The Impact of Personal cum Professional Qualities of the Award Winning Teachers

Sarbjit Singh Minhas
Principal Of Sr Sec School / Student of Ph.D.
Guru Nanak Public School
G-8 Area, Rajouri Garden
Opp. DDA Sports Complex,
Rajouri Garden
New Delhi – 110064

Abstract
Teachers even today are doing a Yeomen’s work, even with large number of student-pupil ratio in classes in Indian system of education; they indeed deserve our deep gratitude, appreciations as well as honours and rewards. Even though the booming of I.T. Industry is playing a great role in today’s Education Industry too but still computers cannot replace the teachers as whatever is been fed in the computers they are being fed by the teachers only. They act as the facilitators and stores house of knowledge. Therefore, they are said to be the nation builders. However, a good teacher is a keen observer and a keen learner who has the willingness to improve his teaching, skills, attitude and interpersonal skills that bring in motivational and effective learning in their classes at different age groups of the students. Keeping in mind these qualities, I have taken a topic of my thesis as ‘Impact of Personal cum Professional Qualities of the Awardee Teachers’. I tried to contact around 100 Award winning teachers at State level, CBSE National Awardees and other International Awardees through personal visits, interviews as well as through Questionnaire at distant places but could only get response of 50 Educators and mainly they are Principals, Vice Principals and just few others are teachers. The data analysis of these Awardees shows that 80% are not satisfied with the honour, prize amount and the mode of selection, 73% are from teaching background families, 40% people have improved their qualifications after joining teaching profession, 75% are the female candidates, 25% are male awardees and 35% feel that these awards increase professional jealousies amongst their colleagues. The impact of these awards on schools has been 80%, self-75%, students 62%, society 40% and self 95%.

Key Words: Award Winning Teachers, Personal Qualities, Motivation Level, Improvements And Innovations, Longitudinal And Cross-Sectional Approach, Academic Achievements, Teaching Professional’s Potentials, Constructively Aligned Teaching
1 Introduction

The objective of this study on “Impact of Personal cum Professional Qualities of the Awardee Teachers” is to take out the best impactful hidden qualities of Personal cum Professional Qualities of the Awardee teachers and put forth to the society. Dr. Sarvapalli Radhakrishnan, was the first President to have introduced Best Teachers Award on 5th Sept, which happens to be his birthday in our country. These awards are introduced by States Human Resource Development Ministry, CBSE, National level NGOs etc. Out of many candidates who apply only few are the fortunate ones are selected on their merit. R. S. Radhakrishnan wrote: “The teachers place in the society is of vital importance. He acts as a pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamps of civilization burning and shining. He not only guides the individuals but also decides the destiny of nation. If we want to have a nation’s prosperity, then teachers need to teach very effectively, because a national well being depends on the teachers’ well being.” (According to NPE-1986).

The impact of teacher’s personality is an important factor in the classroom. A good teacher should be emotionally stable and their teaching should leave an impact on students and their other colleagues; which is possible if one is thorough learner and open to healthy criticism for their personal cum professional growth in the field of education. It is this impact of their classroom teaching, discipline, results, cordial relations and keenness to improve that spreads one’s reputation and fragrance in schools as well as in adjoining societies which ultimately enables the leading educational bodies to give them honour, awards and rewards publically which further boosts their morale and adds to more responsibilities to their shoulders besides is motivational for other members of the teaching faculty. The status of teacher reflects the socio cultural ethos of a society, it is said no people can rise above the level of its teachers. “Reports of UNESCO (1977) further says, “Education is an organized and sustained instruction designed to communicate of knowledge, skills and understanding valuable for all activities of life.” It is commonly seen that these awardees are efficient, effective, accountable, methodological, organized, practical, sympathetic, initiators, innovators, manager of situations, leaders amongst teachers with perfect knowledge of subject matter, possess quality education on personal front, promotes positivities amongst children, encourage competitiveness in planning, built in monitoring system, celebrate the achievements in his staff and colleagues, stimulates others, have balanced and differential approach. They believe in, interpersonal healthy interdependence, healthy communication, management training, have adequate knowledge of local community and know about available youth facilities around and provide their students periodical career guidance and counselling’s etc.

