

Quality Nourishment of Teacher Education in The Changing Scenario

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Abstract: Quality is defined in terms of excellence, exactness, principles and value for money, competencies for work, reliability and relevance. Quality has become the slogan of existing educational development not only in India but also at the international level. Teacher education is the backbone of the culture. It is the quality of teacher education that decides the quality of human resource in a nation. The managing and nourishment of quality in teacher education is a great challenge for the policy planners and managers in the changing scenario. If we are to live on in this competitive, market oriented and technology focused earth where limits of country are disappearing, then there is no subsistence without quality. Quality education is necessary today, to enable individuals, societies and nations to acquire the skills and competencies required for living in a competitive, global world. The World Conference on Higher Education (UNESCO 1998) had rightly stated that each higher education institution should define its mission to provide access to quality education the basis of human rights and democracy.

Key Words: Quality Enhancement ,Teacher Education, National Curriculum Framework, ICT.

1. INTRODUCTION:

Quality is a strong need to build a authenticity based teacher education programme by establishing interweave connections between teacher education institution and schools on one hand and universities on the other hand. On the quality of education, a policy perspective (1985) entitled ‘Challenges of Education’, it is said that “a quality-conscious system could produce people who have the attributes of functional and social relevance, mental ability and physical dexterity, efficacy and reliability, and exercise initiative and make innovation and experimentation with new situations. To these personal attributes, one could add the dimension of a value system, conducive to harmony, integration and the welfare of the weak and the disadvantaged.” Quality defines the aims and purposes of education. Quality impacts on the development of the society. The quality of knowledge in a society depend upon the quality of education it provides. Quality makes the knowledge relevant in individual and social needs.

Following are the steps suggested from the perspective of administration, Teachers, Students and society at large for quality enhancement and substance in Teacher education.

2. INCREASING DURATION OF PROGRAMME:

The existing duration of teacher education programme for primary and secondary level is insufficient for producing quality teachers. The short duration of the teacher training programme does not allow teacher trainees to understand and realize the full consequence of the theoretical and practical aspects of the course. Several committees and commissions have been suggested increasing the duration of primary and secondary teacher education programmes. NCERT has also analyzed the syllabus and calendar of activities of two-year B. Ed programme (2006). Thus, all the universities and state institutes of teacher education should introduce two-year B. Ed programme

3. INTRODUCTION OF SPECIAL EDUCATION:

Today we are talking about inclusive education .importance of special education are increasing in present scenario. There are a lot of instructive jobs like counsellors, administrators and supervisors available in the marketplace.

Teachers have to play a vital, active and influential role in encouragement universal education and promoting and developing the values and visualization in the society.

4. EDUCATION OF VARIOUS SUBJECTS:

There are a number of special papers like human rights education, environmental education, value education, guidance and counselling, management and planning, administration and supervision, primary education, assessment and evaluation and many other news papers relevant to the society need to be integrated in B.Ed. and M.Ed. program on the basis of job analysis of the mission.

5. ENHANCING THE QUALITY OF CLASSROOM EXPOSURE:

The national curriculum framework for quality teacher education and National Curriculum Framework for school Education recommended using culture-specific pedagogy in the teaching-learning process, instead of using one uniform mechanistic way of student learning. The cultural practices such as Storytelling, Role playing, Dramatics, and Puppetry, community living etc should become a strong basis of classroom teaching, it is supposed that culture-specific pedagogy is a solution to meet the problem of variation in information processing capacity of the students staying in different parts of the country. Therefore some immediate steps like a orienting teacher educators for applying culture specific pedagogy in classroom teaching; encouraging pupil teachers to use it at primary and secondary level; and more exposure to various types of instructional material and teaching aids, are required.

6. ACCEPTANCE OF CHALLENGE:

Today role of teacher is multidimensional. Teaching field is a challenging. According to Dr. APJ Abdul Kalam has proposed steps to meet this challenge. "Firstly, the educational system should highlight the importance of entrepreneurship and prepare the students to get oriented towards setting up of the enterprises... The youth should be imparted the spirit and confidence that "We Can do it". Secondly, the banking system should provide venture capital right from every village level to the prospective entrepreneurs... Thirdly, the capacity to identify marketable products and methods of enhancement of purchase power among the people has to be built as part of education."

M.C. Paul by "instilling the following capabilities in an efficient, effective and excellent manner:

1. to think logically, analytically, critically and laterally;
2. to make a healthy and honorable living, employing learning/occupational skills and work experience;
3. to realize one's potential for self-development in terms of physical, emotional, intellectual, aesthetic and moral attainment through education and experience; and
4. to acquire a discriminatory capability to appreciate, imbibe and balance emerging values concerning areas of sustainability, ecosystems, development with equity and civility, harmony and cultural pluralism."

7. EDUCATION FOR ICT LITERACY:

Today our classroom processes are mainly based on 'chalk and talk'. There is an instant need for orienting the operating teachers in ICT in pre-service and in –service teacher training programmes. The teacher should be skilled in the use of modern tools of ICT including offline and online electronic resources such as CD-ROMS, Power –Point Presentation, Pedagogic capability, Multimedia, Computer based instruction, Internet and the world wide-web etc.

8. SKILLS DEVELOPMENT PROGRAM:

The teacher training systems at present is not encouraged the gaining of the new teaching skills which have been made essential by the changes in education and in society. Although teachers are required to impart basic knowledge, these are:

- Each learner's specific needs are taken into description;
- Students become independent lifelong learner;
- Being a teacher acquire Pedagogic
- Teaching is adapted to a multicultural environment;
- New technologies are used.

9. EVALUATION OF TRAINING NEEDS:

There is an over burden of trained teachers in urban areas; on the other hand there is a lack of teachers in rural and tribal areas and in certain curricular areas like science, mathematics and geography. This implies that there is an urgent need to undertake a need assessment survey at the state level to get a clear picture of demand and supply of trained teachers area-wise, and subject-wise.

10. TEACHERS BECOME LIFELONG LEARNERS:

Destiny of India is dependent upon the ability, skills hard work, dedication, foresight, loyalty, discipline enthusiasm, quest for knowledge of the teachers. And “We the Teachers of World” can shape the destiny of our nation and the world.

Same words of thinking Rabindranath Tagore said, “A teacher cannot teach unless he is teaching himself. A lamp cannot burn another lamp unless it continues itself to burn.” Teacher’s role is extremely sophisticated professional which requires sufficient knowledge with regard to all programmes of social industrial.

11. CONCLUSION:

The above discussion clearly indicates the huge task ahead of the institution of teacher education, integrating all aspects in the course to achieve the goal of education. The aims of teacher training programme are to produce teachers who have professional capacities. The role of teachers is not limited not only teaching room. Teacher with competences and commitment for professional ethics are the need of hour. The challenges are ever changing and never ending. Thus, both teacher education and teacher educators need and systematic review of their benchmarks followed by a serious planning and consideration about restructuring and resetting of teacher education institutes. This can bring about far-reaching changes in teachers and get better the quality of teachers at all level of education.

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