



TEACHER AND HIS QUALITIES

Sushil Kumar Dadhwal, Ph. D.

Principal Shanti P.G. College of Education Kailash Nagar Nakroh Tehsil Ghanari Distt. Una H.P.

Abstract

In this article, an attempt has been made to focus on teacher and his qualities. It has been rightly said that a teacher is national builder but national builders are those teachers who contribute to the nation. For the contribution, the teacher should have good qualities and capacity to bear the responsibilities. The researcher has focused about the teacher in this article. This article would be very helpful to the teacher and policy maker even selection committees and educational institutional to prepare a good teacher for the future and to develop good qualities among them by imparting the good education.



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Introduction

The teacher is one of the pillars of society and the country without good teachers, no country can progress. The importance of teachers cannot be overlooked. Teacher treats and moulds the young mind into various forms. The future of the nation is built by teacher through the process of education. A nation tries a march ahead on the road to progress must do so with the help of able teachers. A nation cannot afford to leave its future on the hands of incompetent teachers. For competent teacher's professional development and growth of teacher are must .Fully professional development teachers can become a nation builder. Professional development and growth of teacher means development of abilities, skills and qualities among teachers, So that they can contribute to their society as well as nation. UGC, NCTE, state and centre Government should join the hands to work and provide facilities organize different activities prepare programs for professional development and growth of teacher and implement strictly.

Recognizing the importance of teachers and Indian educational scenario, Indian Education Commission (1964-66) stated that "Education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernisation and cultivate social, moral and spiritual value. Regarding the quality of a teacher the Mudaliar Commission reported that we are convinced that the most important factor in the

contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community.

The entire educational system of our country is in the process of change. We all know that no educational system can be successful unless the quality of teacher is improved, but in turn the quality of teacher depends to a large extent on the quality of teacher education.

Education prepares the future generation to take their due place in the society. A teacher plays a pivotal role in this process. A teacher happens to be the key person to initiate and support change for educational improvements. With the increasingly complexity of problems, expectations from teachers are also increasing. To enable a teacher to create thirst for knowledge amongst his pupils, he must continue to learn and grow problems his pupils, he must continue to learn and grow professionally. Thus, education of teachers at all levels is highly significant. In order to enable the teachers to act as catalyst in the process of developing the future citizens, the teacher education programme needs to be revised from time to time.

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Total development of the child as his primary responsibility- in the words of Dr. E.A. pires : “He (teacher) has to concern himself with the total development of the child and not only with one or two aspects. He must be-friend him and help him in his emotional and social development. He must be a philosopher illumining the way of his intellectual and spiritual progress. He must be his guide in his moral and aesthetic advancement. In fact, he must be ‘all things’ to all his pupils- a physician concerned about their physical health, a mental hygienist leading them carefully to sound mental health, a philosopher guiding them

painstakingly in their search for truth, a moralist assisting and encouraging them to acquire goodness, an artist helping them to find beauty. In fact, he must be a minister ministering to their every need. Such a ministry calls for educated services.”

The teacher is expected to play the following roles:

1. Provider of effective instructional output.
2. Manager of teaching-learning process.
3. Facilitator of learning.
4. Counsellor of students.
5. Parent surrogate (parent substitute). A teacher is expected to act as a parent of the students and treat them with affection and care.
6. Ego-supporter. He is expected to build up and maintain a healthy and strong ‘ego’ and ‘self-concept’ among children.
7. Helper. The teacher is expected to be a helper to students by way of providing them academic and personal guidance.
8. Resource person. He is expected to play the role of a resource person who possesses knowledge of the subject-matter and skills better than the pupils.
9. Detective. He acts as a detective in detecting offences and rule breakers.
10. Facilitator of learning. He is expected to promote significant learning among his students.
11. Limiter or reducer of anxiety. He is expected to assist students to control their impulses and reduce anxiety about conduct and performance in different problematic situations.
12. Referee. He is expected to settle disputes among students in an objective and fair manner.
13. Group leader. He is expected to act as a leader in developing suitable climate and cohesion in the class as a social group.
14. Inspirer and exemplar. He is expected to behave in a manner whereby the traits exemplified by him may be emulated by the students.
15. Judge. He is expected to evaluate the academic and other performance of the students in an impartial manner.
16. Confidant. He is expected to win and share the confidence of the students.
17. Friend and Philosopher. He is expected to play the role of a friend, philosopher and guide to the students.

