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### Teacher as a Role Models.

Teaching is a profession, which demands of its practitioners' exceptional qualities-intellectual, moral, physical, emotional -and a sincere devotion to human betterment. Teacher are potential liberators of humanity from ignorance, fear, misunderstanding, conflict, wars and famine. To large extent, man's advancement depends on the teachers of the world, both inside and outside the educational institution. It is a mistake to think teaching as limited to installing subject matter, assigning tasks, examining, and giving rewards and punishment. These are only some of the mechanical teaching techniques and teaching never should be merely mechanical. The teacher has a great role to play in preventing teaching from becoming mechanical. He is potentially the integrator of personalities, the counsellor and guide to learners, the developer of citizen, and the servant of state as a guardian of the individual. He attempts to work with the child a way of life which will enable him to be physically fit, economically efficient, morally and emotionally stable, intellectually awake, and efficient in his civic relations.

The capability and the role of the teacher are quite evident. We find in history teachers who were able to keep the lamp of civilisation burning with their knowledge. There have been teachers who belongs to that group of human beings who are more interested in human welfare than they are in personal gains. They have been 'unselfish souls' Call the roll of great men who have made the world better for being in it and the greatest of them are teachers, if not by name at least in spirit. There have been people for whom teaching is not a trade or craft, but rather a profession demanding special knowledge and skills from its

practitioners. The career of teaching discloses to those who choose it unlimited opportunities service to mankind.

In the present paper, the teacher, whose role as a “Role Model” has raised much debate, has been taken up for studies. If we move back in history, our Vedas that say, “Matru Devo Bhava, Pitru Deva Bhava, Acharya Devo Bhava”, give the Mother, the Father and the Teacher the highest place in society. The teacher shares his place with the mother and father of a child because like a child’s parent, he has a great deal to do with the shaping of the mind and heart of a child. If we move a little ahead in history, we find *the Guru-Shishya parampara*, which is considered an ideal form of imparting education, where the teacher again is placed on a very high pedestal. In this *parampara* or system, the student was known as ‘*Ante-vasi*’, one who lives close to a teacher and profits by his examples. The teacher was an ideal for the student and the student imbibed the qualities of the teacher consciously or unconsciously. Now we come to the main issue, is the teacher of today still entitled to retain the position that was conferred upon him at the time when the Vedas were written or is he still worthy of the respect that his student bestowed upon him in the *Guru shishya parampara* ?

### **The Reasons Responsible for the Failure of Teachers As Role Models**

**Motives for joining teaching professions:** Many have become teachers thoughtlessly and primarily because it was an easy profession to enter. Many now teach with faint conception of the real function of the teacher. The majority has chosen teaching as a career for personal gain or as a means of escape from a monotonous, purposeless existence. Teachers, then, like other workers, have in the past chosen their carrier largely under the pressure of economic necessity. After a period of service, some of them have remained teachers because of professional motives—the desire for service and a sincere belief in the importance of teaching. For the majority, up to the present time, teaching has been an occupation, respectable to be sure, but hardly a profession. It has been more often a steppingstone to other professions regarded as more desirable either because of the greater financial reward they offer or the higher respect in which their members are held by society in general.

While the economic motive for entering the teaching profession is not the highest motive, we have not meant to imply that teachers alone are motivated by this very human desire in choosing their careers. All professions are chosen to a certain extent in terms of the advantages, material or social, which a cure to those entering them. So if the teachers have

been susceptible to the economic motive like the members of other professions and occupations, there is nothing wrong in it. But the ideals of his profession demand that he should be concerned with his monetary income only to the extent that it is large enough to provide a standard of living that permits him to give the greatest service in the most effective way.

**Moral degradation of the teachers:** The pure and unselfish image of the teachers is now tainted by his obsession with money getting activities like private tuitions. There is nothing wrong if the teacher receives remuneration in the form of salary for his services. Because after all like all other human beings he has his needs to cater to and his family to look after. But when this necessity turns into greed and a teacher resorts to practices like tuitions, he works against the ethics of his professions. Manu, in the olden days, has very rightly devised a punishment for such type of teachers when he declares that the avaricious teacher who pressurises his student for money should be considered unfit for inter dining.

**Incompetence of the teachers:** Since the terms of a teacher's employment does not usually demand any loyalty to any educational theory and practice they are free to teach as they were taught, which is what most do. A mediocre teacher merely covers the syllabus, but a good teacher goes beyond the textbook. He knows that education is not mere acquisition of information—gathering and correlation of statistics and facts or mere training of the mind. The end product is the complete man who understands the total process of life.

No teacher who is not master of the field or who is not in touch with the latest developments in his subject and who does not bring to bear upon his duties a free and untrammelled mind will ever succeed in inspiring youth with love of truth which is the principal object of education knowledge is never complete and is always advancing.

And then by emphasising retention in the classroom to the exclusion of the systematic use of any other power, the teacher acts as a barrier in the process of learning.

**Disparity between words and actions:** One of the reasons why the teachers have failed to gain the confidence of their students is the disparity between what they say and what they do.

Attitudes and character cannot be concealed from the students. They may well be more significant than the subject that a teacher teaches. Things like work habits, ethics, professional attitudes, impartially, courage, honesty and punctuality are taught

unintentionally by the personal example of the teacher. These things count heavily. Gandhi ji has rightly said that a teacher should always be mindful of his *p's and q's* whether he is in the midst of his students or situated miles away. The influence of a teacher on his students is so immense that a teacher situated miles away. The influence of a teacher on his students is so immense that a teacher situated thousands of miles away from his students can still influence their thoughts & actions.

