

Role of Teachers in Quality Enhancement Education and Human Development

Dr. Madhab Chandra Adhikary

Associate Professor of History, Cooch Behar Panchanan Barma University

ABSTRACT: Education means to draw out, to bring up, and to foster and so on. In wider and less definite sense education implies the influences of whole environment upon the individual. It is in fact a process of development in which consists the passage of human beings from infancy to maturity, the process whereby he gradually adopts himself in various ways to his physical, social, and spiritual environment. Higher education is defined to be "All type of education (academic, professional, teaching, technological or teachers 'education) provided in institutions such as Universities, liberal arts colleges, technological and teachers 'colleges." Education is a continuous and life long process. In the report of the International Commission on Education for the twenty first century submitted to UNESCO, the Commission identified the four pillars of education as-1. Learning to Know, 2. Learning to Do, 3. Learning to Be, and 4. Learning to live together. Education must keep abreast of time and education policies must according be transformed to meet the new challenges of time and changing aspiration of the society. The changed process around the global problem is getting accelerated day by day and in the days to come, it will gain further momentum. The teachers take a prominent role for to enhance quality teaching which impart the construction of a perfect human society.

KEYWORDS: academic, professional, teaching, technological, life long process, teachers, International Commission, challenges, momentum, perfect human society.

Date of Submission: 22-11-2018

Date of acceptance: 08-12-2018

I. INTRODUCTION:

The education of a human being should begin at his very birth and continue throughout his life. The word, 'Education' has a Latin derivation which means to draw out, to bring up, and to foster and so on. It includes not only the indirect influences of some other agencies and institutions which help to modify human behaviour. In wider and less definite sense education implies the influences of whole environment upon the individual. It is in fact a process of development in which consists the passage of human beings from infancy to maturity, the process whereby he gradually adopts himself in various ways to his physical, social, and spiritual environment. In this comprehensive sense education is the process of growth and all experience is education. In the words of John Dewey, the famous educationist of America- "Life itself is development and developing life itself is life". Education is also life long process of development. In this process, higher education has become the intellectual part of education which is certainly wider and more difficult.

Conception of Education:

The concept of education has varied from time to time due to the frequent social changes and it is not possible to concept of education which is static and suitable for all ages. The ancient Indian thinkers viewed the concept from idealistic and spiritualistic stand point. In the "Rigveda" education has been understood as something which makes a man self reliant and selfless. In the "Upanisadas" the process of education is regarded as one which enables the individual to rise above the self and attain the liberation of the soul. Panini regarded education as training which one gets from nature.

According to Sri Aurobindo Ghosh, "Education is such a process which will offer tools whereby one can live for the Divine, for the country, for oneself and for others".

But at present education means formal education and the question, therefore, arises how far it fills up the five principal aspects relating to the physical, the virtual, the mental, the psychic and the spiritual. Usually, these phases of education succeed each other in a chronological order following the growth of the individual. It is fundamental and deplorable error by which we in this country have confused education itself in a singularly narrow and illiberal sense.

While speaking about education, the father of Nation, Mahatma Gandhi said, "By education, I mean an all round drawing out of the best in the child and man- body, mind and spirit".

He firmly believes that Indian education is unequal to the task of social changes and development. In such a process the need to reemphasize the spiritual aspect of life on the other, is of great significance. Gandhi's

philosophy of basic education is comprehensive enough because he looks upon education as an instrument of social and economic progress, material advancement, political evolution and moral development for individual in the society. Gandhi always emphasizes that the goal of education is not merely to produce good individuals but to turn out individuals who can understand their social responsibilities as integral elements of the society. He strongly holds the view that education must enrich human personality and integrate individuals as integral members of a dormant and dynamic society. He always stresses the view point that true education is a lifelong process and it involves a proper emphasizes on right feelings, perceptions and skills that enables individuals to thinking and original and active manner during his life time. Gandhi prefers the vocational education that is clearly linked with the socio-economic development of the country.

On the other hand, Swami Dayananda Saraswati viewed education as, “**formulator of the Character**”. Nelson Mandela, the South African Noble Laureate once said that, “**education is the most powerful weapon to change the world**”.

