

QUALITY CONCERNS IN TEACHER EDUCATION”

PRIYA

ASST. PROFESSOR

IAMR BED COLLEGE, DUHAI, GHAZIABAD

ABSTRACT: -

Education determines the status and standard of prosperity and welfare of a people. The quality of education determines the success and failure of the nation with a view to raising the standard of living of our people. India should develop effective professional education, which may initiate the teachers to the most needed revolution in teaching and lay the foundations for their professional growth and long life education. **Continuous Professional Development (CPD)** is the process by which teachers reflect upon their competencies, keep them up to date and develop them further. One such organization is **Centre for Teacher Accreditation (CENTA)** which has designed teaching standards for different stages in a teacher’s career. The acquisition or improvement of teacher competences require training, through which it will be improved educational planning and assessment. The paper mainly focuses on the quality concerns in teacher education or teacher training refers to the policies, procedures and provision designed to equip teachers with the knowledge, attitudes, behavior and skill that require to perform their task effectively in the classroom or in school and in community.

KEY WORDS: - QUALITY, TEACHER EDUCATION, NUMEROUS, COMPETENCIES, ACQUISITION

INTRODUCTION:

Teacher education is an integral component for whole education system. It is intimately connected with community and society and is conditioned by tradition, culture and character of a nation. The purpose of education is to develop well informed, intensive and well equipped citizens of the society .Its aim are to develop a human being not only an individual. It is to develop qualities required by everyone to live a good, well-adjusted and harmonious life.

Education of teacher’s needs to strengthen and training emphasize development of specific knowledge, attitude, skills and behavior patterns which individual requires performing a job in efficient manner.

The purpose of education is to provide the condition essential to young person and adults to develop an understand of traditions, ethical code and culture and ideas influencing the society in which they live, others cultures and of the law of nature and to acquire linguistic and other skills which are basic to learning personal development and creativity. The purpose of training is to improve the quality of education; the way in which they teach and bring excellence in the specific job for which the education is being trained .Training is

concerned with teacher's learning to perform tasks fairly specific of prescribed tasks, although there are exceptions where tasks are more opened as in management and supervision.

The concept of quality in education is contested and understood in numerous different ways. Teaching involves the use of a wide body of knowledge about the subject being taught and another set of knowledge about the most effective ways to teach that subject to different kind of learner, it therefore, requires teachers to undertake a complex set of tasks every minute.

Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession. Teacher training is an integral component of any educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Teacher training must, therefore, create necessary awareness among teachers about their new roles and responsibilities. Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. Formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct.

PROFESSIONAL ASPECT IN TEACHER EDUCATION :- Education commission (1964-66), under the chairmanship of **Dr. D. S. Kothari** the education commission showed keen interest in teacher education, studied it in its varied aspects .The commission remarked “A sound program of professional education of teachers is essential for the qualitative improvement of education.... In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tends to perpetuate the tradition method of teaching”. The commission observed that the essence of a teacher education curriculum is quality. **Centre for Teacher Accreditation (CENTA)** which has designed teaching standards for different stages in a teacher's career. In order to plan and manage teaching path – co suitable for one's classroom specific contests, a teacher must have the following specific professional abilities:

- Engaging students at a proper cognitive level ;
- To be aware that students often have strongly rooted ideas about natural events, arising from spontaneous interpretation of every day experience on from past scholastic learning

- To be acquainted with them in issues addressed by research in subject education and to be able to use its results for curriculum development at the different school levels.
- Involving student's spontaneous knowledge and their attitude of work about the considered field.
- Enable students to gradually move from observation and discussion of everyday situations to the proposal trigger the student's resources on the plan of the cognitive operations.

QUALITY IMPROVEMENT PROGRAMMES:-

The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards. The **Quality Improvement Programme (QIP)** was launched by the government of India in 1970. The main objective of the programme is to upgrade the expertise and capabilities of the teachers. Since its inception the programme has been endeavoring to improve the quality of education in the country.

