

## Quality Sustenance in Teacher Education – Concern and Challenges

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**Abstract :** Teachers are the greatest assests of any Education system. They stand in the interface of the transmission of knowledge, skills and values. Teacher Education play a vital role in reforming and strengthening the education system of any country. Teachers Education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. Thus, the demand for qualified and quality teacher has been continuously on the increase the world over. It is thus necessary that quality concern is explicit in every aspect of teacher education program.

### Introduction

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellows beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession.

Teacher Education is the backbone of the society. It is the quality of the teacher education that decides the quality of human resource in a country. The management and sustenance of quality in teacher education is a great challenge for the policy planners and managers in the changing scenario. Quality has become the watchword of current educational growth not only in India but also at the global level. If we are to survive in this competitive, market oriented and technology driven world where boundaries of country are fastly disappearing, then there is no existence without quality.

\The Indian society needs education with special emphasis on science and technology, vocational input and realistic work experiences. The teaching community has to face the challenges thrown by science and technology. The quality of education is still poor. Many



issues are involved in the teacher education programme which should be tackled well if we want to ensure quality in teacher education. Some of these are : **Issues or Challenges in Teacher Education Programme :**

- ❖ Selection problem
- ❖ Short Duration of Teacher Training programs
- ❖ Incompetency of pupil Teachers
- ❖ Teacher Education program have narrow and rigid curriculum
- ❖ Problem of practice Teaching
- ❖ Problem of supervision of teaching
- ❖ Deficient in content of the Teaching subject's knowledge
- ❖ Methods of teaching are lacking in innovation
- ❖ Segregation of Teacher Education Department
- ❖ Poor Academic background of student- teachers
- ❖ Deficient in facilities for pupil- teacher
- ❖ Lack of regulations in demand and supply
- ❖ Lack of facilities for professional development
- ❖ Insufficient financial grants
- ❖ Narrow scope of Teacher Education
- ❖ Lack of culture specific pedagogy
- ❖ Problem of Infrastructure

So these are some of the Issues or challenges that our teachers education is facing. There is need to come forward and take some concrete steps. More attention must be paid to defining and assessing global competence in teaching and learning. The Teacher education programs need to integrate innumerable skills and competencies. It is necessary to shift to more powerful learning paradigms. There is need to bridge the gaps between teaching styles and learning styles providing differentiated differential learning experiences to learners of all the learning styles – audio, video and kinesthetic. Education should be value added character building should be on of the primary aims of education.

### **Teacher Education and Problems of the nation**

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solution to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. It demands understanding with investigative minds,



assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre -service and in - service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization.

Teacher Education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. Although National Council for Teacher Education(NCTE) as a non statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently ; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective.

### **Other Critical concerns**

The factors and forces influencing teacher education are many some of which have been discussed in the preceding sections, certain others are being mentioned here under :

- ❖ Gradual change- over from conventional programmes of teacher education to integrated courses to ensure greater professionalism.
- ❖ Increased duration of teacher education programmes to accommodate for proper assimilation of emerging professional inputs.
- ❖ Stage- specific theoretical and practical components, transactional strategies and evaluation.
- ❖ Plans and programmes of teacher education to respond to the expected role performance of teacher.
- ❖ Flexible and pragmatic approach to plans and programmes of teacher education.
- ❖ Proper planning and orientation of education of teacher educators.

### **Commitment and performance in Teacher Education**

A major concern in school education is the quality and relevance of education being imparted to young learners. Every learner is supposed to acquire mastery level learning in identified



competency areas. NCTE has analysed the existing curriculum of teacher education from the point of view of competency areas. It has emerged that to enhance the quality of school education equal emphasis needs to be given to competencies, commitments and willingness to perform. A curriculum framework based upon competencies, commitments and performance has been developed. Competency areas namely, contextual competencies, conceptual, content, transactional, related to other educational activities, developing teaching learning material, evaluation, management, working with parents and working with community and other agencies, have been identified as critical to teacher preparation at elementary stage.

Acquisition of competencies alone will not be sufficient until and unless the teacher is fully committed. Teacher commitment areas identified include commitment to the learner, commitment to the society, commitment to the profession, commitment to attaining excellence for professional actions and commitment to basic values. Along with competency and commitment areas, performance areas have also been identified. These include classroom performance, school level performance, performance in the out- of school educational activities, parents related performance and community related performance.

The critical analyses of the context and concerns presented in the preceding sections help in developing a vision for teacher education in future. Today there are more expectations for education. According to NCTE (1998) teacher is the most important element in any educational program. He plays a central role in implementation of educational process at any stage. So the quality of education basically depends on the quality of teachers. Kothari Commission has very rightly said, "The destiny of India is being shaped in its classrooms". As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education. The need of teacher man power planning has resulted in mushrooming growth of teacher education through out the country. The following measures may be helpful for improving quality of teacher education :

- ❖ To provide professional development for practicing in- service teachers by updating their knowledge and skills ;
- ❖ Effectiveness of the new initiatives curricular reforms ;
- ❖ Intensive use of ICT for school education and also involvement of the community ;
- ❖ To adopt innovative teaching strategies in teacher education and improving educational administration practices ;
- ❖ To evolve strategies to enhance professional competency in teacher education ;
- ❖ To provide expert advice to local school and college upon request ;
- ❖ To analyse the future of teacher education institutions ;



- ❖ To provide infrastructure facility in teacher education ;
- ❖ Teacher Education and professional competence of teacher educators ;
- ❖ Spreading sense of ethical values in teacher education ;and
- ❖ Modern and latest communication and knowledge management for quality of teacher education.

### **Conclusion**

The above discussion clearly indicates the enormous task ahead of the institution of teacher education, integrating all aspects in the course to achieve the goal of education. Teacher with competences and commitment, encompassed by professional ethics are the need of hour. The challenges are ever changing and never ending. Thus both teacher education and teacher educators require and systematic review of their benchmarks followed by a serious planning and consideration about restricting and resetting of teacher education institutes. This can bring about drastic changes in teachers and improve the quality of teachers at all level of education. National Council for teacher education has to initiate suitable measures to make teacher education at various levels responsive to such developments as well as to quality concern in future.

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