Abstract

Today’s school education system needs a tremendous change, change in context, change in delivery, change for change and change to move with latest know how and with the latest availability of technology. The awarded teachers are accountable for results and are target oriented who at times assess their own periodical performances. These awarded teachers too understand the role of school education is to help students read and write, understand the basic concepts of arithmetic, develop a scientific temperament and a taste for art and culture, question superstitions and separate the logical from illogical and supercilious. Such awarded teacher acts as an Inspirator, a transformer, a saint and a sage; as he is enlightened, a revelation, a Guru, a torch bearer, a friend, a philosopher, a guide, a director, an actor, a narrator, a debater, a psychologist, a philosopher, a nurse, a counsellor, a saint, a sage, a inspirator, a motivator, a guardian and above all a true teacher. The first necessary equipment of a teacher, therefore, is a strong sentiment of patriotism and exclusive attention to his job. They also understand that a good teacher should be emotionally stable. These awarded teachers with their personal cum professional qualities are the ones who motivate others and others who impart and disseminate knowledge, wisdom and most importantly shape the destinies of communities and nation. These awarded teachers in real sense do the proper time management to excel over the other colleagues. They must get their respect, honour and dignity in the society as they have excelled in the field of education because they had extraordinary qualities in them, besides dynamism, honesty, resourcefulness and improving and producing excellent results. While asking certain questions from the awarded teachers it made them nervous as well as embarrassing although the motive was to extract the best out of these personalities. These awards bestowed on teachers put in more responsibility on their shoulders and further expectations arise in the minds of school managements, parents, their own colleagues as well as their students.

1 Introduction

Prof Amita Rampal of Elementary and School Education at Delhi University Central Institute of Education agrees that the schooling system is not delivering. There are three key factors behind a successful system, according to her building of knowledge and critical faculties, good facilities and
environment in school and an equitable system where all kinds of children learn together. Lessons in schools are often information driven with the teacher giving information that students are expected to soak up and reproduce in the poorly designed examinations, she explains classrooms are dull, teachers just stuff information into students and exam centric approach finishes off any possibility of learning. On the contrary, these award winning teachers enjoy books and share this passion with the children and know how to teach, reading, and plentiful supply of age – appropriate interesting fiction and non-fiction are what children need more than any other educational input as said by Shrinivasan. These awarded teachers are totally aware that Exams percentage, marks and distinction – is this education has been reduced to? Keeping this into mind they concede that education is a way of training the mind to realize and reflect on the truth but whereas in general schools only want their students to take one exam after another. On the contrary, these awarded teachers do understand that a good student always wants to learn so that he can use knowledge at every step of his life. This intention is not just to make money but to gain knowledge for a life time. These awarded teachers do know that a parent who wants his child to progress should be inspired and given gainful knowledge so that the child may not succumb to the rate race of life and they prepare the student to train their mind to realize and reflect, not to just pile up words and download them automatically onto an answer sheet. These teachers further understand that children develop a natural sense of balance. Today we have created fear among children. Education today is only about the body. It does not acknowledge the spirit of the body. They understand children need a natural environment to learn and grow. The awarded teachers understand that what is true function of an educator? What is education? Why are we educated? Are we education at all? These teachers know that the mind creates through experience, tradition, memory and mind is never free from storing up information though it is continuously experiencing resulting in conditioning effects of experience, the mind is is not conditioned. A proverb says, “Train up a mind in the way he should go and when he is old he will not depart from it”. Such teachers believe in instilling right values in children that give them direction and lend meaning to life, empowering them to be more responsible, tolerant and courageous. They also believe in that they need to inculcate in students, respect for different regional cultures, languages, festivals and collective celebrations. Education is an inward journey, where students explore their minds to solve problems in the context of their environment to find solutions and get in touch with their inner self. John Kabat-Zinn said, “You can’t stop the waves, but you can learn how to surf.” Earlier people knew a lot about a few things, today we know everything superficially. One may know about electricity, but may not know about how to fix a light bulb. Today we know a lot in our head, but do very little with it. Here comes the skills and exceptionally adopted methods and steps being taken by these awarded teachers to educate these children in real sense.

2 Objectives
To find out the hidden Personal cum Professional Qualities in the qualified and talented teachers in various Educational Boards, NGOs, State, CBSE, HRD Ministry etc try to extract the best possible qualities amongst their few selected teachers and thereby honours them publically with Best Teachers Award at State or National levels. These Awarded teachers had been successful in their profession and provide motivational learning with good educational skills and strategies in their respective subjects. They nurture the multiple intelligences of their students and strengthen their belief by inculcating in them the confidence measures. For a good teacher the quality of teaching have always been of paramount importance and they keep in mind that globalization of education in mind in general which has further raised its importance as it has triggered a competition among unequal’s. Thus teaching as profession possesses a few features along with other characteristics. Rabindranath
Tagore said: “The highest education is that which does not merely give us information but makes our life in harmony with all existence.” These teachers believe in the Religion of Man. Their basic aim is developing and moulding the individual to become acknowledgeable, respectable, pious and devoted students as well as the would be citizens of the country by infusing in values translated into actions.

