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### Abstract

*In this article an attempt has been made to focus on teacher education and quality. It is a big challenge before teacher education in India to develop and maintain an international standard whereby to become a prominent centre for teacher education is a global scenario. In the present era, teacher education seeks to preserve, transmit and advance knowledge. Teacher educators under presser cannot perform his duty honestly and bear responsibilities. All types' facilities should be provided to the teacher educators so that he can perform his duty honestly and could produce good product. Teacher is called nation builder, but all the teachers cannot be national builder because only those, who are contributing in the development of the nation in any form. Teacher should be free from the tension and any type of burden, but in the private institutions teacher educators have observed under tension. Teacher education facing various types of challenges and problems. The standard of the teacher education is declining day by day. The status of teacher education is assumed to be one of the major and sharp indicators of the future of a country. Government should keep check on those institutions which are responsible for lowering the quality of teacher education.*



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## INTRODUCTION

Quality means different things to different observers interest groups, not all the share same perceptions priorities for change. Quality is seen as a complex issues as education is concerned with human being, from the educational point of view. Definitions of quality vary depending upon the individual, institution and educational situation, national and social context. The major factors of quality concerns in teacher education are input, process and product. Quality is the corner stone of today, teacher education system and it makes an academic institution good or bad, commendable reprehensible. Recently a large number of new teacher education institutions were started by both the state and private management. The state government gave it statutory powers for framing regulation and norms for maintaining standards of teacher education in the country. he teacher is one of the pillars of

the society and the country. Without good teachers, no country can progress. The importance of teachers cannot be overlooked. Teacher treats and moulds the young minds into various forms. The future of the nation is built by teacher through the process of education. As nation tries to march ahead on the road to progress must do so with the help of able teachers. A nation cannot afford to leave its future in the hands of incompetent teachers. According to phillospher, “ the world of tomorrow will be born from the schools of today”. Thus teacher can be called national builder. Teachers through their perseverance love and sacrifices have shown us the right path in which great men have build our nation. It is the dear teachers who mould the character, personality and show the right direction which leads the pupils to the final destination. Flourishing national development and a society truly prosperous with knowledge all begins from its teachers.

The major challenges in India covers the challenge of preparing quality based teacher education.. it seems to be daunting task same times. But, no doubt the devolvement of a country depends upon on the quality of its teachers. The quality of education in a country depends on the quality of class instructions, which are directly related with the quality teacher education programmes

### **Quality concerned**

#### **1 Lack of professional attitude:**

Professional attitude is must is must for professional development. But mostly it has and has been observed that there is lack of professional attitude due taking training very lightly and providing very few facilities, less motivational efforts and required material.

#### **2 Short internship in comparison to other professional courses:**

In the teacher education profession requires more internship to develop more skills, competency and positive attitude, but in comparison, there is very short internship in teacher education courses in comparison to other professional courses.

#### **3 D effective curriculum:**

Teacher education curriculum is defective. It focus mostly on theoretical work instead of practical work and creativity.

#### **4 Teacher education as profitable business:**

Teacher Education has become a profitable business in present era. Students are admitted for the purpose of profit, not developing good required skills and changing attitude towards profession.

#### **5 Traditional approaches:**

In the professional development institutions, traditional approaches are adopted and applied. Institutions are neither fulfilling the requirements and nor pacing steps with changing timing because responsible persons are not bearing their responsibilities.

#### **6 Delimit trainees:**

Students are admitted for the purpose of profit ,not on the basis of facilities available in the institution. Affiliation is granted temporary for the one year, but not focusing on proper facilities available in the institution as per rule and regulations of NCTE and affiliated body.

#### **7 Politics involvement:**

Politics involvement affects the quality in teacher education .in the form of recognition, selection and affiliation, politics involvement play an active role. Due to politics involvement, quality in teacher education affects and biases exist.

**8 Proper Budget:** It has and been observed that proper budget not passed to teacher education by neither state nor by the central governments. The budget, which is passed, not fully spent on teacher education to bring quality.

**9 Late permission:** It has and has been observed that many institutions are permitted in the mid-session either by concerned university or NCTE. It is not so fair and beyond rule and regulation, even creates so many problems.

**10 Duration::** It has and has been observed that duration of the B.Ed and M.Ed courses, are, two years, which gets reduced 5-6 months also due to late admission process.

**11 Academic Advancement Activities;** Sometimes it has observed that teacher educators want to attend the seminars and works shops and other activities of academic advancement, but private managements do not allow to them to attend.

**12 Enforce to implement curriculum;** curriculum of teacher education is framed by UGC NCTE AND affiliated university and enforced to implement for the next session without any trial.

**13 Late admission:** Occasionally many universities instead of improving of admission policy, delayed process of admission. Universities allow to admit the late students. It is not so fair.

**14 Examination;** Some universities which instead of completing the examination process in time, delayed the process, which creates mental tension among the students. Earlier and later, both exams put the students in trouble.