**No economy of learning:** Time which for every individual is the stuff of his life, is not considered by teachers as of any value. Since they are being paid for their time, one can say that they are receiving a return for it (though the return they are getting may not be the full return they could get), but it seems their students do not get any return at all, for the knowledge that is to be gotten in exchange for the time spent by the students eludes most of them. Students' time must buy equivalent experience good teaching can act on time as well as experience.

**Teachers as models:** For the teacher of today, the ideal of 'simple living and high thinking' is a thing of past and therefore outdated. He can a modern teacher who is more concerned about his looks and his clothes still believe it? The teacher today is more concerned about their looks and dress they are going to wear to the college rather than which lesson they have to teach in the class. Not only should his clothes make a fashion statement, but whatever he does and says should also match the standards of a fashionable man. In this respect, even the media, especially television has also given a boost to his morale to keep his mind soaring, not in the realms of knowledge, but in the world where he feels that he is a role model for his students, which he is not. A committed teacher has no time to think of his personal needs, not even appearance. Socrates was frog-faced and funny-looking with a bald head that resembled the high dome of a city hall, but did that stop the rich man from far and near to send their sons to him on his walks and listen to his wise words. And the old man did not even charge a fee.

#### HOW CAN THE TEACHERS BECOME ROLE-MODELS?

**Acceptance:** Acceptance is central to the experience of developing a significant relationship between a teacher and a child. He should create an emotional atmosphere, which permits children to express their feelings and ideas without fear of criticism or evaluation.

Whenever the child is threatened, e.g., by someone who has power over him, the child may respond superficially.

The teacher must help the child to feel that what he expresses is worthwhile. He must accept the child as completely as he can. It is not possible to accept the child and at the same time reject his values and ideas. We cannot separate the individual from his behaviour and say that we accept him, but consistently reject his behaviour.

Sometimes the teacher is forced to reject the behaviour of the child and therefore to reject the child. This rejection may be less severe if the teacher focuses on the behaviour itself. If the rejection occurs only occasionally in a relationship and is limited to the behavioural act, while at the same time the feelings are recognised and accepted, a general attitude of acceptance can still exist and be conveyed. Thus the educational situation which most effectively promotes significant learning is one in which threat to the self of the learner is at a minimum, while at the same time the uniqueness of the child is recognized. In such an atmosphere the child is free to use materials and resources available to him in the light of his own interests and potentialities.

Democratization: Still, to understand others as they are, is not sufficient to become a true role model for the students. One also has to know how to look on their present activities so as to expand their consciousness of the world and of themselves. Recent years have witnessed an increasing concern for the role that purpose and interest play in the learning process. Teachers extorted by educators to organize their instructions around the interest and purposes of the children. But we find that long before the extortion of the educators, even the most traditional teachers have been influenced in attempting to relate instructions more closely to those aspects of the environment in which students seem interest. The teacher should accept responsibility for controlling the learning situation in such a way as to give the pupil the opportunity to exercise choice in the selection of learning experience and activities. The student identifies himself whole-heartedly in his learning activities when he feels that he has had some part in the selection of the undertaking. His activities are then a result of his own choosing and not something that the teacher has assigned. Opportunity to participate in the selection implies also the acceptance of responsibility for carrying to completion the enterprise decided upon. However, the welfare of the student should be safeguarded that a wrong choice will not handicap him in further learning. The teacher should so manage his instructional activities that the student will experience a measure of success in his learning. Nothing is more demoralizing to the spirit of the learner than to be continually encountering situation in which he cannot attain any degree of success, no matter how persistence he is in his application. Repeated failure is not a satisfying state of affairs to

anyone . The learner experiences satisfaction when he feels that his efforts are bearing favourable results . If the teacher arranges the learning situation in such a way that the students will be aware of the progress he is making , it will facilitate the learner's progress. Knowledge of progress acts as stimulus to further learning

**Right Direction:** It is often asked whether it is the function of a teacher to mould the pupil's mind in accordance with his desire or to leave it alone to shape itself according to its own nature. Both these views have been held in the history of educational thought. In this matter the Bhagavad Geeta gives us the proper outlook. We should place before the pupil the best that has been thought and said on any particular subject and then leave it to him to reflect and decide. *Yatha icehasi tatha kuru*. This principal required us to preserve the independence and integrity of mind against the assault of mass communication ,the radio , the cinema, and the press.

**Conclusions:** Teachers like all people , agree to be wrong up to only a certain point. Teachers, like all people, know the difference between a tedious effort and an easy one. And like all people, they prefer the easy one. What and where is the harm then? Perhaps it is their choice of profession.

The selection of an occupation or a profession is a vital step in the life of the individual. It is one of the most important decision that a person will ever have to make. The choice of teaching as a career is a particularly crucial matter. Other professions may have a far simpler taste. The physician is concerned with the physical welfare of the individual, the clergyman with his spiritual welfare. The teacher is concerned not only with the development of mind , as some think, but with the development of the whole personality of the individual. The teacher shared with the parent the responsibility for the integrated development of the individual child in all respects. It is well therefore for the person who is thinking seriously about teaching as life vocation, to examine carefully the nature of the profession, his Personal aptitude for it and most importantly the responsibilities that come along with it .

The conclusion on Swami Vivekanand's words, which make a suggestion as well as exhortation to all the teachers about the most significant motive of teaching would be the most appropriate thing to do,. “Server the children of the Lord ,if you have that privilege. If the Lord grants that you can help any of the children, you are blessed . Do it only as worship”.

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