

ROLE OF GOVERNMENT POLICIES FOR ENHANCING THE QUALITY OF TEACHER EDUCATION

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Abstract

The quality of education of a nation depends upon the level of knowledge among its populace. Teacher Education is vital in creating a pool of teachers who will mould the next generation. Teacher Education requires multidisciplinary perspectives and knowledge, conformation of dispositions and values, and development of practice under the stylish instructors. Teacher Education Policy in India has evolved over time and is grounded on recommendations contained in colorful Reports of panels Commissions on Education, the important bones being the Kothari Commission(1966), The National Policy on Education(NPE 1986), Acharya Ramamurthi Committee(1990), The National Curriculum Framework(NCF, 2005) and The Right of Children to Free and Compulsory Education(RTE) Act, 2009, which came functional from 1st April, 2010, has important counteraccusations for teacher education in the country. The present conceptual paper discusses the Government Policies for Enhancing the Quality of Teacher Education with prime objectives (i) To understand the concept of Quality Teacher Education. (ii) To analyze the need of Quality Teacher Education. (iii) To discuss the Government policies for Enhancing the Quality of Teacher Education.

Keywords: *Government Policies, Enhancing the Quality, Teacher Education*



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Introduction:

Now in the 21st century the need for better situations of educational participation for overall progress is well honored. The vital role that educational institutions play in making this realisation is reflected in the various initiatives undertaken to transform the

character and purpose of education—both formal and non-formal. It is believed that access to high-quality education is crucial for development. This has needed enhancement in the system of teacher education so as to prepare quality teachers.

The National Council for Teacher Education has defined teacher education as a program of education, exploration and training of persons to educate from preprimary to advanced education position.

Teacher education refers to the programs and procedures designed to equip prospective teachers with the knowledge, stations, actions and chops they bear to perform their tasks effectively in the classroom, academy and wider community. Teacher education is a program that's related to the development of teacher proficiency and capability that would enable and empower the teacher to meet the conditions of the profession and face the challenges therein.

Concept of Quality Teacher Education:

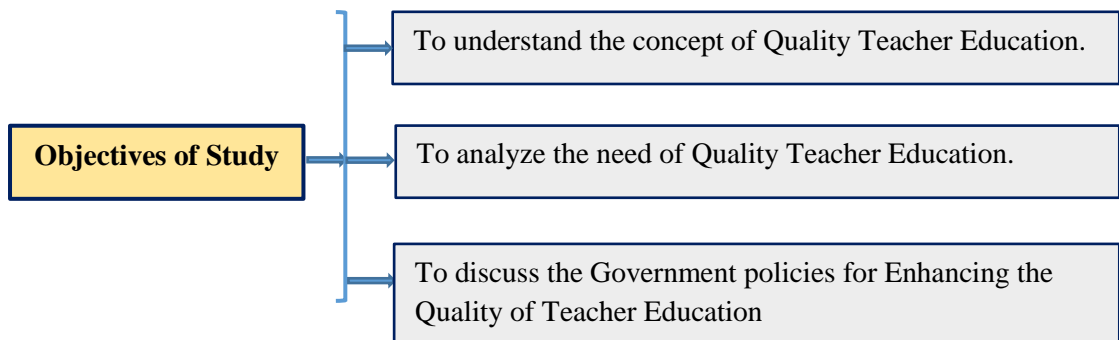
Quality of teacher education depends principally on a number of factors similar as structure, learning terrain class, tutoring literacy accoutrements (TLM) and teacher's participation with demand of changing society.

Parameters of Quality

- ✓ Introductory information.
- ✓ Curriculum & Learning terrain.
- ✓ Teachers' participation with demands of changing society.
- ✓ Operation and class support.
- ✓ Classroom processer and practices, openings of time.
- ✓ High exception.
- ✓ Develop a quality culture in the institution.
- ✓ School teacher's responsibility & Positive underpinning.

Objectives of Study:

As per the topic researcher finalized the following objectives of the study-



Need of Teacher Education:

