

A Study on the Need of Quality Education in India

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Abstract – The faculty plays a number of roles in teaching. They are consistent patterns of behaviors that guide and direct our thoughts and behaviors to specific situations. Teachers may assume the role of a consultant, resource person, model, facilitator, prescriptive and advisor. When a teacher is flexible, he is able to assume various roles pertaining to the demands of particular situations. Teacher plays a major role in the maintenance, sustenance and enhancement of quality education in India.

Educator with personal model style has confidence in instructing individuals by illustrations and builds up a model for how to think and carry on. He administers, manages and guides by demonstrating to get things done, and urging understudies to watch and then to copy the teachers approach.

Educator with delegator style is worried with creating understudies ability to work in a self-sufficient design. Understudies work freely on ventures or as a major aspect of self-sufficient groups. The educators are accessible at the demand of understudies. An instructor may make them show style as most ruling and other style as less ruling. In this manner an educator may show a profile of different instructing styles.

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INTRODUCTION

Teaching is a confounding association of various aptitudes. The feasibility of a teacher, consequently, depends on the diverse capacities he uses. Truly, teacher's suitability depends on his training style. A perception of demonstrating style is key in light of the way that without it instructor can neither be assessed nor prepared. It is basic to understand that numerous blends of showing styles might be similarly detective, in spite of the fact that others might be less so.

The teachers have to practice their own teaching styles, a high level of self-comprehension is fundamental. It is genuinely clear that if distinctive instructors have diverse styles, understudies should embrace diverse learning systems with various educators.

There is a reasonable confirmation that connections amongst instructor and understudies can be either helpful for the improvement of self-regard or lessening self-regard.

At whatever point the instructor goes into an association with an understudies a process is set into movement which comes about either in the improvement of self-regard or, then again in the decrease of self-regard. In addition, this procedure

happens whether the educator knows about it or not. While a few instructors may naturally upgrade the self-regard of their understudies; the confirmation is that all instructors may profit from a consciousness of the standard required in self-regard improvement. An educator is a "Key" to change. Without his readiness, duty and inclusion, nothing substantial can be accomplished in formal tutoring, university or advanced education. If he feels disappointed with his employment, no measure of weight or control practiced by the chairmen or instructive directors can make him to work. There is familiar axiom that you can take the stallion to the lake, however you cannot constrain him to drink the water. Unless an educator feels inside roused, learning objectives can't be accomplished. Learner's improvement can't happen with reference to their intellectual improvement. Fulfillment with work has an indispensable connection with one's adequacy and proficiency of the establishment.

NEED OF QUALITY EDUCATION IN INDIA

The viability of schools/colleges depends to a great extent on its educators. Advancement of educators viability rests upon the learning program of educator instruction. His identity, knowledge, imagination, command over the

subject depends on the nature of instructor training.

Learning style and zone of intuition of the educators are the significant consideration of the analysts everywhere throughout the world.

The examination confirmations have unmistakably shown that reasoning and instructing styles of the educators have incredible effect on their classroom exchanges with understudies and learning results. They influence how instructors exhibit data, associate with the understudies, oversee classroom assignments, manage course work, and mingle with understudies in the field.

Education is the backbone of our nation. It is an instrument to national human resource development. Listed among the fastest growing economies in the world, India stands way behind in the line, when it comes to education. Low quality education is crippling India's growth to cope with the demands of the 21st century economy.

It is widely observed that students prefer learning mechanically than getting imbibed with the concepts. Studies have questioned the learning of students as they move to higher schools. In the hope of reaping India's demographic dividend, our government has prioritized skill development. The UPA government established the National Skill Development Corporation in 2008, with the target of skilling 500 million youth by 2022.

Initiatives required to be taken:

Accountability to student learning and reform in governance: Success of education must be determined by inputs such as number of classrooms, books in the library or by the ratio of the teachers. We must hold our education system accountable to high standards of student's development. For this, we need to monitor our inputs and regulate our outcomes.

Investment in human capital development:

For children to receive best-quality education, it is imperative to attract the best and brightest into the teaching profession. We must have a high bar for entry into the profession, with top-quality institutes for developing their capacities. It is essential to professionalize teaching, such that multiple career tracks and avenues for growth should be made available to our teachers.

- The government school system appoints principals based primarily on seniority. The process for selecting the head of institutions should be based on merit.
- The government should invest in equipping institution heads with skills that can enable

administrative function and assume leadership roles.

Technology for personalized learning and quality at scale:

- Technology has the potential to create new models of learning and achieve impact at scale. The government must invest in a strong technology backbone, focusing on hardware and software development across our school and higher education institutions.
- Educators must be trained to integrate technology in their learning for effective classroom delivery. Developing high-quality Massive Online Open Courses (MOOCs) and personalized learning resources in local languages can go a long way in balancing the tension between equity and excellence at scale.

DISCUSSION

A business cannot be expected to deliver the best results if one step in the operational cycle is not properly linked to the next step. Adequate resource investment during each step of the cycle is critical for a business to achieve its goal.

Similarly, it is not justified to expect from our citizens to realize their full potential if they don't invest in every phase of their education journey. The start must be by recognizing that early childhood education lays a strong foundation and ensures that every child receives it as part of the formal schooling system. Moving on with early education, the focus should be on strengthening every child's literacy and numeracy skills.

Secondary Education should focus on enhancing employability and college readiness through vocational education, college preparation and career counseling.

Eventually, as an individual pursues higher education, it should be ensured that he/she receives 21st century skills such as writing, communication, critical thinking and collaboration, which will make them an informed and a productive citizen.

There is a need for improvement in quality of information to improve quality of education in reversing the decline in enrollment.

A high-quality Education system is a pre-requisite for our country to achieve global excellence. For addressing India's Education crisis, we require resolute political leadership with a clear vision for education that is able to unite the forces of government, corporate houses and civil society

organizations towards building the nation of our dream.

Education is a very important factor in the economic development of any country. India since the early days of independence has always focused on improving the literacy rate in our country. Even today the government runs many programs to promote Primary and Higher Education in India.

Education in India means the process of teaching, learning, and training of human capital in schools and colleges. This improves and increases knowledge and results in skill development hence enhancing the quality of the human capital. Our government has always valued the importance of education in India and this is reflected in our economic policies.

In comparison to expenditure done on elementary education and higher education, the major share was grabbed by elementary education. On the contrary, expenditure per student on higher education was higher than that of elementary education.

Indian government considers education as a key area where drastic growth and development is required. So various future prospects have been considered and policies are drafted. The vision is to ensure that education in India is of the highest quality and available to the whole population without discrimination.

Though the education level has increased for both youth as well as adults, still the number of illiterates is as much as the population was at the time of independence. The constituent assembly passed the Constitution of India in the year 1950. Free and compulsory education for the children till 14 years of age within 10 years from the commencement of constitution was noted as Directive Principle of the constitution.

CONCLUSION

School education in India particularly facing two kinds of problems namely-quantitative problem and qualitative problem but e learning provide solutions of both of these problems. Reasons are that e-Learning is providing superior education alternative to traditional teaching and learning. It will inevitably transform all forms of educational, teaching and learning method in the 21st century. E-Learning cannot be ignored where one is seriously committed to enhance teaching and learning. Hence the need of the hour to survive in the present fast transforming technological society and to compete with the ICT world, is the knowledge of ICT, as it is very essential, it can be achieved by teaching through Innovative methods at school level.

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