



# REVIEW OF RESEARCH

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## A STUDY ON TEACHER QUALIFICATIONS & TEACHING QUALITY

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### ABSTRACT:

*A study on prolonged public disagreement & heated discussions regarding impact of Teacher's Qualifications on Teacher's Teaching Quality. Researches proved that teachers are the most vital support to design the lifeline of student's careers, yet there are few complexities to draft the simplicity of features of an effective teacher. The first part of the research contains a detailed analysis of the required qualifications for being a teaching staff and why and how the UGC has made some certificates and degrees obligatory for being a teaching staff. It synthesizes the changes made on the teaching staff's professional development and issues around the themes. The review focuses on to check whether the various policies adopted by regulatory bodies for teacher education, hiring, licensing would really make any impact on qualification capacity that teachers carry. This paper works on the measures of quality teaching such as experience, practical exposure, etc. The paper concludes by remarking various loopholes and their explications; it concludes that the effectiveness of the profession has been degraded due to various amendments and changes brought in to the teaching.*



**KEY-WORDS:** *Teacher Qualifications & Teaching Quality*

### INTRODUCTION:

Teaching is often deemed an easy-enough job. The common judgment is that you need to know your subject, understand the lesson plan, and make it interesting for kids. This is simply not enough. One requires a blend of essential attributes like patience, confidence, liking for and an understanding of children/ students to pursue a teaching profession. Teachers must also have the capacity to adapt with ease, be friendly and helpful, possess the skill to interact well, to initiate a desire in their students' minds even in the case of most tedious subjects. An important question constantly faced by governments across the world is how they should increase the quality of their teaching force. One way to increase teacher quality is through a teacher certification program to guarantee that teachers have satisfactory competencies required for teaching. Indeed, skilled teachers then should be rewarded with a proper raise in salary. The likely effect of a certification program that is accompanied by an increase in salary for in-service teachers is enigmatic. There are a number of possibly opposing effects.

On the positive side, paying teachers more will likely develop student learning by guiding teachers' effort as suggested by efficiency wage theory (Shapiro and Stiglitz 1984) and increasing teacher recognition (Hendricks 2014). In addition to that, as accredited teachers must have at minimum a bachelor's degree and have to pass the overall certification process which may mean a higher human capital, students mirrored to certified teachers thus potentially have better performances. The likely

effect of a certification program that is followed by an increase in salary for in-service teachers is ambiguous.

### EFFECTS OF RESERVATION ON INDIAN TEACHING DEGRADATION

The Indian Education system which consisted of the Gurukul Style of education was appreciated globally and was considered the best in the world. But if we relate that old system of education to the modern standards of the education system in India, it can easily be concluded that the quality of education in India has deteriorated significantly. A lot of students in the general category don't get the same opportunity. Sometimes, it may cause a loss of incredible talent. On the other hand, some of the students who get all sorts of facilities because of this reservation don't become able to contend with the global standard. A student can do higher studies because of the quota system whereas another student doesn't get that opportunity for the same reason. Therefore, by this reservation system, one part of the society becomes well educated whereas another part becomes exploited.

### AN OVERVIEW OF THE TEACHER'S QUALIFICATIONS.

Teaching is a great career or volunteering option, especially in a country like India where education is the basic necessity for growth and modernization. The demand is high for qualified instructors at all levels. The teaching profession is a highly-specialized field and requires comprehensive training to gain expertise in the field. For some reason, teaching is considered simple and easy to do. There are some myths and incorrect generalizations that exist about the teaching career.

It is commonly believed that anyone can teach, provided he has some knowledge for the subject. Nothing could be farther from the truth. Knowledge is just one thing that a teacher should have among other things.

