

ROLE AND RESPONSIBILITIES OF TEACHER, HEADMASTERS FOR COMMUNITY AND PARENTS ENGAGEMENT

The concept of education has been changing from time to time due to the impact of new philosophical and sociological thoughts and ideologies. As a result, the roles and responsibilities for teacher and headmaster are also changing. Education has ceased to be no longer a teacher-centred process. It has become child-centred, community-centred, activity-centred and life-centred phenomenon. Hence, there is a shift in the roles played by teachers and headmasters in education. Here, the roles and responsibilities of the teachers and headmasters will be discussed in a community-centred process of education.

ROLES AND RESPONSIBILITIES OF TEACHER FOR COMMUNITY

The roles and responsibilities of teachers in the community should not be underestimated as any teacher is a member of his community at the outset. The interdependence of the teacher and the community is quite obvious in a democratic world where democratisation of education and democratic centralization of educational administration are the progressive concepts of education.

Community maintains the educational institutions and teachers with the specific purpose of creating future adult citizenry. Hence, the teachers have many social obligations and responsibilities to be fulfilled with respect to community to which they belong. There are some special and different roles they have to play only in relation to community. These are given under:

1. **As a Professional** Teaching is rightly considered in present time as a profession and teachers play the roles of professionals. They have become active members of their professional organizations, which strive to elevate their professional, social and economic status, by working to improve their service and salary conditions and also providing welfare services to the teaching community.

The teachers should develop the requisite professional mindedness and a professional in and out of school hour guide, assist, offer consultative services etc: and thus help the parents, students, his colleagues, and other public interest in education in an appropriate manner. It is also a community service.

2. **As a Parent:** Teacher has to play the role of pang in the society. He has certain functions to perform as the head of his family.

(i) He has to strive to see that his familial status is raise to the required level commensurate with this position and status in the society.

(ii) As a parent he has to look after the welfare of his children and provide them with all the amenities and requirements to satisfy their basic needs,

(iii) He has to shoulder the parental responsibility of bringing up his children through approval and disapproval as conforming individuals with the social experiences and acceptance.

(iv) He has to look after their physical, mental, social and emotional health.

(v) He must provide them with the feelings of security and attention.

(vi) He must also take care of their educational, social, mental and emotional development by providing necessary congenial environment.

So, like a parent he should do his best to socialize the children according to the norms of the society, in which he lives.

3. As a Citizen: A teacher should play the role of a citizen. As a citizen and as a member of the community into which he is born, any teacher has to fulfil certain social obligations. As a citizen, he has to play his due role in exercising adult franchise and in discharging his duties as a faithful and honest citizen of the nation.

4. Role in the Integrative and Cohesive Social Forces: There exist many disintegrative and other type of forces which are dis-stabalizing our country. Therefore, the role of the teacher in strengthening the integrative and cohesive social forces is the crucial importance.

i) At the outset, he should recognize the need for strengthening the integrative and cohesive social forces in the country. Out of this conviction, there will spring up the action points and line of action:

(a) He should get rid of all kinds of prejudices and identify completely with the national and social integrative and cohesive forces.

(b) He should find occasion in the curricular, co-curricular and extra-curricular programmes and personal contacts to inculcate the feelings of social integration and national cohesion.

(c) Whenever social and other prejudices attempt to raise their heads in the school situations, he should immediately try to curb them.

(d) He should strive to establish unity among his colleagues, neighbours, co-dwellers etc.

5. Elimination of Social Tensions and Conflicts: There exists numerous tensions and conflicts in the minds of our country men. People in the society are subjected to numerous tensions and conflicts constantly. These result in unrest and indiscipline in the society. As the school is but a miniature society, they are duly reflected in the school society too-in teachers as well as in students.

Teacher should play the role of removing tensions and conflicts existing around him in school and society.

6. Promotion of Scientific outlook and attitude Modern age is the age of scientific and tech advancement. It is characterized by rationalism and reasoning. They are dominating the thinking of all people of all nation. The development of science is responsible for wide rationalistic outlook and scientific attitudes.

Teachers should develop in their students scientific and attitude. He should argue with the students that in period, there is no scope for holding blind beliefs and false Superstitions and bad evils of the society must be abandoned These should be seen by the eye of scientific knowledge. Reasoning should prevail in the society.

