

ROLE OF TEACHERS IN NATION BUILDING

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ABSTRACT : A teacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. The President of India, A P J Abdul Kalam, rightly the need of technology that: "What is needed for the nation today is combination of technology, innovative leadership .whether a nation has arrived at a stage of knowledge society is judged by the way the country effectively deals with knowledge creation or innovation, which is the key element in building the knowledge society. For a Prosperous and developed India, an Important thrust should be on the growth of the invisible leaders and innovative institutions/universities/colleges/research institutions. Hence, there is an urgent need to establish and efficient innovation system and let the universities act as bridging institutions like think tanks. (Deccan chronicle, Newspaper, India, March 14, 2005).

A **teacher** is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. A teacher who facilitates education for an individual may also be described as a personal tutor or, largely historically, a governess etc. **John Adams** opined that "teacher is a maker of man. He is foundation of all Education, and thus of the whole civilization of mankind, present and future. No nation reconstruction is possible without the active cooperation of the teacher."

Nation Building, According to **Mzee Kwame Agyei Akoto** is the conscious and focused application of our people's collective resources, energies, and knowledge to the task of liberating and developing the psychic and physical space that we identify as ours. It involves the development of behaviors, values, languages, institutions, and physical structures that elucidate our history and culture, concretize and protect the present, and insure the future identity and independence of the nation. Nation building is the deliberate, keenly directed and

focused, and energetic projection of national culture, and the collective identity.

A nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher-educators. Chanakya has rightly stated, "Teacher is the maker of nation" So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education and dedicated and efficient teacher-educators. The teacher can be rightly called a nation builder. Teachers through their perseverance love and sacrifices have shown us the right path in which great men have built our nation. It is our dear teachers who mould our character, our personality and show us the right direction which leads us to our Final destination.

The role of the teacher is a multi-faceted one comprising academic, pedagogical and social roles. Academic roles comprise teaching, counseling and supervisory roles while pedagogical roles include instructional, evaluation and facilitating roles. As a facilitator of learning, the teacher is involved in motivating pupils to learn, maintaining control in the classroom and the school in general, and creating a conducive environment for learning to take place. Social roles of the teacher includes among others socializing roles which is preparing pupils to participate in the way of life of the society; others include reference roles, detective roles, parent surrogate (or substitute parent), confidants and affectionate roles.

No other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral

commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, customs, etiquette, style of conversation and his get up. He is their ideal. He can lead them anywhere. During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers.

Therefore, a corrupt and decadent class of teachers can harm a nation more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats. A corrupt and incompetent teacher is not only a bad individual, but also the harbinger of a corrupt and incompetent generation. A nation with corrupt teachers is a nation at risk; every coming day announces the advent of its approaching destruction.

Teachers therefore, have to play a cardinal role in the building up of the character of the next generation. It is a fact that a civilization cannot rise out of a skeleton of mere ideas and abstract concepts. Civilization finds a concrete shape in the practical behaviour of a nation, based on these principles and concepts. Once the practical aspect is gone, the civilization also disappears and can only be studied through its remnants preserved in museums and chronicles. This necessitates the provision of a learning atmosphere throbbing with life in our educational institutions through the presence of the teacher, with a view to infuse confidence in our students and to enable them to be proud of their culture, to respect their national character and national emblems, and to ornament themselves with societal conduct and morals. They should stand firm on the centuries old foundations of their cultural tradition and at the same time should establish standards of excellence in their academic performance. The essence of the teacher as a nation builder cannot be over-stressed. Good teachers need to be themselves constantly seeking knowledge, be of good character, have high motivation and be creative, innovative and effective in the teaching strategies. The good deeds of teachers are great; because of them, we will grow to become knowledgeable people who will be of use to society, religion and our nation and country.

