



MAINTAINING THE STANDARD IN TEACHER EDUCATION

Sajjan Shankarrao Thool, Ph. D.

Head, Programme Evaluation, YCMOU, Nasik

Abstract

Teacher Education Programme must be making the teaching profession. Teacher's profession has values, thinking and ethics. The student has learned means behavior has changed as per teaching profession. The scope of teacher education, its conformity and the complexity can be reduced by the maintaining the standards in teacher education. Input, process and output indicators can be proved the quality of teaching profession. Valid and reliable services get the students for learning as well as personal development. Standard are depends on well defined learning objectives, contemporary syllabus, implementation of transaction of methods and practical's, use of techniques and innovation for preparing the personal and assessment and evaluation procedure in teacher education.

Keywords: Standard, Teacher Education, Quality, Teacher's Profession



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Introduction

The society and nation has demanded skilled Human Recourse for nurturing the excellent life. Each and every person must be learned because education for all and to open the access an individual for acquiring the knowledge and skill. The standard of Teaching-learning process depends on transformation of content with apply for proper pedagogy as well as has the changed behavior of the student. The student is gaining the knowledge not only by teachers taught but also self learning; it has maintained the quality for transforming and understanding the content. The knowledge, skill and attitude must be developed through defined learning objectives. The implementation of process of the programme is used properly then will get the positive output. The student should always satisfy about the programme because he/she will get something for opportunity in their profession.

Quality in Teacher Education

Quality is nothing but driving force behind all the human activities and endeavors. Every man to use education as became a best man for human resource development. "Quality, like excellence, is not a destination, as much as it is a never ending journey" (Peter S. Cookson). The term of quality is given by Green and Harvery (1993) who identified five

different approaches of quality. These are (i) in terms of the exceptional (High standards), (ii) in terms of Consistency (Zero defects) (iii) as fitness for purpose (meeting stated purpose), (iv) as value for Money and (v) as transformative (Transformation of the participant). The student gets optimum level services for learning at the time of implementation of the teacher education programme.

Quality is psychological trait but we think about the quality regarding thing /matter /material/institution. Quality in Teaching/counseling depends on student's satisfaction but transforming the knowledge with use of ppts or students problems regarding learning can be solving easily. Valid and reliable services in teacher education are mandatory for preparing personal.

Education institution follows the rules and guideline of government and NECT and UGC for maintain the standard of services at Teacher education institutions. All levels of education demands the skilled oriented teacher. Big data of trained teacher resources are available but so many trained teachers have not teaching profession services. They are unemployed. Transaction processes are not good or learners are not interested for acquiring the teaching skills, there is big question in implementation process of teacher education about the quality of pass out the learners.

Need of Professional Teachers

Professions, professionals and professionalism, these terms have isolated. Profession can be related to occupational services or need of functions. Professions are occupationally related social institutions established and maintained as a means of providing essential services to the individual and society. The profession collectively, and the professional individually, possesses a body of knowledge and repertoire of behaviors and skill needed in the practice of the profession. The member of the profession are involved in decision making in the services of the client, the decisions being made in accordance with the most valid knowledge available against the background of principles and theories and within the context of possible impact on other related conditions or decisions (AACTE).

Professionalism is used to describe the methods, manner and spirit of a profession and its practitioners. Teacher professions have its own culture derived from the role of its teacher and the expectations that society has with respect to the professional services. Teacher followed the rule, ethics and values of his related profession. Teacher in Languages, Social sciences, math, Science, Music, Art, ICT etc. it is like to get justice their profession.

Conformity in Teacher Education

Teacher Education system is generally conformed to a set of regulation, ordinance, guidelines, norms, criteria, values and ethics. Qualitative teachers having profession ethics, code of conduct and values for society. The process of programme development and its implementation has defined for getting the goal and objectives as per guideline and criteria given by the educational agencies. As on basis knowledge, Evaluation of Input, Process and output of programme and performance indicators shows the quality of programme. Standardization of the Teacher Education are depends on learners competency due to get the learning experiences, quality of self learning material and transaction methodology of content. Assessment and evaluation process can be enhanced the quality of product means prepared of the student. Following factors are also most important to acquired standards.

Input: Programme structure, Learning objectives, Course content, Transaction methods, evaluation Process, Self Learning Material, Supportive Material, Job oriented objectives, Training to staff, Cost efficiency, cost effectiveness, supportive staff, supportive furniture, library services, University services.

Process: Orientation of students, Meeting of the staff, Teaching-Learning Method, Classroom Management, Counseling sessions, Learning aids, Research and Innovation activity, Practical completion, feedback to learner, Use of Extension activity, student examination, Students evaluation, Various use of transaction methods, Use of Multimedia in teaching, organizing the workshop on values and ethics.

Output: student satisfaction, Job opportunity, Skilled Human Resource person, Utilization ethics in Profession, Quality of the programme. Failure ratio and dropout ratio, impact of learning objectives.

Still today, Teacher education proficiency is more useful than without quality in Human Resource. Teacher education Programme must be developed on the basis of the need of society and individual development and it is necessarily to change the syllabus within five years. All teacher education programme heading to the preparation and development of teacher for pre-primary, primary, elementary secondary, senior secondary stages and adult education and open education sectors.

Large and divers teacher education system

Prof B.K. Passi has explored the Teacher Education about situation in National conference at Nagpur. Perfect teacher can make the multi dimensional student when the teacher education institution provides services for academic development and personal development. Modes of Teacher Education like face to face, Distance Education, Open

University education, part time are offered. All the systems, levels and stages of Teacher Education operating around formal, Non formal and informal education are within the periphery of teacher education. This system is large and diverse.

