

Quality Assurance in Teacher Education

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Abstract

Teachers are the crucial elements in preparing young people not only to face the future with confidence not build it with purpose and accountability. Education is a dynamic process of human development and empowerment. Teacher education has been widely advocated as the single important ingredient in the economic, social and political and cultural development of developing/developed society. Teacher without quality can be judged as a man without mind. Quality of teacher education depends basically on a number of factors such as infrastructure, learning environment curriculum, teaching learning materials (TLM) and teacher's participation with demand of changing society Quality enhancement in teacher education is a deliberate process of change that leads to improvement. In academic problem two teams are often used namely "Quality Assessment and quality assurance". They are like two sides of a coin. The former refers to the internal and external evaluation used to assess the overall teaching research performance of the institution. There is a need for teachers in community health, guidance and counselling, research strategies, competitions personal development and student support services.

Keywords: Quality assurance, quality assessment, TLM

Meaning of Quality

Quality is a term very frequently used in every society but very few could articulate it. The term is used to convey an assurance of satisfactory service on product in the area of both management studies and development studies. It is an important dimension as following manners:

- 1. Quality is related and perceptual:** It is universally accepted that quality is not absolute it is relation. Quality may lead to the branding of the product on service and provide satisfaction to the consumer that he/she is getting the best for price offered. It is also very much an organisational perception. Extending this argument of perception the domain of educational institutions, what is quality for Harvard may not be accepted as quality for Columbia or Oxford.
- 2. Quality is both process and product:** Product carries the manifest quality where as the process provides product. The learner intrinsic to derive quality education. In the educational institution, it means as much as desire the student's performance (both quantitative and qualitative).
- 3. Fitness to the purpose:** A group of quality scientists have defined quality as "fitness to the purpose". For example the consumer of the product on service is increasingly becoming conscious of the quality of the same in the market. The supplier of the products or services has an obligation to satisfy the consumer with product on services of the best quality.
- 4. Excellence:** Defining education quality as excellence means delivery of every improving

value students and stockholders contributing to improved education quality. Education quality is the goodness or excellence of education delivery. It is both absolute and universally recognizable, a mark of uncompromising standard and high achievement (Garvin 1988). The highest degree of proficiency or most perfect of goodness is quality.

5. **Education quality is value:** One cannot define quality without considering price value is not assessment by quantity but by quality and judgement. So for increasing value the planning and designing should be qualitative.
6. **Education quality is students and stockholders satisfaction:** It is defined as student and stakeholder satisfaction. This definition is derived from Juran's (1995) definition of quality. "Quality is customer satisfaction" in higher education students and stockholders are regarded as the customer. They are key beneficiaries of educational service.

Parameters of quality

- Basic information.
- Learning environment.
- Curriculum and T.L.M.
- Teachers' participation with demands of changing society.
- Management and curriculum support.
- Class room processer and practices, opportunities of time.
- High exception.
- Develop a quality culture in the institution.
- Teacher's accountability.
- Positive reinforcement.

Multiple role of Teacher in the present context

The teacher has to play a multidimensional role to achieve the desired goals and objectives through his positive frame of mind to adopt in the classroom. The world conference of E.F.A. (Jomtin, Thiland 1990) and world forum on E.F.A. (Dankar 2000) recognized that the new functions of schools call for teacher with a variety of skills. A teacher is no longer visualized as someone who has the ability and

capacity to organize. Teacher in India today is expected to be a.

- Facilitation of Learning and classroom manager.
- Mobiliser and manager of resources.
- Mention and counsellor of pupils..

Quality assurance in teacher education is necessary to preface teachers who one 'Professional'

Professional organisation of Teachers

One of the basic needs of the Indian teachers is building professionalism. 'Professional' association of teacher of all levels of formal education exists today in all civil societies and national government grant its recognition as the strongest pressure group concerned with the practice of educational service. UNESCO rightly states that in collaboration with teachers' organisation, employment should be clearly defined at the appropriate level. The professional organisation must work democratically. It only safeguards the working life of the teachers but also right be decision making in almost all appears of education.

Present teacher education scenario

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of children to free and compulsory Education Act 2009. The country has to address the need of supplying well qualified and professionally trained teachers in longer numbers in the coming years.

The National Curriculum Framework (NCE 2005) places different demands and exceptions on the teacher which need to be addressed both by initial and continuing teacher education. It is well known that the analytic and extent of Learner competence, sensitivity and motivation. With the lunch of the primary development programme such as S.S.A. (2002) to achieve UEE, the Operation

Blackboard (OB) 1986 and the District Primary Education Programme (DPEP-2005) the demands for teachers were increased from day to day. With attention to the demand of the teacher a large scale mushrooming of the teacher education institutions were opened throughout India.

The number of courses offered at different stage pre-primary, elementary and secondary both in teach face to face and distance mode of teacher education.

The larger reality of school teaching not being a preferred option among students and the dilution of emphasis on public investment in initial teacher education since the 1990 has led to a large scale recruitment of unqualified and under qualified persons in the formal school system Para-teacher pose a for more serious challenge to the provision of free and compulsory education of quality to all education.

