

## Part of teachers in achieving quality education

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**Dr. Ravi Sadda, UGC-PDF\***

Dept. of Education, Sri Venkateswara. University, Tirupati, Andhra Pradesh

**Email:** ravi0222.tpt@gmail.com

**\*Corresponding Author**

Dr.S.Babu Praveen Kumar

Faculty in IASE, S.V.University, Tirupati, Andhra Pradesh

**Email:** babupraveenk@gmail.com

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### Abstract

Quality is the keyword today. Everybody demands quality. The quality of a Nation depends on the quality of a teacher. The teacher is the yardstick that measures the achievement and aspirations of the nation. The work and potentialities of a country get evaluated through the word of a teacher. Teacher plays a vital active and decisive role in promoting and developing the values and vision in the society. A teacher must succeed in conveying the longer ideas of service to the community. It is the responsibility of the teacher to teach the importance of character integrity, discipline and the values of humanism to his pupil.

Teacher education plays a vital role in developing quality education. Teacher educators are the basis to producing the future teachers who are the pillars of nation. The quality of teacher education programmes depend on the quality of teacher educators. They should be well equipped with the latest knowledge in the subject by undergoing orientation, refresh courses and seminars, management skills, good qualities to inculcate among the teacher trainees.

Key Words: Quality Education, Role of Teacher Educators.

### 1. Introduction

Education is a powerful instrument of national development social, economic and natural. Education should consist of both quality and values for the overall development of the student

and for the benefit of the nation and society. The highest priority should therefore be accorded to the development of national system of education which will accelerate transformation of the existing social system in to a new one based on the principle of justice, equality, liberty and dignity of the individual, enriched in the constitution of India, provide adequate and equal opportunity to every child and help him to develop his personality to its fullest, make the coming generation conscious of the fundamental unity of the country in the midst of her rich diversity, proud of her cultural heritage and confident of her great future.

We are entering into the 21<sup>st</sup> century in very near future; our past and our present are busy to give a radical shape to its future. Our future is closely related to our ancient and ideals, faiths and myths. Our educational structure has been shrunken because of the explosion of population and fast growing knowledge and its expansion through media- culture. There will be no place in schools in future and the number of learners will be growing very rapidly. We have to make balance between them to restructure our education on the basis of knowledge and skills. The aim of education is inter-alia to be helpful and useful to society, patriotic to nation, dutiful to family and to help lead a happy and peaceful life without unduly getting disturbed under trying circumstances. While one may get rich by understanding with quality, only education with values can turn out students who care for the society, nation, elders and needy. In order to ensure quality education in teacher education there is a need for the system to be accredited so that the society is aware of accredited and no accredited institutions of teacher education. Quality teacher education is the backbone of the students.

### **1.1 Quality education**

Quality is the keyword today. Everybody demands quality, on the quality of teachers depends the quality of education, Kothari Commission (1964-66) unequivocally held that the

quality, competence and character of teacher to be the most significant factors, influencing the quality of education and its contribution to national development as a prime requisite to develop human skills in the knowledge era. The human capital involved with an individual and its rate of return. Quality of life is the outcome of quality education.

Education, as we know is instrumental in ensuring that the future generation is well informed and competent. Unfortunately because the quality and accessibility of education varies so greatly between regions, the school system of our country often fails to deliver the level of education necessary to ensure such competency.

Quality has become a dynamic concept that has to constantly adapt to a world understanding profound social and economic transformation. Quality education, should equip people, children, women and men to be fully participating members of their own communities and also citizens of the world.

Education widens the mental horizon, enables an individual to enjoy the good things of life and raise standard of living, and thus helps in the economic development of a nation by creating human resources for it. Hence education is regarded as the most effective instrument of national development and national reconstruction. Quality education is the most effective tool of economic and social transformation.

Quality in systems improvement is an unending journey. It needs deliberate and persistent attempt in a systematic way. Quality does not come by chance it is a continuous process. It comes through strategies of better human resources development. It comes by comparison preferably with the best. It comes when everyone works in a right way.

Main indicators of quality are relevance and excellence, relevance shows the difference between calibers while excellence shows the right of the performance. It is very difficult to

measure the contribution of various factors for the rise in quality. Quality in teaching is influenced by response of the student. In fact, quality may vary at different times and in different circumstances.

