



ENSURING QUALITY IN TEACHER EDUCATION: SOME CONCERNS AND ISSUES

Dr. Shazli Hasan Khan

Senior Assistant Professor, MANUU, College of Teacher Education (CTE),
Sambhal-U.P.

ABSTRACT:

There is a growing concern of assuring quality at all levels of education in the present educational scenario. The quality of education we provide to our children depends on the quality of education of teacher we inject into the education system, which in turn depends on the quality of teacher education programme. Quality is not just the quantum of knowledge imparted to students but also the effectiveness with which they are able to apply that knowledge in meeting the challenges of tomorrow. Quality in teacher education programme also depends on the quality of teaching. For this there is an urgent review of curriculum of teacher education programme. The quality of pre-service and in-service education needs to be upgraded. It has been rightly said by the Education Commission (1964-66) that, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". Since the dawn of independence, the Indian teacher education has undergone drastic changes. The major observable change is the mushrooming of educational institutions. Though, these are in compliance with growing needs of increasing student enrolment and student graduates, these institutions, especially self-financing ones, lack the true spirit of education that is development of individual work. Thus, quantity is overpowering quality. Quality of education and especially, teacher education has deteriorated to an alarming extent. The present paper discusses the need of teacher education programs to be innovative and various practices that can be included. It has been recognized that the present teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development. The present paper also highlights the need of quality, quality control, quality assurance, and assessment of quality, quality concerns and the steps which are to be taken for maintaining quality standards.



KEYWORDS: NAAC, Professional Development, Quality Assurance, Quality Control, Quality Concerns, Quality Indicator, Quality, Teacher Education.

INTRODUCTION

It is often said that the future of the country is shaped in its classroom. This has been rightly said by the Education Commission Report, 1964-66. This implies that it is the teacher, who is mostly responsible for the future of

India. He is grooming future citizens of the country. hence it is imperative that the teachers be properly trained with necessary knowledge, skills and abilities to deal with children. It is in this context that education of teachers becomes most important in any country. The

quality of education we provide to our children depends on the quality of education of teachers that we recruit into the education system, which in turn depends on the quality of teacher education programme. Only competent, committed and resourceful teachers can give quality

education. Quality is not just the amount of knowledge imparted to students but also the effectiveness with which they are able to apply that knowledge in meeting the challenges in their lives. Quality of teacher education programme also depends on the quality of teaching. For this there is an urgent need for a comprehensive review of the curriculum. There is a need for training teachers in community health, guidance and counseling, research, strategies, competitions, personal development and student support services. Training in the use of computers has become a major priority for teachers both nationally and internationally. A well-developed programme of professional development is, therefore, required, to enable the teacher educators to develop these skills. To produce human resources with high quality, we need education with a high quality. In fact according to the demand of global challenges, we need to improve the quality of education and develop international educational standards. The purpose of teacher education is no longer confined to teaching alone. They need to be thorough professionals, fully equipped with high academic standard, pedagogical and practical skills. Recognizing the global perspectives in education, the Jacques Delors Commission in its report, "*Learning: the Treasure Within*" (UNESCO, 1996) highlights challenges that are to be responded to by teacher and teacher preparation system. The programmes of teacher education for various stages need to be restructured and modernized in their input, process and output (as applicable in education system) to make the system quality-oriented. The quality of teacher is directly dependent on the quality of teacher education. Quality is not merely a measure of efficiency. It also has value dimension. Quality in education includes a concern for quality of life in all its dimensions. Therefore, teacher education should concentrate on the issues such as the right leadership, expertise and effective transformation of knowledge into vision, which places the nation on a higher level of prosperity and peace.

During 2002-03, there were around 5.5 million teachers in India. The enrolment in teacher education institutions was more than 200,000 every year. Today, the number has gone up very high. There were around 2000 teacher education institutions during 2002-03, now there are around 6000 teacher education institutions up to 2017-18 (UGC Annual Report, 2017). The number of institutions is increasing at a very fast rate because of privatization and liberalization of teacher education. There are twelve types of teacher education courses running in these institutions. With rapid expansion both in number and size of the teacher education institutions, quality has suffered greatly. Studies undertaken in recent years have shown that the quality of pre-service and in-service teacher education programmes in our country is deteriorating and the professional commitment and overall competence of teachers is lacking.

NEED FOR TEACHER EDUCATION

Colleges of Teacher Education should take a variety of initiatives to transform the nature and function of Education---both formal as well as non--formal. The Secondary Education Commission (1953) has observed that a major requirement for the educational reconstruction at the secondary stage is teachers' professional training. The Education Commission (1964-66), too stressed that "*In a world based on science and technology it is education that determines the level of prosperity and welfare of the people and that a sound programme of professional education of teachers is essential for the qualitative improvement of education*". The Government's Programme of Action (POA, 1992) has underlined that teacher education is a continuous process, its pre-service and in-service components being inseparable.

This discipline of teacher education produces teachers for high school and secondary school education. These stages of education are crucial in shaping the career of students and it is here that the teacher education can play a requisite role. However it would be worth mentioning here that *quality-begets-quality* and hence the need of quality assurance in teacher education. Due to the emergence of knowledge society the need of quality assurance has further increased in importance.

