



International Journal of Literacy and Education

E-ISSN: 2789-1615
P-ISSN: 2789-1607
Impact Factor: 5.69
IJLE 2023; 3(2): 122-124
www.educationjournal.info
Received: 13-08-2023
Accepted: 20-09-2023

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Quality indicator/ assurance in teacher education system

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Abstract

This study explores the crucial aspects of quality assurance within teacher education systems, emphasizing the significance of ensuring high standards in preparing educators. The paper begins by defining key quality indicators and their relevance to teacher education, considering both pre-service and in-service training programs. It delves into the multifaceted nature of teacher preparation, encompassing curriculum design, pedagogical methods, assessment strategies, and the integration of technology.

The role of accreditation bodies, regulatory frameworks, and institutional policies in maintaining and enhancing quality standards is examined, shedding light on the accountability mechanisms that contribute to the overall assurance of educational excellence. The study also discusses the dynamic nature of the teaching profession and the continuous professional development required for educators to adapt to evolving educational landscapes.

Furthermore, the paper highlights the importance of stakeholder engagement, including collaboration between educational institutions, policymakers, and practicing teachers, in shaping effective quality assurance practices. It addresses the challenges and opportunities associated with ensuring the relevance and responsiveness of teacher education programs to diverse and rapidly changing educational contexts. Through a comprehensive review of literature and case studies, this paper aims to provide insights into the existing models of quality assurance in teacher education systems globally. It concludes by proposing recommendations for optimizing and innovating quality assurance mechanisms to align with the contemporary demands of teacher preparation. Ultimately, the study advocates for a holistic approach that fosters continuous improvement, transparency, and accountability in teacher.

Keywords: Attitude, teaching profession, pre-service teachers, quality

Introduction

The term "Quality Indicator" generally refers to a measurable or observable characteristic or parameter that is used to assess the quality or performance of a product, service, process, or system. Quality indicators are often used in various fields and industries to evaluate and ensure that certain standards or criteria are met. They play a crucial role in quality management and improvement processes. Quality indicators help organizations identify areas for improvement, monitor progress, and demonstrate compliance with established standards. They are essential tools for maintaining and enhancing the overall quality of products and services. Quality assurance in B.Ed. colleges stands as a pivotal factor in the overall landscape of education. The perceptions of pre-service teacher trainees within these institutions provide a unique lens through which we can scrutinize the efficacy of teacher preparation programs. These individuals represent the future of education, and their views on the quality of their training can significantly influence the education system as a whole.

Within the realm of teacher education, quality assurance encompasses a wide array of components. These include curriculum design, faculty qualifications, teaching methodologies, assessment techniques, infrastructure, and available resources. When pre-service teacher trainees express their perceptions of these elements, it offers us valuable insights into how these aspects shape their learning experiences and eventual teaching practices.

Review of literature

- S.D. Kadwadkar (1984), reported in "A critical Enquiry in to professional courses for college teachers in India", the major findings of the study were: 1. Theoretical information relating to, „ planning for teaching“ ability and some components of „teaching and testing“ abilities was given in a global way and related practical work was

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either not prescribed or not given due weight age. 2. No specific information relating to the ability, dealing with behavioural problems of students in the classroom, was given. 3. Some theoretical information relating to „action research“ ability was given but no related practical work was attempted. 4. No or very little scope was given to demonstrate professional abilities.

