
Role of Teacher

The Two-fold Role

1	2
Role of the Teacher in the Overall Development of the student	Specific Role as a Teacher of Economics

Multifarious Roles

Economics teacher has to perform several roles for the many-sided development of the personalities of their students. Broadly speaking, he is expected to work for the realization of four objectives namely to enable the child 'to learn' or to gain information and knowledge, 'to be, 'to do' and 'to have a harmonious life'. Some of the important roles for the realisation of these objectives are listed below :

Confident—A teacher is expected to win the confidence of the students so that they express their feelings freely, if need be in private.

Democrat—He is expected to observe democratic values so as to prepare his students for a democratic way of life.

Equaliser—should treat all students on the basis of equality. He should work for developing an egalitarian outlook in students.

Facilitator of Learning—He works for the promotion of significant learning in his students.

Friend and Philosopher—He must perform the role of a friend and philosopher to his students.

Group Leader—As a leader to the social group in the class, he must develop a suitable climate and cohesion.

Guidance Counsellor and Helper—He provides academic, career and personal guidance to his students.

Initiator—He is supposed to play the role of an initiator by exploring the new technology to the best advantage of the students and the progress of education. He should play the role of an innovator of educational ideas, practices and systems.

Role Model—He is envisaged to behave in a manner whereby traits exemplified by him may be emulated by his students.

Detective—He acts as a detective to find out the shortcomings of the students—committing of offences and law breaking tendencies also if any.

Judge—He evaluates the academic and other performance of the students in an impartial manner.

Limiter or Reducer of Anxiety—He can help students control their impulses and reduce anxiety about their conduct and performance in different problematic situations.

Moral Educator—His important function is to inculcate attitudes and moral values cherished by society in the students.

Parent Surrogate (Parent Substitute)—He can play the role of ideal parents by treating students with affection and care.

Rationalist—He should set an example of a rationalist by basing his action on reason.

Referee—He is expected to settle disputes among students in an objective manner.

Reformer—His entire work consists of bringing about appropriate changes in his students for their full development.

Resource Person—He is expected to serve as a resource person for his students as he possesses knowledge of the subject-matter and skills, better than his pupils.

Secularist—He should play the role of a secularist by having an open mind on the beliefs of students.

Upholder of the Norms and Values—He must present the norms and values of society in a dignified manner.

Main Functions and Responsibilities

The following are his main functions and responsibilities :

1. Character development of students.
2. Effective teaching learning.
3. Adjusting individual differences.
4. Class-room management.
5. Evaluation of pupil performance.
6. Curriculum development and implementation.
7. Developing good family and community relations.
8. Total school effectiveness.
9. Professional growth and ethics.

Character Development—For this, the teacher :

1. Creates an atmosphere of purposeful order, enlists pupil's assistance in orderly, friendly, courteous and co-operative interpersonal relations.
2. Develops a respect for the rights, privileges and opinions of others.
3. Creates group situation which will develop desirable leadership and followership qualities in the pupils.

4. Sets a standard of class-room and school environment behaviour which conforms to socially acceptable behaviour.
5. Directs discussion and develops understanding on moral and other ethical issues in order to develop the understanding of the reasons for ethical standard.
6. Encourages each pupil's thinking and action.

Techniques of Teaching—(Effective teaching) This includes:

1. Selecting material, teaching aids and methods which will facilitate the learning process and stimulate students' desire for further learning.
2. Meeting the needs, background and capacities of the children being taught.
3. Teaching by use of a suitable variety of lectures, discussions, demonstrations, visual and oral presentations, recitation, directed group effort, experimentation, special projects and field trips.
4. Analysing and evaluating the effectiveness of various teaching techniques in order to improve the learning process.
5. Endeavouring to obtain and maintain pupil interest and attention so that teaching is done in a receptive environment.
6. Endeavouring to assure that material taught is applied in such a manner so as to develop a pattern of understanding in other areas.
7. Encouraging and guiding critical thinking by pupils.
8. Developing desirable work and study skills and habits.
9. Enlisting pupil participation in the lesson planning process.
10. Developing broad outlines and objectives to be attained within prescribed limits for a subject or skill area based upon the needs and interests of a specific group of pupils.

11. Assuring that preparation adequate to ensure purposeful and directed teaching precedes all actual class-room teaching.
12. Making suitable lesson plans and other necessary arrangements for substitutes.

