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## **QUALITY ASSURANCE IN TEACHER EDUCATION - INITIATIVES AND SOME SUGGESTIONS**

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### **Abstract**

Education is a dynamic process of human development and empowerment. Teacher education programme is an integral part of educational system, which is directly linked with the economic, social, political, and cultural development of developing society. Teacher without quality can be judge as a man without mind. So saying that 'only a great teacher can mould a great student '.The teacher who build the nation through what they do in classroom. The quality of teacher and teacher education programme, for long has drawn attention of policy maker, curriculum designers, academic and other stakeholders. Quality of teacher education depends basically on a number of factors such as infrastructure, learning environment, curriculum, teaching learning materials, and teacher participation with demand of changing society. Quality assurance in teacher education programme is a deliberate process of change that leads to improvement. This paper critically evaluate the various initiatives taken for quality assurance by the different bodies.

**Keywords:** *Teacher education, Quality, Initiative*

### **Introduction**

Education plays an important role in providing opportunities for the development of the potentialities of individual to contribute due to the development of nation. In our constitution there is a provision for universal education up to 14 years . education is our fundamental rights of every citizens imperative to pursue 'Education for all', but the target should be to provide 'Quality education for all ',.The quality of basic education provided to our children is largely influenced by the quality of our teacher in the school. So, it should be mandatory for all nations to provide quality education. It is necessary that we build a strong system of quality teacher education -on which depends the quality of teacher and ultimately to develop the nation.

The purpose of quality in teacher education programme is to produce teacher who have competencies in various fields." A true teacher is one who can immediately come down to the level of the students and transfer his soul to the students soul" - Swami Vivekananda. It is well known that the quality and extent

of learners' achievement are determined primarily by teachers' competence, sensitivity and teacher motivation.

Quality has become the defining elements in 21st century in the context of fast changing world quality scenario and emergency of new social realities. But today Indian education have poor quality. Annual Status of Education Report (ASER) reported that half of class five students can't read class two text book and 40% of class five students cannot solve a two-digit subtraction. Because the programme of teacher education is alleged to be static and stagnant. The existing teacher education programme inherited mostly from British system of education and it's suffering a lot due to its inability to keep pace with time adopting necessary modification it. The International Commission on Education (ICE) for 21st century skills have also recognised necessity of this programme in order to enhance its quality in various aspects.

- The ability to solve new problem and think critically.
- Strong interpersonal skill for communication and collaboration.
- Creativity and Emotional intellectual flexibility.
- Self-sufficiency, including the ability to learn new thing when necessary.

National Policy of Education (1986) and the subsequent programme of action have realised that the programme of teacher education requires a through reconstruction in its input, process and output in order to make the system quality oriented.

### **Operational Definition**

**Quality:** Quality as exceptional, perfection, valuable matter . Quality as transformation which defines quality as a process of qualitative change with emphasis on adding value to students and empowering them. So quality assurance is a powerful approach to ensure educational improvement and to achieve set educational goals effectively.

**Teacher education:** Teacher education is a programme that is related to the development of teacher proficiency and competence. All the formal and non-formal teacher education activities and experience help to quality a teacher to assume responsibility of the educational profession.

### **Objectives of the Study**

- a) To describe the different committees' suggestions about the teacher education.
- b) To describe the indicators of quality in teacher education programme.
- c) To analysis the present problems of teacher education programme.

### **Literature Review**

Sylvie, pauline (2009)conducted a qualitative study on quality assurance in teacher education in Australia. Objectives of the study is that structure, components and development of teacher education programme. Findings of the is assuring high quality processes in the design and delivery of teacher education is crucial to meet the demands for high quality teachers.

Savitri sharma (2013) conducted a qualitative study on quality assurance in teacher education at Himachal Pradesh.Objectives of the studies are enhancing quality and discuss the various agencies recommendation about teacher education. Findings of the study is that development of innovative thinking, creativity and skill among the teacher students.

Rajib (2014) conducted a study on quality in teacher education in West Bengal. The study has also discussed the important role of quality management in teacher education, which is a program program to integrate all these quality components to ensure accountability, commitment and credibility of the institution. Findings of the study is that teacher education programme is not the exception of it. Development of education for access to maximum, self-financing teacher education institutions are mushrooming now a days. The quantitative extension has been accompanied by qualitative deterioration.

