

Quality Concern in Teacher Education: Important Indicators & Quality Control Bodies

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Abstract:

Quality is one of the important initiative in education in 21st century in India. Teacher Education is backbone of the Education system. Teacher Education provide good quality service to its customers in order to enable them to contribute significantly for development of the nation. Quality concern in teacher education is the area of our main interest of the present study. Teacher quality has produced voluminous studies that line many research library. Discussion on what it is, how it is developed? Various quality parameters in the field of teacher education have been identified and few major among them have been explained elaborately. This study has also discussed the important role of quality control bodies of Indian Govt.

Key words: teacher education, quality, quality parameters, organization bodies.

Introduction:

Teachers play a important role in developing a nation. So the teacher education is most important for making a good teacher. Every child deserves a quality teacher. In an era of increasing quality and accountability in education, teacher quality and teacher training will be more important than ever. The purpose of teacher education is to produce teachers who have competencies in various fields. Teachers have to play a multi-tasking role in the context of various challenges emerging in the field of contemporary society. In this connection, the role of teacher education has also increased many folds. It has special roles to prepare future teachers who are socially responsible and conversant with unique features of cultural heritage and various socio-cultural ethos, have high commitment and the ability to lead society and nations shaping young minds of the learners. The existing teacher education model is inherited mostly from British system of education and is suffering a lot due to its inability to keep pace with time adopting necessary modification in its conceptual based theory and practices (Yadav et al., 2011). N.P.E. (1986) and the subsequent program of action has realized that the program of teacher education in various stages requires a though reconstruction in its input, process and out put in order to make the system quality oriented. The international Commission on Education for 21st century has also recognized necessity of reshaping this program in order to enhance its quality in various aspects.

Meaning of Teacher Education:

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teachers the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure.

NCTE has defined teacher education as – A program of education, research and training of person to teach from pre-primary to higher education level. Teacher education encompasses teaching skill, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skill + Pedagogical Theory + Professional Skill.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the international Encyclopedia of Teaching and Teacher education (1987), "Teacher education can be considered as parts of a continuous process."

Meaning of Quality of Education:

Quality is the motivating factor for educational planning and approaches.

1. Education quality as exceptionality: excellence is the vision that drives education, quality education is education that is exemplary; schools should maximize the pursuit of the highest potential in individual students.

2. Education quality as consistency: equality is the vision that drives education, quality requires equitable experiences, schools and classrooms should provide with consistent experiences across the system.

3. Education quality as fitness-for-purpose: refinement and perfection in specific subject areas is the vision that shapes the system, quality is seen as preparing students for specific roles, instructional specialization is emphasized.

4. Education quality as value for money: education reflects reasonable correspondence to individual and societal investments; quality is interpreted as the extent to which the system delivers value for money.

5. Education quality as transformative potential: social or personal change is the vision that drives education, quality education is a catalyst for positive changes in individuals and society, education promotes social change.

Quality Management and Organization Bodies of Govt. of India in Teacher Education:

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include:

- National Council for Teacher Education (NCTE)
- National Council of Education Research and Training (NCERT)
- National University for Educational Planning & Administration (NUEPA)

University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other ministries that have institutions which run teacher training programmes. Ministry of Women and Child Development has a large network of training of Anganwadi workers, who take care of pre-school component.

At the State Level, the apex body that looks after teacher education is the Government Department of Education. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree are under the Department of Higher Education. In certain States all teacher education institutions are managed by state government. In certain other States, majority of teacher training institutions are managed by private agencies under self-financed category. At the State levels, there are teacher training institutions being run by the Departments of Tribal Welfare, and other administrative departments. Creation of separate cadre for teacher educators has been an important issue to be solved in many states.

Quality Indicators of Teacher Education:

The major quality indicators of teacher education namely – curriculum design, curriculum transaction, evaluation system, research & development, infrastructure & learning resources, student support & progression, organization & management etc. have been identified by researchers. Few among these indicators are explained in the following sectors.

- **Curriculum design:**

Two major components are consisted in curriculum in teacher education. These components are theory & practicum. Therefore theory & practicum should have a justified proportion in the curriculum. Historical, Philosophical, Psychological, and Sociological aspects of education are four essential theoretical components. Simulated lesson, field survey, case studies etc. should be included in practicum. The curriculum of teacher education at all stages has to emphasize this traditional identity.

- **Evaluation System:**

Evaluation system is one of the vital parameter of quality in teacher education. Latest evaluation techniques as peer group evaluation of trainee teachers, self-assessment, evaluation in terms of teacher educators opinion using rating scale etc. may be introduced. Formative as well as summative mode of evaluation both are essential. Continuous evaluation should be practiced throughout the entire course of the academic program. Evaluation should be made on basis of grades and not on marks. Internal examination should also ensure its strong reliability minimizing the possibility of various mal-practices. Highly credible Semester based credit system should also be encouraged to ensure a better student friendly and credible evaluation system in teacher education.

- **Internship Program:**

Internship program is the core component of teacher education. NCTE recommendation of 35 to 40 lessons to be verified with empirical evidence. Besides Herbartian styles of planning lessons, practice lessons, in other forms of instruction like individualized instructions, group interaction, and problem solving through project or even media aided instructions may be practiced. Besides teaching only the trainee teachers should also be acquainted with various other activities performed by teachers as maintaining records, organizing and assisting various co-curricular activities, student counseling, parent contacting, organizing examinations in order to acquire a holistic experience of a true internee.

Role of Teacher to Enhance the Quality in Teacher Education:

At national, district, educational institutions, and community levels should determine the qualities that a specific education system seeks in good teachers, a list of generally held perspectives on good teachers would include many of the following:

- Understanding of the curriculum and purposes, particularly when reform programs and new paradigms of teaching and learning are introduced.
- Ability to modify teaching/learning approaches as a result of reflection.
- Knowledge and skills in a range of appropriate and varied teaching methodologies;
- Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion;
- Sufficient knowledge of subject matter to teach with confidence;
- Ability to work with others and to build good relationships within the educational institutions and community;
- Knowledge of, sensitivity to, and interest in young learners;
- Ability to reflect on teaching practice and children's responses;
- Fluency in the language of instruction;
- Ability to communicate enthusiasm for learning to students;
- General professionalism, good morale, and dedication to the goals of teaching;
- Ability to communicate effectively;
- Good character, sense of ethics, and personal discipline.

Conclusion:

Quality in teacher education system is become critical. In the name of development of education for access to maximum, self financing teacher education institutions are mushrooming now a days. Actually teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions.

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