Adjusting to Individual Differences and Development Levels—This calls for:

1. Drawing upon and applying the basic knowledge of the psychology of the child in order to establish readiness for learning.
2. Making an effort to know as much as possible about the background and out-of-school environment of each child in order to improve the teaching learning process.
3. Developing in each pupil a sense of personal growth and value.
4. Maintaining discipline by being consistent friendly, fair and firm.
5. Handling behaviour problems in a controlled manner.

Classroom Management—This means :

1. Assigning responsibility to pupils for the care and house-keeping of the classroom's physical assets.
2. Developing, preparing or providing material and equipment and displaying it in a manner so as to improve the learning situation.
3. Maintaining the school-room in a healthful and safe condition, assuring proper lighting, ventilation etc.
4. Preparing and maintaining orderly and accurately all required records, such as attendance register.

Evaluation and Reporting of Pupil Performance—This comprises :

1. Devising and administering appropriate tests to measure the level and quality of pupil learning.

2. Interpreting test results and relating findings to pupil progress or lack of it in order to improve the teaching and learning process.
3. Evaluating pupil performances through reports, recitations, homework and other types of assignment.
4. Reporting pupil achievements and progress to parents by means of conferences and progress reports.
5. Co-operating and enlisting the co-operation of school specialist in the process of pupil evaluation as required.

Curriculum Development and Implementation—This implies :

1. Participating in grade level or subject matter study of existing curricula and in the development of improved expanded curricula.
2. Determining the object, scope and methods of the grade and subjects to be taught.
3. Devising assignments, when necessary, in order to enrich the teaching programme for the pupils.
4. Correlating subject matter with the curriculum of other subjects.

Developing Good Family and Community Relations—This envisage :

1. Participating in parent-teacher associations and similar activities.
2. Participating in community affairs.
3. Making himself available to parents at scheduled times to discuss pupil progress and behaviour.
4. Evincing a sympathetic, helpful and understanding attitude towards parents and their children's schooling problems.
5. Establishing and maintaining a good relationship with parents and reporting of pupil progress, problems and needs from time to time.

6. Assuring through personal behaviour in the community that the school staff-image in the community is favourable.

Total School Effectiveness—This consists of:

1. Accepting responsibility for pupil discipline throughout the school and in the interest of the school as a whole.
2. Co-operating with all co-workers and exchanging ideas in order to improve and provide a variety of approach on the teaching situation.
3. Executing all required school regulations and assignments on time.
4. Accepting one's full share of pupil activity participation; such as attending athletic contest etc.
5. Contributing constructively to committees, faculty meeting and other school system groups.
6. Taking positive steps in developing and maintaining faculty and students morals.

Professional Growth and Ethics—This stipulates :

1. Keeping knowledge upto date.
2. Participating in in-service programmes like seminars and workshops etc.
3. Adhering to professional ethics, i.e., not compelling students to take tuition from him and his colleagues, not recommending instructional materials to students on some consideration etc.
4. Participating in the activities of professional organisations.

Essential Qualities

These may be categorised as :

- I. Scholarship.
- II. Professional growth.

- III. Personality.
- IV. Teaching Skills.
- V. Human Relations.

Scholarship—This includes :

1. Acquaintance with problems of present day life.
2. Background of a liberal education.
3. Reader of magazine and newspapers.
4. Reader of books on the subject taught.
5. Sound knowledge of the subject.

Professional Growth—This incorporates :

1. Desire for improvement.
2. Professional attitude.
3. Reader of professional books.
4. Reader of educational magazines.
5. Sound professional training.

Personality—It has three aspects :

- (a) Physical aspects.
- (b) Personal virtues.
- (c) Executive abilities.

Physical aspects—These includes :

- (i) Personal appearance include dress, carriage, social expression, and personal cleanliness.
- (ii) Etiquette including good manners, observance of social norms, courtesy and refinement.
- (iii) Voice, rich and mellow.
- (iv) Good language command including pronunciation, enunciation and grammar.
- (v) Health.

Personal Virtues—These include :

- (i) Enthusiasm.

- (ii) Fairness.
- (iii) Friendliness.
- (iv) Optimism.
- (v) Patience.
- (vi) Self-control.
- (vii) Sincerity.
- (viii) Sympathy.
- (ix) Tact.
- (x) Understanding.

