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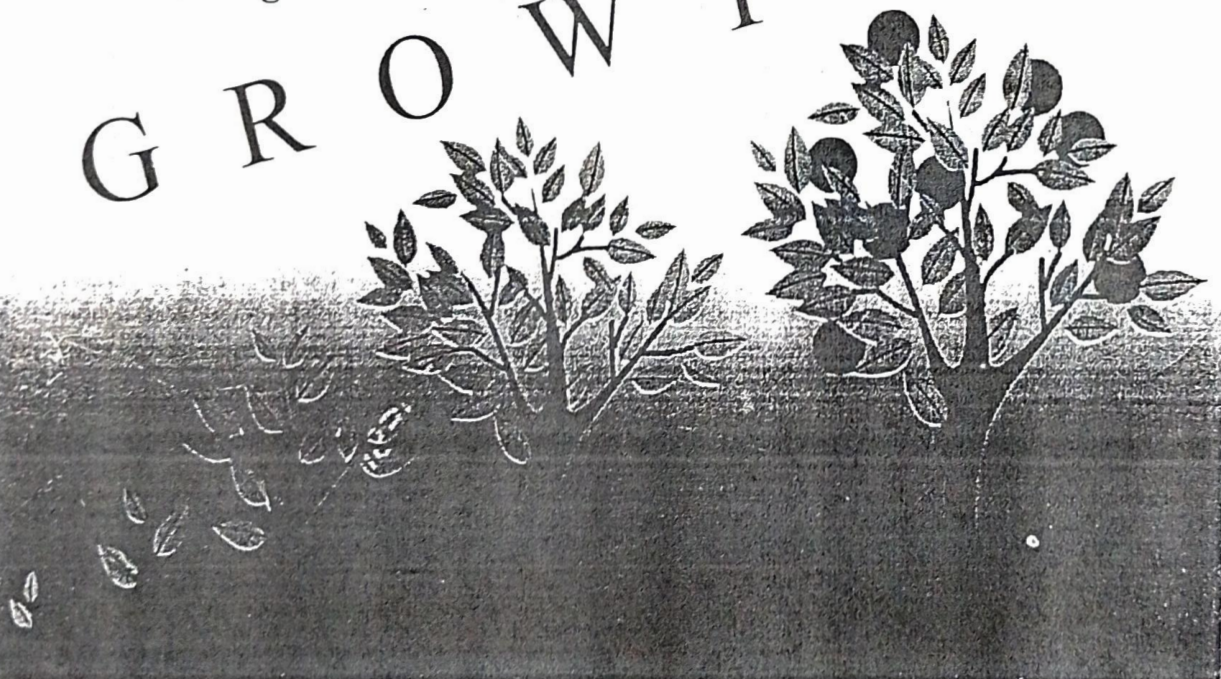
MAPPING THE NAAC IMPACT:
THE POST

ACCREDITATION SCENARIO

- C P PATEL & F H SHAH COMMERCE COLLEGE, ANAND

: Edited by :
Dr. R. D. Modi
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G R O W T H



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Enhancing Teacher Quality: The Need Of Hours

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Abstract

The way teachers teach is critical concern in any reform designed to improve quality. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the focus point of researchers, policy makers, program designers, implementers, and evaluators. The teacher has ability to promote student achievement that is why promoting teacher quality is a key element in improving higher education in India. The motto, "No Child Left Behind" and "Highly Qualified Teacher" in every classroom should be implement by Government. Good education is the result of the interaction of multiple factors, the most important of which is increasingly recognized to be quality teachers and teaching. In both developing and industrialized countries, teachers in the past were treated as semiskilled workers unable to make responsible decisions about their practice. Despite many achievements during the past decade, major improvements are still needed in order for all children to receive the benefit of quality education. The major challenges in today scenario includes: poor quality of education; high dropout rates; promotion of equity and accessing education; decentralization of education administration; and special needs education. This paper is about quality teacher, issues and measures to enhance quality education.

Key word: Teacher, Quality teacher, quality education , National Council of Educational Research and Training (NCERT), NCF's

Introduction

All those responsible for the preparation of teachers agree that having a highly qualified teacher in every classroom is essential to student academic achievement. Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society. In the words of the Delors Commission (UNESCO, 1996): "Education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims."

- Quality education is a human right and a public good.
- Governments and other public authorities should ensure that a quality education service is available freely to all citizens from early childhood into adulthood.
- Quality education provides the foundation for equity in society.

