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Elevating Quality of Educators - Need of an Hour

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Abstract

The quality of edification can be a direct consequence and result of the level of teaching staff and the teacher training system, and it therefore depends on the professional development opportunities of the teacher. Bringing qualitative changes to the institutional effectiveness of the teacher education system can be a large and difficult task in itself. The development and changes of the last decades require a new look at the professional development of teaching staff. Professional development for teachers is based on the idea that "teachers are made, not born" as opposed to the belief that "teachers are born, not made". Because teaching is considered both an art and a science, in addition to knowledge, a teacher must also acquire skills known as "tricks of the trade." The purpose of the discussion in the course of this work is to provide an understanding of the professional development of teaching staff in the problems of quality education in the context of higher education. This article is based on secondary data obtained from various analytical studies, documents and reports. The insights presented in this article can help educational institutions and policy makers demand necessary action and move forward in creating higher education.

Key words: Quality, input, output, barriers, motivating factors

Full Paper

Outline

As said by Rabindranath Tagore, a teacher can never really teach unless he himself learns. A lamp can never light another lamp unless it continues its flame. A teacher must constantly improve himself, because the profession he belongs to is so responsible and noble. No profession is possible without a TEACHER. In addition, the Education Commission (1964-1966) said: "A professional training program for teachers is essential for the quality improvement of education. Investments in teacher training can pay very rich dividends because the financial resources are small compared to improving the education of millions." On the other hand, teaching has seen a better change in the teaching process due to the technological developments that have changed in the year. In this sense, every teacher must be aware about the future technology of his teaching profession (his department) so that he can have interactive and interesting teaching-learning.



Higher Education in India

Over the past decade, India's higher education sector has grown exponentially. Despite impressive growth, India's Gross Enrolment Rate (GER) stands at 19.4 percent, which is currently well below the global average of 27 percent. (Ernst and Young, 2012). The Government of India plans to increase the share of GER in higher education to 30% by 2020 (FYP, GOI, PC, 2012). According to a recent UGC report (2013), the number of colleges has increased from about 30 universities and 750 colleges in 1950-51 to about 700 universities and university-level institutions and 35,324 colleges (2012-13).

According to the 12th Five-Year Plan, the higher education sector is plagued by a lack of well-educated personnel, poor infrastructure, and outdated and irrelevant curricula. The use of technology in higher education is still limited and the level of research and teaching in Indian universities is far below international standards. A study conducted by the National Skill Development Corporation (NSDC, 2008) on "Manpower and Skill Requirements in the Education and Skill Development Services Sector" estimated India's demand for teachers and education up to 2011 in key segments of the education and skill development sector. In this study, the tertiary teacher to student ratio was much higher at 26:1 compared to the recommended standard of 15:1. The assessment also takes into account expected changes in technology, content delivery, e-learning, etc., and it is estimated that between 2008 and 2022, colleges would gradually need approximately 31, 71,000 lecturers to ensure student learning - Teacher ratio of 20:1, which would be a difficult challenge for the country. Hence, it is a known fact that the main challenge to quality education in higher education is lack of well-trained teaching staff.

Challenges in higher education in India include disenchantment with teaching and learning, staff shortages and lack of legitimate teaching faculty (British Council, 2014), which are discussed in two below:

1. Glitches relating to teaching and learning:

One of the extreme challenges facing higher education in India is shortage of faculty as well as poor cultivation in teaching for educators. Besides, impediment relating to teaching and learning which compound the hindrances include (British Council, 2014):

- Archaic, rigid curricula and the absence of employer engagement in course content and skills development. Very few opportunities of interdisciplinary learning.
- Pedagogies and assessment are focused on input and rote learning, students have little



opportunity to develop a wider range of transversal skills, including critical thinking, analytical reasoning, problem solving and collaborative working.

- High student teacher ratio due to lack of teaching staff and pressure to enroll students.
- Separation of teaching and research; lack of early-stage research experience.
- An ineffective quality assurance system and a complete lack of accountability by institutions to the state and central government, students and other stakeholders.

