

# Quality and Excellence in Teacher Education Issues & Challenges in India

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## 1. INTRODUCTION

Primary and secondary teachers in India are trained at universities, and the educational system is centralized and the Ministry of Education and its implementation units, such as local education centers, have the primary responsibility for education policy, curricula design and practice. The parliament approves legislation on education and the Ministry of education sets guidelines for all practical issues including teacher education, as well as being the main funder in the sector. In general, India does not experience shortage of school teachers but there are shortages in particular subject field and locations, such as in the areas of mathematics, and sciences, especially in remote areas. Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education. Management of teacher education is difficult task because of the fact that there are large numbers of variables in teacher education programmes including variations in the purpose for which persons join teacher training courses of various levels. There are four types of teacher education instructions: (a) Government managed, (b) Examining body managed, (c) government aided and privately managed and (d) self-financed and privately managed.

## 2. MEANING OF TEACHER EDUCATION:

Teacher Education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In facts, many believed that “Teachers were born, not made.” It was not until the emergence of pedagogy, the “Art and science of Teaching, “ as an accepted discipline that the Training of teachers was considered important. Although there has been continued debate about whether teaching is a “science” that can be taught or whether one is “born” to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher.

Knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both, most educational programs for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching, whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate.

## 3. NEED FOR TEACHER EDUCATION:

Development in a country depends upon the quality of its teachers. There are some major concerns which call for an immediate action. A comprehensive, dynamic and responsive system of teacher education needs to be continually evolved keeping the overall scenario in view. The need for improved levels of educational participation for overall should be recognized. Colleges of Teacher education should take a variety of initiatives to transform the nature and function of education both formal and non-formal. Various commissions and committees appointed by the central and the state government in recent decades have emphasized the need for quality teacher education suited to the needs of the educational system.

## 4. QUALITY & EXCELLENCE IN TEACHER:

Teacher quality and the strength of educator’s leadership are recognized as the greatest determinates of educational success. Quality teaching has a measurable impact on the student outcomes. The Teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society.

Teacher quality affects all stages of the teaching lifecycle, from attraction into the profession to ongoing development and retention in their own schools. To improve equity in educational outcomes, quality teachers must also work in schools where they are needed most including, remote and disadvantaged schools.

Improving teacher and school leader quality requires action to:

- Attract the best brightest entrants to teaching;
- Train our future teachers through world-class service education;
- Place quality teachers and school leaders in school where they are needed most;
- Develop teachers skills and knowledge through ongoing professional learning; and
- Retain quality teachers and school leaders in our schools.

Educational quality in developing countries has become a topic of intense interest, primarily because of countries efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning, further challenging education systems and especially, teachers.

## 5. ISSUES AND CHALLENGES IN TEACHER EDUCATION.

An immense writing has appeared on educational quality in recent years, examining factors that help improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In country like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education.

There has been a great expansion of higher education over the years. Today, there are more than 200 universities and 8000 Colleges. Kothari commission remarks "The dusting of India is being shaped in its class-rooms". No doubt education plays a significant role in National's development but the quality of education is greatly determined by the quality of teachers, therefore, great efforts were made and still are being made to improve the quality of teacher education.

Some of the problems concerning teacher education are discussed below:

1. Problem of Selection: defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage. Some suggestions are mentioned: (a) Candidates should be interviewed (b) Test of general knowledge should be applied. (c) Test in school subjects. (d) Test of language. (e) Test of intelligence should be administered. (f) Aptitude; interest and attitude inventory should be administered. (g) A well direct guidance service should be provided.
2. Deficiencies of small time period provided for teacher's training: In India, this period is of one year after the graduation the effective session being of eight to nine months. The main purpose of teacher education program is to develop healthy attitude, broad based interest and values. It is not possible during the short duration of nine months.
3. Incompetency of student teachers: the existing training program does not provide adequate opportunities to the student teachers to develop competency because the organizer of the teacher's training program are not aware of the existing problems of schools. Therefore, there should be a close matching between the work schedule of the teacher in a school and the program adopted for teacher preparation in training college.
4. Defects concerning papers: a student teacher should know the meaning of education, its objectives, the social cultural and politico-economy background, the principles that guide construction of curriculum etc. But a proper preparation to wards a good orientation is possible in short duration.
5. Problems of practice teaching: the ratio of marks between theory and practice generally remains of 5:2 although teaching practice plays a significant role in B.Ed. program. Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching. Deficient in sense of the duty irresponsible, aimless, indifferent to children lacking innovative measures in teaching which are great obstacles in the development of pedagogical skills.

6. Problem of supervision of teaching: the supervisory organization for practice teaching aims and bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situations. This is done through supervision before and during the classroom teaching.
7. Lack of Subject knowledge: The B.Ed. programme does not emphasize the knowledge of the basic subject. The whole teaching experimentation in the use of methods of teaching.
8. Poor Academic background to students teachers: Most of the candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession.
9. Lack of proper facilities: In India, the teacher education programme is being given a step-motherly treatment. About 20 percentage of the teacher education institutions are being run in rented building without any facilities for an experimental school or laboratory, library and other equipments necessary for a good teacher education department.
10. Inadequate Empirical Research: Research in Education is considerable neglected. Education programmes are not properly studied before undertaking any research.
11. Insufficient Financial Grants: in most of the states teacher education is still being by the fee collected by student teachers, as the share of state grant is too small.

Some suggestive remedies for solving problems related to Teacher Education.

1. The courses of studies both in theory and practice should be recognized. For this a pragmatic research should be conducted by some universities to see what is the course structure which will be helpful for realization of the goals of the teacher education.
2. The Teacher education programme should comprise special innovative programmes such as seminars, combining of seminars and discussions with lectures, team teaching, panel discussion and projects.
3. For development of professional attitude it will be advisable to recognize the college of education as a unit themselves. Such an instructions should be equipped with facilities for organizing various types of activities such as daily assembly programme, community living, social work, library organization and other curricular activities.
4. There should be a planning unit in each state education department. The function of these unit should be to regulate the demand and supply of teachers at various levels of schools.
5. The participating schools have to be taken into confidence. For this the members of the staff of teacher education colleges should be closely associated with the school. The course of studies and the practical work and practice teaching can be easily moderated in such a way that it will have useful implications for improving school practices.
6. Teacher education programme should be organized on the basis of evidence obtainable form researching innovative practices of teaching such as micro teaching, simulation and interaction analysis procedures.
7. There should be a free exchanges of scholars form department to the other. This will improve the quality of teacher education programme immensely.
8. For the professional growth of teacher educators. There should be seminars, summer institute and research symposia at more frequent intervals.

## 6. CONCLUSION:

Teacher Education is a difficult assignment, especially at a present stage where teacher education programme are being delivered a large number of unaided private teacher education institutions. This paper suggests an increase in responsibility for teachers but not an increase in authority: Teachers are losing decision making authority in the class room. A positive policy environment and ample support for growth is essential for creating and sustaining Teacher quality.

## 7. REFERENCES

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