These days the subject of quality assurance has become a very hot topic in the spheres of teacher education. The teacher education has been assigned the task of producing teachers for primary and secondary education and also to build a sound foundation of the system. Due to its role and significance, the teacher education has witnessed extraordinary growth during the last decades

particularly. However with the expansion of teacher education institutions the quality has been deteriorating which otherwise is the basic requirement in a knowledge society.

Concept of Quality and Its Importance in Education

Quality is contextual. Quality generally signifies the degree of excellence. It is the totality of features and characteristics of the product and process of service.

There is no universally acceptable definition of quality. However, it may be termed as a process whereby a consumer or other interested party feels satisfied that standard has been maintained. This quality assurance is a dynamic process which encompasses continuous assessment of performance and requisite corrective actions. It is an ongoing process. Applying the concept of quality assurance in the teacher education system may be viewed as the planned and purposeful action initiated with the objective of maintaining a reasonable quality level and for improving the quality of learning in the total learning system. The learning system in the present knowledge era has also challenged the education sector as the society is now much more aware and quality conscious than before.

Teacher education programme, is an integral part of education system. The quality and efficiency of education depends on the quality of teachers. Without maintaining the quality of teachers no improvement can be expected.

The National Council for Teacher Education is an apex body, created by Parliamentary statute, to look after teacher education at the school level. There are more than nine million school teachers working almost in every village, and every town in the country. It is not enough to just enroll children for certain number of years in school. The important point is that they acquire meaningful life skills and embark on lifelong process of learning. For this, teacher education plays a central role. The upgradation of standards in our school system is contingent upon improvement in teacher education.

There is a growing concern at the deteriorating quality at all levels of education in the present educational scenario. Unless we bring quality in teachers we cannot expect quality in education. Highlighting the role and status of teachers and teacher education, the Education Commission (1964-66) had rightly stated that *"Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparations, and creating satisfactory conditions of work in which they can be fully effective."*

Quality of education plays a pivotal role in the process of development of nations. Quality is multiple perspectives and is not a unitary concept. The dimensions of quality in education include achieving pre-determined targets and objectives.

Keeping in view the quality of education, ASER (Annual Survey on Education and Research, 2011) Report says that more than 50 percent students of V standard are unable to read, write and do mathematical calculations of II standard in India. In a recent survey, conducted by the London Times Higher Education (2009)---World University rankings, no Indian university features among the first hundred universities. But some universities in East Asia find a place in the first hundred. Hong Kong has three ranked at 24, 35 and 46; Singapore two ranked at 30 and 73; South Korea two ranked at 47 and 69 and Taiwan one in the 95th position. Notably, China's Tsinghua University and Peking University are ranked at 49 and 52 respectively. There is no Indian university in the rankings from 100 to 200. It is only when one moves on to the third 100 that we find the Indian Institute of Technology, Kanpur at 237; IIT Chennai at 284; IIT Mumbai at 297 and University of Delhi at 291 (Outlook, December, 2017). All this underscores the point that the present situation of Indian education is not at all satisfactory and for this situation, teachers, teacher education institutions and various agencies from elementary to professional education are responsible.

One of the best ways to achieve quality is to improve teacher education programmes so as to train high quality teachers for schools. The quality of teachers and training programmes is, to a large extent, determined by who are attracted to enter the profession and how they are trained.

Ultimately, quality of teacher education is determined by all the three kinds of factors, i.e. input, process and products. Input factors involve all the physical infrastructure such as building, equipment, library, books, laboratory, playground, et c. It also includes students' entry behavior such as their family background, socio-economic status, academic achievement, their interest, need, etc.

The result largely depends upon how effectively the process of training is organized. Quality lies in the processes. Output is the result of processes. A process is a particular course of action intended to achieve the desired results. Good quality inputs coupled with weak processes may not lead to desired outcomes. The main process factors includes the instructional strategies and processes. In the context of educational training programmes, product factors are efficiency in learning and personality development. etc.

Assuring Quality in Teacher Education

In order to assure quality in teacher education, the Government of India has taken several steps, the significant ones are as following:

National Council for Teacher Education (NCTE): The National Council for Teacher Education (NCTE) became a statutory body by an act of Parliament in 1993. NCTE has taken a number of steps for raising the quality of teacher education system. It has formulated norms and standards for twelve teacher education courses in all at pre-primary, primary, secondary, senior secondary, physical and distance education courses. It is mandatory for the existing and new institutions to seek NCTE recognition after fulfilling the NCTE norms. Further these recognized institutions have to submit the Performance Appraisal Report (PAR) annually. On the basis of PAR, actions are taken to withdraw the recognition in case of violation of norms and standards.

In 2000, the Council also developed "*Curriculum Framework for Quality Teacher Education*" for upgrading the quality of teacher education programmes at par with international standards. NCTE being aware of the importance of Information and Communication technology (ICT), has made ICT literacy a compulsory part of B.Ed course. NCTE has been engaging in organizing a number of workshops for teacher educators throughout the country to familiarize them with the basics of computer usage. In addition B.Ed colleges were provided with CD-ROMs to teach IT literacy.