The need for teacher Education is felt due to the following reasons-

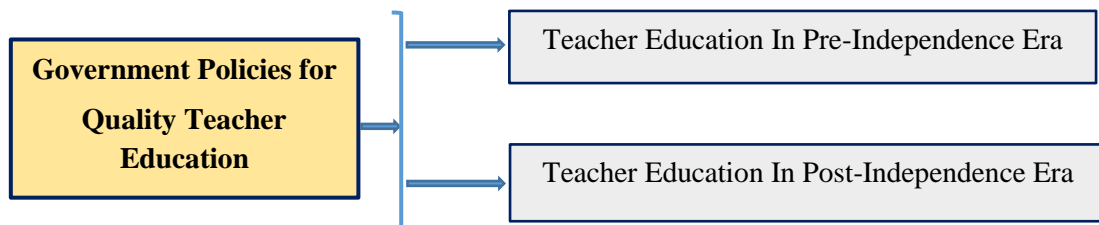
- 1) It's common knowledge that the academic and professional norms of teachers constitute a critical element of the essential literacy conditions for achieving the educational pretensions of a nation. The focus of teacher medication had to shift from training to education if it had to make a positive influence on the quality of class sale in classrooms and thereby pupil literacy and the larger social metamorphosis. The aspects that need lesser emphasis are; the length of academic medication, the position and quality of subject matter knowledge, the force of pedagogical chops that teachers retain to meet the requirements of different literacy situations, the degree of commitment to the profession, perceptivity to contemporary issues and problems and the position of provocation. This isn't possible if teacher medication concentrated only on training. Holistic teacher structure is necessary and thus teacher education demanded further emphasis than bare training.
- 2) Educating all children well depends not only on icing that teachers have the necessary knowledge and chops to carry out heir at law work, but also that they take responsibility for seeing that all children reach high situations of literacy and that they act consequently.
- 3) People come to teacher education with beliefs, values, commitments, personalities and moral canons from their parenting and training which affect who they're as teachers and what they're suitable to learn in teacher education and in tutoring. Helping teacher campaigners examine critically their beliefs and values as they relate to tutoring, literacy and subject matter and form a vision of good tutoring to guide and inspire their literacy and their work is a central task of teacher education.

4) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to revision. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a particular part exposure towards tutoring as a practice.

Government Policies for Enhancing the Quality of Teacher Education

The history of teacher education in India is as old as the history of Indian education itself.

India has one of the largest systems of teacher education in the world.



Teacher Education in Pre-Independence Era:

The Government of India Resolution on Education Policy (1913): The alternate resolution on educational policy suggested numerous useful measures with regard to enhancement of Primary education. The resolution suggested that teachers should be drawn from the class of the boys whom they will educate and they should have passed the middle conversational examination and experienced a time's training. It suggested journal reiteration and enhancement courses for teachers. The resolution emphasized that no teacher should be allowed to educate without a instrument and that there should be a constant exchange of ideas amongst the training council staff members and that they should visit different sodalities.

Calcutta University Commission (1917): This Commission, known as the Sadler Commission suggested opening of post graduate department of education in Universities, each department with a Professor, a anthology and a number of sidekicks and institute a post graduate degree in Education. It recommended the preface of Education as a voluntary subject at the scale and P.G. position. The recommendations of the Sadler Commission had salutary effect on the teacher training Program in India Mysore University started a faculty of Education in 1925.

The Hartog Committee (1929): The work initiated by the Sadler Commission was further carried on by the Hartog Committee. The Committee was primarily concerned with primary education but it made far Reaching recommendations for teacher training as well. It suggested that teachers for pastoral areas should be instated from persons who were close to pastoral society. It also suggested that journals for teacher in the conversational, refresher courses, conferences and meetings of teacher associations can do much to buck up the lives of the teachers and ameliorate their work. For the secondary academy teachers too, the commission had the same suggestions. Working on the recommendations of the Sadler Commission¹³ out of 18 universities set up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post graduate degree the M.Ed. in 1936. Some other important changes in the field of education also took place in the thirties. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in 1937, leading to the training of teachers for introductory seminaries. In 1938, a Basic Training College was set up at Allahabad and the Vidya mandir Training School was started at Wardha in 1938.

The Sargent Report (1944)

The Central Advisory Board of Education(CABE) in 1944 presented a scheme of education" Postwar Educational Development in India", popularly known as the" Sergeant Plan" recommended that suitable boys and girls should be picked out into the tutoring profession after high academy; practical training should be handed, lesson courses be planned, and exploration installations be handed. It suggested a two-time course for pre-primary and inferior introductory seminaries (after high academy) and a three-time course for the elderly introductory seminaries. The non-graduate teachers in high seminaries were to go for two-time training and the graduates for one time training. The first time of the two times training should be devoted to the study of the general and professional subjects. It should be supported by academy visits and conversations to inflame the trainee's interest in education. It proposed revised pay scales for all orders of teachers, to attract better teachers. In 1947, the number of secondary teachers training sodalities in the country had risen to 41.

Teacher Education in Post-Independence Era:

University Education Commission (1948-49):

The first commission in free India, University Education Commission, in 1948 critically scrutinized the being courses in teacher training program and suggested that the courses must be flexible and adaptable to original circumstances. In this environment, the commission recommended that the courses should be refashioned, suitable seminaries to be used for practical training and further time to be given to academy practice. In 1950, the First Conference of Training Colleges in India was held at Baroda to bandy programs and functions of 23 training sodalities. In this commission, teacher training was given a new title and it came teacher education.