The National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of general teacher education programmes. The National Knowledge commission (NKC) has observed that teacher are the single most important element of school system and the country is already facing a seven shortage of qualified and motivated school teachers in different levels. It is urgent to restore the dignitary of school teaching as a profession and provide more incentives for qualified and committed teachers.

The training of teachers is a major area of concern at present at both pre-service and in-service training. School teachers are extremely in adequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions. Diversity exists in terms of the set of agencies that conduct

teacher education programmes. These include state institutions, university based institutions and private institutions that have grown enormously in number in the recent past, contributing to the commercialization of the process of teacher education.

Revamping Teacher – Education Curriculum

The proliferation of sub-standard private teacher education institutions and the current state of teacher education programmes are both serious impediments to full filling the objectives of the National curriculum Frame work (NCF) and the Right to free and compulsory Education.

Teacher Education’ is a continuous process

Its pre-service and in-service components are being inseparable. But still today one has made any endeavour to look into the several aspects of teacher preparation.

The NCF has prescribed the current concerns of teacher education as follows:

- ➔ Experiences in the practice of teacher indicate that knowledge is treated as given. Curriculum, syllabus and text books are never critically examined by the student teacher on the regular teacher.
- ➔ Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
- ➔ Teacher education programmes provide little scope for student teachers to reflection their experiences.
- ➔ Disciplinary knowledge is viewed as independent of profession training in pedagogy.
- ➔ Repeated practice in the teaching of specified number of isolated lessons is considered as a sufficient condition for professional development.
- ➔ Theory courses have no linked with practical work and ground realities.
- ➔ The evaluation system programmes is too informal oriented excessively quantitative and locks comprehensiveness.

→ Apart from conceptual and pedagogical aspects, existing programmes need to develop.

The teacher education institutions will need to reframe their programme course and included the inclusive education. NCF promotes the inclusion of locally relevant content in the curriculum as well as pedagogy. ICT is a growing demands that to be included on school educational development and academic support of pre-service and in-service teachers.

Both the teacher education and school curriculum are completely in isolation and having no relationship between the two. The homogenous curriculum in a heterogeneous society is found which is actually cut off from the school system of the present day society.

So the pre-service teacher education, another the area of great concern is that if someone Looks into areas of country devised for teacher education by NCTE (2009). The National curriculum frame work (NCF) promotes the inclusion of locally relevant content in the curriculum as well as in the pedagogy. We need to develop the capacity of teachers in identifying entry points in the curriculum and textual materials which call for contextualization and development of appropriate teaching learning sequences and episodes based on the indentified local specifics. These specify may include community knowledge about technology, local folk culture including songs, festivals, fairs and games. Existing teachers training as often said has become more theoretical. In this training on one hand, scope of practice is inadequate on the other hand existing scope of practicing teaching is not well utilised which is mostly used due to the over mechanisation of practice, actual classroom institutional condition is completely ignored in the training curriculum. The tendency needs to be changed radically (R. Rasashri and P Ajana 2009). We know that the content and process of curriculum transaction and implementation have always been imparted by the social, cultural, economic philosophy technological, psychological and other contemporary concerns of society and a nation as the social, philosophical and psychological foundation of curriculum.

Curriculum does not have an implication on the needs and demands of students and teachers.

The vagueness in the development / implementation of curriculum frame work for Teacher Education developed by national agencies like N.C.T.E. UGC and NCERT is another headache for students and teacher educators. It has created a lot ambiguity in the field of teacher education in designing a comprehensive and uniform pattern of curriculum recently NCTE (2014) has developed a uniformity curriculum throughout India.

The course structure for the NCTE two years B.Ed. programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practioners. The courses structure offers a comprehensive coverage of themes comprised of three broad inter –related curricular areas – [1] Prospective in Education [2] Curriculum and Pedagogic studies, and [3] Engagement with field. All the course include in built field based units of study and projects along with theoretical inputs from an interdisciplinary prospective. Engagement with the field is the curriculum component that is meant to holistically link all the courses across the programme while it also includes special courses for Enhancing professional Capacities [EPC] of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as case studies group presentations, projects discussion on reflective journals observations of children and interactions with the community in multiple socio cultural environments.

Conclusion

Education aims at bringing out desirable changes in all three domains viz. cognitive, affective and psychomotor domains of learners personality. Hence, providing appropriate learning experiences, it is necessary to monitor the programme and performance of students in all the areas of learning. To streamline the education system in the country, the Government of India had constituted an education commission which submitted its report recently. The HRD ministry is all so planning to establish an exclusive University for Teacher

education in the country to produce teachers of excellence unless we have succeed in bringing about radical changes in teacher education, school education in the country will continue to linger in its pathetic state. Moreover, in the context of Universalization of Elementary Education [UEE] by 2010 and Universalization of secondary education by 2020 and the recent constitutional amendment to make education a fundamental right. There is an urgent need to focus on improving the teacher education system. Education in India; points out urgent need to revamp pre-service teacher education programme in India. There is an urgent need of a research in teacher education programme. The research quarries will help the researchers to plan research studies for finding answers to various educational issues.

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