



A STUDY ON EXEMPLARY ROLE PLAYED BY TEACHERS IN QUALITY ENHANCEMENT FOR THE IMPROVEMENT OF EDUCATIONAL SCENARIO IN HIGHER EDUCATION

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ABSTRACT

The economic growth of a nation depends greatly on the improvement in education. Human development to a great extent depends on the improvement in Education. Among various levels of education, higher education has a pervasive and influential impact on development. Higher education empowers the individual with necessary skills and competence for achieving important personal and social goals and thereby contributing to the social development. It is widely believed that the state of higher education in a country is an index of its future wellbeing. Education scenario in India is fast changing. In developing countries like ours, government is finding itself incapable to bear the responsibility of higher education as it is already facing acute dearth of resources. Universities and colleges are starved of funds as the support of Govt. is being reduced and grants are not being provided in time causing hardship to them. One of the easier options to overcome the financial crisis in the educational sector is to start self-financing courses. But this alternative is possible only for courses with high demand. Secondly, these courses further strengthen the numerous entry barriers to higher education existing already. Thirdly, the scope for self-financing educational institutions in Kerala is much more limited than for the country as a whole. Fourthly, these institutions cannot evolve as centers of excellence. But, however privatization of higher-level education especially in the field of professional and technical education like Medical, Engineering, Information Technology, Computer, Management, Teacher Education etc. has already commenced off late.

KEYWORDS: *Competence, financial crisis, self financing courses, educational institutions, centre of excellence, social development, higher education*

INTRODUCTION

Present Scenario of Higher Education in India

It has been found that only 10 % of Indian youth go to college. This percentage is 40-50% in developed countries. As per the available reports, two third of the Indian universities are providing sub-standard education while 90 % colleges in India are below average. Today, most of the institutions have become factory of degrees only. Students / teachers are running after attaining or providing degrees and not towards the gaining knowledge and wisdom. Attendance in the institution has dropped drastically and class room teaching is becoming only a ritual, to be followed mechanically. Though it is said that the destiny of nation is shaped only in the class rooms, very little importance and significance is being given to class room teaching. The overall scenario of higher education in India does not match with the global quality standards. It does not foster the global competencies and even does not make significant contribution to the national development. The present education system does not match with the needs and expectations of the employment sector. The role of the teacher assumes greater significance in this deteriorating scenario of

higher education. It is a daunting task for the teachers to improve the quantity, quality and equality in higher education. It is said that a good teacher can bring the entire world to the class room. The teacher being a sculptor has to play multidimensional role to inculcate the nuances of subjects to the heterogeneous cult of students. He has to inspire to students to show interest in their subjects, even if he confronts students who are completely demotivated and dispirited. Quality education is the solution to all the problems and teachers are the main ingredients in giving quality education. **So what is Quality in Education?**

The 21st century knowledge driven society has "Quality" as its defining element, in the same way as "Tradition" defined the ancient society, "Religion" defined society in the Middle Ages and "Reason" was the defining element of the 19th century modern society. Defining quality on education is difficult. Like freedom and justice, quality in education can be experienced, but

cannot be defined. But, instead of philosophically stating, the quality parameters have been prescribed and the institutions of higher education are rated on the basis of their performance related to the quality parameters like examination

results, students' employment after graduation, reputation of the institution based on external reports and so on. Though there may be different degrees or grades in quality, broadly it could, mean that quality is the difference between the average and the excellent. It is the difference between failure and success. Ensuring that all get the same kind of education ensures equity; using the right methodology ensures quality".

QUALITY IN HIGHER EDUCATION

World over several definitions have been put forth on "quality in higher education". Quality is seen as a relative concept satisfying priorities of different interest groups of beneficiaries. These beneficiaries are students, teachers, technical and administrative staff, parents, would-be employees, funding agencies and the society. In a manufacturing industry the input (the product) are pre-determined and the user needs to be assured of the quality of the product. However, in education, every element—the input, the process, and the output- is a human being and cannot, therefore, be dealt with such a simplistic approach. Ellis states that quality itself is a somewhat ambiguous term (in higher education) since it has connotations of both standards and excellence. Most of the debates on quality end with synonym between "Quality" and "Excellence". There is also a notion of quality as conformation to a standard of specification.

Quality education can never be a neutral process, it will always be value based. It must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these situations, when they find that necessary.

Can Quality of education be measured?