2 Objectives

The main objective of taking up this topic of thesis is to study the main objectives of their qualities as given under:-

- To study the impact of the Personal Qualities of the Award winning teachers.
- To study the Personal Qualities of the Award Winning teachers.
- To study the impact of these award to the Awardees,
- To study the impact and motivation level on other teachers in institutions.
- To study and know about the criteria of selection of these Awardees.
To study and know the feelings of the teachers who could not get the award. To study and know the other hidden qualities of these Awardee teachers while contributing towards school education.

These Awardee teachers had been successful and satisfied personalities in their profession of teaching; are source of inspiration and motivation for others. They assess their children on almost ten different activities as storytelling, drawing, singing, music perception, creative movement, social analysis, hypothesis testing, assembly, calculations and counting etc. They use scientific attitude, aptitude and environmental practices in their day-to-day teachings. The impact of personal cum professional qualities of the Awardee teachers motivates their colleagues what constructive alignment is and where it fits into other models of outcomes based education and they learn directly or indirectly, how to develop quality enhancement process for their own learning and learn to identify quality assurance to support the implementation of constructively aligned teaching. For a Non Awardee teacher, it is a great learning experience, William Burroughs said, “The aim of Education is the knowledge, not of facts but of values.”

Besides teaching, these National and State Awardees have also been giving training in self governance, curricular performance, activities related to school atmosphere aim to unfold a child’s personality through social, literacy, artistic and various other activities based on the theme of universal education, tolerance, mutual respect, love and fellow feelings, national and international understanding, irrespective of differences in geographical region, race, and religion i.e. education associated with “Universal Humanism” which finally leads to inquisitiveness, creating, acquiring knowledge and perseverance. According to John Dewey, “Education depends on action, Mind means transforming, reorganizing, reshaping, accepted meanings and values, a means of attending to “the lived situations of life. A teacher is aware about the learners who are advanced through three mechanisms. Today’s teacher lives in a world ruled by information technology, computers, web and other information aids. Thus, the world of teaching and learning is changing rapidly and our these awardee teachers are aware to these changes and are adapting the new things coming in their way. Ragunandhan said, “Teachers essentially need to be an embodiment of patience, inspiration and motivation for the children to create a conducive environment of learning for them and thereby tap young talents.”

3 Rationale
Former Director N.C.E.R.T Mr. J.S. Rajput said, “In the contemporary times where the world is changing fast, the teachers are the ones who are responsible for giving an ideal shape to the future of the nation. He further said that it is the teacher who identifies the interests, the pros and cons of the upcoming challenges for the students and moulds them accordingly to contribute to the society. As such the health and future of a society is dependent to a large extent on the influence that teachers would wield on the ground minds.”

In fact, I was very keen to know about the different parameters being adopted by the Government at State and at Central level, the ways being adopted for selecting the teachers for particular awards annually, to know about the positivities of these so-called awardees and what impact it had on society at different levels. The inquisitiveness, curiosity and motivation forced me to pick up this topic for my thesis on the ‘Impact of Personal cum Professional Qualities of the Awardee Teachers’.
Let’s understand one thing that teachers teaching different classes at different levels have distinctive qualities to bring in effective teaching in their classes e.g. a teacher put in Kindergarten section, would have an aptitude for practical subjects like drawing, colour work, sketching, paper cutting work, singing, dancing, enacting scenes and other such arts relevant to subject matter. A good teacher need to have good personality with good voice, dictation, know proper phonetics, Rhymes etc, whereas in other classes one needs to know the art of teaching, personal traits skills of behavior, subject matter, controlling temperament, be situation master and know their students well. He should be emotionally stable, accountable, methodological, organized, innovator, cooperative observant and love his subject, institution, students and himself. These are the few rationale qualities that is being looked into the so called different Awardee out of 100 awardees at State and national level only 50 could respond well in time, few shirked to reply to questions, few could not get time, few deliberately could to reply, few wanted to keep answers to themselves, but since most of them are the Heads of Schools (Principals) paucity of time could be one of the reasons but the survey carried out is an eye opening and inspirational for teachers who would like to become the best teachers and apply for such Awards.

