TEACHER EDUCATION UP TO SECONDARY SCHOOL LEVEL IN INDIA: PROBLEMS AND SUGGESTIONS.

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ABSTRACT

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. The aim of the present paper is to improve the teacher education quality in India by focusing on the problems & related concerns. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country. Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students. Now teacher has to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which enables learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens. Teacher and his education are very significant aspects of any nation. 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 to be upgraded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. In the research paper I will discuses the problems of teacher education and provide the some Suggestions of teacher education.

Keyword: Teacher Education, Curriculum, practice teaching, Professional Development.

1. INTRODUCTION

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the national builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behave should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc, so that he may transmit the same to the younger generation. Teacher is a backbone of education system and Teaching has been one of the oldest respected professions in the world. The role, function, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. According to Good's Dictionary of teacher education means, "All the formal and non formal activities and experiences that help to quality a person to assume the responsibility as a member of the educational profession or to discharge his responsibilities more effectively ".Teacher is not only related to education process but also soul of the society. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the
teacher to meet the requirements of the profession and face the challenges therein. Many policy documents have flagged the importance of investing in teacher development. In pursuance of the National Policy of Education (NPE) 1986 and Plan of Action (1992) major steps were taken by the Central Government to enhance the capacity of teacher education institutions. Nearly 430 District Institutes of Education and Training were established by 1997-98, along with the National Council of Teacher Education (NCTE) in 1995. Following its founding NCTE developed a Curriculum Framework for Quality Teacher Education in 1998, and a revised National Curriculum Framework on Teacher Education in 2009. This Framework tries to ensure that teacher education courses are aligned with the epistemological and pedagogical shift from behaviourism to constructivism (with its emphasis on hands-on, experiential, collaborative learning) envisaged in the 2005 National Curriculum Framework and develop teachers as facilitators of learning. The 2009 Right to Education Act also attached great significance to the role of teachers in reforming elementary education. A Teacher Eligibility Test was introduced in 2010 to ensure that even after teachers have obtained professional qualifications, they are screened to ensure that they have requisite knowledge before joining the teaching force. In Feb, 2021 NCTE has passed order to take TET as a mandatory examination in the teacher recruitment process of all levels (from Primary teachers to TGT, PGT). Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. The aim of the present paper is to improve the teacher education quality in India by focusing on the problems & related concerns. So, National Policy on Education (1986) truly commented, “No society can raise above the standard above of its teachers”.

Methodology/Approach: The present study is purely based on the analysis of secondary data retrieved from the Govt. official website of India & West Bengal, other organizations, research papers etc.

2. PROBLEMS OF TEACHER-EDUCATION:

Following are the problems related to Teacher-Education –

2.1. Traditional Curriculum: The curriculum of teacher education is rigid and traditional. It is highly theoretical and less importance is given to the practical aspect. There is little integration of theory and practice. It lacks realism and is not related to life and community.

2.2. Problem of selection: There are lot of defects in the selection procedure of teacher education. There is no clear cut procedure which is to be followed while admitting students for teacher education. No attitude, aptitude, or any achievement test is conducted. The interview of students is not considered while admission. Any candidate who possesses’ minimum required qualification has easily got admission in the course.

2.3. Lacking Quality teacher educators:

Teacher educators in most of the cases are less competent. They are not efficient enough to develop desired level of skills among the student teachers. They have lack of subject matter mastery. They are less competent to deal with the problems of classroom and behaviour problems of student teachers.

2.4. Lack of use of Science and Technology:

With the advancement in science and technology the world has become interdependent and is turning gradually into a global village. But educational programmes for teachers or teacher-education have not made full use of latest technologies for developing teaching skills among students. Stereotyped and theoretical methods are still more prevailed in the teacher education training institutes.

2.5. Lack of control over teacher education institutions:

NCTE is regulatory body which controls the functioning of teacher education institutions and holds control over the quality education there. It sets and maintains the standards of education in these institutions. But in past few years teacher education institutions are so drastically increase in number that it becomes difficult to monitor all the institutions. Some of these institutions are compromising quality for the sake of money only.

2.6. Problem of Isolation

This problem can be viewed at three levels namely: (a) isolation of the colleges of education
from the university; (b) isolation of the colleges from the daily life of the school and (c) isolation among the different training institutes. The teacher training institutes also stand isolated from the community and real life.

