

Quality culture in Teacher Education

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Introduction

Teacher education means programme of education, research or training for human resource, equipping them to teach at pre-primary, primary, secondary, senior-secondary stages of school education, non-formal/adult education and correspondence education through distance mode. These programmes are described in this book in fourteen chapters through which all the dimensions of teachers are taken up, starting from concept, need, importance and challenging tasks in front of teacher's education today. The educational objectives are focused on student's behaviors to be developed through specific learning experiences. The curricula for teacher education are designed by NCTE to observe these changing objectives.

Teaching is one of the oldest and most respected profession and the roles, functions and preparation of teachers undergo changes from time to time. They are modified and restructured according to the expectations of the society/community through various committees and commissions, programmes of Action (POA) 1986, 1990 & 1992 have tried to overhaul teacher education. Although this was started by Kothari Commission (1964). Teaching is a profession which provides highly specialized intellectual services and possesses various National and international professional organizations associated with it to maintain its ethical standards. National Council of Teachers Education (NCTE) and National Council of Educational Research and Training (NCERT) have given codes of professional ethics for teachers from time to time. Performance appraisal of teachers is a reflection of the culture of our educational organizations and a reliable objective assessment of performance, oriented towards the development of the individual teachers is the need of the hour.

Teacher's education is both preservice and inservice. The question of duration, content and methodology has invited the attention of educationists from time to time. The entry qualifications required to teach at lower and higher levels also varies accordingly. Modified teachers education programmes through distance mode have gone beyond correspondence lessons with the provisions of teaching practice and skill development for adult education personnels. It can be voluntary, preservice and inservice for distance

educators also the training is essential to maintain and extend distance education system in the country.

Quality culture in Teacher Education

Quality has become the watchword of current educational scenario not only in India but also at global level. If we are to survive in this competitive, market oriented and technology-driven world when boundaries of countries are fastly disappearing, then there is no existence without quality.

Quality in education is interlinked with autonomy and accountability. Quality of higher education and research can be assured if colleges/universities are granted complete autonomy in structuring academic programmes, evaluation, administration and financial management. Autonomy can be made effective when it is linked with accountability on the part of functionaries in an educational institution. The management practice with highly competent persons is equally demanding in an institutions of higher learning.

What is Quality?

Quality is a complex term. It is expressed in terms of fitness for purpose, excellence, perfection, standards value for money, consistency, transformation and relevance. It is defined in various ways.

Aggarwal, et al. (2002) wrote :- The term Quality in education is based on the following parameters :-

- * Reliability : the ability to perform the promised service (imparting knowledge)
 - * Responsiveness: willing-ness to help students and provide prompt guidance.
 - * Tangibles: PHYSICAL FACILITIES, LABORATORY
- Equipment And Their Use.**
- * Assurance : Knowledge and courtesy of faculty and their ability to convey trust & confidence and
 - * Empathy:- caring, individualized attention to students.

Concepts of Quality Culture.

Quality culture is a concept, which is related to the environment of performing a particular task with view to achieve well defined goal. In this process at all stages some fix standards are attained or achieved. Quality is always assessed in the context.

Quality differs from material products to the services or both. Teacher's education is more a service than the product but both are important in this case. Dahlgard et al (1995) has defined Quality as "An educa-

tional culture characterized by increased customer satisfaction through continuous improvements in which all employees and students actively participate.

Therefore Quality culture is an inclusive concept, which includes both the products and the service. In case of teacher education, it deals with the preparation, development and training of teachers.

Quality culture according to naac.

Every teachers education institutions adopts or follows its own practices and achieves quality in the background of its infrastructure, resources and facilities, All colleges of different categories like government aided and self financing follow their own practices and thus adopt their own quality culture. NAAC has evolved a set criteria. Earlier there were six criterions but now, they are under revision in order to further enhance revision in order to further enhance quality culture in XI five-year plan.

NAAC (National Assessment accreditation council) has identified healthy practices as one of the parameters to assess the quality of higher education institutions

The international network for quality assurance agencies in higher education (INQAAHE) strongly advocated the encouragement and considerations of good practices as one of the parameters of quality education. It has suggested the following guidelines for the identification and application of good practices.

- * Dynamic and be revisited periodically.
- * Diversity in cultural and historical context.

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- * Not leading to dominance one specific view or approach and

- * Promoting quality of performance.

Every institution adopts certain healthy practices as per its own resources and work culture. To make these healthy practice more effective. The following five strategy given by NAAC can be adopted;-

Five-stage strategy

- * Identification of best practices,
- * Implementation of best practices.
- * Institutionalization of best practices.]
- * Internalization of best practices.
- * Dissemination of best practices..

Conclusion:-

Education is not an end in itself .education is an instrument for social change and therefore, it will depend on what kind of education we give. Education by itself does not make man good .The quality and type of education make man good. Education without proper values can create problems. It depends upon the teachers and the quality of the teachers and their commitments to what kind of education we impart to the students for building a sound democracy, a secular democracy, an inclusive democracy. Quality teacher education has a major role to play in this. In order in order to evolve and maintain a quality culture, the values like selflessness, integrity, objectivity, accountability, openness, honesty, and leadership should be internalized among the teaching communities.

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