The following chart clarifies the modern concept of education:

SI NO.	Aspects of Education	Old Concept of Education	Modern concept Education
1.	Meaning	Instruction	Development
2.	Aims	Knowledge	(1) Development of Total Personality (2) Social Efficiency
3.	Curriculum	Subject Centred	Activity Centred, Social Efficiency
4.	Methods	Rote Modernization	Learning by doing ,project etc.
5.	Discipline	Rigid, repressionistic	Self- discipline
6.	Examination	Essay type tests	Objective tests, evaluation
7.	Agencies	Formal (School)	Formal and Informal both
8.	Teacher	Instructor	Friend, Philosopher, guide
9.	Child	Passive recipient	Active, Dynamic
10.	School	Teaching Shops	Miniature of Society

True meaning of Education

From the above discussion it leads us to the conclusion that education should have a comprehensive definition.

Thus, education may be defined as a purposive, conscious or unconscious psychological, sociological, scientific and philosophical process which brings about the developments of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity.

T. Raymont has rightly remarked, “Education is that process of development in which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical, social and spiritual environment”.

So, education is considered a universal remedy of all the problems as it plays significant role in a country’s economic growth and motivating political and socio-cultural changes for human development.

Pillar of Education:

It is widely accepted that education helps in social mobility; so, it is an effective instrument for promoting equity. In the report of the International Commission on Education for the twenty first century submitted to UNESCO, the Commission identified the four pillars of education as-

1. Learning To Know,
2. Learning To Do,
3. Learning To Be,
4. Learning To Live Together.

In order to identify the objectives of education, it is necessary to interpret these phases in the proper context.

1. Learning to know:

It is perhaps one of the most fundamental objectives of education. It enriches the mind of the learners, enables him to understand what happening al is round. A student learns to comprehend the ideas of his subjects, apply his own reasoning to analyse them, compare with related ideas and make use of the ideas in given situations. He is able to able to learn beyond the limits of the subjects of formal study and acquire what we call general knowledge. He can relate his knowledge to the realities of the society around him and thereby acquire social awareness. It may be included as –a. learning to learn and b. Access to further educations.

(a) **Learning to learn:**

Through Education the learners learn how to learn as he becomes familiar with the method of learning. He learns how to find the source material where the subject is treated at the appropriate level, how to select the topic he wants to study out of the vast literature usually available and how to absorb the relevant information to suit his own need. When some universities award research degrees, the universities do not exact the holders of the degrees to be the unchallengeable masters of their respective research topic. But they are expected to be able to do independent on any related subject right from researching the results of past research to design of the research method, obtaining and analysing the facts and data and presentation of the field.

(b) **Access to further education:**

Education often provides the key to further education by providing the minimum knowledge and skill required for acquiring higher levels of competence. Graduate education, while post graduation is often the basic requirement for entry to formal research programmes and so on.

2. **Learning To Do:**

An essential of Education is to empower the learners to do productive work. It may be included as –

