

Quality Teacher Education in India: Need of Hour

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***Abstract:** The progress of the country depends on the quality of its teachers. Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. According to Dr. Radha Krishnan the teachers place in the society is of vital importance, he acts as the pivot for the transmission of intellectual tradition to keep the lamp of civilization burning. He not only guides the individual but also the destiny of the nation. So there is a need to improve the quality of teachers because the quality of education depends on teacher's quality. In India teacher education programme is increasing quantitatively, but at the same time it is decreasing qualitatively. There are many reasons of the degradation. This situation should be improved immediately so that we can provide qualitative education. Quality is the corner stone of today's teacher education system and it makes an academic institution good or bad. Quality of teacher education is directly linked to how well the teachers are prepared for teaching. The emphasis of this paper is on the quality improvement in teacher education in India.*

***Keywords:** Teacher education, quality*

Introduction

According to Swami Vivekananda teacher gives knowledge and bright futures to his /her students. He always tries to help students and encourage good habits not only in the students but also in the society. Teacher is a backbone for country's development. The influence of teacher is more on the student's life. Any type of social development depends up on its educational system. The progress of the country depends up on the quality of its teachers. So it is very important to give prime priority to improving the quality in teacher education. The efficiency of an educational system depends largely on the efficiency of its teachers. The quality of education imparted to children depends, to a large extent, on the quality of teachers but the question arises how to maintain the quality of teacher education in India. In the era of increasing students and accountability in education, teacher quality and teacher training will be more important.

Teacher education is an integral part of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The objective of education system is to prepare students who can compete in the world market as productive member of the society. Though, there are many pertinent factors, but teacher performance is the most crucial input in the field of education. Today, the supply of quality teacher is an ongoing matter of concern at the national and international level. Education, including teacher education largely remained isolated from the needs and aspiration of the people. The gap, however, are still wide and visible. The imperatives for building the bridges may be as follows:

- To build a national system of teacher education based on India's cultural ethos, its unity and diversity synchronizing with change and continuity.
- To prepare professionally competent teachers to perform their roles effectively as per the need of the society.
- To update the standard of teacher education enhanced the professional status the teachers and developed amongst them a sense of commitment.

Concept of Quality

According to the Oxford English Dictionary, quality means 'degree of excellence'. The quality of any product can be measured and compared with other product but it is difficult to measure the quality of education, as it is a service. So there is a need to improve the quality of teachers because the quality of education depends on teacher's quality. It generally signifies the degree of excellence and the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs. From the educational point of view, quality is seen as a complex issue as education is concerned with human beings. The definition of quality varies, depending upon the individual, institution and educational situation, social and national context. The major factors of quality concerns in teacher education are input, process and product factors.

Need of Quality Improvement in Teacher Education

The real tragedy of Indian education is the poor quality of its teachers. The teaching profession has become 'a profession of last resort.' There is a lack of dedicated and trained teachers. The standard of teacher training institution has declined. Current teacher education practices are based almost on theory. There are few in-service programmes in teacher's education or opportunities for teacher to update their knowledge and methodology. Low quality of education affects development in the country. So there is a need to improve the quality in teacher education.

Problems related to Teacher Education

Following are some of the glaring defects which persist in teacher education programme:

1. **Defective courses of studies:** In continuation of the patterns adopted more than quarter of century ago, teacher education courses at different levels embody a course content unhelpful in preparing an effective teacher. The theory courses have no articulation with practical work and teaching skill requirements. The practice teaching course is a meaningless ritual. Its carry over potential is very poor in the development of a dynamic strategy for handling instruction problems in actual classrooms.
2. **Faulty method of teaching:** Teacher educators are averse to innovation and experimentation in the use of method of teaching. They use the traditional method of instruction, lecturing and dictating of notes. Their acquaintance with modern class room communication devices is negligible. Their lectures are dull, monotonous and uninspiring.
3. **Absence of professional attitude:** The entire teacher education programme is lacking in professional attitude which is so important for a sound programme of teacher education. In some states the teacher education programme has been commercialized. This has resulted into sub standard facilities in the colleges. It is also reflected in the policies followed by in the recruitment of teacher educators whose poor quality coupled with the sub standard provision of facilities, is largely responsible for lack of vigorous and dynamic programme on the campus.

