



QUALITY ENHANCEMENT IN TEACHER EDUCATION

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Abstract

It is teacher who shapes the destiny of the country. Teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components, i.e., initial teacher preparation and in-service education. Attitude of teacher can have its influence on all the learning domains. so it is imperative that the educator have positive attitude so as to impart quality education to the learner.

Keywords :- Education, Educator, In-service Education, Learning Domains, Teacher Education System.

Introduction

The teacher at any stage is expected to bring out the best in the child and youth and help them to realize their maximum potential physical, intellectual, spiritual. The teacher education system should ensure adequate supply of such professionally trained teachers to teach and guide those who study in schools and institutions of higher learning.

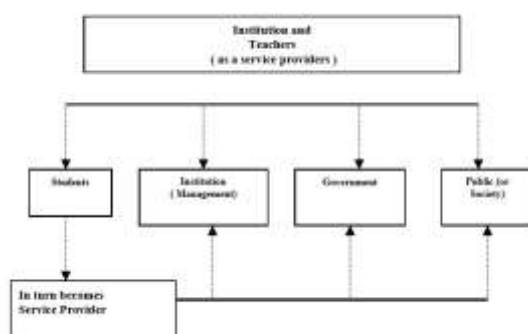
The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. The broad mandate given to the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The Act has given to the Council statutory powers for framing regulations required for planned and coordinated development of teacher education

and issues connected with the professional role of teachers. Teacher education underwent expansion in different parts of the country, and even used by some institutions as a money spinner programme, as surplus of income over expenses could be ensured by running it in a diluted form. Teacher education programmes basically comprise of three components, theoretical foundations, content-cum-pedagogy and school experience (teaching practice and internship). The NCTE has laid down the norms and standards for each programme.

Indian Teacher Education System

The teacher education system in the country is extremely vast and diverse, covering over 2500 institutions at different levels of elementary, secondary and post-graduate programmes with a total intake of over 1.9 lakhs. The system is managed by several agencies like Government departments, Universities and other autonomous establishments specifically created for the purpose. Resistance to move with time and technology from various quarters and the lack of systematic awareness of the national and global challenges have created a lot of imbalance on facilities. It is in this background that the National Council for Teacher Education (NCTE) was established as a statutory body under the provision of the NCTE Act 1993 in 1995 with the main objectives of achieving planned and co-ordinated development of the teacher education system throughout the country, for the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. standards and quality of teacher education institutions, just as in any other sectors of education.

Also, Teacher Education Institutions have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society, so such a future is possible.



Limitations of Teacher Education

Emerging in the world is a great discrepancy in the educational experiences between undeveloped and developing countries. While developing countries have made much progress in the last decade, the gaps in education will only serve to limit the global competitiveness of the undeveloped world. The obstacles facing the underdeveloped countries in the area of teacher education are vast.

3.1 Inadequate access to education is seriously limiting the student's opportunity in this very competitive "knowledge economy." In some contexts there are strong cultural, economic, and political obstacles specifically to women's access to education (Education, 2011).

3.2 Secondly, the student/teacher ratios in both primary and secondary education is disproportionate when compared to their developing counterpart. The most underdeveloped parts of the rural world are suffering the greatest because of this disparity (Moon, 2010).

3.3 Thirdly, the teacher quality is an issue in most countries especially those with limited access to education. Many teachers in these countries are untrained or under-qualified or teaching subjects in which they are neither qualified or trained for (Perraton, Creed and Robinson, 2002).

3.4 Fourthly, the attention given to teacher education and their continuing professional development has in many cases lagged behind that given to other parts of the education system. Some countries lack a policy for it, though the importance of teachers is emphasized in many international reports.

3.5 Lastly, further research needs to be conducted on the success and limitations of teacher education programs. There is a

continuing shortage of good research; all too few studies have looked at the costs and the outcomes of various approaches to teacher education; few have asked the tough questions about how teachers' work in the classroom has changed as a result of their training (Perraton, Creed and Robinson, 2002).

All of this creates new challenges for teacher education and continuing professional development: the need to find ways of using existing resources differently, of expanding access to learning opportunities at affordable cost, of providing alternative pathways to initial teacher training, of drawing on new constituencies of the population to work as teachers, of using technologies appropriately to enrich a teacher's context and support practice, of stimulating and supporting teachers' active learning and of re-conceptualizing the traditional organization of initial teacher education and continuing development" (Perraton, Creed and Robinson, 2002).

Commercialization in Teacher Education

There has been an expansion of teacher education in particular during the post-independence period, so much so that during the last decade, government found it difficult to finance the setting up of new colleges. Therefore, universities and colleges are being encouraged to start new courses generating their own resources, thus self-financing schemes for starting useful and professional courses in teacher education have gained special momentum today. Most of the operating revenues for self-financing courses and institutions come mainly from tuition and other types of fee. Now-a-days these institutions are coming up in large numbers and B.Ed. courses are becoming more popular because of the focus on universalisation of elementary education, education for all, and right to education which will promote job opportunities for teachers. There is a danger that the self-financing colleges may attract students having less ability but more payability. Some educational thinkers oppose the self-financing aspect of teacher education because of the chances of ills of commercialization and corruption creeping into this system.