7. Role in the Field of Social Work: Teachers, as persons, are members of the society in which he/she is born p should play his role in the following functions meant for social welfare and development:

(i) A worthy home-member and a lover of children.

(ii) A parent, a citizen and a social worker.

(iii) A Cultural transmitter.

(iv) A transmitter of social heritage.

(v) A democratic education leader.

(vi) In different social work fields like adult education health education and population education, he should play his role with responsibility.

8. Improvement of Community: Teachers can help to improve society or community by contributing their knowledge and area of expertise to the world. They play such an essential role in teaching different subjects and being a role model, inspiration and coach to others that they

can continue to do that outside the classroom. In this way, education will become foundation of a great improved community.

9. Social Change: Teachers have to play a major role as the agents of social change. He is a powerful instrument for bringing about the social changes because he deals mainly with the thought patterns and behavior pattern of the younger generation. Education brings about needed intellectual revolution in the students, the future citizens, to enable them to adjust or adopt to the social changes presently being introduced in the society, or even to visualize and effect the social changes in future, according to the future needs, when they become active members of the society.

To be effective agents of social changes, the teachers should have the following characteristics:

i) They must have the necessary thinking to grasp the social changes being brought about in the society.

(ii) They must be convinced of the need and importance of the social changes being affected, first before they can attempt to bring about the changes in the thought and behavioural patterns of the students.

(iii) They must also serve as the symbols of identification for the students to emulate.

A teacher, who is not convinced of the social changes that are being attempted in the nation, cannot serve as an efficient agent of social change.

Hence, directly or indirectly, they should become the agents of social change through the education process and personal influences.

Teacher's role and responsibilities in modern society or community are multidimensional, holistic and all round development of students which will make a good society and a good nation/world in future. A teacher has a power to change the world.

HEADMASTER'S ROLE AND RESPONSIBILITY FOR COMMUNITY

The headmaster, as the educational leader holds the position in the school. He is the organizer, leader, governor, business director, teacher, coordinator, friend, philosopher and guide. He should play his role and responsibilities for com in the following ways:

1. Leader of the community: The headmaster is not only the leader of the school administration and manages but also a leader of the community as the school is a society in miniature and the entire societal picture is reflected in school. Hence, the headmaster, who is the leader of the school, has also to act as the leader of the community in which he lives.

2. Co-ordinary Agency: The headmaster coordinating agency who keeps the balance and ensures harmonious development of the institution. As the coordinating agency, he is the coordinator between the community and institution or school and its various human elements.

3. A Visionary Figure: The headmaster of a school selected on the ground of sound moral character, an administrator, an efficient organizer, and a competent manager. He is the role model of his students and community.

In this regard, he can be regarded as a visionary figure for his students and community and he shows new light and vision to them. In this way, he should act as a visionary figure for students and community members.

4. Planning: Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, parents and the community members. Planning goes on throughout the year. He also gives practical shape to the planning according to the norms and customs of the whole community.

5. Community Relations: The reputation of the headmaster and of the school mostly depends upon the relation that he maintains with his staff members, students and their parents and the community.

i) Relations with the Staff: The head of the school works in a team spirit and regards his teachers as his co-workers. He should not have a bossing tendency and must give due regard to the teacher, their views and their problems.

ii) Relations with the Pupils: The headmaster should think that the teachers, the school and he himself all are meant for the pupils. He must listen to their genuine difficulties and try to remove them. He must provide proper facilities and learning atmosphere for the learning.

iii) Relations with the Parents: He must maintain link with the parents of pupils, with the school. For it, he should do some special tasks. Parents may be invited to the school on important occasions. He should organize PTA and PTM regularly. When the parents come to school, they should be treated with courtesy and be given due respect.

(iv) **Relation with the Community:** The school is meant for the Community and must be made a community centre. A number of community activities may be launched by the headmaster on behalf of the school Community member may also be invited to the school on certain occasions.