**15 Inclusion of ICT;** UGC, NCTE, SCERT, These all agencies have recommended that there should be inclusion of ICT in the teacher education, but it has observed that there is very little use of ICT in the teacher education, even lack of full facilities regarding ICT, even timing.

**16 Evaluation;** It has been observed that some universities which include internal assessment in the theory part. It is also a fact that all the institutions of teacher education are not unbiased, which directly affect the results of the candidates. Partiality is naturally involved in the internal assessment/ Practicum.

**17 Restructuring;** adequate facilities must be in the teacher institutions. But it has been observed that there is lack of highly qualified teachers, adequate teaching-learning material, physical plant, good administration, and pupils of high levels etc.

**18 Research work;** Research work should be qualitative in the teacher education institutions. Field survey should be conducted, but it has observed that no importance is given to research in the Bed and ETT level, only little importance is given at M.Ed level.

**19 Adequate salary:** adequate salary is not being paid to the educators, who are fully eligible and regular, even approved as well as confirmed, by the managements of private institutions, they have made source of income for their trusts /Society. They do not pay. This has demoralised the teachers and decreased the interest of teaching and working with dedication.

**20 Respect :** Respect as per designation, teachers do not get, due to privation. Owners of the institution do not pay the proper respect, even do not use the proper words.

**21 Least focus on affective development trainees:** It has and has been observed that there is a very few attention is paid to trainees regarding training concerns. It affects competency and skillness.

**Suggestions to bring the quality in teacher education institutions;**

- ❖ Internal assessment/Practicum should not be added in the theory part
- ❖ Inspection of the institutions should be sudden.
- ❖ Late admission should not be allowed at any cost.
- ❖ Duration of the Bed and Med courses should be two years like ETT courses.
- ❖ Framed curriculum should not be implemented forcedly before proper trial of concerned subject's teachers.

- ❖ Teachers should have proper chances to participate in the academic advancement activities.
- ❖ Fronde institutions should not be tolerated.
- ❖ Value education, human Rights and environmental education should made Compulsory in the teacher education
- ❖ Any dispute among management and teacher or employee should be discussed in the university level.
- ❖ Meeting of representative of private management and university should be at least one in a year.
- ❖ Audit of trusts/Societies should be by the government.
- ❖ Members of the management should not be the same blood and close relations.
- ❖ Equal policy should be implemented in the private managed institutions.
- ❖ Transparency should be in the private managed teacher education institutions regarding teachers, salary non-teaching staff, fee, expenditure and admission
- ❖ Registration of Froude trusts/Societies should be cancelled .
- ❖ Legal authority of the state government should be ex-officio member of the private managed trusts/Societies.
- ❖ All the examination process should be completed up to 31<sup>st</sup> may of the year.
- ❖ All control of teacher education institutions should purely in the hands of the Centre government
- ❖ Late permission should not be granted by NCTE/Affiliated universities.
- ❖ ICT should make compulsory in the teacher education.
- ❖ Adequate facilities should be checked by the affiliated university.
- ❖ Institutions should be closed those do not fulfil the minimum requirements.
- ❖ Salary of the staff should be checked properly and being paid as per rules.
- ❖ Teaching faculty should be according to teaching subjects.
- ❖ Inspection committee should be constituted from the education field.
- ❖ Inspection of the institutions should be two or three times in a year.
- ❖ Teaching practices should be at least nine months orone year..
- ❖ Practical works mostly included.
- ❖ Research work should be in BEd and MEd level,Both in the form of project.
- ❖ Proper respect should be given to teacher educators.

- ❖ Proper holidays should be given to the teacher educators, even summer and winter vacations as per university calendar.
- ❖ National and international levels activities should be organised in the colleges and universities.

### **Conclusion:**

It is rightly said that “**Guru Brahma, Guru Vishnu, Guru Devo Mahaeshwarah**” which implies that the teacher is a creator, the sustainer and ultimate liberator. Teacher is a perfect model for the students in every aspect of life. The teacher is one of the pillars of society and the country without good teachers, no country can progress. The importance of teachers and teacher education cannot be overlooked

In the ancient time teachers have been honoured as the pillar of nation. Thus luster with which our ancestors were interested in “teacher” may be gleaned from the hierarchy of their God, Matridevo bhava, Pitridevo Bhava, Acharyadevo Bhava, it means that first mother is God, second father is god and third Acharya or guru or teacher is God. No doubt, teacher education playing active role to prepare the teachers, but matter is of the quality concerns in teacher education .NCTE Has granted the permission to various teacher institutions but they are not caring and following the rules and regulations of the permission granted agency. It is the matter of surprise; it means that they are making the fun of NCTE/Affiliated universities. Quality based teacher education is possible, if state government, NCTE and affiliated universities join the hands to stop the fraud and action against the froud. As above mention suggestions should be focused and implemented. The writer have full hope that this article would be very helpful to the Government, educationists policy makers ,NCTE and affiliated universities to stop froud and bring the quality in teacher education

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