- a. **Knowledge-based society:** The society has been transforming itself to become more knowledge based. A person in order to make a significant contribution to the society has not only to know more, but must also be able to do more, A good teacher of this century has to know much more than his subject of teaching. He has to know the use of teaching aids, the use of computerised library and computer network to send and receive information. Technology of all shades has changed beyond recognition with the advent of sophisticated instrumentation and methods.
- b. **Education for employment:** Education, particularly higher education can be for gainful employment, including self-employment. The objective of getting a job for overshadows the others, as is evident from the fact that there is greater demand for studying subjects that are taught in schools than the others, jobs of school teachers being easier to get than any other. The University Grant Commission has introduced vocational courses in undergraduate colleges during the last two five-plans. The objective and aim of the courses was to empower the learners to get job or go for self employment.
- c. **Application oriented course:** There has been an attempt to introduce an application-oriented component in the general courses of study in our universities. The objectives were clearly to encourage and empower the general course students to take up job-oriented diploma/ certificate course. A student of Physics who has learnt a bit about repair and maintenance of electronic equipment can easily take –up a short training course and became a self- employed person in great demand.
- d. **Creative-work through enrichment Courses:** Empowerment can lead to the pleasure of creative work. Enrichment courses on subject like Music, Painting, Pottery, Handicraft, Musicology, Photography and foreign languages can provide immense satisfaction to the learners through creative work. The potential of these courses in providing means of earning to the talented learners is sometimes beyond comprehensions.
- e. **Empowerment of Women and Disadvantaged:** The word Empowerment has special significance in the context of disadvantaged groups. Women specially in the remote parts of the country, are often deprived of education for want of institutions within commutable distance. There may be a great amount of hidden merit waiting to blossom when the right opportunities are made available to them. Establishment of colleges in these remote areas has resulted in empowering these to become school teachers, social workers, functionaries in Panchayats and NGOS and lastly, educated mothers spreading the light of education in their homes and villages.
- f. **Training as a part of Education:** Providing specialized training is another aspect of Education. Various Teacher Training like Physical education, Training Programme for Teachers leading to the D.EL. Ed, B.Ed and M.Ed, Orientation Programme and Refresher Courses for College and University teachers which provide the basic information on education and Specific skills needed for classroom teaching and Management System. It is not only applied for the teachers, special training should be needed for office staff to access modern technological facilities and for Office Management.
- g. **Open and Distance Education:** Open and distance education deserves a special reference in the context of empowerment through Higher Education. Open Education is the Principle of relaxing constraints on the world –be learner to the greatest extent. A person can become a student of an open university at any age above a minimum can choose a subject of study with relaxed criteria can study at his or her own pace without any compulsion of attending counselling sessions at the study centre. An Open University usually makes use of the distance education mode. Open and Distance education plays a great role in empowerment of people. The man in service, who has no time to attend classes at a colleges or a University, the house wife who is too engaged in household chores, the army Jawan, who can study only at intervals and that too

at locations reached only through Army Post Office, can enrol in the Open University. Open University really opens up the avenue of Higher Education to them as no other institution can.

- h. **National Objective of Education:** Human development is the main objective of Education. Higher Education today should be geared to provide the manpower required tomorrow. A country needs to produce the administrators, teachers, doctors and engineers of the future decades just as it needs clerical and technical assistants and tradesman with various skills. The National Objectives of Education can be said as follows-

- Providing expert and skilled manpower for the development of the nation.
- Building up the human resource for research and development.
- Providing the training for future administrators and thereby.
- Building the nation tomorrow.

3. Learning To Be:

True Education must not only empower the learner to do things, it must ensure the development of his or her body and mind- intelligence, sensibility, aesthetic sense, personal sense of responsibility and spiritual values. It should also develop the learner's physical ability, the power of reasoning and judgement, motivation and ability to communicate with the universe. Higher education should refine the inborn equalities and develop a man or woman into a complete human being who can contribute to the welfare of the family, nation and the human society in general. Higher Education must bear the responsibility of preparing the learner for life in a world different from what we have seen so far.

4. Learning To Live With Others:

It has to be remembered that the child of today will grow into a citizen of tomorrow would be live in life full of competitions with fellow citizens, struggles to acquire money and power and endless pursuit of pleasure and comfort, the interest of individual and other groups. There are conflicts of interests between countries political and ethnic groups leading to corruption, violence, terrorism, destruction of democratic process and violation of human rights. Therefore, the learners should be conscious about the global problems such as –

- a) Environmental pollution
- b) Social Pollution
- c) Violation of human right, caste, religion
- d) Misuse of power and public funds

Scenario of Higher Education in India :

The education system in India grew rapidly after independence. Today India is the third largest higher education system in the world (after China and the USA) as far as enrolment is concerned. At the initial stage (1950-60) higher education catered to a very small group of the elite class only. Nowadays large number of students from the lower socio-economic strata and girls are enrolling for higher education. The enrolment of women students has increased from 10% in 1950-51 to 44 % in 2012-13.

