



Accountability and Professionalism in Teacher Education

Manju Johari

Associate Professor- B.Ed. Department, D.A.K Degree College, Moradabad (U.P.) India

Abstract- Around the globe, teaching profession is considered as a sacred and unique field involving people who are really committed. Teachers are responsible for guiding and preparing the youths towards future life. All members of the society (being it political leaders, administrators and all other experts) have passed through the teachers hand and became what they are.

If someone wants to destroy the nation, they can just start destroying the teachers as their life impact is invisible and it is the teacher who knows what to do in the classroom. This paper is an attempt to throw light on how teachers as professional can be accountable for pupils learning.

Introduction- Teaching profession is considered an important and respectable profession because of its multiple dimensions. Teachers develop a desire for lifelong learning among students. They foster creative thinking and different types of skills in students. So we can say that a teacher has to be realistic, committed, reflective and accountable to the profession. They should devote their whole life to teaching learning for the future of society and nation.

The quality of education depends on quality of teachers and the quality of teacher education program depends on the quality of teacher educators. Teacher education is the important part of education system and improvement in the quality of teacher education is one of its major objectives.

Teacher education means program of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary, senior secondary stage in schools and centers of non-formal education, adult education and correspondence education through distance mode. The teacher training institutions and colleges of education should have professionally qualified teacher educators, well equipped with latest knowledge in their subjects.

The quality of education imparted by an institution depends on the performance of its teachers. The concept of academic freedom is related to the performance of teachers. Tight (1988) pointed out that academic freedom refers to the freedom of individual academician to study, teach, research and publish without being subjected to or causing undue interference.

The quality of education depends on its objectives and some of them are

- * Professional knowledge and understanding
- * Professional skills and abilities
- * Professional values and commitments.

In order to assure quality in teacher education it is necessary to determine areas of competence, performance and commitment. We must keep in mind that quality assurance in teacher education is mainly based on three fundamentals principles

1. Continuous improvement of quality
2. Participation and involvement of teachers
3. Developmental need based program for teachers

Accountability: For the quality education, the instructor need to be professionally equipped with various skills, teaching competencies, commitment, determination and accountability. On the part of teacher, accountability is very important. It is a measure of the teacher's dedication towards their job.

Corresponding Author



Literally accountability means the need to make one's action satisfactory to some responsible body or agency or being answerable. Accountability in higher education means accounting its performance with reference to its responsibilities towards the society. It helps to measure efficiency and proficiency. Performance evaluation is the basic component of accountability.

Every profession has a set of ethics principles, guidance, responsibilities and norms to guide the conduct and behavior of its profession. Same in the teaching profession, there are multiple guidelines, principles, norms of morality, accountability which a teacher has to abide while dealing with students, stakeholders and community. Every educator needs to follow these principles and should be accountable for his/her profession.

Area of Teacher's Accountability:

Definition: If the service we are imparting (i.e. teaching) must have the ability to satisfy the needs of students, teaching staff and non-teaching staff, parents, employers, financial agencies and ultimately the society, we must say that we are accountable if we are able to satisfy the demands of all these factors involved in teacher education, then only we can claim about maintaining the quality.

Accountability towards students: Accountability towards the learner is the most important part in education system. Today teacher has to concern himself with the total development of child's personality. Teacher should take care of student progress according to their capacity, so we should develop objective criterion or tools for the evaluation of all the curricular and co-curricular activities of the student and proper feedback should be given to them on the basis of evaluation.

Accountability of teachers: Many times it is seen that a teacher is not morally accountable. It means that he/she is not completely responsible to his students, colleagues and to himself/herself. Once he/she becomes permanent in service, he/she does not do anything to improve his/her performance. Refresher courses should stress this point and should guide teachers for improvement in their performance. There is a need for a system of accreditation and assessment of teacher educator's performance at university level. Increment should be given according to performance not in accordance with number of years spent in college. So there is a need for the license system, which could be renewed after every 5 years, if the performance is good.

Accountability of Employers: Various types of educational institutions such as schools, junior colleges, government departments and teachers training colleges are the employers of B.Ed. teachers. Accountability expected by these various institutions differs significantly according to the nature of work carried out by them. For improvement in quality, close network of these institutions and the B.Ed. colleges/departments and financial arrangements should be made for enhancement of quality. For example - School are in need of the in service training program. If a particular number of in-service teachers are available, it should be allowed to run the in service training for those teachers. Similarly in service training courses for junior or senior college teachers and for the officers of education departments of Government should also be organized through joint efforts of these various institutions.