4. **Poor academic background of pupil teachers:** Proper admission procedures are not followed in some of the institutions. Most of those applying for admission to teacher education departments do not have the requisite motivation and the academic background for a well deserved entry in the teaching profession. Therefore, they remain in-different to work and studies.
5. **Lack of proper facilities:** The teacher education programme is being given a step motherly treatment. The teacher education institution are being run in rented buildings without any facilities for an experimental school or laboratory, library and other equipments necessary of a good teacher education department.
6. **Lack of regulation in demand and supply:** There is a considerable lag between the demand and the supply of teacher, this has created the problem of unemployment and under employment.
7. **Insufficient financial grants:** In most of the states teacher education is still being run by the fee collected from pupil teachers. While the share of state grant is too much small. Most of them are in a bad shape of a sub standard nature.

Role of Teacher Educators in Quality Improvement in Teacher Education

Teacher educators play an important role for the development of qualities among pupil teachers. Teacher educators themselves should be committed towards their profession only then we can expect desired qualities among pupil teachers. The major roles of teacher educators for improvement of quality among pupil teachers are discussed as under:

Teachers should know about their role, responsibility and duty as a teacher educator in teacher education system. Generally, it is found that teacher educators are not concerned about their students' academic improvement. Without accountability among teacher educators in teacher education, we cannot expect quality in the field of teacher education. Teacher educators should participate in conferences, seminars and workshops and subject based discussions at various levels so that they may prove useful and effective in the training system. Teacher educators should attend orientation and refresher courses provided by various universities so that they can enhance their current knowledge of the educational system. Without proper knowledge of teaching and other practical task conducted in teacher training course, a pupil teacher can not become an effective teacher in future, so from that point of view teacher educator should ensure about the pupil teachers attendance and attention during practical.

Teacher educators should have knowledge about information and communication technology (ICT). Computer and information technologies should be integrated into entire teacher education curriculum. The demands of using internet must be much more on the teachers' part. Teachers not only need a general knowledge of computers but also need to learn to use e-mail, servers, the World Wide Web and also the structure of the internet. Action research should be adopted to improve upon the practices carried out in teacher training institutions. Teachers have always claim a special capacity to influence conduct and shape character, the society expects them to develop not only knowledge but also ethical value among students by creating an environment fostering fraternity, equity and liberty amongst man kind. The moral duty of the teacher educators is to develop personality and communication skills among pupil teachers because in modern system of education personality and communication skill in more important than knowledge about the concerned field. So the teacher educators play an important role to improve the quality in teacher education.

Suggestions

To remedy the present situation the standards of education need to be raised substantially. How long would the quality of teacher education in the country suffer? It is imperative to adopt new teaching learning technology for a desired change. In this respect the teacher education institutions have to take much initiative for bringing about changes in classroom transaction. On the whole, the concerted efforts is necessary for achieving the desired goal, the following suggestion are put forward for further improvement:

1. To improve quality of teaching practitioner, both intensive and effective training need to be provided as an important ingredient of a renewed curriculum for pre-service teacher education.
2. The teacher education institutions have to take much initiative for bringing about changes which must repose full confidence in teacher's commitment, sincerity and adherence to values.
3. In each college of teacher education the required number of qualified staff must be field in and the present recruitment policy must be revised. The teachers must be recruited based on the NCTE rules.
4. The teachers after appointment should undergo a rigorous school based programme at least for a period of one year to work as a teacher.
5. The institutions like DIETs, STEs and IASEs are engaged with the basic objective to perform various important functions like pre- service, in- service teachers education, research and innovation, regular support to school etc, for effective implementation guidance and support system the concerned government authority, therefore should take immediate step for fulfilling the above conditions.
6. The present budget allocation is quite sufficient to meet the minimum requirements for quality improvement programme of teachers.
7. There must be comprehensive plan to educate the teacher educators systematically. Teacher educators are deputed to programme when invited by outside agencies.
8. The method of teaching in the teacher education department should inspire appreciation among other department of the university and colleges.

Conclusion

The emphasis of this paper is on the quality improvement in teacher education in India. The successes of any educational reforms depend on the quality of teachers. Teaching profession demands certain specific skills and competence on the part of its practitioner because teaching is not every body's cup of tea. Teacher is shaped through teacher education programme. So teacher education needs special attention and focus to prepare efficient teachers. The quality of students depends on the quality of teachers. In India teacher education programme is increasing quantitatively, but at the same time it is decreasing qualitatively. There are many reasons of the degradation. This situation should be improved immediately so that we can provide qualitative education. Quality is the corner stone of today's teacher education system and it makes an academic institution good or bad. Quality of teacher education is directly linked to how well the teachers are prepared for teaching. It becomes the responsibility of the teacher education programme to develop the skills with the right balance of content knowledge, pedagogical understanding and direct experiences during teaching practices. The most crucial elements are teachers and they should be able to use their skills to inspire, motivate, challenge and enrich their students.

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