

A Survey of Quality Concerns in Teacher Education



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We know that the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. The educational expansion, universalization of elementary education, higher and professional education and overall quality of education are major challenges before the country. The present paper highlights the innovative strategies and views for betterment of teacher education system with special reference to infrastructure, methods of teaching, curriculum, teachers' administration and management.

Objectives of the Study:

1. To survey the present condition of infrastructure of the teacher education institutions.
2. To analyze the approach of using different teaching methods.
3. To study the design of curriculum of teacher education.
4. To study teachers administration and management in teacher education institutions.
5. To provide innovative quality views for good education in teacher education institutions.

Tools of the study:

1. Questionnaire: A questionnaire was constructed and used in analyzing the present system with reference to infrastructure, methods of teaching, curriculum, teachers' administration and management.
2. Interview schedule: Teacher Educators, thinkers and experts were individually consulted through interview.

Analysis and interpretation of data: The data was collected by means of a structured questionnaire with full flexibility to communicate their views in any way. The 50 teacher-educators, 10 thinkers and 30 teachers were individually consulted. By this way, the present paper throws light on present condition of teacher-education programme, its drawbacks and some innovative quality views for providing good education according to societal needs. To maintain quality in Teacher-Education following factors are equally important.

I) Infrastructure- According to survey and from the views of experts about infrastructure of the teacher-

education faculties like D.T.Ed., B.Ed. or M.Ed. here are some points to be noted.

- 1) Present condition is not good as far concern the quality programme.
- 2) Lack of adequate furniture.
- 3) Lack of science and psychology lab.
- 4) Only few colleges have a technology lab with instructional material as LCD, Projectors etc. particularly D.T.Ed. Colleges.
- 5) Lack of music room with musical instruments.
- 6) Lack of well-equipped and modern method rooms.

To maintain the quality in teacher education programme following factors are equally important about infrastructure.

- 1) Well-equipped method rooms for each subject.
- 2) Teacher Education colleges must have a technology lab with instructional material as LCD, Projectors etc.
- 3) Fully ventilated and lighted class room.
- 4) Plantation and greenery inside and outside the campus is necessary.
- 5) Language lab, science lab, psychology lab work experience lab, technology lab, computer lab etc. these are necessary for the quality improvement.
- 6) Library with fully of reference books, textbooks, magazines, national and international journals periodicals, up to date researches and reading room, facility, proper notice board with relevant information etc. are the facilities for the quality education must be in every teacher training colleges.

II) Teaching Methods - According to survey, teacher educators are averse to innovation and experimentation in the use of methods of teaching. They use the traditional method of instruction, lecturing and dictating of notes. Their acquaintance with modern classroom communication devices is negligible. Their lectures are dull, monotonous and uninspiring. Student teachers talk about the method but cannot use them with facility and ease. The teacher educators have no planned and systematic awareness and control over the instructional technology. Findings of the research was eye opener for the teachers, 80% teachers in training colleges uses lecture system promisingly as a instructional system and less use of seminars and team

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teaching. Most of the teachers in training colleges uses traditional methods like chalk and talk, teacher centric method / approach, more theoretical oriented, spoon feeding etc. To achieve the quality in teacher education colleges, teacher must follow the modern methods of teaching like

1. Learner centric approach 2. Flexibility in the setting 3. Active and more interactive 4. More of application oriented Such approaches or methods paves the way for better learning of the students. Teacher must use the innovative ideas or research based teaching methods for their teaching.

III) Curriculum - The present curriculum based on competency, performance and commitment. Following are the positive output of present curriculum.

1) It helps the student-teachers to understand the role of education and teachers in changing the Indian society, which has a great tradition behind and yet is changing continuously. 2) It also helps them to understand their students with the help of concepts principles and theories in various faculties of knowledge. 3) Present curriculum gives enough practice of teaching with different methods, techniques and appropriate educational aids. 4) It gives an opportunity to obtain up to date knowledge of some favorite subject on internet.

Though above are the some positive outputs of the present curriculum, it has also some drawbacks like -1) Present curriculum doesn't fulfill or doesn't give satisfaction of the educand's need. 2) Curriculum of teacher training institutes are more theoretical based. 3) Today's teacher training institutes' curriculum is more exams oriented and due to shortage of time, objectives can not be achieved. For the quality curriculum we should keep in mind following point before preparing curriculum.

1) Flexibility according to the student's and society's need. 2) Research based curriculum should be there. 3) Curriculum must fulfils the various needs of society's and learners 4) Curriculum of teacher education should be more practical oriented, upto 80%

IV) Teachers Administration and Management -

In the present era of globalization and privatization quality administration and management needs lot. Rapid growth of teacher training colleges and to maintain its quality is the main challenge in front of the education faculty. It need following suggestions for the maintenance of quality.

1) TQM (Total Quality Management) visualizes the holistic concept that fosters continuous improvement in an educational institution it stresses a systematic, integrated, consistent attempt and involving everyone and everything. 2) Enough time should be given to all the activities of teacher-education programmes. Ample time is needed for quality improvement. Now days the teacher training colleges hurily competes the syllabus and practical works. So it can not achieve the objectives of teacher-education. 3) Every teacher training institutes should follow following pattern or process of quality management.

Planning Experiment Monitoring Improvement Assessment 4) The quality of education will improve when administrators, teachers, staff and school board members develop new attitudes that focus on leadership, team work, cooperation, accountability and recognition. 5) A lot of information based upon research, practice and experience should use to guide the institutes.

Quality education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration authority, community sanction, ethical code and culture, generating knowledge through research and specialization. No doubt the quality of teacher education depends upon the infrastructure teaching methods, curriculum administration and management but such institutes should provide quality programmes like organize programmes for heads of schools and school complexes and supervisory staff, offer courses for community leaders, voluntary agencies and parents, undertake research and experiments with innovative educational ideas, act as a resource centre for education for a specific area. Then and then quality is not far away from us.

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