In order to inculcate a sense of value judgment, value commitment and value transmission among the teachers, NCTE has published a number of print material and CD-ROM as well as put out these publications on its website. Some of the significant publications are: Human Rights and national Values; Gandhi on Education; Sri Aurobindo on Education; Role and Responsibility of Teachers in Building Modern India; and Education for Character Development, etc.

National Assessment and Accreditation Council (NAAC): All over the world, since 1980, the expansion of the system of higher education was criticized for poor quality of education. As a result of this, establishment of quality assurance agencies has become a common phenomenon worldwide. India joined this trend in 1994 by establishing NAAC on the recommendations of NPE, 1986. The primary objective of establishment of NAAC is to assess and accredit institutions of liberal arts, sciences and other disciplines in order to help these institutions to work continuously to improve the quality of education, through self-evaluation of performance and peer review through defined criteria. Accreditation is the certificate given by NAAC, which is valid for a period of five years. The process of assessment followed by NAAC is in accordance with the internationally accepted practice with certain modification so as to suit the Indian context. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a Memorandum of Understanding (MoU) for executing the process of assessment and accreditation of all teacher education institutions coming under the provision of the NCTE. The three stage process for assessment and accreditation is as follows:

- Preparation of the Self-appraisal Report by the teacher education institution for submission to NAAC;
- Validation of the Self-appraisal Report by peers visiting the institution; and

- The final decision of NAAC based on the Self-appraisal Report and the recommendations of the team of peers.

Measures for Improvement of Teacher Education

Attempts have been made to improve the status of teacher Education in India. The National Policy on Education (1986) has suggested establishing District institutes of Education (DIETS), Colleges of Teacher's Education (CTE), and Institutes of Advanced Studies in Education (IASE) for providing Teacher Education at various levels. DIETS cater to the pre-service and in-service education of Elementary School Teachers for each district level. Whereas the CTEs and IASEs are responsible for Teacher Education at the Secondary and Higher Secondary levels. According to the NCTE (1988), In-service Education is not very encouraging. It is estimated that on the average 40% of the teachers are provided in-service teacher education once over a period of four to five years. Therefore provision of in-service education on a continuous basis ensures quality.

New course areas should be introduced in Teacher Education programmes due to rapid changes in the educational, political, social and economic scenario at the National and International levels. Teacher education is conventional in its nature and purpose. There is inadequacy in the integration between theory and practice. Teachers' familiarity with the latest educational developments remains insufficient. In this regard Colleges of Teacher Education (CTEs) should provide formal professional training on a continuous basis as it caters to the development of teachers' personality and sharpening of communication skills and commitment to a code of conduct.

Universities are responsible for providing affiliation to the teacher education institutions under their jurisdiction. It conducts combined entrance tests and grants admission to students. It also designs curriculum, coordinates for quality teaching, and conducts examination. It also prescribes norms for certification of faculties. It is also engaged in capacity building through faculty development programmes and research.

Teacher education institutions should create appropriate infrastructure for providing quality teacher education and grants admission. They have to organize teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. They have to satisfy NCTE and the State Government in all matters regarding teacher education.

Improving Curricula and Teaching Courses in teacher Education

(i) General Education: Teachers should have a general education equal to that of the best educated members of their community. Future teachers need a cohesive general education, which includes the general education for all graduates, as well as courses in sociology, psychology, anthropology, history, language, literature and arts.

(ii) Subject Specialization: Teachers should have a subject specialization in the field they plan to teach as well as two related areas. Teacher education programmes should stress on how important it is for them. Teachers need to become knowledgeable in areas outside of their specializations so that they get respect from all professional men and women they meet.

Training for an Effective and Ideal Teacher

The following factors are responsible for making teachers effective:

- **Professional behaviour**

Teacher trainees who will truly be professional are to be committed to professional behaviour, and must be guided by a specific set of values. The teacher trainees should engage in serious, reflective thought about how to teach more effectively. Moreover he should do this while practicing how to teach, and continually learn from his experiences to improve practice.

- **Lifelong learning**

Teacher trainees should see themselves as both teachers and learners. There should be continuing education for teachers. The content of the curriculum as well as the methods and materials for teaching are changing rapidly and hence teachers must be involved in continuous learning to maintain their professional effectiveness. The attitude of teachers towards learning may be as important as the content they teach.

- **Teacher empowerment**

The professional teacher welcomes opportunities to share in decision-making power concerning education. For making decisions about the curriculum designed to meet student's needs. Like other professionals, they welcome the opportunity to make decisions that directly affect their work.

The professional teacher is willing to get involved with colleagues and to press not only for increased financial rewards but for better working conditions and a greater role in professional governance. Teachers must demonstrate by their behaviour and accomplishments that they are professionals. This will enable them to occupy their rightful status. Secondly, teachers must more frequently demand and in some cases even take the most important role in the educational enterprise.

Training for Quality Education

Quality begets quality. Input norms should be strictly followed for entry of staff and trainees. The entrance examination should be not only to evaluate cognitive domain but also the psychomotor and affective domain, thus by restricting liberalized admission and restricting the number of training institutes, so it is necessary to raise the ceiling of minimum qualification, i.e., 60% in graduation level.

As the number of teacher education institutes grows, so does the number of teacher educators. Today, there are nearly 80,000 teacher educators in our country. It is also critical that we address the issues of professional development of teacher educators. Many more courses including specialized courses are needed in curriculum development. For instance, educational management, gender issues, and education of disabled children, student evaluation and some other areas, must be included.