Suggestions

5.1 Stake holders students, parents, teachers and owners of colleges of education have to come forward and give information, if any, about institutions which have been granted



approval by NCTE and where norms and standards as prescribed by the Council have not been followed. Any kind of commercialization being done anywhere in such institutions should be reported in specific terms so that the Council can get the matter enquired and take appropriate action.

5.2 The reputation of an affiliating university is on stake if the SFIs of teacher education do not perform well, rather engage in malpractices. Merely framing of regulations will not ensure quality. The university has to introduce some mechanism to monitor and ensure that the curriculum transaction is done effectively, students attendance and achievement are ensured, evaluation system is enforced rigorously. The reputation of a university goes a long

5.3 The funds collected from the students should be utilised properly for the development of the institutions. A high level committee of the local public should be constituted to look into the proper utilization of the funds collected from the students.

5.4 The management of the teacher training college should include the well known members of the society and also a government officer and a legal advisor .

5.5 The selection of the teacher educator for the college should be done through the subject expert and noted educationalists and department heads.

5.6 The selection of the students should be based on the merit and performance in the entrance test.

5.7 Poor students and students belonging to SC, ST and minority community should be given admission with nominal fees.

5.8 The members of the society should bear the expenses met for such students in completing the course.

5.9 The society should come forward to help teacher training institutions in strengthening the institution in the following manner.

5.10 Providing opportunities to the teacher educators to participate in the community service activities such as Citizenship Training Camps, Environmental Studies, Cultural Activities, Literacy Camp etc.

5.11 Providing good practicing school for practice teaching.

5.12 Honoring best teacher educators and rank students.

5.13 Publishing books and articles written by teacher educators.

5.14 Sponsoring the seminars/ Conferences / Workshop conducted by institutions. Quality Enhancement in Teacher Education 202 NAAC for Quality and Excellence in Higher Education.

5.15 Collection funds by the public for the improvement of infrastructure and other facilities of the teacher education institutions.

5.16 Influencing the education department and officers in getting necessary benefits for the institutions.

5.17 Organising systematic programme of action for the academic and other development of the institutions.

5.18 Construction of hostel for the students and also helping poor students by providing scholarship.

5.19 Helping the teacher educators to undertake educational projects, doctoral study on regional contributions for education etc.

5.20 Establishment of placement services and guidance cells for the students.

5.21 Establishment of Xerox facilities, Canteens, Stationary shop, Internet facility at subsidised rates for the students and teacher educator

Involvement of parents in the development of the teacher training institutions should be a regular feature. It can be done by :-

6.1 Donation of land , building and other property for the institutions.

6.2 Donations in the form of money, books, charts and other audio visual materials and equipment like , TV, Video, OHP etc.

6.3 Helping the poor students through sponsorship .

6.4 Awarding prizes for the students obtaining ranks in the final exams.

6.5 Sponsorship for conducting seminars / workshop by the institutions.

6.6 Publishing books and articles written by teacher educators.

6.7 Regular visits to such institutions and survey of required things and influencing the management / government for providing such facilities

Current Relevance of the Research

Guidance days for lesson planning are planned in such a manner that the student teachers has at least three days for preparation. Computer facility is made available to the student teachers for all working hours of the college . Feedback from the principal is given to the



student teachers at least once a month with respect to various components. Schools are allotted keeping in mind the residence area of the student teacher. Rotation of guidance teachers so as to enable student teachers to get an opportunity to learn and interact with different teacher educators. Quality Enhancement in Teacher Education 196 NAAC for Quality and Excellence in Higher Education Each group of student teachers is given two practicing schools and one standby school to ensure exposure to different types of schools. Each teacher educator 'adopts' ten student teachers who are guided to enhance their academic performance. Keeping in mind the current trends and demands, the student teachers are trained to prepare instructional materials in the form of PowerPoint presentations. Training is also provided in preparation of charts, models and transparencies in order to cater to student teachers. Book bank facility is made available to the student teachers where they are provided with fourteen reference books, which they can keep for the entire academic period. Qualitative feedback is provided to the student teachers in the form of 'Brainstorming' sessions.

Conclusions

Educator has prime importance in the arena of education. The most important aspect of guru's persona is his attitude. The researcher believes that the educator must have the same attitude for the learner which he/she has for his/her own child. Hence, it is very important that the educator possesses positive attitude, in thoughts and deeds. Attitude of teacher is of importance to motivate students. The educator should create an environment of interest in the subjects taught and a genuine love of learning. This will, in turn, immensely enhance the academic performance of students and give them the confidence to excel. An educator with a positive attitude can bring out a positive change among his students. An effective teacher cares for his/her students only in the classroom, but in all walks of life. The positive attitude of the educator infuses energy and happiness even in the most boring lessons. A positive attitude of an educator is a sure recipe for success for the students, for the educator and for the society.

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Pratibha Kohli , Attitude of Educator And Student Achievement (Pg No.42), Vivek International journal of education & research Vol. 1 No.7 April 2014 ISSN 0975-7481