

A STUDY ON STATUS AND PROBLEMS OF TEACHER EDUCATION IN INDIA

Dr V. Madhavi*

*Associate Professor, Department of Education, Sri Padmavathi Mahila Viswavidyalayam, Tirupathi

Abstract

Education has a very significant role in developing an individual to the level of perfection by drawing out the best citizen from him, best Indian from him. Education is a lifelong process and without the help of a teacher it will be incomplete. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Some problems are plaguing the system of teacher education so the teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. This full length paper highlighted the status and major problems of teacher education; the role of teacher is changing so fast that no amount of pre-service or in service teacher education can probably cope with expectation of the society.

Keywords: Education, teacher education, teacher-educators.

Introduction

Indian teacher education system has been strengthened a lot during the past couple of years. There are questions on recognition of secondary teacher education institutions. There are questions on inputs and processes of secondary teacher education. Every fault of teacher education is attributed to the NCTE rather than finding faults let us try to meet the gaps between our policies and programmes. Major issues in teacher education concern the following: Proliferation of colleges of education, Isolation of colleges of education, Regional imbalances, Alternative modes of teacher education, Duration of teacher education programmes, Examination system. Further there are some issues related to the quality of the teacher education: Curriculum, Personal and social skills, Competencies, Subject knowledge, Information and Communications Technology (ICT) skills, Context sensitivity, and new pedagogy for the global world. Demand for opening more teacher training colleges and educating more people creates a need for acquiring more funds or resources. It also influences method of teaching, techniques and pattern of financing education. When the demand for education increases the, the country makes an effort to raise more funds for education, allows participation of more private agencies and management in the development of education. The socio-cultural environment, missionary zeal of various prevailing religious and political forms of the government, industrialization and unemployment, greater return from education to the individual, higher social status accorded to the individual by education and so on. Financing for teacher education is also influenced by the importance or the status that is accorded to education by a country. If an educated and qualified person is considered more important in the society, more and more people will seek to get teacher education and a result qualifiable teacher will produce. How the system of education of a state is structured and operated is very much dependent on what the financial resources of that state are. Availability of money or financial resources determines how the system of education will be financed.

Institutions of teacher education fulfill vital roles in the global education community; they have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Often, education is described as the great hope for creating a more sustainable future; teacher-education institutions serve as key change agents in transforming education and society, so such a future is possible. Not only do teacher-education institutions educate new teachers, they update the knowledge and skills of in-service teachers, create teacher-education curriculum, provide professional development for practicing teachers, contribute to textbooks, consult with local schools, and often provide expert opinion to regional and national ministries of education. Institutions of teacher education also perform similar services for school principals who have significant impact on what occurs in schools. Because of this broad influence in curriculum design and implementation, as well as policy setting within educational institutions, faculty members of teacher-education institutions are perfectly poised to

promote education for sustainable development (ESD). By working with the administrations and faculties of teacher education institutions, governments can bring about systematic, economically effective change.” (UNESCO, 2005)

Teacher Education

According to UNESCO (2005), teacher education “addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programs for both pre-service and in-service teachers.”

Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2010). Also, Teacher Education Institutions have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society, so such a future is possible. Teacher education institutions:

Problems and challenges of teacher education

1. Selection Problem – There is a need to put into practice better selection methods. These methods would not only lead to improvement in the quality of training, but also prevent wastage of resources. When proper selection methods are not implemented adequately, then one is unable to recruit and select the teachers with proper skills and abilities. The individuals overwhelmed by poverty, insecurity and vulnerability usually experience problems in adequately depicting their skills, even when they are educated and possess the needed information (Mallica, 2005). The main areas that need to be taken into consideration are, interviews, tests in school subjects, test of intelligence, test of language and administration of aptitude, and interest. In addition, there should also be provision of proper materials and equipment, these include, online applications, resumes and so forth.

2. Lack of Developing Creativity – Creativity is regarded as one of the important factors in leading to functioning of the class in an improved manner. The teachers are required to be creative in the implementation of tasks and functions and especially when they are carrying out their teaching jobs. It is unfortunate that teacher education institutions have not paid much attention towards promotion of creativity (Sharma, 2018). The lack of developing creativity is regarded as one of the crucial problems that not only impede the functioning of the educational institutions, but also in the impartment of adequate knowledge by the teachers to the students.