18. Upholder of the norms and values. He is expected to uphold the norms and values of the society.
19. Moral educator. He is expected to inculcate the attitudes and moral values cherished by the society among the students.
20. Democrat. He is expected to play the role of a democrat.
21. Rationalist. He is expected to play the role of a rationalist by basing his action on reason.
22. Secularist. He is expected to play the role of a secularist by having an open mind on the beliefs of all religions.
23. Initiator. He is expected to play the role of an initiator by exploiting the new technology to the best advantage of the students and the purposes of education. He should play the roles of a planned organiser of curricular innovator of educational ideas, Practices and system, writer of radio and TV lessons and programmes, user of video- tapes and computers etc.
24. Reformer. In a country like India, where conservatism and superstitions prevail, a teacher is expected to play the role of a social reformer.
25. Equaliser. He should act as equaliser by working for minimising inequalities in the educative process and by building up an egalitarian, secular and socialist society.

Teacher's Role Towards Parents

Close cooperation between the parent, who is the first teacher, who is the second parent, is the very foundation on which rests the fruitfulness of the training imparted in our institutions.

Following are the important roles of the teachers towards parents:

1. Participating in parent-teacher and similar activities.
2. Participating in community affairs.
3. Making himself available to parents at scheduled times to discuss pupil progress and behavior.
4. Evincing a sympathetic, helpful and understanding attitude towards parents and their children's schooling problems. Reporting and discussing with parents, pupil progress, problems and needs.
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6. Assuring through personal behavior in the community that the school staff-image in the community is favourable.
7. The teacher should encourage the parents of the pupils to visit the school frequently.
8. He should see that parents are cordially received when they visit the school.
9. He should regularly inform the parents of the progress of their wards.
10. He should encourage the parents to consult the teachers as well as him on special problems of their wads.
11. He should visit the homes of the pupils and should suggest to the teachers also to do the same.
12. He should organize parents-study-groups from time to time.
13. He should provide adequate facilities for the organisation and proper functioning of the Parent-Teacher Association in the school.

Teacher's (includes Head) Role Towards Community

1. The teacher should plan school programme with reference to the needs of the community.
2. He should encourage the use of community resources for vitalising class-room instruction through excursions, field trips, study of local history etc.
3. He should encourage and organise social service programmes to render public service.
4. He should allow the community to use school facilities and services like school building, library, and dispensary seeing at the same time that the work of the school does not suffer.
5. He should organise social and cultural activities in the school to interpret the school programme to the community.
6. He should actively participate in the social and cultural functions of the community.
7. He should be above politics and religion in organising school programmes.
8. He should not allow the school to become a tool in the hands of any pressure group.
9. He should not allow his political beliefs to influence his administration of school.

How to Play this Role?

There are five important aspects in this regard:

1. To gain understanding of every pupil in his class. Through daily observation, listening to what pupils say, talking with them and their parents, and sometimes visiting their homes. Since a teacher cannot keep all this information about each child in his mind, he should use some form of cumulative record which he can also pass on to the next teacher to give him background in understanding each new class.
2. To accept children as they are and to look for the best in them. For example, when a boy gets up to recite and gives a confused answer, instead of calling on some other student, the teacher, by asking a few questions and comments should help him to think through the question more clearly himself. And when he had done this successfully, the teacher says, "I knew you could do it, if you kept on trying."
3. To provide the experiences each child needs.
 - a) School work that is meaningful to him, in which he can succeed with reasonable effort.
 - b) Friendly relation with teachers and other students that give him social experiences.
 - c) Encouragement to study at home on his own initiative. As the child grows older, he should have work experiences in school and outside of school that help him to discover what he can do best and what he likes to do
4. To guide as a teacher being constantly sensitive to the individuals and their interaction in the group.
5. To help the child make educational and vocational plans in line with his abilities, aptitudes and interests.

Conclusion

Without good qualities, a teacher cannot play active and bear his responsibilities honestly. On the head of a teacher, there is a mountain of responsibilities. Based on mountain of responsibilities a teacher is called nation builder. To bear the responsibilities he should have good qualities. To develop the good qualities he has need of good education and training. Teacher is model for students. If the teacher is not qualitative then he cannot develop the good qualities among the students. Government should included different qualitative programmes in teacher education.

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