There are certain objectives of Secondary Teacher education as enunciated by NCTE in Curriculum Framework to Quality Education 1998 which are as following:

- Enabling the prospective teachers to understand the aim of Secondary Education.
- Development of power to understand the psychology of pupils.
- Understanding the process of socialization.
- Equipping them with competencies of curriculum development.
- Fostering creative thinking.
- Understanding the needs of special children.
- Utilizing the available resources as input.
- Development of communicational skills and of Information and Technology.
- Acquainting them with research in education with emphasis on Action Research.

Developing Competencies of Teachers

There is a wide gap between the observed and expected competencies of teachers in colleges as they devote more time in management of school rather preparing and utilization of technology (software and Hardware) approach in demonstration. The teacher should use different model to foster creativity as an integral part of training according to real classroom situations.

The teacher education system should ensure adequate supply of such professional trained teacher to teach and guide those who study in college and institutions of higher learning. The main concern is to build teacher capability to translate curriculum intents for children to enable them to acquire the desired knowledge, skills, attitudes and aptitudes.

Quality has become the defining element of education in twenty first century in the context of new social relations. The information communication, revolution knowledge of economy and globalization are greatly influencing the "next society".

The teacher education is a continuous process where in both pre-service and in-service education have to be well integrated for making teachers effective. Teacher education is to ensure high proficiency and quality of school education.

Policies and Programmes related to Teacher Education

The Government of India has been reviewing educational policies and programmes in the light of the goals of national development and priorities set from time to time. The Parliament and University Grants Commission appointed several committees for examining the matter and the first National Policy on Education was brought out in 1968. The National Policy on Education, 1986 recognized the continuity and inseparability of pre and in-service teacher education and recommended permanent educational mechanism for it. This policy was followed by Programme of Action (1992) which gave the details about how to put the policy into action. The National Commission on Teachers (1983) studied in depth the problems of teachers and the status of teachers in society. Its main recommendations were: change in selection procedure of teachers, pedagogy of teacher education, enrichment of the courses, and the practical work. The National Council for Teacher Education (NCTE) was set-up by a resolution of Government of India in the NCERT which latter became a statutory body responsible for the coordination and maintenance of standards in teacher education in 1995. The NCTE came out with a Curriculum Framework for Teachers Education in 1998 to provide guidelines for the content and methodology of teacher education. It was a meaningful and purposive effort. The courses of teacher education were reconstructed with a view to improve teacher education.

Continuing Professional Development

To make teachers more professional, there should be longer and more rigorous teacher education programmes. Today teachers have unprecedented opportunities to enhance their professional status. Every teacher must take the opportunity to continue his/her professional development throughout his/her career. Learning and growth must not end upon completion of a course of study. Teachers should be alert to new ideas, to refine decision-making skills and to become more effective in integrating theory and practice.

One avenue for professional development is to become members of professional organizations and to subscribe to one or more professional journals. Continued professional development and learning can also be promoted by teachers selecting to use their free periods to observe reputed and talented teachers when they teach. Teachers can also ask trusted colleagues to observe and comment on their teaching or tap their students' perceptions through evaluative, anonymous questionnaire. Experimenting with several teaching strategies and comparing the results, reading books in the field by experts and authors, and attending conferences, seminars and workshops to strengthen specific skills are the ways that those so motivated can learn more about teaching.

Colleges of Teacher Education should provide opportunities for professional development through the following factors:

- **Teacher Workshops:** Teacher workshops and the most effective in-service programmes benefit teachers at all levels. These should be organized on a regular basis.
- **Teacher Centers:** Colleges of teacher Education can arrange centers where teachers can come together with other teachers and perhaps with other persons to do things that will help them teach better. Centers should cooperate with a local or neighboring College of Education and include faculty members on planning committees. Their goals range from providing a setting for teachers to exchange ideas, to offering information on education to arranging instruction in new areas of responsibility such as supervision of student teachers and teaching students with special needs. Teacher centers should be stimulating because they can offer opportunities for collegial interaction in a quiet, professionally oriented setting.

Some Major Problems in Teacher Education

The teacher-student relationship is far more complex and demanding than ever before. Teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life through regular and sustained periods of in-service training. Besides, the university departments of education and their affiliated colleges, government and aided institutions, private and self-financing colleges and open universities are also engaged in this venture. The programmes are almost identical but the standard varies. Certain institutions are being run with motives other than educational. In certain areas, the supply of teachers far exceeds the demand while in others there is acute shortage and unqualified teachers are working under different names. The manpower planning is practically absent in teacher education.

Advanced Studies in Education could offer doctoral research and other types of programmes. A few other training colleges have been designated as Colleges of Teacher Education. One elementary teacher training institution in every district has been designated as District Institute of Education and Training (DIET). The Government of India takes burden for a few years, after which the concerned State Governments take over. In most of the cases, the scheme reflects a huge wastage of material as well as human resources. While some of these institutions do not function with heads and faculty members having at least B.Ed qualification, a few function without adequate work load. The Regional Colleges of Education of the NCERT have been running their courses with the help of contract teachers who are paid on hourly basis. This is not a case of paucity of fund, but a case of ineffective management.

