

An Empirical Study on Quality Related Issues in Teacher Education

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Abstract:

The basic problems facing by teacher education in the country include large vacancies in faculty positions, low student enrollment ratio, out dated teaching methods and declining research standards. Teacher education plays a very vital role in the progress of the society and the development of country. Teacher education system has to face a great variety of challenges due to rapid advancement and NEP 2020. So, rigorous training of individuals is required in the interdisciplinary field. Throughout India teacher education is growing at a rapid rate, therefore it is continuously facing the different issues alike the explosion of knowledge, information and communication, aspiration of youth. In the view of massive demand for teacher education from all the strata of society other pressure are causing concern with respect to accessibility, equity, quality and resources. Quality in term of trained graduates for global competitiveness, demand and requirement of school education focus on capacity building and the output. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organization etc. It should prepare professionally competent teachers to perform their roles effectively as per the needs of the society. Without qualified competent teachers, it is impossible to build a high quality education.

Introduction:

It is the age of information and the workforce needs to be prepared to become a knowledge based society, and this calls for a continuous up-gradation of knowledge and skills. The quality of teacher education programme needs to be up graded. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. The quality in higher education is defined as a multidimensional, multilevel, and dynamic concept that relates to the context settings of an educational model as to the specific standards within a given system, institution , programme, discipline. The quality of teacher education basically depends on the understanding of various interests of the stakeholders in teacher education as students, society, and government.

There is mismatch between teacher education and employability being a growing economy, there is an increase in the demand for teachers and ICT professionals in India. But lack competencies required by the teacher education institutions. Teacher training institutions are not in a position to hire teacher education graduates with the required skills, to meet the requirements. The emergence of the privatization of higher education showing concern for the falling quality in higher education compared to the increasing of number of universities, it was stated that part of the problem faced by the universities is the inadequate provision of budgetary resource. As NAAC in his report highlights the shortcomings in the quality aspect of higher education as poor physical infrastructure, lack of innovation, over emphasis on theory, lack of quality monitoring of teacher education institutions.

Objectives of Study: Present study was carried out with the following objectives:

- To assess the quality aspect of the institutions.
- To assess the research culture and promotion of research activities in private and Government institutions and universities.
- To assess the innovative practices of teaching and learning I private and Government institutions.

Design of the Study: The present study is a descriptive exploratory survey. It is a systematic empirical inquiry to draw interference about determinants of quality and efficiency due to privatization of teacher education. It involves the description and interpretation of the condition exists. The study was carried out in private institution ,Private Universities , Government institutions and Govt. University offering Teacher education courses in Meerut District Uttar Pradesh.

Method of Collection of Data: Data collected from the principals, Deans, teachers, final year students of B.Ed., M.Ed. courses with the help of questionnaires.

Accreditation of the Institutions:

Objective: Assessment of the quality aspect of institutions and universities. Regarding the accreditation by the external agencies as NAAC .

Table 1 Accreditation of the Institution

| Accredited By: | Private | | Government | | Total | |
|-----------------|---------|-------|------------|------|-------|-------|
| | N | % | N | % | N | % |
| NAAC (Grade A+) | 1 | 2.3% | 0 | 0% | 01 | 3.4% |
| NAAC (Grade A) | 2 | 4.7 % | 2 | 4.2% | - | - |
| NAAC (Grade B) | 22 | 38% | 4 | 8.7% | 26 | 32.2% |
| Not Accredited | 06 | 14% | - | - | 06 | 8.92% |

NAAC: National Assessment and accreditation council: The data was provided by the Principles and Heads indicated three levels of Grades assigned by the NAAC to the respective institutions. Grade A+ one out of three private Universities Grade A two out of three head private institutions Grade B 22 for Private colleges and institutions and 4 Government institutions in Meerut.

Quality related issues in Teacher Education:

Accessibility and equity: Making provision for affordable, quality and globally relevant education for the aspiring youth from all area of society as economically, underprivileged concerning the rural-urban , caste-class , gender, region and religion etc leads up the gay in the demand of trained teachers and supply.

Resources: thee issues related to resources as budgetary resources by the government most of the budget spend on salaries and maintenance, with minor or marginal resource allocation for requirements of the

curriculum, teaching learning, research and innovation. The low budget of Government on teacher education is a significant cause of concern.

Consequences – shortfall in Teacher Education: Issues of equity and accessibility have been a significant cause of concern as it has –

- Shortage of trained and highly qualified teachers
- Not well equipped libraries
- Inadequate infrastructure
- Lack of technical skills , reasoning and soft skills

Mismatch between teacher education and Employability: There is an increase demand of trained teacher for teacher training institutions and ICT professionals because India is a growing economy. Institutions are not in the position to hire trained teachers with the required skills to meet the requirement another issue is the increase in privatization of teacher training institutions a question raise here that all these private institutions and private universities brought about any significant improvement in the curriculum, research and development and learning outcomes.

Non attending concept: Non attending concept is a big challenge before the government and the institutions. Most of the private teacher training institutions are running through non attending admissions which in itself are an big issue in front of education system of India as well as NCTE.

Conclusion:

Institution need to pay UGC norms scales for the teachers to attract the well qualified and skilled faculty in the institutions to maintain the high standards of quality in teaching and learning. But all require the resources. A handsome amount should be invest in the promotion of research programmes and maintaining quality in teacher education. To enable the Universities and institutes to compete with world class universities, in Government as well as private universities , need to create a better environment for research. To promote research activities flexibility should be given to teachers as well students. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organization etc. It should prepare professionally competent teachers to perform their roles effectively as per the needs of the society. Without qualified competent teachers, it is impossible to build a high quality education.

The quality of education often depends on the quality of teachers, and teachers' professional development *is closely linked to teaching effectiveness and student learning outcomes*. In discussions on teacher education reform, high-quality teachers are often considered the foundation of student achievement, and the cultivation of high-quality teachers depends on research-based teacher education. Practice and theory must be integrated to ensure high-quality teacher education.

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