

## The Nexus of Quality Assurance and Curriculum Reform in Teacher Education

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### Abstract:

*With growing need of education across India, the need for teaching professionals has radically increased in recent times, which has been the prime cause for mushroom growth of teacher training institutes in last decade. However, to produce skilled teaching professional has still remained to be a mirage for Indian education system. There are many causes responsible for the present situation on of which causes is; lack of reform in quality of ages old teacher training curriculum. The present paper, in an endeavor to seek for necessary reforms in teacher education prospects, addresses issues on looking at teaching activities to serve heterogeneous Indian society which can only be accomplished through modification of curriculum from homogeneous to heterogeneous. If India needs to produce teaching professionals competent to deliver for growing global needs, it is mandatory that curriculum provides opportunities for competency and performance training. Hence, with the help of facts and figures and reviews on CTET and TET/TAT qualifying exams, the paper conceptualizes the need for quality and curriculum reform in teacher education.*

**Key words:** Teacher Education, Curriculum, Anomalies, CTET, TET, TAT

It is often been said in the field of education that teacher are not trained; they are born. Here, I would begin with an opinion that any teacher training to prove worthy, a teacher must be trained properly irrespective of his/her born genius. With this view present paper addresses issue of reform in teacher preparation curriculum framework and quality production of teaching professionals.

In last few decades the country has seen a promising growth in the spread of education across nation. The numbers of teaching professionals produced each year has also grown in numbers. It is to be noticed that despite growing numbers, the quality of education is still challenging issue across country. The challenge becomes bigger as the society is developing rapidly and our education system has continuously failed to produce skilled teaching professionals. There are many reasons behind this; one of major reasons to be considered is the lack of reform in the design of teacher training curriculum. Training institutes in India still follows decade old curriculum which has no or very little social, economical or professional relevance in present context.

Teacher education is pivotal to any education system. Its quality and efficiency depends upon the capacity to respond to the socio economical need cultural context of learners and communities. It is an integral part of educational and social system. Education to be effective and useful, it should satisfy the need of society by producing individuals capable of facing challenges for the betterment of society. Teacher training curriculum has failed to serve this as in India there is a homogenous curriculum followed to satisfy the need of society which is heterogeneous by nature. Pluralities and diversities of

Indian society provide the contest for implementation strategies of teacher preparation and teacher orientation, which have necessarily to be region specific. The sensitivities of dialects, languages without written scripts, widely differing cultural scenarios, and social approaches and aptitudes have to be responded to by the teacher preparation systems which unfortunately have not been the case so far. Therefore, teacher training programme have necessary to be in close conformity with changing Educational and social realities of a given society. The community and society determine its acceptability, credibility and character. Consequently, any system without indigenous roots is likely to serve only a limited purpose. Over the last five decades efforts to indigenize the Indian teacher education system and make it responsive to the needs of community, regions and socio cultural realities have either been inadequate or have remained only at the policy level. The teacher education system and the teacher preparation programmes continue to function in the same manner and with the same approach inherited at the time of independence.

After the 1968 policy of education which was based upon recommendations of the education commission (1964-66) a national curriculum framework for teacher preparation was brought in 1978 by NCERT. It made an attempt to relate the system to Indian realities, highlighted the practical component of teacher preparation and emphasized working with the community and training in work experience. However, it was out to implementation without making necessary preparation at the institutional level. In the over all perspective most of the conceptual recommendations were reduced to minor change and it was observed by teacher educators and educationists in a way that the effort did not bring out any visible and perceptible change.

The National Council for Educational research and Training (NCERT) initiated for teacher training programme in 1964 through its Regional Colleges of Education. Four institutes established as RIE prepared teachers for science and language through four year integrated programmes. It was envisaged that all training institutes would gradually adopt the same four year training system. However it could not be converted in to a reality on a large scale. The curriculum framework for quality teacher education published by NCTE recommends two years B. Ed. Programme in the country. The frame work indicates that a n entirely new approach, relevant content and dynamic transactional strategies would become essential.

Any teacher preparation programme must be characterized by intensive interaction between the student teacher, teacher educator and children. The expectations from teachers over the year have increased manifold. They require a greater amount of knowledge and understanding and also need to develop necessary skills and competencies for understanding the emotional, psychological, physical and learning requirements of each and every child. While b. ed. Programme for one year duration are an inherited legacy. The issue of its duration has always been discussion amongst educationists and educators.

Professionalism is the prime need for teacher. An elusive dream of teachers and teacher educators has been to achieve high level of professionalism in teacher education. A teacher training qualification is considered to be an easily available qualification without much rigor involved in the process. The consequences of this perspective have, in fact, been disastrous in efforts to improve the quality of teacher education. The lack of professionalism and competence in teacher training is apparent in results of CTET (Central Teacher Eligibility Test) and TET (Teacher Eligibility Test) or TAT (Teacher Aptitude Test) results of different states. The percentage of teachers disqualified in these tests show our

training institutes have failed to produced skilled professionals at larger extent. A responsive curriculum of teacher education apparently relates to professional areas but has to comprehend the present picture before people that it provides for highly specialized skills which require renewal and which alone can ensure a humane and professional handling of young children.

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