

Ensuring Quality in Teacher Education

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Abstract

Everyone needs education. Within 10 years of India's establishment, the constitution required free, obligatory education for children. fourteen Parliament authorized primary school. Many nations need 10 years of schooling. 300 million Students. 200 million children require elementary and secondary education. International pre-k State budgetary constraints make it hard. We've underfunded on this and education. Uncompleted national transformation tool. School improvements need funds. A school's teaching structure. Physical Infrastructure consists of schools. Learning Resources, books, instructional tools, as well as credible teachers. Instructors needed to teach 300 million children, as a rule. One teacher for 30 kids is assumed. This pace would require 10 million teachers. 1 million teachers now. So 5 million instructors must teach GE. In the 21st, quality has become a defining factor of education. Information and communication revolutions, knowledge economy, as well as globalization influence, changes observed. To improve quality of education at all levels, the Indian government has focused on higher education and teacher education. Developing nations are focused on delivering inexpensive quality education to large numbers. Quality makes education socially as well as individually important. Thus, establish performance education. Every higher education system, including education, should strive for quality and excellence. All institutions of higher learning want a high level of quality.

Keywords: Quality Assurance, Teacher Education, Physical Infrastructure, NCTE, Quality Control

Introduction

The provision of opportunities for education that help students make the shift from the obscurity of knowledge into the clarity of knowing is among the most significant positions that an academic establishment can play. Teachers are the most important staff members in the institutions because they play a critical role in bringing about this transition. According to statements commissioned by the National Council for Teacher Education (NCTE) in the 1998 publication Quality Concerns in Secondary Teacher Education, "the teacher is by far the most crucial element in any education programme." At any moment in time, the primary burden of responsibility for following through on the steps involved in education is with the teacher. This shows why it is very important to put money into the training of future teachers in order to protect the future of a nation. It is widely known that a teacher's expertise, level of awareness, and level of desire are indeed the primary

factors that determine the quality and extent of learner achievement. A program of , research, as well as training of professionals to teach at all levels of education, ranging from pre-primary to higher ed, is what the National Council for Education refers to as "teacher education." Teacher education is a program that is connected to the development of teacher proficiency and competency that would allow and empower the teacher to fulfil the requirements of the profession as well as tackle the obstacles that are intrinsic to the profession. Teacher education is defined as "all the formal as well as non-formal activities and experiences that contribute to qualifying a person to accept responsibilities as a member of the revealed education or to fulfill his responsibilities more effectively," as described in the Goods Dictionary of Education. **(Imam 2011)**

Professionalism, pedagogical rigor, as well as classroom management are all included in a good school's education program. To improve educators' ability to plan as well as deliver instruction, offer appropriate reinforcement, and conduct effective assessments, it is necessary to provide professionals with training and practice in a variety of methods, approaches, as well as tactics. Skills in the classroom, lesson planning, as well as delivering content successfully are all part of this category. To give educators a firm footing on which to teach, pedagogical theory incorporates philosophical, social, and psychological perspectives. The idea is tailored to the individual requirements and demands of a given developmental phase. Professional skills refer to the methods, tactics, and strategies that may assist educators to advance their careers and the profession as a whole. Included are "soft" abilities like counseling, interpersonal, as well as computer proficiency, as well as "hard" abilities like the capacity to effectively retrieve as well as organize information. **(NCERT 2004)**

The objective of the Paper

1. Discuss Effective Quality Control by Means of Group Study
2. Discuss Issues Regarding Quality Assurance In Teacher Education
3. Discuss Collaborative Learning as a Way to Ensure Quality
4. Discuss Raising The 'quality' Bar In Education

Literature Review

- The complexity of the teaching-learning process as well as the number of people with a vested interest in education make it hard to provide a clear definition of educational quality. **(Mirza, 2003).**
- The quality of an education can be impacted by a lot of factors, which have been highlighted by a number of authors and academics. As according Cheng and Cheung (1997), quality of education is a trifacta made up of the resources poured into to the system as well as the outcomes of its efforts. Adams' (1993) concept of quality is based on the engineering model of education, so it includes the reputation of the organisation, its resources/input, its process, curriculum, outcomes and impacts, and its value-added.

