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Quality Teacher Education Programme: A Step for Quality Schooling

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Abstract : *Quality Teacher Education Programme seeks to make an individual, who is interested to lead his life as a teacher by being competent, resourceful, skilled, research based in his teaching and a dynamic, well adjusted, value based human being having inclination for the development of the nation through his/her contribution. Quality Schooling is conceived as a system of ensuring quality or excellence in its three major components-input, process and output with keeping and maintaining a great deal of coordination for enabling the students to be well adjusted human beings as the products of quality schooling. Quality performance indicators of teacher education programmes, principles for learning to be and learning society advanced by UNESCO, competency based teacher education programme, teaching and orientation programmes on core micro teaching skills, internal assessment, INFLIBINET System, Action research, total quality management, good governance along with NAAC accreditation of the teacher education institutions should be on the lime light of implementation. Besides, the strategies-quality culture, feedback mechanisms, faculty improvement programmes, continuous and comprehensive evaluation etc should be prioritized along with the paradigm shifts proposed by the NCF-2005 and NCFTE-2009 respectively.*

Keywords: *Quality Teacher Education Programme, Quality Schooling*

Introduction

India being one of the developing countries of the world is marching ahead to be a developed one by 2020 A.D. A great deal of phenomenal changes are taking place in all walks of life- individual, social and national. This has been done due to substantial progress in its educational system. When the major concern of today's India is to be a developed country by ensuring good quality of life to one and all, there is the essentiality of bringing change in the system of education. This change in the system of education is to be brought up in a planned way accompanied by constructive thinking, serious thought, imagination, vision and forward looking principle. Here, question arises that planned change in the system of education basically school education needs change in its various sub-systems. These are

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Educational Planning, Educational Programmes for different levels of education, Institutional Networking, Teacher Education Programme for Teacher Preparation, Educational Organization and Co-ordination, Educational Monitoring, Examination and Certification, Evaluation and Management etc. These sub-systems of the school education system will be the quality indicators or concerns for ensuring quality schooling when there will be quality in their services or functions. Among these sub-systems, Teacher Education Programme is notable one and a matter of serious discussion in the present Indian Educational Context. The prime reason is teachers are made or prepared but not born. They are to be made efficient, confident, competent, effective and resourceful through teacher education programme if properly planned and organized to achieve the target. Teachers become able to provide quality teaching through proper education and training received from the teacher education programme (both pre-service and in-service). Here, Teacher Education Programme must be qualitative for the teacher trainees in providing the content and process of education, training and continuous up gradation of their knowledge and understanding, competence and pedagogical skills, orientation to teachers with quality infrastructural-facilities. And if the teacher education programme ensures adequate quality while preparing the teachers for teaching profession then it will be said as, "Quality Teacher Education Programme." When the Teacher Education Programme will be qualitative, teachers produced from this programme will be qualitative in their teaching which will result in Quality Schooling. Quality Teacher Education Programme is the first and foremost step of Quality Schooling which is the need of the day. In this regard, the report of the National Curriculum Framework-2000 on Teacher Education Programme can be highlighted as it envisaged Teacher Education Programme as one of the most effective and comprehensive instruments of quality improvement in school education in its report.

Context

Teacher Education Programme is "an old wine in new bottle". It has got top priority in its expansion because of the implementation of the Right to Education Act, 2009 with effect from 1st April 2010. To prove this, the number of teacher training institutions functioning in the country by 2012 for different levels of education can be stated which is around 15,000 (fifteen thousand). It is evident that a large number of teacher training institutions have been established to prepare the individuals and teachers in-service as trained hands to handle and manage the teaching profession. But the purpose of contemporary Indian society i.e. essentiality of such trained teachers through quality training for quality teaching in case of students resulting in quality schooling is to be fulfilled.

Quality Teacher Education Programme

The term "Quality Teacher Education Programme" is a comprehensive one with having wider connotation. It seeks to make an individual, who is interested to lead his life as a teacher by being competent, resourceful, skilled, research based in his teaching and a dynamic, well adjusted, value based human being having inclination for the development of the nation through his contribution.

Simply speaking, Quality Teacher Education Programme is meant to make an individual to be an efficient trained teacher with having the interest to be a prospective teacher accompanied by teaching skills, competencies, mastery over the subject matter, stress on action research, acquaintance with the emerging forces like liberalization, privatization and globalization and information and communication technology. The major concern is to make the teacher to be a dedicated one by providing himself/herself as a lifelong teacher with contribution for the development of the nation. Thus, it seeks to make an individual who is interested for teaching profession, a good man by acquainting him/her with different values of life, to develop immense love for the nation and give their identity as

