CHAPTER-1

INTRODUCTION
# CHAPTER – I

## INTRODUCTION

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CHAPTER-I

INTRODUCTION

1. THE TEACHER:

"I am indebted to my father for living, but to my teacher for living well."

- (Alexander of Macedon).

The innocent child is considered to be the best gift of nature to man on this earth. A number of Western and Indian educationists have supported the fact that the innocent child is like a lump of clay and a true teacher can only ensure the desirable changes in the behavior patterns of a child.

Teachers shape the destiny of a nation in the classroom. They develop societies, indicate the path of progress to the nation and sustain the human aspects of existence. They nurture and cultivate humanistic, ethical and moral values among pupils. Education being the survival need of the human beings; the role of teachers has become a crucial factor.

1The views of Joy Elmer Morgan (1971) on what a teacher is,

The teacher is a **PROPHET**: He lays the foundation of tomorrow.

The teacher is an **ARTIST**: He works with precious clay of unfolding personality.

The teacher is a **FRIEND**: His heart responds to the faith and devotion of his students.

The teacher is a **CITIZEN**: He is selected and licensed for the improvement of society.

The teacher is an **INTERPRETER**: Out of his mature and wider life he seeks to guide the young.
The teacher is a **BUILDER**

: He works with the higher and fine values of civilization.

The teacher is a **CULTURE-BEARER**

: He leads the way towards worthier tastes, saner attitudes, and more gracious manners higher intelligence.

The teacher is a **PLANNER**

: He seeks young lives before him as part of a great system, which shall grow stronger in the light of truth.

The teacher is a **PIONEER**

: He is always attempting the impossible and winning out.

The teacher is a **REFORMER**

: He seeks to remove the handicaps that weaken and destroy life.

The teacher is a **BELIEVER**

: He has abiding faith in the improvability of the race. (p.99)

A good teacher is one of the greatest blessings of the world. In his talk broadcast on 15th May 1936, Dr. Zakir Husain described a good teacher,

"On the title page of the life book of a teacher, what is written is not knowledge, but the subject of love. He loves human beings; he loves the values society possesses; he loves those little hearts that are going to imbibe these values in their future lives. A teacher helps them to acquire these traits as much as they can and in the manner they choose. And this performance provides pleasure in his heart and satisfaction to his soul." (P.8)

Formation of character is the real task of a teacher; and the basic aim of all education is only to put the child’s will and action on the right path, and to create maturity in his character with the help of good habits in the light of right principles. One, who performs this educational task as a teacher, should know himself which path the character is to follow. His own character should have a definite colour. He should himself have his own lifestyle. His influence would give a reliable direction to the child’s life; only then his own life is well directed.
In the words of Amarjeet Sinha (1998) the qualities the primary teacher should possess are:

i. Excellence and proficiency in subject matter.
ii. Compassion and affection for children.
iii. Recognition of individual need of every child.
iv. Interest in games and extra curricular activities.
v. Interaction with the parents.
vi. Emphasis on cleanliness, gardening, general order in seating.

According to Rajammal P. Devados (1983) the major professional responsibilities of the teachers are:

i. Character development.
ii. Effective teaching.
iii. Fostering sound human relations.
iv. Involvement in curriculum development.
v. Adjusting to individual differences.
vi. Classroom management.

Il. Teacher Profile:

The curriculum framework for quality teacher Education (1998) designed by NCTE to develop a Teacher Profile includes:
Inculcating the intrinsic values of professional competency, professional commitment and professional ethics; creating and reconstructing knowledge; selecting organizing and using learning resources; effectively transacting curriculum, selecting and organizing educational activities and programs for learners with special needs; using appropriate instructional technologies and media; communicating effectively and responding to the challenges of continuity and change; counselling students for personality development, adjustment and learning attainment; conducting research, especially action research and initiating innovative practices; organizing student activities; inculcating a sense of value judgment, value commitment and value transmission; understanding the import of inter-relationship between culture and education and culture and personality; fostering interest in life long learning.; understanding aspirations and expectations of the community and establishing mutually supportive linkages between the school and the community and Acting as an agent for change for modernization and development. (p.4)

III. Teacher Education - A Review

5 It has been aptly remarked,

"If you educate a boy, you educate one individual, if you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community." (p.290)

6 The Education Commission (1964-66),

"A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions." (p.67)
In the words of Prof. R.H. Dave (1998),

"Teacher education at elementary stage is a process of initial empowerment and continuing re-empowerment of professional practitioners for the purpose of generating competency based teaching at the level of mastery in practically all the children by adopting suitable aids, activities, motivational devices and evaluation procedures". (p.9)