4 Review

After a thorough research undertaken by me personally, I reviewed the entire questionnaires answered by the awardees as well as came to know in person when I interviewed few of them who were available that most of these awardees are genuine whereas few of them seems to have manipulated few documents and few have political connections as well as connections with higher education Board Members who recommend the cases of prospective awardees in order to favour them. Since the awards are few and teachers are in millions, justifications cannot be done with large number of teaching community as there might be many efficient, hard working and innovative teachers in different parts of our country who could get chance to apply for such coveted awards. The reason can be lack of knowhow of the process, lack of support from seniors, non-availability of resources, the departments could not contact them, remote and interior areas where message could not reach in time or even non cooperative attitude from the concerned teachers as they might think that they may not be included in the list of Awards for lack of back, jack and support. Today Globalization has created an inter-related and inter-linked world. Therefore, the higher Education must develop analytical, creative and scientific capability of teachers as well as of the students. Swami Vivekananda said; “The more power of concentration, the more knowledge is required because this is the one and only method of acquiring knowledge.” These awardees somehow leave the greatest impact on a child’s education with their attitude and preparations; as these award winning teachers have the ability to be empathetic to create motivating classroom environment. Lews and Marks say; perspective, peer coaching, teemed teaching and structured classroom observations, entail deprived practice to pedagogy and collegial relationship. The best teachers are those who show you where to look but don’t tell you what to see. Such Awarded teachers are like a parent who one is alone, a mentor, a friend, a guide, a philosopher and a real Guru. Therefore, such Awards introduced based on Personal cum Professional Qualities of teacher add to the social prestige and recognition to the concern teachers which further incite and motivate other people to join the teaching profession.

5 Research
Research was undertaken on around 50 educationalists, i.e. the Principals, Vice Principals and teachers in Government, public and private sectors based on Questionnaire developed for the purpose to extract Best Qualities based on Personal cum Personal Qualities and thereafter based on their answers conclusion has been taken out. Although 100 educationalists who were the Awardees in India were contacted but only 50 responded as few do not want to respond, answer the Questionnaire questions, some could not get time to respond, some could not be reached out because of their retirement and change of addresses and few gave excuse of paucity of time with them. The questionnaire distributed to these awardees were based on their:

I) Academic Record.
II) Annual Confidential Report.
III) Improvements and Innovations in imparting instructions.
IV) Co-curricular Activities.
V) Publication of creative works.
VI) In service education workshops, seminars etc.
VII) Class results and methodology of improvement.
VIII) Local reputation and standing in society.
IX) Socially welfare measures adopted.
X) Steps undertaken towards the weak and the slow students.
XI) Uplifting of environment of institution.
XII) Introduction of New Methods and Technology etc.
XIV) Role during call from nation – War, Earthquakes, Tsumani’s etc.
XV) Blood donation, Global Cancer projects, charity on Flag Day, National Foundation for Community harmony.
XVI) Role in imparting Adult Education, duties towards differently abled and gifted children, role towards economically weaker sections of society etc.
XVII) Writing of books and published articles etc.

In this field survey the investigator had to go to the field to know the status of phenomena. The differential method, though similar to experimental method is different from it, in a sense that research workers cannot willfully manipulate the variables. In the experimental method, we choose for the purpose to extract the Best Qualities based on Personal cum Personal Qualities and thereafter based on their answers conclusion has been taken out. Although 100 educationalists who were the Awardees in India but only 50 responded as few do not want to respond, answer the questionnaire questions, some could not get time to respond, some could not be reached because of their retirement and change of addresses and few gave excuse of paucity of time with them. The questionnaire distributed to these addressees were based on their:

1) Academic record.
2) Annual Confidential Report.
3) Improvements and Innovations in imparting instructions.
4) Co-curricular Activities.
5) Publication of creative works.
6) In service education workshops seminars etc.
7) Class results and methodology.
8) Local reputation and standing in the society.
9) Socially welfare measures adopted the subject accordingly to our own criteria and pre-plan procedure in the manipulation of variables. Hence individual differences are employed as a variable of investigation. The Researcher simply makes the most systematic study of conditions as he finds them e.g. we want to study the relationship of achievements with intelligence. The two popular designs of the differential methods are:-
   i) The Co-relational Technique.
   ii) Longitudinal and cross-sectional approach.

Most of the studies in the differential methods fall under the first category of co-relational technique and by the longitudinal approach, we measure an approach that is spread over a long span of time.

The survey in research conducted on Awardee teacher comes upto true perception of John Dewey, who said: “Education depends on action. Education is means of transforming, reorganizing, reshaping accepted meanings and values, a means of attending to ‘The live situations of life.”

The structure of this thesis consists of Introduction, scope and concept. Exploratory Research on ‘The impact of the Personal cum Professional Qualities of the Award Winning Teachers’, methodology, research Questionnaires, analysis of data, summary along with Bibliography. This thesis is the acquisition and dissemination of known knowledge and enabled the investigator to draw out the qualities of the Award winning teachers that could serve as a motivational force for other teachers in Education faculty.

