

## Algorithm of Achievement: A Technical Study on Major Components Impacting Academic Success

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**ABSTRACT:** The process of ‘Teaching and Learning’ has been a powerful weapon of transforming societies for the ages. It has definitely been an instrumental through its consistent and persistent contribution of ameliorating the social conditions and the living standards for the generations together. It is a sharp weapon of dealing with academic, familial as well as the social obstacles effectively. The everlasting and exuberant role of eminent academicians in its indefatigable and flourishing journey is ineffaceable. Their efficacious and timely contributions would be definitely a perennial resource in the process of updating and upgrading the process of teaching and learning for individual as well as societal wellbeing. Nevertheless, the success rate of the learners which shows everlasting impact over their entire life, is often observed a matter of concern. The rate of success generally varies from time to time. It can never be fixed. There would be, of course, various components exerting influence over the success rate either directly or indirectly. Therefore, this paper discusses five of such components (i.e. ‘Curriculum’, ‘Regular Monitoring and Subsequent Counseling’, ‘Influence of Technology’, ‘Revision Classes’, and ‘The Role of a Teacher’) which influence the learners effectively and thereby ameliorate the success rate in educational institutions.

**Keywords:** *curriculum, monitoring and counseling, revision classes, influence of technology, the role of a teacher, success rate*

**INTRODUCTION:** The success of a learner in academics takes much greater significance because it will have a long-standing impact over the betterment of his life. It also exerts a lot of momentum all over the life of anyone and everyone. However, it generally gets influenced by different elements. Among them, the components ‘Curriculum’, ‘Regular Monitoring and Subsequent Counseling’, ‘Influence of Technology’, ‘Revision Classes’, and ‘The Role of a

Teacher’, can be considered remarkable. These components would be definitely decisive for the successful journey of the learners, particularly, in their academics. From this context, this paper takes privilege to discuss the respective roles of these five major components and their momentous impact over the learners and their successful progress.

### **METHODOLOGY:**

The study of this paper is based on the factual observations being a faculty and the method of analysis and obtaining relevant information from different sources like books, journal articles as well as internet.

### **OBJECTIVES:**

- Emphasizing the need of enhancing the students through the process of regular monitoring and subsequent counselling.
- Highlighting the ways and means of improving the success rate in educational institutions.

### **EXPLANATION:**

**CURRICULUM:** Curriculum can be considered one of the major factors that actuate the possibility of success rate in academics. It would be a beacon light for the progress of the learners in many aspects. Robert Ulich R. in his article ‘Social and individual aspects of the curriculum’, describes the basic intent of curriculum in the academic setting, thus:

*A curriculum, or a program of studies, represents an attempt on the part of educational institutions to provide a learning person with a coherent sequence of impressions, exercises and cognitive subjects by virtue of which he can participate consciously, conscientiously, and productively in the cultural development of the nation and of mankind as a whole. (Ulich, 2016, p. 1)*

The guiding power of curriculum is boundless. It exerts everlasting impact over the ideas and ideology of the students concerned in a way or the other. It leaves an indelible impression over the life and life style of learners. Its power of impetus can never be faded out from the minds of the learners. Thereby, it lets the students take initiative to materialize their goals in academic as well as social setting. It also inspires and directs the learners toward the greater

and higher

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destinations. With regard to this, the words of Zongyi Deng take greater importance: ‘*The cultivation of human powers (broadly construed) is achieved in and through the content of the school curriculum.*’ (Deng, 2018, p. 12). However, the efficiency of curriculum is generally determined by the curriculum designer. For this, one must be able to envision the objectives and the relevant outcomes well in advance, while preparing the curriculum.

Zongyi Deng underlines the elements of effective curriculum:

*This (The cultivation of human powers) calls for an innovative, creative way of reconceiving the significance of knowledge, of selecting, organizing and translating knowledge into content, and of analyzing and unpacking content for cultivating human powers* (Deng, 2018, p. 12)

The inspiring as well as exploring ability of curriculum will definitely show a lot of momentum over the success of the students. Nevertheless, the teacher as a curriculum designer ought to consider various influential factors like the cognitive levels of the students and the load of syllabus, for the task.

