

TEACHING AND ITS PERFORMANCE ASSESSMENT FOR QUALITY EDUCATION

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Abstract

Education is an important factor not only in overall development of the economy of a country, but also, in the development of expertise, excellence, knowledge and skills of their people. All over the world higher education is playing an important role by introducing sound quality strategies to achieve both of the above mentioned goals. This paper deals the quality in higher education can be (and is) understood and considered in a number of different ways and there is no worldwide agreement on how to deal with quality in higher education.

Keywords: Education, Quality, Teacher, Learning, ICT.

Introduction

Separation learning and online degree programs have increased firm toehold in scholastic organizations everywhere throughout the globe. What was once viewed as the specialty channel for the conveyance of educative substance is quickly getting to be standard, expanding access to training, extended income openings and new market for content for colleges. There is much evidence in the Vedic literature to support the contention that a teacher in ancient India was held in high esteem. Even a king would stand up in his court to receive and bow before a teacher who was considered a god. The king's obligations towards the Guru and the Gurukul ended with the presentation of gifts and he would not interfere in the affairs of the Gurukul. The respect enjoyed by the teacher was due to his adherence to the ethical principles governing his conduct and behavior on the one hand and on the other his utmost devotion to his profession, which involved generation and transmission of knowledge. But things have changed with the passage of time, especially with regard to his status in the society. A number of factors like expansion of the educational system, growth in knowledge leading to proliferation of areas of study, pursuit of material values, are some of the reasons responsible for the change in the perception about a teacher's job from a mission to an occupation as a means to earn livelihood. However, non-adherence to the basic ethical principles expected of a teacher has also led to the deterioration of his status in the society.

For over a century, instruction has remained generally unaltered. Classrooms loaded with understudies conceding to the knowledge of an infinitely knowledgeable teacher has, is, and numerous accept will keep on being the acknowledged method of direction. In spite of numerous mechanical advances and the presentation of new instructive ideas, the lion's share of the present classrooms keeps on utilizing

this conventional mode. Instructors have flourished in an air pocket resistant from headways in innovation, yet the expanding rate of progress of these advances now appear to undermine to blast this air pocket. The world is changing - it is getting both littler and greater in the meantime. Our reality recoils as advancements now enable us to impart both synchronously and concurrently with peers the world over. On the other hand, the blast of data now accessible to us grows our perspective of the world. Because of the capacity to convey comprehensively and the data blast, instruction must change. Most teachers might not have any desire to change, but rather the change is coming - it involves when not if.

The test is to set up the offspring of today for a world that still can't seem to be made, for employment yet to be created, and for innovations yet undreamed. As we will see, the main thrusts of Moore's Law, Metcalfe's Law, innovation combination, and a changing world economy are rethinking the way our kids should be educated. The present showing worldview of the educator as the owner and transferor of data is moving to another worldview of the instructor as a facilitator or mentor. This new educator will give relevant learning situations that draw in understudies in collective exercises that will require interchanges and access to data that no one but innovation can give. It's a dependable fact that instruction is eased back to change, particularly infusing new advances. This is portrayed by Jukes and McCain (1997) as worldview loss of motion, the postponement or breaking point in our capacity to comprehend and utilize new innovation because of past encounters. It takes new encounters to supplant the old ones, and this just requires significant investment.

Review of Literature

Yildirim (2007) adapted that schools charge to accommodate adapted admission to technology. Furthermore, schools and accompanying

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institutional systems charge to apply new behavior to absorb agents in the controlling and planning processes apropos ICT in their classrooms. Lim (2007) conducted a qualitative abstraction analytical able and abortive ICT affiliation in schools in adjustment to accommodate actual solutions. The after-effects showed that the availability of ICT tools, the enactment of antidotal and educational attempt and procedures, as able-bodied as the assay of action a allotment of teachers, teaching administration and acceptance are acute elements to establishing a well-managed ICT-integrated class. By emphasizing these elements, a acquiresments action that is added acceptable to appoint acceptance in higher-order cerebration can be facilitated.