Presently we are in a transitional phase of development, living in 21st century but with conservative thinking. Now, on the thresh hold of new millennium, fast changes have occurred in the field of socio-political and economic scenario. The emergence of new forces of scientific and political development in the world has brought about changes in the society as a whole and education in particular. Goals of education especially in Teacher Education will have to be rapidly changed to sub serve the needs of time and aspiration of the people in the

corresponding areas .In this light of new outline ,the whole concept of teacher education at different levels has to be drastically changed. At this juncture, what is the role of the teacher preparation institutions? The rate of increase in knowledge demands and preparation of new teachers upgraded in quality like other professions, teaching profession is also facing a demand on teacher competence. They should be able to meet the requirements of the society and community and update their skills in tune with achievement in their disciplines.

The changes likely to occur in the coming years need to be visualized and competencies developed to analyze changes and suitable modifications to be introduced in the curriculum of Teacher Education. If this is not taken care of, 21st century teachers will not be able to discharge their duties effectively to the changing conditions and emerging socio economic educational needs. Teaching profession is independent on the radical revision of the image of the teacher in the mind of the public as one who is empowered with interactive communicative skills, Subject –specific competence to manage learning group ,competence to address content –specific learner needs, information communication technology skills, competence to mould learners to live together in multicultural setting and so on.

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In the contemporary society /context, the role of a teacher has changed from transmitter of knowledge to a reflective practitioner, which means that tomorrows’ teachers need to enrich competence to face the emerging challenges. Unless the teacher educators in their teacher preparation institutions launch reforms in the teacher preparation programme, there will not be any changes in the existing system of education. This implies that the teacher educators should be leaders to take the lead. Let the teacher Preparation institutes be spearheaded by invisible leadership. Invisible leadership is exercising a vision to change the traditional role from the commanders to the coach, manager to mentor from director to

delegator and from one who demands respect to one who facilitates self-respect.

Evidences show that the teacher training programme is based on the traditional approach. Obviously, the trainees carry the same approach to the class rooms. It would be realistic if the teacher educators choose knowledge oriented path and then expect the trainee to select a different path or continue the same anachronistic style of teaching.

Lacunae in Teacher Education Programmes:

The lacunae in the existing teacher preparation programme are:

1. The gulf between theory and Practice (Artificiality)
2. Teacher Educators show a remarkable allegiance to the conventional approach to teaching –lecturing /verbal mode. Thus the teacher trainee can only talk about the methods but not competent to use-them;
3. Lack of exposure to various information communication technology involved in the act of teaching.
4. Lack of professional attitude/divergent thinking/vision.
4. Lack of professional attitude/right attitude/divergent thinking /vision.

In addition to the above there are also a number of reasons which account for deteriorating standards of Teacher Education programme. Absence of a system of inspection and quality maintenance by substandard institutions has led to the continued existence of Teacher Education institution of lowest standards. Teacher Education institution have been established as profit making ventures. Universities have instituted these considerations for ensuring the quality of training .Let us explore the need for a reform in teacher preparation programme, Mapping out evidences. **CHALLENGES FOR TEACHER EDUCATORS ARE:**

- Innovation in pre-service teacher education curriculum
- Lack of up-to-date books, and materials on teacher education
- Development of national professional standards
- Strengthen workshops and partnership between universities and schools to prepare teachers
- Mentoring Inexperienced teachers
- Development of a system of on-going professional development for teachers
- Establish learning communities and networks among teachers;
- Professional learning for educational leaders
- A greater transparency in the funding of teacher education
- Staff appraisal systems and the use of peer observation in schools are still in development

- Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices.
- Teacher-centered strategies and pedagogy still dominate in the classroom
- There is a relatively large variation among schools in the area of instruction, particularly concerning independent student practice, questioning skills, and teacher expectations for student achievement
- There is a need to explore the development of performance-based evaluation or developmental teacher evaluation systems for the purposes of teacher evaluation
- Needs to separate developmental and judgmental appraisal, for developmental appraisal, teachers agreed that lesson observations enhance teaching quality. Teachers are more supportive of lesson observation if their goal orientation is more learner-oriented than performance-oriented.

CONCLUSION

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swinging fall. The surviving institutions can only be helped by appropriate authorities in improving quality of their academic management. This paper suggest an increase in responsibility for teachers but not an increase in authority: teachers are losing decision-making authority in the classroom. This paper also indicates that a positive policy environment and ample support for growth are essential for creating and sustaining teacher quality.

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