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**Abstract**

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*From initial stage quality is a Score component educational system. The quest for quality has been the major concern of the entire educational process. Keep in mind this thing the author of this paper decided to collect information from various sources like internet and library and personal discussion with educationalist regarding quality, quality control and quality assurance. The paper discusses about major elements of teacher education programme in regards to quality assurance. It shows different factors like input factors, process factors and product part of these paper author discusses about agencies of quality assurance like NCT, NAAC, Universities, and Institution of teacher education more on author has given information about quality indicators and some suggestions to enhance quality. In short whole paper tries to develop a clear picture of quality assurance in teacher education.*

**Key words:** Teacher education. Quality assurance Introduction



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## **Introduction**

Quality is contextual. It is very difficult to give a complete definition 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 generally indicates 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 positive or unspoken needs. In the educational context, quality is seen as a complex issue as education is concerned with human being. When we describe human being as a product, the description cannot summarize all the characteristics of teachers or learners in the same way, as one would describe the quality of commodities. Therefore, the definition of quality varies depending upon the individual, institution and educational situation, social and national context.

## **Context Concerns**

Teacher education program is an important 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.

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### **Input Factors**

Input factors involve the entire physical, infrastructure such as equipment library, books, laboratory and playground etc. it also includes students entry behaviour such as their family background socio-economic status, academic- achievement, their interest need etc teachers' entry behaviour such as their academic and professional background, socio-economic status, their attitude towards teaching profession, interest, etc. are also considered as input factors.

### **Process Factors**

A teacher education programme is said to be successful if its outcomes are maximized with 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 its processes. Output is the result of processes. A process is a particular course of action planned to achieve the desired results. It is a sustained fact marked by regular changes through a series of actions that lead towards a particular result. It may be natural or man-made but a continuous activity or functions (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 desirable inputs ma lead to desired outcomes. It includes the instructional strategies and process

### **Product Factors**

Product Factors are the desired outputs of a given course of instructions. It determines whether objectives of a particular course of instruction are being achieved or not. They are students' academic achievement... to teaching profession, efficiency in learning, personality

### **Agencies of Quality Assurance**

Various agencies are involved for assuring in teacher education. the significant ones are as follows:

#### 1) National Council for Teacher Education (NCTE)

The NCTE became a legal body by an act of Parliament in 1993. The main objectives of the NCTE are to achieve planned and coordinated development of the teacher education system all over the country. It is also involved in the regulations and proper maintenance of norms and standards in the teacher education system.

NCTE has taken number of steps for raising the quality of teacher education system. It has created norms and standards for twelve teacher education courses in all at pre-primary, primary, secondary, senior secondary, physical and distance education courses. It is bettering

for the existing and new institutions to get NCTE identification after fulfilling the NCTE norms. Further these recognized institutions have to submit the Performance Appraisal Report (PAR) annually. On the basis of the PAR, actions are taken to withdraw recognition in case of violation of norms and standards.

In 2002, the Council also developed. “Curriculum Framework for Quality Teacher Education” for upgrading the quality of teacher education programmes at par with international standards. NCTE being aware of the importance of information and Communication Technology (ITC) has made ICT literacy a compulsory part of B. Ed course. NCTE has been engaging in organizing number of workshops for teacher educators all over the country to make known them with basics of computer usage. In addition, B.Ed. colleges were provided with CD-ROM’s to teach IT literacy.

In order to inspire a sense of value judgment, value commitment and value programme among the teachers, NCTE has published number of print material; and CD-ROM as well as put these publications on its website. Some of the significant publications are: Human Rights and National Values; Gandhi on Education; Sri Aurobindo on Education; Role and Responsibility of Teachers in Building Modern India; and Education for Character Development.

