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Professional Skills and Teaching, Learning Process: An Evaluative
Study”

ABSTRACT

The fate of modern society largely depends of availability of its education system. Quality education is being acknowledged as essential tool for achieving developmental goals. D.S. Kothari rightly said “The Destiny of India is now being shaped in her classrooms”. This foresighted vision of D.S. Kothari put extraordinary responsibility on our teachers and teacher preparation system. Besides this, many reputed committee and commission’s recommended mandatory reforms pertaining to teacher preparation programmes. In the same sequence National Curriculum Framework for Teacher Education (NCTFE, 2009) gave its insight over relationship between quality of teacher educators’ and prospective teachers’. This study developed understanding towards teaching, learning process and professional skills of teacher educators’ as parameter of ‘quality’ in teacher training institutions.

The objectives of the study were: 1) To identify and evaluate human and physical resources available in the teacher education institutions; 2) To study the gap between available resources in teacher education institutions and minimum standards and norms prescribed by NCTE; 3) To study the professional skills of teacher educators’ in selected teacher education institutions; and 4) To assess the teaching learning process in teacher education institutions.

‘Normative research method’ and case study technique were used to carry out the present study. The study in hand covered only four self-financing teacher education institutions affiliated to Guru Gobind Singh Indraprastha University, Delhi. Only eight teacher educators’ were selected for study. Observation schedule was used to know teacher educator’s ability to integrate ‘core teaching skills’ in their teaching. An interview schedule was used to understand practices of professional skills of teacher educators’ while teaching. A self-made achievement test was administered on prospective teachers’ to know their classroom learning. Both qualitative and quantitative approaches of data analysis were used.

The major findings of the study were as follows. Selected teacher education institutions fulfilled physical infrastructure related norms articulated by NCTE. Half of the selected teacher education institutions did not maintain teacher-student ratio suggested by apex body of teacher education. About 12% selected teacher educators’ did not fulfill qualification norms laid by NCTE. Explaining & illustration skills, reinforcement skills, and writing board skills were identified as weak areas of all selected teacher educators. In remaining ‘core teaching skills’ either performance of teacher educators’ was satisfactory or above average. Teacher educators’ could not effectively integrate planning in teacher teaching. They rightly understand importance of reflective approach in teaching but same was not reflected in their teaching and academic profile. Use of ICT either narrowly understand or need assessment was not done before its implementation. Prospective teachers’ academic achievement was significantly affected by teacher educator’s ability to integrate ‘core teaching skills’ and professional skills in their teaching. The study suggested that NCTE must adopt a comprehensive approach of evaluation of both availability of physical and human resources and teaching, learning aspects of teacher training institutions.