2.7. Traditional methods of teaching

Traditional methods of teaching are still widely used for teaching the upcoming teachers. Students are not exposed to new innovations and experimentation. Modern classroom communication devices are found negligible in institutions.

How we can accept student teacher to use new methods of teaching when they are not seeing their educators using these new methods.

2.8. Poor Integration of skills

Certain skills as life skills, techno-pedagogic skills, info-savvy skills, emotional skills, human developmental skills and spiritual skills need to be integrated in the teacher education programmes. There should be simultaneous focus on the creative thinking, critical thinking, self and social management skills. The present teacher education system of country fails to integrate these skills within learners.

2.9. Poor motivation and academic background of pupil teachers

Most of candidates joining the teaching profession do not come here by choice; instead they come here by chance, when there is no other option. They do not have the requisite level of motivation and an academic background for the noble profession of teaching.

2.10. 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.

2.11. 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.

2.12. 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.

2.13. Lack of Creativity:

No doubt bloom in his life time revised the objectives of higher mental order by placing creativity at the top because development of creativity is very essential for the all-round development of humans. Creativity is at the while performing any task. But this factor is ignored while delivering knowledge in teacher education programmes.

2.14. Lack in developing Life Skills:

Life skills are certain skills which are essential for personal development and growth. These skills enable man to deal with the life’s difficulties. These skills are Thinking Skills- Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking; Social Skills- Interpersonal relations, effective communication and empathy; Emotional Skills- Stress Management, sympathy. Main issue is that teacher-education is memory based i.e. There is no active involvement of students, so there is lack in the development of life skills among the students, which are essential for all round development of students.

2.15. Lack of Co-curricular activities:

The co-curricular activities in teacher education are unplanned and not sufficient. Sometimes due to lack of time management these activities are ignored. But now-a-days in this competitive world this activity becomes an integral part of school education. Student teachers do not provide proper opportunities of planning and organising these activities which creates problem in the coming professional life of teachers.

2.16. Incompetency of students and teachers:

The existing training programme does not provide adequate opportunities to the student teachers to develop competency because the organizers of teacher’s training programme 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 programme adopted for teacher preparation in a training college. Quality in education relates to the
quality of the work undertaken by a teacher, which has significantly effect upon his or her pupils. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to teaching methods, content, organisations etc. more knowledge of theoretical principles is emphasized and teachers are not able to these principles in actual classroom situations.

2.17. Globalization and Erosion of Values
Due to globalization and advancement of science and technology world has become closer. Access to all kind of information is very easy. The facility of internet has reached every nook and corner of the country. Every transaction is going to be online. But there are several deviations particularly of young students who are prone to malpractices. It is said that “our inclination towards bad is more than our inclination towards good”. In this sense mobile culture, internet, face book and twitter etc. have polluted young minds. This led to the erosion of values.

2.18. Social Issues
There are various social problems issues that today our nation is confronting. These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against these social problems of they are sensitive towards these issues.

2.19. Problem of practice teaching
This is one of the main problem of teacher education. Teaching practice is neither adequate nor properly conducted. Student teacher does not take the task of teaching practice seriously. They behave irresponsibly and aimlessly. They show indifference towards the school and children. They just treat teaching practice as a fun time and way of entertainment. Also on the other side the school and school management pose problems as they do not co-operate- they do not get ready to allow teaching practice session, they did not allow proper lectures to student teacher, interfere much. Schools were teaching practice is held are not of good standard. There is no provision of modern technology. They are mere schools where most of modern facilities are not available.

2.20. Lack of Supervision
Student teacher requires proper supervision at each step in order to bring desirable improvement in skills and behaviour. They need supervision while practising skills, developing and delivering lessons, to develop confidence in facing the classroom situations. But there is lack of good supervision and supervisory staff in teacher education institutions.

2.21. Lack of proper Evaluation
Evaluation of teacher education is faulty. Examinations are conducted at the last of the session. External and internal assessment is subjective. Sometimes to get good result the college of education marked good internal assessment to the undeserved candidates also.

2.22. Lack of proper facilities
Large number of education colleges has unhealthy financial conditions. They are lack in basic facilities such as experimental schools, laboratories, libraries, hostel, and building. Some of them even are running in the rented buildings.

2.23. Lack of Regulations in Demand and Supply
There is a considerable lag between the demand and supply of teachers. The State Education Department has no data on the basis of which they may work out for the desired intake for their institutions. This has created the problems of unemployment and underemployment and creates student unrest.

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

2.25. Lack of Dedication towards the Profession
The individuals have 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 favourable, 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.