**Cognitive Levels:** Students cannot be similar in their cognitive levels as well as cultural understanding. They generally differ. The words of Florin and Hall (2008), while discussing in a section called, ‘Coping with Student Diversity’, state: ‘*Students come to class with various levels of competence and academic preparation, different degrees of motivation to succeed in school work, different social skills, and various levels of maturity*’. (Florin and Hall, 2008, Para-). These words suggest a teacher that he should be aware of the academic standards as well as the cultural differences of the respective students to see his curriculum fruitful. From this point of view, he also ought to examine whether the curriculum is up to the level of justification or not, for the students. Or else, the curriculum may not fulfill the set objectives. It must also be able to lead the learners to the greater heights enhancing their competitive levels. It should let the learners to be challenging to face the day-to-day issues either personal or social. It is required to be skilled oriented and at the same time a bit flexible too, to the students of different levels cognition. Otherwise, it would be carking for the students with lower levels of competition.

**Load of Syllabus:** Load of the syllabus, in curriculum, also plays a key role in the success rate of the students. Hence, it must also be selected very carefully. It hampers the prospective  
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students concerned when it is felt burdensome. At the same time, the content of the syllabus must also be in such a position to cultivate the students for their cultural development. The words of Gunther Kress in his article 'Curriculum for the Future', expresses the need and possibility of cultural development through effective curriculum:

*In periods of relative social and economic stability it is possible to see the curriculum as a means for cultural reproduction: as a process whereby values, skills and knowledges are made available to enable the young to make themselves in the image of their culture. (Kress, 2000, p. 133)*

One can never expect better results unless the students feel flexible regarding the syllabus. Flexibility doesn't mean to come down to the lower competitive levels but to see that it is justifiable to all the students irrespective of their standards. Curriculum becomes noteworthy only when the students reach their predestined and set goals. Or else it remains futile. Therefore, it obliges the curriculum designer (i.e., academician concerned) to have multifaceted perspectives to preparing the curriculum. In this respect, the words of J. J. Schwab will be of utmost importance which impels a teacher to look through various aspects in view of preparing the potential and productive curriculum:

*From the subject matter: the purport of the material an important historical event or condition, for example? Is it good history, arising from well-validated facts, interpreted in a defensible way toward insights useful to our time and circumstance? From the milieu: Does it contribute toward improvement of a community? Is it likely to be acceptable to that community? If it is novel or disturbing, are there steps can take to facilitate its acceptance? From the children, is the good it is supposed to do more urgent or more important than the goods served by competing curricular bits? Is it appropriate to the age and experience of the children under consideration? What consequences may it have for the relations of children to parents and to other significant adults? What effect may it have on the relations of children to one another? What effect may it have on the relation of each child to himself? From the teacher: Is he or she prepared to teach it as it should be taught? Can this training be successfully entered upon? Will the teacher be in sympathy with the values embodied in the*

*curricular bit? If not, are there prevailing values among teachers which can be used to help enlist them in the service of the embodied values?* (Schwab, 1973, p. 520–521).

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Now-a-days, the system of education has become student centric. A student generally

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follows the designed curriculum, either knowingly or unknowingly, irrespective of its purpose, importance, and its objectives and outcomes. So, the academicians have to mind and formulate the objectives accordingly. Colin J. Marsh in his book, “Key concepts for understanding curriculum”, underlines the teacher’s obligation regarding curriculum:

*Curriculum starts as a plan. It only becomes a reality when teachers implement it with real students in a real classroom. Careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their class rooms.* (Marsh, 2009, p. 65)

The efficacy of curriculum generally depends upon its orientation as well as relevance i.e. skilled and outcome based. It definitely ameliorates the rate of success when it is up to the level of justification. With regard to this, one may not deny saying that the curriculum will have significant impact and effect over the success rate among the learners.

