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Teacher with a great weapon of quality

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Abstract

Teachers are the main instrument in changing the society for the progressive nation. As the Kothari Commission (1964-66) has said “of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of the teachers are undoubtedly the most significant”. Since the teachers have such a major role, their own education becomes a matter of vital concern.

Preparing quality teachers has become a global concern as all nations strive for excellence at all levels. Yet, there is little consensus around what constitutes quality and how quality teachers might best be attained. The teacher education is a cultural domain and as such every state has its own work out in order to bring this convergence –the teachers are not to be only quality teachers rather the quality may be a cultivated in them, to be a natural possession of theirs for meeting the global demands and the situations.

Keywords: Teacher, great weapon, cultural domain

Introduction

The dichotomous characterization of teaching as either art or science harkens to a long tradition of practice which calls for discovery of standard procedures that can be learned by all teachers. Since the early years of the twentieth century, the question of whether teaching is an art or a science has fueled numerous debates, research studies, theories, and teacher preparation models, yet has ultimately not proven useful in resolving the question of teacher quality, which has become a contemporary global concern (Buchberger, Campos, Kallos, & Stephenson, 2000; International Alliance of Leading Education Institutes, 2008; International Reading Association, 2008) [3] as all nations strive for excellence at all levels, whether economic, social, political or, of course, educational, while there is little disagreement about the need for quality teachers and the key role they play in the socialization of citizens and the conveyance of national priorities, there remains little consensus around what constitutes “excellence” and how quality teachers might best be attained (Akiba, Le Tendre, & Scribner, 2007).

The need of Quality Teachers

Why it is important to have the quality teachers? What we should look in the quality teachers? The importance has arisen because of the changing times which are not only demanding teachers to be competing on the global level but also competent enough to make the students self sufficient in handling the world affairs & also to take up the challenges of the 21st century. The 21st century is widely acclaimed as ‘Knowledge century era’ as the knowledge is becoming a buzzword in every activity. Every nation, rich or poor, developed or developing is finding itself pitched in a competitive and globalised environment wherein the information and its access, the research and the innovations taking in the labs and the classroom transforms the society and whereby the education not only for a specific period of time but a life-long and a recurrent education are not only important but emphasized and practiced. In order to fulfill the needs and requirements of the knowledge era, we are to look up for a system which may not be only breathing fresh but should also be spreading its fragrance.

To quote from a book written by an extraordinary imaginative and a visionary former President of India,” If you are a teacher in whatever capacity you have a very special role to play. Because more than anybody else, you (the teachers) are shaping the generation (Kalam

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and Rajan, 1988). The teachers need to be such who could provide avenues of thought other than of Knowledge and it is what Einstein calls it "Imagination is more important than knowledge.

Concept of the quality

But are we all prepared to have a good defined purpose of the quality which may work well with the holistic concept of the teacher. As a profession and a field, it does not appear that education has come close to characterizing quality teaching in/for a global context. While the notion of entered competence among teachers has entered the rhetoric of teacher preparation reform in India and educators have begun to conceptualize quality teaching but we are still far from a definition that might concretely drive the planning, design, and implementation of teacher preparation for the twenty-first century.

What should constitute the teaching to be of quality?

Of course, we are yet not very definite that what a teacher should teach and how a teacher should prepare oneself that the above mentioned and many other requirements demanded from him may be fulfilled. The following teaching competencies, I believe if nurtured among the budding teachers, may find the quality component may be going well within them selves and then the various test and evaluation programs can be conducted for the teachers to find the level of quality.

- 1) Personal knowledge/autobiography and philosophy of teaching.
- 2) Contextual knowledge/understanding children, schools, and society.
- 3) Pedagogical knowledge/content, theories, methods of teaching, and curriculum development.
- 4) Sociological knowledge/diversity, cultural relevance, and social justice.
- 5) Social knowledge/cooperative, democratic group process, and conflict resolution.

Quality Indicators for Teacher Education

Key Area I Curriculum Design and Planning

- Quality Aspect Institutional Vision
- Quality Aspect Process of Curriculum Design
- Quality Aspect Curriculum Content
- Quality Aspect Curriculum Revision

Key Area II Curriculum Transaction and Evaluation

- Quality Aspect Induction/Orientation
- Quality Aspect Transaction of Theory
- Quality Aspect Transaction of Practical Experiences
- Quality Aspect Assessment and Evaluation
- Quality Aspect Teacher and Teaching

Key Area III Research, Development and Extension

- Quality Aspect Research and Development
- Quality Aspect Community Engagement

Key Area IV Infrastructure and Learning Resources

- Quality Aspect Physical Infrastructure
- Quality Aspect Instructional Infrastructure
- Quality Aspect Human Resources

Key Area V Student Support and Progression

- Quality Aspect System Efficiency
- Quality Aspect Feedback Mechanism
- Quality Aspect Diagnosis and Remedial Programme
- Quality Aspect Guidance and Counseling Service
- Quality Aspect Admission Procedure
- Quality Aspect Social, Cultural and Leisure Activities.

Key Area VI Organization and Management

- Quality Aspect Internal Coordination and Management
- Quality Aspect Academic Calendar
- Quality Aspect Faculty Recruitment
- Quality Aspect Financial Governance
- Quality Aspect Academic Quality and Management

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