



## Quality Improvement in Teacher Education

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**Abstract:** *The teacher educator should be trained in innovative use of information and training techniques to survive in the global area of qualitative technological information age. Restructuring of teacher preparation process is highly essential for professionalization and empowerment of the teachers. Developing teaching learning competencies in the teacher is one of the sought after strategy to empower teachers through quality training programmes leading to quality education. A wide gap is palpable between the expected teaching competencies and the actual teaching competencies of the teachers. In this regard capacity building is very much necessary which will help in meeting the challenges to teacher education in the third millennium.*

**Keywords:** *present education, training programmes, professionalization*

### Introduction

The present educational scenario or the 21st century has become prone to stressing more on 'QUALITY' than on 'QUANTITY' whether it is teaching or research or evaluation or management in all fields of life. It may be noted that this quality has become key issue in each and every aspect of education i.e., from primary to higher education. The quality of education depends to a great extent on the quality of the teachers. Unless we bring quality in teachers we cannot expect quality in education. Consequently we cannot afford to be silent spectator towards the gradual deterioration of our teacher education system. In order to face the challenges of this dynamic world, there is a need for drastic change in all aspect of teacher education so as to enable the teachers to develop appropriate teaching competencies and to prepare teachers to address challenges of local, national and global demands. The teacher educator should be trained in

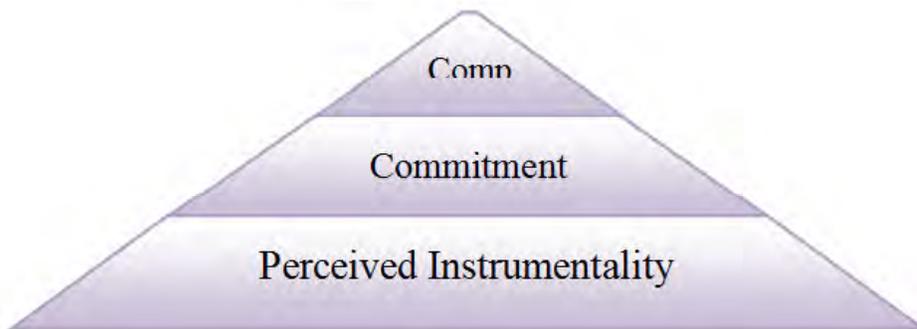
innovative use of information and training techniques to survive in the global area of qualitative technological information age. Restructuring of teacher preparation process is highly essential for professionalization and empowerment of the teachers. Developing teaching learning competencies in the teacher is one of the sought after strategy to empower teachers through quality training programmes leading to quality education. A wide gap is palpable between the expected teaching competencies and the actual teaching competencies of the teachers. In this regard capacity building is very much necessary which will help in meeting the challenges to teacher education in the third millennium.

It may be clarified at the very outset that the concept of capacity building implies a very dynamic and creative set of attributes, characteristics and potentialities which enable a person to undertake, perform, accomplish and



ensure intended results in given situations which is not attained in one shot. It is the outcome of continuous effort made by an individual or an organization to raise its level of competence, commitment and confidence in fulfilling the missions and goals with which an organization is identified. The capacity building is, thus, a continuous journey and it is aimed at 'self-endeavour' and 'self-visioning' to be used as a key to realize and accomplish the institutional goals. In the 21<sup>st</sup> century scenario where the impact of globalization is so inevitable, the organizations have to be geared-up for undertaking and intensifying the 'self-Endeavour' and 'self-visioning' so as to know where they stand and what is more to be expected in their instrumentality to fulfill the

institutional mission. There are three planks on which capacity building has to be promoted as a mission and goal. The first one is concerned with *identifying the basic competencies* which will have the potential and promise for ensuring results and delivering the goods. The second is concerned with *commitment and concern* with which the various challenges of local and global level are to be addressed. It will imply lot of attitudinal change and an improved value frame for self governance and self initiative. The third is related to the domain of perceived instrumentality and their utilization for improving the day-today situations. The following diagram brings out the interrelationship of three concerns.