The professional preparation of teachers, being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial provision should be made for it both at the state and national level. **Continuous Professional Development (CPD)** is the process by which teachers reflect upon their competencies, keep them up to date and develop them further. A programme of highest importance therefore is to improve the quality of teacher education .This can be done through the following:-

- a) **Content Courses** - Organisation of well -planned subject –oriented or content courses,in collaboration with university department (for postgraduated colleges),leading to insight into basic concepts, objectives and implications of subjects to be taught;
- b) **Integrated Courses** – Introducing integrated courses of general and professional education in universities ;
- c) **Professional Studies** – Stabilizing professional studies and basing them on indian conditions through the development of educational research ;
- d) **Improved Methods of Teaching** – Using improved methods of teaching which leave greater scope for self-study and discussion and improved methods of evaluation which include continuous internal assessment of practical and sessional work as well as practice – teaching;
- e) **Improved Practice Teaching** – Improving practice teaching and making it a comprehensive programme of internship;
- f) **Special Courses**-Developing special courses and programmes;
- g) **Revision of Curricula**- Revising the curricula and programmes at all levels of teacher education in the light of fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education.

STUDENT CENTERED EDUCATION:-

Successful learning is possible only if the experiences and the knowledge are synthesized with the new information received in the course. It means that in the teaching learning process the student group, community is primary; it is them who play the main role, instead of the teacher. Student`s activity is one of the most significant requirement toward the training. Spontaneous activity is created in group or teamwork in co-operation with others in a constant exchange of information and the common shaping of opinions. To develop the ability of group co-operation in group work – starting with the experiences of the adults participating in training – it is important to analyze and discuss professional problems together, to setup alternatives, and to give reasons for the decisions reached. In this case the teacher has to help or assist only, and should not give solutions. We have to make the adult student responsible for his own development in the teaching process. It means that in all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the Centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

Some of the key strengths of the RTE on Quality Education are:

1. **Brief Flexible and Learner Centered Curriculum at Elementary level:** In order to allow students to gain this power in the class, teachers cannot simply lecture and let students take a passive role. They must design activities that let students take initiative and that let students discover meaningful information for their own lives, that`s what RTE act clearly emphasize upon which finally results in:

The reliance on active rather than passive learning, an emphasis on deep learning and understanding,

- Increased responsibility and accountability on the part of the student.
 - An increased sense of autonomy in the learner.
 - An interdependence between teacher and learner.
 - Mutual respect within the learner teacher relationship.
 - And a reflexive approach to the teaching and learning process on the part of both teacher and learner.
2. **Use of learner centered approaches of teaching learning** Learner-centered teaching is an approach to teaching that is increasingly being encouraged in education as per RTE Act 2009. Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning.
 3. **Use of learner oriented and modern audio visual aids** RTE act focused on the use of audio visual aids while teaching as by using audiovisual tools in the classroom, teachers show students how to communicate through various media. Students are introduced to the concept of conveying information creatively. Audio-

visual aid is the best tool for making teaching effective and the best dissemination of knowledge. Audio–visual material can be included tape recorder, radio, movie, projector method etc.

4. **Good classroom control and management** The students should actively participate in the creation of guidelines governing classroom behavior. This belief suggests that students will support rules they establish. Best practices recommend minimizing the number of rules. Teachers, however, should provide limited structural input so that rules are direct, clear, and consistent, and encourage positive behavior. In addition, teachers must make sure that rules are designed to support a concept of consequences for inappropriate behavior rather than punishment.
5. **Teacher dedication towards the profession and commitment towards the learners** Passionate teachers are distinguished by their commitment to achievement of their students. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. They cultivate students' curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students.
6. **Conducive school environment** A child's development is directly linked to its ability to interact with its environment. Children develop an understanding of themselves through their interactions with events and materials outside themselves (Piaget, 1951). All environments have the ability to contribute or retard this process. "The motivation to interact with the environment exists in all children as an intrinsic property of life, but the quality of the interactions is dependent upon the possibilities for engagement that the environment provides".
7. **Pupil Teacher Ratio:** The Act mandates a minimum Pupil-Teacher Ratio and explicitly requires the same to be maintained in each school, rather than as an average over a block or a district. The Right to Education Act mandates a pupil teacher ratio (PTR) of 30:1 in order to ensure that children learn better in the classroom.
8. **Teacher Qualifications:** The Act prescribes the minimum qualifications of teachers and their academic responsibilities along with the minimum quality of the content and process. This can positively impact the actual quality of education provided within our schools.

Some key issues concerning teacher education:-

1. Recognition and management of the processes of transition and change, from the position of student to the position of teacher, cognitive and emotional aspects and practical applications.
2. Acquaintance with the organizational pedagogical structure, school positions and goals, their evaluation in the light of the relevant personal aspects.