Secondary Education Commission (1952-53):

This commission suggested reforming of secondary education. It recommended that during one time of training graduate teacher should be trained in styles of tutoring in at least two subjects. The practical training shouldn't correspond only of practice in tutoring, observation, demonstration and review of assignments, but should include similar subjects as construction and administration of scholastic tests, association of supervised study and scholar's " societies, conducting library ages and conservation of accretive records.

Education Commission (1964-66):

The Education Commission (1964- 66) also known as Kothari Commission showed keen interest in teacher education. It observed that a sound program of professional education for teachers was essential for the qualitative enhancement in education at all situations of teacher education to meet the conditions of the public system of education. According to National Policy Statement on Education (1968), of all the factors which determine the quality of education and its donation to public development, teacher is really the most important. Teacher, must thus, be accorded an honored place in society. Their stipends and other service conditions should be acceptable and satisfactory with respect to their qualifications and liabilities.

The National Policy of Education (NPE) in 1986:

The National Policy of Education (NPE) in 1986 recommended that teacher education is a nonstop process and its pre-service and in- service factors are thick. The National

Policy of Education (NPE), in 1986 and its program of Action made a strong case for perfecting the quality of teacher education because it was the prerequisite to ameliorate the quality of academy education. Some training seminaries were upgraded to District Institutes of Education and Training (DIETS) and some training sodalities were upgraded to Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASSES).

The Acharya Ramamurti Committee (1990):

The Acharya Ramamurti Committee (1990) review of the NPE 1986 observed that an externship model for teacher training should be espoused because “. the externship model is forcefully grounded on the primary value of factual field experience in a realistic situation, on the development of tutoring chops by practice over a period of time. ”

Yashpal Committee (1993):

Yashpal Committee noted that shy program of teacher medication leads to wrong quality of literacy in academy. Thus, the B.Ed. program should offer the possibility of specialization in secondary or abecedarian or nursery education. The duration of the program should either be one time after scale or four times after advanced secondary. The contents of the program should be restructured to insure its applicability to the changing need of academy education. The emphasis in these programs should be on enabling the trainees to acquire the capability for tone- literacy and independent thinking. By the time 1998- 99 there were 45 District Institutes of Education and Training (DIETS), 76 Colleges of Teacher Education (CTEs) and 34 Institutes of Advanced Studies in Education (IASSES). The statutory NCTE further came out with a Curriculum Framework (1998) to give guidelines in respect of the content and methodology of teacher education. As a result of this, numerous universities and state governments revised the courses of teacher education. The statutory NCTE further came out with a Curriculum Framework (1998) to give guidelines in respect of the content and methodology of teacher education. As a result of this, numerous universities and state governments revised the courses of teacher education. The National Curriculum Framework (NCF) 2005 for academy education places different demands and prospects on the teacher, which need to be addressed by both original and

continuing teacher education. Teacher quality is a function of several factors teacher's status, remuneration and conditions of work, teacher's academic and professional education.

National Curriculum Framework for Teacher Education (NCFTE) 2010:

NCFTE stressed that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher teachers who are competent and professionally equipped for the job. To ameliorate the quality of teacher education program, the National Council for Educate er Education (NCTE) took up a number of enterprise during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and food. The Right of Children to Free and Compulsory Education (RT E) Act, 2009, which came functional from 1st April, 2010, has important counteraccusations for teacher education in the country. To enhance quality of academy education teacher Eligibility Test (TET) for teachers and star Eligibility Test (PET) are conducted at both position at state and at central position. For teacher education UGC conducts National Eligibility Test (NET) at public position and State position Eligibility Test (SLET/ SET) at state position.

Conclusion:

The Report of National Education Commission (1964- 66) states “The fortune of India is now being shaped in her classrooms. National Policy on Education (1986/92) states “The status of teacher reflects the socio-artistic morality of the society; it's said that no people can rise above the position of its teacher”. Tutoring is a largely professional exertion which demands technical knowledge, skill. Teacher professionalism comprises capability and performance which reflect on teacher's personality in academy and society. Professional capability is abecedarian in tutoring profession which includes medication of teacher for classroom processes, accession of knowledge of subject and facilitates personality development of children. Capabilities of an effective teacher include interpersonal communication, pedagogical commission and organizational leadership. Professional capability results in performance of teacher in terms of overall development of children. The competent teacher is supposed to perform better in the interest of the children and society as well.

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