

Quality Vs Quantity Teacher Education

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Abstract

The present study entitled Quality vs. Quantity Teacher Education appraise the quality of Secondary Teacher Education Institutions in Punjab. The universe of the study was 30 Principals from Secondary Teacher Education Institutions. In this research Survey method was used. The finding of research shows that the growth of Secondary Teacher Education Institutions has been witnessed in all parts of the country. There has been considerable quantitative expansion in the number of teacher education institutions in the country. In Punjab, there are about 216 colleges. This gives a picture of quantitative expansion and the entry of private sector in the field of teacher education. The quality of teacher education institutions has not been up to the mark due to Norms and Standards are not being strictly abided by most of the self-financed Institutions. The mushroom growth of privately managed secondary teacher education institutions is the main factor behind the deteriorating the quality of Secondary teacher education institution. There is dire need for filtering the teacher education program by creating the atmosphere of collective thinking, responsibility and by improving the standards of quality in teacher education.

The Institution of education is an integral part of society. Quality of teachers determines the quality of learners who constitute the backbone of the entire education system. Teachers have a vital role to play in character formation of the students and also preparing them to succeed in their lives. This aspect of education cannot be more relevant than in current times as the demands of knowledge economy driven by experimentation, innovation and creativity require education system to well equip students with different skills. Thus, it is significant for teachers to be well rounded and equipped with necessary expertise so that they can construct required knowledge and skills in the students to enable them to succeed in a world of tremendous opportunities and challenges too.

There are a number of institutions providing secondary teacher education in India yet most of them are out of step with the real needs of society. Even then to a greater extent new self-financed secondary teacher education institutions continue to exist with mushroom growth throughout the country. This problem is becoming more and more serious in India and particularly in Punjab.

Thus, the findings of the present research work will be helpful in planning and organizing secondary teacher education program in Punjab. This research will be based on the views and perceptions of Principals who are experiencing the problems. As a result, the research will be helpful to the administrators, academicians', teacher educators and Pupil teachers in performing their roles to improve the quality of Secondary teacher education.

Existing teacher education lacks respect of both quality and content. Our education system is already facing the challenges because of inappropriate curriculum, shortage of faculty, the lack of trained educators, quality of teaching, ineffective pedagogy, constraints on innovative research, uneven growth and access to opportunity. Our teacher education programs are full of such pitfalls that make it an inefficient program and thus, it is not able to produce good quality teachers. The investigator endeavored to ascertain the views and perceptions of respondents regarding the main factors that are responsible for deteriorating the quality of Teacher Education and asked them to express their views and opinions about it. Their views have been content analyzed in the following table.

