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## A STUDY OF THE ROLE AND ATTITUDE OF THE TEACHER IN FACILITATING THE CURRICULAR AND CO-CURRICULAR DEVELOPMENT OF STUDENTS

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### Abstract:

In contemporary times, the key role and positive attitude of the teacher as a facilitator include a focus on both curricular and co-curricular domains. Insights from NEP 2020 and NCF -SE 2023 reflect upon the pivotal role of teachers in the holistic growth of students. Integrating a competency-based educational framework in teaching-learning can help maintain a balance between curricular and co-curricular domains. Teachers play a crucial role in integrating co-curricular activities with academic learning to foster the holistic growth of learners, ready to face the future with optimism and confidence.

**Key words:** Role, Attitude, Curricular Development, Co-Curricular Development

*The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. — William Arthur Ward*

Education in the 21st century is no longer confined to the acquisition of academic knowledge alone; it has evolved into a holistic process that nurtures the cognitive, emotional, physical, social, and ethical dimensions of learners. The National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023 mark a paradigm shift in India's educational landscape by recognising the teacher as a central figure in fostering this well-rounded development. The policy framework emphasises the need to blur the artificial boundaries between curricular and co-curricular domains, encouraging schools to treat both as integral parts of the learning journey.

In this changing scenario, the role of the teacher has expanded beyond the traditional responsibilities of classroom instruction. Teachers are now envisioned as facilitators of experiential learning, mentors for character and skill development, and active agents in shaping both curricular outcomes and co-curricular engagement. Whether through lesson planning, interdisciplinary projects, sports coaching, or guiding student clubs, the teacher plays a crucial role in connecting classroom learning with real-life application and personal growth.

This paper aims to theoretically explore and analyse the evolving role of the teacher in facilitating both the curricular and co-curricular development of students. Drawing on insights from NEP 2020, NCF 2023, and relevant educational theories, the study examines how teachers contribute to holistic education and how their roles can be supported and reimaged in policy and practice. It also highlights the challenges teachers face in this dual role and presents recommendations for empowering educators in line with contemporary educational goals.

Holistic development implies that a student develops physically, intellectually, mentally, socially and emotionally to be ready to face the challenges and hardships of life with confidence. The teachers should be able to adapt the curriculum to help every child find their unique place in the world and to hone their innate potential. (Chandra & Singh, 2024)

An educator needs to incorporate a holistic approach towards students in the teaching-learning environment. Vast information, in-depth knowledge, innovations in teaching-learning strategies, and rich and varied experience are essential traits of a teacher. However, the role of the teacher towards the students is indispensable as teachers is a facilitator for all-around growth of the student. A teacher with a positive attitude truly makes the teaching-learning process an enjoyable experience for the students and students participate happily in curricular and co-curricular activities of the school. According to Odiri (2011), the way in which teachers teach, behave and interact with the students in the classroom situation or during



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teaching is more important than what they teach in the classroom. It is pertinent to note that teachers' way of thinking and attitude determine his/her decisions inside and outside the classroom and instil love for learning.

In fact, good teachers not only teach or preach, but they also explore the individual traits of children to nurture them; use original and unique methodology to pacify their challenging minds and also, like true mentors, give them the right direction to engage in the curricular and co-curricular activities with confidence. Reprimanding students and criticising them can hamper the growth of emotional quotient in learners. Undoubtedly, teachers have to be empathetic and optimistic to achieve the goal of imparting holistic education.

Teachers are encouraged to move beyond traditional subject boundaries and facilitate holistic, multidisciplinary education. This includes integrating arts, sciences, and vocational skills to develop students' critical thinking and creativity. Teachers are expected to focus not only on academic subjects but also on the development of socio-emotional skills, communication abilities, and ethical decision-making, fostering well-rounded individuals. (NEP 2020).

Hence, it is to be remembered that the pursuit of education transcends beyond subjective knowledge; rather, it intends to inculcate values and virtues in the learners so that they embark on the journey of life successfully and contribute to making this world a better place to live. Undoubtedly, happy, contented, smiling faces of teachers can bridge the undesirable gaps that may occur in the relationship between teachers and students. Hence, alignment of curricular and co-curricular domains to facilitate the development of students is imperative.

