



Role of Teacher in Rural Higher Education: A Critical Analysis

Urvashi Marak

Ph.D. Research Scholar, Dept. of Education, NEHU Tura Campus, Meghalaya

Abstract

Higher Education generally refers to education in post higher secondary institutions colleges and universities. It is widely recognised that Higher Education can play a vital role in the development process of a country. India has encountered a great challenge in improving its higher education. Teaching is an art and skill by dint of which a teacher can transfer knowledge to the students in an efficient and effective manner. A successful teacher is required to be equipped with the characteristics like mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to this profession. Teachers work 'in' a system, whereas the Head of an institute works 'on' the system and continuously improves the Quality of higher education in rural areas with the help of teachers. Students study and learn 'in' a system, and the teachers have to continuously work 'on' the system to improve the teaching Quality especially for rural mass. Involvement in education for rural mass is what makes learning activities a pleasure. Therefore, in this paper an attempt has been made to discuss the role of the teacher in rural higher education and how it contributes for the betterment of the same for each of us.

Introduction

"The teacher is a Real Maker of History". Henry Adams remark, " A parent gives life but as parents he gives no more. A murderer takes life, but his deeds stops there. A teachers affect eternity, he can never tell where his influence stops". - H.G.Wells,

The role and responsibilities of teachers are inter-related and inter-dependent. The teachers is required to play different roles and even the same role changes over the years. Teacher's

responsibility through ages and teachers are required to perform various functions according to the needs and requirements at different stages of education. On the whole teachers have to discharge a number of basic responsibilities irrespective of time and stages of education.

Here the paper writer take this opportunity to discuss the facts of our own country i.e. India which stands third largest in the world in Higher Education. The National Policy on Education 1986 recognized the need for improving the status of the teachers and proposed to provide opportunities for professional and career development so that teachers can fulfill their roles and responsibilities within the education system. Teaching is an art and skill by dint of which a teacher can transfer knowledge to the students in an efficient and effective manner. To a large extent, the responsibility of providing good quality education is shouldered by the teaching community. Complying with the same, India has seen more than a ten-fold increase in the faculty strength which has increased from a mere 40,000 in 1950 to 456,742 upto the year 2004. The detailed break-up of teachers in Universities and Colleges.

In cognizance of its gravity in inclusive development of the Indian society 11th Five Year Plan has given special emphasis on education sector, similarly, knowledge Commission has envisioned quality education in its entirety. There is no denying the fact that the real lever of change towards this direction is construction of knowledge and the pivot of this tool will move in proportion to the professional movement of teachers and their continuous education and reeducation.

Training of teachers for rural higher education

All the above are set up for continuous improvement and further development of practicing of teachers big enquiry and programme-audit focusing on the interior of their effectiveness in understanding how far these programmes are being capable in bringing changes in competences and attitudes in the aspects of teachers' professionalism so that today's teachers can withstand the demands of present knowledge age particularly for rural country.

Implement separate Quality measures for rural education

How the faculty and administration of an educational institute prepare for implementing total Quality management and assessment? How the introduction of Quality

implementation influences the goals, roles, and mission of a rural institute? Who are the key players and what are their individual goals and motivations? How will the culture of an institute change in an environment of increasing demand for demonstrable Quality and outcomes? Answers to such questions should be available in the institute. Most of the Quality Standards for accreditation state that assessment principles are complementary to the institute's mission. Clearly defined mission, goals, and objectives guide faculty, administration, staff, and governing bodies in making decisions related to planning, resource allocation, programs and curriculum development, and definition of program outcomes. These goals and objectives should focus on student learning, other outcomes, and institutional improvement.

Role of teacher in rural higher education:

The various role of teachers in rural higher education can be illustrate as follows

- 1. Create the suitable learning environment:** The teacher in rural areas should create suitable learning environment for the students. In most of our learning institutions the ambient to learn is evaporated by dealings, relationship and some other malpractices. And the cut-throat competitions among the teaching faculty is gaining ground. The focal point is that the quality maintenance is losing the ground now a days. Hence, the academic faculty's role to recreate the suitable learning environment is very essential in this endeavour.
- 2. Quality control circles (QCCS):** QCC comprises of a small group of staff who believes in building and promoting a cheerful work group by developing the staff's potential and meeting regularly to solve work related problems. The Q.C. approach meets Maslow's theory of motivation by niviting individuals to self-actualization activities that challenge their creative and developmental potential. The Q.C. approach can and has worked where education, the wide variation in administration across the country allows the potential for Q.C. management.
- 3. Total Productive Maintenance (TPM):** Total Productive Maintence(TPM) is a maintenance program, the goal is to markedly increase production while, as the same time, increasing employee morale and job satisfaction. TPM brings maintenance into focus as a

necessary and vitally important part of the business in higher education standard maintenance at rural setup.