3. Lack of Dedication towards the Profession – The individuals has a number of job duties to perform in addition to their professions. In the present existence, apart from carrying out one’s job duties of teaching, individuals are engaged in number of other jobs as well, these are management of the household responsibilities, taking care of the needs and requirements of other family members, maintaining terms and relationships with the community members and so forth. Due to number of other factors, they may lack the dedication towards the profession. In some cases, they find it difficult to cope up with the job requirements, do not find the working environmental conditions favorable, and do not feel satisfied with the pay and reimbursements and so forth. These factors lead to lack of dedication towards the profession on the part of the teachers.

4. Lack of Occupational Perception – In the teacher education, when instruction is imparted, then it does not primarily prepare the students for occupational purposes and there is lack of occupational perception. The individuals get enrolled into educational institutions to acquire education with the main purpose of obtaining employment and when there is lack of occupational perception, and then the individuals are unable to obtain adequate information in terms of implementation of their skills and abilities within the employment settings. For instance, when emphasis is put upon communication skills, then the students should be taught how to make use of their communication skills, while imparting instruction and knowledge to the students.

5. Incompetency of Students and Teachers – In the present existence, the teacher education programs does not make provision of proper opportunities to the student teachers for development of their competency traits. The reason being, the organizers of the programs are not completely aware in terms of the problems that the educational institutions are experiencing. Hence, when they will not be completely aware, then they would experience problems in improving the competency traits among the teachers and students. It is vital that there should be a balance between the work schedule of the teachers within the program and the school adopted for teacher preparation in the training college.

6. Lack of Life Skills – Life skills is referred to as the skills that are needed for personal development and growth (Sharma, 2018). These skills enable the individuals to deal with problems and challenges that may arise within their daily lives in an adequate manner. The main life skills are, thinking skills, problem solving skills, logical thinking, decision making, and creative thinking. The other skills are, social skills, and emotional skills. The individuals are

required to possess effective communication skills, time management skills, and abilities to deal with stress and anger. The lack of life skills among the individuals are regarded as impediments within the course of the implementation of tasks and functions.

7. Lack of Subject Knowledge – There is lack of subject knowledge within the teacher training programs. These programs do not focus upon the knowledge of the basic subject. For instance, when the students need to learn the significance and use of ICT in education, but they are not provided with sufficient information, then they would be unable to enhance their knowledge. Therefore, lack of subject knowledge is one of the major problems within the teacher education programs. Due to lack of subject knowledge, the whole teaching practice remains inadequate. The teacher educators are required to implement subject knowledge in their teaching.

8. Inconsistency in Teaching – In the teacher education programs, the educators are not completely aware of the modern and innovative methods of teaching. They simply make use of the traditional methods. Due to this, they are unable to impart an adequate understanding of the concepts to the students. The inconsistency in teaching is reflected, when there are absence of modern and innovative techniques and methods. Furthermore, it is vital for the individuals to make use of technology; therefore, absence of technology is also a major factor that leads to inconsistency in teaching. Inconsistencies and flaws in the teaching-learning methods are barriers within the course of improvements in the system of education.

10. Seclusion of Teacher Education Department – The teacher education department has become secluded from schools. Whereas, the current developments in school education has been observed by the education commission. The schools consider the teacher education department as an alien institution and not a centre, where knowledge is provided in terms of the professional development of teachers. These departments do not much care for the implementers of pedagogy involved in the procedure, but only observe the formality of completing the required syllabus. The individuals do not possess much knowledge in terms of the teacher education department and the roles and functions that it provides in enriching the system of education.

11 Lack of Professional Development: Leaders such as school principals and school complex leaders will have similar modular leadership / management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 total hours of CPD modules per year, covering leadership and management, as well as content and pedagogy for the teaching aspects of their jobs With focus on preparing and implementing pedagogical plans based on competency and outcome based education.