Executive Abilities—These include :

- (a) Adaptability
- (b) Directing ability
- (c) Industriousness.
- (d) Initiative.
- (e) Organising ability.
- (f) Resourcefulness.
- (g) Self-confidence.
- (h) Self-reliance.

Teaching Skills—The Core Training Programme Package (CTPP) of the NCERT (1979) aiming at enabling the teachers to acquire mastery of manipulative skills for making their teaching effective includes the following skills :

1. Skills of class management.
2. Skills of communication (Teacher's Acts).
3. Skills of Interaction (Teacher-Pupil Acts).
4. Skills of the use of Teaching Aids.
5. Skills of Attitude and Behaviour

Skills of Class Management—These include as below :

Control and Modification of Facial Expression. The teacher should enter the class as a balanced person. It is necessary to

emphasise the need for neatness and simplicity in his dress and appearance. Gaudy dress and shabby appearance have to be avoided. The teacher must maintain his calm and confidence in the face of gesticulation and mimicking of the group.

Greeting and Taking up Proper Position in the Class. The teacher is expected to offer the greetings while entering the class and then take the central place when students are offering greetings orally or by standing up in their seats and then face the class and respond to the greetings.

Movements (Locomotive in the Class-room). Appropriateness of movement lies in providing a balanced supervision to the class and in being available at the right time to the students who needs help.

Use of Appropriate Gestures. Expressions of gestures of approval, appreciation and disapproval also have a great bearing on learning. The tendency of offering undue smile or encouragement or displeasure would form the negative points. Praise like gold and silver owes its utility to scarcity.

Skills of communication (Teacher's Acts)—This comprises five skills, narration, recitation, dramatisation, explanation and demonstration. These skills are teacher-dominated.

Skills of Interaction—These include :

- (a) Questions and feedback.
- (b) Discussion and
- (c) Problem solving.

Skills of the Use of Teaching Aids—These consist of:

- (a) Selection of teaching aids as per needs.
- (b) Preparation of charts, models, maps and diagrams.
- (c) Operation of mechanical aids.
- (d) Positioning while writing on and explaining from the blackboard.

- Role of Teacher
- (e) Writing on the blackboard with reference to size, shape, boldness and colour of letters.
 - (f) Drawing, sketching, preparing tables and graphs on the blackboard.

Skills of Attitudes and Behaviour—This comprises :

- (a) Patient Listening.
- (b) Suggesting.
- (c) Guiding.
- (d) Counselling.

Human Relations—This comprises amicable :

1. Relations with students.
2. Relations with colleagues.
3. Relations with parents.
4. Relations with school personnel.
5. Relations with administrators, inspectors, supervisors etc.
6. Relations with the community.
7. Relations with publishers, stationers, sports dealers etc.
8. Relations with professional organisations and workers.

Significance of Each Letter

- E stands for Enthusiasm.
- C stands for Clarity or Constructiveness.
- O stands for Objectivity.
- N stands for Novelty or New Ideas.
- O stands for Observation.
- M stands for Media User.
- I stands for Interest in the subject or Interest in the students.
- C stands for Character Constructiveness.
- S stands for Scientific attitude.

- T stands for Tact, Thirst for knowledge, Tolerance, Truth.
 E stands for Efficiency or Emotional stability
 A stands for Adaptability, Affection, Alertness.
 C stands for Creativity
 H stands for Hard work, Honesty, Humility, Human Relations, Humour.
 E stands for Experimental attitude.
 R stands for Rationality, Resourcefulness.

Specific Qualities Needed

A teacher teaching Economics is expected to possess the following specific qualities so as to make his teaching effective, fruitful and inspirational.

1. Interest in Economic problems.
2. Interest in current affairs, especially having an impact on economic issues.
3. Knowledge of statistics.
4. Knowledge of economic geography.
5. Knowledge of commercial economics.
6. knowledge of the principles and practices of teaching Economics.
7. Knowledge of sound evaluation procedures in Economics.
8. Skill in organising outdoor fieldwork like surveys and visits to places of economic, commercial and industrial importance.
9. Skill in preparing and presenting charts, curves, diagrams, graphs etc. on a variety of economic and statistical data.
10. Skill in correlating economic issues with other social issues.