6 Design
In order to find out the Best out of the Awardee, teachers, the investigator devised a lengthy Questionnaire of forty one questions to extract the Personal Qualities of the Award winning teachers and another Questionnaires of forty one questions to extract out the best of their Professional Qualities so as to enable the society to know about their hidden qualities which may motivate many more teachers to join teaching faculty.
Besides a separate Questionnaire of thirty three Questions was given to these Awardees to know about the family background, Education, type of Award received, reaction, teaching profession, achievements etc. The Personal Qualities Questionnaire was mainly based on:-
   i) Academic skills.
   ii) Academic Achievements.
   iii) Personality related.
   iv) Management skills.

Whereas the professional Qualities Questionnaire was on:-
   i) Academic Qualification.
   ii) Professional Qualification.
   iii) Academic Results etc.

7 Analyses
The analysis of survey conducted on these Awardee teachers thus shows that there were 50 Awardees who responded and 36 were National Awardees, 04 C.B.S.E. Awardees, 10 State Awardees and 03 National/C.B.S.E. Awardees. 73% teachers were with their family connections in teaching faculty, 40% improved their qualifications after joining, 75% were female Awardees, 25% were male
Awardees, 70% Awardees were satisfied with Awards, 30% were not satisfied and 35% felt these Awards lead to jealousies among colleagues.

Thus it is proved that these Awardee teachers are Ambassadors, mediators, moderators, delegators to understand and express values and have a quality of adaptability and also a flexible approach to adjust in the given school environment.

8 Interpretations
The survey on ‘The Impact of Personal cum Professional Qualities of the Award Winning Teachers’ was undertaken by the investigator to find out their hidden qualities as to what was so special in these few selected Awardees out of millions in the country. Besides, I also looked at their other qualities as their firmness, loyalty to profession, their enthusiasm, their passion, inspirational growth, consistency in service, a learner throughout, a resourceful personality as well as their punctuality etc, which are too indirectly connected with the subject, along with working with different families as a source of parent support (family group, conferencing, counselling, cognitive and interviews etc) and their relations and involvement with other educational bodies etc.

There is too much of expectations of society from the teachers and Principals in particular and more responsibilities are added to the shoulders of the Awardee teachers, wherein they have to act as recourse centre, know, interact and I.T., read library books, know the use and availability of the Smart Books, attend various periodical refresher courses along with educational seminars, courses, upto the level of expectations of their colleagues as well as of the society, school management and all their senior colleagues. Hence, they too are under constant but too much pressure. Thus, it is concluded that teaching of such efficient teachers reflects their significance, teach ability, report ability and non-instructiveness.

The common qualities of these awardee teachers are:-

i) They believe in work culture.
ii) They are aspirants.
iii) They are strict disciplinarians.
iv) They value time and its management.
v) They manage funds very well.
vi) They are prompt in disposal of their papers.
vii) They are eager to cooperate with any teacher even outside their schools.
viii) They know the art of getting their work done.
ix) They keep and maintain proper records.
x) They are willing to attend workshops and conferences etc.

Here I would like to quote Druck White Layus school of Leh popularly known as Rancho’s school which featured in Bollywood blockbuster ‘3 Idiots, “We focus on school emotional and psychological development of the child as a complete individual within the framework provided by the rich cultural heritage underpinning life in Ladakh. We encourage our students to take up active and compassionate leadership notes in the world they have inherited. Activity based learning forms a key part of our lessons and children regularly participate in field trips, role play discussions group work and games; our students are trained to independently think about what they want to do after school. They can go down the road in country or abroad.”
The findings undertaken by the investigator may not be 100% accurate as it is very difficult to draw out the best out of the educated and intelligentsia class of the teachers who were awarded various Awards at different levels. One can also think some of the information asked have been concealed and at times manipulated even at times few information might have been left over as it is very difficult to extract everything from human souls within the given time period. Almost 100 awardees were approached with the designed questionnaire on their Personal cum Professional qualities and even few were interviewed personally but few could not be approached for various reasons. The investigator was fully conscious of the fact that this piece of research is not a perfect one, rather is utopia. However, this is no excuse as the piece does suffer from some limitations like:-

i) The questionnaire is not a perfect one. Many more aspects could have been included.

ii) This sample is too small to arrive at generalizations. More Award winners should have been approached.

iii) The investigator should have met few students of these Awardee teachers to know them better.

iv) Few Awardees died untimely during their service period and hence again could not be approached.

v) Paucity of time with the Awardee Teachers as well as with the investigator.

