

ENHANCING TEACHER QUALITY: THE NEED OF HOURS

**Dr. V Vijay Durga Prasad, Professor and HoD, Department of Management Studies, PSCMR College of Engineering and Technology, Vijayawada*

*** G S Srinivas Murthy, Assistant Professor, Department of Management Studies, PSCMR College of Engineering and Technology, Vijayawada*

Abstract: *The manner in which instructors educate is basic worry in any change intended to improve quality. Educator quality, instructor learning, and educator improvement, in this manner, are turning into the center purpose of scientists, approach creators, program fashioners, implementers, and evaluators. The educator has capacity to advance understudy accomplishment that is the reason advancing instructor quality is a key component in improving advanced education in India. The aphorism, "No Child Left Behind" and "Exceptionally Qualified Teacher" in each study hall ought to be executing by Government. Great training is the aftereffect of the cooperation of various components, the most significant of which is progressively perceived to be quality instructors and educating. In both creating and industrialized nations, educators in the past were treated as semiskilled specialists incapable to settle on dependable choices about their training. Regardless of numerous accomplishments during the previous decade, significant enhancements are as yet required all together for all kids to get the advantage of value training. The significant difficulties in today situation incorporate: low quality of instruction; high dropout rates; advancement of value and getting to training; decentralization of instruction organization; and uncommon needs instruction. This paper is about quality instructor, issues and measures to upgrade quality training.*

Keywords: Teacher, Quality of Teacher, Quality Education, National Council of Educational Research and Training (NCERT), NCF"s.

Introduction

Each one of those liable for the planning of educators concur that having a profoundly qualified instructor in each study hall is basic to understudy scholastic accomplishment. Quality instruction empowers individuals to build up the entirety of their ascribes and aptitudes to accomplish their potential as people and citizenry. In the expressions of the Delors Commission (UNESCO, 1996): "Instruction is at the core of both individual and network advancement; it's crucial to empower every one of us, no matter what, to build up the entirety of our gifts without limit and to understand our imaginative potential, including duty regarding our own lives and accomplishment of our own points."

- Quality education is a human right and a public good.
- Governments and other public authorities should ensure that a quality education service is available freely to all citizens from early childhood into adulthood.
- Quality education provides the foundation for equity in society.

- Quality education is one of the most basic public services. It not only enlightens but also empowers citizens and enables them to contribute to the maximum extent possible to the social and economic development of their communities.

Status of education in India

India comprises 28 States and 7 Union Territories (that are further divided into Districts); education is organized by the individual States. The country's National Curriculum Framework for Teacher Education is being widely used by pre-service teacher training institutions. The Framework defines guidelines considered essential for all teachers throughout India. Interviewed institutions include teachers' union AIPTE, the District Institute of Education and Training (DIET) of the Southern District of Delhi, the Jamia Millia Islamia University, NCERT (National Council of Educational Research and Training), NCTE (National Council for Teacher Education), a primary school and TSG (technical Support Group Ministry of Human Resource Development; Department of School Education and Literacy.

Existing Frameworks for Teacher Education can be understood by following law:

The Right of Children to Free and Compulsory Education Act 2009 (which came into force in April 2010). With respect to the topic of this report, section 24 and 29 are considered important by the stakeholders: Section 24: "A teacher shall perform the following duties, namely:

- a) Maintain regularity and punctuality in attending school;
- b) Conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29. (see below)
- c) Complete entire curriculum within the specified time;
- d) Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
- e) Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- f) Perform such other duties as may be prescribed." Section 29 (2): "The academic authority, while laying down the curriculum and the evaluation procedure shall take into consideration the following, namely:
 - (a) conformity with the values enshrined in the Constitution;
 - (b) all round development of the child;
 - (c) building up child's knowledge, potentiality and talent;
 - (d) development of physical and mental abilities to the fullest extent;
 - (e) learning through activities, discovery and exploration in a child friendly and child centered manner;
 - (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
 - (g) Making the child free of fear, trauma and anxiety and helping the child to express views freely;
 - (h) Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same."

Quality Teacher

The exploration of the previous decade by William Sanders and others unmistakably shows the noteworthiness of the educator in encouraging understudy development and

scholarly accomplishment. What definitely does one mean by "educator quality"? The two potential translations are subjective and quantitative in nature. For the previous translation, quality educators allude to those with high mind, sound subject dominance, study hall conduct, scholarly capacity, propelled degree work and incredible bent for drawing in understudies while (Laczko-Kerr and Berliner, 2002; Tucker, 2011). The individuals who gave more weight to its quantitative viewpoint had considered instructor quality as a yield measure dependent on understudy execution (Hanushek, 1999) or had portrayed "very much qualified educators" as those holding state affirmation and what could be compared to a significant in the field instructed (Darling-Hammond, 1999)

