



DEVELOPING THE BEST TEACHERS

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The Secondary Education Commission (1952) rightly points out “we are convinced that the most important factor in the contemplated educational reconstruction, is the teacher- his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well in the community.” (Sharma, 2009)

Swami Vivekananda described education as the ‘man making process. Best teacher is the important human capital of the nation Best teaching is defined as that which leads to improved student progress. (www.suttontust.com/researchcharchive)

For developing the best teacher, teacher must have the following qualities:

- 1. Positive attitude towards teaching :** Positive attitude is the backbone of the best teacher
- 2. ICT Knowledge:** Today in the age of globalization, modernization and industrialization so the teacher must have ICT knowledge.
- 3. Research attitude:** For improving of best teacher quality, teacher should have research attitude. He can research on his daily research problems in teaching learning process. Also he will get new methodology in research.
- 4. Leadership:** Teacher should have the quality of leadership which helps his enhancing the accepting of all challenges in school and society.
- 5. Human development relation:** Developing the human relation is the also important quality of best teacher. By this quality the teacher can increase the participation of society in school. It helps to increase the relation between the parents and teacher.
- 6. Participation in seminar and workshop:** for getting new ideas, new technique and methods in education. It helps to the teacher for using new ideas of teaching, technique and methodology. It helps him for become best teacher.

- 7. Knowledge about learning resources:** The teacher must have knowledge about new learning resources for his students which help getting extra knowledge and extra content information .
- 8. Attitude:** Attitude is the most important element of developing of teacher. A teacher's attitude towards teaching as well as towards oneself is as a responsible persons of society is important for developing of teacher growth.
- 9. Teaching aptitude:** It provides an inner strength to the teacher. This aptitude may be inherent or it may be developed for it is the man instrument upon which teaching skills and there is dependent.
- 10. Self-Motivation:** it is the product of attitude and aptitude is also an important trait for developing the teacher. It works like a fire inside an individual. One's motivation and mental context with which one approaches one's work are the main ingredients of a developed teacher.
- 11. Best teaching:** Best teaching is defined as that which leads to improved student progress. Effective teaching is that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgment about whether teaching is effective to be seen as trustworthy, it must be checked against the progress being made by students.
- 12. Content knowledge :**The most effective teachers should have deep knowledge of the subjects they teach. When teachers' knowledge falls below a certain level, it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.
- 13. Quality of instruction:**Good instruction includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of good quality instruction.
- 14. Best Classroom climate :**This covers the quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly

demanding more, but still recognizing students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure.

15. Best Classroom management: A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behavior with clear rules that are consistently enforced, are all relevant to maximizing the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

16. Teacher beliefs: Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

17. Professional behaviors: Behaviors exhibited by teachers include reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

18. Best teaching practices: In addition to what the evidence tells us about teaching practices that do make a difference to attainment, there are at least seven popular practices where there is little or no reliable evidence that they make a difference to students. It may seem unduly negative to focus on things that do not work, but there are a number of reasons for wanting to do this. The first is that it provides a challenge to complacency. 'Best practice' lists can simply confirm what teachers already thought they knew. If the list is long enough, most teachers will be able to identify some they think they are doing.

19. Grouping learners by ability: Evidence on the effects of grouping by ability, either by allocating students to different classes, or to within-class groups, suggests that it makes very little difference to learning outcomes.

20. Encouraging: The teacher can give encourage to the students for learning. The best teacher encourage to the students for leaning for taking the participation in teaching-learning process. Because of this students can get the confidence for learning.

Conclusion : In this way the teachers must have excellent classroom management technique. They should posses proficiency, pedogogical knowledge and above mentioned skills. Overall the teacherspreceivedsoginificantly different qulities.

Reference

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