an Indian by focusing on different national concerns and a complete picture on indigenous knowledge for their application in the modern educational system, developing the skills of communication and language proficiency among the teachers, acquainting the teachers with the impact of emerging forces like liberalization, privatization, globalization and information and communication technology to make them research oriented by exposing them to action research activities and projects, inculcating among the teachers a sense of lifelong learning by accepting them as lifelong learners with the view to reconstruct and reorganize the experience obtained in their life, developing competencies among teachers for becoming a competent teacher for the purpose of bringing total development of students, orienting the teachers in new curriculum, developing skills among the teachers for planning and management of the schools, to develop the capacity building ability of teachers through utilization of new findings of research, community experience and institution-based and field-based experiences to make the teachers sociable through establishing close link with their parents and community, acquainting the teachers with the modern techniques of evaluation with developing competencies and abilities among the teachers how to tackle the children with special needs for their development, inculcating an attitude and developing among teachers the ability and resourcefulness for proper utilization of locally available resources and enabling teachers to appreciate and acquaint them with life skills. Thus, Quality Teacher Education Programme means all these aspects related to individual, cultural, social and educational contexts for making a teacher as a good man, effective, efficient and competent teacher with dynamism and modern outlook along with a great deal of social and cultural richness in national perspective. But here question arises that how these ingredients of Quality Teacher Education Programme will be given real shape through the Educational System. The answer will be a set of steps as strategies will be undertaken in this regard in the field of Teacher Education Programme to make it a quality one. Before having discussion on it let's have a look on what Quality Schooling is?

Quality Schooling

According to Edward William Denning the word, "Quality is defined as meeting, exceeding, delighting customers need and expectations with the reorganization of customers needs and desires change over time". Quality Schooling is conceived as a system of ensuring quality or excellence in its three major components with keeping and maintaining a great deal of coordination for enabling the students to be well adjusted human beings as the products of quality schooling. The concept Quality Schooling is explained below with the presentation of its three major components

a) Input Component

The input component of quality schooling consists of quality infrastructure including building, equipments, library, laboratory, auditorium, conference hall, play ground, different subject rooms, games and sports room etc, students entry behaviour or performance for their entry in to the planned instructional or academic programme or course which is attributed by their family background, socio-economic status, academic achievement, educational interest and aptitudes etc, qualified and competent teachers indicating sound academic career and professional competence - their attitude and interest towards teaching profession, work culture resulting in their professional ethics, their commitment towards teaching profession etc, responsible parents, dedicated community members having missionary zeal and interest for expression and improvement of school education in their area, proper allocation and mobilization of community resources, provision of adequate budget by the government etc. These are the sub-components of Input as a component of Quality Schooling.

b) Process Component

Simply speaking process is a transformation or execution of inputs in to outcomes. The transformation process in quality education involves imparting instruction and teaching to the students of school education by combining and co-coordinating the sub-components of input through the creation of a conducive learning environment with work climate. Process component is the real phase of quality schooling in particular and quality education in general. The reason is quality lies in its process as the results or outcomes are mainly depend upon how effectively the process of teaching - learning is occurring and output is the result of the processing . A process is a particular course of action intended to achieve the target or results. It is the phase of systematic interplay of input components with better co-ordination and co-ordination marked by substantial changes through a series of actions that tend towards the target or particular outcome or result. Emphasizing the essence of "process component" it can be highlighted here that appropriate quality inputs of any educational programme executed by weak process components may not result in defined results or outcomes. On the other hand, quality process components supported by minimum desirable inputs may result in good results or outcomes. The process component of quality schooling consists of the following sub-components.

- i) Adopting learner centred approach in the teaching- learning process,
- ii) Pedagogical improvement in the classroom by the teachers,
- iii) Use of appropriate methodology in relation to the adoption of suitable teaching procedures, techniques and teaching strategies supplemented by a set of learning actions in every subject,
- iv) Implementation of need- based, flexible and utilitarian curriculum,
- v) Using appropriate learning materials suitable for different categories of learners,
- vi) Organising co-curricular activities for non-scholastic development of students along with their scholastic development,
- vii) Emphasis on Co-operative learning,
- viii) Undertaking research and developing research oriented educational activities and programmes,
- ix) Organisation of educational training programmes for professional development of teachers,
- x) Proper organisation and maintenance of educational activities and programmes,
- xi) Use of I.C.T in the teaching -learning process ,
- xii) Regular monitoring through the conduct of Continuous and Comprehensive Evaluation(CCE),
- xiii) Individual attention for gifted and slow learners by giving stress on individualised instruction and self-learning, and
- xiv) Stress on intervention of parents, community members, specialists and educational experts and their active participation in giving suggestions, proposals and producing guidelines for ensuring quality in the teaching -learning process of the school .

c) Product Component

The product or output component of quality schooling refers to the achievement of students, their placement and recognition, innovation of teachers through their research and developmental works, their publication and awards, consultancy and extension activities of the teachers as well as of the institution, institutional recognition by external national and international level educational agencies

and to make the institution a centre of excellence. The institution as a unit will promote the quality of education in the school sector as Quality is characterized by the concept absolute performance. For materializing this, the major purpose of this component is to ascertain the extent to which the objectives have been achieved by the students to accelerate the process of quality schooling. Accordingly, there will be changes in the "input" and "process" components of quality schooling. The same situation also occurs in case of teachers in relation to their research and development works, extension activities and consultancy services etc.