**REGULAR MONITORING AND SUBSEQUENT COUNSELLING:** The significance of regular monitoring, particularly in educational institutions, has been getting more prominent day to day, due to the irresistible impact of distracting elements over the students. Hence, one can find no fault with the students alone. H. Douglas Brown from San Francisco State University writes on the attitudes of the children while discussing the socio-cultural factors, thus:

*Attitudes, like all aspects of the development of cognition and affect in human Beings, develop early in childhood and are the result of parents’ and Peers’ attitudes, of contact with people who are different in any number of ways, and of interacting affective factors in the human experience. These attitudes Form a part of one’s perception of self, of others, and of the culture in which one is living.* (Brown, 1994, p. 173-174)

The students with attitudinal problems may automatically be deviated from their studies and consequently remain disqualified or drop outs, unless they are closely monitored and timely counseled. In this respect, the component ‘monitoring and counseling’ will be of a matter of significance due to its decisive impact over the diverse students, particularly. The

major purpose of counseling, in academics, is to motivate and guide the students concerned towards their successful progress. It lets the students understand the ground level realities of their derivative attitudes. It can also let them find the appropriate ways and means to resolve

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or evade the issues concerned so as to lead their career without any obstacles. Salgong et al, write on the importance of counseling in an article titled, ‘The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District’, thus: *Main goal of guidance and counseling is to help people understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles.* (Salgong et al., 2016, p. 143)

A student counselor fulfills the roles of parents, siblings, well-wishers and guiding beacon lights towards the students. He is generally aware of the life style as well as the mindset of the respective students which even their parents may not. A student can hide some of his traits from his parents but not from the counselor because the counselor plays even the role of a friend. It helps him to establish a rapport with the students concerned.

It necessitates to have a glimpse of one live example happened at one of the educational institutions based on personal observation. An undergraduate of engineering course was compelled by his parents to join a course against his wish. However, he joined the course, of course, not for him but for the sake of his parents’ satisfaction alone. Nevertheless, he could not continue his studies due to uncompromising mindset. Consequently, his performance started degrading day to day. Counselor cum teacher came to know the root cause of the problem through his close monitoring. He could not find any alternative and so remained helpless. He tried to make up the student’s mind to improve his performance but in vain. After a while, the student went for his hometown for festival holidays but not turned up to the institution later. One day there was a call from his parents saying that their ward has left out of home as his father was harsh towards him for his poor performance. Salgong et Al, describes the consequences of inept parenting:

*Inept parenting is antisocial behavior, is influence by the kind of model the parent provide, some parent are inept as role models for children. They may provoke their children’s effective conduct by being harsh and punitive more than necessary.* (Salgong et al., 2016, p. 144)

This situation let the student helpless and impelled him to leave the house permanently. As soon as getting this news, the counselor has called the student over the phone and has come to know that he is going to an unknown city by train in search of his livelihood himself. Then the counselor let him know the ground level realities of the life and the consequent

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repercussions of his act. To his surprise, the student followed the instructions of the counselor and went back to home. The life of a student was thus, through counseling, put out of trouble, even though he didn't continue his studies for the year. This observation stresses the significance and efficacy of counseling among the student community. Salgong, et Al describe the importance of guidance and counseling, thus:

*Precisely, guidance and counseling helps students to make realistic decisions and overcome personality deficit. It helps students learn to deal with difficulties and to think critically about their lives and future. Furthermore, it increases self-awareness and brings out behavior change for delinquent students. ((Salgong et al., 2016, p.149)*

One could hardly expect attitudinal problems in olden days due to the system of joint families where the people, irrespective of their age, were regularly monitored and guided by one or the other. Moreover, the head of the family alone used to go for work and his life partner used to take care of her children including the elders who need her attention and assistance. But, the situation now-a-days is quite different. Both the parents are compelled to go for work due to circumstantial, familial as well as the social constraints. This situation, either directly or indirectly, provides a lot of space to the students, particularly at their adolescence, to deviate from their right way of thinking. The availability of technological gadgets like cell phones, in the absence of his parents, also impel them to divert their attention leading to such attitudinal and psychological problems. Anup Baugh in his article titled, 'The importance of guidance and counseling in present education system: Role of the teacher', remarks the role of parents towards their wards saying:

*Children due to their exposure to internet are turning juvenile delinquents. Most of parents are very busy to their careers and children are take care by governess. Due to lack of attachment of parents, children's become to drug addicts, alcoholic, gamble and enter into the anti-social activities. Every people as well as student are very needy to save their mental health i.e. they want to some guidance and counseling. Teachers play a vital role is as a Guider and Counselor to save our mental health. (Baugh, 2018, p. 384)*

Moreover, the impact of one's attitude, either positive or negative, would be definitely upon the society in a way or the other. It also affects the life of the innocent for nothing. However, this limitation is being fulfilled mostly by the student counselors at the respective institutions. From this context, one can be sure that the act of counseling plays a vital role to

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resolve such problems to the greater extent and thereby let the success rate, in academics, be ameliorated.