3 Rationale
These awarded teachers develop a healthy appetite for life amongst their students to let them enjoy what the world has to offer. These teachers enable the students to learn the technique of deploying inner components to achieve success, happiness and growth to their potential. They bring an improvement in students’ inner personality – the mind and intellect which need to cultivate fine emotions and a sharp intellect to help steer them through life’s challenges. These awarded teachers do know that every person is born with a unique talent, a deeply – embedded life interest. They identify their talent and invest their energies in it, fix a higher goal, work dedicatedly towards the goal which brings in inspiration, creativeness, energy and congenial classroom atmosphere; that further enhances motivation to translate talent into action as they thoroughly understand that knowledge is not mere cramming of information as true wisdom lies in clarity of thinking and strength of intellect.

Speaking on the role of teachers Dr. Ashok Chauhan, the founder Chairman of Amity University and Education Group said, “Teachers play a pivotal role in shaping young minds by influencing their thought process.” Education today is finally acknowledged as full fledged industry with students as the clients. It is the task of the teachers and the institutions as service providers to deliver quality service to fulfil social obligation of society. These awarded teachers are fully conscious and are aware that time spent in schools, however is that precious preparation time. When young minds get myriads of opportunities to train themselves, acquire knowledge and become assets for the nation. They understand that our students are parents’ wealth, school strength and Nation’s health.’ Therefore, the values imprinted in the minds of students are foundations on which a society can be made compassionate.

These teachers ensure that the educational institutions must take into account the evolving national scenario and global developments to structure curriculum that caters to the opportunities and challenges that are likely to be faced by students. The process of globalization with rapid advances in science and technology, particularly information technology has been defining the achievements. Globalization has created an inter-related and inter-linked world. Higher education must therefore develop analytical, creative and scientific capability of their students. Teachers have to be careful that by concentrating on quantity we do not compromise on quality, Swami Vivekananda said, “The more power of concentration, the more knowledge is acquired, because this is the one and only method of acquiring knowledge.” Whereas Mahatma Gandhi said, “Education is just a means. If it is not accompanied by truthfulness, firmness, patience and other such virtues, it remains sterile.” Therefore, with their healthy Personal cum Professional Qualities of these awarded teachers they have been looking at the holistic assessment of a learner which also includes co-scholastic area of the skills, attitudes and values, sports and games as well as co-curricular activities. By doing so they earn more respect and honour in the field of educational institutions and amongst their pupil.

4 Research
In order to carry out research on the “Impact of Personal cum Professional Qualities of the Award Winning Teachers’ 100 teachers including Principals, Vice Principals and other teachers were
contacted who have been bestowed upon with State, National and CBSE Boards awards but only 50% responded for invariable reasons like:-

i) Not interested to respond.
ii) Paucity of time.
iii) Don’t want to write.
iv) Do not want to answer owing to some complexes.
v) It was difficult to answer some questions.
vi) Wants to keep close to their heart.
vii) Do not want to make it public.
viii) Fear of being exposed.
ix) How will it help them?
x) Why should they tell the truth and write?

Different set of Questionnaires were prepared on personal and professional qualities of these award winning teachers and were circulated through post and some of them were interviewed personally by the author. The questionnaires drafted and framed earlier were sent to be filled and returned within stipulated time. After collecting the questionnaires, data and figures were studied and analysis concluded. The worrying question was why these few teachers have been awarded? What was so special in them? How can these awards bring in further motivation? What was the value of awards? Do they really deserve? What were the criteria for their selection? How about others who too were exceptional but were ignored etc etc. The tools adopted were preparing appropriate questionnaires, fixing an appointment, interviewing, recording and talking through phones in few cases to clarify further. For a pilot testing, the questionnaires were distributed to five awarded to get their feedback and also to know that there are open ended questions and basically are based on two point scale. The main purpose of taking this topic of ‘Impact of Personal Cum Professional Qualities of the Award Winning Teachers was to know the impactful and influential changes that creep in after the award is bestowed. The proposed framework for the National Awarded can be listed as under:-

i) Nation Award at advanced level.
ii) National Award at Intermediate level.
iii) National Award at formative level.
iv) National Award at entry level.