In National Curriculum Framework - SE 2023, the curriculum includes the practices, plans and goals that form the experiences of students, which include academics and activities. It is to be kept in mind that curriculum is not only the subject content of designated textbooks and teaching-learning aids, and the art and science of pedagogy, it is comprehensive and includes the school ecosystem and school culture. NCF includes transformative, holistic and integrated changes across all these key aspects of the curriculum, which will bring a positive change and progress in how teachers teach and how students learn.

Piaget's (1970) constructivism emphasises the role of the teacher in creating environments where students can actively construct their understanding through exploration and reflection. According to Dewey's (1938) philosophy of education, learning becomes most effective when it is connected to real-life experiences. Co-curricular activities provide this experiential dimension, enhancing students' creativity, teamwork, leadership, and emotional intelligence.

Modern educational discourse positions the teacher as a facilitator, mentor, and co-learner, responsible not only for delivering content but also for shaping the emotional, ethical, and social development of learners (Noddings, 2013). This reimagined role aligns with the demands of 21st-century education, which requires students to develop skills such as critical thinking, creativity, collaboration, and communication. Curricular development refers to the design, implementation, and evaluation of learning experiences that meet defined educational goals. Teacher agency in curriculum-making has gained prominence in recent years, with scholars like Priestley et al. (2015) arguing that teachers should be seen as active contributors to curriculum design rather than passive implementers.

The NEP 2020 reinforces this view by encouraging teacher autonomy and professional engagement in shaping curriculum delivery. It advocates for flexible and competency-based curricula, which require teachers to adapt content to diverse learning needs. The NCF-SE 2023 further expands this by promoting interdisciplinary and experiential learning, which necessitates a teacher's ability to design and facilitate meaningful and contextually relevant learning experiences.

NEP 2020 strongly endorses the integration of arts, sports, physical education, vocational training, and life skills into the mainstream curriculum. It states that "there will be no hard separation" between curricular and co-curricular activities (NEP, 2020). Similarly, the NCF 2023 encourages schools to offer structured opportunities for students to explore multiple domains beyond academics, where teachers play a pivotal role in planning, guiding, and mentoring student participation.



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Teachers are expected to play a bridging role between the academic curriculum and real-life application, fostering well-being and values-based education. The NCF for School Education (2023) advocates for integrated learning experiences where teachers guide students through both content knowledge and life preparation. This dual facilitation enhances student motivation, engagement, and overall performance (Niemi, 2002).

For teachers to fulfil these expansive roles effectively, continuous professional development (CPD) is critical. NEP 2020 proposes the creation of National Professional Standards for Teachers (NPST) and outlines pathways for ongoing teacher training. Literature highlights the need for training not only in subject pedagogy but also in student mentorship, inclusive practices, and co-curricular facilitation (Day & Sachs, 2004).

The NEP 2020 articulates a vision of education that is integrated, inclusive, and learner-centric. It calls for the elimination of silos between curricular and co-curricular domains and advocates for a "flexible, multi-disciplinary" approach. It also positions teachers as designers of learning experiences, responsible for facilitating integrated learning that promotes both academic excellence and life skills.

The NCF-SE 2023 reinforces this by embedding competency-based education into curricular and co-curricular planning. It encourages teachers to use interdisciplinary themes, project-based learning, and student-led initiatives to foster real-world application of knowledge. Teachers are expected to design learning environments that reflect local contexts, integrate cultural knowledge, and promote both individual and social development.

Globally, increasing teacher autonomy over curriculum design, implementation, and evaluation at all levels of education has been observed to make education effective and meaningful. NEP 2020 describes the significant role of a teacher as a curriculum and pedagogy designer. The curriculum is a living entity that demands consistent evolution in alignment with the prevailing needs and industry demands. The teacher is in a position to gauge the suitability and appropriateness of the existing curriculum to meet the industry standards.

To ensure teachers are updated with contemporary educational trends and pedagogies, NEP 2020 calls for teachers to undergo at least 50 hours of Continuous Professional Development every year. This includes workshops, seminars, online courses, and peer learning opportunities. Continuous professional development ensures that teachers remain updated with the latest educational practices and technologies." (LearnQuoch, 2024).