The concepts of teaching methodology (i. e. conditioning, training, instruction and indoctrination) also, of course indirectly, very much helpful to address the behavioral issues. When a student becomes aware of himself, these problems are said to be solved to the greater extent. Creating this self-awareness itself is the major purpose of these concepts at first. An individual will have such ability of analyzing (i.e., self-analysis), as soon as he becomes aware of his mistakes. He can automatically realize (i.e., self-realization), no sooner than he starts analyzing himself. He can start regulating himself (self-regulation), immediately after self-realization. This is how the concepts of the teaching inculcate personality development among the students. These concepts can also be a part of monitoring and counseling.

**REVISION CLASSES:** Conducting revision classes for the students, just before the examinations, at least for a week, for revising the completed portion of syllabi will have greater impact over the success rate of the learners. J. J. O'Neill, in his Ph. D dissertation comments on the importance of revision, saying: *Revision gives students a sense of personal empowerment, an ability to think more deeply and re-envision their own lives more profoundly.* (O'Neill, 2008, p. 4). Even though, he says of the process of writing, it can be apt even for conducting revision classes. This strategy can also let the students the process of revising their portion of the syllabus. From this context, the words of O'Neill, can be considered quite suitable for the present discussion:

*Revision as a process in the high school classroom is not about students writing for a teacher who will serve as an ultimate judge; it is about students learning to work with each other and with the teacher (and potentially with outside readers) to develop their thoughts.* (O'Neill, 2008, p. 4)

In this strategy, the students are provided with a free and flexible classroom setting,



unlike the regular classes, under the guidance of the subject faculty concerned. The impact of this strategy is multifaceted. It helps the students in many ways irrespective of their merits, demerits, and levels of standards particularly in their academics. However, this strategy would be more beneficial to three categories of learners. 1. The students with weaker grasping levels. 2. Absentees: The issue of absentees would be common in academics by one reason or the

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other. The absentees, consequently, would be lagged behind in their levels of understanding the subject. This category of students, irrespective of their merits and sincerity, remain disconnected to the subject concerned and so they may become the dumb victims for nothing. This scenario automatically diminishes the prospects of their success rate. 3. Students with low levels of competition: this category of the students may not be enthusiastic to fulfill the task regardless their strengths. Hence, their success rate in academics probably would be low. From this context, the students from these three categories (i.e., low cognitive levels, absentees and low levels of competence) would mostly be a matter of concern with respect to the success rate in academics. With regard to this, the strategy of conducting revision classes would be more beneficial for the students of all these three categories particularly. Hence, this strategy, apart from the many approaches worked out and implemented so far very successfully by the great intellectuals and veteran academicians, would be an effective source of ameliorating prospects of success in educational institutions. The significant impact of this strategy is also ascertained based on the findings made through a factual observation, during Continuous Assessment Test (CAT) -1 examinations, in an Engineering college.

Continuous Assessment Test -1, had been conducted during the academic year 2019-20. The completed portion of syllabi, given for the exam, couldn't be revised before the examinations due to lack of time. After the examination, 14 students, in a section consisting of 52 from Mechanical discipline, were found not qualified. However, the same examination was conducted later (re-test) with a different question paper and with the same level of difficulty following the blooms taxonomy. Revision classes have been conducted this time before the examinations. It was observed that all the 14 students were found qualified. This observation lets one confirm that this strategy can be a determinant factor for enhancing the rate of success particularly in the educational institutions. Revision classes will also be useful for personality development, improving interpersonal skills as well as communication skills (i.e., LSRW), irrespective of students' levels of competence, efficacy and grasping levels. In

this regard, J. J. O'Neill, says,

*As we enter the twenty-first century, a time when access to information is growing faster than  
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at any other time in history, our students need the skills to think about themselves and their  
world, and they need the further skills to probe such crucial topics repeatedly and with  
increasing depth.* (O'Neill, 2008, p. 70).

