

QUALITY EDUCATION AND IMPORTANCE OF TEACHER EDUCATION

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ABSTRACT:

“Teachers who Educate children, deserve more honour than Parents” - Alexander the Great (356-323 BC) Concept of Teacher education Teachers are one of the prime agents of socio-economic change in a country. The National Policy on Education of India (1986-1992) had given a very clear directive on this issue. The status of the teachers reflects the socio-cultural ethos of a society. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. In order to make teaching effective and meaningful, every teacher should know not only the subject matter but also the techniques of training and the latest developments in the art of instruction. In order to do the job of teaching well, the teacher should be well conversant with the art, technique and skill of teaching.

INTRODUCTION:

Teaching is regarded as an art. Every teacher is an artist. He should have mastery over the art. Teaching is an interactive process involving four aspects of teacher, student, learning process and leaning situation. Fifty years of Service in Teacher Education: 1922-72, Lady Willingdon Training College, (Chennai, 1972); Government of India: Education Commission 1996, Publication division of Education, (New Delhi, 1996). Agarwal J.C., “Teacher and Education in a Developing Society”, (Delhi, 2004), (as which is shown in the figure given below). The contention that teachers are born, and not made can be true in few rare cases. Teacher education is needed to kindle the imagination. To achieve this they must be trained, oriented and equipped properly. They should be made to know the psychology of the learners, the laws of their growth and development, the modern techniques of teaching and the method of applying the modern science and technology to education. The modern innovations in the field of educational technology can be taught to the teachers only through proper orientation, training and education. Hence Teacher Education is essential for the improvement of the quality of education. The Education Commission of 1964-66 stated that a sound programme of professional education of teachers is essential for the qualitative improvement of Education. The role of the teacher in the modern industrial society is entirely different from the traditional agrarian society. He has to prepare students for the type of new society. Further he has to take due note of the demands of the future values, attitudes and skills in children. . Investments in teacher education can yield very rich dividend because the financial resources required are very less when measured against the resulting improvements in the quality of education imparted to millions. Effective professional education will initiate the revolution in teaching methods and lay the foundations for the future professional growth of teachers. First rate teacher training institutions play a crucial role in the development of education when a nation wants quality education. The quality of a nation depends on the quality of teachers. The Committee of experts recommended the following objectives of teacher education on behalf of

the National Council for Teacher education in 1978. The recommendations only tactful, resourceful, highly educated, properly trained and equipped persons can effectively cope up with these changing situations. To meet the new challenges successfully, a teacher should have proper orientation and a well organized teacher-education. Report of Education Commission: 1966, Education and National Development Publications Division, Ministry of Education, (New Delhi, 1966), Chaudhary V.S., "Professional competencies of college teachers", University News, November, (Chennai, 1989), Biswa Ranjan Purkait, "Milestones in Modern Indian Education", (Calcutta, 1997) are that the teacher education should be developed on Gandhian principles like non-violence, truthfulness, self discipline, self reliance, dignity of labour etc, act as an agent of social change in the community, its role should not be limited to being a leader of children but also as a guide to community, act as a liaison between the school and society, the teacher should help in the conservation of environmental resources and preservation of historical monuments and other cultural heritages, and the teacher should possess a warm and positive attitude towards students, and help them to tackle their academic, socio-educational and personal problems. They should guide and counsel them. The recommendations also included that the teacher should be trained to understand the objectives of school education in the Indian context, and to create awareness for achieving the goals of building up a democratic, secular and socialist society, that the teacher should be taught to make the students understand their syllabus and also enable them to foster all round growth and development of the children under his/her care, that the teacher should be taught to develop competence on the basis of accepted principles of learning and teaching, that the teacher should be taught to develop communication and Psychomotor skills and ability conducive to human relations, that they should be taught to keep aware of the latest knowledge of the subject matter and also that they must be encouraged to undertake active research and investigatory projects. In olden times, there was no systematic provision for the education of teachers but it was assumed that he had acquired complete mastery over a specific knowledge and History of teaching could also translate this into practical life. In general, an individual won the right to teach when he had arrived at the stage of Vanaprastha ashram. By the time an individual had reached this age, he would have acquired the complete experience of life and this was the real training. 8 In India, imparting education had always been regarded as a noble task and the teachers of this country had so much respect that the students from places like Tibet, China and Japan came to them for studies. The society gave these teachers the highest respect because they were committed in bringing about a comprehensive and harmonious development of the student's personality. This sentiment is expressed in the statement "*Acharya Devo Bhava*", which occurs in the Patria Upanishad. A special feature of teacher education in ancient period was that each teacher took a personal interest in each student 10. The teacher was held in great esteem and considered to be almost divine. Then the teachers were few in number, and were people of great scholarship, skills, morals and character. Even during the Buddhist and Jain periods, a teacher occupied a much respected place in the society. The respect of teacher was shown by the saying, '*Na Devah Shri Guroh*'

