Teacher Education Quality Indicators in Context of B.Ed. in India

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Abstract:

Teacher education is in a transition phase of its establishment because of changes in duration of B.Ed. course as 1-year; 2-year and as 4-year integrated B.Ed. courses. Basic reasons for uncertainty in B.Ed. programme root in curriculum, infrastructure, administration and norms. In this connection, the present study was dealt with the objectives to critically describe the teacher education quality indicators with a focus on the institutional affiliation and grading; the B.Ed. curriculum; teacher's qualifications; teacher's socio-economic conditions; teacher-pupil ratio in Teacher Education Institutions (TEIs); basic infrastructure of TEIs; and secondly, to describe the suggestive measures of quality education. This study considered 135 Teacher education institutions leading B.Ed. course in Jharkhand state. Qualitative data analysis was based on observation of 6 dimensions of TEIs. It was found that most of the affiliated B.Ed. colleges were leading single subject, and some of them were leading D.El.Ed. along with B.Ed. programme within limited infrastructure. Curriculum was found generally not completed. Teacher qualifications were found to show a lack of teacher with NET and Ph.D. qualification. All teachers were found appointed either on contractual or temporary basis with consolidated pay which indicated a poor economic status and lower social status of teacher educators. And no teacher educators were found recruited by Jharkhand government, but only by the order of Vice-Chancellors of respective universities. Teacher-pupil ratio was not found appropriate, and the basic institutional infrastructures were found deficiently running. Finally, as a suggestive measure, it is essential for educational apex body, like NCTE, to bring administrative, structural and functional reformation for the members in the councils or board of education, and is essential to observe the quality indicators at the time of affiliation and approval of courses in TEIs in India.

Keywords: *curriculum, institutional affiliation, qualitative education and teacher-pupil ratio.*

Introduction:

Teacher education is the way of development of human resources for different levels of education from school to university. Teacher education curriculum is interdisciplinary. For being so, teacher of multidimensional personality is required to maintain the quality. This is basically a training course. Teacher education is recently running in transition phase of its establishment since the duration of B.Ed. course is still in the state of change, which is defined sometimes as 1-year course; 2-year course and sometimes as 4-year integrated B.Ed. course. Basic reason for uncertainty in B.Ed. programme lies in curriculum, administration and norms. Most of the colleges are conducting only single degree, that's education only. The currently since 2018, there is a provision of National Council for Teacher Education (NCTE) to lead 4-year B.Ed. integrated course so as bring quality in teacher education. Entrance test is now conducted for admission into B.Ed. since 2019 for quality enhancement so that only deserving teachers may be filtered out for teacher education.

Review of related literatures:

In the world context, some of researches have been done related to teacher education but not directly related to teacher education quality indicator. There is a gap of knowledge regarding the present study. Dobson (1985) studies determinants of teacher effectiveness in the classroom. Darling-Hammond (2000) stated that quality of teachers is related to improvement in performance of student. Zerihun et al. (2012) found the students' learning experiences and selected teacher characteristics identified as indicators of teaching quality. Liston et al. (2008) declared the teacher supply and demand, training, and retention as being avenues for teacher improvement. Crosling (2009) found that the retention of students in their studies is an issue of concern world-wide in education. Uka (2014) investigated university students' satisfaction from the physical environment and services provided in a higher education institution to indicate the quality in higher education. In Indian context, there is a knowledge gap in teacher education quality indicators. NCTE launches quality maintaining parameter for teacher education under regulation of 2014 with attendance on biometric system for faculty members and non-teaching staffs and students (NCTE, 10-Jul-2019). NCERT gives stress on quality based books and study materials. MHRD of India declares that higher qualification is the most basic requirement for appointment of teachers from 2021. University Grant commission (UGC) and National Testing Agency (NTA) of India takes joint effort to filter eligible candidates for teachers in teacher education. Jharkhand government takes responsibility for entrance test for admitting candidates for B.Ed. course. Thus the present study deals with the six dimensions which are under knowledge gap.

