

QUALITY TEACHER EDUCATION IN 21ST CENTURY - A CHALLENGING TASK

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ABSTRACT

Higher education and professional training is no longer confined to the privilege class in India. Today, we have adopted universalization of education, globalization of education and different types of transmission of new knowledge have changed the total system of education in 21st century. Moreover during 21st century there has been population explosion so the demand of education increased a lot. India being a secular state and the welfare state is responsible to provide education for all. So, because of these reasons there has been tremendous impact in higher education. The concept of self study facility, internet, E-learning is becoming very popular in providing education. It's a period of advancement, technological development, and scientific inventions. So, in this 21st century vocational education, professional education and basically quality education is the demand of the day. Now it's a period when accountability should be determined at each and every level, there is no doubt that different agencies like NIEPA, UGC, NCERT, AIU like bodies are working for quality education. But if we want to achieve the perfection in our life we have to restructure teacher education system to impart quality based life skills and valuable knowledge.

KEYWORDS- Quality Education, Focused Parameters, Role

INTRODUCTION

“Teachers are the backbone of any country, the pillar upon which all aspirations are converted into realities”.

(Dr. A.P.J. Abdul Kalam).

Education is an endless journey through knowledge and enlightenment. Quality is a positive and dynamic idea achievable by design with meaningful investment; and not a



negative idea of absence of defect (Crawford and Shutler, 1999). Since quality is a dynamic and positive idea, it has endless possibilities of evolution and unfolding, making it an endless journey with a deliberate purpose and design and not necessarily a destination (Shejwalkar, 1999). The international Commission on Education for the 21st century called for holistic development of individuals, thus optimizing physical, mental, intellectual and spiritual potentialities. Quality education must be supported by the four pillars of learning: learning to know, learning to do, learning to be and learning to live together (UNESCO, 1996). Holt (2000) argues, "I shall suppose that education is concerned with the development of minds of the pupils; schools produce educated persons who, by virtue to their schooling, make their way in society to their own and society's benefit...How are these benefits to be constructed? The religious life, made manifest? Our concept of quality is dependent upon what we choose." The quality education helps the students (a) To think critically, creatively, logically and analytically. (b) To provide skill of entrepreneurship (c) To acquire the capability to appreciate and imbibe the emerging values of our times such as concerns for equality, civility, harmony and cultural pluralism.

In the different sectors of economy education is playing very tremendous role, consequently our GDP has increased tremendously. We have been emphasizing the concept 'Education for All'. In this regard we have putting our all efforts to achieve the target of education. School punchayats and all leading personality have been made responsible for the development of education in the rural masses. Education commission (1964-66) says, "Of all different factors which influence the quality of education and its contribution to national development, the quality competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the training profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

The teachers are the pivot of any educational system. In the Indian tradition, the Guru dispels the darkness of the mind caused by attachments to the senses and body consciousness. The word Guru has now entered the international vocabulary. This western use of the word does not represent the same meaning it is meant in Indian tradition. While the disciples treat the Guru as God, the Guru also prays to God that both Guru and Shishya are able to learn together and be equal to the expectations of the shishya (sallis, 1996). The British era brought in the new industrialized model of educational organizations, through classrooms and schools. The major changes in the new system were as follows:

- Students were enrolled with schools and colleges, no more with teachers.
- Students learnt what was decided by the state, not by their teacher.
- Teachers were recruited by the state; students had no choice in choosing their preceptors.
- Teachers received cash salaries in exchange of classes instead of services by the students and contributors by the community.
- Students paid cash fees to schools, colleges and universities.
- Good institutions charged more fees than the poor ones- higher price for better quality.



According to a review of teacher development practice in five countries including India concludes: when teachers are actively involved and empowered in the reform of their own schools, curriculum, pedagogy and classrooms, even those with minimal formal qualifications and training are capable of dramatically changing their teaching behavior, the classroom environment and improving student achievement. Conversely when teachers are ignored or when reforms come from above or are not connected to the daily realities of classroom and local environment, even the most expensive and well designed interventions are almost certain to fail (Craig, et al, 1998).

Teachers themselves need to be a lifelong learner; to able to articulate their teaching with the new paradigm of learning; be adaptive and flexible in dealing with the new brand of students comprising different age groups of diverse ethnicity, and with a wide range of prior knowledge and background; and be conversant with the new technologies which are developing rapidly at an ever increasing speed (Elliott & Morris, 2001). Further there is need to integrate teacher education with spiritual intelligence dimensions, such as knowledge of divinity, religiosity, mission for life values, conviction, commitment and personality, happiness and distress, brotherhood, love and compassion, leadership etc.(Goel and Goel, 2010).

ROLE OF QUALITY EDUCATION

- Education should prepare ideal teachers who are capable for all round development of the students.
- It should provide all best possible knowledge of the subject.
- It must give practical knowledge and experience regarding the various activities and duties which a teacher is required to perform.
- It should develop the proficiency in language so that he may express himself in the class with confidence.
- It should be responsible for character building.
- It should be responsible for physical development of the student.
- It should impart training of drawing, painting and ultimately the use of potentials in the productive manner.
- On the other aspect, it must develop in every pupil teacher the dignity of labour and finally the last but not least it should develop the outlook of the teacher when he will consider teaching as a mission and not profession.

FOCUSED PARAMETERS IN TEACHER EDUCATION

NPE, 1986 has rightly stated that, “No people can rise above the level of teachers.” So or the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education and dedicated and efficient teacher educators. The following quality parameters must be focused by the concerned agencies like government, the university and finally the education department.



- ❖ B.Ed and M.Ed course should be of two years term. In which first year should be for covering the theory portion and second year for practice of teaching. In second year of M.Ed the special courses like population education, environment education and action research should be emphasized.
- ❖ The well qualified teachers should be appointed.
- ❖ The infrastructure as per the guidelines of NCTE should be provided.
- ❖ The teachers must be provided the opportunity to improve their qualification by organizing seminars, conferences, Workshops, writing, presenting research papers and undertaking some research work.
- ❖ The accountability of the student as well as the teacher should be determined.
- ❖ Teachers should be prepared to care for children and to love with them, love knowledge and be constantly learning, own responsibility towards society and work to build a better world, develop sensitivity to the problem of the learners, commitment to justice and zeal for self reconstruction.
- ❖ The state government should instruct all the heads of the schools, private management, education department not be recruit untrained teachers in the schools.
- ❖ The excursion, activities, summer camps, educational fairs, talent searching programmes etc. should be organized frequently in the institutions.
- ❖ The criteria of promotion should be revised. It should not be on the basis of time promotion rather it should be based on performance in general.
- ❖ All educational agencies should give opportunity to the teachers to enhance professional qualification. They should be oriented through latest techniques and modes of teaching.
- ❖ Government should promote the contribution of private investors, NGOs and various related agencies to work or for the improvement of professional growth of the teachers and to improve infrastructure at institution level.
- ❖ There should be a co-ordination between the government, management and teachers so that a democratic system of working together may be developed.
- ❖ Very fortunately we adopted democratic political system in the country but it seems that democracy is shown on the papers and not in the field.
- ❖ Last but not least we must provide more finance to education.

CONCLUSION

Today, we want to touch the extreme heights of excellence in our life. In 21st century knowledge has become the key source to achieve excellence in life. And it is only the teacher who has ability to raise the highest standard of life by imparting higher valuable education to them. There is need to strengthen the intellectual horizon of our students as well as our teachers. So, there is need to re-establish our pedagogical structure and especially professional institutes by adopting new innovative action and plans.



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