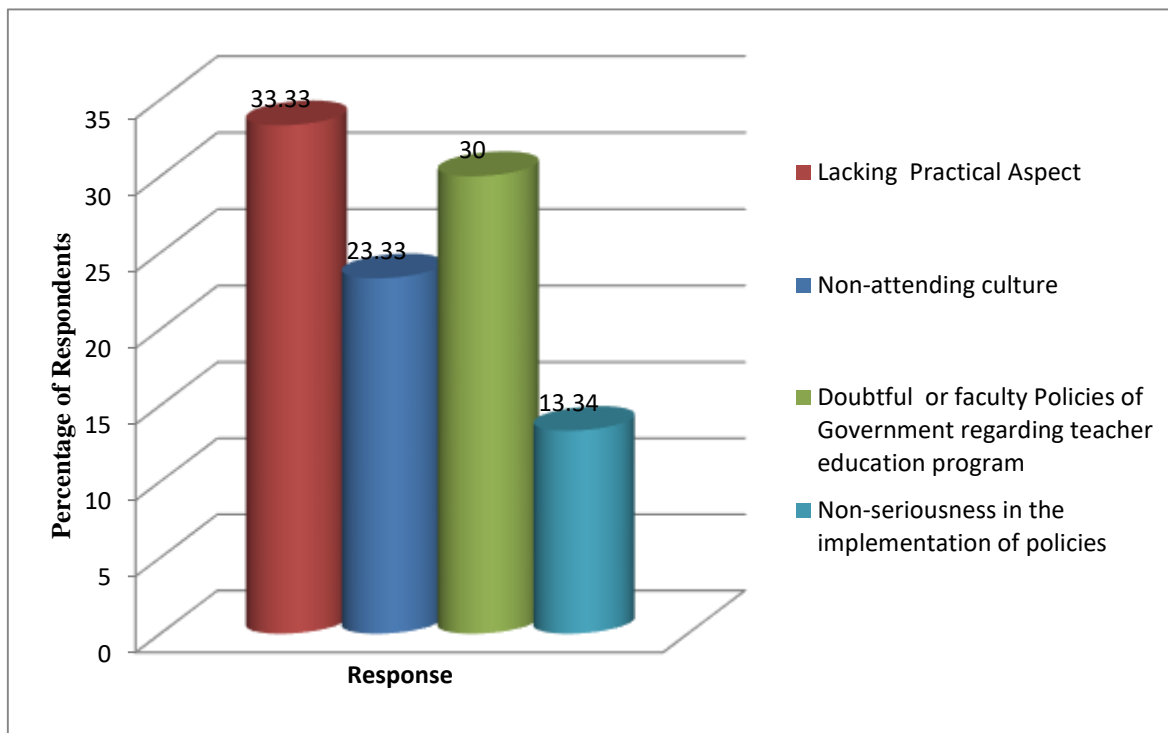
Table 1.1

Percentage (Number) of respondents giving different responses to the question about the main factors behind deteriorating the quality of Teacher Education

Sr. No.	Response	Principals	Percentage
1.	Lacking Practical Aspect	10	33.33
2.	Non-attending culture	7	23.33
3.	Doubtful or faculty Policies of Government regarding teacher education program	9	30
4.	Non-seriousness in the implementation of policies	4	13.34
	Total	30	100

Figure 1.1

Percentage (Number) of respondents giving different responses to the question about the main factors behind deteriorating the quality of Teacher Education



The table 4.7 shows the main factors behind deteriorating the quality of Teacher Education which are as following:

Lacking Practical Aspect

33.33 percent of the respondents opined that our teacher education program completely lacks practicality. Because of its bookish and theoretical aspect, it does not involve the practical aspect of teaching in this program, the skill part is only for name sake and the whole attention of the teacher educators and pupil teacher is on getting good marks or grades. For e.g. pupil teacher who gets more than 80 percent marks in teacher education program fails to get 60 percent marks in TET exam. This obviously shows that our teacher education program completely lacks practicality.

- **Non attending culture**

23.33 percents viewed that now a days, the teacher education colleges are showing mushroom growth day by day and the number of students who want to pursue this profession are not so enough that all the seats of these colleges are filled. In order to save themselves from financial losses, colleges have commenced a new trend of non-attending admission. As a result, absenteeism has come to stay and become prevalent it means the students have

to admit themselves in respective college and need not to go there to attend the classes. This is the main reason that the dignity of this teacher education program is at stake.

- **Doubtful or faulty Policies of Government regarding teacher education program**

While 30 percent assented that the policies of government are also the back factors for decreasing the effectiveness of teacher education program. In its recent job policy, the government has decided to give weightage to only the marks obtained by students in their TET exam while all the other academic marks such as 10th, 12th, graduation, post graduation, B.Ed., M.Ed. etc. are totally ignored. Hence, it gives the student an impression that they only have to get passing marks in the teacher education program and they start concentrating upon their TET exam. This is one of the most unfair policies of the government which motivate pupil teachers to take this course non-seriously.

- **Non-seriousness in the implementation of policies**

However 13.34 percent viewed that the policies of government are not clear on one side and their implementation is also poor on another side. The policies of government about the number of appointment of staff, Eligibility criteria of teacher educators regarding NET or Non-NET, and Internship program are not clear. Sometimes post graduation with 55% marks M.Ed. and NET would be the eligibility criteria for recruitment and appointment of staff while sometime NET is exempted for self-financing institutions. The teacher education colleges are not serious about the proper implementation of the policies of the government. This raises a question that can eligible criteria for recruitment.

These are just a few drawbacks of our teacher education program which claims to produce good quality teachers and the list is endless. If we really aspire to improve quality, then it is necessary to remove all these flaws from teacher education program.

There has been a significant spurt in Secondary Teacher Education in the Nation in general and in Punjab particular. There were only 2 Secondary Teacher Education Institutions in 1968 and 41 in 2004, whereas this number reached 101 in the year 2005, which increased to 216 in 2017. Therefore, in the recent decade the number of institutions of Secondary Teacher Education in Punjab has increased rapidly.

It can be summed up that consistent increase in the number of educational institutions during post independence, led to a haphazard, unsystematic and unbalanced expansion in educational institutions, with no consideration for national, regional and local societal needs. Additionally, it also led to the private initiative in the field of teacher education on a large scale. Educational colleges tended to be isolated from the community and remained exclusive in nature. The quality of education in self-financed institutions has also not been up to the mark and is deteriorating day by day.

The findings of the study can be helpful to improve the quality of Secondary teacher education in general. The findings of the research shows that quality of Secondary teacher education institution is not as good as it should be. With the emergence of different type of colleges, the issue of quality of Secondary teacher education has become quite important. Steps must be taken to improve the quality of Secondary teacher education, as it is the stepping stone to become a good teacher.

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