

Innovations in the Quality Management and Planning in Teacher Education

Rajni Gupta

Assistant Professor, Khalsa College of Education, Amritsar, India

Abstract

Education practices in India have witnessed various innovations and tremendous positive changes in planning and its quality management, especially in the field of teacher education. These changes are the result of global trends and development of information technology. Teacher education with the old and ancient methods is no longer yielding the expected results in quality of education. If India is to move with the global pace, there is an urgent need to put the system of education on right track quantitatively as well as qualitatively. Various innovations and efforts have already been done in this field and various needs to be done. This paper examines the various innovations in teacher education planning and its quality management at institutional level, state level and national level.

India has been facing, over the years, the challenges in the field of education i.e. the challenge of educational expansion, universalization of elementary education, vocationalisation of secondary, higher and professional education and overall quality of education. To face all these challenges, the role of teacher is paramount. Recognizing this, Education Commission 1966 emphatically said “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 more significant”. Kothari Education Commission has rightly pointed out in this context that for the qualitative improvement of education, a sound programme of professional education of teacher is essential. Because the quality of education we provide to our children depends to a large extent upon the quality of teacher we inject into the education system and the quality of these teachers in turn depend upon the quality of teacher preparation programme.

A sound teacher education programme inculcates the necessary skills and competencies among the teachers in order to make them professionally competent to meet the demands of the society. From the last few decades various structural changes were visualized in this field like the replacement of teacher training institutes by the colleges of education and the replacement of department of teacher training by the department of teacher education, likewise many committees and commissions were set up for strengthening the system of teacher education. It was further reinforced by the various innovations and interventions in the field of quality management and planning in teacher education which results into shift to more powerful and more effective learning paradigm i.e. from linear to hypermedia learning, from instruct to construction and discovery, from teacher centered to learner center education, from observing material learning to how to

navigate a learner, from school to lifelong learning, from learning here to learning as a fun, from the teacher as a transmitter to teacher as a facilitator.

THE CONCEPT OF QUALITY:-Many have argued that the concept of quality often elusive and difficult to articulate. It is subjectively connected with that which is good and worthwhile. It is clear that stakeholders or interest groups may have different priorities (Harvey and Green, 1993). Chapman and Aspin (1997) remarked that in their national study of quality schooling they could not identify one particular version or meaning for the concept of quality, on which all unambiguously agreed. Linke et al (1984) defined quality as referring to both the levels of goal achievement and to the value or worth of that achievement, that balance between these two components being variable and generally indefinable. Quality has been defined as providing a product or service that is distinctive and special and which confers status on the owner or user, 'as conformance to a specification or standard', 'as fitness for purpose', 'meeting customer needs'. Of these, perhaps what is most acceptable today is meeting the customer needs. Here in teacher education, customers (stakeholders), range from teachers themselves to their pupils, parents and society. Quality assurance includes all the planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy the customer requirements for quality.

THE CONCEPT OF QUALITY IN TEACHER EDUCATION:-Quality is the totality of features and characteristics of the product or service that bear on its ability to satisfy the stated or implied needs. In the context of education, quality refers to the availability of trained and competent teachers, an ideal teacher student ratio, adequate infrastructure facilities and the like, which aims to satisfy the needs of students, parents and society at large by developing appropriate knowledge and skills. This must be assured by teacher from the very initial stage of designing a need based curriculum, developing appropriate curriculum, transacting strategies, designing alternatives whenever necessary, effective execution of teaching, learning and assessment activities, ensuring remedial steps, continual monitoring of the programmes, personnel and institutions. This invaluable activity of nation building can possible only when the teachers have received the good quality of formal training on teacher education before joining the profession , which is further possible only with the competent teacher educators who have the responsibility of generating knowledge base both from theoretical understanding and field experience. The present age of information explosion necessitates teacher educator to be multifaceted personalities who not only generate knowledge base from theoretical understanding on field experiments, but also identify relevant knowledge transaction strategies. Further, they should seek effective alternatives to the different aspect of the entire programme through a systematic approach.

