The Role of ‘Central College’ of Education for Quality Improvement of Private Unaided Colleges of Education In Sant Gadge Baba Amravati University Of Maharashtra State

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Abstract: The Education System should also change in accordance with the changing times and it is high time that the teacher’s student and intellectuals realize their responsibilities to ensure a bright future the aim of quality institution is intends upon producing an individual who is socially responsible globally aware and useful to the Nation. We need to accelerate efforts in promoting quality education at teacher education level.

The Concept of ‘Quality’ we can understand is an integral part of human development. The quality education provides students an opportunity to reflect on the critical, social, economic, cultural, moral, professional and spiritual issues faced by humanity. Quality leads us towards national development through dissemination of specialized knowledge and skills. Diogenes Lecture rightly said, “Education is a controlling grace to the young, consolation to the old, wealth to the poor and ornament to the rich.” It means the education is such a capital which embodies acquired Knowledge and skill for all round development of the pupils.

Central College of education play important role in improvement of quality education. Arranging various training program for teacher educator and for students the quality of education improve.

Keywords: Central College of education play important role in improvement of quality education.

Introduction:-

The very fact that teaching is a profession entails that teaching is a specialized activity for which specialized knowledge/training is required through specialized institutions. A good institution will produce individuals who will be devoted to the profession and make their mark in the activities organized by them while going to the field.

The quality is to be archived through proper effort. It has to be a culture of society, a way of life. So quality is a strong weapon for excellence. The College pivot on their mission statement, Vision and mission statements are built around expressions of core values. The core value of the college indicates its polices of quality, human resources and environment conducive to innovations and initiatives for development. In real life, we come across the finishing line of quality as a value as well as strategy. “Quality as a value” remains for a longer period rather than “Quality as a strategy, Goals are the starting point for the quality”. Goals may vary from College to College. Goals without action is empty dream. Therefore, the activities of the colleges turn dreams in to goal. For achieving the goal, the college has to plan properly to accomplish the same and evaluate periodically. The quality can be measured in the form of progress by comparing trends with the changing situation. The quality education provides students an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues faced by humanity. Quality does not come easily. We have to work hard at it. It also refers to the four pillars of education/learning i.e. learning to know, Learning to Do, Learning to live together and finally ‘Learning to Be’. One of prime goals of quality education is to build knowledge, life skills, perspectives attitudes and values of the students to transform the society into a more productive, sustainable one.

Teacher educators have never taken the aspect of professionalism very seriously. They have been criticizing the process of teacher education rather providing answer to problem faced by them. In many college teachers fail to provide a good model of teacher education.

Central College:

In Maharashtra state, every district or two districts together having well established Govt. or Private aided College of Education Can play as a role of Central College.

Title “The Role of ‘Central College’ of Education for Quality Improvement of Private Unaided Colleges of Education In Sant Gadge Baba Amravati University Of Maharashtra State”.

Objectives:-
1. To Study the Program runs in Private unaided colleges.
2. To Study the performance of student teacher in private unaided colleges.
3. To Study about Academic performance of teacher educators in private unaided colleges.
4. To arrange the program for quality improvement of private unaided colleges of education.
5. To Study the effectiveness of program arranged.

Hypothesis:-
The quality of unaided colleges will be improved by applying various programs through Central College of Education.
The teacher educators have much to contribute to the development of quality amongst the teachers. It is high time that they understand their role rather than simply criticize the system in the name of NCTE. If they do not contribute, they will move form the current marginalized status to the one of irrelevance. They will have to respond at both conceptual/empirical and pedagogical levels.

The first and foremost thing is that they will have to accept the existing realities of the world. Privatization has entered in education system and they can not deny it at any cost.

Teacher educators should envision functions other than teaching by making teacher education broad based with respect to changing time. Many dimensions with specializations have to be added, since the future teaching will not be limited to classroom teaching alone. Students will not depend upon teachers to seek knowledge about subject matter. They will be finding better transmitter of knowledge in media. They require help of the teachers to solve their day-to-day learning or behavioral problems.

The quality of education at any level depends on the quality of teachers. Hence, in any effort to improve the quality of teacher education the emphasis should be on improving the quality of teachers. In this regard, Academic staff colleges are playing a key role in developing the quality of teachers in the field of teacher education. But the existing Academic staff colleges are not adequate to cover all the staff in the colleges.

Several attempts have been made to find criteria to define quality in teacher education college level, but there are three particular perspectives that seem to recur.  
1) The external frameworks for teaching such as resources – for example allocations number of teachers, premises and equipments.
2) The actual learning process and includes such factors as the content of the teaching, how the teaching is organized and the methods that are used.
3) The third is quality of results.

To get the desired results there may be desired:-
- Proper teacher taught ratio as per UGC norms
- Proper career counseling with up to date information.
- Training orientation and refresher courses for teachers
- Continuous assessment of students and teachers at least twice in year
- Faculty exchange program at college level

* Position showing the Aided and unaided colleges in Sant Gadge Baba Amravati university Of Maharashtra State

In State of Maharashtra there are 12 govt. and 46 private Aided colleges are established. 349 colleges are private unaided. In Sant Gadge Baba Amravati university 4 college is govt. 01 aided and 34 Colleges are private unaided.

* **Applied program:-**
1) Practical Training  
2) Seminars  
3) Use of Audio-visual aids i.e. LCD, OHP, Multimedia, etc.  
4) Use of Internet and teleconferencing in online education
5) Field Study  
6) Self Study  
7) Library assignments  
8) Case study  
9) Guest lectures  
10) Micro Teaching  
11) Internship

**Conclusion & Recomendation :-**

Performance of field base activities and practice teaching measured by three point rating scale, it found better as compared with previous performance. In Sant Gadge Baba Amravati university 4 college is govt. 01 aided and 34 Colleges are private unaided. Govt. college of Education have fully qualified and experienced staff as per UGC norms but in unaided colleges very few lecturers are qualified and experienced. Many lecturers have not attended course like orientation and refresher. Many colleges have not essential equipments and infrastructure also, that effects on the quality of teacher education.

Researcher organized short time orientation course for lecturers in unaided education colleges taking in to consideration above program. Results of final examination improve the percentage of average marks in each subject. Central College of Education provided experts to unaided colleges once in a weak for guidance to teaching and practice teaching. Also guidance how to use Audio-Visual aids by providing essential Audio-visual aids. Also Central College organize some activates in every college such as orientation to newcomers, support system, mentor system to students, remedial teaching, grievance redresses, feed back mechanism, Ladies forum etc. By using interest inventories, observation, rating scale and test examination it seems quality of teacher educators and students improved.

The education system should also change in accordance with the changing times and it is high time that the teachers, students and intellectuals realize their responsibilities to ensure a bright future. The aim of quality institution is intend upon producing an individual who is socially responsible globally aware and useful to the Nation. We need to accelerate efforts in promoting quality education at teacher education level. Central College of Education plays important role in improvement of quality education. Arranging various training program for teacher educator and for students. The quality of Teacher Education improve.

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