
“Quality Issues & Challenges in Indian Teacher Education System”

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ABSTRACT

Nation’s development is totally linked with education system of the country. Teacher is the key person through which education is imparted and knowledge is passes through one generation to the next, so there is a need of quality teachers. To provide quality teacher education of global standard with latest technology, inculcating values and patriotism and channelizing the energy of youth in the right path of service. For achieving this aim, there are many ongoing issues which have to be solved time to time for improving teacher education system.

Keywords: - Teacher Education, Global Standard, Issues, Development.

Introduction:-

Education is a process of human enlightenment and empowerment,for the achievement of better and higher quality life of a nation.The process of education is shaped and molded by the teacher, who plays a pivotal role in any educational system.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. 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, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education.

Quality of Education

Quality is at the heart of education. According to UNICEF, A quality education is defined by five elements:-

- The learner's outside experiences
- Learning environment
- Content of education
- Learning processes and
- Education outcomes

Learners must be healthy, well-nourished and supported by their families and communities. The learning environment should be safe, healthy and stimulating. Appropriate education content is relevant to the learner and presented in a well-managed classroom. Learning outcomes should meet promote participation in society.

For providing quality education, quality teachers are also needed. Some are the qualities which are needed in individual teachers is:-

- Knowledge and skills in a range of appropriate and varied teaching methodologies;
- Fluency in the language of instruction;
- Knowledge of, sensitivity to, and interest in young learners;
- Ability to modify teaching/learning approaches as a result of reflection;
- Ability to create and sustain an effective learning environment;
- Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced;
- General professionalism, good morale, and dedication to the goals of teaching;
- Ability to communicate enthusiasm for learning to students;
- Good character, sense of ethics, and personal discipline;
- Ability to work with others and to build good relationships within the educational institutions and community.

These teacher qualities thrive only in a positive and supportive environment. The teacher is always functioning as a part of a social network, either with his or her students or within the school community.

Teacher Education

Teacher Education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the school and class-room.

According to the “National Accreditation Council for Teacher Education,”(2009), Teacher Education is defined as – a programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empowers the teacher to meet the requirements of the profession and face the challenges there in. Thus, competency and professional skills are the very heart of the teacher education programme. In other words, teacher education is one of the important linkages between the education and society where there is a greater responsibility on teacher educators.

Government of India Organization Bodies in Teacher Education

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include:

- National Council for Teacher Education (NCTE).
- National Council of Educational Research and Training (NCERT).
- National University for Educational Planning & Administration (NUEPA).

University Grant Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other Ministries that have Institutions which run teacher training programmes. Ministry of Women and Child Development has a large network of training of Anganwadi workers, who take care of pre-school component.

The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education. In certain states all teacher education institutions are managed by the State Government. In certain other states, majority of teacher training institutions are managed by Private Agencies under Self – Financed category. Creation of separate cadre for teacher education has been an important issue to be solved in many states.

There are three types of teacher education institutions:-

- a) Government Institutions.
- b) Government – Aided Institutions.
- c) Self - Financed Institutions.

Issues of Teacher Education

Development of any society is dependent on its education system as well as efficient teachers. But there are many problems/issues and challenges plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, schools, regulatory bodies, to teachers themselves. Some of are as follows:-

1. Selection Problem

First and the most important is improper selection of the candidates (student teacher) to be admitted in teacher-education programme. Here some suggestions are mentioned the selection procedure:-

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- a) Test of General Knowledge should be applied
 - b) Candidates should be interviewed
 - c) Test in school subjects
 - d) Test of intelligence be administered
 - e) Test of language
 - f) Aptitude; interest and attitude inventory should be administered
 - g) Guidance service.

2. Defects in concerning papers

The meaning of education, its objectives, the socio-cultural and political-economic background, the principals should know by a student teacher that guide them in construction of curriculum etc. But a good Orientation is impossible in a short duration. Some steps may be taken in this connection:-

- a) Allowing more time to learners for sound build-up and good reding of the attitude and intellect,
- b) Pruning the existing course,
- c) To arrange for exchange of experience than merely attending lectures,
- d) To change the mode of testing inputs,
- e) In the daily school teaching the content must have direct implications.

