

## QUALITY CONSCIOUSNESS AND CULTURE IN TEACHER EDUCATION

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### **Abstract:**

Globalization has emerged as an important phenomena bringing with it subtle manifestations of exploitative and competitive nature. The term apparently refers to the internationalization of economic relations, scientific and technological development, international trade, culture and the like. Accelerated development in world communication network, multinational investment trend, and ushering in the regime of General Agreement on trade and tariff (GATT) have escalated the influences of globalization, which would necessitate new skills, competencies and approaches.

**Key words:** Globalization , internationalization , scientific and technological development.

### **INTRODUCTION**

The process of globalization has brought people closer to one another and as such, the challenges of life have multiplied. A student is no longer a citizen of his own land. He is a world citizen. So he has to be taught, trained and developed from that larger perspective of globalization.

The impact of globalization needs to be understood in its proper perspective by teachers. If education sector has to diversify itself to prepare for such a world order, it would require significant changes in the process and content of teacher education. The teacher to suit the global requirement has to be A Nation Builder, a social constructivist, a change agent, a person with positive attitude & above all, a good human being.

Globalization has created irresistible and even inevitable changes in the nature of teacher's work and appropriate reforms and enrichment in teacher education programme. The trainee teacher has to learn the art of becoming a successful teacher from this perspective. The knowledge as well as the tools and methodologies of presenting this knowledge are changing at a fast speed. Information technology is paving its way and the student is constantly demanding innovation in learning techniques.

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## **DEFINING TEACHER QUALITY**

There are many factors that could contribute to the quality in teacher education. A positive correlation exists between teacher's verbal ability, knowledge of content, content –based pedagogy and experience and student achievement. (Education Commission of States, 2003) According to No child left Behind act (NCLBA, 2004), to be highly qualified the teacher should have a bachelor's degree, licensed or certified by the state, and demonstrate subject matter competence in each academic subject they teach.

- Good teachers produce good students. That is the primary purpose of teaching and the basis upon which teachers should be evaluated.
- Both subject knowledge and content-based pedagogy are important
- Good teaching requires four types of knowledge and skills: (1) basic academic skills, (2) thorough content knowledge of each subject taught, (3) knowledge of both generic and content specific pedagogy, and hand on teaching skills.

In the light of above definition the quality concerns and fulfillment conditions of quality teaching is significant support helpful to develop healthy nation and HRD in the process nation building.

The Delors report UNESCO, (1996) sets out an agenda for the future which implies that significant changes are needed in pre-service teacher education programmes if we are to select and prepare a new generation of teachers equipped with the knowledge, skills and values to help their culturally different and socially disadvantaged students to learn to resolve conflicts peacefully, to respect each other's dignity and cultures, and to become socially responsible citizens.

The teacher education which follows the 'do as I say, not as I do, model' has to be replaced by one which sees learning to teach as a deeply personal activity, which includes activities designed to develop sensitivity to cultures, languages and lives of children coming from different social and cultural groups, and which provides constant and significant support, working with cohort groups, and a systematic long-term message. This teacher education should throw light on the impact of international and government policies and the developments in multicultural schools and universities. The content and process of education in traditional and multicultural learning should also be covered in this. One of the major efforts of national council for teachers education( NCTE) in connection with the improvement of quality of teacher education was the creation of the curriculum framework for teacher education and to develop standards in teacher education. This also included the concept of core competencies in teaching. The impact of NCTE however was not visible for several reasons.

### **Practical aspects in Teaching and Learning Process**

The current teacher education programme is heavily dominated by theory, with less attention

paid to the more important practical and functional part of the classroom teaching. Every time a change is incorporated in the teacher education curriculum; unfortunately more theory is added to it without removing the dead wood. Drastic cut in the weightage of theoretical components will give a new face- lift to teacher education programme and make it more task and performance oriented.

### **Value Orientation to Teacher Education:**

Commissions and committees from time to time have made strong case for the orientation of teacher education programmes towards the development of values and have suggested curriculum for this. The value orientation in teacher education programme is not a simple matter of inclusion of an additional course but percolation of it in the whole curriculum with a concern for value development.