Sarita and Sonia (2016) conducted a study on quality assurance in teacher education in India. This paper presents a theoretical frameworks the concept of quality in teacher education by identifying the parameters which are central contributors towards quality of teacher education and discuss the major problem facing in present time. Findings of the study is that explore knowledge base curriculum, develop standard, and identified the quality in teacher education programme.

Hanna (2017) conducted a qualitative study on quality assurance in teacher education. Objectives of the study is that new challenge bring about change in responsibility of school and teacher and a strong impact on approaches to quality assurance in teacher education. Findings of this study that is designing a realistic curriculum for teacher education and adequate training for practicing teachers who work in multilingual context.

## **Methodology**

### **Agencies of quality assurance**

Various agencies are involved for assuring in teacher education. The significant ones are as follows :

- National Council for Teacher Education (N.C.T.E) come into existence in 1993, whose main objectives is to achieve planned and co-ordinated development of teacher education throughout the country. National Council for Teacher Education has taken number of steps for raising the quality of teacher education system. It has formulated norms and standards for twelve teacher education courses in all of pre-primary, primary, secondary, senior secondary, and distance education courses. It is amandatory for the existing and new institutions to seek N.C.T.E recognition after fulfilling the N.C.T.E norms. In 2002, the council also developed 'Curriculum Framework For Quality Teacher Education' for upgrading the quality of teacher education programme of per with international standards. N.C.T.E being aware of the importance of Information and Communication Technology (ITC) has made literacy a compulsory part of B. Ed. course.
- In 1994, the UGC established the National Assessment and Accreditation Council (N.A.A.C) as an autonomous body to work towards quality promotion, quality evaluation and quality sustenance in all institutions of higher learning including educational institutions.
- Kothari Commission(1964-1966) - Recommendations are related to improvement of quality of teacher education like reorientation of subject knowledge in collaboration with university department leading to insight into basic concepts, objectives and implications, development of special courses.
- The National Council of Educational Research and Training (NCERT) was established on 1st September, 1961 as an autonomous organisation. According to annual report (1990-1991), the qualitative improvement of school education and teacher education. NCERT which works for the development of teacher education curriculum and transaction methodology, development of hand book for teacher education institutions, development of textual material also provides academic support to centrally sponsored scheme of teacher education.

All commission and committees were fully agreeing with the recommendations of National Educational Policy 1986 in the field of Pre- service and In-service Teacher Education. Quality has also been enhanced by N.C.T.E, U.G.C, and N.C.E.R.T in the form of National Curriculum Framework (N.C.F ) 2005 and National Curriculum Framework For Teacher Education suggested model curriculum at all levels of teacher education and making National Eligibility Test (N.E.T) and doctorate degree a mandatory conditions for selection of lectures in all teacher education institutions. Continuous and comprehensive evaluation are most important for teacher education programme.

### **Interpretation and Descriptions**

Indicators of quality in teacher education recommended by Indian educational committees like NCTE, NCERT, UGC, N.A.A.C, etc. In the field of teacher education programme, the major quality indicators namely -curriculum design, curriculum transaction, evaluation system, research and development, infrastructure and learning resources, students support and progression, organization and management etc. These indicators are point out given below :

- **Quality Aspect -Curriculum Content**

The institution has a clear-cut allocation of time for theory and its allocation in the timetable is based on a process of deliberations. For a programme to be implemented by a team of faculty members. It is necessary that everyone is aware of his/her roles and responsibilities and there is a clearly laid down schedule. A timetable, is not merely an arrangement for work allocation. It needs to be worked out consultation with the staff for accommodating their preference. The institution has a clear-cut allocation of time for 'institution level practices', 'school-based practices', and whole school practices; under the programme. Practice in teaching is a major component of teacher education programme and it has a certain weightage assigned in the curriculum. Experience and practice in teaching are provided of the institution level with peers as students and at the school level. The experience of the school should include both teaching and other school activities which a teacher expected to perform. It is necessary to have a time schedule reflecting allocation of time for different kinds of teaching practice.

- **Quality Aspect: Curriculum Revision**

The basis for curriculum revision emerges from the need to achieve stated objectives effectively. Curriculum revision is a continuous process. Even though it is difficult to revise the curriculum on a yearly basis, the experience and insight in implementing it over year to be recorded and the input strengthened. The aspects necessary for improving efficacy of the programme are identified and revisited at the time of revision.