- Types of maintenance
- breakdown maintenance
- preventive maintenance: periodic (Time Based Maintenance), Predictive maintenance
- corrective maintenance
- maintenance prevention

- 4. Synergistic Relationships:** Bonstingl stated traditional education, which was prone to individual and departmental isolation, is outdated and not to be practiced anymore. Education and Training has provision for partnership and collaboration. Members work together and collaborate with each other as a team. Group or team effort results in greater success than individual effort. Performance is enhanced by pooling the talent and experience of individuals from the rural base. In a classroom, teacher-student work together resulting in student's growth and improvement. The teacher and the institution on the other hand are suppliers of effective learning experiences and environment, both responsible, for the long-term educational welfare of students.
- 5. Continuous Improvement and Self-Evaluation:** The second pillar of TQM applied to education is the total dedication to continuous improvement, personally and collectively. Within a Total Quality setting, administrators work collaboratively with their customers: teachers. Today, it is in our best interest to encourage everyone to ones abilities and those of the people with whom we work and live. According to Deming, no human being should ever evaluate another human being. Therefore, TQM emphasizes self-evaluation as part of a continuous improvement process which can be an very important ingredient for role of academic faculty.
- 6. Use of Information Technology & Communication:** Modern technology is the greatest gift of the time and should be used in a well defined and objectively for rural Higher Education. It should be a grand blessing for the faculty for which they should be well acquainted and constantly updated themselves and keep pace with the development that is going on nationally and internationally.
- 7. Bearing the burden of the other:** In the race of competition everybody is only with his or herself . There is hardly time to stand on behalf of the other. Rural education demands not in segregation but in unison of efforts, hard works, fellow feelings, concern for the

other professionally and due encouragement from time to time. Life is not lived in single entity, so too, academic faculty in order to maintain standard in rural Higher Education should live in communion with the other faculty members with due support.

- 8. Make use of E-learning, E-source:** Make use of the full technological advancement system for learning within short span in teaching learning activities for rural mass. Academic faculty can access this source in their own departments, well arranged comfortably before they deliver the lesson to the students for the betterment of those segregated section of the rural people.
- 9. Constant learner:** Teachers should be open to opportunities to learn throughout their careers. The perspective of teacher learning has to have a comprehensive framework for recognizing and understanding as to how teachers become professional educators and retain their capability to teach in the context of our changing socio-economic demands especially for rural people. This implies formal teacher preparation, induction and continuing development programmes and opportunities for long term professional goals. Opportunities to learn refers to an experience with an anticipated or inferred learning outcome. This is carefully planned and purposefully structured or it may even occur naturally or informally. So there always are opportunities to learn as there are no prescribed limits to human abilities. Needless to add that though education can be completed but learning never ends. In-fact education is all about learning- life long learning.
- 10. Experts in the subject matter of teaching:** This is the fundamental role of the faculty that experts in the subject matter of teaching before becoming a professional in the concerned area of interest. But this is also not enough, because growth needs all round development of body, mind, spirit, and so to be an expert in the subject matter of teaching the academic faculty in line with other aspects of learning should be also well versed for quality maintenance so that there is no deprivation of any sort.
- 11. Cooperate with agents of standard maintenance:** The Academic Faculty in cooperation with UGC-Academic Staff Colleges, NAAC, CTEs, DIETs, etc should work in unison for professional training for teacher quality development in Higher Education especially for rural India. The programmes which are conducted by the agents of quality maintenance such as Refresher courses, Orientation programmes, workshop, seminars can be well responded by the academic faculty so that in due time quality is brought up and maintained

in a smooth manner. There should not be only rush for the above programmes only to have certificates for career advancement.

12. Take part in country's social realities, perspective and promise of development in terms of its social and economic enhancement and confidence and prestige in the comity of nations. For this efforts have to be made with emphasis on teachers' professional development. This would enhance their commitment and result in their professional empowerment which in turn would result into a national mission for human resource development. So it is reiterated that the following suggestions deserve attention.

