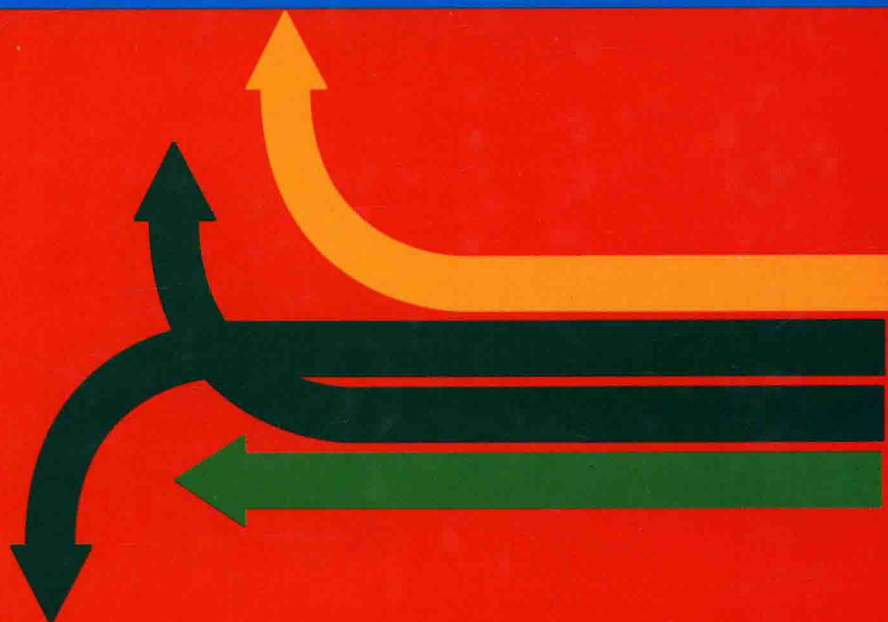


# TEACHER EDUCATION

QUALITY INDICATORS



FLORA JENEFAR  
JAHITHA BEGUM.A



**FLORA JENEFAR** is the Correspondent of Christ College of Education for women, Dharmapuri. She got Educational qualification such as M.A., M.Ed., M.Phil and pursuing Ph.D. in Education. Her Research area of interest is "Quality improvement in Teacher Education". She organized a National Conference on Quality improvement in Teacher Education and participated in about 25 seminars and conferences. She has obtained 7 prestigious Awards and honors such as Memento Award 2005 by Governor Surjithsingh Barnala for training a good number of students in first aid programme, Master of achievement award 2005 by National Integrity Cultural academy, Best Educational Institution Award 2005 by Siddiq charitable trust, Uzhaipal uyanthavargal Award 2006 by Maha fine arts, Honorary Doctorate Award 2006 by Colombo International University, Achievement Award 2007 by Human Resource Development, Government of India and Manidharul Manickam Award 2007 by P.Bhaskaran M.A.B.L. Chairman. She has a great concern towards her students, especially the poor and downtrodden teacher trainees. Besides she is a good counsellor and often provides counselling to the students.



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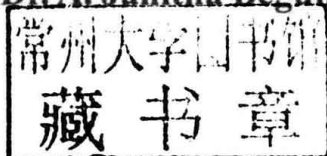
**JAHITHA BEGUM.**

# **Teacher Education**

## **Quality Indicators**

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# Chapter 1

## Quality Improvement in Teacher Education

*V. Flora Jenefar\* &  
Dr. A. Jahitha Begum\*\**

---

### ABSTRACT

The success of any educational system depends largely on quality teachers. The strength and quality of any educational system depends largely upon a sound programme of teacher education and quality of teacher. Teacher is the hub of any educational process. Educational programme are bound to fail if the quality of teachers are compromised. Hence, the teacher education programme is of utmost importance. The teacher educators have to shoulder a great responsibility of educating the teachers. The teacher trainees should develop positive attitude towards teaching, acquiring knowledge and understanding for implementing the educational policies. There is a growing feeling that teacher training courses are not effective in turning out effective teachers. The advances in the science and technology have made it imperative to change fast. The practices of teacher learning, teaching education and training will be drastically changed. This article highlights the following concepts, namely, emerging concerns and problems, teacher education for the 21<sup>st</sup> century in improvement in teacher education.

### INTRODUCTION

The success of any educational system depends largely on quality teachers. The strength and quality of any educational system

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\*\* Associate Professor & Head, Department of Education, Periyar University, Salem – 11.



depends largely upon a sound programme of teacher education and quality of teacher. Teacher is the hub of any educational process. Educational programme are bound to fail if the quality of teachers are compromised. Hence, the teacher education programme is of utmost importance. The teacher educators have to shoulder a great responsibility of educating the teachers. The teacher trainees should develop positive attitude towards teaching, acquiring knowledge and understanding for implementing the educational policies. The teacher has to acquire new knowledge, new skills, worthy attitudes, interests and values. The role of teacher cannot be ignored at any cost as destiny of nation is being shaped in our classrooms (Kothari Commission, 1964-66) by the teachers' and as NPE, 1986 the socio-cultural ethos of a society is reflected by the status of teachers. These teachers i.e., the shapers of the nation are 'made', if not born.

## **EMERGING CONCERNS AND PROBLEMS**

### **Deteriorating standards**

There is a growing feeling that teacher-training courses are not effective in turning out effective teachers. The reasons for this inadequacy of training and deteriorating standards are as:

Proliferation of institutions increased tremendously. B.Ed. through correspondences and part time/Vacation courses.

Teacher training has been more commercialized than professionalized.

The physical facilities and teaching staff of training institutions are not adequate.

Admissions are not made by taking into consideration the employment opportunities available to the teachers of various category.

The courses of study are theory oriented and outdated and do present day needs.

## **TEACHER EDUCATION FOR THE 21<sup>ST</sup> CENTURY**

The advances in the science and technology have made it imperative to change fast. The practices of teacher learning, teaching