

QUALITY OF TEACHING AND ATTITUDE OF TEACHER: AN INTRODUCTION

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ABSTRACT:

Teaching is a process or an activity that facilitates learning to the learner for socialization. Quality teaching enlightens the whole society; whereas defective teaching affects the society through the intellectual stagnation. So the role and the attitude of a teacher are very significant. A teacher should be oriented to the new information and new skills too. Though teaching is a complex task, it is a noble profession that is honored by the society very much. All round development of a child depends on the personality of a teacher. In his writing "Shikshar herfer" (discrepancies in education), Rabindranath Tagore Wrote, "to remain imprisoned within absolute necessities is not the attribute of human life. We are a little bit confined to necessary rules or orders and a little free too. Our body is confined to the size of three cubits and a half but we can't build house within that area. It is necessary to keep enough space for free movements; otherwise our health and happiness are hampered. The same is also true about education. If the children are kept exclusively focused on education, i.e. necessary education, their minds will never be broadened. If necessary education is not mixed up with independent study, a boy cannot be a good human being – though he becomes an adult in age, he remains a boy in intelligence."(1) The same applies to the teacher. A teacher is the builder of future citizen. A nation's excellence depends on the qualified institution or school. The capacity and the functioning of an educational institution are entrusted on the teacher of that institution.

Key words: quality, attitude, knowledge, profession, institution.

INTRODUCTION:

It is a very deceptive task to find out the actual meaning of quality. But we use the word – 'quality' very often. It may be defined as an attribute of values like honesty, dedication, loyalty, truthfulness etc., which cannot be easily

measured or observed. Quality means the standard of something as compared to other thing of a similar kind; the degree of excellence of a particular thing; a distinctive attribute or characteristic possessed by a specific thing. K.B. Power has observed, “In the field of education, while discussing quality, the focus of students may be on the facilities provided, of teachers on the teaching learning process of management and parents on the scores or grades achieved, and of prospective employers on the nature of output.”(2) There is an intimate relationship between quality and attitude. Attitude is a frame of mind. It means an established process of concentrating or handling anybody or aught, conventionally one that is manifested in an individual’s functioning. We have already entered into the twenty first century with so many new and emerging demands in education. Education and development are interdependent. One cannot be separated from the other. In this age of globalization, quality assurance has become a very important issue. Globalization has compelled the education system to reshape itself.

OBJECTIVES AND METHODS:

A. Objectives of the study:

To define the concept of quality and quality teaching

To know the Role and attitude of a teacher in the teaching profession

To know the Indian feature of teaching in the Vedic, Buddhist, Muslim, British and after British period in brief

To know the most valuable component of education

To know the teaching as a profession

B. Methods of the study:

For the present study historical survey method will be followed along with analytical method .Data will be collected from various primary and secondary sources. After collection of data those will be analyzed by various analytical methods like internal and external criticism and the thesis will be developed and facts will be established.

DISCUSSION OF THE OBJECTIVES WITHIN A PRACTICAL CONTEXT:

We can take our discussion to the practical context with a question and four alternatives.

Question	Alternatives
What is the most important thing to a teacher?	1) Mastery over the subject.
	2) Taking class regularly.
	3) Clean dressing.
	4) Keeping unperturbed classroom situation.

Throwing this question in a classroom of 99 teacher-students, it has been found that every alternative has its supporters. The number of alternatives and its supporters are as follows:

Alternatives	No. of Supporters
1) Mastery over the subject.	31
2) Taking class regularly.	28
3) Clean dressing.	22
4) Keeping unperturbed classroom situation.	18

Certainly, each alternative is important to a teacher. But, to find out the most important one, it becomes many men, many minds. Pramatha Choudhury said “A different views of different people is not the matter of worry, but the unity in different views of different people is the worrying matter in literary society. Because, if that view is wrong, then everything in literature will be under complete blunder”. (3) So, debate-analysis-evaluation is highly desirable. But, it must be said, the context of ‘literary society’ and the present context are not the same. Still, in finding out an alternative, this ‘clash’ is expected. I believe the teachers will find new ways from this clashes-attack-counterattack or debate. Whatever, every supporter gave arguments in favor of their selected alternative and ultimately no decision was taken. As a teacher, I declared my choice. I gave explanation too. Consciously or unconsciously, we do not want the control to be in others’ hands. Among the alternatives, the first three were controlled by the teacher. The fourth one was not controlled by the teacher. Actually, whether the classroom is unperturbed or not is not in your hands. If the students feel themselves ‘unworried’, then it will happen, otherwise not – but I did not impose my view. I don’t want it today also. I want to create an environment for discussion only.