Dimension of the study:

Dimensions of the study are concerned to the following six aspects:

1. Institutional affiliation and grading,
2. B.Ed. curriculum,
3. Teacher's qualifications,
4. Teacher's socio-economic conditions,
5. Teacher-people ratio in TEIs,
6. Basic infrastructure of TEIs

Need of the Study:

What should be the basic but strong criteria to result the best output from teacher education? This is the question recently running in the mind of all the members of education apex bodies and educationist in the country, India. All India Survey of Higher Education (AISHE) shows the quality of educational institutions not to be good. Central Board of Secondary Education (CBSE) before Dec-2018 and National Testing Agency (NTA) since Dec-2018, have undertaken the entrance examination responsibilities for filtering the merit-full teachers for B.Ed. and M.Ed. through National Eligibility Test (NET). National Council for Teacher Education (NCTE) is providing permission for opening teacher education institutions without proper observation of basic infrastructure for teacher education quality. National Council for Educational Research and Training (NCERT) prepares books for pedagogy in different subjects for maintaining the quality in teacher education. Thus we see that there is a great variance and uncertainty in the principle of quality in teacher education. That's why the study of teacher education quality indicators is required.

Objectives of the Study:

Objective of the study is includes the following:

1. To identify and critically describe the Institutional affiliation and grading, B.Ed. curriculum, teacher's qualifications, teacher's socio-economic conditions, teacher-people ratio in TEIs, basic infrastructure of TEIs;
2. To elucidate the suggestive measures of quality education

Methodology of the study

This research paper is based on qualitative research. All teacher education institutions are under population and only teacher education institutions in Jharkhand state conducting B.Ed. course as sample. There are 131 B.Ed. colleges in Jharkhand alone. Qualitative data includes both primary and secondary data with incidental sampling technique and observation schedule with inquiry from teachers of teacher education institutions. By content analysis method, facts and data were analysed and results were depicted.

Details of the Study:

1. **Institutional affiliation and grading:**

   This is often observed that NCTE does not see the real background and infrastructure and finally gives permission to conduct teacher education programme. Even in the lack of teacher for proposed course, such as B.Ed. or B.Ed. integrated, NCTE has allowed teacher education institution to run B.Ed. and B.Ed. integrated course. In actual practice, there are limited numbers of class room in constituent colleges under universities but these are allowed to run such training program for teacher education. This raises questions against reliability and validity of the observation done by the committee made of educational experts of the apex body NCTE. Therefore affiliation and grading for institutions of teacher education is the indicator of teacher education quality.

2. **Feedback after B.Ed. curriculum:**

   Teacher feedback after B.Ed. curriculum is not satisfactory. Most of the faculty members feel the need of reformation in the syllabus and content of study and also co-curricular activities. Curriculum is generally said to have been made keeping the time away from mind while creating it. Regional, religious and seasonal effects are all almost ignorant. Curriculum and syllabus is not timely and properly accomplished. Therefore, feedback of teachers towards B.Ed. curriculum is basic parameter and teacher education quality indicator.

3. **Teacher's eligibility qualifications:**

   In most of the teacher education institutions for B.Ed. course, it was observed that most of the teachers were lacking the eligibility of assistant professor since they don't fulfill the eligibility criteria characterized by the University Grant Commission (UGC). Most of the teachers were selected and working without having the National Eligibility Test (NET) qualification, nor do they have Ph.D. degree in Education. Ph.D. was to be made under provisions as compulsory for all faculty member recruitment from July 2021 but not done so till 2022. Therefore, teacher eligibility qualification is the primitive teacher education quality indicator.

4. **Teacher's socio-economic conditions:**

   Not only in Jharkhand state but also in most of the B.Ed. colleges in India, teachers are working on either Ad-hoc basis, temporary basis or contractual basis and they don't find the pay equal to what is under the 6th or 7th central pay commission, while the workload of all contractual teachers is equal to the workload of regular or permanent teachers but they don't get equal pay for equal work, for which, the supreme court of India had also already notified it in 2016. Therefore, poor economic conditions of teachers of teacher education institutions make them socially and economically backward and also enforced to work in another field besides education, which leads distraction from professionalism quality of teachers. Therefore, teacher socio-economic condition is an important teacher education quality indicator.

