

QUALITY ASSURANCE AND ROLE OF INSTITUTION

Nishi lata
Research scholar
B R A Bihar University, Muzaffarpur

ABSTRACT

Education is the process of human empowerment. It makes people able to solve their problem and adjust in his society in better way. As a developing country India have a largest system of education. A number of universities, departments, colleges as well as private institutions and many informal and non-formal institutions like open Universities specially department of education engaged in teacher education.

Education not only engages improvement of the students for fulfill the demand of society and prepare student for Higher education. It also having committed and competent citizen for the development of the country. Quality assurance in education is most important for produced qualified people which depend on the outcome of the education institutions. National council for Teacher Education, a statutory body of Govt of India is responsible for maintain the standard and norms for improvement of the quality of teacher education all over the India. Present paper emphasizes the role of NCTE, Accreditation agencies, Indicators and suggestion for enhancing quality.

Key words: - Quality assurance, National council of Teacher Education, Accreditation agencies like NAAC, Indicators.

INTRODUCTION.

Education enhance human capacity and develop such skills too to do better in all aspect of life. Educational Institution plays most important role to provide learning experience to lead their learners from darkness to of ignorance to the brightness of knowledge. The teacher is the most important element of any educational programme of institution. It is the teacher who is mainly responsible for implementation of the educational process at any stage. It is NCTE which established to not only maintain the infrastructure and standard of the teacher education institution but also ensure the quality of teacher education with improvises the following aspects.

Content Related.

An institution must be focused on the quality of the teacher because Teacher is an integral part of education system, which is very much linked with the need and problem of the society, which is change with the time and social changes especially with the modernization of the social variables. The main factors of quality concerns in teacher education are input (curriculum), process (entire curricula and co-curricular activities) and product (outcome) factors.

Input Factors.

Input factors include all the physical infrastructure, students' entry behavior such as their family background, socioeconomic status, academic achievement, interest, need etc. Teachers' entry behavior such as their academic and professional qualification, attitude, interest, commitment, etc.

Process Factors.

An education programme is said to be successful its outcome is maximized the development of necessary skills, values, attitude towards profession, and competency which depend upon how effectively the process of training is organized and curriculum is translate.

Product Factors.

Product factors are the desired outputs of a given of instruction. The objectives of education are achieved, academic achievement of the students and the skills are developed as well as the values are inculcated.

Agencies of Quality Assurance.

There are various agencies which are involved for the assurance quality in teacher education are as follows: -

National Council for Teacher Education (NCTE).

NCTE by an act of parliament becomes a statutory body in 1993 with the objectives to planned and coordinate development of the teacher education system all over the country. It is also involved in the regulate and proper maintenance of norms and standards in the teacher education system. NCTE has taken various steps for raising the quality of different level of education and the mode of training programmes, given recognition to the institutions and observed their Performance Appraisal Report (PAR). In 2002 the council also developed “curriculum Framework for Quality Teacher Education” for upgrading the quality of teacher education with International Standards.

National Assessment and Accreditation Council (NAAC).

As a result of maintain the standard of the quality of Higher education, establishment of quality assurance agencies has become a common phenomenon worldwide. India joined this trend in 1994 by establishing NAAC on the recommendation of NEP 1986. The primary objectives of NAAC are to asses and accredit institutions to improve the quality of education through self-evaluation of performance of an institution through defined criteria. Accreditation is the certification given by NAAC, is in accordance with the internationally accepted practice with certain modification to suit the Indian Context.

Universities.

The Universities are responsible for given affiliation in its jurisdiction to the teacher education institutions. It examined the students for taking admission, curriculum implementation and conduct final examination for certification to the students, as well as asses the academic activities of the institution by the assessment of student behavioral performance.

Education Institutions.

Educational institutions developed appropriate infrastructure for providing quality education for teacher maintain it standard as per the NCTE. NCERT and norms, use their resources properly for implementation of curriculum, providing facilities for teaching practice with the help of different schools.

Quality Indicators.

To ensure the quality education for teacher there are some important indicators are to be considered.

- **Curriculum Planning and Design.**
- **Curriculum Transaction and Evaluation.**
- **Research Development and Extension.**
- **Infrastructure and learning Resources.**
- **Student Support and Progression.**
- **Organization and management.**
- **Healthy practices.**

All the above indicators must be in standard and up to the mark.

Enhancing Quality: Conclusion and suggestion.

The competency and skill of teacher should be on international standard and nationally acceptable. This demands the teacher education institutions to be innovative, creative and entrepreneurial in their approach to skill development among the pupil-teachers.

Teacher education institutions have to shoulder the responsibility of inculcating the desirable value system among the student teacher commensurate with social, cultural, economic and environmental realities at the local, national and universal level.

New Technologies always help professional in mass and quality production, innovation in science and technology create advance devices in the field of information and knowledge. Effective use of information communication Technologies in teacher education institutions can improve the quality of teacher education. So the pupil teacher must be trained techno – friendly and skilled.

The assessment procedure of NCTE, NAAC and the University should help the teacher education institutions to know its strength, weakness, opportunities and threats. It should provide the funding agencies with objective and systematic debate for performance input factors to process and product. Quality assessment may not be restricted to first generation indicators based on input factors. Instead, we should consider those indicators, which are applicable to a variety of situations sensitive to the specific need and functions of teacher's education should be considered. Hence, there should be flexibility in approaches and methodology for assessment of teacher education institutions.

For achieving the aims to produce qualified and skilled teacher institution must provide standard infrastructure, proper digital platform, qualified committed teacher educators asses their personal portfolio for their career enhancement and translate curriculum in proper manner.

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