11. Rational and scientific attitude towards controversial economic and social issues.
12. Skill in developing a comprehensive Question Bank in Economics.
13. Skill in the use of computer and Internet etc. for obtaining necessary facts and figures
14. Skill in organising economics club and association.

Teacher Training

Training of an Economics teacher involves the following :

1. University Degree in Economics
2. Training course including methodology of teaching commerce
3. In-service training through :
 - (i) Seminars.
 - (ii) Symposium.
 - (iii) Workshops.
 - (iv) Lectures.
 - (v) Study of books, newspapers and journals related to commerce and allied subjects.
 - (vi) Visits to commercial and industrial establishments.
 - (vii) Visits to industrial fairs.
 - (viii) Visit to book fairs.

Microteaching

3.1 Rationale and Scope

The teacher in the classroom uses several techniques and procedures to bring about effective learning in her students. These activities include introducing, demonstrating, explaining or questioning; the teacher could make use of nonverbal behaviours such as smiling, gesturing and nodding. These group of activities are called teaching skills. Acquiring a number of skills an experienced teacher can use these appropriately in her teaching, in order to achieve her lesson objectives.

The teacher trainee is introduced to a wide range of teaching skills. Microteaching allows the teacher trainee to practice any one skill on her own, and then combine it with others when it has been mastered.

A teaching skill has been defined in various ways. A few definitions will clarify the meaning of the term: McIntyre, et al. (1977) define teaching skill as "a set of related teaching behaviours which in specified types of classroom interaction situations tend to facilitate the achievement of specified types of educational objectives".

Passi (1976) defines teaching skill as "a group of teaching acts or behaviours intended to facilitate pupil's learning directly or indirectly".

NCERT (*National Council of Educational Research and Training*) in its publication *Core Teaching Skills* (1982) has laid stress on the following teaching skills:

- Writing instructional objectives
- Organizing the content
- Creating set for introducing the lesson
- Introducing a lesson

- Structuring classroom questions
- Question delivery and its distribution
- Response management
- Explaining
- Illustrating with examples
- Using teaching aids
- Stimulus variation
- Pacing of the lesson
- Promoting pupil participation
- Use of blackboard
- Achieving closure of the lesson
- Giving assignments
- Evaluating the pupil's progress
- Diagnosing pupil learning difficulties and taking remedial measures
- Management of the class

Definitions

Microteaching has been defined in several ways. Allen, D.W. and Eve, A.W. (1968) defined microteaching as "a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions".

Allen, D.W. (1966) defined microteaching as "a scaled down teaching encounter in class size and class time".

Buch, M.B. (1968) has given a comprehensive definition of microteaching as a "teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in planned series of 5 to 10 minutes. It encounters with a small group of real students, often with an opportunity to observe the results on videotape".

McAleese, W.R. and Unwin, D. (1971) define microteaching as a scaled down teaching encounter in terms of time, class, size, lesson, length and teaching complexity.

Passi, B.K. (1976) writes that "the most important point in microteaching is that teaching is practised in terms of definable, observable, measurable and controllable teaching skills".

Singh, L.C. (1977) defines microteaching as "a scaled down teaching encounter in which a teacher teaches a small unit to a group of 5 pupils for a small period of 5 to 20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and refine old ones."

These definitions stress the essential propositions of microteaching put forth by Allen, D.W. and Ryan, K.A. (1969).

- Microteaching is real teaching, though the teaching situation is a simulated one.
- Microteaching lessens the complexities of normal classroom teaching. Thus class size, scope of content and time are all reduced.
- Skills are selected and discussed in a preparatory session. Microteaching focusses on training for the accomplishment of specific tasks like practice of blackboard writing, demonstrating effectively and so on.
- Microteaching allows for the increased control of practice.
- Feedback given at the end of a micro-lesson helps a teacher trainee get an insight into her performance, and avoid any mannerisms.

A composite definition of microteaching technique would thus be:
Microteaching is a teacher training technique involving a specific teaching behaviour/skill of short duration—5 to 6 minutes for a small class comprising 5 or 6 fellow teacher trainees/peer group on a single concept of subject matter.

Characteristics of Microteaching

- In microteaching the trainee can concentrate on practising a specific, well-defined skill.
- It is a miniaturized teaching in the sense that it scales down the complexities of real teaching with the provision for
 - Practising one skill at a time
 - Reducing the class size to 5–10 peer group
 - Reducing the duration of the lesson to 5–10 minutes
 - Limiting the content to a single concept.