PRESENT SCENARIO: At present quantitative increase in number of educational institutions has come into existence with the advent of NCTE and to accommodate the quality along with quantity, NCTE has made it mandatory for teacher educator to attend specified number of orientation and refresher courses offered by ASCS, UGC and RCCS. Along with this various advancements, to assure the quality management and planning in the field of teacher education, have already been implemented and functional. There are various other advancements which will be functional very soon due to active attempts of

state and national bodies. A list of such innovations and advancements which enhance the quality of teacher education are given below:

1. **Entrance test is made mandatory for B.Ed:** BEd cannot be the last resort for youngsters who do not qualify for other disciplines. Thus, to improve quality of teacher education entrance test is made mandatory for admission in B.Ed course. It will ensure that those serious about teaching take up this course."
2. **Model curriculum:** Model curriculum for various teacher education courses like D.El.Ed, B.Ed & M.Ed has been developed by NCTE. This model syllabus is based on the new framework on teacher education i.e national curriculum framework on teacher education (2009).
3. **Integrated teacher education programmes:** Earlier the regions of institutes of education of NCERT have been offering B.A/B.Sc/Ed and M.A/M.Sc/Md integrated programme of teacher education. Also the RIEs have been offering 2 years integrated B.Ed programme. The Zakir Hussain Centre of Education, Delhi University has been offering 4 year integrated programme for primary teachers, a 2 year P.G Diploma in Educational Technology proposed by one of P.G. department of teacher education in India has been approved. But now, NCTE for the first time is offering 4 year integrated programme (B.A, B.Ed/B.Sc, B.Ed), 3 year integrated programme (B.Ed-M.Ed Integrated) and 3 year B.Ed programme (part time). It has also approved a 2 year integrated M.Ed Programme. Modular integrated teacher education programmes for higher education and teacher education programmes on e-learning have been formulated by some of the institutions.
4. **Integration of various fields in teacher education:** Various fields of education like environment education, yoga education, health education, humanistic education, value education, communal harmony and peace education, human rights education and futurology has been introduced and integrated in such a manner, which bring advancement and efficiency in the system.
5. **Technology to bridge up gaps between teaching styles and learning styles:** There are various media namely computer, multimedia, projecting and non-projecting media to address the needs of variety of teachers and learners. Various studies reveal that there exists a wide gap between learning style and teaching style. This gap has been bridged up appropriately with the assistance of media.
6. **Personalized teacher education:** MIRAMBIKA an innovative institution under auspices of Sri Aurobindo society, Delhi and other such advanced and innovative institutions carried out and experiment with volunteer students (in service teachers) of B.Ed session 1991-1992. It was subsequently extended in July, 1992 to pre-service students of B.Ed(regular) both English and Hindi medium, opting voluntarily to participate in it. At present this programme is going on at Indore, lucknow with a view to bring about radical changes in the system of teacher education and make it truly learned centered.
7. **Reflective teacher education:** At present various teacher education institutions are employing teacher education approach at the pre service teacher education level. In this approach, each pupil teacher's post instruction is expected formally to reflect on the lesson design, modes of transaction and feedback mechanism i.e. about lesson design, teaching style, content mastery etc.

8. **ICT in Teacher Education Programme:** Teacher education institutes in India have introduced variety of special programmes in teacher education, such as, bachelor of computer education (B.C.Ed) and master of computer education (M.C.Ed) offered by school of education, DAVV, Indore, M.Tech (ET) offered by the department of education, Kurukshetra University, Kurukshetra, B.Ed (ET) offered by the AEC. Teacher's training college, Pachmari(M.P.),master in education technology(computer applications) offered by SNTD women's university. Moreover, ICT in education as a core course offered at B.Ed level, computer education as a special area offered at M.Ed by MSU,Baroda and ICT in education as a core course at M.A(Edu) level offered by Jammu University, Jammu.
9. **Participatory approach in teacher education:** Study conducted by Goel, D.R, Joseph, S. And Das, A.,2000 presents how participatory approach helps to realize effective instruction and evaluation. There is a significant cognitive development through cognitive mapping the algorithm and solution to a problem. This approach may be introduced in various disciplines to enhance learning in all the domains. It facilitates creative production and independent thinking. Also, it provides scope to experience and appreciate the cognitive maps of others.
10. **M.ED with specialization:** The teacher educator M.Ed. Degree comes with specialization in either Elementary Education or in Secondary/Senior Secondary Education.
11. **Innovations and advancements in evaluation system:** Number of innovations and advancements are evident in evaluation system, such as, Choice Based Credit system, Electronic Distribution of Examination Paper (EDEP), on demand testing, Automated testing, Double evaluation, Testing of Affect Attributes. Progressively there is a shift in total evaluation system.
12. **E-governance:** In order to bring transparency in system of teacher education online provision of application, payment of fees, visiting team reports, etc. is made compulsory.
13. **Compulsory accreditation by NCTE:** It has been made mandatory by NCTE for each teacher education institution to have compulsory accreditation in every 5 years from an accrediting agency recognized by NCTE. MoU has already been signed by NCTE with NAAC in this regard.

