

## Quality enhancement in teacher education

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### Abstract

Quality has become the global perspective in each field of development. Quality is defined as delighting the customer by continuous meeting and improving upon agreed requirement. India is a developing country in the world and providing the mass education at elementary and higher education. Teacher education system is an important vehicle to improve the quality of education. Therefore, teacher preparation needs to give more thinking into the different roles a teacher needs to meet the new challenges in the information society.

After Independent the emerging socio-economic and political situations influenced the national scenario of Teacher Education. The Government of India set-up different Committees and Commissions for addressing to the specific issues of Teacher Education. A large number of teachers were found untrained and attempt was made to clear the backlog. The main concerns of teacher education were pertaining to both quality and quantity.

**Keywords:** teacher education, quality concern

### 1. Introduction

The Education Commission (1964-65) has been rightly said in its report that the destiny of India lies in its classroom. This indicates that the most important job in the world is that of the Teacher. A teacher, hidden in the shadow of the student, must guide him to move ahead and resurrect our broken society. In fact according to the demand of the global challenges, we need to improve the quality of education and develop educational standards that contain global and international issues. Quality is not merely a measure of efficiency. It also has value dimension. Quality in education includes a concern for quality of life in all its dimensions.

Therefore, teacher education should concentrate on the issues such as the right leadership, expertise and effective transformation of knowledge into wisdom, which places the nation on higher levels of prosperity and peace.

The whole educational system needs to be re-structured itself to meet the requirements of the changing goals, new technology knowledge explosions to meet the social needs. Information explosion, changing nature of knowledge, increasing organizational complexity, competitive accountability and public demand for better service, advancement in technology and changes in governmental regulations which has compelled the teacher educators to think that education is no longer a stage for human development but a life- long activity. The development of the country rests on the shoulders of teachers because they shape the youth in the classrooms of scholars and colleges. Thus the quality of teachers is directly dependent on the Quality of Teacher Education.

### Objectives of the study

- To Discuss the State of Teacher Education in India.
- To highlights the various issues faced by Teacher Education.
- To Focus and understand the various concerns of Teacher Education.

### Issues in Teacher Education Programme

- **Problem of Selection-** Our selection of teachers is quite defective. There is no standard screening criteria for the selection of Indian teachers. Defective selection procedure may lead to the deterioration of the quality of teachers. Therefore proper selection of teachers should be made on the bases of aptitude test and personal interview.
- **Incompetency of Student Teacher-** There is a gap between theory and practicing component of training institution. Students are not well prepared to face the complexities of real life. So this gap must be fulfilled at priority basis.
- **Problem of Practice Teaching-**Period of teaching practice observed in our teacher education institution is very limited and a ritual only. Our supervisors lack the vision for this important component of teaching. They don't have enough time to observe and provide needed feedback to practicing pupil teacher. So a clear framework should be developed regarding teaching practice phase in teacher education institutions.
- **Teacher Demand and Supply-**There is a mismatch between the demand and supply of trained teachers-area wise, subject wise and perspective wise. This is primarily because of inadequate database of requirements for teachers. So it becomes the responsibility of the state to create database and liaison with the teacher education colleges.
- **Isolation of Teacher Education Department-**Our departments hardly develop linkages with schools, peer institutions, universities and other institutes of higher learning as also the community. However much remain to be done in this direction. The curriculum of the school, its actual transactional modalities, examination system, management process and its ethos need to be the main thrust areas of teacher education program. Teacher education institutes should work in collaboration with the larger society.

- **Lack of Innovative Practices-** Our teacher educator's still practice obsolete methods of teaching. They are not innovative in their ideas, thoughts and approaches. Need of the hour is to incorporate latest technology in teaching learning process.
- **Poor Integration of Skills-** A teacher needs not be someone well versed with content and methodology rather equipped with innumerable skills. But the Teachers are lacking in skills which are needed today-

#### Life skills include

- Empathy
- Interpersonal relationship
- Effective communication
- Critical thinking
- Creative thinking
- Problem solving & decision making
- Coping up with emotions and stress
- Leadership

#### Emotional Competencies include

- Self-Awareness
- Self-management
- Social sensitivity
- Social management

#### Info-savvy Skills are;

- Asking
- Accessing
- Analyzing
- Applying
- Assessing

#### Techno-pedagogic Skills

- Media-message compatibility
- Media designing
- Integration of message media and modes
- Media choice
- Message authenticity and media credibility
- Media automation, integration and acculturation
- Realizing proximity of message forms media language proficiency..... and so more....