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It would also be an effective platform to the students where they can find certain elements like flexibility, time space, opportunity of discussion relevant to subject, full pledged assistance of faculty concerned and clarification of their doubts which may not be expected in the regular classes, due to certain limitations like lack of temporal space, to the greater extent. The classroom environment in revision classes would be quite different from that of the regular classes. The regular classes are generally expected with greater discipline whereas the revision classes may not be to that extent. It doesn't mean to say that the revision classes would be indiscipline. It means that the students can find more flexibility in the revision classes. They will have a flexible space to discuss with the meritorious co-students, regarding their subject relevant issues, in the classroom itself. They also find a lot of space to interact even with the teacher concerned. This kind of environment automatically improves the students' interactive skills along with soft skills like personality development, interpersonal skills. J. J. O'Neill, in his Ph. D dissertation comments on the importance of revision, comments on the role of a teacher, thus: '*Building such self-reflective and interactive skills is a crucial challenge for any teacher working with students in adolescence, a time of huge changes and plenty of confusion*'. (O'Neill, 2008, p. 5). The revision class setting will also provide greater scope to the students to mingle with one another in the process of fulfilling the task of their academic success. This opportunity can never be found in the regular classes. This strategy is also helpful for both, the student as well as the teacher in the process of teaching and learning. It would be an opportunity to the teacher concerned to let his students understand the complex part of the syllabus, if any. Thorough preparation is one of the most important elements for the success of anyone and everyone. Thus, this strategy indoctrinates the necessity and importance of preparedness. The learners' level of efficiency can be definitely increased by this strategy. Even though it is primarily a means of success in examinations, it exerts a greater impact over them in various aspects in the long run. It can also address the students' emotional, psychological as well as

cultural issues in a way or the other. It lets the students free from the shackles of psychological barriers like negative thinking and inferiority complex. It provides a platform to the students to realize their respective strengths and weaknesses. Thereby, increases their levels of competence which is one of the significant factors for their success in their academic targets concerned.

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**INFLUENCE OF TECHNOLOGY:** Technology is, no doubt, one of the major determinant factors of the success rate not in academics alone but also in the development of society as a whole. Now-a-days, the usage of technological aids in academic setting has become common for enhancing the levels of understanding. Hence, it has been one of the major strategies of a teacher to ameliorate the success rate among the learners. According to A. I. Ranasinghe and D. Leisher (2009), *'integrating technology into the classroom begins when a teacher prepares lessons that use technology in meaningful and relevant ways'*. (Ranasinghe and Leisher, 2009,

p. 1958). Despite having certain limitations, the purview of its merits is boundless. However, it has been influential particularly in the process of teaching and learning for the years together. Now-a-days, the role of technology has become inevitable to have greater outcomes particularly in the field of education. Without technological assistance the teaching seems to be ineffective and so insipid. Hence, the component of technology has such power of boosting up the learners' grasping levels and thereby their levels of confidence. A. I. Ranasinghe and D. Leisher in an article titled, "The Benefit of Integrating Technology into the Classroom", observe on the uses of technology in education:

*One of the most powerful uses of technology in education is to tailor instruction to students' individual learning needs. Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles. Gifted students can work at their own pace and explore subjects in more depth than the basic curriculum.* (Ranasinghe and Leisher, 2009, p. 1958).

The successful progress of the students is one of the major objectives of a teacher. So the teacher is also obliged, in the present technological social setting, to make use of the technical aids effectively so as to make the class more effective and interesting. With the help

of these technical aids, a teacher can make the students attentive and enthusiastic showing various subject relevant live examples during the class. An effective teaching would always be thought provoking. This influential way of teaching itself is the major source of enhancing the success rate among the learners. Technology would be definitely one of the decisive factors to accomplish the task. This is the reason why technology is very often integrated into curriculum. According to Mustafa Koç (2005) *the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the*

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*students.* (Koç, 2005, p. 4) Self-satisfaction, irrespective of age, area of study and social status, fetches a lot for the successful journey of anyone and everyone. An effective teacher can generally be seen self-satisfied to the greater extent only when his class is observed successful and productive. Or else, he is found a bit disappointed. So, the success of a teacher can be expected in the successful outcomes of the students in his class. With respect to this, a teacher ought to get himself timely updated and upgraded, particularly, regarding the proper utilization of the technical aids in the respective class room. A. I. Ranasinghe and D. Leisher underlines the need of technical knowledge to the teachers:

*Part of the responsibility of educators, both at the high school and college level, is to prepare students for entering the job market. Thus, educators must learn all they can to help their students be a success in the twenty-first century. One piece of that preparation involves the use of all possible types of technology as a teaching tool in the classroom to empower their students as they develop the critical thinking skills necessary to solve the problems they encounter.* (Ranasinghe and Leisher, 2009, p. 1956).