## 2) National Assessment and Accreditation Council (NAAC)

All over the world, since the 1980s the development of the system of higher education was joined with rising criticism about the quality of education. As a result of this, establishment of quality assurance agencies has become a common trend worldwide. India joined this trend in 1994 by establishing NAAC on the recommendation of NPE’ 86(National education Policy-1986) The primary objectives of establishment of NAAC is to assess and ... or it (certify) institutions of liberal ... science and other disciplines in order to help these institutions to work continuously to improve the quality of education, through self-evaluation of performance of an institution and/or its units based on self-study and peer review through defined criteria. Accreditation is the certification given by NAAC, which is valid for a period of five years. The process of assessment followed by NAAC is in agreement with the internationally accepted practice with certain modification to suit the Indian context. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a memorandum of understanding (MOU) for executing the process of assessment and accreditations of all teacher education institutions coming under the provision of the NCTE. The three stage process for assessment and Accreditations is as follows:

- Preparation of the Self-evaluation Report by the teacher education institution for submissions to NAAC Validation of the Self- evaluation Report by peers visiting the institution.
- The final decision of NAAC based on the Self-evaluation Report.
- The recommendations of the team of peers.

### 3) Universities

The university is responsible for providing affiliation to the teacher education institutions situated in its jurisdiction. It conducts combined entrance tests and grants admissions to students against non-management seats to these teacher education institutions. It also design curriculum, coordinates for quality teaching, and conducts examination. It also prescribes norms for certification of faculties. It is also engaged in capacity building through faculty development programme and research.

### 4) Institutions of Teacher Education

Teacher education institutions create appropriate infrastructure for providing quality teacher education and grants admission against management seats. It organizes teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. It also coordinates with the affiliating university, NCTE and the State Govt. in all matters regarding teacher education.

### 5) Quality Indicators

In order to assess the quality of teacher education institutions, certain quality indicators are to be considered. NAAC (25004) has identified seven core indicators for quality teacher education as follows.

1. Curriculum planning and design: - which includes goal orientation, curriculum development, programs options, academic flexibility and feedback mechanism.
2. Curriculum Transaction and Evaluations- which includes admission process, catering to diverse needs, learning process. teacher quality, evaluation of teaching. evaluation of learning and examination reform.
3. Research. Development and Extension:- which includes promotion of research, research output. publications output. consultancy extension activities, participation in extension and linkages.

4. Infrastructure and learning Resources:- which includes physical facilities, maintenance of infrastructure, library as a learning resource, computers as learning resources and other facilities.
5. Student Support and Progression:- Which includes students profile, students
6. Organization and Management:- Which includes goal orientation and decision making, organization structure, powers and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal, staff development programmes, resources mobilization and financial management.
7. Healthy Practices:- Which includes total quality management, innovations, value-based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

#### **6) Enhancing Quality:**

Some Suggestions the skill development of student teacher should be on par with their counterparts abroad. With liberalization and globalization of economic activity the demands for teacher education at nationality comparable and internationally acceptable standards have increased. This demands the teacher education institutions to be innovative, creative and entrepreneurial in their approach to skill development among the students.

Although skill development is crucial to the success of the teachers in the job market, 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 student teachers commensurate with social, cultural, economic and environmental realities at the local, national and universal level.

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

In order to manage the expanding work and complex nature of the problems 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 in the concerned state. State should plan teacher education facilities in terms of teacher requirement of various its and grades.

The assessment procedure of NCTE, NAAC and the University should help the teacher education institutions to know its strengths, weaknesses, opportunities and threats. It

should provide the funding agencies with objective and systematic database for performance 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 teachers education should be considered. 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, one-time teacher training of a particular duration may not serve the purpose. There should be continuous in-service programme organized both through face-to-face and distance mode in order to make the teachers to cope with the latest development.

Alternative models of teacher education programme should, be experimented by teacher education institutions as practiced and succeed by a few institutions such as four year integrated B.Sc. B.Ed. programme of NCERT, four-year integrated B.E1.Ed, Programme of Delhi University, Activity B.Ed. programme (Zero Lecture Programme) of Devi Arjya Vishwavidyalaya, Indore. two year B.Ed. programme of NCERT and the Anveshana Experience of Banasthali Vidyapeeth.

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 teacher education institutions by NCTE and the affiliating University, particularly the privately managed self-financing institutions in order to maintain the standard of teacher education programme and its quality enhancement.

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