- Traditional school quality model is determined by test results as well as other inputs including such student family history, school features, instructor qualities, as well as natural talent, as stated by Santos (2007).
- Indicators of education quality that were highlighted by Thaung (2008) include students, instructors, teaching materials, pedagogical methods, physical facilities, as well as final results. The relevance of Thaung's (2008) model has not yet been carefully investigated in the scholarly literature. UNICEF (2000) provides an influential model of quality of education, which is comprised of five components: top notch learners, quality learning environments, quality material, quality processes, and quality results. According to Memon (2003), if highest precision are established to evaluate educational quality, this paradigm will be more feasible as well as applicable.
- Starting with Gilbert Ryle's notion of task and accomplishment meanings of a word, prominent academics Fenstermacher as well as Richardson (2000) established the concept of quality teaching. As a concept, the job is related to the idea of quality of education, but it also has bearings just on positive aspects of source and finish. Means of teaching people that have shown to be successful

Quality Assurance through E-Learning

The era of information systems has long ago arrived, and acquaintance with it is now nearly essential. It is no wonder therefore that schools have begun using computers throughout courses for fundamental chores including student learning or even for critical activities including such. Teachers handing out electronic quizzes seem to be new nowadays. To complement the usage of computers, several kinds of software seem to be. Text editors, spreadsheet makers, as well as presentation software are one of the most fundamental. In contrast, there are much more specialized tools, such as graph paper, and instructional games, but instead visual organizers. When people have access to computers, they naturally turn to the internet. Further, this educational technology opens up boundless opportunities for teachers and students alike. A note may be taken, saved, and shared instantly. More communication avenues are finally opened ever before. The use of social media platforms like Facebook and Twitter for class discussions shows that social networking is being incorporated into the educational experience in certain areas. More serious academic tasks are also performed online. For instance, absentee instructors could online tutorials for pupils, so they had to miss a learning session. Online diaries and blogs are used for documentation and other purposes in certain large-scale undertakings. Some students even try out running private web pages for the benefit of their peers in class. Every step forward in education is, at its core, an effort to provide the next generation with the finest possible learning environment. (M. Cochran-Smith 2000)

Effective Quality Control by Means of Group Study

Collaborative Learning; is a system in which two, as well as individuals, participate in a learning experience to it and contribute to each voter's of a subject and to accomplish a granted. Sharing knowledge and interacting with — whether we know them directly as well as has proven to be a significant tool in education. Students are working with someone on social media to study more about precise, try out ideas and theories, to explore, and measure one another's viewpoints. Incorporating students the opportunity to work together is a natural extension of the learning experience. In light of the importance of working together, some teachers create lessons with that goal in mind. In the classroom, there is a wide variety of teambuilding activities and games that may be done to promote students to work towards a common goal. Students may learn as much in this setting as they would if they were creating a presentation on their own, and they will also get valuable experience working together. Studying in groups is becoming more commonplace in classrooms nowadays. If we use this chance to our advantage, we can help our pupils learn how to work together and become good citizens in the long run. **(Zeicher and Laston, D.P 1990)**

Issues Regarding Quality Assurance In Teacher Education

In recent times, there has been a concerted effort in India's teacher education system to improve the program's overall quality. Since the country's independence, the Government of India has taken a number of measures to advance the cause of excellent education. Institutions such as the NCERT, SCERT, and NCTE were created for the purpose of assuring that the quality of teacher education is preserved. However, there is potential for further improvement in this regard. Because of the fast changes that have taken place in academic, political, social, as well as economic settings just at national and international levels over the past three decades, there has been a flood of new difficulties. The following are just some of the concerns that have been raised in relation to the quality of teacher education. **(Singh 2003)**

Lack of integration between principles and application There is a lack of cooperation between principles and application, and as a result, the curricular response to the demands of the educational system is inadequate. The techniques, as well as abilities that are learned during teacher education, are really only occasionally put into effect in real classrooms. **(NPE 1986)**

Practice teaching poses a host of difficulties, the most important of which is that the vast majority of student teachers approach the practice with a lack of seriousness and an absence of inventive strategies. As a consequence, their instructional abilities do not grow to the level that is desired. In addition, the goal of improving one's practical teaching abilities during practice teaching is made difficult when there is no supervision present. **(Mishra 2004)**

The problem with inclusive education is that educators urgently need to be equipped to cope with the issues of exclusion that are prevalent in schools. These challenges include, first of all, and foremost, the social exclusion of kids who come from socially and economically

deprived sections of society. Secondly, the exclusion of children who have disabilities. In this article, Kalpan and Lewis (2013) emphasized the importance of inclusive education being recognized as a necessary learning aim for all teachers. A teacher in an inclusive classroom has to be very inventive since the class may include students who are hard of hearing, hard of just seeing, or both, and also children who've already learning disabilities. The current programs again for the education of teachers have given this topic a lower priority than some other similar topics. (Rama, K and Menon, M **2004**)

