

## CONTENTS

### INDEX

TITLE	Page(s)
<b>PAY FOR PERFORMANCE PARAMETERS EFFECTIVENESS IN BANKING SECTOR: AS AN EMERGING CHALLENGE IN BUSINESS ENVIRONMENT</b> <b>Neelam Kaushal</b>	<b>02</b>
<b>A STUDY OF STUDENTS USING INTERNET FACILITY AT SECONDARY LEVEL AND ITS EFFECT ON THEIR ACADEMIC ACHIEVEMENT</b> <b>Neeraj Kumar, Dr. Bhawesh Chandra Dubey, Sanjeev Kumar</b>	<b>15</b>
<b>A STUDY OF RELATIONSHIP AMONG DIFFERENT FACTORS AND ACADEMIC PERFORMANCE OF GIRLS AT GRADUATE LEVEL.</b> <b>Jitendra Kumar , Sudha Upadhyay</b>	<b>28</b>
<b>A STUDY OF VALUES AMONG FEMALE ADOLESCENTS IN RELATION TO THEIR LOCALITY AT SENIOR SECONDARY LEVEL</b> <b>Sachin Kaushik</b>	<b>46</b>
<b>TEACHER EDUCATION: HOW FAR MAINTAINED THE QUALITY</b> <b>Prof.(Dr.) Raj Kumar Nayak</b>	<b>54</b>
<b>हापुड़ जिले (उत्तर प्रदेश) के स्नातक स्तर पर अध्ययनरत विद्यार्थियों में निहित का उनकी सामाजिक-आर्थिक स्थिति के सन्दर्भ में अध्ययन।</b> <b>डॉ० सितेश सारस्वत</b>	<b>58</b>

## TEACHER EDUCATION: HOW FAR MAINTAINED THE QUALITY?

Prof.(Dr.) Raj Kumar Nayak  
Principal

**BBM B.Ed. COLLEGE,**  
**Aff.to Vinoba Bhave University,Hazaribagh,Jharkhand**  
**Bokaro,Jharkhand**

### Introduction

India has been facing the challenges of paramount expansion of education system including teacher education .during 2002-2003. There were around 5.5 million teacher education institutions in India .The enrolment in Teacher education Institutions was morethan 2,00,000 every year. To day, the number has gone high .There were 2000 Teacher Education Institutions during 2002-2003.The numbers of Institutions is increasing at a very first rate because of privatization and liberalization of teacher education. There were 12(tweleve0 types of teacher education courses running in these institutions .Until recently around 180teacher education institutions have been accredited by NAAC with the assigned grade C+ to A+ .How ever ,with the rapid expansion both in number and size of teacher education institutions ,quality suffered greatly .Detailed and in-depth studies undertaken in recent years have shown that the quality of pre-service and in-service teacher education programs in our country is deteriorating and that the professional commitment and overall competence of teachers leave much to be desired .Hence, unless and until the quality of teacher education program is enhanced ,the quality of school education can hardly be improved.

### Concept of Quality:

Quality is contextual. It is very difficult to give a comprehensive definitions of quality. The best teacher of a particular school may be a poor teacher in some other school. However, the quest for quality has been the major concern of the entire human civilization. Quality is not an act, it is a habit .It is generally signifies the degree of excellence. It is the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs . In the educational context, quality is seen as a complex issue as education concerned with human being .when we describe human being as product, the description can encapsulate all the characteristics of teaches or learners in the same way,as one would describe the quality commodities. Hence, the definition of quality varies depending upon the individual, institutional and educational situations and national context.

### Quality concerns:

Teacher education Program is an integral part of educational system, which is directly linked with the society. Its scope and objectives have become larger in the modern society. The major factors of quality concerns in teacher education are input, process and product factors.

### **Input factors:**

Input factors involve all the physical infrastructures such as building, equipment, library, books, laboratory play ground etc. It also includes student's entry behavior, such as their family background, socio-economic status, academic achievement, their interest, need etc. Teacher's entry behaviors such as their academic and professional background, socio-economic status, their attitude towards teaching profession, interest, etc are also considered as input factors.

### **Process and Product Factors:**

A teacher education program is said to be successful if its outcomes are maximized amongst the trainees in terms of development of necessary skills, values and attitudes. These outcomes are largely depending upon how effectively the process of training is organized. Quality lies in the process. Output is the result of process. A process is a particular course of action intended to achieve the desired results. It is a sustained phenomenon marked by gradual changes through a series of actions that tend towards particular results. It may be natural or man-made but a continuous activity or function (Mishra-2002). Good quality inputs coupled with weak processes may not lead to desired outcomes. On the other hand, good quality processes coupled with minimum desired inputs may lead to desired outcomes. It includes the infrastructural strategies and process appraisal, staff development programs, resource mobilization and financial management. Healthy practices which include total quality management innovations, values based education, social responsibilities and citizenship roles, over all development and institutional ambience and initiatives.