Recognising individual differences among students, teachers are tasked with identifying unique potentials, interests, and needs. By providing a personalised learning environment, teachers help students reach their goals and maximise their individual capabilities. The NEP also highlights the importance of inclusive education, requiring teachers to create classroom atmospheres where every student feels valued and supported. (Varthana, n.d.)

As stated by Ulug et al (2011), the performance of students is not only the result of their work; performance is affected by many factors, and the primary factor is the key role and positive attitude of the teacher. A positive attitude from the teacher enhances the motivation level of students, their attitude towards schoolwork, and their self-confidence.

Sumangala & Ushadevi (2009) took up a study titled "Role Conflict, Attitude towards Teaching Profession and Job Satisfaction as Predictors of Success in Teaching". The objectives of the study were to find out the efficiency of role conflict, job satisfaction and attitude towards teaching profession to predict success in teaching among the secondary school teachers. The study summarized that attitude towards teaching profession is a significant predictor of success in teaching of teachers of secondary schools.

In a study taken up by Trivedi (2011) "Assessing Secondary School Teachers Attitude towards Teaching Profession", the objectives were to find out the professional attitude of secondary school teachers and to compare the professional attitude of various groups of secondary school teachers based on gender, subject taught and the medium of instruction. The study



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found out that most of the secondary school teachers did not have favourable attitude towards the teaching profession, irrespective of their gender, medium of instruction or subject taught. The male teachers had a less favourable attitude than the female teachers. Teachers teaching the arts stream had a more positive attitude towards the teaching profession than the science stream teachers. Also, Hindi medium teachers showed a less favourable attitude towards their teaching profession than the English medium teachers.

Banerjee & Behera (2014) investigated the attitude of secondary school teachers towards the teaching profession in Purulia District of West Bengal, India. The objectives of the study were to find out the attitude of secondary school teachers towards the teaching profession and to compare the attitude of male and female teachers in secondary schools towards the teaching profession. The findings of the study were that the female teachers possess a more favourable attitude towards the teaching profession than the male teachers in secondary schools. A significant difference was seen between the rural area teachers and the urban area teachers in their attitude towards the teaching profession. There was no significant difference between the attitude of the teachers towards teaching profession who received pedagogical training and those who did not receive pedagogical training. The observation was that no significant difference was seen in the attitude towards teaching profession between General Science teachers and Social Science teachers.

A study of high school teachers' attitude towards teaching profession was taken up by Kalita (2015). The study considered the attitude of teacher as the most significant factor to predict the success of teacher in the teaching profession. The researcher investigated the effect of attitude of teacher on the demographic variables, gender and educational level. Comparison of the attitude of high school teachers with respect to their qualification was also taken up. The study concluded that the attitude of high school teachers towards teaching profession was average. There was a significant difference between teachers with respect to their attitude towards teaching profession.

Kosgei et al (2013) in the study titled "Influence of Teacher Characteristics on Students' Academic Achievement among Secondary Schools" concluded that as the level of education of teacher increases, the performance of the students also increases. Hence, the academic qualification of the teacher can have positive influence on the academic achievement of the students.

Gbore & Daramola (2013) studied the relative contributions of selected teachers' variables and students' attitudes towards academic achievement in Biology among senior secondary school students in Ondo State, Nigeria. The study summarized that positive and moderate relationship exists between variables of the teacher and the academic achievement of the students. It was also concluded that the attitude of teachers is the best contributor to the achievement of students, followed by qualification of teacher and attitude of teacher. Positive attitude and healthy work ethics are necessary for better academic achievement of students.

Abudu & Gbadamosi (2014) took up a case study of Ijebu – Ode and Odogbolu Local Government Area of Ogun state, Nigeria and the problem was to investigate teachers' attitude towards the teaching of chemistry at the secondary school level and its effect on the achievement of students. The study concluded that there was a significant relationship between the attitude of the teacher and the academic achievement of the student in Senior Secondary School Chemistry.

