

Quality Education: Need of The Hour

Paper Submission: 10/11/2021, Date of Acceptance:23/11/2021, Date of Publication: 24/11/2021

Abstract

All the Commissions and the National Policies for Modern Indian Education System have emphasized the important role that education has to play in uplifting Indian Standards that sometimes appear on the leeward side. This task could be met out by quality education. Quality Education speaks of the imperial importance, quick wittedness, creative thoughts and novice vision, expressiveness, controlled and peaceful physical movements, resourcefulness clubbed with high merits of amity and generosity of the student. This sanctified job of transforming each child in a precious asset of a self-actualized person could be carried out by a teacher only. Teachers have to have an urge of improvement in their teaching so that they can bring about desired changes in their learners and hence in the society and nation.

Keywords: Education, Teacher, Commission's, Self- Actualised Person, Transformation, Inspiration, National Education Policy, Desired Changes.

Introduction

Brown has observed...'Education is the consciously controlled process whereby changes in behavior are produced in the person and through the process within the group.' This means education culturizes an individual. Education develops the full personality of an individual which leads to the growth and development of the society and takes society and nation to soaring heights of attainment. Education does not imply getting admissions in the school or colleges and passing out with good grades. According to UNESCO (EFA Global Monitoring report 2005) Quality Education should be contributing to the development of the child in terms of creativeness, emotional and cognitive capacities. Of the two types of learning i.e., role and meaningful, quality education adapts a child to meaningful learning so that a student can evaluate, analyze, remember and make comparisons.

*'Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high quality educational opportunities to them will determine the future of our country.'

Aim of the Study

Aim of this paper is to make the problem of deterioration of quality education visible especially to the teaching fraternity. Another aim of this paper is to make the teachers realize their immense power and to motivate them to increase their capacity of becoming ideal teachers who by the way of their teaching can change the life of every student. Yet another aim is to draw attention towards measures that can be implemented to improve quality education because quality education is the key to the sound future of a country.

A Brief Educational Journey Of Pre And Post Independent India

Vedic period of education was the starting point of India's educational journey, the aim of which was to attain salvation through education, then came Buddhist period with an aim of attaining wisdom through education. India was at the peak of her educational glory during these periods. Medieval time was sometimes even termed as dark age of Indian education as education of masses was not prioritized and organized. The beginning of eighteenth century saw the downfall of Mughals and of medieval education. British and missionaries had already arrived. The battles of Plassey and Buxar were decisive in establishing east India company's rule in India. Charter act of 1813 increased the educational grant from ten thousand to one lakh rupees and this is what laid the foundation of modern Indian education and also to Orientalist and Occidentalists Controversy. Macaulay in his minutes (1835) successfully westernized education in India. Woods dispatch of 1854 recommended a well-articulated scheme of education from primary to university level. The Magna Charta favored an indigenous system of education as a result of which universities of Calcutta, Bombay and Madras were set up in 1857.

Preeti Khanna
Associate Professor
Dept. of Education
Vardhman College
Bijnor, U.P., India

Then in 1882 Indian Education Commission or Hunter commission examined the problems of education. The first attempt to formulate a national system of education in India came in 1944 with the Sergeant Report.

After attaining freedom in 1947, The central government established the University Education Commission (1948-49), the Secondary Education Commission (1952-53), University Grants Commission (1952) and Kothari Commission (1964-66) to develop plans to modernize India's education system. To promote regulate and overhaul primary to higher education National policies of Education are formulated. The first prime minister of India promulgated the first national policy on education 1968. The second given by prime minister Rajiv Gandhi in 1986 and the third prime minister by prime minister Narendra Modi in 2020. All these exercises were in the direction of providing quality education to the Indian children and youth who have to shoulder the responsibility of making our country global knowledge superpower.

What Is Quality Education?

*"CHALLENGE OF EDUCATION, 1985 states It is difficult to define quality, particularly with reference to educational process. However, it could be stated that a quality conscious system would produce people who have the attributes of functional and social relevance, mental agility and physical dexterity, efficacy, reliability and above all the confidence and capability to communicate effectively and exercise initiative, innovative and experiment with new situations. To these personal attributes one could add the dimension of a value system conducive to harmony, integration and the welfare of the weak and disadvantaged"

The above definition of Quality education speaks of the imperial importance, quick-wittedness, creative thoughts and novice vision, expressiveness, controlled and peaceful physical movements, resourcefulness clubbed with high merits of amity and generosity of the students. This Herculean task can be met out by only one person who can drill out all these qualities that lie buried in the individuals. This person is the teacher. He/She can do this wonder.