5. Teacher-pupil ratio in TEIs:

Quantity and quality both are complementary. For an instance, as observed, if only 12 teachers are appointed on regular basis for 12000 students, then any one can surely be amazed to see it as an inappropriate teacher-pupil ratio i.e.1:1000 in a college, and so is the reality of most of the constituent colleges in Jharkhand state, although some of faculty members were working as Guest Faculty members in the departments other than education department. In most of the teacher education institutions, very less numbers of teachers are working. Dummy teachers are often heard working in teacher education institutions. There are generally 200 students who study in an academic session, that's, two semesters run simultaneously, but teachers are appointed with the consideration of single batch of B.Ed. equaling to 100 and their required number of teachers is 15-16, while only 8-9, generally less than 75% of faculty members, were found appointed and working in actual practice. No teacher educators were found recruited by Jharkhand government, but only by the order of Vice-Chancellors of respective universities for conducting B.Ed. program. Therefore, appropriate pupil-teacher ratio is one of the most basic requirements as the teacher education quality indicator.

6. Basic infrastructure of TEIs:

Training is the process of skilling in professionalism and creation of practical experience which can hardly be realized in absence of basic infrastructure of teacher education institutions, which is the great deficiency in TEIs in Jharkhand. In most of the TEIs, it was observed as a lack of common room, drinking water facility, and separate toilet facility for male teacher, female teacher, male students, female students, non-teaching male staff and non-teaching female staff, besides lack of laboratory of language, social science, psychology and ICT. Science laboratory were generally observed attached with general department which are used for education department practicals. Also, there were lacks of curriculum and current syllabus based text books, reference books, journals, encyclopedia, online resources in the poor library. Besides classroom and playground,   deficiency were observed such as small size of the classroom, inappropriate ventilation and sanitation facility, lack of uninterrupted electricity, lack of smart board and projector in classrooms, and poor sitting benches while these are very important for quality maintenance in TEIs. Therefore, basic infrastructure of TEIs is one of the most essential requirements as the teacher education quality indicator.

Suggestive measures of qualitative education:

On the basis of the responses after discussion with the faculty members and observation of different aspects of educational training as B.Ed. course in TEIs, some important suggestive measures for quality education and teacher education quality indicators are depicted, which are as follows:

1. Since the members of educational apex body, such as NCTE, UGC and MHRD, are supposed to have expertise the field of Education, therefore, they must be expert in education, educational research and concerned policy framework, as professors in education.

2. Team visiting for affiliation of institutions and approval for B.Ed. course or M.Ed. course must be honest in exhaustive observation of basic infrastructure in context of all the requirements essential for the professional training under B.Ed. or M.Ed. program.

3. Teacher must be appointed only on regular basis, not as contractual, with equal pay and equal facility for all levels of faculty for professional training like B.Ed. or M.Ed.

4. Internal assessment criteria must be clarified, and practical aspect of courses must be given priority.

5. Fulfillment of NCTE predetermined required 80% attendance of trainees in theory and 90% in practical work must be observed under strict guidelines of the head of the department and the principal of TEIs before allowing them for appearing in the examination.

Conclusion:

The key indicators for quality in teacher education programmes like B.Ed., M.Ed. and so many other programs equivalent to it, involve the basic infrastructure of TEIs, the pupil-teacher ratio, the teacher socio-economic condition, the teacher eligibility qualification, the teacher feedback after B.Ed. curriculum, the reliability and validity of the observation done by UGC and NCTE for affiliation and approval for professional institutions and programmes. Members of educational apex body, such as NCTE, UGC and Ministry of Education, play most important role to decide which to be affiliated and what to be approved or not. Teacher appointment on regular basis with equal pay and equal facility is essential requirement for maintaining the quality teacher education and professional development among prospective teachers. Internal assessment criteria and observation for fulfillment of required attendance of students are essential indicators of quality education, in which the administration must strictly observe, besides imphasis on puncttuality and regularity of trainers in practical domain of teacher education programmes.

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