The process of teaching and learning has generally been altered according to the respective social demands. Hence, it has been regularly getting revised, modified as well as modernized. In this process, the utilization of technology in the academic setting has become a vital and inevitable source of improving the success rate. The classroom teaching without technological aids may also be influential but the levels of perception would be limited. Whereas the same teaching is done with the help of the technology, the levels of the perception would be definitely more. For example, the teacher is imparting a lecture about the Group Discussion, the students can understand the topic. There is no doubt about it, but it cannot be to the level of understanding when the same is explained showing the relevant videos of Group

Discussion with the help of audio-visual aids like projector. Slide presentations, relevant videos from different platforms like YouTube, will automatically increase the level of understanding. Quicker and greater perceptions would increase the possibilities of success in any field and particularly in the field of education. It would be expected with the help of technology. Thus, one can be sure that the technology gives a lot of impetus to the process of teaching and learning. Ghulam Shabiralyani et al. describe the importance of visual aids:

*The teacher use different approaches and substantial to teach their students and their active learning. With the passage of time, altered methods and techniques are entered in the field of*

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*education and teacher use different kind of aids to make effective learning. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Visual aids are those instructional aids which are used in the classroom to encourage students learning process. (Shabiralyani et al., 2015, p. 226)*

It automatically obligates a teacher to have a sound knowledge, awareness and arduency over the proper utilization of the technological aids for the purpose of teaching in his class room. Or else it would remain the equipment for show.

**THE ROLE OF A TEACHER:** Teacher is the first and foremost person who can analyze the real personality and potentiality of the students. The effective role of the teacher is inevitable to see any and every strategy successful and productive for the progress of the students. That is why the role of a teacher is considered one of the most significant and determinant factors of success in academics. Dr. A. P. J. Abdul Kalam, the ex-president of India underlined the importance of a teacher in his book entitled, “India2020: A Vision of the New Millennium”, that: ‘*If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generations*’ (Kalam, 2002, p. 262). The process of teaching and learning, previously, was teacher centered. Teacher used to play greater role in the process. The active self-involvement of the students is said to be limited in this process. However, at present, it has been a student centric. In this system of teaching, the teacher may be a facilitator for the students so as to increase their participation in the process of learning. However, the place/role of a teacher is very crucial even in this student centric mode of teaching. With regard to this, the teacher requires certain prerequisites to fulfill his role effectively and successfully in academic

setting. In 2021, Dr. G. Singeravelu from Bharathiar University, in a conference paper, describes the qualities required for a good teacher in twenty first century, thus:

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*A good teacher must have creative mind, dedicated to teaching, enthusiastic instructor, facilitating habits sturdy personality, and adjustable attitude. He should be a good counselor. guide. psychologist. problem solver of the learner and creator of search attitude.* (Singeravelu, 2021, p. 263)

Teacher ought to be vigilant while dealing with the students particularly at their adolescence because they are often found interested uncontrolled way of life. They generally do

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not like criticism even if it is true to himself. Moreover, it is considered the age of questioning and so he would always be ready to question anyone when he doesn't like it (i.e., any instruction or condition). The teacher should not forget that it is but the age of transformation and dealing with them accordingly. Patricia Aston says regarding how to deal with such students, thus: *Teachers must be vigilant in their interactions with students, particularly if they are to maintain the trusting relationship that supports student learning.* (Singeravelu, 1984, p. 30). This is the turning point itself in their career. This stage itself is the turning point where they can start carving out their career through realizing their strengths and weaknesses. It obliges the teacher to be aware of personal, emotional as well as psychological aspects of the students while dealing with them, because the students generally vary from one another regarding these issues. Heinrich Roth (2000) describes the role of a teacher in dealing with such students:

*Psychological reflection requires the teachers to know their students and to know human nature. This is a vast field. What does knowing one's students mean? It means knowing them as individuals and as a class. As individuals at their stage of development and maturity, in their personal characteristics; and as a class, in their origins, their social composition, their class spirit, their youth spirit. This is demanding a great deal and presupposes years of dealing with young people, the class, and the individual.* (Roth, 2000, p. 131)

