Enhancing Quality in Teacher Education Various Prospective

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Abstract:

Education is the essential foundation of a thriving and innovative society. The quality of education in a society is no less important for economic development. We now turn to consider a range of issues prominent in the literature about improving the training of teachers and the performance of teachers and students in rapidly changing social and economic environments. In this global environment, pressure is brought to bear by governments and communities who increasingly recognize the economic (and other) value of high quality education. New roles for teachers, greater diversity in the classroom, the impact of communication technology and the overall speed of change are currently transforming the nature of teaching and call for a considered response from pre-service and in-service training providers. The second issue adding to the challenges for teachers relates to information and communication technology and the development of education software. This is a significant topic in Teacher Education reform agendas around the world where there is a general call for these technologies to be harnessed for the improvement of teaching and learning. The present paper highlights quality in teacher education programs in different prospective.

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both. Most educational programs for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate. Dr. A.P.J. Abdul Kalam once said, "If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the Father, the Mother and the Teacher." The pace of technological revolution and emergence of a knowledge society has changed the traditional role of the teacher and the students. Traditionally, the teacher used to be the source of knowledge for the students. But, in many cases, the teachers do not possess adequate knowledge to supplement the view of the student, and the main source of knowledge remains limited to text book. At present, in a number of cases the student is more informed than the teacher. Furthermore, when these teachers find themselves in a situation where they are no longer the principal source for delivery of information they get confused about their new role in relation to the use of these technologies. In the new phase there is decentralization of knowledge source Thus, there is a need to facilitate training on ICTs for teacher both at the pre service level and in service level.

Keywords: *Education, Teacher education, Quality education, Quality*

1. Suggestions

Some suggestion for new approaches in teacher education

- New methods'like Research, experiments, project discussion, problem solving should be used more and more.
- with the use of ICT in teaching method teacher should create direct connection to student learning and its goal is to improve student achievement.
- Teacher not remains merely lecturers or instructors but they should play the new roles of teachers as facilitators and guides. Use of technology in methods can speed up the efficiency of instructional tasks.
- Thus it is desirable to search for ways in which knowledge can be share more effectively. To fulfill the need and aspiration the society these innovative ideas should be introduced in teaching methods.

2. Capacity Building of in-Service Teachers

Capacity building of teachers will be the key to the widespread infusion of ICT enabled practices in the school system. A phased programme of capacity building will be planned. In service training of teachers will comprise of Induction Training as well as Refresher Courses. The induction trainings will be imparted by the Regional Institutes of Education of the NCERT, State Councils of Educational Research and Training (SCERTs) or such other institutions of the Central and State Governments and will preferably be completed before the commencement of the academic year. The refresher trainings will be carried out every year to enable teachers to share, learn and keep abreast of the latest trends in ICT based teaching learning processes. The induction training will be followed by teacher's evaluation to ensure that the minimum competency is achieved. Training in ICT will be integrated with general training programmes organized for teachers and school leaders at all levels in order to popularize its use and to demonstrate effective practices in ICT.

Beginning with an initial sensitization through ICT operational skills and ICT enabled subject teaching skills, teachers will become part of online professional groups (e.g. English teachers association) to continue their education, pool in their resources and actively contribute to the strengthening of domain specific knowledge within the country. The forums will also facilitate continuous development of ICT skills introducing them to tools and resources in different subjects / specializations as well as create and share learning resources in those subjects. Teacher participation in the digital content development process will catalyzes its broad based usage in the classrooms. Teacher capacities will be developed in instructional design, selection and critical evaluation of digital content, and strategies for effective use of digital content to enhance student learning.

3. Role of the States

The States will have a twofold task: These tasks will include

- Define norms, standards, guidelines and frameworks to implement the policy in an effective manner
- Facilitate and monitor the implementation of the policy in an effective manner
- A programme of action, an appropriate road map and a feasible time line Guidelines based on national standards and norms for infrastructure, implementation processes at various levels, capacity building programmes, monitoring and evaluation criteria, targets, etc.
- Framework for development, selection, evaluation, deployment in repositories, and use of digital content
- Facilitation of wide spread participation of all stake holders, including community and private partners in various aspects of the ICT programme implementation of the policy in an effective manner
- Development, deployment and maintenance of infrastructure and digital repositories

- Development and phased implementation of an appropriate capacity building framework
- Mobilization of resources including from private and community sources
- Development of an appropriate legal and regulatory framework
- Monitor and evaluate the implementation

4. Conclusion

Overall, the study Each Teacher Education institution should be provided computer and other adequate infrastructure. Administration support for utilization of new technologies. Teachers and schools face a range of challenges, including infrastructural issues such as lack of power, telephone and Internet access, which hinder the effective use of ICT in teaching and learning. Schools also struggle to optimize use of the technology, due to a lack of appropriate professional development. While many teachers have developed basic computer skills, they have not yet become confident in using the technology to improve their own productivity and bring about pedagogical change. At the same time, ICT administrators and principals are requesting more support in technology management and organizational integration of ICT. Such support is needed in order to align the aims of ICT initiatives with overall school development objectives.

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