SUGGESTIONS FOR FUTURE DEVELOPMENT:-Though these advancements have already been launched and functional and are timely evaluated by experts, yet there is a dire need of further advances in those areas which have been ignored and neglected. Some advances, which demand a keen vision and critical mind to value its worth, are given below in the form of suggestions:

- In order to prevent the mushrooming of those educational institutions, which are just business shops for minting money, affiliation conditions should be made strict.

- Entrance test should be made compulsory to ensure that those serious about teaching take up this course. Direct admission i.e. without entrance test should be strictly prohibited.
- Low/sub standard institutes should be reformed and should be assessed time to time.
- Among teacher education institutions uniformity must be ensured and maintained in terms of timing of programme, curriculum and duration.
- Curriculum of teacher education programme should consider the exit or competitive examination syllabus so as to prepare the student teachers to easily qualify the teacher eligibility test.
- In order to make the teaching practice in schools more professional and competitive in nature, student teachers should be paid during their internship in schools.
- Every educational institute should have psychology cum guidance and counseling lab and proper training to deal with children with diverse needs should be given to the teacher trainees.
- Every educational institute should have access to internet.
- Every educational institute should have well maintained and enriched laboratory and library facilities to disseminate knowledge.
- There should be proper provision of new advancements in the field of educational technology like Edusat, Virtual classrooms etc in educational institutes too, so that the future teachers get well acquainted with its working.
- Techno pedagogic skills should be identified and practiced to bridge up the gap between teaching skills practices and teaching skills expected.
- Every educational institute should promote research work by giving due recognition to those who are engaged in such tasks, by providing scholarships and incentives to them.
- Every educational institute should be facilitated to organize various programmes like seminars, workshops, special lectures, talks, classes, conferences, by experts for benefits of teacher educators, students and student teachers.
- Teacher exchange programme should be promoted at department, institution state, national and international level.
- Refresher courses should be organized subject wise/area wise for teacher educators.
- Awards should be offered to best teacher educators at different level (state/national) every year.
- Proper follow-up should be there of pass outs regarding their placements.
- Evaluation system should be more continuous and comprehensive.

Indian Teacher Education institutions deal with very challenging and complex conditions, which is evident from its challenging curricula, modes of transaction and its evaluation. Till date whatever advancements have been brought in the field of teacher education are due to the continuous and consistent efforts of dedicated scholars and efficient professionals. But a lot has to be done to go ahead. Moreover, if we believe and agree that 'the destiny of India is being shaped in classrooms' the teacher education deserve greater attention, care and support. Thus, if we implement above suggestions in

the field of teacher education, it will ultimately uplift the quality of teacher education to great extent.

References:

- Adaval, S.B. (et al.) 1984. Analytical Study of Teacher Education in India. Allahabad: Amitabh Prakashan.
- Bhatnagar, T.N.S. 1983. 'Student Teaching and Other Practical Work in the B.Ed. Programme in India: Review of Studies and Literature.' Indian Educational Review. No. 3, 17-33.
- Cropley, A.J. 1981. 'Lifelong Learning: A Rationale for Teacher Training.' British Journal of Teacher Education. 7, 1, 57-69.
- Goel D.R. (Ed), Educational Media in India, Bharatiya Kala Prakashan, New Delhi, 2000.
- Myrtle, Sr. Maria, A.C., Innovations in Teacher Education-A value based approach: Quality concerns in teacher education CASE, faculty of Education & Psychology. The M.S. University of Baroda. pp 61 to 66
- Passi, B.K., Tyagi S.K., Gupta C., Personalized Teacher Education: Lending Flesh to an idea, a monograph IOE, DAVV, INDORE 1992.
- Paliwal, M.R. 1985. Teacher Education on the Move: A Global View—Today and Tomorrow. New Delhi.
- Shankar, U. 1984. Education of Indian Teachers. New Delhi. Sterling Publishers.
- Shukla, S. and Singh, A. 1986. Teacher Education in India. New Delhi.
- Singh, R.P. 1980. Studies in Teacher Education: An Overview. New Delhi: Bahri Publishers.