The OECD report "Quality in Teaching" (1994) characterizes instructor quality in five measurements; " - information on substantive regions and substance; - academic expertise, including the procurement and capacity to utilize a collection of showing systems; - reflection and capacity to act naturally basic, the sign of educator polished methodology; - sympathy, and pledge to the affirmation of the respect of other; administrative capability, as instructors expect a scope of administrative duties inside and outside the study hall." (OECD, 1994, p. 13 -14) Teacher quality ought to be viewed as an all encompassing idea, for example as a gestalt of characteristics as opposed to as a discrete arrangement of quantifiable practices, to be grown freely from one another. Another intriguing way to deal with portray the great instructor is the ten skills distinguished by Perrenoud (1999):

1. Organising student learning opportunities
2. Managing student learning progression.
3. Dealing with student heterogeneity.
4. Developing student commitment to working and learning.
5. Working in teams.
6. Participating in school curriculum and organisation development.
7. Promoting parent and community commitment to school.
8. Using new technologies in their daily practice.
9. Tackling professional duties and ethical dilemmas.
10. Managing their own professional development.

Improving quality of teacher

Quality of teacher can be enhanced by: - quality awareness - professional ethics - professional freedom.

- a) Quality mindfulness and self-assessment of general significance for educators' capacity to improve the nature of training is the capacity to consider their own instructing, fundamentally inspect the techniques utilized and searching for elective methods for educating. To make an expanded "quality mindfulness" among instructors and help educators to improve their encouraging strategy and abilities might be of critical significance to improve quality in training. One significant method for doing this is to efficiently assess the claim educating and its outcomes. Assessment is a general term used to depict any movement where the

nature of arrangement is the subject of orderly examination. There are various approaches to sort out the assessment procedure in instruction in different nations.

- b) The proficient opportunity of the instructor is of vital significance in creating quality in training. Proficient opportunity doesn't imply that the educator can do whatever the individual in question likes, yet that the instructor, who knows the understudies, is the individual best prepared to choose which techniques to use so as to make an ideal learning circumstance. Expert and scholarly opportunity for instructors is additionally of urgent significance in accomplishing encouraging that is free of any political, monetary, ideological or strict impact, so as to save youthful people groups' entitlement to and popularity based exercise of basic inventiveness.

5.0 Issues in developing quality

The expert advancement of educators is a key assurance of value training and should be connected to all periods of instructor instruction and instructive research. So as to improve the instruction of instructors around the world, training specialists, governments and intergovernmental associations must guarantee that educators get a decent beginning instructor instruction at college level to set them up for their work as instructors. All instructor training must contain four segments; strategy, teaching method, practice and educational plan territories.

In countless nations an extensive piece of all instructors don't have any educator training or an instructor training, which is a long way from adequate. Countless nations are encountering a circumstance of instructor deficiency. The purposes behind the deficiency circumstance may differ between nations, however there appear to be sure similitudes in a few nations. The quantity of resigning educators has developed as of late and these numbers will be significantly higher in the coming years. Teacher instruction can not exclusively be viewed as beginning instructor training, it is additionally significant that educators get in-administration preparing and proficient advancement inside the calling so as to stay in contact with new discoveries in their subjects and to acquire persistent help for the improvement of their educating strategies. In-administration preparing offered to educators must be of a high caliber. It isn't adequate that instructors are offered in-administration preparing that simply implies routine gatherings and meetings. To ensure an exclusive expectation, in-administration preparing must be composed in participation with colleges, schools or other suitable establishments gaining practical experience in higher and facilitate training. Instructive research must be reinforced as an instrument for improving instructive quality, and the aftereffects of such research ought to be conveyed to instructors in a superior manner. In administration preparing could be one of the significant approaches to convey such discoveries to the educators.

Data and correspondence advancements can and ought to be utilized as apparatuses for educating and learning in all subjects - in expressions, humanities and sociologies just as in arithmetic, science and specialized subjects. New innovations must be viewed as correlative to the instructors and approaches to discover new training

strategies where the two educators and current hardware are significant parts in the instructive procedure. The educators must be offered in-administration preparing right now have the option to utilize these innovations in the most ideal manner. The manners in which that new advances can be utilized in training must be painstakingly assessed.

Training specialists and governments must guarantee that educators have a satisfactory workplace, including the innovation and assets fundamental for their instructing just as genuine assurance as far as word related wellbeing and security. Instructors must be offered to accomplish their work in enough prepared school structures where the understudies, in addition to other things, approach a school library and additionally on-line administrations.

So as to improve the status of all educators around the world, training specialists and governments must guarantee that instructors have a compensation tantamount with different callings requiring a similar degree of capabilities and obligation and that it is feasible for educators to live with respect on the pay. So as to improve the status of all educators around the world, instruction specialists, governments and intergovernmental associations must guarantee that instructors get the good and material acknowledgment proper to their degree of capabilities and obligations.

The educators' associations' perspective on quality is educated by the rule that instruction must be important to the requirements of people and of society; and must be accessible to all, at any age and whatever one's monetary situation, as a right. Associations additionally understand that there is a nearby connection between the status of instructors, educators working conditions and the nature of training.