METHODS:

During the middle ages *maktabs* and *madrasas* came into existence when the Arabic and Persian language won state patronage. A person who was well-versed in religious rituals and performances was regarded as a good teacher. Some evidence of the Monitorial system was found in each one of these ages. The brilliant students guided their juniors in their studies and thus assisted their teachers. Teachers used to give informal training, in the art of teaching to their favourite students. The method was referred to as the class monitor method, in which each class or the whole school was divided into groups and each group was placed under the in charge of a brilliant student.

DISCUSSION:

There is no distinction between education and teaching, but teaching is one of the factors of education. The teacher training colleges and teaching departments of the universities are preparing candidates for the degree of Licentiate in Teaching and Bachelor of Teaching. Importance of teacher Training, till the beginning of the 19th century, no such training institutions for teachers existed. A basic knowledge of reading, writing and arithmetic was considered adequate the scope of training of teachers had been widened. Campbell's letter A.D., dated 17 August 1833, (Board consultations, dated 25.8.1823), MRO, Volume 958, Pandey R.S., "Principles of Education II Revised, Education", (Agra, 1971), for the teacher at the primary level because mass education was not given much importance. The growth of science and the industrial revolution brought about changes in the political, economic and educational life in many western countries. Today teacher-education is not a mere trade but it is a profession. It is called professional education of teachers and the training emphasizes on the development of the skill of teaching. The profession of education of teachers limits itself not only to the learning of skills but also the development of desirable attitude and interests as well as the acquisition of knowledge. The teacher plays an important role in any system of education. A successful teacher needs sound professional preparation through teacher education. The need for education for all was felt as an important matter and so children from all strata of society began to attend schools.

CONCLUSION:

Teacher education is a comprehensive term which not only equips the practitioners for teaching at different levels of schooling effectively and confidently, but also provides them with a theoretical background of the social philosophical and psychological aspects of education. The teacher is a true missionary and teaching should not be used to meet one's end but it should be a sacrifice to develop the minds of youth. It demands a sense of Tyler Rev. W., "Concepts, skills values, and curriculum development", A Mimeograph copy of talk given at a conference on "Extension curriculum development," (Washington, D.C. January, 1963). 89 dedication a willingness to make sacrifices and a readiness to suffer. Above all it demands an ever-ready willingness to be with one's pupils. The teacher needs not only to be a worshipper at the shrine of reading but also a missionary in the service of childhood. The training institutions were divided into three types normal schools, secondary training schools and training colleges Education is not a privilege as in the past, but a national duty. So centralization of education through compulsory and free education has been accepted as our national policy. The success of an educational system is dependent more on the teachers than on other factors. Normal or Primary training schools were divided into two types in India. They were basic and non - basic. In the year 1965-66, there

were 1604 teacher schools in the whole country. The training period of these two types was different and they conferred two types of certificates. One is junior certificate conferred on those students, who took admission in these schools after passing upper primary and another was senior teachers' certificates, which was awarded to the students who got admitted in these centre's after passing matriculation.

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