National Education Commission an adhoc post independent commission set up by the Government of India with an aim to examine all aspects of educational sector, commented on the importance of teacher and classroom by saying "The destiny of India is now being shaped in her classrooms."

Quality Teaching – A Prerequisite For Quality Education

The essence of quality education lies in quality teaching. Quality teaching is very important input of quality education. It is must for achieving the cherished objectives of quality teaching. It has become an issue of importance as the landscape of higher education has been facing continuous changes. the number of students world over is increasing considerably. Quality teaching is all about bringing desired changes in the student. Quality or effective teaching can be understood in many ways including teacher's behavior, (like warmth and clarity), teacher's knowledge of subject matter, of student's teachers' beliefs, ability to improve student's achievement, orchestrated immersion of learners in the teaching learning process and so on.

Quality teaching can be defined as-

"One's ability to captivate a student audience for an hour or so, to stimulate them intellectually and move them emotionally, to instill in them a love for one's subject, a desire to learn more about it, to motivate them to work on their own, to watch them wrestle with philosophical and methodological dilemmas during interaction and discussion, to see them mature in their wisdom and to have the blessed satisfaction of helping them to grow into a self-actualized person."

According to this definition culmination of quality in education in transforming a student into a self-actualized person, and the catalyst responsible for this conversion is the teacher. Teachers were given very revered and respected position in Indian society. Their quality teaching is one of the biggest tools which could support in reconfiguring the entire education system towards achieving the agenda for sustainable development. Teachers' performance is crucial in the success of educational policies because these have to be interpreted and implemented by teachers.

Researches point out that quality teaching is essentially student centered. Thus, attention should be given not only to teachers, pedagogical skills but also to institutional climate. Students should know about their work and their relation with other students. Adequate academic social support to students and faculty is also needed. Thus, it is evident that teaching is very important. Almost all national reports have headlined the importance of teaching in entire scenario of education.

University Education Commission soon after independence commented on college and university teaching by saying "It is the primary duty of a university to maintain

the highest standards of teaching and examination.... the average standard of our degrees remains on low side." Even after such remark the standard of teaching didn't show any improvement, Mudaliar or secondary education commission again stressed the importance of teaching when it commented: "Even the best curriculum and the most perfect syllabus remains dead unless quickened by the right methods of teaching." Kothari Commission felt that no reform is important or more than to transform education and relate it to life, needs and aspirations of the people. The commission whose recommendations were accommodated in Indian first national policy on education in 1968 was compelled to comment: "One of the most important reforms needed in higher education is to improve teaching and evaluation. The existing conditions in this regard are extremely unhappy."

Twenty years later the situation of higher education has worsened further and it was termed as "UNFORTUNATE" by the document Challenge of Education 1985. All the other professionals are well professed in their profession. Doctors treat their patients, engineers design and invent, advocates advices on the legal matters and so on. But NPE-1986 had to remind teachers of their job by categorically stating that "All teachers should teach and all students studying."

NPE-2020 the first education policy of 21st century again emphasizes the central role of teacher in achieving all the critical targets and goals of 2030 agenda for sustainable development by observing that-

"The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help reestablish teachers, at all levels, as the most respected and essential members of our society because they truly shaped our next generations of citizens. It must do everything to empower teachers and help them to do their jobs as effectively as possible...while also instilling in the system basic methods of quality control and accountability."

This also indicates some lack of effectiveness in teaching as it suggests all the possible measures which may ensure an increased effectiveness in teaching.

NEP-2020

This opening introductory paragraph of National Policy Education 2020 emphasizes the pivotal role of education in bringing about social and economic change of international standards. Both formal and informal agencies of education play an important role in the reconstruction of a nation. Education is that conducive process which develops all round personality of an individual and transform him in a responsible dynamic, resourceful citizen who contributes to the health and wealth of the society and in turn of the nation. Education is the only tool which transfers morality, spirituality and culture from one generation to the other. These values when amalgamated with education are preserved, augmented, nurtured and enriched.

What Makes A Quality Teacher?

"The mediocre teacher tells, the good teacher explains

The superior teacher demonstrates, the great teacher inspires."

Teacher foster positive bonds with students by creating a constructive classroom climate. Which means treating students respectfully, encouraging them, helping them to use their potential and heading them towards success. All the efforts of the teachers in the class should be to enhance student receptivity. A teacher should be supportive inspirational to the student who give honest and kind feedback to the student and offers second chances, because nine-tenth of education is encouragement. Teachers should love learning and learners both and should also know how to make learners love learning. So, the magic wand of good future of India is very much in the hands of teachers.