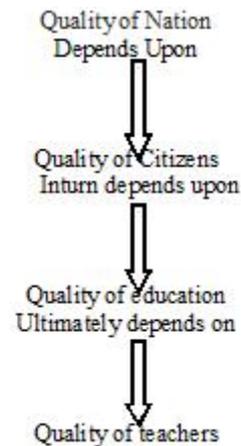
With quality being associated with a number of characteristics, many of which cannot be measured objectively, the task of judging the quality of education is highly complicated undertaking. Yet, it is definitely possible to distinguish good quality from bad quality and as is being already done in some western countries, quality in higher education can be measured in terms of certain parameters or performance indicators; like examination results, facilities available in the institution, participation in extra-curricular activities, prospects of employment and higher studies and the like.

ROLE OF TEACHERS IN PROMOTING HIGHER EDUCATION

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education. In the present scenario, the 'personality' of the teachers has deteriorated. Teaching is considered as one of the noblest professions but unfortunately this profession is losing its status in the society because of modernization, political influence, casteism, corruption and other unfair means. For many teachers, especially in medical and dental sciences, teaching profession has become easy source of earning money. Making money by unfair means like malpractices in examination resulted in decline of the quality of teaching values. Changing social attitude, non

responsiveness and poor level of accountability, emphasis on western system of education, impact of modernization, absence of the traditional Indian education system, etc. are the factors responsible for the degradation of teaching values in the society.

"The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society"
- Rabindranath Tagore



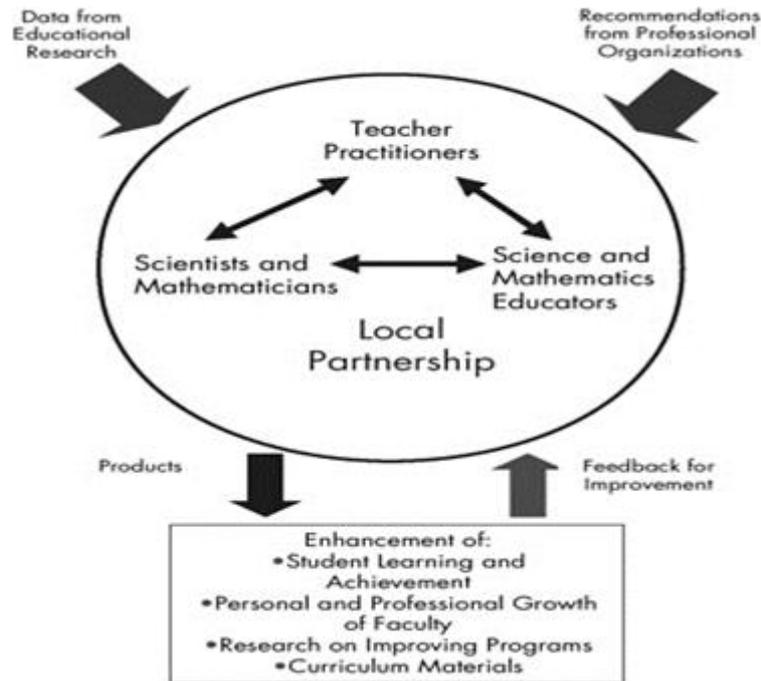
Thus, teachers play critical role in taking quality education and in shaping the future and destiny of a nation. Teachers teach the ways of life, channelize youth power and mold their character. In a real sense, the teachers are the backbone of the nation.

HOW IMPROVE QUALITY OF HIGHER EDUCATION?