During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. The students are not exposed to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities are not paid proper attention. The curriculum, pedagogy and evaluation methods of teacher education are obsolete and irrelevant as they do not allow to address the needs of the contemporary Indian society and schools. One often hears that there is little difference between the performance of trained and that of untrained teaches because of the outdated and defective curriculum.

During the last few decades, new issues and thrusts have emerged due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education in some respects is still conventional in its nature and purpose. The integration of the theory and practice and consequent curricular response to the requirements of school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily make professionally competent. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences however available rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. The National Knowledge Commission's final report (2009) states, "The training of teachers is a major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most states".

Frequently the curriculum of teacher education is being criticized as theoretical in nature and for being information loaded. The curriculum framework of 1998 pointed out this weakness. During the last five decades certain efforts have been made to improve the system of teacher education. The problem however, is still there. The following steps require urgent attention:

- (i) Build a National system of teacher education based on India's cultural ethos, its unity and diversity synchronizing with change and continuity;
- (ii) Facilitates the realization of the constitutional goals and emergence of the new social order;
- (iii) Prepare professionally competent teachers to perform their roles effectively as per needs of the society; and
- (iv) Upgrade the standard of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

These are but a few of the major concerns which call for an immediate action. A comprehensive, dynamic and responsive system of teacher education needs to be continually evolved keeping the overall scenario in view.

Quality Teacher Education Curriculum

Relevance and responsiveness are essential characteristics of quality teacher education curriculum: the curriculum should be relevant to the concerns of the society in general and those of educational system in particular. It must also be responsive to changes occurring in the area of instruction. It should also meet the challenges emanating from the new social concerns created by the new knowledge society. Besides, it should be relevant to the demands of the school curriculum and needs of children of school going age. A quality teacher education curriculum has to be responsive to the changing concerns and challenges of the society and those of the school education system as it is understood and practiced educational system. A quality curriculum continuously adapts itself to the emerging social and educational needs. For instance, it is now widely recognized that teachers should pay greater attention to the development of self-learning skills rather than on the transmission of information and memorization of facts. This shift has to be reflected in the teacher education curriculum.

Even with a highly satisfactory curriculum there is always scope for improvement. Moreover, a curriculum considered to be quite effective at a particular point of time, may lose its relevance with the passage of time in view of changing demands of the profession. Therefore, appropriate policies are to be put in place for timely revision of a curriculum document to make it up-to-date and to make it conform to the emerging new needs. The changes have to be made on the basis of accepted professional practices. Some such measures are as following:

- **Review of teacher roles and Competencies**

The roles teachers are expected to perform and the competencies they need to develop change perceptibly in fast-changing educational scenario. Hence, this has to be reviewed and updated periodically. The societal perceptions about teachers' roles and responsibilities also change considerably from time to time, in view of the changes in the goals and objectives of education.

- **Critical review of the present curriculum**

Any curriculum-document is only a tentative document. It is a known truth that the goals and objectives of education change at a fast pace. In the face of such developments, it is imperative on the part of teacher educators to look upon the curriculum revision as a continuing process.

- **Pedagogical Analysis**

Every teacher is expected to have developed the professional skills that require undertaking an analysis of content area vis-à-vis the scientific strategies for instruction. All teacher education curricula, therefore, will have to be supported with provision for learning the skills of pedagogic analysis.

Pedagogical analysis of a unit of syllabus in a subject involves the preparation of a scientific action plan for instruction, which extends from the identification of the instructional objectives, the educational intentions behind the inclusion of a content, classification of the content into instructional categories, designing strategies for achieving outcomes in a most economical manner, collecting evidence for assessing the quality of instruction (including formative evaluation), correcting learning deficiencies, etc.

- **Evaluation Practices**

The practices adopted by teacher education institutions to evaluate the performance and progress of student teachers are a clear indication of the quality of the training imparted by the institutions. The evaluation practices adopted by teacher education institutions certainly influence the quality of training in the sense that student teacher carry over such practices to their schools. The

emphasis on thought provoking questions expecting original answers or discussion group formed in teacher education institutions are likely to be carried to teaching situation when the trainees become full-fledged teachers. The evaluation practices and procedures followed in the teacher education curricula be strengthened with provision for their practice in teacher education itself.

Aspects of Quality Teacher Education

In order to assess the quality of teacher education institutions, certain quality indicators are to be considered. NAAC (2004) has identified seven core indicators for quality teacher education which are as following;

- (i) Curriculum planning and design, which includes goal orientation, curriculum development, programme options, academic flexibility and feedback mechanism.
- (ii) Curriculum transactions and evaluation which includes admission process, catering to diverse needs, teaching-learning process, teacher quality, evaluation of teaching, evaluation of learning and examination reform.
- (iii) Research, Development and Extension, which includes promotion of research, research output, publication output, consultancy, extension activities, participation in extension and linkages.
- (iv) Infrastructure and Learning Resources which include physical facilities, maintenance of infrastructure, library as a learning resource, computers as learning resources and other facilities.
- (v) Student support programmes which includes student profile, student progression, student support and student activities.
- (vi) Organization and management which includes goal orientation and decision making, organization structure, powers and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal, staff development programmes, resource mobilization and financial management.
- (vii) Healthy practices which include total quality management, innovations, value-based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

Teacher educators have never taken the aspect of professionalism very seriously. They have been criticizing the process of teacher education rather than providing solutions to problems faced by them. However, NCTE, was established in 1993 by the Act of Parliament to enhance professionalism in teacher preparation programme. Unfortunately, instead of mending the system, it caused some damage to the programme of teacher education. An obvious reason was lack of insight on the part of teacher educators to provide a good model of teacher education. Till date they have not been able to envision a good model of teacher programme.