Accountability towards stakeholders/parents: Parents are more important stakeholders because they invest a lot for the education and development of their children. Therefore parents also seek indulgence of teachers in achieving their desired goal. Success of student depends essentially upon the competence of teachers, their sense of dedication and accountability.

Accountability towards community: A teacher must be accountable towards the community to which he/she belongs. He should coordinate different activities of the community and should motivate the deprived and weaker section of society to get education. A teacher should behave like a bridge between the school and community. So that the many behavioral problems and day to day learning problems can be solved easily.



Accountability towards profession: It is the duty of a teacher to think about various ways and means to help the students in acquiring knowledge and skills and shaping their future. He has to become a friend, a guide, more of an advisor and partner to talk for the student's harmonious development, he will have to devote more time and energy. He should motivate the student for self-learning.

Accountability towards humanity and values: A teacher should believe in human values such as truth, sympathy, beauty, goodness, honesty, love, equality, regularity, punctuality etc. Students automatically learn these values through teacher's behavior. Hence a teacher should believe in these values and represents themselves as a role-model for their students.

Accountability towards Nation: A teacher must organize his research activities according to the need of society and nation. His researches should be based on the various problems of society example Violence among school student, gender discrimination, anxiety among student etc. so that they can be solved.

Professionalism in Teacher Education: A professional teacher is one who justifies his profession by achieving subject related knowledge with required skills and interacts with his students for their overall development by providing them essential scope for creativity with essential learning facilities. Hence, teacher, who wants to justify his profession, must keep themselves aware of the recent changes in the field of education.

It has seen that the spirit of professionalism either in technical or non-technical field of work is gradually disappearing in our country, especially in the teaching profession. Hence our education has been badly affected. After independence, in spite of various commissions and education policies, our expectations for improving education has not been fulfilled. There may be a number of factors responsible for our inadequate system of education but lack of professionalism is one of the important factor. In recent times an anti-professional environment has emerged in our schools and colleges. As a result of this the student community is at a loss.

Conclusion: There are a number of ways by which professional standing can be recognize example participation in professional organizations, attending professional meeting or conferences, subscribing to professional journals etc. These elements of professional standing are important to those in the profession. Good teachers want to grow professionally. They want to learn and work with new knowledge and skills. Teachers of 21st century should be valued for their professionalism, which will enhance their personal value and also of the institution to which they belong. It must be very clear that without restoring professionalism among teachers, efforts towards educational growth will go waste. If the teachers are not professional and devoted to their duty, quality education and accountability will surely suffer.

REFERENCES

1. Barnett, R., & Bjarnason, S. (1999). The reform of higher education. In D. Teather (Ed.), *Higher education in a post-binary era: National reforms and institutional responses* (pp. 87 - 109). London: Jessica Kingsley.
2. Becher, T., & Trowler, P.R. (Eds.). (2001). *Academic tribes and territories: Intellectual enquiry and the culture of disciplines*. Buckingham, UK: SRHE & Open University Press.
3. Biesta, G.J.J. (2004). Education, accountability and the ethical demand: Can the democratic potential of accountability be regained? *Educational Theory*, 54(3), 233-250.
4. Bovens, M. (2005). Public accountability. In E. Ferlie, L. Lynne, & C. Pollitt (Eds.), *The Oxford hand book of public management* (pp. 182- 208). Oxford: Oxford University Press.
5. Bovens, M. (2007). New forms of accountability and EU governance. *Comparative European Politics*, 5(1), 104 -120.



6. Brint, S. (1994). In an age of experts. Princeton, NJ: Princeton University Press.
7. Brown, R. (2004). Quality assurance in higher education: The UK experience. London: Routledge Falmer.
8. Browne, J. (2010). Securing a sustainable future for higher education: An independent review of higher education funding and student ?nance, Report of the independent review of higher education funding and student ?nance.
9. French, J., & Raven, B.H. (1959). The base of social power. In D. Cartwright (Ed.), Studies in social power (pp. 150 -167). Ann Arbor, MI: Institute for Social Research.
10. Halsey, A.H. (1992). Decline of donnish domination: The British academic professions in the twentieth century. Oxford: Clarendon Press.
11. Harvey, L. (2005). A history and critique of quality evaluation in the UK. Quality Assurance in Education, 13(4), 263 -276.
12. Henkel, M., & Little, B (Eds.). (1999). Changing relationships between higher education and the state. London: Jessica Kingsley.