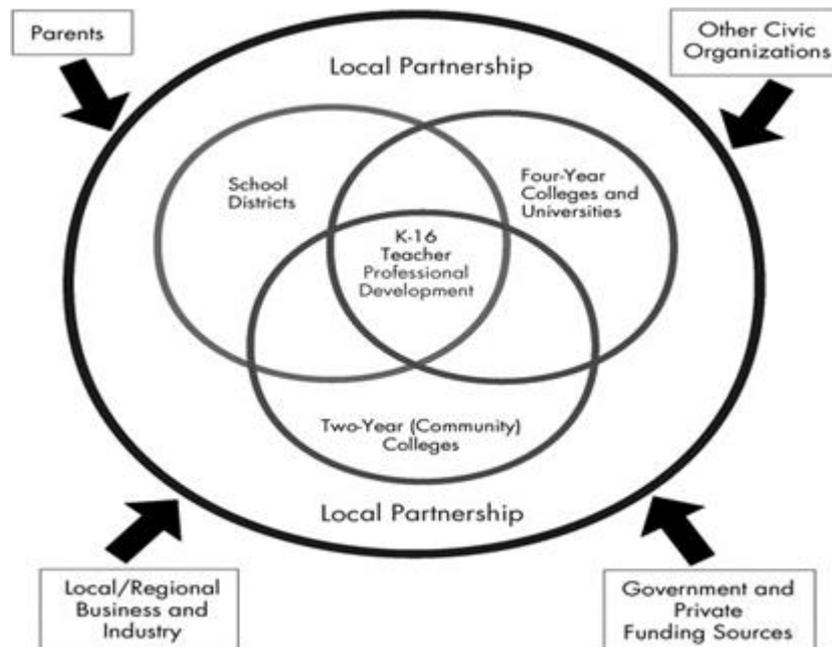
The next question, and the relevant one to be answered is, How to improve quality of higher education? One of the answers to this question is that concepts adopted in the profit-centered business and industrial organizations can be adopted improve the standard in educational institutions too. The debated whether the ideas and methods relating to business and industrial or other profit making organizations are relevant to educational institutions which are service-oriented and not profit-oriented, is no longer of serious importance, as in several countries, there is a transfer of three industry-based concepts to educational management. It is in this context that the TQM is suggested a way to improve the quality of education imparted in the centers of higher learning.

To sum up, TQM implies:

- Serious concern for improving quality "at all levels".
- Giving utmost importance for the customers' demands, treating the customer.
- As sovereign and trying to satisfying customer fully.
- Management's total commitment for enhancing the quality of the products.
- Setting up goals and planning in advance for upgrading quality.
- Removing the defects in the process of production, and improving the process at all levels.



Above image showing pictorial representation of Teacher student learning Interface



Above image showing pictorial representation of organization of partnership for teacher education showing major institutions that would contribute

ROLE OF TEACHERS IN QUALITY ENHANCEMENT

Teachers play crucial role in improving the quality of higher education in following ways:

1. **Dedication and Commitment:**

Dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of nation.

2. **Motivation:**

A teacher should act as a motivational force and should be able to create a learning environment in

which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teacher to create a context in which the students' desire and ability to learn can work most effectively. A teacher should act as the role model for the students.

3. **Skill Development:**

Skill development is crucial to the success of students in the job market. Skill development of students, on par with their counterparts elsewhere

is an important aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. By various means such as establishment of collaborations with industries, social organizations, networking with the neighborhood agencies/bodies and fostering a closer relationship between the “world of skilled work” and the “world of competent-learning”, it is possible to develop required skills.

4. Imparting Value Based Education:

It is said that skills are of less importance in the absence of appropriate value systems. Hence teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for inculcating the core universal values like truth and righteousness. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, through appropriate learning experiences and opportunities.

5. Lateral thinking:

Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. Teacher should take initiative to nurture and nourish the students to develop lateral thinking.

6. Professional Ethics

Professional ethics of teachers is an important issue. The complex task of teaching and many other responsibilities shouldered by teachers underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers. Promotion of professional ethics also helps to fight against corruption

CONCLUSION

Education without vision is fruitless and education without value is meaningless. The inculcation of values and promotion of values in educational system is a need of the hour to make all the possible attempts to inculcate value – oriented education in the centers of learning. The teachers’ participation with vision to make education meaningful and

valuable will contribute to the overall development of the system of higher education of the country as a whole. An educational philosophy addressing itself to such needs is yet to be evolved. We often look back nostalgically at the Guru Kula system of education Rabindranath Tagore attempted to capture such a vision of education at Shantinikethan. Accepting spiritualism fully and leaving materialism wholly may not be suitable for the modern era. Jawaharlal Nehru, hence, advocates the integration of scientific temper with spirituality in devising a system of education for India, for 20th century. For the 21st century India what we need is a re-look. The total quality management is a philosophy of continuous improvement and a technique for zero waste. The Japanese management principle like Kaizen and Kanben are the weapons of TQM. By taking these practical concepts and actionable approaches, and making them part of our curricula we can turn fresh and cutting edge thinking into real world of innovation in higher education. The students, the faculty, the parents, the management and the government of higher education in Kerala must be ready to accept these time proven management strategies in our higher educational sector so as to enable it to improve the quality of our higher education.

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