Teachers play a crucial role in integrating co-curricular activities with academic learning. This includes promoting arts, sports, vocational skills, and other non-academic pursuits that contribute to the all-around development of students. Such integration ensures that education is engaging, enjoyable, and prepares students for real-life situations. (Kakodar, 2020)(Mittsure)

Teachers may face several challenges in their role as facilitators. There can be time constraints when the teacher tries to balance curricular, co-curricular domains, in the pursuit of timely completion of the syllabus. Sufficient training and preparation time may not be available to the teacher. As a role model, facilitator, mentor, event organiser and also being a counsellor at times, can lead to burnout of the teacher. Several schools may lack infrastructure and human resources, which



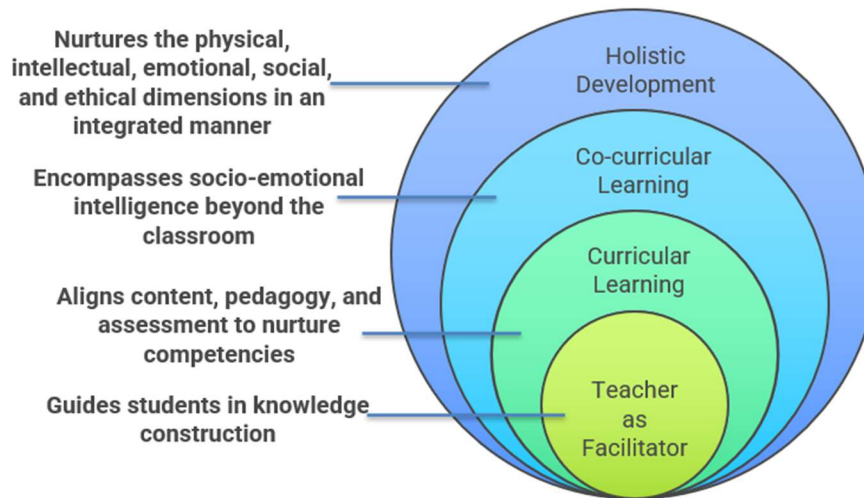


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can be challenging for the teacher to balance curricular and co-curricular work. Also, the teacher may have limited autonomy owing to the rigid curriculum and syllabus. At times, the teachers may not have a say in decision-making, which can limit their enthusiasm as facilitators.

## Holistic Education Framework



Attitude is an indicator of the personality of a teacher; a teacher with a positive attitude demonstrates positive vibes of personality. She plays a proactive role in moulding the student. A teacher with a persistent positive attitude towards students and towards the teaching profession exhibits a dynamic personality and is resourceful, pro-active and confident. The impact of low attitude on education could be unhealthy as it would lead to unsatisfactory scholastic and co-scholastic performance among students. So, in fact, it is important that teacher demonstrates a positive attitude not only in the classroom and in the school, but in all walks of life.

The teacher training colleges should aim to develop in the prospective teachers' qualities like collaborative teaching-learning, moral development, and harmonious growth, which will inculcate a positive approach of the student teachers towards the teaching profession. The curriculum of the teacher training colleges should be well-structured and should be revised at regular intervals. Due importance should be given to physical, intellectual and moral qualities of the teacher.

The author suggests allocating dedicated periods in the time-table for co-curricular activities and giving adequate importance to co-curricular activities. Special emphasis can be given to project-based interdisciplinary activities on the role of teachers' impact in curricular and co-curricular domains. Also, integrating a competency-based educational framework in teaching-learning can help in maintaining a balance between curricular and co-curricular domains. Co-curricular contributions of teachers should be recognised and rewarded. Holistic assessment needs to be embedded in the assessment and progress cards for enhanced interest and performance of the students. Team-teaching, wherein the subject teacher and activity teacher collaborate and teach together, can be encouraged.

It is imperative upon education boards, universities, colleges and schools to devise comprehensive policies and plans so as to keep teachers motivated and inspired towards the teaching profession. The need to improve the attitude of teachers is



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immense, and it would have a far-reaching positive effect on the scholastic performance of attitude of students. Hence, to enhance the scholastic and co-scholastic achievements of students, a positive attitude of teachers is of utmost importance. In conclusion, to catalyse educational transformation under NEP 2020 and NCF, teachers must be empowered as holistic facilitators. Addressing challenges and implementing supportive measures will lead to more engaged learners and rational thinkers - the most important goal of 21st-century education.

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