#### Human Development Climate

- Trust
- Risk taking
- Openness
- Reward
- Responsibilities
- Top support
- Feedback team spirit
- Collaboration

#### Spiritual Intelligence

- Spirituality, soul or inner being
- Quest for life values
- Convention, commitment and character
- Happiness and distress
- Brotherhood, equality of caste, creed, color and gender
- Flexibility
  - **Less Opportunities for Professional Development-** To produce the quality teachers we must focus upon their maximum professional development. Every teacher must take the

opportunity to continue his/her professional development throughout his/her career. Teachers should be open to ideas, to refine decisions making skills and to become more effective in integrating theory and practice.

- **Mushrooming of Teacher Education Institutions-** The last decade has evidenced the mushrooming growth of teacher education institutes leading to a very unhealthy suicidal trend that is commercialization. Education has come into control of people who do not have any concern with quality of teacher education. For them colleges are money making machines. This growth has created a new category of students popularly known as non attending. So there should be a check on opening of such institutions.
- **Problem of Infrastructure-** Although we have a long list of teacher education colleges but majority of them lacks the required infrastructure to carry out teaching learning activities. Facilities are there but only in papers. Infrastructure is made available only at the time of inspection. As soon as the team leaves the college, there is nothing. This disease can be curbed only with the proper interventions from the bodies governing the teacher education program.

In India for enhancing the professional ethics in teacher education the Government of India established the various organizations like NCTE, NAAC etc.

#### National council for teacher education (NCTE)

The National Council for Teacher Education (NCTE) is designed to ensure planned and coordinated development of teacher education and determination and maintenance of its standards. The Council lays down norms for specified categories of courses and guidelines. These are used to grant recognition to teacher education institutions for offering TEPs.

- NCTE has taken number of steps for raising the quality of teacher education system. It has formulated norms and standards for twelve teacher education courses in all at pre-primary, primary, secondary, senior secondary, physical and distance education courses. It is amendatory for the existing and new institutions to seek NCTE recognition after fulfilling the NCTE norms. Further these recognized institutions have to submit the Performance Appraisal Report (PAR) annually. On the basis of the PAR, actions are taken to withdraw the recognition in case of violation of norms and standards.
- In 2002, the Council also developed "Curriculum Framework for Quality Teacher Education" for upgrading the quality of teacher education programs at par with international standards. NCTE being aware of the importance of information and Communication Technology (ITC). Has made ICT literacy a compulsory part of B.Ed. course. NCTE has been engaging in organizing number of workshops for teacher educators throughout the country to familiarize them with basics of computer usage. In addition, B.Ed. colleges were provided with CD-ROM's to teach IT literacy.
- Indian teacher education system has been strengthened

a lot during the past couple of years. The NCTE Regulation 2007 was revisited and modified them with changing needs of the children and the education system in 2009 and 2014 subsequently. The Elementary School Teachers' qualifications were worked out and notified in August 2010. The TET inclusion in qualifications has been widely appreciated, wherein, it was provided that even after obtaining the necessary qualifications the teacher will have to obtain at least 60% marks in TET.

- The Council is also assisting MHRD in the implementation of RTE Act– 2009 in several ways. As the designated Academic Authority for prescribing qualifications for elementary teachers, the Council in consultation with MHRD has set the qualifications for the teachers. Further, expert groups have developed guidelines for State Teacher Eligibility Test and Code of Professional Ethics for Teachers.
- A volume has been published by the NCTE (2009), namely, Teacher Education, which contains Reflections towards Policy Formulation.

### National Assessment and Accreditation Council

All over the world, since the 1980 the expansion of the system of higher education was coupled with mounting criticism about the quality of education. As a result of this, establishment of quality assurance agencies has become a common phenomenon worldwide. India joined this trend in 1994 by establishing NAAC on the recommendation of NPE' 86. The primary objectives of establishment of NAAC is to assess and accredit institutions of liberal arts, science and other disciplines in order to help these institutions to work continuously to improve the quality of education, through self-evaluation of performance of an institution and/or its units based on self-study and peer review through defined criteria. NAAC has been playing an important role in not just quality assurance but also quality enhancement.