### **Content cum methodology v/s methodology cum content of Teacher Education.**

The general view of the planners of teacher education is that those seeking admission in the course are already competent in their content and they need to learn the techniques of delivering this content. This implies that the content takes a back seat while the methodology has to be impressed upon. The emphasis here is on the word content, which refers to the school content for teaching purposes, which would involve identification of objectives, selection and organization of learning experiences and the designing of evaluation tools.

### **Concerns of Teachers beyond classrooms:**

Some of the important components of teacher education like working with the community suffer for want of proper understanding and imaginative application in the classroom situation. This need to be examined afresh and candid decision is required to be taken on the objectives and methodology keeping in view the realities of Indian education situation.

### **Impact of Technology and Communication in Teacher Education:**

To thrive in today's world and tomorrow's workplace, it is essential that the teachers to be are well equipped with the skill of handling Computer Aided Learning (CAL).

### **Changing profile of the student clientele**

A highly diverse kind of population today seeks admission in professional colleges of education. The only pre-requisite for joining pre-service training in education is graduation with certain percentage. There is thus, no prior commitment on the part of the student to the teaching career as the student could and does keep his options open.

**Some of the major thrust areas are following:**

- Preparing teachers to integrate indigenous knowledge in the theory and practice of modern education thoughts;
- Empowering teachers to evolve culture specific pedagogy for the learners;
- Developing among teachers the skills of communication and language proficiency;
- Inculcating among teachers, love for the country and appreciation of various national concerns;
- Orienting teachers in new curricula areas;
- Developing among teachers an understanding of the impact of forces like liberalization, privatization, globalization and information and communication technology;
- Capacity building in utilization of new findings of research, community experience and institution based and field based experiences;
- Fostering among students interest of lifelong learning and learning and developing their capacity to reconstruct the knowledge into wisdom and apply the same in life;
- Developing among teachers an integrated and holistic approach in the teaching of social sciences and science and technology;
- Empowering teachers to inculcate values among learners embedded in different subjects;
- Developing among teachers awareness and sensitivity towards environment concerns;
- Enabling teachers to establish close links with parents and community;
- Developing competencies among teachers for material development for children with special needs;
- Developing among teachers the skills for planning and management of schools;
- Enabling teachers to appreciate and acquaint them with life skills; and
- Enhancing among teachers the proper understanding of modern techniques of evaluation.

**The problem arises in Teaching & Learning Process:**

Teacher education is a continuous process and its pre-service and in service components are inseparable.

Apart from teaching, teachers perform several other functions viz., facilitating learning by offering remedial help to learners, seeking parents' co-operation and making them aware of their responsibility towards their ward's education, seeking community support to strengthen teaching-learning, participating in other professional activities related to education planning, educational development, etc. all these functions are to be performed effectively by acquiring relevant knowledge and skills.

In the light of what has been stated above and the concerns of quality in Teacher education, we need to consider some tough questions and find answers for the same.

### **Teacher's performance Evaluation:**

Periodic appraisal of teacher's performance based on peer evaluation, or student evaluation if conducted objectively might help the teacher improve professionally.

### **Suggestions to assure quality:**

What is relevant to teacher education is a research-based understanding of the following in order to assure quality:

- Teacher competencies
- Contextual, conceptual, content, transactional, evaluative, management and competencies related to preparation of teaching learning materials, working with parents, colleagues and community, organization of school activities, use of computers and video technology;
- Evaluation of teacher education programmes including curriculum research for increasing its relevance in the context of quality concerns in school education.
- Relative weightage/ importance to theory and practical component in teacher education.
- Teaching practice/internship in teaching – its nature, duration, lesson planning, strategies of teaching, supervision and feedback for improving the quality of student teaching;
- Education of teacher educators for different levels of school education;
- Use and impact of electronic technology based resources like internet, CD-ROMS, world wide web, digital library access and curriculum related software on teacher education.
- Impact of in-service education at various level on the performance of teacher educators and school education;
- Effectiveness of the existing teacher education programme-duration of pre-service and in-service education;
- Conduct of action research on problems requiring immediate action;
- Undertaking research to find gaps that exists between policy perspective and implementation;
- Development of teacher support materials; and
- Strategies for evaluation of textual and training material.

### **CONCLUSION:**

The quality of the 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 to future teachers and also in the teacher support services. Teacher evaluation should be a regular feature to sensitize the teachers regarding developments in their subjects.

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