- Microteaching provides for pinpointed immediate feedback.
- As microteaching is scaled down teaching, there is no problem of discipline.
- Less administrative problems arise as teaching sessions are organised with peers.
- Microteaching provides an opportunity to undertake research studies with better control over conditions and situations.
- Microteaching can be used as an integral part of teacher training in India as sophisticated gadgetry is not a must.

3.2 Principles and Steps in Microteaching

- Microteaching is based on the premise that teaching can be split into component teaching skills.
- The teaching skills can be defined, practiced, observed, controlled, measured and evaluated.
- Feedback is a vital part of the microteaching session. Immediate feedback critique focuses on a particular aspect of the teacher trainee's performance, and an attempt is made to re-plan incorporating improvements.
- A high degree of control over time, number of students, supervision is stressed on.
- Skinner's theory of shaping behaviour is applied with the teach-feedback-re-teach pattern of microteaching

Microteaching – The Indian Situation

Microteaching as a training technique involves three phases as represented in Figure 3.1. The three phases are: Knowledge acquisition phase, Skill acquisition phase, Transfer phase.

The standard procedure of conducting microteaching in teacher training colleges involves the following steps:

- **Orientation:** In the beginning, the teacher trainee should be given necessary theoretical background about microteaching on aspects like:
 - Concept of microteaching