Sex –wise Gross Enrolment Ratio (GER)		
Sex	2010-11	2011-12
Male	20.8%	21.6%
Female	17.9%	18.9%
Total	19.4%	20.4%

Source: MHRD Annual Report, 2013-14

From the above table it is shown that the GER for male population is marginally higher than the female population, which clearly indicates that women are pursuing higher education and posing a challenge to male dominated society, a healthy sign for Indian society.

India has made significant progress in the field of education. While literacy levels increased from 64.8% in 2001 to 73% in 2011, it is significantly below the world average of 84.3% as of 2010. The Literary level of China were 95.1%, while Brazil attained 90.4%, South Africa 92.9% and Russia had around 100% as per World Bank estimate of 2010. Further, the rise in literary level is not uniform in India. While male literacy rate is 80.9% and female rate is merely 64.7% according to census 2011. A goal of the 12th Five Year Plan is to raise

the overall literacy rate to over 80 % and to reduce the gender gap in literacy to less than 10%. In order to improve the growth of the economy, the literacy rate must rise uniformly. According to UNDP report, 2014 estimates, India's adult mean years of schooling at 4.4 years is well below the other emerging market economies such as China 7.5 years, Brazil 7.2 years. As indicated by the 12th Five Year Plan, the four major priorities with respect to education are Access, Equity, Quality and Governance. Such an attainment is the result of efforts by the Indian Government in the education sector.

In India, there are four categories of higher education institutions- Centrally funded Institutions, State funded institutions, Deemed institutions and Private institutions. Centrally funded institutions comprise central universities, IITs, NITs, IISERs, and Institutes of National Importance. Most private educational institutions are affiliated to the state universities. The number of universities has increased from 25 in 1947 to 789 in 2017 (RUSA, 2017). Now Private universities are coming up.

Growth of Universities in India

Year	No. of Universities
1980-81	133
1990-91	190
2000-01	256
2006-07	378
2011-12	659
2012-13	700
2016-17	789

Education contributes to the well being of each citizen of the country and the overall development of the country. It is not only a medium to improve productivity and growth but is also an effective tool of enlarging and raising the participation in democracy and reforming the society. Thus, role of education is very important in every Nation and the teachers take part a leading role to nurse process of human growth and development through quality teaching.

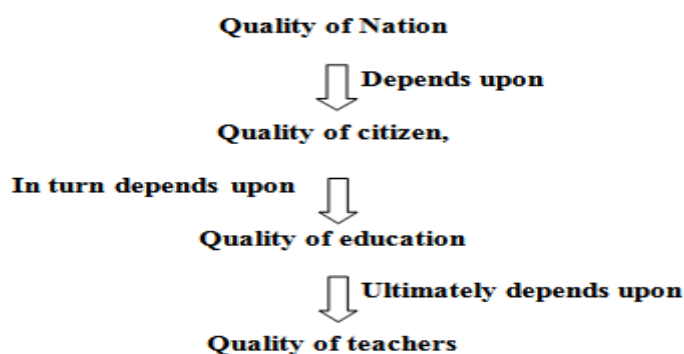
- Physical Growth and Development
- Motor Development and Education
- Development of Response Mechanism- The Nervous System
- Mental Development and learning
- Creativity and Productivity
- Concept of Personality Development
- Adjustment and its Educational Implications
- Social and relational
- Culture and Art
- National

Teachers

Quality of 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 adopt a new situation as well as change these situations when they find that necessary. The success of any education depends on the quality of teachers, which in turn, depends on the effective teachings- learning process. Teachers' role is of prominent importance for the development of society and appropriate changes in the society. They also play a crucial role in the development of the education system as a whole and in imparting and maintaining the standards of higher education. Therefore, teaching profession is considered as one of the noblest professions in our country but unfortunately this profession is losing its status due to socio-economic, socio-political, corruption and unfair means.

In this connection, we may quote Rabindra Nath Tagore while he said,

“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”.



Thus, teachers take part a crucial function in making quality education and in shaping the future and destiny of nation. They teach the perfection of life, channelize the youth power and mould their character. Actually, teachers are the backbone of the society as well as the nation.

