



## Quality Concern in Teacher Education

\* Dr. Brijeshkumar D. Patel

\* 58-Indranagar-B, B/H Gangotri Society, Tasiya Road, Himatnagar, Dist: Sabarkankta

### ABSTRACT

*In 1996, National Council for Teacher Education has been established. The NCTE has tried to improve the quality of teacher education programme but the development has been restricted to infrastructure only. To get permission from NCTE the institutions have created a separated block with the some essential equipment's and books etc. Only improvement in the physical facilities and infrastructure can not improve the quality of teacher education. The society/ trust after that have mad a source of earning. This has created a hindrance in the quality improvement programme. The government policies too have played a great role in bringing down the quality of teacher education programme. The following are some important aspects and suggestions for improvement Defective policy, Curriculum, Transaction, Duration, Academic Programme, Integration Opportunity, Evaluation they are responsible for affecting teacher education programme.*

**Keywords :** Dam, impact, irrigation, command area, crops, social aspects.

After independence various efforts have been made for the expansion and qualitative improvement of teacher education, as the quality of the education depends to a great extent on the quality of teacher education programme.

Quality is the key word today. Every body demands quality form domestic requirements to the call centers. It is a fact that quality is teacher education programme is deteriorating day by day. There is need for drastic change in the teacher education programme.

In 1996, National Council for Teacher Education has been established. The NCTE has tried to improve the quality of teacher education programme but the development has been restricted to infrastructure only. To get permission from NCTE the institutions have created a separated block with the some essential equipment's and books etc. Only improvement in the physical facilities and infrastructure can not improve the quality of teacher education. The society/ trust after that have mad a source of earning. This has created a hindrance in the quality improvement programme. The government policies too have played a great role in bringing down the quality of teacher education programme.

The following are some important aspects which are responsible for affecting teacher education programme.

#### 1. Defective policy :

- **Admission Policy** :- The government instead of improving the admission policy, delayed the process which reduce the duration of course.
- **School cadre** :- By placing the secondary teacher education programme under the school cadre. Beyond this the school teachers are deputed to teacher education institution.

This practice is being implemented in Gujarat.

- **Pay Scales** :- As the private institution has made a source of income for society/ trust, they do not pay to their staff as per the Norm of State/ UGC Negligible amount of salary demoralizes teacher educators and decreased motivation & interest in them.
- **Late Permission** :- Occasionally many institutions are being permitted in the session either by NCTE or by university which bring down quality education.

**2. Curriculum Transaction** :- It is really very surprising to mention here that the teacher education programme gets curriculum for various agencies like GCERT, UGC and University. These agencies prepare the curriculum and enforce the institutions to implement the curriculum from the very next session which is also responsible for bringing the quality down.

**3. Duration** :- Duration of B.Ed. & M.Ed. only one year which gets reduced to 4-6 months due to late admission process.

**4. Academic Programme**:- Like other professional courses the teacher educators do not get opportunities to improve themselves in accordance with the changing scenario and needs.

**5. Integration Opportunity** :- The teacher education programme do not integrate with the changing needs of the institutions. Now the reputed and good educational institution do not permit the trainees to teach in their institutions on the reason that the traditional method of planning & teaching do not prepare their students for the examination.

**6. Evaluation** :- In theory no systematic procedure is followed to bring a qualitative result. In the practical actually the work in being evaluated basing on the whims and fancies of the facility members.

### SUGGESTIONS FOR IMPROVEMENT

#### 1. Improvement in the policy :-

- All the admission process should be stopped after 1st July and session in any case should be started by 1st of July.
- The deputation system should be banned. Pay scales should be implemented and teacher should be given salary for summer vacation also.
- No institution should be granted permission after 1st July in any case either by NCTE / University.

**2. Curriculum Transaction** :- 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.

**3. Duration** :- Duration of B.Ed. & M.Ed. should be increased to two years.

**4. Academic programmes** :- Various academic programmes should be organized for teacher educators and

various new schemes and programmes should be implemented unitedly in all the institutions.

5. **Integration :-** Now a days interdisciplinary approach is playing a great role in the development. Hence our teacher education programme should not be restricted to only 2 schools subject. Secondly the computer education should be integrated with the teacher education programme which will modify the training method of the institutions. BCA Candidate after doing B.Ed. & M.Ed. Can produced more useful educational CD's and also instigate other teacher educators to learned 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 of the candidate. Hence no internal assessment mark 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 Evaluations by trainees :-** An evaluation of teacher educators by there trainees is also very important. It has prove a great success in an institution where trainees have to fill a proforma 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 they 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 add a feather in the cap. For a quality teacher education programme, emphasis should be made on this also.

## REFERENCES

Curriculum framework for Quality Teacher Education-published by NCTE | Dhar, T.N. (1996) Professional status of teachers, NCTE, New Delhi. |