



# TEACHER EDUCATION: NEW WAY OF QUALITY EDUCATION

Kavita Sharma<sup>1</sup>, Sonu<sup>2</sup>

*Research Scholar, Department of Education, Ch. Devi Lal University, Sirsa (Hry.) (India)*

*Research Scholar, Department of Education, Ganga Singh university, Bikaner (India)*

## Abstract

*Education is a human process, which involves the teacher and the taught. The teacher is the Kingpin of the teaching learning process. A teacher must have proper teaching qualities because he just not impart only education but also responsible for all round development of a student. It is recognized that to assist teachers in adapting to their changing occupational roles in schools & society, much innovative and reform is necessary in the professional training for teachers, Hence there is a great demand to develop teaching qualities among teacher first and it is possible only through teacher education in which different teaching training courses are included as in-service, pre-service, B.Ed., JBT etc. organized by various educational agencies as DITE, NCTE, and NPE. The present study throws light on quality concerns and role, qualities and importance of teacher education to improve quality education.*

## Keywords: Quality, teacher Education

Education which shapes and molds the quality of life of the people of a country and whose goals are extremely sacred and whose influences are permanent and developmental should be placed in the hands of appropriate and dedicated facilitators, i.e. the teachers who can be trusted to perform a noble, laudable and a challenge role in the educational process. The progress of a nation depends on education. The Teacher is considered like an agent of change. So there is a great demand a teacher should be innovative, up-dated and has depth knowledge about the content and all this possible only through qualitative teaching. We can say that teacher is a key role-player in teaching learning process. That's why a teacher is called future maker of any society and nation. Young generation processed like a raw material for any society and nation which will be used in right way only through a teacher.

## Meaning Of Teacher Education

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom (I.R.A.Sharma 2010). Most educational programs for teachers today focus upon these



points. However, the internal character of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate. Teacher quality affects all stages of the teaching „lifecycle“ , from attraction into the profession to ongoing development and retention in their own schools. To improve equity in educational outcomes, quality teachers must also work in schools where they are needed most including, remote and disadvantaged schools. Improving teacher and school leader quality requires action to: Attract the „best and brightest“ entrants to teaching; Train our future teachers through world-class pre-service education; Place quality teachers and school leaders in schools where they are needed most; Develop teachers skills and knowledge through ongoing professional learning; and retain quality teachers (Nateshan, Begum Jahitha 2010 ) and school leaders in our schools.

Educational quality in developing countries has become a topic of intense interest, primarily because of countries efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning, further challenging education systems and, especially, teachers

#### **Objectives of Teacher Education NCTE:**

- Development of better understanding among students
- Building up confidence among teacher
- Using effective methods in teaching
- Development of favorable attitude among teachers
- Familiarizing with latest education
- Improving standard of teacher education
- Training for democracy and efficacy of teacher education
- Development of social insight among teachers
- Development of competency of teacher education to improve teaching learning process.
- Establishment a link between educational institute and community through proper teacher education.

#### **Curriculum of teacher education to develop proper teaching qualities among teachers:**

We said that the role of a teacher is become changed in this complex and globalized world. Today the role of teacher is expanded and there is a lot of responsibilities on his shoulders such as imparting knowledge as well as drawing out different inner values which helpful in overall development of



students. This can be understood and realized only through an effective curriculum in teacher education. An effective curriculum plays an important role in teacher education through which a teacher realizes, experiences and determines different teaching qualities by which a teacher easily molds a student's life in the right way by developing good learning qualities in him. UNESCO (2002) has projected a curriculum framework taking four supportive themes viz. Context and Culture, Leadership and Vision, Lifelong Learning and Planning and Management of change. So there are some suggestions by which an effective curriculum will be developed to impart proper teaching qualities among teachers which are following:

- Stress should be laid on professional competencies
- Development of performance skills through ICT (4.Narayana Raju 2012)
- Practical teaching should be planned and organized systematically.
- Strong link between training institutes and schools
- Stress laid on peace education
- Emphasis on practical skill (5.Gupta Madhu 2011).
- Weightage should be increased on co-curricular activities

#### **Suggestions to assure quality in Teacher Education**

Teacher quality is a point of concern throughout the world. There is a need to redesign and reengineer the complete process of teacher training (6.palanethra 2010). Gaps, weaknesses and ad hoc approach in training cause wastage of time, money and efforts. To assure quality long term thinking, planning is required. Following strategies may be useful to assure the quality in teachers training:

- Appropriate balance between theory and practice – an appropriate balance has to be maintained between the theory and practice in the field of education so that the training does not remain lopsided and leads to full growth of the teacher educator.
- Review and modification of the prevailing curriculum – as the present curriculum does not lead to overall development of the teacher educators it becomes evident that a thorough review of the curriculum is required.
- Teacher education to be made dynamic and responsive – the teacher education can no longer afford to remain conventional and static but should transform itself to a progressive dynamic and responsive system
- Professional Competence: Teacher Education cannot be improved unless we improve the professional skills (7.Kaur Sukhjiwan 2011) and competence of teacher educators. The remarks of Kothari Commission also highlight that 'a sound programme of professional education of teachers is



essential for the qualitative improvement of education.’ To be regarded as professionals, teacher educators have to be highly competent, committed to the delivery of quality service, and seek autonomy for decision – making in the discharge of their professional duties. They have to set their own goals and agenda within the context of the employing institutions, determine their plans of action, and assess their performance.

- Professional commitment and feeling of responsibility – due to lack of interest and forceful adoption of the profession, the teacher educators fail to develop professional commitment and to shoulder the responsibility. They are required to pass through such a process that enables them to nurture the right attitude, passion and love for perfection and efficiency for the field. As far as the role of training college is concerned, the right type of teacher educators in our institutions is must. They should be committed to their profession, to learner, to society, to basic values and t professional actions for attaining excellence. As soon as a teacher educator teaches with conviction (and not from merit only) the results come out to be immediate and miraculous.

- Teacher’s Associations: Teachers’ associations play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct through information and communication technology (8.Gopalakrishnan 2011) S.,. National level associations of teacher educators could prepare a Code of professional Ethics for teachers and see to its observance.

- Implementation of the latest research in the field of education – not only research but also the implementation of the findings is required for the desirable modification of the system.

#### References:

- Sharma A.R. 2010, Teacher Education & pedagogical training. Suriya publication, Meerut.52-56.\
- A.K. Nateshan , A. Begum Jahitha 2010, Quality Concerns in Teacher Education: APH publication.
- UNESCO 2002, Information and communication technologies in education: A curriculum for schools and programme of teacher development, [www.unesco.org](http://www.unesco.org), accessed on 15<sup>th</sup> December 2011.
- Narayana Raju, Integrating ICT in Teacher Education: An inevitable step towards improving the quality of education. University News, 2012:12 (50, 06):2-3.
- Gupta Madhu, Convergence of ICT in higher education: Opportunities and challenges. The Educand journal of humanities and social sciences, 2011:12 (1, 1)26-32
- L. palanethra, Teacher Education-Prospects and Problems: Quality Concerns in Teacher Education: APH publication. 2010, 86-87
- Kaur Sukhjiwan, Kaur Sarbjeet, Improving study skills among trainee teachers. Edu Tracks: A monthly Scanner of Trends in Education. 2011:06 (10, 10): 12-16.



- Gopalakrishnan S., Attitude towards information and communication technology (ICT) among library professionals in and around Chennai. International journal of information dissemination and technology. 2011:4 (1):61-67.
- Annual Report 2006-07, department of school education and literacy & department of higher education, ministry of human resource development, government of India.