Role of Teachers in quality enhancement education:

“Education is the manifestation of perfection already in man”

- **Swami Vivekananda**

To improve quality of education and human development teachers take part an important role in the following ways

Dedication and commitment

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

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 situation and difficulties. It is the responsibility of a teacher to create a context in which the students' desire and ability to learn can work effectively. He should encourage students' capacity to construct knowledge. In this sense, a teacher should act as a role model for the students.

Skill Development

Skill is considered as an important aspect of human development. Skill can be developed on certain conditions which includes knowledge, exercise, training etc. A teacher can motivate students to improve their skill through education. Work experience or work education, vocational education and co-curriculum activities can help students in gaining practical experience of diverse productive activities in the community. Proper type of education develops skill in man and makes him socially useful and productive. So Teacher should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students.

Imparting value based education

It is said that skills are of less importance in the absence of proper value system. Therefore, teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students. In India, cultural pluralities and diversities is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at local, national and universal levels. The seeds of value shown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasised at the higher educational institution, through appropriate learning experiences and opportunities.

Values are the guiding principle of life, which are conducive to all round development. They give direction to life and bring joy, satisfaction and peace to life. More importance should be given to morality, honesty, duty, truth, friendship, brotherhood etc to make competent the student not to produce outstanding students but to produce outstanding citizens of the country. Therefore, Value based education is not simply the heart of education, but also the education of the heart.

Impact of Calibre

We can say from the many research studies that the Calibre of teachers has tremendous impact on the calibre of the students. Hence, a teacher, who is a permanent learner has to update the subject knowledge continuously and should be aware of latest development in their subject.

Innate Potentialities

Development of innate potentialities of the individual is an important technique of human resource development. Education can greatly help in this regard. Through proper guidance teachers can discover the innate powers of the taught. It is possible to launch suitable programmes for developing these innate potentialities of the students. Through proper educational planning the innate power of the students can be developed and thereby he can be converted into a social asset.

Use resources

Efficient use of resources helps to produce uniquely educated, highly satisfied and employable persons. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching learning process makes the lecture more effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching help to improve the quality of teaching.

Curriculum design

The quality of higher education can be enhanced by designing need based curriculum, keeping in view the demands in the employment sector at national and internal level. The institution is a social agency and it has social accountability. Education should properly be planned in the light of individual as well as social needs. In order to make education meaningful, planning of human resource development is necessary. It is preparation for efficient social living.

Research

Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and result of such research must be communicated to teachers in a better way. The link between classroom teaching and research is extremely important. It must be a link operating in two directions.

- i. Information to the teachers about latest findings
- ii. Information to the researchers about the problems.

Academic Development

To teach is the life-long process of learning

Teachers are the most important components of the higher education system. Academic development of teachers is crucial and necessary for the success of the higher education system because teachers are the prime movers and catalysts of all round development of students. Teachers play a significant role not only in improving the quality of higher education but also maintaining it; the professional upgrading of a teacher is a key guarantee of quality education. So continuous up gradation of knowledge enhanced the professional efficiency of the teacher that goes to contribute towards inculcating high professional competency among students. Development of teachers depends on many factors. It is closely linked with-

- The quality of research
- Participation in National and International seminars
- Faculty exchange programs
- Upgradation of qualifications
- Exposure to recent developments
- Writing of books and research papers
- Collaborating with fellow researchers in order higher education institute

These activities help to impart quality education to students.

Quality awareness and self evolution

Ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness and help teachers to improve their teaching methodology and skills may be vital to improve quality education. This can be done to systematically evaluate the own teaching and its results. Evaluation helps to improve their own research and day to day work. This also helps to discuss about the newer effective methods to use in the teaching and to discuss about the choice of the best teaching methods.

Professional Freedom

Professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom refers here the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. The authority may insist teachers regarding the use of newer teaching methods through service training, professional development programmes and other

means. But authority should not interfere or dictate about method to be used by teacher. The teachers should enjoy academic freedom in the discharge of professional duties that led to create an favourable learning environment in which students are encouraged to think carefully, rationally and to express their thoughts and to decide on the situations and difficulties they wish to confront and resolve. The teacher helps students to achieve their goals and adopt notion that underlines the higher education. In this sense, the quality performance of the teachers is of paramount significance.