The teacher educators have much to contribute to the development of quality. It is high time, they understood their role rather than simply criticize the system in the name of NCTE. If they don't contribute they will move away from the current marginalized states to the one of irrelevance. The teacher educators have to ponder over the following few points:

- The first and foremost thing is that they will have to accept the existing realities of the world. Privatization has entered teacher education system and they cannot deny it. A large number of students aspire to get degree or diplomas in teacher education so as to join teaching or jobs similar to teaching. The existing teacher colleges or the university department of education cannot accommodate all the aspirants. The nation at such a juncture will have to depend on private participation in education system of the country.
- Secondly, teacher educators should include functions other than teaching by making education degree/diploma broad based and relevant. The teacher educators should be competent enough to handle the children with special needs. The curriculum of teacher education should comprise specializations like public relationship, parent counseling, behaviour therapy, developing e-learning material etc.

- Thirdly, the teacher educators will have to develop their specialized skills that add quality to their professional functioning. Such skills mean having hard, technical expertise along with softer interpersonal capabilities. Quality teaching skills involve the process of making students work hard and become independent learner. Similarly the teacher trainees have to be trained in quality assessment procedure.
- Fourthly, the teacher educators will have to organize their research as per the needs of the society and the market forces. It is important to grasp varied theories of action implied and to analyze assumptions and values in different research designs. In other words, it means that research process and research problems in teacher education should be such that these solve societal problems from different angles. It is the teacher educators who teach about the nature of the child and work directly in the field.
- Fifthly, as a whole, nature and process of teacher education will have to be worked out differently. Existing teacher education programmes should be divided into different academic papers and sections. While teaching these teacher education courses, the teacher educators emphasize information aspect only (having no relevance to classroom teaching or school problems).

The role of teacher educators today is to help teacher education grow as a professional course and produce quality teachers for school as well as for colleges.

Some Steps for Raising Standard and Quality in Teacher Education

The skill development of student teachers should be on par with their counterparts abroad. With liberalization and globalization of economic activities, the demand for teacher education at National level is comparable and it is at par with International standards. This requires the teacher education institutions to be innovative, creative and entrepreneurial in their approach so as to foster skill development among the students.

Although skill development is crucial to the success of teachers in the job market, skills are of no value in the absence of an appropriate value system. Teacher education institutions have to shoulder the responsibility of inculcating the desirable value system among the students teachers, commensurate with social, cultural, economic and environmental realities at the local, national and international levels.

Our teachers are still uncomfortable with the use of technology in the classroom. Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education.

The assessment procedure of NCTE, NAAC and the University should help the teacher education institutions to know its strengths, weaknesses, opportunities and threats. It should provide the funding agencies with objective and systematic database for performance funding. The focus of quality assessment teacher education institutions should shift from input factors to process and product factors. Quality assessment may not be restricted to first generation indicators based on input factors. Instead we should consider those indicators, which are applicable to a variety of situations sensitive to the specific needs and functions of teacher education. Hence there should be flexibility in approaches and methodology for assessment of teacher education institutions.

Alternative models of teacher education programmes should be experimented by teacher education institutions as practices and succeed by a few institutions such as four-year integrated B.Sc BEd programme of NCERT, four year integrated B.El Ed programme of University of Delhi, Activity B.Ed Programme (Zero Lecture Programme) of Devi Ahilya Vishwavidyalaya, Indore, and two-year B.Ed programmes of NCERT.

Each teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching. They should also be involved in developing teaching and learning (print and non-print) instructional materials, psychological tools etc. There should be continuous monitoring of teacher education institutions by NCTE and the affiliating University, particularly in order to maintain the standard of teacher education programme and its quality enhancement.

Few More Suggestions to make Teacher Education Qualitative

1. Improvement in the Policy

- (i) All the admission process should be over by 1st July and session in any case should be started by 1st of July.
- (ii) The deputation system should be banned. Pay scales should be implemented and teacher should be given salary for summer vacation also.
- (iii) No institution should be granted permission after 1st July in any case either by NCTE or University.
- (iv) Reservation should be made in such a way that the quality of teacher education programme should not be affected.
- (v) The institutions should be forced to pay salary according to the pay scale.

2. Curriculum Transaction

- (a) The curriculum should be prepared by NCTE and it should be observed that the teacher educators who teach a particular paper should prepare that paper only. So that there should not be any lacuna in the context and proper paper setting can be done.
- (b) A consensus is to be required in planning as well as in execution part which can eliminate disparity in the context, methodology and evaluation.
- (c) Computer literacy should be made compulsory for teacher educators and teacher trainees. Preference should be given to those teacher trainees who have obtained certificate in computer education.
- (d) Promotion/increment should be based on the appraisal of the teacher educators.