Guidelines of National Curriculum Framework (NCF)

The NCF was developed by the National Council of Educational Research and Training (NCERT), NCF's guiding principles are:

1. Connecting knowledge to life outside the school;
2. Ensuring that learning is shifted away from rote methods;
3. Enriching the curriculum to provide for overall development of children rather than remaining textbook-centric;
4. Making examinations more flexible and integrated into classroom life; and
5. Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

The Framework asks teachers to:

- Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, treat children equally;
- Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice;

- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity; • Critically examine curriculum and textbooks, contextualize curriculum to suit local needs;
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom;
- Do not treat knowledge as a „given“, embedded in the curriculum and accepted without question;
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

The Framework further states that “this can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- Observe and engage with children, communicate with and relate to children;
- Understand the self and others, one’s beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation;
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking;
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups;
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.”

The Framework then provides concrete suggestions on how teachers’ education can be redesigned. A good teacher:

- Can deal properly with diversity in the student population and is sensitive to children’s different needs;
- Is understanding;
- Knows the background of his/her students;
- Encourages creativity in his/her pupils;
- Is flexible;
- Develops him/herself continuously;
- Encourages his/her students to become good human beings;
- Stimulates an all-round development of the child;
- Should create an interactive learning and teaching environment
- Promotes effective learning on the part of his/her students, both in the cognitive and in the non-cognitive domains;
- Has sound knowledge of the subject matter;
- Has communication skills; • Has managerial skills;
- Is pedagogically competent
- Is patient;

- Uses participatory teaching and learning methods;
- Loves and cares for children;

Conclusion

Teacher education and professional development are the foundations of value instruction. Whatever the instruction framework, quality must be accomplished if educator training and expert improvement are soundly sorted out over the life-course or vocation direction of instructors, and in the event that they react to advancing social qualities, for example, human rights, sex value, financial equity, maintainable occupations and solid lives. Applying these three standards by and by, the "Quality Educators for All" venture means to build the quantity of value instructors by teaming up with an expansive range of partners in every nation – Ministries of Education, instructor associations, alliances of instruction NGOs, preparing and quality confirmation foundations, parent/school/network affiliations, the media, training benefactors, and private division elements – who share the point of helping open specialists to meet their duties of giving quality instruction to each kid.

References

- 1) Amaravati Zilla Parishad, Department of Education (Maharashtra), UNICEF (1997): Anandadayi Praklpa (Amaravati). An Experiment in Joyful Education. Mubai:
- 2) Arora, G.L. (2002) Teachers and Their Teaching Delhi, Ravi Books.
- 3) Chaurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authorspress.
- 4) Chiejine, K. M (1999) MLA Project Assesses Young Students in Nigeria. UNICEF Education Update, January 1999, Volume 2, Issue 1
- 5) Delors et al. (1996): Learning: the Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century.
- 6) Dillon Justin and Maguire Meg (1997) Becoming A Teacher : Issues in Secondary Teaching Buckingham, Open University Press.
- 7) Dunking, Michael, J. (1987) The International Encyclopaedia of Teaching and Teacher Education Oxford, Pergamon Press.
- 8) Elahi, Nizam (1997) Teacher,,s Education in India New Delhi, APH Publishing Corporation
- 9) Greaney, V., Khandker, S., & Alam, M. (1998) Bangladesh: Assessing Basic Learning Skills. Dhaka: University Press Limited
- 10) International Labour Office (1996): Impact of structural adjustment on the employment and training of teachers. Geneva: ILO - ILO, UNESCO, EI and WCT (2001)
- 11) Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (2003) Report Eight Session Paris 15 – 19 September 2003. Murgatroyd S. & Morgan C. (1994) Total Quality Management and the School. Buckingham/Philadelphia: Open University Press
- 12) Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.

- 13) McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education : The Challenge of Professional Practice Boston Allyn and Bacon.
- 14) Misra, K.S. (1993) Teachers and Their Education Ambala Cantt., The Associated Publishers.
- 15) Mohanty Jagannath (2000) Teacher Education in India 10. Murray, Frank B. (Ed.) (1996) Teacher Educator,s Handbook; Building A Base for Preparation of Teachers, San Francisco, Jossey – Bass Publishers.
- 16) National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.
Quality Education for all. Paris: UNESCO/UNICEF - Coombs, P. H. (1985) The World Crises in Education: The View from the Eighties. Oxford: Oxford University Press –
- 17) T. N. (1996) The quality of primary schools in different development contexts. Paris: UNESCO Publishing / International Institute for Educational Planning
- 18) UNICEF - CAMPE (Campaign for Popular Education) (1999) The Education Watch Report 1999. Hopes not Complacence. Efficiency in Primary Education State of Primary Education in Bangladesh 1999. Dhaka: Campaign for Popular Education/University Press - Carron, G. & Châu,
- 19) World Bank (2002b) Achieving Education for All by 2015. Washington DC: World Bank Publications - World Education Forum (2000) The Dakar Framework for Action.
- 20) <http://ncert.nic.in/>