3. Incompetency of students and teachers

The current training programme does not provide proper opportunities to the student teachers to develop competency because the organizers of teacher's training programme are not aware of the present problems of schools. So there should be a close matching between the work schedule of the teacher in the programme and school adopted for teacher preparation in a training college.

4. Practice teaching neither adequate nor properly conducted

Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are not serious to the task of teaching, deficient in sense of duty indifferent to children, irresponsible, aimless, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

5. Faulty teaching method

In India teacher educators are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern class-room communication devices is negligible.

6. Isolation of teacher's education department

The teacher education has become isolated from schools and current development in school education has been observed by education commission. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. These departments not caring for the sounders of pedagogy involved in the procedure but only observe the formality of finishing the prescribed number of lesson.

7. Lack of subject knowledge

The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

8. Supervision problem of teaching

The supervisory organizations for practice teaching aims by using various techniques and practical skills in teaching at bringing improvement in the instructional activity of the student teachers and help them to develop confidence in facing the classroom situations. Which is done through following types of supervision.

Supervision before classroom teaching:

It aims at guiding in learning to organize contents, planning their lessons, developing other related skills and formulating suitable gestures. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.

9. Inadequate empirical research

Research in education has been considerably neglected. The research conducted is of low quality. Before undertaking any research, the teacher programmes are not studied properly.

10. For professional development lack of facilities

Most of the programmes are being conducted in a routine and unimaginative manner. Even towards development of a sound professionalization of teacher education in the country the association of teacher educators has not contributed anything.

11. Poor academic performance background of student-teachers

Mostly candidates do not have the requisite motivation and an academic background for a well-deserved entry in the teaching profession. M. PM. Proper facilities not available the teacher education programme is being given a stepmotherly treatment in India. The teacher education institutions are being run in rented buildings about 20 percent without any facility for an experimental school or library or laboratory and other equipments that is necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

12. Demand and supply not sufficient

The State Education Department has no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and supply of teachers. This has created the problems of unemployment.

13. Some other problems of teacher education:

- a) Poor standards with respect to resources for colleges of education.
- b) Unhealthy financial condition of the colleges of education
- c) Negative attitude of managements towards development of both human as well as material resources.
- d) Lack of occupational perception.
- e) Feedback mechanisms lacking.
- f) Objectives of teacher education not understood.
- g) Secondary level teacher education is not the concern of higher education.
- h) Lack of dedication towards the profession.
- i) Uniform education policy of the government treating excellent institutions alike.
- j) Traditional curriculum and teaching methods of teaching in the teacher education programme.
- k) Haphazard and improper organization of teacher education.
- l) Unplanned and insufficient co-curricular activities.

Remedies to improve the condition of teacher education

Some suggestions here to improve the condition of teacher education:

1. Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
2. Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.
3. Teaching days to be increased upto 240 per year.
4. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
5. Low standards Institutes should be reformed.
6. Affiliation condition should be made strict.

7. On a continuing basis curriculum development to keep pace with current trends.
8. Teacher education should be increased to two years duration.
9. Government should look after the financial requirements of the institutions.
10. Teacher education privatization should be regulated.
11. Refresher course should be organized for teacher educators frequently.
12. Research in teacher education should be encouraged.
13. Teacher educators must be experienced and well qualified with language proficiency.
14. Selection procedure must be improved and interviews, group discussions along with common entrance test.
15. Teacher educators to be trained in the use of ICTs.
16. Regular inspection by NCTE should be done on a regular basis.
17. Professional development of teacher educators as ongoing ritual.
18. On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
19. Teacher pupil ratio should be ideally 1:8.
20. Internship in teacher education should be objective, reliable and valid.
21. Several types of co-curricular activities in the curriculum should be included.

Conclusion

The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs a comprehensive reform and restructuring curriculum of teacher education programme according to changing needs of society government of education will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children . Teacher quality, teacher learning and teacher improvement, therefore are becoming the focus of researchers, policy makers, program designers, implementer and evaluators.

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