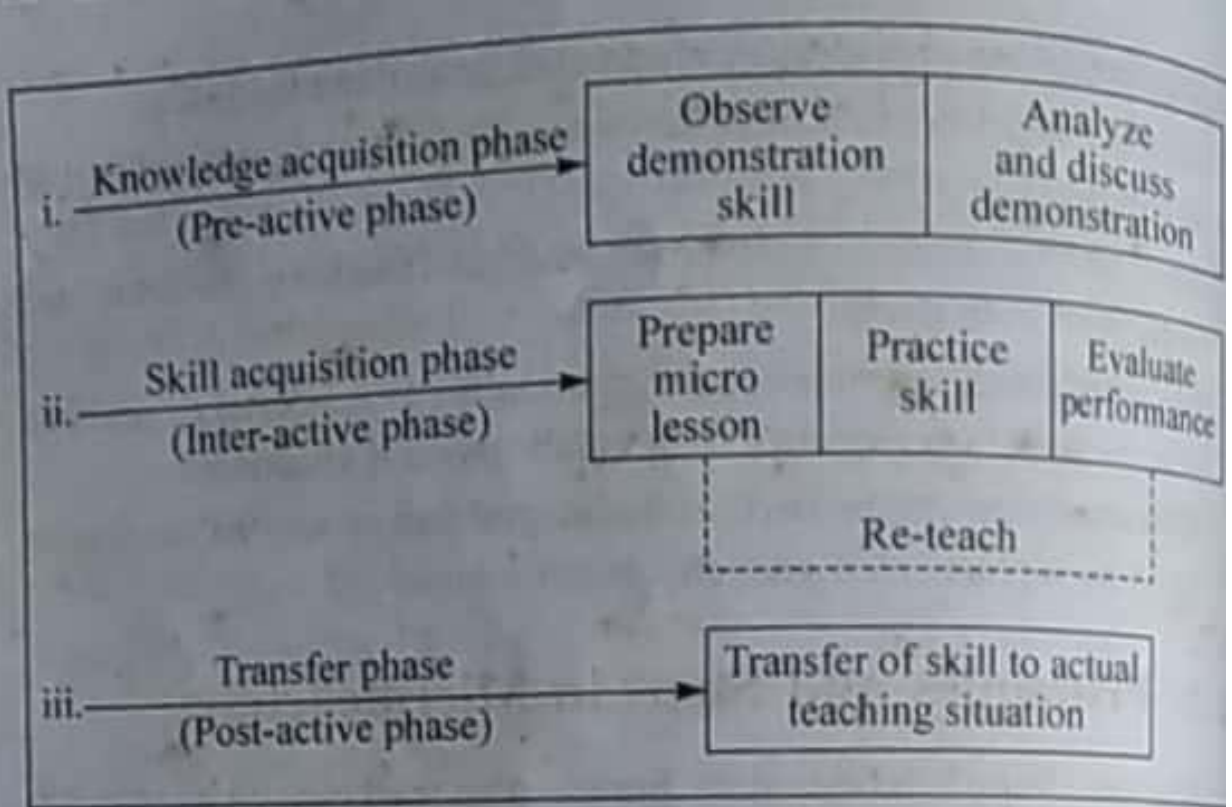


Figure 3.1 Phases of Microteaching – Clift et al. 1976

- Rationale of using microteaching
- Procedure of microteaching
- Requirements and setting for adopting microteaching technique
- **Discussion of teaching skills:** This step covers the analysis of teaching into component teaching skills, rationale and role of these teaching skills in teaching.
- **Selection of a particular teaching skill:** The teacher trainee is encouraged to select a particular skill and practice it. They are given enough orientation and background information to get through this step.
- **Presentation of a model demonstration:** In this step, the teaching skill is presented in the form of a demonstration so that teacher trainees get an idea of what is expected of them. This demonstration can be done by the teacher educator or an expert, by showing a film or videotape, by listening to an audiotape presentation or by providing the teacher trainees with written material like a handbook, guide or notes.
- **Observation of the model lesson and criticism:** Using an observation schedule, the teacher trainees critique the demonstration model micro-lesson.
- **Preparation of Micro-lesson plan:** The teacher trainee prepares a micro-lesson based on the demonstration viewed.

The duration of the microteaching cycle is as follows:

Teaching	6 minutes
Feedback	6 minutes
Re-plan	12 minutes
Re-teach	6 minutes
Re-feedback	6 minutes
Total	36 minutes

- **Practice of the skill as teach session:** The teacher trainee teaches the micro-lesson prepared by him to a class of 5-10 peer group members for 6 minutes. This is supervised by the teacher educator and peers using an observation schedule.
- **Providing feedback on feedback session:** This is a vital aspect of microteaching. To be effective it must be clearly related to the model of the teaching skill used. Appraisal guides add to the comments of the supervisor and fellow students. They focus the feedback on to specific behaviours and can be used for the analysis session or be just given to the teacher trainee with a written comment or rating of his skill performance.

Feedback in microteaching is the information the teacher trainee gets about his attempts to practise a skill. This is generally given at the end of the teaching session from the supervisor, the peer group, pupils or the video recorder. Most of these sources of feedback are reinforced by use of appraisal guide.

The general factors for the consideration of feedback are:

- What is being appraised?
- Are the components of this skill discrete and measurable?
- Can the comments be pinpointed without opinions and biases creeping in?
- Is the feedback supportive and corrective, without destroying the confidence of the teacher trainee?
- **Re-planning/Re-plan Session:** Keeping in mind the feedback received from the supervisor, the teacher trainee re-plans the micro-lesson, writing another micro-lesson plan or editing the existing one.
- **Re-teach:** The teacher trainee re-teaches, incorporating the suggested changes, with the same students or another group of

5 students. The supervisor checks to see whether there is any improvement in skill attainment.

- **Re-feedback:** The supervisor assesses the lesson again, pointing out the improvements and lapses.
- **Integration of teaching skills:** This involves the integration of various teaching skills individually mastered by a teacher trainee. This facilitates bridging the gap between the isolated teaching episode and the real teaching situation, so that the teacher trainee can incorporate the individual skills as they are mastered into the lesson.