Teachers can act as trailblazers in the lives of learners and in the process of education for development. If teachers acquire professional competencies and commitments, and if they are enabled and empowered to perform their multiple task in the classroom as well as in the school and the community in a genuinely professional manner then a chain reaction can begin- starting with a sound teacher performance and culminating into a high quality among increasingly more students in cognitive, affective and psychomotor areas of human development. The important dimensions of renewed teacher education curriculum consists of five performance areas, ten competency areas and five commitment areas which have been identified in order to improve the quality and efficiency of teacher education. They are,

**Performance areas:**

- **Performance in the classroom** - including teaching and learning process, evaluation techniques and classroom management;
- **School level performance** - including organization of morning assembly, celebration of national, social and cultural events and participation in school level management;
- **Performance in Out-of-School Activities** - such as field visits, observation tours, etc;
- **Performance Related to Parental Contact and Co-operation** - such matters as enrolment and retention, regularity in attendance, discussing progress reports, improving quality of achievement, etc;
- **Performance Related to Community Contact and Co-operation** - comprising issues like village
education committee work, joint celebration of certain events by school and the community, eliciting community support for the development of school etc.

**Competency areas:**

Contextual Competencies-Comprising a wider view of the development of education in society and teacher’s role in it; Conceptual Competencies-including various concepts of education and learning psychological, sociological and neuro-psychological aspects of education, etc.; Curricular and Competencies-related to specific stage of education such as primary, upper primary or secondary; Transactional Competencies-as regards general, subject wise, stage wise dimensions; Competencies in Other Educational Activities- such as planning and organizing morning assembly etc; Competencies Related to Teaching-Learning Materials-such as preparation, selection and use of Classical teaching-learning materials, New Educational technology, resources etc; Evaluation Competencies-including preparation, selection and use of evaluation tools, tests etc; Management Competencies- including matters like organization of classroom, school and community activities; Competencies Related to Parental Contact and Co-operation- covering activities of Parent Teachers Association etc; and Competencies Related to Community Contact and Co-operation- involving mutual activities for institutional as well as community development.

**Commitment areas:**

Commitments to the learner- including love for the learners, readiness to help learners, concern for their all-round development etc; Commitment to the society- such as awareness and concern about impact of teachers’ work on the degree of advancement
of families, communities and nation; **Commitment to the Profession**- that is, internal acceptance of the role and responsibility of the teaching profession, no matter under what circumstances one entered it; **Commitment to Achieve Excellence**- that is, care and concern for doing every thing in the classroom, in the school and the community in the best possible manner and in the spirit of ‘Whatever you do, do it well’ attitude; and **Commitment to Basic Human Values**- including the role model aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. with consistency.

Thus teacher performance has become the pivotal point. Competencies needed for effective performance attracted the attention especially in the context of the success of competency- based Minimum Levels of Learning programme at the primary stage. It is therefore strongly felt that elementary school teachers need to be adequately trained in competency based teaching- learning activities as competencies thus developed among teachers would also be instrumental in nurturing appropriate competence among their pupils too.

**IV. The Role of Present Day Teacher**

It is a universal truth that the success of entire educational gamut lies on the shoulders of the teacher. He has to create a congenial environment for the acceleration of teaching learning process towards the right direction so that the target goals may be realized.
The National Policy on Education 1986 has also signified the role of a teacher in the following lines:

"The status of the teacher reflects the socio-cultural ethos of society. It is said that no people can rise above the level of their teacher." (p.10)

Kothari Commission has aptly highlighted the factors that influence the quality of education – the quality competence and character of a teacher are undoubtedly the most significant. But this is a tragedy for our nation that explosion of knowledge, commercialization of education, and teaching as the only ultimate way of earning livelihood and like factors have blamed this noble profession. Apathy towards the job, reluctancy towards adopting new innovative teaching devices, diminishing quest for knowledge, non-interest in undergoing several inservice and orientation courses are the negative variables which have directly affected the entire educational set-up.

The present-day teacher shows that the performance areas for the practising have been enlarged. But at present, systematic training is not generally provided to teachers by many institutions to perform several of these tasks in a professional manner. A teacher is after all a professional practitioner. Therefore, intensive and effective training are to be provided to him. The investigator being a postgraduate teacher working in a higher secondary school having primary section and also having Teacher Training Institution in the same campus happened to notice the passive involvement of the primary teachers. This induced the investigator to choose this topic for investigation.
REFERENCES


