need to be able to use and handle effectively (computer, photocopier, power point, projectors, etc.) Instead of teaching chalk face, they need to be an information technology expert, a technician or/and a photocopy master. One of the biggest challenges for teachers is that their role in the school management has also changed. The institutions need them as individuals, who can make decisions and cope with the stress of the changing world of educational institutions. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents. A teacher has to generate that energy in oneself and handle it in one's work of educating children. A teacher has not only to instruct but also to inspire the students.

Teachers are challenged to understand new theories of learning, new approaches to teaching, new policies, and a changing social context that affects students and communities. The educational cliché is that in an age of information technology, in an Information Society, we should become **managers of learning** rather than dispensers of knowledge. As more and more sophisticated computers are developed they, rather than teachers, will become the

expert repositories of subject wisdom. Computers, according to Christopher Evans, will overtake us: their role as teachers in that central traditional sense discussed earlier will be unequalled. It will be like, he/she maintains, having Einstein to teach us physics, Russell to teach us philosophy, Freud to teach us psychology. And with the home computer the teaching and learning can be done at home or in a resource centre rather than at an institution in the near future. It is not as subject specialists that most teachers will have roles to play but as flexible generalists who can help others to cope with the complexity of learning in an Information Society. As managers of learning teachers will also have to become more aware of **how learners learn**. There is plenty of evidence for example to show how institutional and departmental ethos affects the way students learn. Often the primary influence is the course design itself which can help students to develop approaches to the processing of information which demonstrate *deep approaches* (i.e. the use of evidence, problem-solving, the ability to read around the subject etc.) or it can encourage *surface approaches* (namely to develop skills in rote learning, memorization, and over-reliance on the teacher's ability to specify learning tasks).

CONCLUSION :

In The Past, teacher's word was regarded as the word of God. Where are those teachers of yester years? Where are those epitomes of truth and knowledge? Where have disappeared those ethereal beings to whom, in the mythological tales, even Gods are depicted paying their respects?

If at all few teachers today satisfy these criteria. In general teachers have fallen in disgrace. To some extent because of their own doings and to some because of the norms of decadent society in which we all exist such is the state of affairs that it is considered a stigma these days to be called a teacher.

Teachers should be those great souls who have the power to transform the human character. Some of the examples are Krishna, Buddha, Jesus and Prophet Mohammad etc. They all had this unique capacity. They were the real teachers of mankind.

In order to motivate his/her students the human characters, the teacher must himself/herself possess a good character. The teacher must be a true exemplar of his/her teachings in front of the students. Even in his/her life time, if a teacher can thus influence a few, May even a single life, he /she would have achieved his/her mission.

Today Teachers realise the changes, but they may not be sure about that they are able to face the new requirements. In todays era a great emphasis is placed upon both initial and

in-service teacher education programs which are to prepare teachers to meet new demands of tomorrow.

Societies change, and we feel an immense need to remodel our programs of teachers' training institutions, preparing new teachers and new roles to confront the challenges of the future. The argument presented raises relevant issues to discuss, with different answers; perhaps we can learn from the problems in order to understand better the transformation of the teachers' role and the subsequent need to transform the education and society.

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