3. Academic Programmes

- (a) Various academic programmes should be organized for teacher educators and various new schemes and programmes should be implemented unitedly in all the institutions to avoid duplication.
- (b) Every teacher should attend various academic programme at least once in a year to get further increment/promotion.
- (c) Spoken English classes should be compulsorily organized for teacher educators and teacher trainees by the institutions and weightage should be given on this.

4. Teaching Methodology

The teacher educators should be forced to use recent teaching methodology. Secondly they should be given personality development and body language training.

5. Integration

Now a days interdisciplinary approach is playing a great role in the development. Secondly the computer education should be integrated with the teacher education programmes which will modify the training method of the institutions. A Bachelors in Computer Applications candidate after doing B.Ed and M.Ed can produce more useful educational CD's and also encourage other teacher educators to learn the computer programme.

6. Evaluation:

There are some universities which include internal assessment in the theory part. It is also a fact that all the teacher of any institutions are not unbiased which directly affect the result of the candidate. Hence no internal assessment marks should be added in theory part. Theory part should only decide the merit. In practical part the grade should be given and grading should be made at the university level and not at the college level which will give a clear picture about the marking systems.

7. Teacher Educator's Evaluation by Trainees:

An evaluation of teacher educators by their trainees is also very important. It has proved a great success in an institution of Bhilai where trainees have to fill a Performa about their teachers and they have not to mention their name or serial number so that they can give a free opinion.

8. Personality Development Programme:

Now a days the renowned management institutes organize personality development and body language classes for full development of the management trainees. But in teacher education programme no one has thought about it as if it is not necessary for teachers. But this programme will surely prove very beneficial. For a quality teacher education programme, emphasis should be made on this also.

In order to remove weaknesses in the present teacher education, the following points are worth pondering over:

1. The entrance test for selecting B.Ed students should test the aptitude for teaching, intelligence, reasoning, general awareness, knowledge of the subject matter followed by group discussion/interview.
2. In order to provide actual school experience for teacher trainees, internship along with practice teaching may be introduced. They can learn a number of activities like maintaining students register, conducting morning assembly, involving co-curricular activities, handling indiscipline, organization of school activities and programmes. These experiences are not possible in hurriedly conducting teaching practice.
3. Infra-structural facility is the basic requirement of any quality educational institution. There is urgent need to improve the infra-structure of teacher training institutions and equip them with good facilities and quality instructional material. Moreover, secondary schools be attached to teachers' training institutions as their laboratories for better coordination and cooperation.
4. The teachers' training programme must train the prospective teacher to handle the special groups to make the concept of integrated education a success. In post PWD Act 1995 it has become more pertinent and desired.
5. There is need for comprehensive review of the teacher education curriculum giving more emphasis on practical.
6. The system of evaluation in teachers' training must be based on continuous evaluation to make it more objective and transparent. Moreover, it will ensure regular un-interrupted attendance.
7. Effective formulation of policies with support from empirical findings. Same is true in case of teacher education. As many as 689 studies have been conducted by various institutions on Teacher Education and the same are reported by five Educational surveys edited by Buch, M.B (1974, 1979, 1987, and 1991) and NCERT (1997). It is strange that most of the findings of these research studies were not taken into consideration in formulation of Teacher Education policies for its improvement. Effective efforts should be made to share and disseminate the findings of studies to the policy makers.
8. Privatization has posed many challenges by accommodating the rapidly increasing number of prospective teachers. The government and regulatory bodies must ensure high quality of teachers' training. There is an urgent need to implement objective and transparent procedure while granting recognition to such self-financed institutions.
9. Use of computers and mass communication is very important today. Therefore, educational technology must be an integral part of teachers training programmes.
10. The accreditation of the teachers' training institutions must be compulsory to ensure quality of teachers.
11. Special emphasis must be given to the training of students in successful and purposeful use of the methods and technologies for effective teaching learning process.
12. Training in co-curricular activities should also be emphasized in teachers' training institutions to train them handle such activities in actual school conditions.
13. Universal values need to be included in teachers' training programme so as to be transferred to the younger generations.

14. The respective universities while selecting the students to the B.Ed course for affiliated colleges must take into account the teaching subjects opted for by the students and the subjects studies at graduation level.

15. Compulsory attendance laws be strictly implemented. The NCTE and respective universities must ensure 75% mandatory attendance.

17. Scarcity of teacher educators in teachers' training institutions is badly affecting the teaching. Therefore, the system of recruitment of teachers be expedited by the competent authorities.

18. Keeping in view the stress, anxiety and frustration due to several factors prevalent in our society the adolescents are more prone to antisocial and deviant behaviour. In certain cases, a difficult paper or failure in examination may even lead them to commit suicide. In such a situation, it seems pertinent that the prospective teachers must be trained in guidance and counseling to manage such students as well as their parents.

CONCLUSION

Even after seventy two years of Independence, we have not been able to develop a well defined policy to continuously update the teacher. education. The schemes and projects implemented so far can at best be labelled as sporadic efforts in the absence of a clear-cut policy framework.

A large number of teachers are not involved in curriculum renewal exercises. Therefore, on continuous basis they have to actively act as curriculum planner, designer, implementer and researcher. The studies on DIETs conducted by NIEPA/NCERT have revealed that many states like Mizoram, Arunachal Pradesh, and Manipur do not organize in-service training programme.