### **Enhancing Quality: Some Suggestions**

The skill development of student teacher should be in par with counterparts abroad. With liberalization and globalization of economic activities, the demand for Teacher Education at nationally comparable and internationally acceptable standards has been increased. The demand of teacher educational institutions to be innovative, creative, and entrepreneurs in their approach to skill development among the students.

Although skills development is crucial to the success of the teachers in the job markets, skills are of no value in the absence of an appropriate value system. Teacher education Institutions have to shoulder the responsibility of inculcating the desirable value system among the pupil-teachers commensurate with social, cultural economic and environmental realities at the local, national and university universal level.

Our teachers are still uncomfortable with the use of technology in the class room. They should be trained to use the technological innovations, that are readily available. Effective use of information and communication technologies at teacher education institutions can improve the quality of teacher education.

In order to manage the expanding work and complex nature of the problem of teacher education, every state should have a separate Directorate of Teacher Education. Such

Directorate will also be responsible for manpower planning with respect to recruitment of various levels of teachers is concerned state .State should plan teacher education facilities in terms of teacher requirements of various subjects and grades.

The assessment procedures of NCTE ,NAAC& University should help the teacher education institutions to know its strengths weaknesses opportunities and threats .It should provide the funding agencies with objectives and systematic database for performance funding .The focus of quality assessment of teacher education institutions should shift from input factors to process and product factors .Quality assessment may not be restricted to first generation indicators based on input factors .Instead, we should consider those indicators ,which are applicable to a variety of situations sensitive to the specific needs and functions of teacher educations.Hence,there should be flexibility in approaches and methodology for assessment of teacher education institutions.

School curriculum is becoming more and more complex. Many new areas of knowledge are getting into the curriculum .In this situation, on time teacher training of a particular duration may not serve the purpose .There should be continuous in-service program organized both through face to face and distance mode in order to make the teachers cope with the latest development.

Alternative models of teacher education program should be experimented by teacher education institutions as practiced and succeeded by a few institutions such as four-years integrated B.Sc.B.Ed. program of NCERT, four-year integrated B.El.Ed. program of university of Delhi, activity B.Ed. Program(Zero Lecture Program) of Dei Ahilya Viswa Vidyalaya Indore,Two year B.Ed. Program of NCERT and the anwesika experience of Banasthali Vidyapitha.

Each Teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching .They should also be involved in developing teaching and learning (Print and Non-Print) instructional materials, psychological tools etc.This will help the teachers ,in updating their knowledge and skills continuously as well as improving their self –esteem .There should be continuous, monitoring of teachers educations institutions by NCTE and the affiliating University particularly the privately managed self financing institutions in order to maintain the standard of teacher education program and its quality enhanced.

### **REFERENCES FOR FURTHER STUDIES**

1. Cecil H. Allen, In-Service Training of Teachers in Review of Educational Research. 1940; 10: 210–215. In the UK, however, the term 'teacher training' is still in general use: see for instance the UK government's information on <http://www.tda.gov.uk/> U.S. House of Representatives Committee on Education and Labor website. Accessed on December 7, 2009.
2. Rosser-Cox, Michelle (2011). CULTURAL RESPONSIVENESS AND MOTIVATION IN PREPARING TEACHERS: PRE-SERVICE TEACHERS: DOES CULTURAL RESPONSIVENESS AFFECT ANTICIPATED SELF-DETERMINATION TO TEACH IN SPECIFIC SETTINGS?. LAMBERT Academic Publishing, pp. 172. ISBN 3844384693.
3. Rosser and Massey (2013). Educational Leadership: The Power of Oneself. Peter Lang.
4. Richard Ingersoll, Thomas M. Smith: Do Teacher Induction and Mentoring Matter? 2004
5. Wong H; Induction programs that keep new teachers teaching and improving; NASSP Bulletin Vol. 88 No. 638 March 2004
6. Ashby, P., Hobson, A., Tracey, L., Malderez, A., Tomlinson, P., Roper, T., Chambers, G. and Healy, J. (2008). Beginner teachers' experiences of initial teacher preparation, induction and early professional development: a review of literature. London: DCSF
7. Huling-Austin, J. A synthesis of research on teacher induction programs and practices; paper presented to the Annual Meeting of the American Educational Research Association, New Orleans LA, April 5–9, 1988
8. Theatre of the Oppressed in Teacher Training: Centre for Community Dialogue and Change, India <http://www.ccdc.in/theatre-oppressed-in-education>
9. Snow-Renner and Lauer, 'Professional Development Analysis (synthesis of 54 studies), McREL, 2005
10. Garet, Porter, Desmoine, Birman, Kwang, What makes professional development effective? American Education Research Journal 38(4) 915-946. 2001
11. General Teaching Council for England, 'Teachers' Professional Learning', London, 2005.
12. Anderson, Chris. What is Quality in Education?, Bizmanualz, July 15, 2009.