6. **Student's Reports:** Principal should keep parents well informed of what and how their children are doing in the school. He should develop a daily communication log with parents like data folders and homework folder. They should contain each individual student's progress record. Examination reports should also be sent regularly to their parents

7. **Positive School Culture:** It is the responsibility of the Headmaster to create a positive school culture. This type of culture empower and instill confidence in teachers as they prepare for achievement testing, solicit professional dialogue and research, value their students and teachers. It also sought the help of parents and community members to enhance the school's effectiveness.

8. **Different Type of Issues:** Headmaster must address students-discipline issues, personnel issues, parent complaints, and community issue. These issues are usually unplanned, unforeseen and unexpected, and head find a way to accommodate them is busy schedule that includes classroom visits, supervision, meetings and other official It will increase, the bonding between headmaster community .

9. **Partnership between School and Community:** Partnership should be considered as connections between and community resources .Headmaster should allow the school or neighborhood facilities and equipment; sharing other resources, collaborative fund raising and grant applications volunteer assistance, mentoring and training from professionals and others with special expertise, information sharing disseminations, networking sharing responsibility for planning implementation and evaluations of programmes and building a sense of community.

This type of partnership will increase the relationship between schools and community and headmaster should play his role in it.

10. **Building Relationships:** A headmaster must be adept at building relationship with people of the community He should have the ability to connect with each person to des with him/her on a daily basis. He should have to find common ground and earn their trust. People of community come in with a variety of emotions including happiness, sadness and anger. He should be able to deal with each of those situations effectively by connecting with the person and showing him that he care about his unique situation. Every community member should feel and believe that the headmaster will listen to him patiently and will make his situation better.

In this way, the headmaster will be able to play his role and responsibilities successfully in school situation.

ROLE AND RESPONSIBILITIES OF TEACHERS AND HEADMASTERS FOR PARENT ENGAGEMENT IN SCHOOL MATTERS

Teachers and Headmasters are responsible for facilitating their school's interaction with parents and others in the community. This responsibility and role include:

- Working with parents when disciplinary issues arise,
- When students are not succeeding academically, and
- When parents have concerns.

1. Service to Parents: The school is a service to parents. It exists to support parents in their all important tasks of raising their children to become competent, responsible, considerate and generous men and women committed to live by community's principles all their lives. Every single aspect of the school should be directed to their end-helping parents to raise their children to become great men and women. Teachers and headmaster must play this role and took responsibility of this task.

2. Complement to Parent's Work: Schools are to complement the work of parents at home to inculcate the values- strength of mind, heart and will-inside the child.

Teaches and headmaster also play this role and responsibility with success. These character forming virtues are-faith, hope, charity, sound judgment and conscience, a sense of responsibility, courageous perseverance and self-mastery. The school should, like the family, impart these character strengths in three ways-by example, directed practice, and verbal explanations.

3. Parent's Engagement in School Matter: For this purpose, teachers and headmaster should perform the following tasks:

- (i) Encourage significant alumni, parents and parents to participate in events that support the of the school.
- (ii) Work to maintain programmes that contribute relations with the local community.
- (iii) Maintains cordial and constructive liaison with educational institutions and associations.

(iv) Interpret the school and its progress to the public every day strive to become the personification of the institution. Act as a spokesman for the school.

(v) Have periodic meetings with parents at least on a month.

(vi) Set-up time when parents may meet with their child and children's teaching in the school.

(vi) In the group meetings, parents most appreciate discussion centered on information useful to them their role as parents. Arrange for these types of meetings, but avoid abstract philosophical talks during discussion.

4. Sense of Belongingness: Headmaster and teacher should take parents' role as complementary to the school. They should strove to learn parental needs and welcome and solicited parents' questions and concerns. Informally, information should gathered through conversations that they had with parents they dropped off and picked up their children from schools and while attending various school events and phone calls.

Parents will develop a sense of belongingness to the school, when school display substantial efforts to invite, include and demonstrate needs for parents and various community members

5. Student's Report Cards: Teachers and headmaster should keep parents well informed of what and how their children are doing in the schools. For it, they should develop a communication log with parents.

For example, data folder contains goals, the students were working on and each individual student's progress record made Ay the teachers, Homework folder given information of homework given to the students and remarks from the parents.

Parents viewed the data folder and responded with in it every day. The Headmaster and teachers can also use method such as phone calls, conferences, and complementary notes to stay in constant contact with parents.

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