

# CHALLENGES TO PRETEND QUALITY METAMORPHOSIS IN CURRENT PEDAGOGY OF TEACHER EDUCATION

<sup>1</sup>Sanjeev Kumar

## Introduction

India occupies a significant and advantageous position in the knowledge race of 21st Century. It has the third largest position in the world in student numbers, after China and the United States. It has a long academic tradition and freedom. There are a small number of high quality institutions, departments and centers that can form the basis of quality sector in Higher Education and Teacher Education. The number of Teacher Education institutions is increasing very high today. There are around more than 2000 Teacher Education institutions during 2002- 2003. The number is also increasing very fast because of privatization and liberalization of teacher education. There are twelve types of Teacher Education courses running in these institutions. Due to high rate of growth in number of Teacher Education Institutions, the quality has suffered greatly.

## Concept of Quality

Quality is the contextual concept. The best institution of a rural area may be a poor institution when it is compared with state or national level institutions. Quality signifies the degree of excellence. It is the totality of features and characteristics of the product, process, and process

## Agencies of Quality Assurance

### Quality Indicators

Suggestions factors. Hence, the definition of quality varies depending upon the individual, Institution, educational situation, social and national context.

Various agencies are constituted for assessing the quality of teacher education, some of them are

National Council for Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC), Universities and institutions of Teacher Education.

NAAC (2004) has identified seven core indicators for quality teacher education which are given below

- (a) Curriculum Planning and Design
- (b) Curriculum Transaction and Evaluation
- (c) Research, Development and Evaluation
- (d) Infrastructure and Learning Resources
- (e) Student Support and Progression
- (f) Organization and Management
- (g) Healthy Practices

The following are some of the suggestive measures for quality improvement in teacher education

- Good admission policy
- Good feedback system to Student's
- Effective curriculum transaction
- Innovative academic programmes
- Modern and innovative teaching methodology
- Integration opportunity
- Proper evaluation procedure
- Improvements in policy
- Personality development programmes
- Promotion of academic excellence
- Appointment of high quality teachers
- Concern for professional development
- Proper match between supply and demand.

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Current Pedagogy of Teacher Education

1. Research Scholar, Sai Nath University, Ranchi.

### **Concept of Quality**

The concept of quality has been drawn from Industry. Initially education and industry functioned independently. In the recent Year's both have moved towards each other. The concept of quality used in industry is being considered for application in the field of education. In fact teacher education is a weapon to enhance the quality, efficiency and productivity of man power.

The quality of teacher education was always seen as a hot topic of discussions in many deliberations and seminars. It has been concerned for quality improvement in teacher education has yielded. Many rules, regulations and policies have been proposed and renovated to accommodate quality concepts in teacher education still that plan outlay of teacher education has always got low rate.

What we need at present is an educational revolution which can help to tap the potential of our human brains. The objective of preparing this article is to suggest some method to recharge the quality in teacher education.

Teacher education has an important place in development of a nation. No country in the world can progress without proper education. Education is an important tool for development. The quality of education is a major issue of modern time. In ancient period, our country was the teacher of world, but in medieval period and British period, no efforts had made to improve quality of education. The religious education was given in old time. But after the development of technology, this type of education was insufficient for proper development.

The education system of British period was not according to need of Indian population. After independence, we have understood the importance of technical education. A large no. of schools were opened. Education of primary, secondary and higher level was the first priority of that time. To spread the education all over the country, a large no. of teachers are required. But every person has not teaching aptitude. And we have need a large no. of teachers to educate our citizens, otherwise we could not survive in this world. To make effective teachers, teacher training programs were started through

teacher training institutes. By these institutes teaching skills, methods, strategies, styles were learned by teachers.

They were called as student teacher and the teachers of these institutes were called as teacher educator. A large number of institutes of teacher education were opened. To see the interest of large ho. of persons towards teaching various self financing institutes are opened. But due to increase no. of these institutes quality of teacher education program is hard to maintain. Due to lack of qualified staff, appropriate infrastructure and of the facilities the quality of teacher education cannot be improved. In order to maintain quality of teacher education various steps will be undertaken. Various aspects of this issue are building, staff, students/teacher student ratio type, level, curriculum, practice teaching, schedule, admission, evaluation etc. These issues will be discussed one by one. To improve quality of teacher education, infrastructure of college should be improve.

The rooms should have various facilities, such as furniture, electricity, black board etc. Besides it there should be provision, of application of modern technology in teaching laboratories have all facilities. Library of institute should have sufficient books, journals, magazines etc. Computer technology should be part of training. The teacher educators should be qualified. They should use modern technologies for teaching. Besides it, they should have interest in it. The administration should encourage them for their performance in academic as well as in other fields. Proper motivation should be given to them for research related in various fields of education. Teacher training is now providing by distance education. IGNOU have played a significant role in this direction. The curriculum of teacher education program should also be modified from time to time. The irrelevant portion of curriculum should be changed and new concepts should be added to it. In case of practice teaching the duration of teaching should be at least six months because one month or two months are insufficient to develop teaching skills. Practice teaching is the most important part of teacher education, but in some institutes, this portion is taken lightly.

The meaning of practice teaching is not only prepare lesson plans but also develop various teaching skills. These skills cannot be developed without proper practice and practice need time for perfection. Therefore, the schedule of practice teaching should be at least six months. Admission procedure for teacher education will be changed. Due to vacant seats in various institutes the students of low merit get admission in this program. But these students have no interest in teaching. They take admission only forgetting degree to get a job. Some institutes take admission of students directly at payment mode without any merit.

These students never come to institute but they have got maximum marks in practical examination. A difference can be seen between marks of students of Govt. aided institutes and self financing institutes. This situation, should be improved. Evaluation system of teacher education also needs modification. As discussed above the evaluation of practice teaching is subjective and based on the desire of management in self financing institutes. Evaluation should be objective type. Grade system may be solution of it. The question papers of theory examination should contain all type of questions, subjective as well as descriptive.

Evaluation should be made by objective. Besides it the duration of B.Ed. programme should be increased. it will be a least 2 years or maximum four years. One year internship should be compulsory. In this period student teacher should join any school of any level and work as teacher there. The head of that school will give him a certificate after completion of the internship. During this period student teacher will get scholarship. If above steps can be undertaken, the quality of teacher education will surely be improved. At last I would like to give some suggestions to improve the quality in the teacher education programme.

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