

Qualitative Improvement In Professional Education With Special Reference To Teacher Education Programme

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There is a great stress on quality consciousness or qualitative improvement in professional Education in the present Era. Quality may relate to a program or an institution or the education system. Quality is the attitudes, objects, actions & procedures through which their existence and use ensure that appropriate academic standards are maintained and enhanced by each programme. Academic audit is the process by which an institution maintains its own academic standards and acts to assure and enhance the quality of its offerings.

Actually, quality improvement is an unending and continuous process and can be gained by comparison preferably with the best. The issue of quality in professional education often revolves around infrastructure and physical facilities; at best. It includes nature of qualified teachers not necessarily quality teacher. The centre piece of educational quality is the teaching learning process supported by education curriculum and instructional material, natural extension is the teacher.

Many of the modern days outstanding scholars including Prof. A.P.J. Abdul Kalam is the product of inspired teaching in poorly resourced institutions.

Assuring quality in teaching learning process, hence, is the central core for quality management in professional education.

Now my paper is concerned with the qualitative improvement in teacher education. Teacher education institution are bestowed upon the responsibility to train the teachers and to enable them to give their best to the society.

A Glance at the Existing Teacher Education System

Some of the factors which should looked critically for reforming the present teacher education system are -

- The present teacher programme is inadequate as far as curriculum, approaches, duration of course, transactional strategies, teaching learning devices, technological inputs concerned.
- Even presently, chalk and talk is being applied by the teacher in the class rooms.
- Teacher education institutions are not providing the facility of advanced technology.
- Time period provided for training is devoted to theory rather than practice.
- Teacher education programme is still traditional in terms of methods, techniques and strategies.
- The selection of candidate is not according to the aptitude. Most of the students are admitted in the B.Ed. programme who do not have positive attitude towards teaching profession. The teacher trainees do not possess required aptitude.
- The teachers of training institutions do not possess the feeling of accountability, professionalism, ethics, commitment and transparency.
- There is no mode for regular interaction between the teachers & teacher institutions all over India.

- Teacher Education lays emphasis on traditional teacher centered Education system.
- Methodology adopted by the teachers for teaching does not take into consideration the different backgrounds of people (socio cultural).
- It enables to develop creativity, original thinking, logical thinking & constructive knowledge.
- It does not fulfilling the gap between theory and practice and lacks in collaborating the theoretical orientation with practical training.
- It does not help in developing humanistic elements, values and hidden talents of the students.
- It is generally considered that the teacher education programme is only for the certification for employment.
- There is no provision for proper training of teacher educator that is why obsolete lesson planning, out dated teacher notes, uninteresting approaches of instruction and lack of proper training of teaching skills.
- There is lack of proper facilities such as practicing schools, laboratory, library and physical equipments in the teacher education institutions due to inadequate financial provision.

So keeping in mind, the present day need in the field of teacher education, it requires prolonged pre-service specialized training so as to develop the necessary competencies & skills. Hence, the questions that demand immediate answers are –

- Is the pre-service teacher education programme suitable for nurturing professionalism in teachers?
- Is there a need to associate the profession of teacher education with the latest technology based skills and knowledge for professional development?
- Is there a requirement for modern education to integrate I.C.T. for instructional purposes?
- Can we face the challenges of tomorrow's class rooms?
- Are the practices adopted by the teacher education institutions appropriate for qualitative improvement?

Therefore, teacher education programme with which we have been continuing since the last several decades needs to be revised. It is very essential to change the ongoing practices in the teacher education institutions for qualitative improvement. Some of the issues are discussed below in this regard-

Essentials for Qualitative Improvement in Teacher Education Programme:

1. Use of I.C.T.

The teachers should be able to use I.C.T. especially as tools for learning and integrate it in the teaching learning process.

2. In Service Training

There is a need to provide in-service training to all the teachers & teacher educators with updated computer operations skills and I.T. know how to utilize the facilities to access updated information

and solutions to their problems in their areas of specialization.

3. Helpful to Develop Different Competencies in Teacher Educators:

The teacher education programme should be helpful to develop class related competencies, pupil related competencies, curriculum related competencies, motivational competencies etc. among teacher educators.

4. Helpful to Develop values Among Trainees

The teacher education programme should lay emphasis to develop Gandhian values among pupil teachers and teacher educators should be the carrier for transmitting these values.

5. Bridging the gap between Theory & Practice

The present day teacher education programme fails to bridge the gap theory & practice. Often practice teaching is taken up after the completion of theoretical part. The pupil teachers fail to link practice with philosophical, social, cultural & psychological basis of education. So, there is necessity to integrate theory and practice.

6. Internship Programme

Internship in teacher education programme is one of the major requirements to attain professional excellence apart from knowledge.

7. Practice Teaching

The present system of practice teaching for a certain number of days is not enough to develop specific skills & attitudes but requires prolonged internship.

8. Instructional Media

New and recently developed instructional media, language labs, teaching machines, computers & T.V. require new ways of viewing the teaching and learning in school setting.

9. Maximum Theoretical Inputs

The entire programme of teacher education is heavily loaded with theoretical inputs and encourages rote learning.

10. Removing Isolation

Isolation between the teacher training institutions and practicing school often discourages experimentation & creativity in the approaches to teaching for pupil teachers.

11. Lack of Practical Experience of I.T.:

Practical experience in the field I.T. during the training should be provided to the teacher educators.

12. Evaluation System

Continuous and comprehensive evaluation should be encouraged rather than term end evaluation. It needs urgent reform.

13. Continuous Improvement & Enhancement

Teacher education programme should be helpful in promoting the continuous improvement and training of teachers.

14. Teacher Behaviour Modification Techniques

In teacher education programme micro teaching, S.S.S.T. Diagnostic and remedial teaching should be included practically.

15. Avenues for Professional Growth and Academic Attainments

Steps should be taken to provide more opportunity for professional development like seminars, conferences, refresher and orientation courses etc.

16. Other Components

Components related to life enrichment, disaster management, social issues, environmental education, physical education should also be taught to the trainees in the teacher education programme.

Conclusion

The teacher education programme should be revised keeping in mind the needs of the modern society. ICT should be incorporated for instructional and administrative purposes and teacher education programme needs drastic changes by incorporating all facilities available through I.T.. Teacher education must model the integration of IT throughout the teacher education programme.

In order to maintain quality in the teacher education programme, mainly three factors are important Infrastructure, Instructional facility & human resources.

Besides these factors, intensity of involvement & commitment to teaching profession, effort to update their knowledge & the capacity to meet the challenges in their profession successfully, will also be helpful to attain the qualitative improvement in teacher education programme.

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