

Role of Teachers' for Commitment to Higher Education

Ganesh Kumar

ABSTRACT:

Education for sensitivity, education for inculcating right value lies with the teachers. Teaching which implies interaction in a triadic frame and where the knowledge ideas, concepts and concerns are shared with appropriate rigors and depth, it is basically a system of activities which involves presenting, asking, responding, reacting, communicating and offering feedback. The physical infrastructure facilities, the method and technological innovations to enable teaching in a better manner are important above all is the quality of the teacher, the commitment of the teacher as far as the education system is concerned.

Introduction:

The physical infrastructure facilities, the method and technological innovations to enable teaching in a better manner are important above all is the quality of the teacher, the commitment of the teacher as far as the education system is concerned. The emphasis on the central role played by the teacher in the promotion of quality learning. It has been long accepted in the Indian education system. There is a crucial link between teacher's motivation and quality of education. We have recognized this and as a result of that, the National Council for Teacher Education, the University Grants Commission and other bodies have taken a number of initiatives to develop the quality of teachers, the working conditions for the teachers so that they are able to deliver what is necessary for the education system. These are three goals- improving the access, improving the quality, improving the equal access and relevant education has determined our education policy of higher education today.

Purpose of the Paper:

In this paper we will explore some of what we believe to be the more significant aspects with regard to the practice and experience of education. This is not an exhaustive listing of issues - but it does bring out some of the key dynamics and highlights some important areas of action and reaction for teacher's and learners with respect to development of higher education.

Analysis of the paper:

The objectives of university training should include; teaching to think, teaching fundamentals, and teaching to achieve action. I recognise how teachers are important in the education system at the college and the university level, let alone, of course, the pre-college stage. I being a teacher for the last 30 to 40 years in one of the leading universities in the country, it is quite obvious to me how a teacher constitutes the core of the education system, a living core for the system.

The objective of education is to deliver and to transfer in the student what exists in the shape of capabilities captured through a subject, the

Asstt. Professor., Raghunandan Teachers' Training College,

latest knowledge available in the subject but in a manner which will develop the human capabilities, which will develop the capacities of the student, make him more innovative, make him more creative. The role of teacher in transferring the knowledge in a manner that we are able to develop the capabilities and innovative qualities in the student is important. Not only the teaching method is important but the curriculum is important, the way of transferring it is important.

Development of curriculum to the extent possible, as recent as possible, conveying it to the student in a manner that he or she understands and that makes him or her more imaginative and creative is all dependent on the sagacity of the teacher. How effectively the teacher is able to transfer this to the student is the key for developing the students' capabilities. Therefore, the need for emphasis on the role of the teacher both at pre-college as well as college and university level institutions.

There is one thing that I would like to underline at this stage, which is, what kind of teachers we produce at different levels, much depends on your higher education system. It is in the higher education system that the teachers are produced, who take add-on qualification through a B.Ed. or M.Ed. degree. So, the foundation of a teacher is laid down in the colleges, in the universities through the undergraduate, post-graduate, research degrees with B.Ed., M.Ed. as an additional input to enable him to take a professional of teaching. Therefore, I would submit that higher education is a core even for teacher education. How best teachers we are able to produce will depend on how strong qualitatively and good our higher education is.

We have come a long way as far as the higher education is concerned. Our education policy which began in 1968 was modified in

1986 and further reviewed in 1992 and now we are taking a major initiative. All these policy initiatives were determined by two important Committees' landmark reports the Radhakrishnan Commission report in 1948-49 which, in fact, led to the establishment of the University Grants Commissions, followed by a very remarkable report by D.S. Kothari which really laid down our policy of 1968 and 1986 and later developments.

These are three goals- improving the access, improving the quality, improving the equal access and relevant education has determined our education policy of higher education today. The technology has come as an instrument: there are new technological innovations which make the teaching more facilitating, more interesting.

We began in the early 50s hardly with 25 universities. Today we have close to 400 universities. We began with about 700 colleges in the early 50s. We have about more than 19,000 colleges today. We began with about 15,000 teachers in the colleges and universities in the early 50s and today we have five lakhs teachers in the universities and colleges. We began with a couple of thousand students in the early 50s and today we have about 1.40 crore students, including the graduates and the postgraduates. If we include the certificate and distance education and diplomas, then our total population going to higher education is close to 1.60 crore based on the population census or national sample census. So, there is a several times increase in the educational capacity of higher education in the country.

The consequences of this development are the multiple manifold increases in the colleges, universities and schools, and as a result increase in access to higher education to a large number of students. Our enrolment, our access to higher education has improved manifold. You know

better than I do that educational scientists measure the access to higher education through what is called gross enrolment ratio: that those who complete 12th standard or those who are in the age group of 18 to 23, what portion of them goes to the higher education? That is an indicator which we use to measure the access to higher education. In the early 50s, less than one percent of our students in the age group of 18 to 23 used to enter into the colleges and thereby into universities. Today that ratio is about ten percent on the selected educational statistics collected by the Ministry.