13. Usage of Heuristic Bases: Collaboration and cooperation among the above three main players are presumed to capitalize on the social nature of learning and therefore, we may be optimistic to reflect that there may remain some heuristics to reflect for changing the internal environment of the existing teacher education culture and take in our stock our own informed evidence in mediating with the external environment. The onus lies on the teacher educators as well as on the practicing teachers. The teacher educators may be responsive as well reflective to look the system from the bottom-up, not top-down paradigm. This entails a paradigm shift. They may have enquiring mind in order to perceive the fallacies and maladies in context of school learning as the teacher performs in multiple realities and teaching is dynamic action-oriented goal attainment endeavor. Problems in teaching are dynamic but action and reflection are the core of the design to evolve. The heuristic may embrace engagement and engaging in thinking skills of higher orders.

14. Critical thinking and reflection: Critical reflection refers to an activity or process in which experience is recalled, considered, and evaluated, usually relation to a broader purpose and context. It is said to be a process of information gained through innovation in relation to the teacher's existing schema for teaching. Some think that critical reflection implies the acceptance of a particular ideology and it involves making judgments about whether professional activity equitable, just, and respectful of persons or not. Critical reflection in teaching also calls for consideration of moral and ethical dimensions and therefore, the wider socio-historical and political- cultural contexts are also included in critical reflection in teaching and here the teachers, have to "transcend the technicalities of teaching and think beyond the need to improve our instructional techniques".

15. Preparation of instructional material: Keeping the outline of the course for education, rural base need and training program as given at point number two in view, the faculty of

the Department of education in collaboration with teacher educators working in colleges of education should go in for preparation of handbook containing instructional material for the trainees. It will be better if the instructional material is developed in the self keeping the outline of the course for education and training program as given at point number two in view, the faculty of the Department of education in collaboration with teacher educators working in colleges should go in for preparation of handbook containing instructional material for the trainees. It will be better if the instructional material is developed in the self-instructional format. The instructional material so developed will reinforce the academic faculty and demonstrations given by resource persons while transacting the course.

16. The role of mentoring: A role of trusted counselor or guide, tutor, coach. A person's mentor is someone who teaches him and gives a lot of advice over a period of time. Mentors have to assess the 'needs' of the mentees-the needs for which they require guidance and support in the solution of their problems. Each mentee has his own needs. As the mentees make progress in their training towards life with new needs cropping up. Mentors have to be on the lookout for emergence of new needs, suggest ways of addressing them and provide help and support. This process goes on till the mentees become self-reliant and self-dependent. Generally, the areas of concern common to most of the mentees fall within the categories of adjustment to the environment of the practice teaching school, communication, class room management and relationship. The information about specific needs of the mentees provides insight to the mentors into the ways and means of helping them in their professional growth. This would bring quality in learning and in Higher Education.

17. To make learning Interesting and Entertaining: To make learning an interesting endeavour is the big issue and a point of discussion in all the departments of learning. Students require interesting teacher with interesting teaching tactics and dynamism in character. Let the teaching faculty utilize various types of methods to present the subject matter to the learning community and there be variations in all aspects. No methods can be fixed in a particular subject.

18. Live the four pillars of Education & the central human capacities: Education for the 21st century as given forth by the UNESCO for the 21st century is;

1. Learning to know
2. Learning to be

3. Learning to Live Together
4. Learning to do.

The academic faculty should be the pioneer in the above four pillars of education and central human capacities and always trigger the learning community to know, to be, to live together and to do. Education is the biggest industry where all hands, hearts, heads, minds, souls and spirits should correspond and move in a single unit. Therefore, the role of academic faculty is the most challenging one to maintain, preserve, integrate the quality of learning with central human capacities for future prospects.

Conclusion

In this knowledge era an effort may be initiated with our limited knowledge-base and ardent commitment to expand horizon of instruction-in-action in thousands of classrooms in our country so that hitherto untapped human resources in teachers may be made public. As responsible institutions, initial teacher institutions, CTEs, IASEs, DIETs, SCERTs, CTEs and other concerned in teacher development may reflect on with intellectual rigor and integrity for evolving a new route map for teacher education, reeducation and skills building in a culture of professional partnership and dialogues with colleagues. Thus, role of academic faculty in rural area towards quality and quantity maintenance is very essential in higher education for better outcome of the learning by rural mass.

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