THE FEATURES OF INDIAN -TEACHING IN THE PAST

The features of teaching in Vedic, Buddhist, Islamic and the British period were teacher- centered except the period of independent India. Teaching became learner-centered after a long time India got independence. In the Vedic period teaching was totally verbal and teacher-centered. At that time writing materials were not available. But Safaya, Srivastava and Ved Meena have properly observed, “The education system of the Vedic period had unique characteristics and qualities which were not found in the ancient education system of any other country of the world.” (4) Later during the Buddhist period teaching was mostly verbal, partly non verbal and teaching materials became available in written format. But, “Methods which were used in Vedic age were also used by teachers in Buddhist period also.”(5) In the Islamic period corporal punishment has been allowed. Teacher did not occupy the position that he enjoyed before i.e. in the Vedic and the Buddhist period. But teaching was teacher-centered like the Vedic period. Education was politically motivated and teacher-centered during the British period. After Independence education in India catered to the Constitutional requirements and it became need based as well as learner–centered for the first time ever.

TEACHING IS A JOURNEY, AS A POTENTIAL ART.

Presently, in this ever-changing world, there is no end to the expectations of society from the teacher. It is highly desirable that the students will get education in necessary skills and attitudes from the teacher. The teacher constantly goes through the most effective practice. Teaching is a journey, a potential art. This journey or art completes with the mutual understanding between the teacher and the student. The primary obstacle in education is the inherent fear of the student. The fear of failure, criticism, becoming fool, etc. haunts the learner. The rat race in competition also increases his mental pressure. So, the teacher’s role is very vital in this changed scenario. It seems that the problems are arising everywhere due to the lack of addressing the problems and deficiencies of the students patiently. The tendency to deny individual thoughts is found very often. Some people recognize blind imitation (or cooing of pigeons) as ideal education. If someone can’t adjust himself with the ever changing situation, the teaching profession will become difficult. A teacher becomes victim of degradation unconsciously. Sometimes, after examination, parents-guardians, ask their children such questions – “why couldn’t you solve the easy questions whereas you solved the difficult one?” They do not keep in mind that easiness or difficulty is a relative matter. What is appearing as easy to you may be just the opposite to the student. This failure puts a question mark before those who are teachers among us. This is also a big question, how far we, the teachers, have been able to think from the student’s point of view. Therefore, I think the proposal related to the ‘teacher’s evaluation by the students’ is acceptable. In this way, I believe, the quality of education will be increased

comprehensively because the teacher will try to think beyond conventional ways. They will also get a great opportunity to rectify their deficiencies and as a result, their refined attitudes will be widened.

If you can't adjust yourself with the changing scenario, the teaching profession will become tougher/more challenging and the teacher can be victim of degradation unconsciously – this practical experience compelled me to take such decision. Actually, the practice of 'Sati' has been ended, but it is still continuing in our minds. So, if we can't be free from the past through assimilation, it can be said that we can't keep excellence in education today.

COMPONENTS OF EDUCATION AND SCOPE OF PROFESSION

There are four main components of education – students, teacher, curriculum, school or educational institution. Among these, student is the most important one. Students are the raw materials in the teaching learning procedure. Without student teaching is not possible but without teacher they learn something from the environment. Students are intelligent enough to observe teacher's discrepancies. So, a teacher should be honest, sincere, and punctual and so on. That means teacher needs to be a role-model for his students. This student/child is brought up into a complete man by the teacher. To feel the creative energy within the child/the student is absolutely necessary to the teacher. So, teaching profession is a scope, it can never be a Lordship. The teacher must provide education keeping in mind this democratic truth always. In this way, a nation or state can achieve excellence and through this light of education the politicians can feel proud for receiving scope to serve the nation instead of taking them as authority.

CONCLUSION:

Quality education is the need of the hour and we should keep in mind that it only can come from quality teachers. Realizing the emergence importance of quality education as a teacher, we must adjust within the changing world to increase the quality of education and to keep the dignity of the teacher's intact. A teacher requires some qualities. Affection is one of them. We can expect a certain amount of love in every teacher. Commitment, empathy, humor and so many other qualities make a teacher very competent. We have become teacher, after becoming educated from illiterate, through receiving educational certificates gradually. The life of student is ever flowing – denial of it and the death of the teacher are synonymous. Teaching is an attitude and it must be changed with new discoveries. Such as – we have become 'illiterate' for the second time with the discovery of computers. We must become/are becoming 'teacher' again, gradually. Who knows how many times we must seek respite from illiteracy in this one life! No wonder, the fact is that it is gift of the science. To conclude, to keep the quality

of education or teacher, the teacher must become fit for the *master class* in no time – this day is not very far, as it has been started already.

NOTE:

I have used some original Bengali and English writings for my discussion. All the textual and incidental quotations are translated into English by the present author.

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