

Abstract critique



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Transformation of Teacher to Teacher Leader – An Indian Scenario

The purpose of this study is to illustrate the step by step transformation of simple and ordinary Indian teachers to someone who is bold and leader-acting individuals after using a structured models that will be applied to various educational institution (as cited in Raj, 2009). The scope of this article is to present the various matters that affect the teaching profession in both positive and negative manner. The strategy used was a meta-analysis inquiry of various literatures that explain the reason for the decreasing status of the said profession and the specific model that will create reversion of this feared trend. These were gathered from different published books and studies that underwent relative inquiries related to the topic and the various models that contributed to the creation and foundation of tactics that will encourage reversal in this manner.

These include:

1. The factors that negatively affected the teaching profession in India
2. The exploration of other factors that needs to be retrained and re-introduced to the whole targeted population.
3. The various models that have been used in the past by different other researchers.
4. The creation and reorganization of teachers through following the Connect, Influence and Develop (CID) pattern in various Indian educational institutions (cited in Raj, 2009).

The author concluded the article through clearly stating the holistic approach of improving and fostering Indian teachers as leaders in their field. He further noted that “ This Holistic development (psycho-spiritual-intellectual) will address the much needed cross cultural tolerance & will upgrade the level of

not only learning but also global employability skills of students and teachers” (as cited in Raj, 2009).

The limitation of this article comes with the presentation of the model followed by the subjects of the study and will not impose or change the current status of teachers. It will not efforts to change what is being followed by other educational institutions around the world.

CRITIQUE:

After the article was being read, and reviewed, I personally believed that it had presented a good example for those people who strive hard in improving the leadership status of different types of teaching individuals. In addendum, it also took effort in presenting the influences that technology provided to the individuals, especially that in this fast paced world, there is nothing that will be new but technology itself (as cited in Sweeney, 2003). This article however did not attempt to change the idea of what is the best model to be followed, rather to show the things that might be useful in changing the current status of the teaching individuals.

The good thing about this topic is that it clearly provides the positive and the negative side of technological advancements in a developing country, like India. It also provided suggestions that will help in fostering change in the profession being discussed. Furthermore, it also presented the different effects posed to various sectors in the scheme involved such as the students, the teachers, the stakeholders and other personalities involved in the system. On the other hand, it failed to provide specific objectives that will clearly show the process of changing the whole setting into an improved state.

It would have been good; however, if the author composed the article in a

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bigger prospective that will tackle not only the problems in India but also in the other neighboring underdeveloped countries.

The article has clearly provided a good example for the other teachers around the world. It has presented various influences discovered by left behind the popularity of other strategies. It also presented the holistic approach in changing the teaching environment not just in India but possibly around the world.

References:

Raj, L. (2009). Transformation of Teacher to Teacher Leader: Indian Scenario. *Indian Journal of Science and Technology*, 2(7), pp 61-63.

Sweeny, D. (2003). *Learning along the way: professional development by and for teachers*. Portland, ME: Stenhouse Publishers