10 Conclusion

Dr. Sarvapalli Radhakrishnan’s observation to conclude, “Buildings and equipment are not all”. Good teachers are needed who are interested in welfare of the students, who have enthusiasm for their subject and are able to impart it to the pupils. We must get the right type of men/women for teaching profession and not the incompetent and the unambitious. Respect cannot be ordered, it must be earned. Presently the State Awardees are given Dr. Radhakrishnan’s Silver Medal along with cash prize of Rs. Ten Thousand as well as a shawl and CBSE and national Awardees are given cash amount of Rs. 25,000/- a trophy and a shawl in recognition to their meritorious services in the field of Education. Whereas, on the contrary, the less educated or at times even the illiterate sports person at National and International level are given Khel Ratna, Arjuna Awards, Dronacharya Awards etc, besides free rail and concessional travel in Air, a flat or a plot to construct their house or a place at throw away price to open an Academy etc. The nation builders are still miles away to reach such destinations. A sportsman is active in field for 5-7 years, whereas a teacher sacrifices his entire life of 34 to 40 years in educating students whole heartedly so that nation could have healthy and energetic students as its future custodians. Teachers are being neglected for such coveted awards owing to lack of infrastructure, non-availability of learning material, lack of support from seniors, weak and poor class students, lack of community based programmes, educational institutions situated in remote areas etc. At times, these Awardee teachers are criticized by some colleagues, who are easy going, critics by nature, lethargic as well as are work shirkers. Whereas, while awarding awards to teachers Mr. Pranab Mukerjee the present President of India said, “I take this opportunity to recognize with deep appreciation, the professional dedication with which you all have played a commendable role in making our nation a confident, vibrant and modern India; whose citizens are recognized for their scholarship and intellect as well as contribution to society. To those who are being recognized with awards, I offer my felicitation.”
References
[10] Effective Teaching strategies innovation in education by Dr. MP Chhaya.
[20] School Education in India – Present Status and future needs by P.L. Malhotra, B.S. Parakh and Mr. CHK Misra (NCERT).
[27] Our Humble Homage to Dr. D.R. Vij, Mrs. Kulbhas & Mrs. Sheila Gori.
[29] Indian Education and its problems today – Dr. S.K. Nanda.
[31] Publishing your school – David Medgett.
[34] The craft of the classroom – Michael Marland.
[37] Improving school attendance – Susan Hallan.
[38] Digital Learning Magazine.
[40] How people learn, Brain mind the school – Bransford J. Brown & A. Cocking.
[42] www.scilearn.com
[50] Am I Teaming Well – Hayes L.
[52] Improving Teaching an Learning through Effective Incentives – Emiliania and Ilana Umansky.


[57] Indian Education Review 2010 NCERT.

[58] Teaching History – Sage South Asia Education.

[59] Journal of Indian Education Aug 2010 NCERT.

[60] Journal of Indian Education Nov 2010 NCERT.


[63] Heissemann School Mismanagement.


[65] Effective Teaching Strategies innovation in Education by Dr. MP Chhaya.


[69] The Art of Teaching - by Gitbert Heghel.


[73] School Education in India – Present Status and future needs PL Malhotra – BS Parakh and Mr. CHK (NCERT).

[74] European Commission.

[75] ESL Employment – Brenda Tournament Hall.

[76] Teachers – Professional and Personal Skills – Chelo Moreno Rubio.

[77] Draft – Code of Professional Ethics for School Teachers (NCERT).

[78] Lessons from Classroom - - Dr. Phil Vincent.

[79] Keeping Good Teachers – Marge Scherer.

[80] Centre for CBL inland use and Environmental sciences – Paper – University of Mumbai.

[81] Advanced Educational Psychology for Teachers by Dr. KP Pandey.

[82] Psychology for the Elementary School Education NCERT.

[83] Teacher Set – Principals forum – 20 June

[84] Journal of Indian Education – Nov 2009 (NCERT)

[85] Indian Education Review – 2010 (NCERT).

[86] Teaching History – Sage South Asia Education.


[91] Heissemann School Management, Observing Teachers at Work.


[93] Effective Teaching Strategies innovation by Dr. M.P. Chhaya.