

QUALITY CONTROL OF TEACHER EDUCATION: A FUTURE ASPECT

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ABSTRACT

The future of a nation, i.e., the quality of coming generation depends largely on the quality of teachers. The transformation of society into a 'learning society', where relevant education will be accessible to its each and every member, is the responsibility of teacher-educators. Good education demands goods teachers, i.e., teachers who are professionally well-prepared in every aspect of modern pedagogy. Therefore, quality improvement of our entire teacher education programme is one of the indispensable needs.

KEYWORDS: *Teacher Education, Quality Control, Multimedia, Technology in Education*

This picture is not very different from existing Indian teacher education system. it possess defective admission policies which often reject talents and allow mediocres get admitted. Irregular sessions, lack of team spirit and enthusiasm among teacher-educators, set patterns of lesson-planning, rigid techniques of teaching, over emphasis on cognitive goals and unscientific evaluation, irrelevant, curriculum, audio-visual aids playing role in dark corners of the stores are certain major drawbacks of the system. Besides, there is a big gap between professed teaching behaviours in education courses and actual teaching behaviours in the classrooms. Toffler (1970) in his popular book 'Future Shock' notices the malfunctioning of educational system. According to his view, schools are facing backward i.e. towards a dying system, rather than being forward to the emerging new society. According to him to avert 'Future Shock' we must create a super industrial education system and to do this we must search for our objectives and methods in the future rather than the past. Emerging trends of future should be efficient and flexible so that optimum adjustment in the new situation may be possible. Teacher education as it exists in the country today, if not adapted to the demands of changing needs, it would be impossible to shape our educational system in the desired direction. Only competent, capable and dedicated group of teacher-educators and teachers can play a creative role in society-making for the future.

PREVENT INDIVIDUALISM

Ideas, ideals and values cannot be separated from educational (Adavl, 1979). Our society doesn't need self-satisfying individual who are pre-occupied with themselves

and the present, without much thought for others or for the future. Effective use of scientific knowledge to prevent further damage can be possible only, when we, the teacher-educators and teachers have a strong faith in future, have own practiced sets of desired values and ability to compensate the loss of meaning and purpose of life of new generation by our teaching. An input to development is the understanding of both science and culture.

MULTIMEDIA, MODELS OF TEACHING, CONTROWIDE CLASSROOM ETC AT TECHNOLOGY MODE

The technology which has been built around the evergrowing scientific has become the motor of social change. In the area of implementation of educational technology, we are far away behind developed countries. Most educational institutions are lacking these facilities. Behavioural use of technological aids are still running on the registers or book only. Teacher education courses provide only a little outdated theoretical knowledge of the same. Provision of a compulsory practical paper in teacher education curriculum should not be a mater of neglect.

As a result of advancement in educational technology, memory skills may become trivial part of intelligence through advances in computer data storage. The intellectual skills, most important to possess, will become increasingly centred on analysis, synthesis and evaluation. Building proficiency in higher order cognitive skill will be emphasized. Training in a new type of diagnostic assessment and evaluation will became inevitable. It will also bring massive change in both pre-service teacher education.

Therefore, strategies will have to be worked out for maximizing the educational output with the minimum input.

TEACHER TRAINING PROGRAMME DURATION MAY BE INCREASE

The existing structure of teacher educations ranging from one semester to four semester duration has become outdated. (Dad, 1986). Teacher education also should be viewed as a strong professional course like medical, engineering or legal professionals. It has to be extended to longer period and it has to be a full programme. To prevent weak and professionally unsound products, correspondence courses of teacher education should be strictly prohibited. One year duration that is contracted actually into six to seven months, is insufficient for providing specialized knowledge. So that it may be increase upto two years.

WHY NOT COUNTRYWIDE CLASSROOM PROGRAMME IN TEACHER EDUCATION

Difference in strategies and curriculum of various teacher education institutions in our country are proving as obstacles in the task of quality control of teacher education. There is a need of standard, updated and need based curriculum, and admission policy in which slight flexibility may be allowed for adaptation to regional needs. Any relevant change should be adopted by every institution in our country. Quality of education that is being provided by private institutions must be checked periodically.

WELL-DESIGNED PROGRAMME FOR ALL CLASSROOM TEACHER

The burning need of adequate education, integration and rehabilitation of special children has been recognized about three decades ago in our country. But still there are few institutions providing facilities of special teacher education. Those who exist are imparting special teacher education traditionally. Our national policy on education emphasizes the need integration. The meet successfully the challenges of special children's specific developmental and psychological problems, pre-service education of regular teacher should include theoretical and practical knowledge of such children also.

WHY NOT EDUCATIONAL CLINIK IN INDIA

Due to individual differences many a student might progress faster if left to work quite independently through programmes planned according to his/her interests and aspirations, with only periodick check ups and additional corrective measures prescribed by a master teacher or by the

educational clinic specialists. The teacher in such a system uses his time to facilitate the learning processes. This contrasts with present arrangements, for as classrooms are now organized, much of the teacher-activities particularly those involving lecturing and disciplining inattentive pupils—may actually distract the child who is trying to concentrate on learning and interface with his efforts. Hence, our efforts of teacher education should be concentrated towards preparing 'Educational Clinicians' also.

CONCLUSION

I feel that the quality of a teacher in an educational system is a more important factor than all other educational factors put together. If we cannot secure a teaching personnel that is keen and Intelligent and has sense of duty and integrity....on educational scheme can have the slightest chance of success. Discussions and suggestions will be of no use if proper techniques are not implemented. Despite various reports including relevant recommendations, still we are talking about reforms in teacher education. Discussions on quality improvement or quality control is futile, unless we achieve an appropriate level of quality. Clark's (1970) statement is still relevant to our situation—"All Attempts must at the same time be made to strengthen our educational system. Such attempts involve re-examination, revision and evaluation; the development of more rigorous procedure of supervision, reward for superior performance, along with the institution of a realistic and tough system of accountability."

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