Inadequate integration of professional as well as humane skills: In teacher education programs, in addition to content and methodology, there should be room for understanding individual differences with regard to learners' needs, learning styles, multiple intelligences, and rates of learning. This is because of the reality that each learner is unique. The professional competencies of educators should also include aspects such as self-awareness, social sensitivity, self-management, empathy, effective communication, decisions, and leadership, among other things. However, the current system for the education of teachers does a poor job of developing the majority of these talents in its graduates. (**Ramanujan 2000**)

Despite the unprecedented development in the field of information and technology, teacher education curricula have not yet incorporated digital technology-based courses and programs. This is despite the fact that digital lesson designing, web-based instruction, electronic data processing in education, production of computer-assisted learning material, and other digital technology-based courses and programs are all examples of areas that need to be addressed. As a consequence of this, the vast majority of educators are uninformed about the availability of technology in educational settings, as well as its advantages and how to make use of it. (**Barwal 2013**)

Raising The 'quality' Bar In Education

Of course, there is the need for schools to adhere to a set of clear regulations regarding their curricula as well as course requirements. Do you not think that better overall performance could be attained if holistic education was included in the curriculum? Without a doubt about it, the goal of any institution of learning is to boost student performance on standardized tests. When schools fight only on the basis of standardized tests, we lose track of their aim of fostering kids' all-around development as well as equipping them to succeed in the real world in the future. Institutions of higher learning in the nation are regulated by commissions/councils; nevertheless, K-12 education has still not reached this level of complexity. (**Stuart, C. and Thurlow, D 2000**)

As President of India, Dr. A P J Abdul Kalam spoke at the 2007 Level Council of India (QCI) National Quality Conclave, wherein he emphasized the need of establishing a strong standard for schools to implement in order to assure a good standard of education for all Indian students. Implementing his advice, Accreditation Standard for Quality School Governance is a result of QCI's work. This norm forms a framework for providing management an education

program that promotes students' well-being on all levels. The ability to study continuously throughout one's life is a hallmark of high levels of education. Education quality relies on three pillars: capable administration, competent educators, as well as motivated learners. Therefore, the accrediting criterion has nothing to do with courses or lesson plans. **(Temmerman 1997)**

Collaborative Learning as a Way to Ensure Quality

Collaborative learning is a method in which 2 or more persons work together to learn about just a topic and complete the task. They share what they know as well as help each other understand this better. Sharing information and interacting with others, whether we find them attractive or not, has been a powerful tool for education. Students work together and on various social media sites out more about definite subjects, test out ideas and theories, learn the facts, and find out what someone thinks. Collaboration is a normal part of life, and schools should teach it. Teachers occasionally plan lessons which are meant to teach people how to learn together and learn together. There are several games and actions that students could do in the classroom that require them to collaborate together to finish a task. In this situation, kids can learn just as much as if they made a demonstration on their own, plus they can learn to work together. Our schools become more about continuing to work together to learn. If executed correctly, it could be a great way of breaking up the lecture's monopoly, teach our students how to work together as a team, and help them are becoming more productive members of society in the future. **(Goel, D.R and Goel, C 2012)**

Worldwide Education

The goal of global education is to enable start picking up children and give them a boost, putting people on the same level even if they come from poor families. As the title suggests, world relations can also be a part of global education. It is intended to make students more interested in life and all of its complexities. Its goal is to get people to think about just how their actions and how they lead their lives have a much larger influence on the planet than they may have done think before. It's a different way for teens to think that they could are using in their daily lives to help them understand the different problems those who face in the world. **(Cochran-Smith 2000)**

Conclusion

The quality of teachers that are trained at teachers' education institutes is a significant factor, among many others, that affects the quality of the education that children get in schools. Concerned constituencies have voiced their disapproval of education on the grounds that it has seen excessive quantitative expansion at the expense of low quality. This article examines the topic of quality education from a variety of angles. It focuses on factors that contribute to or detract from professional development as complementary fields of activity as well as discusses the less quantifiable but nonetheless essential additives of quality inside the way that programmes and classes are conceived of and supplied. In addition, it examines the factors that detracts from the

professional development of complementary fields of activity. The ideas of aims, qualifications, standards, pedagogic requirements, and well-being have been used to develop a concept of quality in general education. They learn a diverse range of complicated information and skills that will serve them well in their future positions as citizens and workers. The students who are going to join a world that is rapidly transforming might look to their instructors to act as a bridge between the two worlds. The caliber of an instructor is the single most important factor affecting a student's level of performance. Since the implementation of the project standards, the quality of teachers has emerged as a prominent topic of discussion among those who determine policy, the presidents of universities and colleges, particularly colleges that are dedicated to teacher education, and the general public. Every single kid has the right to a decent teacher. When it comes to education, having high standards and also being accountable for those goals will make the quality of teachers as well as the training they get more crucial than ever.

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