### REQUIREMENTS OF TEACHERS QUALIFICATION IN INDIA AT VARIOUS LEVELS:-

- 1. Primary:-** To teach primary school, one will need a minimum of a Diploma (D.Ted.). The D.Ted. programs are generally two years. To enter a D.Ted., one needs to have passed the 12th standard (graduated from senior secondary school) with the minimum qualification.
- 2. Secondary:-** To teach secondary school, you'll need a minimum of a Bachelor's (B.Ed.). A Master's (M.Ed.) is usually only required for specialized subjects or promotions. B.Ed and M.Ed. programs are usually one year. One is required to have a Bachelor's of Arts or Sciences (B.A. or B.S.) to enroll in a B.Ed. course. Having a B.Ed. is a prerequisite for getting an M.Ed. Along with these, Teacher recruitment in India at the primary and secondary levels is tied to state and national eligibility testing. You must pass the Central Teacher Eligibility Test (CTET) to qualify to teach in a government-owned school and some private institutions. The National Council for Teacher Education (NCTE) offers preparatory curriculums for the exam and determines the minimum eligibility requirements for each year.
- 3. Higher education:-** India's University Grants Commission sets guidance for higher education, including essential eligibility for university professors. Incoming assistant professors will need at least a Master's Degree or equivalent in a relevant subject from an accredited Indian or foreign university. Your application will be stronger if you have a Doctoral Degree+. One is not able to advance through promotion from an assistant to an associate professor without getting a Ph.D. Besides having a degree, one will need to submit transcripts that prove your marks or grades are above average. Indian universities will judge one's record according to the evaluation standards set by your degree-granting university. will need to pass a qualifying exam in order to teach at an Indian university. One can either take the University Grants Commission's National Eligibility Test (NET) or one of the UGC's approved equivalent exams, such as the SLET/SET (the State Eligibility Test for the relevant region in which the university is located).

## PROBLEMS IN INDIAN TEACHING QUALIFICATIONS

The great development of teacher education institutions during the last decade reflects the teacher education scenario of today. An increase in the no. of schools and enrolment as a result of countrywide primary education programs like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were neglected in the process. As a result, poor quality, lack of responsibility, and lack of desired qualities and dedication are seen among the newly produced protégé teachers.

- 1. Poor Integration of skills:-** Certain skills as life skills, techno-pedagogic skills, infosavvy skills, motional skills, human developmental skills, and spiritual skills need to be blended into the teacher education programs. There should be a concurrent focus on creative thinking, critical thinking, self, and social management skills. The present teacher education system of the country fails to blend these skills within learners.
- 2. Small-time period for teacher's training In India:-** This period is one year after graduation and finally the effective 6 to 7 working months in a session was less than needed to develop a healthy attitude, values, and multidirectional interest. To surmount this problem, NCTE has extended this period to 2 years from 2015. There are some positive and negative impacts of this step but the final result has to come yet. But controversies are still there. A recent survey (possible rollback) of NCTE by inviting suggestions about the duration, before the completion of the first batch, is a strange and unusual step.
- 3. The problem of selection:-** Selection process for teacher education programs includes some defects which result in deterioration of the quality of teachers. Better selection processes and the use of an appropriate method are needed to improve the quality of proposed teachers and in turn their training. Including steps like the test of General Knowledge, school subjects, language, intelligence, aptitude, interest, and attitude by suitable methods coupled with an interview of candidates will be a good move.
- 4. Incomplete competency development of teachers:-** The present training program does not provide proper opportunities for protégé teachers to develop their competency as these training programs are not well concerned with the actual problems of schools. So a close link between the routine work of a school teacher and the program of teacher training college is a must. The suggestion of increasing the internship period of school is a good step in the direction.
- 5. Improper and inadequate practice teaching:-** Generally practice teaching is not taken seriously and professionally by protégé teachers, particularly in many private teacher training institutes and there is a lack of sense of duty, and they remain irresponsible, aimless, and indifferent to children, which are hurdles in the development of pedagogical skills.
- 6. Inappropriate methods of teaching:-** In India teacher instructors are neutral towards adopting innovative methods and experimentation in their teaching. Their familiarity with modern classroom technologies and effective ICT techniques is poor.
- 7. Incomplete supervision and feedback:-** The supervision coupled with proper feedback is useful for improving the practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing the confidence to face the classroom. Guidance for planning lessons, learning to organize contents, and developing other classroom skills are its parts but in reality, the lesson plans are checked superficially and no meaningful discussion is made by the subject method masters.
- 8. A mismatch in demand and supply:-** Teacher education has become supply-driven, instead of demand-driven. The state education departments have no plans and accurate data for the proper superintendence of their institutions. There is a sizable gap between the demand and supply of teachers. This has created the problems of unemployment and underemployment.