It may be apparent from the reflection of the diagram that basic competencies are at the apex of the capacity building mission. They have to be identified, nurtured and developed in a continuous way. It is also evident that competence has to be based on the commitment of a person or an organization where capacity building project has to be promoted. Once these two components are clearly visualized, the concern for selecting appropriate in

instrumentalities to improve the situation may be decided in contextual terms and acted upon subsequently.

It may be emphasized that teacher education scenario in India has to be constructed and perceived in the light of this capacity building concern with an eye on ensuring qualitative improvement in the processes of education.



It may be considered helpful to identify some specific areas of teacher education programmes particularly in the context of Sarva Shiksha Abhiyan (SSA) recently launched by the Govt. of India. These pertain to development of suitable professional competencies, inculcation of scientific attitude and values as the basis for action skills pertaining to management and administration of school and classroom processes with a special concern for TLM, the adoption of continuous and comprehensive evaluation (CCE) as an integral part of educational processes, Creating proper and healthy environment conducive to growth leading to growth, effective transaction of the curriculum and use of innovative methods, TLM and techniques for encouraging truly learner-centered paradigms. These areas are only illustrative and should not be treated as an exhaustive list of problems of situation specific examples.

### **1. Development of Professional Competencies :**

The following points may be considered very useful for promoting long term quality concerns.

- Motivating teachers to become self-efficient.
- Promoting internal locus of control mechanisms.
- Inculcating positive expectancies in teacher behavior.
- Enhancing professional commitments of teachers.
- Improving the behavioral competencies in teachers such as the competencies specially related to planning, instructing, managing, evaluating and monitoring skills.

- Improving subject-related competencies of the teachers.
- Teaching-style related competencies such as indirectness and interactive presentation, flexibility, warmth and acceptance in teaching behavior and creativity.

### **2. Promoting Scientific Attitude and Values :**

Implementation of specific projects and programmes within the school processes which will encourage activity-based presentation and more and more involvement of students in this learning process. Some of these projects may be as follows:

- The projects pertaining to Work Experience (WE) and Socially Useful Productive Work (SUPW)
- Excursions and tours to nearby places with a focus on developing sensitivity to the identification of local resources and problems.
- Organizing co-curricular activities to promote democratic attitudes of tolerance and empathy with a concern for empowering students with the learning orientation to live together (Delores Report, 1995)
- Guidance and counseling activities to promote self awareness,, self-regulation and a desired level of autonomous growth and development of learner.
- Bringing improvement in the impact created through guiding and scouting programmes at



various levels.

### 3. Curriculum Transaction :

It is the continuous process which requires a dynamic and foresighted handling by the teachers. In this process the following areas need to be included:

- Promoting the perception of learning objectives and learning goals by the teachers.
- Developing goal-congruent activities in classroom teaching transactions.
- Developing activity-based learning with a focus on assimilation of the concept of 'learning by doing'
- Improving the quality of assignment and homework so as to bring continuity in the process of learning.
- Systematic monitoring of homework and assignments based on local-specific conditions.

### 4. Use of Innovative Methods, TLM and Techniques:

Some of the important ones may be shown as follows

- Use of innovative methods such as activity-based teaching, peer learning, brainstorming and interactive sessions.
- Use of computer based projects for promoting individualized learning.
- Development of need-based remedial packages and materials for use by teachers

and students.

- Question-answer techniques and their ramification to promote divergent and creative thinking.

### 5. Evaluating and Monitoring Areas :

These areas are interdependent and interrelated. One may explore the possibility of making the evaluation process not only continuous but also comprehensive to ensure a harmonious development of the child. Some of the areas which need to be specially handled are:

- Improving the reliability and validity of tests & testing procedures.
- Making the evaluation process an integral part of teaching-learning activities.
- Making effective use of evaluation process for providing feedback to the teacher and the learner.
- Finding out methods of effective transaction through enhancing the role of formative evaluation.

### 6. Creating Proper and Healthy Environment :

It is directly concerned with the issues of improved school and class-climate. In this area the physical, social and psychological appeal that the school makes to the community in general and the learners in particular may be specially undertaken as a project short-term or long-term. Some of the areas may be indicated as follows:



- Improving community involvement in the development of schools.
- Changing the traditional orientation of community support.
- Enhancing the parent-teacher collaboration through various programmes and project.
- Extending the activities of school level committees through involvement of parents from weaker sections and women.

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