Teacher education is involved in the process of preparing teachers and supports them throughout their carriers. Teacher education institutions in India spread over all states and union territories. These institutions are conducting teacher education programmes to prepare teachers for our schools. Though the quality of the programmes surpasses the quality component in certain aspects, how can the quality be assured.

The quality of teacher education of our country is far from satisfactory. This may be due to lack of focus on providing meaningful experiences to students. However, recently NCTE has made some provisions for the improvement in quality of teacher education programmes. Still we have some problems and we are facing the challenges to solve them.

**1.1.1 The quality teacher education must be able to achieve the following targets.**

1. It should prepare ideal teachers who are capable of bringing about all round development of the students.
2. It should make every student teacher an expert in both theory and practical side of his subject.
3. It must give practical knowledge of various school activities and duties which a teacher is expected to require performing.
4. It should give every student the command over language, so that he may express himself in the class with clarity, confidence and joy.
5. It should make the student teacher a man of character who can inspire his students and build the character.

6. It should impart the training of drawing, painting, music, and art of writing so that every student teacher is made proficient in any one of these arts.
7. It must develop in every teacher the dignity of labour through various crafts and arts. It inculcates the ability of earning while learning in every student teacher who in his turn may develop a keen usage among his students of becoming economically independent.

**1.1.2 In order to achieve these targets our teacher educators must make the following steps.**

1. To maintain quality in teacher education three factors i.e. infrastructure, instructional facilities and human resources.
2. The criterion for the assessment of teacher education institutes should be developed for the NAAC perspective provides grades as well as standardizes and maintain the quality and authenticity of higher education including teacher education.
3. Value erosion among the students and youth are matter of concern today. Teachers need to be trained for inculcating values in the students such as accountability, rights as well as duties of an individual.
4. In the two year programme we have now sufficient time for the school experience and practice teaching we have to follow these activities strictly as these are the main part of pre-service teacher training. In the first part of school internship the student teacher should teach for one month with the supervision of teacher educators followed by two months of internship the student teacher must be supervised by the school authorities.
5. Computer literacy and knowledge of use of information communication technologies for the student teachers and teacher educator are very much recognized in the present teacher education programmes.

6. The competencies to evaluate the curricula and it effectively need to be given more importance. The teachers need to be equipped to handle different types of boards, schools and textbooks.
7. The practical training in guidance and counselling need to be included in teacher education curriculum this will certainly help the students who need counselling at various stages in their school life.
8. Community health condition should be incorporated in the training programme of student teachers.
9. The teacher educator should take feedback from the student teacher into consideration when suitable changes are incorporated the classes become more interesting. The student teacher should also be given opportunity to evaluate their assignments and teacher evaluation should be compared.
10. Periodic appraisal of teacher's performance based on peer evaluation or student evaluation if conducted objectively might help the teacher improvement qualitatively.

### **1.2 Role of teachers in quality education**

Teacher education provides a platform to student teachers to acquire the required knowledge, skill and develop positive attitude, values and benefits. This can be done with the help of the provided curriculum. Teacher is considered to be the architect of nation. In other words, the future of nation lies in the hands of teacher. Teacher education in general of course with honorable exceptions, lack initiative enterprise and innovations, there is a felt need to raise the level of the competence of teacher to make them comparable with professionals of other technical and professional institutions.

1. Teachers have to play a vital role in reforming education at all levels. In order that they can play this role they should be inspired by creative, idealism, and feel pride in their profession. Suitable steps should be taken to improve professional competence of teacher at all levels. The academic freedom of teachers to conduct research and make experiments and innovations will be assured.
2. The teaching community should become increasing aware of the crucial importance of their role in molding the lives and character of future-citizens of the country. They should be model citizens, committed to the task of national and social reconstruction
3. The curriculum of teacher- education at the elementary and secondary stage will be suitably changed in order to enable the teachers to play their proper role in reforming education. Pedagogical and professional preparation for teachers in higher education should also be provided. Facilities for in-service training will be expanded centers for developing curricular materials and teaching aids will be established, especially for the benefit of teachers, in rural areas and for both formal and non-formal systems of education.

## **2. Conclusion**

The quality of teachers determines the quality of education which in turn is directly linked to a nation's development. Therefore care should be taken in providing quality education in future teacher and also in teachers support services. Teacher's evaluation should be a regular feature to sensitize the teachers regarding development in their subjects. Continues professional development of teachers and teacher educators is necessary though refresh courses and other activities/ programmes from time to time.

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