- **Quality Aspect: Orientation**

The freshers are oriented to the institution and the programme, and the orientation incorporates all aspects comprehensively. The institution has an orientation programme for new entrants and is held immediately after admission procedures are completed. The orientation addresses all concerns and needs of the new entrants and it given by staff from both the institution and practice teaching schools.

- **Quality Aspect: Transaction of Theory**

The institution emphasise that the faculty member uses interactive and participatory approach in the transaction of curriculum. The teacher educators employ interactive and participatory approach in the teaching of theory and foundation courses. Interactive and participatory approach provide scope for removing the conceptual difficulties and misconception of students and creating feeling of responsibility in learning.

- **Quality Aspect: Transaction of Practical Experience**

The school-based experience is comprehensive and include experience in performing various function of a teacher. There exists clarity about the multifarious roles and functions of a teacher. The student teacher is provided with opportunities to perform and practice them in accordance with their relative importance. A quality teacher education programme provide experience for a student teacher to learn how to perform them.

- **Quality Aspect: Assessment and Evaluation**

The institution employs assessment and evaluation data for enhancing competence a part from grading and certification. Assessment and evaluation system employed has also a qualitative dimension that is used for enhancing the competence of student teacher. The institution employs ICT extensively in assessment and evaluation activities of the programme.

- **Quality Aspect: Research**

The faculty undertakes and uses research output. Research is an integral part of quality practice in teacher education. It helps the faculty to keep abreast with the current knowledge and development in the field of teacher education. The faculty need to undertake research with a view to develop new and innovation tools and approaches.

- **Quality Aspect: Instructional Infrastructure**

The teaching -learning materials, ICT facilities, laboratories and learning resources centre necessary for implementing the programme are available and utilised on a regular basis.

- **Quality Aspect: Faculty Recruitment**

The faculty recruitment is made by the institution in accordance with laid down procedures and attracts and appoints competent and qualified person. Quality of a programme depends on the quality of the staff that implement it. Adhering to the norms for recruitment shows a concern for quality.

### **Problem of Teacher Education**

Every education committees are taking about quality of teacher education but present day we face more of problems in teacher education. These problems are:

- Selection problem- Better selection method would not only to improve the quality of teacher education with better selection method would not only but also save the social, personal and wastage.
- Practice teaching neither adequate nor properly conducted -Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teacher are not serious to the task of teaching, irresponsible, aimless, lacking innovation measure in teaching which are great obstacles in the development of pedagogical skills.
- Lack of subject knowledge -Teacher training programme does not emphasis the knowledge of the basic subject.
- Faulty of teaching method -Teacher training are mostly used to experimentation and innovation in the used of teaching method but this are negligible.
- Inadequate empirical research -Research in education has been considerable neglected. The research conducted is of low quality. Before undertaking any research, the teacher education programme are not studied properly.

- Poor academic performance background of trainee teacher -Mostly candidate don't have the requisite motivation and an academic background for a well-deserved entry in the teaching profession.
- Traditional curriculum is the big problem of teacher education programme.

## **Conclusion**

It was the beginning of 21st century that brought a wide promotion of the social-constructivist approach with its emphasis on interaction and collaboration between evaluator, principals, teacher, students and other stakeholders in the educational programme. It also brought new methodological concepts such as triangulation, qualitative and not only quantitative research paradigm as well as mixed method approaches. So, teacher training institutions are very important role for supply quality teacher and some innovation for this programme. That why need to change the traditional concept for teacher education programme because only teacher can change our society. As per having the conclusion from the analytical study in it given some suggestions are-

- The teacher education institutions may organise workshop and seminar monthly to provide training to the trainee teachers to introduce and enhancement their skill for using innovative teaching while using the teaching aids, model , charts, in the classroom situation.
- Each teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching. They should also be involved in developing teaching -learning materials, psychological tool etc.
- Curriculum formation has to be needed in teacher education programme.
- To transmit the content knowledge more effectively by using the ICT in the classroom situation both teacher and students are eventually practises in the teacher training college.
- There should be included few initiatives in practice teaching which makes primary attitude of teaching profession among trainee teachers.

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