Professional ethics

Professional ethics of the teachers takes part in importance role to form a strong and moral character of him and the future citizens. The complex task of teaching and many other responsibilities shouldered by teachers underline the questions related to the responsibilities and other duties of teachers. This has also been reflected in a growing discussion on professional ethics also helps to fight against corruption.

II. CONCLUSION:

The role of Higher education in our country should develop the spirit which may protect society from unrighteousness and barriers of religious dogmas and fundamentalism. The spirit of violence which perhaps lay dormant in the psychology of west has at last roused itself desecrated the spirit of man. Education must keep abreast of time and education policies must according be transformed to meet the new challenges of time and changing aspiration of the society. The changed process around the global problem is getting accelerated day by day and in the days to come, it will gain further momentum. The world has become global villages. The events happening anywhere in the world affect us directly at the present age. The information technology makes the great landmark in the Higher Education. Under these circumstances, education system needs to reviewed, reformed and changed to the tune of the emending changes.

At the end it may be traced that instead of information technology and job oriented education, what is equally important is to a perfect human development. It is because; the prosperity of the nation does not imply a handful of wealthy and corrupt persons. On the other hand, it implies hard working, honest citizens who are able to sacrifices for the benefit of the nation. So higher education should play an important role for the construction of a perfect human society. Our innovation may be fulfilled if the devotion of both the teachers and the students are observed. Dr. Sarvapally Radhakrishnan was highly impressed with the atmosphere of higher learning of Oxford created by the devotion of both teachers and students to it. He dreamed of a University like Cambridge and Oxford in India and saw “no reason why we in India cannot set up such institutions?” But before finding out this matter the questions we should ask ourselves are-

- ❖ Are we ,the functionaries of Higher Education, on the right path to achieve the objective?
- ❖ Is the money allotted in our country, our budgetary allocations for Higher Education, enough for achieving the objectives?
- ❖ Is money the soul or constraint for achieving the desire objectives of Higher education?
- ❖ Are we making best use of the money that we get for Higher Education?
- ❖ Is Higher Education for all?
- ❖ Is Higher Education within the reach of all the deserving students?
- ❖ Will commercialization help to Education?
- ❖ Should Higher Education be treated as a service to be marked and purchased?

Selected Books And Papers

- [1]. Agarwal, L.P. & Ahmed Shabi ,(ed) A Text Book of Education, Black Prints, Delhi, 2014
- [2]. Chetty, M.K., (ed) Problems and Perspectives of Social Philosophy, 1985
- [3]. Choudhury, P.K., Higher Education and its Objectives, Lecture on 47th Orientation Programme, Academic Staff College, Burdwan, 2004.
- [4]. Darshans International, Journal Vol. XXXV, No. III, 2009
- [5]. Das, Kartick, (ed) Dynamics of Higher Education, Regnal Publication, New Delhi, 2017
- [6]. Gandhi, M.K., My Experiment with Truth, Delhi, (1927-29), rpt. 1993.
- [7]. Ghosh, Aurobindo, Education, Sri Aurobindo Ashram, Pandichery, 1969
- [8]. Nehru, Pt. Jawaharlal, The Discovery of India, Oxford University Press, 1946
- [9]. Panchal, R.K, Education and Society, Independent Publishing Company, Delhi, 2007
- [10]. Pattet, Adam Paul, Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2005
- [11]. Purkait, B.R., Principles and Practices of Education, New Central Book Agency, New Delhi, 2013
- [12]. Radhakrishnan, Sarvapally, Towards a New World, Orient Black Swan, Delhi, 2003

Dr. Madhab Chandra Adhikary "Role of Teachers in Quality Enhancement Education and Human Development" International Journal of Humanities and Social Science Invention (IJHSSI), vol. 07, no. 12, 2018, pp.34-41