After having the conceptual presentation of "Quality Teacher Education Programme" and "Quality Schooling" with their coverage it is essential to have a look on the "Determinants of Quality Teacher Education Programme for any level of education, a promising and vital step for ensuring Quality Schooling known as Quality determinants of TEP.

Quality determinants of Teacher Education Programme

1. Quality performance indicators of Teacher Education Programme comprises of proper admission, qualified and competent faculty, relevance and utility of courses, teaching days, practical work and practice teaching focusing on the development of core teaching skills, examination in regular intervals, research, innovation, orientation and refresher courses for students and teachers.
2. Adhering and practicing the principles for learning to be and learning society for making the Indian society a full-fledged learning society and transforming to a knowledge society. There are 21 principles which have been envisaged in the UNESCO document, 1972(Learning to Be).
3. The role of the teacher should be to guide the teacher trainees to be responsible and effective members of a "learning society" first and then of a knowledge society. For this, the teacher has to do his duty as role and responsibility by remembering the very statement "to know is good, to do is better to be i.e perfect" with the ten points highlighted by the UNESCO in its report "learning to be, 1972".
4. Competency Based Teacher Education Programme where Competency means a desired quality of job performance and training for competency has always been training for creating abilities or qualities that are applied in the actual job situation. The teacher education programme in order to enable the teacher trainees ensuring quality job performance in practical perspective must be competency based in its nature and approach. For this, the NCTE has developed "Competency Based and Commitment Oriented Teacher Education Programme" in the year 1998. In this curriculum, focus has been given on the competency, performance and content areas of the teaching in order to make them competent, committed and performance based teachers in one point. And they will be able to play their role as a friend, philosopher and guide in another point. Besides, they should secure the co-operation of the society, co-workers, officials and others in doing their duties for achieving success in providing quality education.
5. Organisation of Competency Based Training Programme:-For giving practical shape to the competencies by the trainees mere theoretical orientation to be made on these will never be suffice unless they would be exposed to practical orientation and training of these competencies. In order to actualize these different programmes in the form of seminars, conferences, workshops, discussion, training, symposium etc. are to be organized by the teacher training institutions. As a result, the teacher trainees will be taught and trained on the competencies with their development both in theoretical and practical perspectives.

6. Teaching and Orientation Programme on Core Micro Teaching Skills :- Core teaching skills being the part and parcel of Micro Teaching Skills should be taught to the teacher trainees as pre- service candidates and to orient to the teachers who are already in the service as in service candidates . The core teaching skills are highly essential for every teacher to make their teaching interesting, systematic and meaningful . Therefore, the teachers should be in touch with the core teaching skills in their teaching -learning transaction works always like Questioning skill, Explaining skill, Reinforcing skill, Illustrating skill and Stimulation variation skill.
7. Emphasis on Internal Assessment,
8. NAAC Accreditation of the institutions,
9. Introduction of INFLIBINET system in the library, Q- Learning and ICT in Teacher Education Institutions,
10. Focus on Action Research Activities,
11. Activation of Good Governance System,
12. Implementation of the NCFTE- 2009 being in line with the NCF- 2005,
13. Focus on the Total Quality Management (TQM) in the Teacher Education Institutions,
14. Setting the goals and objectives of the institution in the light of its vision and mission as per the changing needs and demands of the society and
15. Participation of teachers and students in the process of decision making and administration in the teacher education institutions.

Strategies

The following strategies can be adopted to ensure quality in teacher education programme to be a step for quality schooling.

- a) Adequate Infrastructure with learning resources,
- b) Need based, innovative and quality oriented curriculum,
- c) The facility of well equipped laboratories accompanied by modern aids and appliances,
- d) Enriched library covered by encyclopaedias , reference books, good quality text books as per the syllabus, journals, periodicals, magazines, educational reports etc,
- e) Adopting frontline curriculum strategies by incorporating forward looking attitude and pragmatic outlook for all the types of teacher education programmes,
- f) Orienting the teachers for adoption of constructive approaches - enquiry, exploration, queries, debates, application and reflection, creativity in their teaching by facilitating the students for their active participation in the teaching -learning process,
- g) Developing the skills of communication and language proficiency among the teachers,
- h) Attempts should be taken to create quality culture in the teacher education institutions,
- i) Feedback Mechanisms should be adopted to collect feedback from all the stake holders of teacher education programmes for continuous quality improvement,
- j) Make provision for Grievance Redressal Cell, Counseling Centre, Alumni- Association, Parent-Teachers Association, Placement Cell, etc,

- k) Organization of the Faculty Improvement Programmes for the teacher educators and school teachers,
- l) Facilitate the school teachers for development of their teaching competencies through the conduction of seminars, workshops and conferences,
- m) Scope for teachers in developing curriculum and its transaction with reference to the NCF-2005 and NCFTE-2009,
- n) Adopting the Continuous and Comprehensive Evaluation (CCE) in the teaching - learning transaction,
- o) To facilitate the students for their active participation both in the organization of the scholastic and co-scholastic activities.