- a. 22000 teacher education institutions are located in India.
- b. Near about 50 lakh teachers are working in 8 lakh schools, NFE.
- c. All education administer are working in areas related to NCERT, SCERT, CBSE, ICSE, SIET, Secondary boards, DEO, BEO and inspectors.
- d. About 400 and above Universities having faculty of education, examining bodies and other allied organization.

Performance Indicators for Teacher education in Open Universities

Performance Indicators for Teacher education for Open Universities (Manjulika & Venugopal, 1999) must be used as activities are as follows-

- i. Planning of academic Programme/courses
- ii. Development of curriculum and Learning material
- iii. Production and Distribution of learning materials
- iv. Student support services
- v. Student admissions and evaluation
- vi. Human resource development

ODL education system is operating the various programmes as like B.Ed. and M.Ed. programme. The evaluation of the programme must be done at all the activity related to above performance indicators. Teacher Education programme is being offer for learners who are in teaching service. Learners has teaching skills at the pervious D.Ed. Degree and also be in services that why learning level two must used at the B.Ed. degree level.

Preferred personal preparation

Total educational operation process is most useful to get the optimum output of the programme. The expanded of teacher education and scope of teacher education and demanding diverse functions of teacher education. The longer system, digitalization in teacher education, standards in process, the escalating desire of quality improvement in education, transaction methods, the complexity of field trends necessities, and the induction of new Manpower is need for present situation of teacher education. The demands of teachers and supply of teachers there is no relation due to employability. The concern and issues of manpower requirement preparation, development, recruitment and retention are crucial and cannot be left to chance. NCTE 2014 guidelines introduced for maintaining the standard in Teacher Education. Preferred personal as a trained teacher should be prepared as per the

using contemporary knowledge, skill, attitude and qualitative activities and the NCTE guidelines.

The basic complexity in teacher education

Teacher profession has related to ethics, values and more sensitive as per society of various aspects. Teacher is back bone of society and teacher can take efforts to sustain the society. But the complexity in teacher education should be reduced.

1. Open and Distance education in taking over the regular formal mode of teacher education. Self learning material as like Print and Non print material are available on web, mobile app, audio-video lecture, CD-ROM, OER and MOOCs also is user friendly. This education mode is useful only for those who are in service but now is connecting. ODL system cannot compete to regular mode Education; it is a supplementary mode of education for society. UGC and NCTE also are monitoring the standard in ODL system.
2. Demand and supply trained teacher are not relation to source for employment. The general supply of trained teacher is very large, language and social sciences trained teacher's volume very high rather than other discipline. Certainly and crucial curricular areas are striving for future.
3. Unaided institutions and private bodies are entered in to teacher education. They have the tendency to go beyond exiting quality controls.
4. The intake for programme and ratio of teacher are irrelevant at Colleges and Universities due to not recruitment. Some people are taking undue advantage by manipulating admission.
5. UGC, NCTE and other organization issuing guidelines from time to time for maintaining standards. But result not gets certainly hopeful.
6. NET/SET qualified teacher educator with Ph.D holder is less in institution due to vacant post in institutions/Universities.
7. UGC have increased Standardization in Higher Education curriculum but it is goes to cherished principle of autonomy and healthy multiple plurality. The local involvement, creativity and initiative are hampered in the process.
8. Teacher Education should be implemented its code of conduct properly with professional ethics.
9. The boundaries of teacher training can go beyond the preparation of teacher for merely primary and secondary teacher education.

10. The orientation of Teachers should to have related to contemporary knowledge, skill and attitude of concern subject and also teachers should happy to take something new concepts.
11. Preparation of the academic calendar for learners services like that admission date, contact sessions, practical and examination scheduled.

Need of dynamics in teacher Education

Teacher education system has changed time to time but dynamics in teacher education comes slowly. A change in society and cultural aspects also comes in Teacher Education. In that context, The changes in society and culture, rapidly changed useable technology, need of people and contemporary knowledge/skill should be add teacher education programme in time to time. Teacher Education institution must be take initiatives about maintains the quality and standard for future. Innovative programme can be run through for society development. Following things can be assess tomorrow in Teacher education system. Optimum quality of Teachers in digital era, Student gets supportive learning material from internet, Demands of Job oriented programme, Learner is searching the standards of College or Universities, Admission criterion should be flexible and affordable, Programme structure should be approved by UGC or related agencies, NAAC accreditation shows highly quality in education, Course content should keep relevance to society and cultural values, to adopt innovative methods for enhancing the quality in transaction for learning, Formative feedback must be got for students learning, Personal communication skill developed through seminar or presentation activity, Code of conduct applies for Teacher Education, Assessment and Evaluation process must be done properly by Teachers, Library and information resources should be accessible easily to students, Research attitude should be developed in learners, Teachers should be engaged in extension activity, Teacher should aware about learners learning level and age level, self learning methods may use and Use of ICT, Multi Media and Teleconferencing in the teaching etc. may get the qualitative Human resources for Teacher Education.

Summary

The scope and divers of teacher education has spread at large scale in India. Teacher Education institution can take initiative for maintain the quality of teaching professions. Teacher Educator or Students are direct related to obtain the goals of Society. The standards in Teaching –Learning and evaluation process carried out successful skilled teacher and Teacher also have confidence to adopt the methodology for delivering the content in special subjects. The quality of syllabus and conformation of delivering the content with actively

participation of students must be involved in their curricula. Process indicator is most important for enhancing the quality for changing behaviors of the students.

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