The role of NAAC in this regard is seems to be a Friend, Philosopher and Guide.

- It helps Institutions to form a view about their strengths and weaknesses. This is very clear from the different parameters set by NAAC –
  - Curriculum Design and Planning,
  - Curriculum Transaction and Evaluation
  - Research, Development and Extension
  - Infrastructure and Learning Resources,
  - Student Support and Progression
  - Organization and Management
- NAAC applied multi-pronged strategies at various levels—awareness programs to reach out to the academic community, publication programs for dissemination of information, workshops on development of instruments, training the experts for assessment, discussions with administrators to rope in their support for the TEIs, consultations with policy makers to ensure government support and so on.
- Hundreds of seminars and academic interactions were organized with various groups of academia at the national level, to discuss the methodology and implications of the NAAC's process.
- Research on quality-related issues, expanding the database of experts, making the NAAC functioning ICT

enabled, interaction with other professional bodies for collaborative assessment and strengthening of the publication program were given a thrust.

- Many workshops and seminars on various aspects of quality enhancement have been supported during this phase. Identifying best practices and disseminating the same towards quality improvement have been initiated. Promotion of stakeholder dialogue on quality-related issues has also been taken up during this phase. To begin with, interaction with students about quality-related issues was initiated.

### Enhancing Quality: Some Suggestions

- The skill development of student teacher should be on par with their counterparts abroad. With liberalization and globalization of economic activities, the demands for teacher education at nationality comparable and internationally acceptable standards have increased. This demands the teacher education institutions to be innovative, creative and entrepreneurial in their approach to skill development among the students.
- Although skill development is crucial to the success of the teachers in the job market, skills are of no value in the absence of an appropriate value system.
- Teacher education institutions have to shoulder the responsibility of inculcating the desirable value system among the student teachers commensurate with social, cultural, economic and environmental realities at the local, national and universal level.
- Our teachers are still uncomfortable with the use of technology in the classroom. They should be trained to the technological innovations that are readily available.
- Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education.
- In order to manage the expanding work and complex nature of the problems of teacher education, every state should have a separate Directorate of Teacher Education. Such directorate will also be responsible for manpower planning with respect to recruitment of various levels of teachers in the concerned state.
- State should plan teacher education facilities in terms of teacher requirement of various subjects and grades.
- The assessment procedure of NCTE, NAAC, and the University should help the teacher education institutions to know its strengths, weaknesses, opportunities and threats. It should provide the funding agencies with objective and systematic database for performance input factors to process and product factors.
- Quality assessment may not be restricted to first generation indicators based on input factors. Instead we should consider those indicators, which are applicable to a variety of situations sensitive to the specific needs and functions of teacher's education should be considered.
- Hence, there should be flexibility in approaches and methodology for assessment of teacher education institutions.
- School curriculum is becoming more and more complex. Many new areas of knowledge are getting into the curriculum. In this situation, one-time teacher training of a particular duration may not serve the

purpose. There should be continuous in-service program organized both through face-to-face and distance mode in order to make the teachers to cope with the latest development.

- Alternative models of teacher education program should be experimented by teacher education institutions as practiced and succeed by a few institutions such as four-year integrated B.Sc. B.Ed. program of NCERT, four-year integrated B. El. Ed.
- Each teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching. They should also be involved in developing teaching and learning (print and non-print) instructional materials, psychological tools, etc. this will help he teachers in updating their knowledge and skills continuously as well as improving their self-esteem. There should be continuous monitoring of teacher education institutions by NCTE and the affiliating University, particularly the privately managed self-financing institutions in order to maintain the standard of teacher education program and its quality enhancement.

### **Conclusions**

The above discussion clearly indicates the enormous task ahead of the institution of teacher education, integrating all aspects in the course to achieve the goal of education. Teacher with competences and commitment, encompassed by professional ethics are the need of hour. The challenges are ever changing and never ending. Thus both teacher education and teacher educators require and systematic review of their benchmarks followed by a serious planning and consideration about restructuring and resetting of teacher education institutes. This can bring about drastic changes in teachers and improve the quality of teachers at all level of education.

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