Syed Noor-Ul-Amin (2007) Advice and advice technologies (ICT) accept become commonplace entities in all aspects of life. Beyond the accomplished twenty years the use of ICT has fundamentally afflicted the practices and procedures of about all forms of endeavour aural business and governance. Apprenticeship is a actual socially aggressive action and superior apprenticeship has commonly been associated with able agents accepting top degrees of claimed acquaintance with learners. The use of ICT in apprenticeship lends itself to added student-centered acquiresments settings. But with the apple affective rapidly into agenda media and information, the role of ICT in apprenticeship is acceptable added and added important and this accent will abide to abound and advance in the 21st century. In this paper, a abstract assay apropos the use of ICTs in apprenticeship was provided. Able use of ICT for Education, forth with ICT use in the teaching acquiresments process; superior and accessibility of education; acquiresments motivation. Learning environment. Besides, an overview of the ICT and bookish performance.

A.C. Namur (2007) this abstraction was agitated out in a Turkish university with 216 undergraduate acceptance of computer technology as respondents. The abstraction aimed to advance a calibration (UECUBS) to actuate the bent computer use behavior. A agency assay of the accompanying items appear that the factors were can be disconnected beneath 5 headings; bookish property, amusing impact, assurance and quality, net candor and advice integrity.

Ashish Hattangdi and Atanu Ghosh (2007) Changes in the bread-and-butter and amusing fundamentals alarm for transformation in the skills, capabilities and attitudes of the masses. This requires a about-face in the supply and apprenticeship acclimated in the accepted apprenticeship system. The purpose of this

cardboard is to advance affiliation of Advice and Advice technologies (ICT) in college apprenticeship for imparting calmly accessible, affordable and superior college apprenticeship arch to the bread-and-butter upliftment of India.

Status of Teaching Profession

Teaching is assessed on the basis of criteria discussed for a profession and compare with doctor and advocate profession, it may not come at par as profession. A doctor and advocate have the freedom (autonomy) to start his own clinic and office for their profession but. They have to register themselves in their councils or associations. They have to follow the code and conduct (ethics of their profession). The performance of doctor or advocate can be assessed easily. They do not have personal relation through their profession. But teaching is different type profession which its own uniqueness.

It is a fact that a teacher acquires knowledge's skills, training and work experience before entering their profession. The main task of teacher is to develop the personality of a child i.e., cognitive, affective and psychomotor aspects in our context. There is not teacher council or teacher association for granting permission for joining profession of teaching.

There is no separate code and conduct for the teaching profession. Teaching is organized in group or in class form rather than individual level. Teaching is a pay or salary receiving profession. It is difficult to assess the performance of a teacher because the students acquire knowledge from the sources also. It is difficult to evaluate the contribution of a teacher in the development of child personality. On the basis of these facts it seems that teaching is quasi-profession.

It is in the process of professionalization. In real sense, teaching is a mission. A teacher has the social responsibility which cannot be ignored. The students of teacher are like his sons and daughters. A teacher has some emotional in their development. Teacher taught relation is an important factor in teaching process.

Conclusion

To accredit pre-service and in-service agents to administer ICT as a allusive pedagogical tool. They recommended that schools accommodate agents with solid affirmation acknowledging the absolute papules of technology-based and student-centered apprenticeship on apprentice acquiresments and accomplishment on connected tests. For instance, schools can accommodate opportunities for preserves agents to beam a array of examples and models, which they can again administer with absolute learners. Schools charge to advice pre-

service agents accept difficulties they may face if they activate to use ICT in their classrooms, and present able strategies for acclamation them. In sum, academy leaders should ensure that agents accept that the ultimate cold of technology affiliation is to beforehand the teaching and acquirements process, not alter it. Developing a pedagogical archetypal requires a able hotlink amid approach and appliance in adjustment to advice agents affected the obstacles faced in technology affiliation. Thus, it declared that acceptable planning for technology affiliation requires a appropriate compassionate of specific accouterments and software accompanying to the curriculum. Staff development and abecedary training are as well basal to acknowledging the chic with technology integration.

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