So, there has been a ten-time increase or 14-times increase in the access to higher education between 1950 and say, 2009. This is a very important achievement in my view. At the same time, the access to a relatively disadvantaged section like the Scheduled Castes, Scheduled Tribes, women and others has also improved over a period of time. This is an achievement about which we should be proud of. There is no doubt about that. In the process, the quality of the teacher has increased. We have now a much larger proportion of teachers with a degree, a postgraduate degree, with professional qualifications like B.Ed., M.Ed., etc. with lot of publications, teachers with lot of research, with lot of opportunities to attend the conferences and enrich them in terms of their knowledge. There is an improvement over a period of time.

Therefore, one of the issues before us is how to increase the access of students to higher education. There is something called eligible enrolment ratio, that is, of those who complete the 12th standard, how many of them enter into colleges? We have estimated, based on national sample survey data, and we realize that only 53% of the boys and girls who complete the 12th standard enter into college. It means about 47% or 48% go to other areas, not necessarily get dropped out, but they may be going to other

areas. Nevertheless, a little less than half of our students who complete 12th standard do not enter into the higher education system.

The important issue that we will address and that relates to the teacher education also is the quality of education. The number of our universities has increased, the number of colleges has increased, the student numbers have increased, faculty has increased and yet, because of higher demand and supply not matching with the demand, there has been a problem of quality and higher education and we have to recognize.

Therefore, I would submit that the role of the teacher in terms of providing good quality education needs to be emphasized. Teacher is one component of that quality aspect. Let me give you some statistics. We have, what is called National Assessment and Accreditation Council set up by the UGC, that does the assessment of the colleges and the universities for quality purpose.

As a measure of quality, the University Grants Commission, traditionally speaking, has developed a number of schemes for improving the quality of the teachers. It has laid down qualifications for the lecturers. UGC provided funds through major and minor research projects so that the teachers are engaged constantly into academic exercise and research and become lively. UGC provides travel grants and grants for conferences to the teachers. Above all, the University Grant Commission has set up what is called 60 academic staff colleges where there is a constant training and orientation which is given to the college teachers in upgrading their knowledge in the subject, exposing them to the new teaching technologies, making them to learn the computers and others.

The quality of the teachers is important. Quality certainly constitutes one thing that the teachers know what exists in the subject. Teacher cannot depend on the old knowledge. A teacher

has to constantly update his knowledge to be able to pass on to the student what exists latest in the subject, so that the students then can be more innovation and creative. We give him knowledge about the basic realities in science and social sciences. We teach him the right values and human values, make him more humane and, at times, I see that our student does not get what he should get. He gets the best in the subject at times. But he is not aware about the social and economic realities around in his own society. He does not become sensitive to the problems that exist in the society.

I think the teacher's role is very-very important. The type of knowledge that we impart to the student should be such that he becomes more sensitive, more democratic, more secular, respects other religions and becomes loving and caring in favour of the poor and the deprived. To be able to do that we have to have human rights education, we have to have education which makes him sensitive to these problems of our society in the rural and urban areas. We have to expose him to the reality of the country. There is a great responsibility of the teacher. Education for sensitivity, education for inculcating right value lies with the teachers. It is they who can go beyond the formal curriculum and teach.

Education is not an end in itself. Education is an instrument for social change and, therefore, it will depend on what kind of education we give. Education by itself does not make man good. The quality and type of education make man good. Education without proper values can create problems. Evaluation is concerned with judging the quality of the 'product', the knowledge engendered, the skills developed and the values and attitudes imbibed by the target group of learners.

Conclusion:

The teacher and the quality of teachers and their commitment to what kind of education we impart to the student for building a sound democracy, a secular democracy, an inclusive democracy. I think teacher education has a major role to play in this. These are three goals- improving the access, improving the quality, improving the equal access and relevant education has determined our education policy of higher education today.

References:

1. Arora, G.L. & Yadav, S.K. (1998) Self-learning material for teacher education Vol. 1, NCERT, New Delhi
2. Impact of globalization on education Learning to live together, Indira Madhukar, Author Press Delhi 2003
3. Sharma A.K. (2003) ' Mile stone in Teacher Education since independence. Envisioning Teacher Education NCTE, New Delhi.
4. Times of India] New Delhi, 28, 2003
5. Barro, R.J., and Lee, J.W.2010a. A New Data Set of Educational Attainment in the World. NBER Working Paper No. 15902. Cambridge, MA: National Bureau of Economic Research.
6. Brady, H., Hout, M., Stiles, J., Gleeson, S., and Hui, I.2005.Return on Investment: Educational Choices and Demographic Change in California's Future. Berkeley: Survey Research Center, University of California.
7. Brinkman, P.T. 1990. Higher education cost functions. Pp. 107-128 in S.A. Hoenack and E.L Collins (Eds.), The Economics of American Universities. Albany: State University of New York Press.
8. M. Khajapeer (2001) the teacher education in the 21st Century in India challenges ahead, Vol. 39, No. 8, University New Baroda, India.