- Quality education is one of the most basic public services. It not only enlightens but also empowers citizens and enables them to contribute to the maximum extent possible to the social and economic development of their communities.
- Status of education in India
- India comprises 28 States and 7 Union Territories (that are further divided into Districts); education is organized by the individual States. The country's National Curriculum Framework for Teacher Education is being widely used by pre-service teacher training institutions. The Framework defines guidelines considered essential for all teachers throughout India. Interviewed institutions include teachers' union AIPTF, the District Institute of Education and Training (DIET) of the Southern District of Delhi, the Jamia Millia Islamia University, NCERT (National Council of Educational Research and Training), NCTE (National Council for Teacher Education), a primary school and TSG (technical Support Group Ministry of Human Resource Development; Department of School Education and Literacy.
- Existing Frameworks for Teacher Education can be understood by following law: The Right of Children to Free and Compulsory Education Act 2009238 (which came into force in April 2010). With respect to the topic of this report, section 24 and 29 are considered important by the stakeholders: Section 24: "A teacher (...) shall perform the following duties, namely:
 - (a) maintain regularity and punctuality in attending school;
 - (b) conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29. (see below)
 - (c) complete entire curriculum within the specified time;
 - (d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
 - (e) hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
 - (f) perform such other duties as may be prescribed."Section 29 (2): "The academic authority, while laying down the curriculum and the evaluation procedure (...) shall take into consideration the following, namely: (a) conformity with the values enshrined in the Constitution; (b) all round development of the child; (c) building up child's knowledge, potentiality and talent; (d) development of physical and mental abilities to the fullest extent; (e) learning through activities, discovery and exploration in a child friendly and child centered manner; (f) medium of instructions shall, as far as practicable, be in child's mother tongue;

- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely; (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same."

Quality Teacher

The research of the past decade by William Sanders and others clearly demonstrates the significance of the teacher in fostering student growth and academic achievement. What precisely does one mean by "teacher quality"? The two possible interpretations are qualitative and quantitative in nature. For the former interpretation, quality teachers refer to those with high intellect, sound subject mastery, classroom behavior, academic ability, advanced degree work and great aptitude for engaging students while (Laczko-Kerr & Berliner, 2002; Tucker, 2011). Those who gave more weight to its quantitative aspect had considered teacher quality as an output measure based on student performance (Hanushek, 1999) or had described "well-qualified teachers" as those holding state certification and the equivalent of a major in the field taught (Darling-Hammond, 1999)

The OECD report "Quality in Teaching" (1994) defines teacher quality in five dimensions: " - knowledge of substantive areas and content; - pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies; - reflection and ability to be self-critical, the hallmark of teacher professionalism; - empathy, and commitment to the acknowledgement of the dignity of other; managerial competence, as teachers assume a range of managerial responsibilities within and outside the classroom." (OECD, 1994, p. 13 - 14) Teacher quality should be regarded as a holistic concept, i.e. as a gestalt of qualities rather than as a discrete set of measurable behaviours, to be developed independently from each other. Another interesting approach to describe the good teacher is the ten competences identified by Perrenoud (1999):

1. Organising student learning opportunities
2. Managing student learning progression.
3. Dealing with student heterogeneity.
4. Developing student commitment to working and learning.
5. Working in teams.
6. Participating in school curriculum and organisation development.
7. Promoting parent and community commitment to school.
8. Using new technologies in their daily practice.
9. Tackling professional duties and ethical dilemmas.
10. Managing their own professional development.

Improving quality of teacher

Quality of teacher can be enhanced by: - quality awareness - professional ethics - professional freedom.

- a) Quality awareness and self-evaluation of general importance for teachers' ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create an increased "quality awareness" among teachers and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate the own teaching and its results. Evaluation is a general term used to describe any activity where the quality of provision is the subject of systematic study. There are different ways to organize the evaluation process in education in various countries.
- b) The professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. Professional and academic freedom for teachers is also of crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young peoples' right to and democratic exercise of critical creativity.