The task of bringing qualitative changes in the teacher education system is not easy. Quality issues in teacher education revolve around the quality of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision etc. Academic and professional; skills are not independent of each other. teacher education curricular have to integrate and blend them into a composites whole as in the curricula of other sciences. The reconstruction of teacher education curricula has become a pressing needs of the hour. It has to be transformed from information based to experience based. The NCTE and NAAC and other related regulating agencies have to do their task more earnestly in context of quality teacher education. They have to initiate suitable measures for making teacher education at various levels responsive to such developments as well as to quality concerns in future keeping in view goal of national development.

Both the policy makers and the teacher educators should strive to promote appropriate concerns in order to ensure quality rich teacher education system. In assuring quality, teachers have to seriously apply their mind to work-out the paradigm shifts where the focus of concern will be on "*learning*" as against that on "*teaching*". For quality works, teachers should be given professional recognition and promotion avenues. The teacher education institutions have be made self-supportive, self-regulative, autonomous and accountable in solving these problems. The role of the teacher educators can hardly be overemphasized.

Teacher education is undergoing rapid changes in keeping pace with the demands of learning and expectations of learners, community and society as a whole. Various efforts have been made to improve teacher education. But much more ahs to be done. Teacher education should facilitate the realization of the constitutional goals and emergence of the new social order. It should prepare professionally competent teachers so as to perform their roles effectively and as per the needs of the society. Teacher education should not only aim to upgrade the standard of teacher education but also enhance the professional and social status of teachers.

REFERENCES

1. Academic Ranking of World Universities (ARWU) <http://www.arwu.org/>.

2. Cochran-Smith, M (2004). The problem of teacher education. *Journal of Teacher Education*. 55 (4). 295-299.
3. Delors, Jacques (1996). *Learning: the Treasure Within: Report of the International Commission on Education for Twenty First Century*, Paris: UNESCO.
4. Goswami, Sartia (2009). An appraisal of norms and standards of NCTE regarding teacher education based on attitude of teacher educators. In *Journal of Teacher Education and Research*. 4 (2), 154-161.
5. Government of India. "Indian Education Commission (1964-66)". New Delhi, Ministry of Human Resource Development.
6. Ministry of Human Resource Development (1986). *Government of India, New Delhi----*May 1986. National Policy on Education, 1986.
7. Ministry of Human Resource Development (1992). *National Policy on Education 1986* (Revised), New Delhi: Government of India.
8. Ministry of Human Resource Development (1992). *Programme of Action-1992*, New Delhi: Government of India. Department of Education.
9. Mishra, S. (2004). Privatization of Higher Education: Policy Perspectives and Role of Regulatory Bodies. *University News*, 42 (7), 91-97.
10. Mohanty, Jagannath (2003). *Teacher Education*. Deep & Deep Publications. Pvt. Ltd., New Delhi
11. NAAC (2004). *NAAC: A Decade of Dedication to Quality Assurance*, NAAC, Bangalore.
12. National Council for Teacher Education (1997). *Manpower Planning for Teacher Education*. New Delhi: NCTE.
13. National Council for Teacher Education, (1998). *Curriculum Framework for Quality Teacher Education*, New Delhi, NCTE.
14. National Council for Teacher Education, (1998). *Competency based and Commitment Oriented teacher Education for Quality School Education*. New Delhi: NCTE.
15. National Council for Teacher Education, (1998). Policy Perspectives in Teacher Education. *Critique and Documentation: Recommendations of various commissions and Committees on Teacher education (1998)*. NCTE Document 98/23, New Delhi: NCTE.
16. NCERT (1978). *Teacher Education Curriculum: A Framework*, New Delhi: NCERT.
17. NCERT (2004). *National Curriculum Framework for School Education*, NCERT. New Delhi.
18. National Council of Educational Research and Training (2005). *Curriculum Framework, 2005*, New Delhi: NCERT.
19. National Council for Teacher Education, (2009). *National Curriculum Framework for teacher Education (Draft for Discussion)* New Delhi, NCTE, from <http://www.teindia.nic.in/Files/national-curricula-for-teacher-education-2009.pdf>.
20. National Knowledge Commission (2009). Final Report (2006-09). Government of India, New Delhi.
21. Rama, K and Menon, M. (Ed.) (2004). *Innovations in Teacher Education: International Practices of Quality Assurance*. NAAC-COL, Bangalore.
22. Ramanujan, P.R. (2000). Quality and Research in Distance Open learning. *Indian Journal of Open Learning*, 9 (1), 63-72.
23. Sharma, S Prabha (2003). *Teacher Education: Principles, Theories and Practices*. Kanishka Publishers, New Delhi.
24. Singh, L.C. (1995). Teacher Education in India. In *Higher Education in India-In search of Quality. Association of Indian Universities*, New Delhi.
25. Singh, L.C. (2002). Commercialization of Teacher Education. *University News*, 4, (08), 1-4.
26. Singh, L.C. (2003). Self-financing Higher Education. *University News*, 40 (52), 8-14.



Dr. Shazli Hasan Khan

Senior Assistant Professor, Manuu, College of Teacher Education (CTE), Sambhal-U.P.