These awarded teachers understand and appreciate the intellectual levels and needs of the modern day students. They realize the importance of the need to bring in paradigm shift from remembering, understanding and applying to improve important skills. They understand the concept of ‘I am teaching but is he learning?’ The role playing by the awarded teachers is tremendously effective in encouraging, focusing; motivating the other members of the teaching faculty. The educationalists are of the view that the burden rises from knowledge as a ‘given’; an external reality existing outside the learner and embedded in textbooks; knowledge is essentially a human construct; a continuously evolving process of reflective learning. The personal and professional quality of the award winning teachers enhances the critical thinking to enhance once effectiveness in every part of their professional skills.

The main findings are to be recorded and further suggestions be given after analysis the entire collected data of the interviewed awarded teachers, which can be summed up as:-

i) The number of awards introduced are too small for large community of teachers.
ii) Minimum at least 500 to 1000 teachers should be awarded at National level and similarly States should also increase such awards.
iii) The Selection Committee for the awards should be more strengthened and should have eminent educationalists in the team who are known for their integrity and public status.
iv) The CBSE, National Awardees and National Awardees should be given extension in service for minimum three years and for the State Awardees for two years.

These award winning teachers are acquainted with exceptional qualities like:-
i) How to disseminate information.
ii) How to maintain healthy relations and environment
iii) How to handle stress and time management.
iv) How to bring in effectiveness and improve the value education and the teaching skills.
v) Understands that education depends on action and is the means of transforming, reorganizing, reshaping, accepted meanings and values, a means of attending to “the lived situations of life.”
vi) Understands the value and importance of Resource Centres.
vii) They have the knowledge of assessing diagnosing and the evaluating strategies.
viii) They are immanently approachable.
ix) They feel satisfied in even handling the so called difficult students.
x) They design new tools for students and come with innovative methods of teaching.
xi) They focus more on significance, teach ability, desirability and report ability.
xii) They restrict to the professional characteristics teaching skills while teaching and keep healthy and congenial atmosphere in their classes.
xiii) They improve upon their professional qualifications, attend refresher courses and know the art of finishing their courses.

Gibbs said, “These teachers need to be able to survive the demands, threats and challenges within the diverse circumstances in teaching.”

5 Design
The analysis of the survey conducted on these more than 50 awardees bring into light that most of these teachers know their maximum students by name, their parents by profession as well as the hidden talent of their students in which field they can further excel. Keeping in view the need and requirement of time these teachers request their school management committees to further introduce elective as well as vocational subjects in the school curriculum, besides also join hands and give an appeal on behalf of parents to collect and contribute during the call of nation that is National Calamity as well as assist school in maintaining green and clean environment; even participate in Vermicompost, Paper recycling, water harvesting projects etc. They also enable the better assessment of high order skills and improve upon better assessment of high order skills.

But here again there is always variations amongst teachers and their way of teaching as well as in teaching skills owing to their aptitude for teaching, knowhow of the subject matter, way of delivering and communications etc. But one cannot rule out that these awarded teachers are the real Nation builders, ambassadors, a source of information, a store house and persons upon whom one can bank upon. There were limitations in the questionnaire given owing to:-
1) More clarity could have been asked there in questions
2) More persons (awarded) could have been contacted.
3) Not everything was answered very clearly.
4) Some information may have been concealed.
5) There was paucity of time with investigator.
6) Some awarded teachers had already died.
7) Could not contact others owing to change of addresses etc.
8) Not all the components asked were taken in high spirit by some of these awarded teachers.

6 Analysis
Inspite of all limitations only 50 awarded teachers could respond although 100 awarded teachers were contacted who were awarded with State, CBSE and National Awards by State Governments, Central Governments, and CBSE etc. The analysis concluded are as under:

i) 04 Awarded were awarded with CBSE Awards
ii) 11 Awarded were State awarded.
iii) 36 were National Awarded.
iv) 73% Awarded were with family connections in teaching faculty.
v) 40% improved their qualifications after joining as teacher.
vi) 75% were female Awarded.
vii) 25% were male Awarded.
viii) 70% were satisfied with these awards.
ix) 30% were not happy and satisfied with the award and the cash amount given.
x) 35% felt such awards leads to professional jealousies and intrigues amongst colleagues.

Besides all above, these teachers are the pride of Nation, school and society and are the real torch bearers upon whom one can depend upon. These are the ornaments of the teaching community. They are the perfect ones who rightly believe in a Chinese saying, “Give me fish I eat for a day, teach me to fish and I eat for a life time.”