- S. Nata Rajan (1984) ^[1] have conducted a research on “A Competency based programme in Teacher Education Curriculum.” For this experimental study, all the students of two government colleges of education at Pudukottai and orathanad, numbering 200 were involved. The major findings of the study were: competency based instruction proved suitable for teaching selected units in institutional planning and administration. The seminar method seemed to be an effective method as it compared favorably with & the competency – based approach. The lecture method was effective as a group method.
- R.D. Mehta (1985) have conducted a study on “An Investigation into the change in the attitudes and values of teacher trainees with respect to some of their personality variables.” The findings of the study were the impact of the teacher training programme in the CIE (Dept of Education) was such that a significant positive change in attitudes towards teaching took place in all the subgroups of subjects, and the maximum positive change took place in the sub-group of high extraversion, with low Psychoticism and low neuroticism. The interaction effect of extraversion, Psychoticism and low neuroticism was non- significant in producing any significant change in the said attitudes. Viz. attitude towards child control, attitude towards classroom discipline, attitude towards classroom instruction and attitude towards teacher – pupil relations. The impact of the teacher training programme was such that theoretical, aesthetic and political values changed negatively as a result of the effect of extra version, psychoticism & Neuroticism.
- A. Mishra (1986) have conducted a study on “Growth of teacher education for women and problem there of (With special reference to U.P.)” The researcher divided the study in three dimensions: i) Teacher training at the primary level. ii) Teacher training at the secondary level. iii) The problems faced by female teacher educators in their institutions. The major findings were, there was a steady growth in the number of training institutions for women, specially in post independent India. The last teacher education department for women was opened in 1973. A study of the number of books in the library, furniture, building and staff revealed that the investment of grants on these items had also grown. Examination results, both in the theory papers and practicals, also showed improvement. Regarding teacher education at the primary level, the findings showed that a number of programmes had been launched in the past and with the march of time, they had been amalgamated under a new nomenclature, finally leading to the emergence of the BTC courses. Regarding problems at the higher level, it was found that the staff were con-fronted many difficulties arising out of the grip of private managements and local political pressures with regard to examinations and admission they had also some problems with building

accommodation.

Significance of the study

Quality of any group or for that matter a Nation is assessed by the Quality of people living there. The quality of people is measured by quality of education, provided to them. The quality of education depends more upon the quality of the teachers. Quality of teachers in turn depends upon the Quality of teacher education. Hence, the one and the only one way to produce quality teachers could be through the teacher education where quality is of paramount importance and every effort is made positively. The significance of the study can best be understood by considering the following points;

- **Quality Enhancement in Education:** Teacher education is a cornerstone of the education system. By understanding how pre-service teacher trainees perceive the quality of their training, educators and policymakers can identify areas that need improvement. This insight is crucial for enhancing the quality of education in Jammu Division, ultimately benefiting students and the broader community.
- **Informed Policy Development:** The findings of this study can inform the development of evidence-based policies and guidelines for B.Ed colleges and teacher education programs. Policymakers can use this data to make informed decisions about curriculum development, faculty training, infrastructure improvements, and resource allocation to ensure that teacher training meets high standards.

Objectives of the present study

The objectives of the present study will be stated as follows

1. To find out the perception of pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
2. To compare the perception of male & female pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
3. To compare the perception of pre service teacher trainees having different academic qualifications like Graduation and post-graduation, towards the realization of quality Assurance in Teacher Training Institute.
4. To compare the perception of pre service teacher trainees who are studying in different college run by government and private agencies towards the realization of quality Assurance in Teacher Training Institute.
5. To compare the perception of Teacher educators towards the realization of quality Assurance in Teacher Training Institute.

Hypothesis of the study

1. There is no significant difference in the perception of pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
2. There is no significant difference between the perception of male & female pre service teacher trainees towards the realization of quality Assurance in Teacher Training Institute.
3. There is no significant difference the perception of pre service teacher trainees having different academic qualifications like Graduation and post-graduation, towards the realization of quality Assurance in Teacher

- Training Institute.
4. There is no significant difference the perception of pre service teacher trainees having different academic qualifications like Graduation and post graduation, towards the realization of quality Assurance in Teacher Training Institute.
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Methodology

The present study will be descriptive in nature. The descriptive survey method will be used primarily because it is most commonly used methods of investigation that attempts to describe and explain what existed in the past and what is there in the present.

Population & Sample

The present study will consist of population of pre service teacher trainees of Jammu Division.

The scholar will adopted simple random sampling technique to identify the schools, teachers and students for collecting the data. Schools will be selected on the basis of simple random sampling procedure. Student Teachers and Teacher Educators will be selected based on the step wise simple random sampling technique. All together four colleges – Dogra College of Education, Divya College of Education, New Millinium College of Education and Islamia Faridiya College of Education were randomly selected for the study.

Tools to be used

In the present study, self-structured questionnaires would be used for pre service Teacher trainees students. Two types of data will be collected from the selected area by using purposive sampling technique.

Primary data: Primary data includes collecting firsthand information from the Jammu Division.

Secondary data: Secondary data includes books, journals, websites, research papers, dissertations, newspapers, magazines and other relevant sources. Besides, secondary data would also be collected from CEO and ZEO, Digest of Statistics, Directorate of Economics and Statistics, Government of Jammu and Kashmir, Census Hand Books of Kashmir Valley.

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