Issues in developing quality

The professional development of teachers is a key guarantee of quality education and must be linked to all phases of teacher education and educational research. In order to improve the education of teachers worldwide, education authorities, governments and intergovernmental organizations must ensure that teachers receive a good initial teacher education at university level to prepare them for their work as teachers. All teacher education must contain four components; **methodology, pedagogy, practice and curriculum areas.**

In a large number of countries a considerable part of all teachers do not have any teacher education or a teacher education, which is far from sufficient. A large number of countries are experiencing a situation of teacher shortage. The reasons for the shortage situation may vary between countries, but there seem to be certain similarities in several countries. The number of retiring teachers has grown in recent years and these numbers will be even higher in the coming years. Teacher education can not only be regarded as initial teacher education, it is also important that teachers receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching methods. In-

service training offered to teachers must be of a high quality. It is not acceptable that teachers are offered in-service training that merely means routine meetings and conferences. To guarantee a high standard, in-service training must be organized in cooperation with universities, colleges or other appropriate institutions specializing in higher and further education. Educational research must be strengthened as an instrument for improving educational quality, and the results of such research should be communicated to teachers in a better way. In service training could be one of the major ways to communicate such findings to the teachers.

Information and communication technologies can and should be used as tools for teaching and learning in all subjects - in arts, humanities and social sciences as well as in mathematics, science and technical subjects. New technologies must be regarded as complementary to the teachers and ways to find new teaching methods where both teachers and modern equipment are important components in the educational process. The teachers must be offered in-service training in this area to be able to use these technologies in the best way. The ways that new technologies can be used in education must be carefully evaluated.

Education authorities and governments must ensure that teachers have an **adequate working environment**, including the technology and resources necessary for their teaching as well as real protection in terms of occupational health and safety. Teachers must be offered to do their work in adequately equipped school buildings where the students, among other things, have access to a school library and/or on-line services.

In order to improve the status of all teachers worldwide, education authorities and governments must ensure that teachers have a **salary comparable with other professions** requiring the same level of qualifications and responsibility and that it is possible for teachers to live with dignity on the salary. In order to improve the status of all teachers worldwide, education authorities, governments and intergovernmental organizations must ensure that teachers receive the moral and material recognition appropriate to their level of qualifications and responsibilities.

The teachers' unions' view of quality is informed by the principle that education must be relevant to the needs of individuals and of society; and must be available to all, at any age and whatever one's economic position, as a right. Unions also realize that there is a close link between the status of teachers, teachers working conditions and the quality of education.

Guidelines of National Curriculum Framework (NCF) 2005. The NCF was developed by the National Council of Educational Research and Training (NCERT). NCF's guiding principles are:

1. Connecting knowledge to life outside the school;
2. Ensuring that learning is shifted away from rote methods;
3. Enriching the curriculum to provide for overall development of children rather than remaining textbook-centric;
4. Making examinations more flexible and integrated into classroom life; and
5. Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

The Framework asks teachers to:

<ul style="list-style-type: none"> • Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, treat children equally; • Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity; • Critically examine curriculum and textbooks, contextualize curriculum to suit local needs; • Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question; 	<ul style="list-style-type: none"> • Organize learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice; • Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom; • Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.
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The Framework further states that “this can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to :

<ul style="list-style-type: none"> • Observe and engage with children, communicate with and relate to children; • Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation; • Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups; 	<ul style="list-style-type: none"> • Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking; • Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.”
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The Framework then provides concrete suggestions on how teachers' education can be redesigned. A good teacher :

<ul style="list-style-type: none"> • Can deal properly with diversity in the student population and is sensitive to children's different needs; • Is understanding; • Knows the background of his/her students; • Encourages creativity in his/her pupils; • Is flexible; • Develops him/herself continuously; • Encourages his/her students to become good human beings; • Stimulates an all-round development of the child; • Should create an interactive learning and teaching environment 	<ul style="list-style-type: none"> • Promotes effective learning on the part of his/her students, both in the cognitive and in the non-cognitive domains; • Has sound knowledge of the subject matter; • Has communication skills: • Has managerial skills; • Is pedagogically competent • Is patient; • Uses participatory teaching and learning methods; • Loves and cares for children;
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Conclusion

Teacher education and professional development are the cornerstones of quality education. Whatever the education system, quality can only be achieved if teacher education and professional development are coherently organized across the life-course or career trajectory of teachers, and if they respond to evolving social values such as human rights, gender equity, economic justice, sustainable livelihoods and healthy lives. Applying these three principles in practice, the "Quality Educators for All" project aims to increase the number of quality teachers by collaborating with a broad spectrum of stakeholders in each country – Ministries of Education, teacher unions, coalitions of education NGOs, training and quality assurance institutions, parent/school/community associations, the media, education donors, and private sector entities – who share the aim of assisting public authorities to meet their commitments of providing a quality education for every child.

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