- 9. Insufficient co-curricular activities:-** In present courses mostly the focus is on completing the syllabus and no place is there for well planned co-curricular activities like NCC, NSS, educational visits, etc., particularly in private institutions.
- 10. Lack of feedback system-** A perfect feedback system from institutions, staff, faculty, and stakeholders regarding courses and implementation is required at every stage of change and planning. The recently 2-year curriculum of B. Ed. is started by NCTE countrywide, which was recommended time and again in various policy papers and reports. Surprisingly even before completion of the first batch and outcome of results, NCTE has invited suggestions about the duration of course as 1 year or 2 years, which may be a probable rollback. Good planning coupled with proper feedback is required for these types of steps

### SOLUTIONS TO OVERCOME THE CHALLENGES

1. Encouragement to quality research teacher education European Commission rightly stated that "Developing reflective and critical competencies are key objectives for teachers who need to adapt to an evolving curriculum and to changing techniques and social environments. These are key to new education practices where creativity and innovation are combined with the objective analysis of rigor and assessment of outcomes, i.e. the intended qualities of training through research." Teachers and teacher educators need to be equipped with inquiry-oriented practice. Research develops the capacity, motivation, confidence, and opportunity in teachers
2. Improving the quality of teacher instructors and engaging Quality teachers and improving their quality with continuing education efforts is needed in the present scenario. According to the European Commission –Teacher educators are crucial players for maintaining - and improving - the high quality of the teaching workforce. They can have a significant impact on the quality of teaching and learning in our schools.|| Teacher educators must be experienced and well qualified with language proficiency. A teacher needs to be a lifelong learner, similarly, teacher educator needs to be lifelong learners. Teacher educator"s lifelong learning can be facilitated by continuously updating their knowledge and utilizing the newly acquired knowledge in improving skills of imparting training, Professional development courses, refresher courses, short term courses, and faculty development programs, workshops, seminars, and conferences are useful for this purpose. MOOCs courses and some other online learning courses are other options.
3. Including some innovative steps- Some innovative steps in teacher education include Master of Education technology (computer applications) program by SNDT University Mumbai, M. Tech. (Education technology) the course of Kurukshetra University, the establishment of University of teacher education Chennai (2008), Early faculty induction program by QIP- All India Council for Technical Education, IGNOU Institute of professional competence advancement of teachers (IIPCAT 2009), Indian Institute of teacher education, (Gujarat bill 4, 2010).
4. Proper monitoring of private institutions- National Knowledge Commission has suggested that- „Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students, and provisions of good infrastructure, etc. and Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level.“ It is required to stop these types of institutes to become degree producing factories, on the other hand, regulate the smooth operating of government and other institutions.
5. Development and enrichment of life skills:- Teacher education programs should enable the teachers to develop life skills among pupil teachers. Life skills are essential for personal development and growth of learners. These skills enable man to deal with life"s difficulties and adversities more effectively. These skills include (a) Thinking Skills (b) Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking (b) Social Skills – Interpersonal relations, effective communication and empathy (c) Emotional Skills – Stress Management.

## CONCLUSION

Strategies for developing high-quality teachers vary from one nation to another. Efforts get boosted when a nation assures entry of talented individuals to the teaching profession. Quality teachers are the key factor for sustainable global development and their training, recruitment, retention, status and working conditions are among global preferences today. In fact, teachers are the single most prominent and powerful force for equity, access, and quality in education. Recent national policy pointers like the National program Framework 2005, NCF for Teacher Education 2009, and Right to Education Act 2009 featured on remodeling India's elementary and educational activity system. Since no education system can improve without the quality of its teachers, rigorous efforts will be needed to bring substantial reforms. In recent years, it is seen that large no. of prospective teachers appearing for the central/ state teacher eligibility test (CTET/ State TET) fail to express even the most basic knowledge base expected from a teacher, it shows that there are some basic problems with the system which should be taken care of. If, we make a Google search for –problems of teacher education|| it provides 1,30,00,000 results in 0.48 seconds showing that the importance of the topic worldwide As demand for teachers has increased in recent years and led to an explosion in the number of Teacher Education Institutions and courses at various levels, this has not been coupled with a reform in infrastructure, faculty expertise, learning resources or quality at policy and practical levels. To fill this gap we have to do a lot and the central government, statutory bodies like NCTE, UGC, NCERT, NUEPA, Institutes of Advanced Studies in Education (IASes) of the Universities, Central Universities, premier institutions of education and policy planners with other stakeholders have to play a major role in this process of reform..

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