

Quality Control Indicators in Teachers Education

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Abstract

Modern living has brought in demand for quality in all spheres of life. The quality of people is measured by quality of education provided to them. Quality of teachers is dependent on the quality of teacher education. For the prosperity and integrity of nation, quality of teacher education is an important aspect and it cannot be ignored. Countries irrespective of their constitutional theories are investing significant share of their economic resources to the field of education in order to augment human resource development. In the name of development of education, for access to maximum, self-financing teacher education institutions are mushrooming now-a-days. The quantitative expansion has been accompanied by a qualitative deterioration. This paper presents quality indicators in teacher education that help in designing the program in order to respond to global challenges, ensure a quality outcome so as to serve students in a better manner.

Keywords

Quality control, teacher education, quality control indicators

I. Introduction

For last twenty years, our policy makers have undertaken various reforms to improve education system as modifying standard and new reform in curriculum and new governance models. One important lesson from these findings is that teachers determine whether this system achieve success or not? Highly skilled teachers are the main controller of the education system. This is specifically true as educational standards rise and the diversity of the student body increases. Ability to teach more complex curriculum are needed by due to growing number of students who are provided fewer educational resources at home and those who are new English language learners and those who have distinctive learning needs. One of the most promising strategies for improving public education system is that improving teacher's quality. All policy makers and the general public today have the same consensus on this issue. Teachers can have large effects on student's achievements.

II. Need of Quality Control Indicators for the Teachers

The word "quality" comes from Latin word "Qualis" meaning "What kind of". Plato held that education should enable one to attain the highest good or God, through pursuit of inherent spiritual values of truth, beauty and goodness. Our educational institutions are assessed by the quality in terms of student's academic achievements. The assumption is that if the result of an institution is improving, its quality must be good. Since academic achievement depends on many factors as student's innate intelligence, study habits, learning styles, motivation, parental social-economic status and home environment. Academic achievement is not a perfect measure of educational quality. Thus relevant indicators of educational quality and measures should be identified in a reliable and valid manner. Quality observation is a very starting step and through this shortcomings are observed and communicated for quality improvement.

Quality improvement is the very important and is required continuous improvement. It is used as a part of every organization. Quality improvement is a way of working that facilitates change

and influences teaching and learning by quality enhancement.

Quality assurance has become important word in higher education. Teacher education, as being caretaker of macro educational system occupies the central stage. Thus, teacher education has a great responsibility for producing the teacher and builds a solid foundation for the teacher. Due to its role and significance, teacher has vast amount of growth during last decade. Education of teachers is not only responsible for improvement of system but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a country.

A teacher's curriculum knowledge, communication skills or keenness for learning necessary constituted high mark for being a high quality teacher. Teacher's willingness in classroom, supporting behavior, teacher's effectiveness is some important tools that can measure a teacher's performance. There is also increasing interest in measuring teachers' contribution by directly examining student achievement gains and there are number of efforts are being done to create systems that incorporate value added methods for examining student learning gains into teacher evaluation.

III. Quality Indicators in Teacher Education

Mahatma Gandhi describes education as "An all round drawing out of the best in child and man-body, mind and spirit". The Indian Education Commission of 1966 condenses the various views on education. Thus, education according to Indian tradition is not a means to earn a living nor it is only a nursery of thought or a school of citizenship. It is initiation into the life of spirit training of human soul in pursuit of truth and the practice of virtue. The National Assessment and Accreditation Council (NAAC) as an autonomous institution of the University Grants Commission (UGC) has been entrusted with responsibility of assessment and accreditation of colleges and universities in India. Some indicators are:

A. Arranging Syllabus

Syllabus in Teacher Education Consists of Two Major Components

1. Theory
2. Practical's

Conceptual understanding of skill oriented activities might be a major concern of a teacher as teacher education is mostly a skill based programme. That is why theory and practical should have a justified proportion in the curriculum. Historical, philosophical and sociological aspects of education are for essential theoretical components. While revising, opinion from experts as well as different stakeholders should be utilized properly. New experience should be included in the new curriculum in view of all these essential considerations.

B. Evaluation

A comprehensive and continuous evaluation of students by teachers is needed at this stage. Proper weight age should be given to opinion of supervisors and school teachers who will be maintaining the records of the progress of students. Formative and summative mode of evaluation is essential. The semester end examinations should be accompanied by continuous evaluation also, on the basis of which feedback may be provided to the

students. In order to maintain a quality revolution, criterion referenced system of evaluation should be introduced.

C. Internship Programmes

This programme has a wide variations from institution to institution. It is very common to consider this programme in the form of more teaching practical delivery lectures.

D. Research in Teacher Education

A planned and purposive approach has been found to be neglected although a number of research surveys have been conducted in teacher education during last decade. Only some universities are conducting and supervising researchers in various areas of education. Mostly researches are conducted, have been found to be low conceived, not related to the teacher's real problems. Systematic approach is found to be lacking. So long term plans for research are to be built. Only good quality of teachers can be come out by proper networking and collaboration among the teacher's education institutions, availability of resources in terms of grants as well as effective guidance from expert research guide etc.

Some more indicators are as follows:

1. Vitalization of professional studies
2. Reorientation of subject knowledge
3. Improvement in methods of teaching and evaluation
4. Development of special courses and programs
5. Revision and improvement in curricula.

IV. Quality Movement in Indian Higher Education

The University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian Higher Education institutions. Section 12 of UGC Act of 1956 requires UGC to be responsible for the determination and maintenance of standards of teaching, examinations and research in universities. For eight years of continuous and serious deliberations, UGC established NAAC at Bengluru as a registered autonomous body on 16 September, 1994 under society registration act 1860.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteers for the process through internationally accepted methodology. The activities and further plans of NAAC are guided by its vision and mission that has a focus on making quality assurance an integral function of the higher education institutions. Its vision "to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives."

V. Quality Movement in School Education

School education is foundation stone of education system. It, initially, provides students a sense of history and national perspective and also equips them with the necessary abilities and skills to face the challenges of future life. It makes them ready to enter into the world of work or to pursue courses of higher learning. But to ensure that what is of paramount importance is qualitative school curriculum.

VI. Quality Movement in Teacher Education

Teacher training institutions have been neglected for too long while, theoretically, all agree that effectiveness of these institutions determines the quality of school education but actually these institutions don't ensure professionally qualified, motivated faculty. To maintain the standards and to update the qualities, strong commitment, complete involvement of all the personal

and training people concerned are needed. The quality of teacher education determines the quality of teachers. The National Council of Teacher Education (NCTE) started recognizing teacher education programmers at different levels viz. primary, secondary and higher secondary.

VII. Conclusion

Modernization has brought in demand for quality and standardization in all fields of life. Human resource development determines the quality and economic growth of the country. It is measured by the quality of education provided to them. Quality of teachers in turn depends upon the quality of teacher education. Almost all the commissions and committees (especially in India) including Rajiv Gandhi commission, NPE 1986 established after independence of India have expressed unanimously that quality of teacher education can be the right solution to achieve the objectives of education and the prosperity of the nation and national integrity. All countries are investing a very significant share of their economic resources to the field of education in order to increase the quality of citizens. Government is also promoting self financing institutions now days, for increasing and developing education so that majority of people can access the education. That is why self-financing teacher education institutions are mushrooming now-a-days. The quantitative expansion has been accompanied by a qualitative deterioration. In this context, quality indicators helps in designing and formulating the program to respond to global challenges to ensure a quality outcome in order to serve better for its students.

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