But this is where lacuna lies. It is a known fact that the present position in our country with regard to teaching is far from satisfactory. But this should not dishearten us. Every institution has some teachers who by their exemplary teaching are still showing the way. We need more involved and evolved teachers who by the way of determination of self-improvement can enhance professional competence which no seminar, conference, symposium or workshop can foster. This project for self-improvement doesn't need an investment in terms of planning or funding. All that is needed is a genuine urge on the part of teacher to keep growing professionally and personally and to move on the path of quality education via quality teaching.

Today, there is an added impetus and pressure on teacher to change their techniques of teaching to usher in an age of new learning to deal with global, challenges ahead. Traditional education system doesn't provide students with necessary knowledge and skills and fulfill are the performance expectations. A

good, high-quality education is to do with outcomes. An outcome is a culminating demonstration and result of learning which is a visible and observable demonstration of three main things- knowledge combined with competence and orientations. These are the factors which determine the quality of education.

Measures To Induce Quality Education

Researchers point out that quality teaching is essentially student centered. Thus, attention should be given not only to teachers, pedagogical skills but to institutional climate which directly or indirectly effects student performance.

Emphasis should be made on lifelong learning in our methodology of teaching. An institution with facilities of interest to the students and teachers passionate about teaching, pedagogy that discourages rote learning will ensure high achievement by the students. Below are the few measures that teachers can execute to improve teaching quality in the classroom-

1. Use of proper technology in the class- young students are most adapt with technological skills. They live and function in a digital era. So, modern teacher must be innovative in his/her approach.
2. Personalize the learning experience of the students- This was a remotely attainable goal but with the help of technology advances has become an easily attainable reality.
3. Quality of teaching and teachers- teachers and his way of teaching is directly responsible for students' performance. In a country like India with regional adversity and affordability barriers the teacher's responsibility grows manifold which could shoulder it with selective approach.
4. Regular Self-Assessment by the teachers on the following parameters-
 - a) Establish a climate of mutual respect.
 - b) Set high and clear expectations for quality work.
 - c) Insist on high quality from students.
 - d) Maximize the percentage of time that all students are engaged in the content.
 - e) When introducing an important new concept or skill make sure all students understand before moving on.

Include formative Assessment

NEP 2020 observes, "effective learning requires a comprehensive approach that involves appropriate curriculum, encouraging pedagogy, continues formative assessment and student support." Importance of formative assessment is also felt by Royce Sadler, Professor Emeritus at Griffith university, suggests that students must be able to assess the quality of their rooms work. Give your students examples of quality work so they have something they can compare their work to and can identify their learning gaps themselves.

Conclusion

UNESCO Report (1996) of the International Commission on Education for the 21st century has rightly commented.... Teachers' great strength lies in the example they set, of curiosity, open- mindedness, willingness to put their assumption to test and to acknowledge mistakes; most of all, they must transmit a love of learning.... Thus, the powerful relationship between teacher and the learner is central to the teaching process and the importance of the quality of teaching and therefor of teachers cannot be over-emphasized.

In the end we can say that need of the hour is to revamp our Education System in tandem to the inspirational and aspirational needs of the coming generations.

References

1. <https://en.m.wikipedia.org/wiki>
2. <https://www.apa.org/relationships>
(Improving students' relationships with teachers- American)
3. *The path to quality teaching in higher education* by Fabrice Hendra and solanine leporine- Renegued
4. <https://www.oecd.org/imhe>
5. <https://www.uopeople.edu/blog/t...>
6. *Alton tee Adriene (2003) Quality teaching for diner students in schooling: best evidences synthesis: Ministry of education: Wellington*
7. <https://fedena.com/blurry/2018/05>
8. <https://www.skolac.comblog/n>
9. <https://www.creatrixcampus.com/>
10. <https://www.teacherreaderorg.iner>
11. *National Educational Policy 2020- Ministry ...of Human Resource Development Government of India.*

Anthology : The Research

12. *Towards quality education in higher education- Dr. D.R Vik*
13. *Report of the education commission (1964-1966), Govt of India, Ministry of Education*
14. *UNESCO Report of the international commission on education for the twenty first century: "Learning, the treasure within," 1966.*
15. *National policy on education (1986), Ministry of HR Development, Govt of India*
16. *Challenge of Education"- A Policy perspective. 1985, Ministry of Education Govt of India.*
17. *"Learning to be"- Suggestions & Recommendations, NCERT,1974*
18. *"Towards an Enlightened and Humane Society"- Report of the Committee for review of national policy on Education,1986, Final Report, 1990, Ministry of HRD, Govt. of India.*