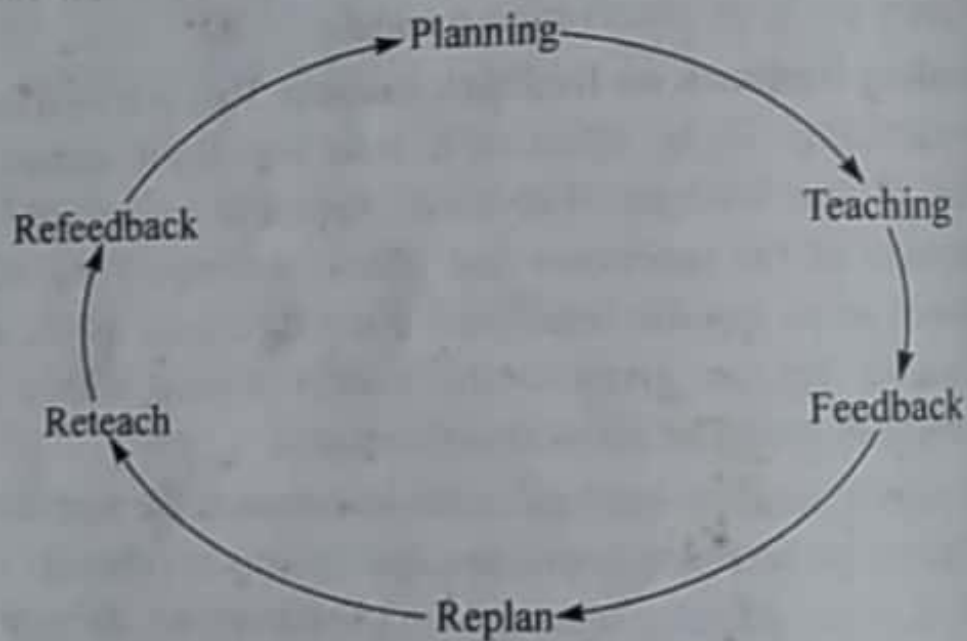


Figure 3.2 Microteaching Cycle

Merits of Microteaching

Microteaching has proved an efficient and effective technique in teacher training programmes.

- The teacher trainee is made aware of the various skills of which teaching is composed.
- Selected skills are chosen and discussed in a briefing session.
- Microteaching simulates the classroom scene and gives the teacher trainee an experience of real teaching.
- Feedback enables the teacher trainee to consciously eradicate or erase irritating habits and mannerisms.

- It is economical in terms of time and money.
- It is flexible and can be used in a variety of situations -business schools, nursing education, the police, etc.
- The teacher trainee can focus his/her attention on clearly defined aspects of his/her behaviour. This removes problems of discipline, control and other organizational activities.
- Patterns of classroom interaction and communication between the teacher and the students can be objectively and easily studied. Arrangement of the timing of teach/re-teach cycle can be organized.
- Microteaching caters to the need of individual differences in the training of teachers. Here, an individual teacher trainee may work for the development of teaching skills at his own rate depending on his teaching abilities.
- It focuses attention on the modification of teacher behavior and improvement of interaction process involved in the teaching learning process.

In many training colleges, the teaching session lasts between five to ten minutes. The length of the micro-lesson is thus related to the skill practised, the needs of the student, the number of students, the total time available and the accessibility of pupils.

Maximum feedback about the teacher trainee's performance could be provided by videotape, supervisor comments and peer group comments. Five to ten minutes is the usually accepted length of feedback. If a video recorder is used, the teacher trainees may prefer to view the whole micro-lesson. This encourages self-analysis.

In many cases, due to time constraints the re-teaching function may have to be left out. If it is included, the time between re-planning and re-teaching should not be too short.

3.3 Microteaching Skills

The major premise underlying the concept of microteaching is that the complex teaching act can be split into component skills; each simple, well-defined and limited. These skills can be identified, practised, evaluated, controlled and acquired through training.

A large number of skills have been identified. The first effort made by Allen and Ryan resulted in identifying fourteen skills. Singh, L.C. (1979) makes reference to twenty two general teaching skills. Menon, et al. (1983) have suggested a list of seventy four skills.

These skills have been chosen as they foster teacher-pupil interaction, particularly as they belong to the four areas of motivation, presentation, recapitulation and questioning. These are the skills of

- Set Induction / Introduction
- Explaining
- Stimulus variation
- Reinforcement
- Questioning
- Blackboard writing
- Demonstration
- Closure

These skills are discussed giving the major components, the objectives and a simple appraisal guide.

3.4 Skill of Set Induction / Introduction

This is a pre-instructional technique. Training in set helps the teacher prepare students for the lesson in order to induce the maximum pay-off in learning. *Set is more than a brief introduction.* Its purpose is to get the students in the mood, clarify the goals of instruction, using students' present knowledge and skills to involve them in the lesson. Instructional set can vary in length and in elaborateness. It can take many forms: an analogy, a demonstration, posing an intriguing problem.

The major components of this skill are: gaining attention; arousing motivation; structuring and making links.

3.4.1 Objectives

If the skill is used effectively the teacher can expect to realize the following objectives:

- To make the pupils ready to start a new learning episode by gaining their attention.
- To arouse and maintain pupil motivation.