7 Interpretations
Although the investigator tried to go into depth in taking out the best on the topic of “Impact of Personal cum Professional Qualities of the Award Winning Teachers”, yet some facts might have been left out and overlooked but the fact cannot be ruled out their sense of duty, devotion, determination, dedication, cooperation, coordination, passion and mission that reflects in their personal and professional qualities. There are too many expectations of society and the school authorities from such awarded and are looked forward in positive atmosphere to evolve them in all related activities of the institutions. The Awarded teachers are:-

i) Good in their subject matter.
ii) Good in delivering material in classrooms.
iii) Good in communication.
iv) Good in handling students.
v) Good in skillful teaching and imparting value education.
vi) Good in creating maintaining healthy class atmosphere.
vii) Good in time management and in completing syllabuses in targeted period.
viii) Good in taking along weak and slow students.
ix) Good in follow up and in pursuing the given task.
x) Good in attending seminars/workshops etc and sharing the contents with other colleagues.
x) Good in career guidance as well as act as counsellors etc.

In today’s scenario, globalization has created an inter-related and interlinked world higher education therefore must develop analytical, creative and scientific capability of their students. The American Commission on Teachers Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively but in critical measure upon the quality of their education; the quality of their education depends upon any single factor; upon the quality of their teachers.”
8 Findings

Although beautifully drafted and prepared questionnaires on the impact of personal cum professional qualities of the award-winning teachers were circulated to almost 100 awarded teachers at State level, CBSE National level awardeds. Few were contacted personally too but only 50% responded and some of them after giving them frequent reminders to send the filled-up questionnaires. The investigator being fully conscious about certain facts and limitations of the questionnaire admits that there is yet no exclus:-

1) The questionnaires were too exhaustive
2) Few questions were overlapping.
3) The sample carried out on few selected awardeds could have been given to some more aware awardeds.
4) Some awardeds retired and their contacts and addressees could not be located.
5) There was constraint of time with the awardeds.
6) Being Principal of reputed Public Senior Secondary School there was paucity of time with investigator too.
7) Keeping in mind long distances some could not be contact personally.
8) Certain questions were of embarrassing nature for the awardeds.

A recent survey of nearly 1,52 million schools undertaken by NUEPA reveals a startling picture of facilities in schools. Over 41% schools do not have playgrounds, 43% schools do not have electricity connection, 76% do not have computers. Although more than three quarters of the schools have library, 82% did not have a librarian to look after books and guide the children. Most children in this country come from homes where recreational reading is not a priority or even a possibility, and so they depend upon school for their books. Most books tend to choose some preaching morally uplifting books that no one reads and these are not easily accessible to children. In the Indian system of education, even today the condition of teachers is that 28% of teachers in primary schools are not even professionally qualified according to official statistics. In some states the situation is even worse. In the either North Eastern States, just 36% teachers are qualified on an average. In Bihar, Bengal and Jammu and Kashmir about 03 out of 05 teachers are not duly qualified to teach primary students.

Whole generation of children – India’s future are going through this broken education system, somehow managing to get past exams or dropping out by the wayside. It is not difficult to imagine what their and the country’s future is likely to be if things are not improved drastically. India thus needs a totally qualified and educated teachers with mission and passion to teach students at school level and prove their worth as have been proved by the award winning and dedicated teachers. The power thirsty teachers in a school feel extremely restless when they meet with opposition from their colleagues; who also assert their own claims. They then begin to think out schemes and manoeuvres to win people to their own point of view. And it is here that disharmony in a school takes its birth. We need to have a separate ministry to focus on Elementary Education instead of putting everything under the Ministry of Human Resource and Development. There are innumerable factors that lead to build up personal and professional qualities of the Award winning teachers. It is really difficult for the organizers, State Boards, CBSE, HRD Ministry and other NGO’s to select amongst thousands of teachers the best one to be awarded. The criteria involve carrying out a survey inviting applications, scrutinizing applicants, school and board results, innovative methods being adopted, techniques being adopted, length of service period, role with Board, refresher courses and seminars.
attended at different levels, rapport with school management, respect in society and overall reputation with students and colleagues etc. These awarded teachers and others in general give their whole youth to their institutions but are not adequately looked after by the Government and society in particular. They are meagrely paid but called as Nation builders, are respect in schools but ignored by society as such. Former Union Minister of HRD Mr. Kapil Sibal while speaking to reporters announced that Free Education will be given up to the highest level for any sportsperson those bringing laurels to the country. If sport person can be given such incentives then why not the State and National Awarded teachers who produce and prepare students to be would be National and International players, IAS, IFS officers and even the politicians, the custodians of the Nation. Why injustice is being done to the reverent Guru the teachers who as per Wall Street Journal titled, “Critical Skills Needs and Resources for the changing work force” found amongst these exceptional teachers adaptability, flexibility; critical thinking/problem solving and leadership as the most important skills; whereas William Burrough said, “The aim of Education is the knowledge, not of fact but of values.”

References

[10] Effective Teaching strategies innovation in Education by Dr. MP Chhaya.
[12] School Educators Magazine – Col. L.
[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. Kulkhas & 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