Conclusion and Suggestions

Here are some suggestions for improving the condition of teacher education:

- Teacher education institutions should be put under strict control of this regulatory body (NCTE) for the selection of teacher, students and provisions of good infrastructure etc.
- Working of Teacher education institutions should be examined from time to time and strict action should be taken if they fail to come up to expected level.
- Privatization of teacher education should be regulated.
- Affiliation condition should be made strict. There should be a planning unit in each State Education Department.
- The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. This unit can also be given the responsibility of projecting future requirements of teachers in various categories.
- Educational institution should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities, which promote democratic spirit of mutual appreciation and fellow feeling.
- The practicing schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools.
- The course of studies and the practical work and practice teaching can be easily moderated in such a way that they will have useful implications for improving school practices.
- Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced. Educational institutions should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.
- Teacher educators must be well qualified and experienced with language proficiency. Curriculum of teacher education programme should be revised from time to time according to changing needs of society.
- The quality of teacher education programme should be up graded.

- Correspondence courses in teacher education— should be provided, with a strict and high screen for admissions and a rigorous manner of assessment. Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
- Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
- Several types of co-curricular activities in the curriculum should be included. Government should look after the financial requirements of the institutions. Teacher educators must be experienced and well qualified with language proficiency.
- On practice teaching more emphasis should be given till mastery is reached with appropriate feedback. Refresher course should be organized for teacher educators frequently.
- Teacher pupil ratio should be ideally 1:8.
- Internship in teacher education should be objective, reliable and valid.

However there are so many problems in teacher education programme but so many government bodies as NCERT, NCTE, NAAC, NUEPA etc. are trying to resolve these problems by different type of panel inspections on time to time of teacher educational institutions. Now it is mandatory for every institution to accredit by NAAC otherwise the affiliation of that institute will be cancelled. Kothari commission rightly remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation'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.

References

1. Perraton, H., Creed, C. and Robinson, B. (2002) *Teacher education guidelines: Using open and distance learning*, Paris: UNESCO
2. UNESCO. (2002). *Teacher education guidelines: using open and distance learning – technology, curriculum, cost, evaluation*. Paris: UNESCO
3. UNESCO. (2005). *Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability*. Retrieved from
4. U.K Singh & K.N Sudershan _Teacher education', discovery Publishing house, New Delhi. Page, 216.
5. Yogesh Singh, —Teacher Education| A.P.H Publishing Corporation, New Delhi.
6. Naseem, S. and Anas, N.(2011) *Problems Of teacher Education In India*, International Referred Research Journal, 2, 19, 187-188April.
7. Sansanwal D.N. (2008). VI *Survey of Educational Research*, DAVV, 2007-08, www.dauniv.ac.in.
8. Sharma,G(2012) „ *ICTs*“ in *Teacher Education*, Review of Research, 1, 10, 1-4, July. 4. Siddiqui M.A., Sharma A.K., & Arora G.L. Eds (2009).
9. *Teacher Education: Reflections towards Policy Formulation*, NCTE, New Delhi.
10. Sing, Gajpal. *Emerging Trends and Innovations in Teacher Education*. Volume :
11. Issue : 5 | May 2014 | ISSN - 2249-555X 6..Curriculum Framework for Quality Teacher Education by NCTE retrieved from [http:// www.ncte-india.org/pub/curr/curr_0.htm](http://www.ncte-india.org/pub/curr/curr_0.htm) |
12. NCTE (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*, NCTE, New Delhi.
13. Ram Ahuja (2001). *Research Methods in Education*. Jaipur : Rawvat Publications.
14. R. Kumar *Child development in India*
15. Sharma .R.A. *Fundamentals of Educational research* prentice hall of India, New Delhi : 1989
16. Sandeep. 1990. *Studies in Non – formal and adult education*.
17. S.N. Sadhu & Veena Dixit. *Child welfare in India*.
18. Siddhu, K.S (1985). *Methodology of research in Education*, New Delhi: Sterling Publishers Pvt. Ltd.
19. Sharma,G (2012). „ *ICTs*“ in *Teacher Education*, Review of Research, 1, 10, 1-4, July