The words of Roth reiterate the obligation of a teacher to accomplish his task of tackling with the students successfully in many aspects. The teacher should also remember that he, himself is the driving force behind the prospective career of the students. Attitudinal problems from the part of the students would be a matter of common concern in the process

of teaching and learning. Though this issue is found among only a few of the students, its impact would be serious and disruptive for the smoother flow of teaching and learning. So, it would be definitely one of the greater challenges of the teacher and so it requires his greater attention apart from other obligations. Even though the task is a bit difficult, it is nothing for the committed teacher for the betterment of his students. A controlled and limited rapport with the students is one of the possible solutions to the problem for greater extent. A teacher may not fulfill his task effectively unless he maintains amicable rapport with the students concerned.

The efficacy of the teacher may also one of the sources for the success of the students. Patricia Aston, in his article says: *Teachers with a high sense of efficacy are confident that they are able to influence student learning.* (Aston, 1984, p. 29). Better understanding makes one

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better. Impressive and inspirational lectures in classes with live examples will definitely enhance the learners' levels of understanding. For this, the teacher must be, very often, updated and upgraded himself not only regarding the content of the subject but also the effective ways and means of lecturing. Patricia Aston says: *Tachers' "sense of efficacy" refers to the extent to which teachers believe that they have the capacity to affect student performance.* (Aston, 1984,

p. 28). Thereby, he can make his classes thought provoking which let the students enthusiastic as well as efficacious. It definitely let the students emotionally connected to the teacher concerned. This emotional bonding helps to encourage the students participate in different activities and experiments voluntarily and actively. Patricia Aston says: *Teachers with a high sense of efficacy feel that they are involved in a joint venture with students to achieve goals that they share in common.* (Aston, 1984, p. 29). This bonding has also such power of limiting the attitudinal problems of the students. Thereupon, the teacher can inculcate the spirit of progressive thinking into their minds. Patricia Aston elaborates, saying: *Teachers with a high sense of efficacy involve students in decision making regarding goals and strategies for achieving goals.* (Aston, 1984, p. 29). Consequently, the students learn practicing and getting expertise in the given tasks. It lets them realize the practicality of the saying, 'Practice makes man perfect'.

A teacher is not supposed to be reserved under any circumstances. It would definitely hamper the career of the students for some extent either directly or indirectly. He can neither

be serious towards the students nor be closer beyond the limits. A student, according to psychology, may not be free to approach the teacher, either for guidance or for clarification of his doubts, until the teacher is found reserved. Even if he has positive facet towards the students, his unapproachable style indicates that he is not the man of that kind. In that case, the purpose of teaching itself becomes disrupted for some extent.

The primary obligation of a teacher is to get himself accessible to the students providing an amicable access and thereby creating such flexibility to approach him freely to discuss any of their issues, mostly, of academics. Because, the teacher himself is the person who has such greater access, to set right the students, more than their parents. With regard to this, a teacher ought not to forget that the career of his students is in his hands itself as the life of the passengers is in the hands of the driver. The teacher, apart from the parents, will have a greater scope to inculcate certain values of universal importance into the minds of the students. For this, the

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teacher, should remember that he is the person from whom the students learn the values a lot. Every act and movement of the teacher would be observed by the students. If the teacher is found to be disciplined and dignified, the students mostly get inspired and motivated themselves either directly or indirectly. It also obliges the teacher to have the universal values like respecting others and taking care of the needy and so on. Instilling values into the minds of the students, by the deeds but not by the words alone, shows a lot of impact over their attitude. This discipline also will be one of the driving forces towards their success. In this respect, one can say that the values and success are interrelated to each other. With regard to this, one can be sure that the role of teacher will have its decisive impetus over the progressive journey of the students not in academic setting alone but also in their journey of life as a whole.

**CONCLUSION:** Every aforementioned component has its own significance in its task of ameliorating the success rate irrespective of its limitations. For example, technology may not counsel the students itself but it has such greater power of influencing the students either directly or indirectly. Hence, no element can be compared with the other regarding their roles in determining the success rate, particularly, in the field of academics. Every component can be considered determinant for the momentous progress of the students. Hence, one is obliged to remember that the advantages of these components are immeasurable and boundless in



shaping the life of the learners.

*Research paper*

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