2. Shortages of faculty:

The 12th Five Year Plan clearly shows that due to the explosive growth of higher education there are too few qualified teachers. Expansion of faculty during the Twelfth Plan from the present 8 lakhs to 16 lakhs. All institutes, whether central, state or private, should work together so that the capacity for graduate and doctoral studies can be significantly increased to make this possible. It is widely believed that working in higher education is underpaid in India. However, a recent study of academic income in 28 countries shows that India's average academic income is one of the highest in the world (at purchasing power parity). Dispelling common misconceptions about teaching in India is critical to attracting talent. Furthermore, it has been found that a large proportion of academic staff currently teaching in colleges are casual or part-time employees, and this is likely to continue. It was recognized that to improve their performance, changes are needed in recruitment procedures, working conditions and participation in faculty development projects, including the use of online technology for faculty development.

Holly and Mcloughlin (1989) state, "If we view teachers as professionals, we also consider them capable of creating their own agendas for professional development." It indicates that every teacher has his/her own capacity of conducting the professional development.

Mohan and Perras (2011) surveyed on the significance of teachers' perception on how rational their professional development experiences were for teacher learning and programme implementation in the school level. The study was conducted among 112 male teachers and 88 female teachers or educators around the city of Hyderabad. The educators were selected randomly between the ages of 25 to 55 years with the teaching experiences ranging from 5 to 25 years. The subject elective was not considered in the sample and sampling techniques used in the study was simple random sampling.



It was founded that the opportunities for teachers to plan implementation and technical support for professional development are important to promote an effective curriculum in schools. The study also revealed that teachers need classroom management skills to effectively implement the curriculum. Thus, it was concluded from the study that teachers have a positive attitude towards professional development activities that include the experiences and suggestions of administrative staff in implementing an effective curriculum.

Quality of Education and Teachers (India Today)

- Teachers play a key role in ensuring that students receive the lessons they need to keep their minds active in their pursuit of knowledge.
- Pupils' likes and dislikes regarding attending classes or interests in a certain subject can be related to the quality of the teacher and his teaching. The challenge of improving the quality of teaching by training teachers and supporting them with modern teaching aids, tools and methods - such as smart classrooms and digital course content - must be taken up so that teachers can be proud of their work.
- It also encourages more people to the teaching profession, helping to solve the space problem.

All is not well with our education system, according to the 2017 Education Report, which shows the state of our education system. Although the results show that the number of primary school graduates has increased over the years, they still lack basic skills. It was estimated that approximately 25 percent of students aged 14 to 18 could not read basic text in their mother tongue, and more than half had difficulty performing basic arithmetic.

Need of the hour: Addressing gaps in Indian Education

1. Initiatives like **Sarva Shiksha Abhiyan**, launched in 2001, do seek to address the issue of school infrastructure, teacher quality and training, filling vacancies, but even today, there is a long way to go.
2. As economic conditions improve, aspirations for a better future increase, families who have affordability power prefer to enroll their children in **private schools** -- in hope for a better learning outcome.
3. We will need to urgently transform our education system to meet the aspirational needs of the new generation, which will ensure that India's demographic dividend continues to remain its asset.



4. We will also need to ensure that a proper **learning ecosystem** is available across the length and breadth of the country for desired learning outcomes to be achieved.
5. Only investing in education institutional premises is not enough, these will become centres of learning only if the **students and teachers connect**, and interest in teaching and learning is enhanced using appropriate pedagogy.
6. There is a an additional need to have monitoring procedures and processes in our schools so that **learning outcomes** are regularly assessed and remedial measures can be taken in a timely manner to address shortcomings.
7. The recent initiatives of having **smart classrooms** in public schools could go a long way in addressing this need of an enabling ecosystem with features and facilities like digital content, broadcasting classes conducted by experienced teachers, interactive classes through video conferencing, etc.

These can make learning more inviting and motivate teachers to improve their teaching methods using smart technologies.

Unsaid and Unheard important fact

It is undeniable that the key problem in this situation is a lack of employable skills. In addition to this, teachers who are genuinely and honestly working hard to maintain in this field are sometimes shunned or overlooked; these are extremely sensible difficulties that require quick constructive attention. Who will listen is the same question once more. In the particular educational organization, they are the equivalent of an UNTOUCHABLE component. Expecting teachers to be good in such a hopeless situation is difficult for both students and organizations.

Conclusion

To recapitulate, teaching is a noble and responsible profession that requires extreme care from both sides. A teacher should use technology as much as possible and help improve the quality of teaching which not only helps the teaching fraternity but also the students and the organization. The human dignity of every teacher must be preserved. Online courses are a broad and common platform for improving the quality of teaching, and teacher training modules must be interesting.



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