2.26. Poor budget allocation

Less budgetary allocation is a main reason which in turn makes suffer the institutions for equipments, facilities, arrangement of co-curricular activities and sometime contractual appointment of the staff shortage. It directly affects the quality of outcome.

2.28. Lack of feedback system

A perfect feedback system from institutions, staff, faculty and stakeholders regarding courses and implementation is required at every stage of change and planning. Recently 2 year curriculum of B. Ed. is started by NCTE countrywide, which was recommended time and again in various policy papers and reports. Surprisingly even before completion of the first batch and outcome of results, NCTE has invited suggestions about the duration of course as 1 year or 2 year, which may be a probable rollback. A good planning coupled with proper feedback is required for these types of steps.

3. SUGGESTIONS

There are some suggestions here for improving the condition of teacher education which is given as:

1. Value education should be given to teachers, so that they could educate young minds in the right direction.

2. Curriculum of teacher education programme should be revised from time to time according to changing needs of society.

3. The quality of teacher education programme should be upgraded. New and innovative techniques can be used for transaction of curriculum. The teacher education programme should be modified so that teachers are equipped for the different roles and functions imposed by new technologies.

4. The socio-economic status of the teachers must be raised so as to attract talented people towards the profession.

5. Teachers should train about stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition. Teacher education programmes should enables the teachers to develop the relief skills among students.

6. Teachers should be able to think critically make right decisions and maintain harmonious relations with others.

7. Techniques used in teaching should develop habit of self learning and reduce dependence on teachers. It will help them to reflect on their own and doing something new. Doing something new is creativeness. Teachers should encourage student’s capacity to construct knowledge.

8. Teachers are to make positive contribution to the realization of the constitutional goals.

9. The Evaluation system can be reformed and it can be made reliable, objective, comprehensive and continuous.

10. Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc. Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction. Engaging Quality teachers and improving their quality with continuing education efforts is needed in present scenario. According to European Commission “Teacher educators are crucial players for maintaining - and improving – the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools.” Teacher educators must be experienced and well qualified with language proficiency. A teacher needs to be a lifelong learner, similarly, teacher educator need to be lifelong learner. Teacher educators need to be lifelong
learning can be facilitated by continuously updating their knowledge and utilising the newly acquired knowledge in improving skills of imparting training. Professional development courses, refresher courses, short term courses and faculty development programme, workshops, seminar and conferences are useful for this purpose. MOOCs courses and some other online learning courses are other options.

11. The impact of science and technology and ICT on society and education should be fully discussed in teacher education institutions.

12. European Commission rightly stated that "Developing reflective and critical competences are key objectives for teachers who need to adapt to an evolving curriculum and to changing techniques and social environments. These are key to new education practices where creativity and innovation are combined with the objective analysis of rigour and assessment of outcomes, i.e. the intended qualities of training through research." Teachers and teacher educators need to be equipped with enquiry oriented practice. Research develops the capacity, motivation, confidence and opportunity in teachers.

13. Scientific attitude should be developed and its application for the solution of problems of life should be encouraged.

14. Proper monitoring of private institutions is needed- National Knowledge Commission has suggested that- “Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc. and Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level.” It is required to stop these types of institutes to become degree producing factories, on the other hand regulate the smooth operating of Government and other institutions”.

15. Govt. should grant financial support for the improvement of teacher education.

4. CONCLUSION

Teacher education is an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialisation but also in areas of educational developments and social and cultural issues through continuous in-service orientation. Emphasis on continuing life-long learning has to become an essential concern of teacher education.

A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of interaction with their learners. Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. Government and educators will need to understand better the links between schooling and its social and cultural environment. There is a dire need to develop state, local, and national policies that provide meaningful financial support for teacher preparation programs and their students, including greater access to financial aid resources. Both the quality and quantity of teachers today poses a major challenge. India has one of the largest systems of teacher education in the world, with more than 85% of all training institutes in the private sector. A key concern is that of 785,227 qualified teachers who sat the newly introduced Central Teacher Eligibility Test in 2011, less than 7% passed, despite all of them having a teaching qualification. Serious concerns regarding the functioning of teacher education institutes were raised by the Justice Verma Commission Report (2012) that stated: “Preparation of teacher education has remained a weak link in ensuring the quality of pre service teacher education; and, therefore, the issue of the profile of a teacher educator should receive due attention, transcending the existing thinking on the subject.”

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