Quality Schooling and Teacher Education Programme (NCFTE-2009)

1. Preparation of the curriculum for teacher education programmes as per the objectives, distribution of courses, weight ages and other such aspects envisaged in the framework.
2. The current literature on teacher education in India will be enriched by the new wave of teaching and learning materials as per the ideas and provisions reflected in the National Curriculum Framework for Teacher Education (NCFTE-2009).
3. The state educational agencies dealing with teacher education programmes should prepare the NCFTE-2009 in their regional languages focusing on the specific needs in relation to their states. As a result, the teacher educators and the school teachers will be able to know and understand the essentials of the framework in the context of their states in particular and of the country in general.
4. An immediate attempt should be taken to redesign and restructure the courses of the teacher education programmes- D.El.Ed, B.Ed, M.Ed etc as per the specific features and structural mechanisms envisaged in the NCFTE-2009. For this, the curriculum preparing educational bodies- State School Boards, Universities have to prepare the curriculum in terms of curricular areas and transaction processes. Besides, the teacher educators and school teachers should be acquainted with the paradigm shifts from the present stable and product based to the proposed process-based teacher education curriculum framework advanced by the NCTE. This presented in the table -1 as under:

Table 1: Paradigm shifts from the present stable and product based to the proposed process-based teacher education curriculum framework advanced by the NCTE

From	To
Engagement with generalized theories of children and learning .	Engagement with learners in real life situations along with theoretical enquiry.
Training schedule backed by teacher-directed activities.	Training schedule backed by students engagement with deeper discussions and reflections .
Short training schedule after general education.	Long duration professional education integrated with education in liberal sciences, arts and humanities .
Encouragement to students for individual work on assignments,in house tests, fieldwork and practice teaching.	Encouragement to students for team work undertaking classroom and learners observations, interaction and projects across diverse courses.

Little opportunity for reflection and self – study.	Maximum opportunity for students to maintain reflective journals on their observations, reflections, including conflicts.
Theory as finished product or given end to be applied in the classroom.	Generation of conceptual knowledge basing on experience, observations and theoretical engagement.
Teacher educators instruct and give structured assignments to be submitted by individual students.	Teacher educators instruct students for co-operative and collaborative learning and for group presentations.
Lack of scope to address the needs of the learners in relation to their social realities and the process of learning .	Ample scope for the learners to determine their position in the society by addressing their needs in social context and the learning process .
Knowledge treated as external to the learner and something to be acquired.	Knowledge generated in the shared context of teaching, learning, personal and social experiences through critical enquiry.
Practice teaching of isolated lessons, planned in standardized formats with little or no reflection. on the practice of teaching.	School Internship-a partnership model indicating teaching and participation of student trainees in school activities, recording their observation, maintaining teaching- learning resources, developing unit plans and maintaining reflective journals.
Restricted scope of evaluation basing on scholastic areas being quantitative and term end in nature.	Adequate scope of evaluation encompassing both scholastic and co-scholastic areas of Learning being continuous and comprehensive in nature.

The statutory and quality determining educational bodies in teacher education - UGC, NAAC and NCTE have developed the quality parameters- Curriculum frame work and planning, Curriculum transaction and evaluation, Research and evaluation, Research development and Extension, Infrastructure and learning resources, Students support and progression, work load allocation, Management and Governance etc. These are also essential in determining the quality protocol of the teacher education programmes tending to result in quality schooling.

Concluding Remarks

No doubt, Quality Teacher Education Programme will be the first and foremost step for Quality Schooling if the teacher education programmes for different levels will be implemented in the perspectives of NCF-2005 and NCFTE-2009 properly. For this, starting from the educational system with its input, process and output or product in the context of teacher education programme for quality schooling, the quality determinants and strategies to be given top most priority. Accordingly, teacher education programme as a process -based, co- operative and collaborative learning with a view to focus on the active participation with critical reflection in case of the student -teachers by stressing on the in-service teacher education needs to be adhered. In the same line, equal weight age should be given on the organization of both the scholastic and co- scholastic activities in the educational transaction of the schools, orientation and capacity building programmes should be organized for the teachers to make them up to date with the latest developments through the use of modern technologies.

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