3. Learning and acknowledgement of processes of self-mapping in the relevant areas of teaching attitudes, perceptions about basic concept of human dignity, authority and dependence.
4. Creations of requirement makes and formulation of objectives in feasible sequences in accordance with workplace situations.
5. Understanding of personal resources and conduct in situation of uncertainty and feeling of disappointment when living through extraordinary events.
6. Development of decision making processes and customized for career steps.

All these are required to develop teaching capabilities in various subjects, at the same time developing skills in a variety of interpersonal interactions with students, teachers and parents required in teaching. The teacher training program includes training in the simulation center.

Remedial Measures for Quality Improvement:

- The Teacher Education Department of **National Council of Education Research and Training (NCERT)**, launched a plan for the comprehensive improvement of teacher training under the name “Intensive Teacher Education Programme (ITEP) to work cooperatively with the training colleges involved, to bring about desirable changes and improvement in teacher education.
- Field Work with Community should be introduced as it provides rich, real life and hands- on experience to the prospective teachers regarding education in rural area. It helps trainees to develop social skills necessary for successful adjustment in rural area.
- Privatization and Commercialization of teacher education should be stopped which leads to large scale mushrooming of teacher education.
- There should be uniformity in the course structure and running the B.Ed. Course across the Country. The NCTE may take necessary steps to ensure uniformity of B.Ed. curriculum in the country.
- Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.
- The faculty must evolve the right tools for evaluation of pupil-teacher performance in the class. It must also take into account attitude to work, love for children, scientific outlook etc. Self-assessment and pre-lesson and post-lesson discussion should be encouraged.
- To develop planning and organizational skills in co-curricular activities, colleges should depute their teacher trainers to participate in specially conducted workshops for which help of institutions like BAL BHAWAN, National school of Drama and National Film Institute could be taken.

- The teacher trainers themselves should be proficient in the use of skills they seek to develop among their trainees. Particularly in the service and maintenance of hardware of educational technology and must be knowledgeable about the available sources for educational technology.
- The training institutions should be encouraged to organize and conduct demonstration or laboratory schools where, among other things, experiments are made in curriculum construction and progressive methods of teaching are used. Such Demonstration schools should not be fettered by rules and regulations externally imposed but should be given freedom in matters of methods and curricula.

Conclusions: - It can be concluded that in order to make the professional preparation of teacher's effective, teacher education must be brought into the mainstream of the academic life of school and educational development. Practical experienced need to be organized in a way that is useful in evaluating in teacher's ability, supports socialization within the profession, stimulates development of teaching learning concept, provided a protected field of experimentations, allows insights into new perspective and enhances motivation to continues learning reflecting upon their own teaching practices, by reading journals, books, magazines, by observing children, by studying a case, by observing other professionals. Peers at work, understanding skill development exercise and by working with hands.

Teacher training has to be conceived as an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. National values and goals need to be meaningfully reflected and their inculcation attempted with care and caution. The theory and practice of education has to be enriched with the latest research findings not only in the field of education but also in the allied disciplines and areas. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation.

The teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments and social and cultural issues through continuous in-service orientation. Emphasis on continuing lifelong learning has to become an essential concern of teacher education. A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of interaction with their learners.

References:-

1. **Creswell, J.W. (1998).** Qualitative inquiry and design: Choosing from five traditions, Thousand Oaks, CA: Sage.
2. **Gay L.R. (1996):** Education research, Prentice-Hall, Inc. New Jersey.
3. **Gerald R Adams, (1985)** Understanding research method, Longman, New York.

4. **Saxena, N.R. & Mishra, B.K. (2009)** Teacher Education.
5. **Mirza, S, (2012)** Internship Program in Education: Effectiveness, Problems and Prospects International Journal of Learning & Development ISSN 2164-4063 2012, Vol,2 No. 1 NCFTE(2009): NCTE Publication, India.
6. **Dr. Bansal, Harish (2013)** Encyclopedia of Teacher Education, Teacher Training Concepts Vol. –II, ISBN 81-313-0052-8: A P H Publishing Corporation, India.
7. **Srutirupa, P.(2014)** Problems of students teacher during Internship Programme: Issues and concern, International Journal of Humanities, Arts, ISSN2348-0521 2014, Vol.2,No.8. Odisha, India.