



PROBLEMS OF TEACHER EDUCATION IN INDIA

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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 up graded. 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.

Key Words: Teacher Education, Transformative Learning, Curriculum, Innovation, Professional Development & Comprehensive Reform

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. The above said facts express the dire need of teacher-education. Numerous empirical studies conducted by social scientists have established a strong correlation between education and national development; all attach utmost importance to education as an effective tool in reducing poverty by building a viable workforce capable of competing in an increasingly competitive and global economy (Jomtien, 1990, Delors, 1996, mdgs, 2012). The aim of

the present paper is to improve the teacher education quality in India by focusing on the problems & related concerns.

Current State of Education:

India has a large system of education. There are nearly 5.98 lakh primary schools, 76 lakh elementary schools and 98 thousand high / higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or under-trained.

In certain regions, like the North-East, there are even unqualified teachers. As far as in-service education is concerned the situation is not very encouraging. In this scenario it has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. The quality of pre-service education has actually shown signs of deterioration. Naseem & Anas (2011) in their study discussed about the various problems that are existing in Indian Teacher Education, while Sharma (2012) stressed on the fact that ICT can play a major role in professional growth of the teacher and shaping the global economy.

Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. All these problems are closely associated with increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices; and the support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level.

The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centres for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education.

Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country.

During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate.

Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not

practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

Problems of Teacher Education:

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Various problems in the way of teacher education are following:

- ✓ Incompetency of Pupil Teachers
- ✓ Superficial Practice teaching
- ✓ Problem of supervision of teaching
- ✓ Deficient in content of the Teaching Subject's
- ✓ Knowledge
- ✓ Methods of Teaching are lacking in innovation
- ✓ Segregation of Teacher Education Department
- ✓ Poor Academic Background of Student-Teachers
- ✓ Deficient in facilities for pupil-teacher
- ✓ Lack of Regulations in Demand and Supply
- ✓ Lack of facilities for Professional Development
- ✓ Insufficient financial grants
- ✓ Narrow Scope of Teacher Education
- ✓ Lack of Culture-Specific Pedagogy

Main Concern of Teacher Education:

A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education; still our teacher-education could not rise up to the expected level. It is lacking behind somewhere in realizing its purpose. Its scope has broadened and its objectives have become focused during the last thirty five years, but teacher education could not realize its objective fully.

The school should equip students with suitable knowledge and skills that must be perceived as understanding the reality through personal experience and emotional reactions with the surrounding world of objects and specific situations (Yang, 2004). Such knowledge should be preceded by appropriately designed and organized learning process – learning that brings about substantial changes in the perspective of individual vision and perception of the world (O'Sullivan, 2008).

Growing evidence demonstrates that, among all educational resources, teacher's abilities are especially critical contributors to student's learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling – Hammond, 2006). 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 (Fullan, 1993).

Rising Matter of Teacher Education:

No doubt that India faces today a number of problems pertaining to illiteracy, poverty, unemployment, crisis of moral and spiritual values. But in the last few years

every individual, a parent, guardian, teacher, administrator or nation is concerned with the problem of student unrest is as under:

- ✓ The participation of students in demonstrations, strikes, processions, mass meetings, walk outs, setting libraries on fire, damaging laboratories and university properties, indulging in ragging like activities on campus. These are the nationwide issues emerged out of students' unrest.
- ✓ Economic difficulties: The majority of students come from the ordinary class and many of them are unable to provide for their minimum necessities of life. Economic miseries have grown due to the rising prices, habits of wasting money on luxuries. Students hold part time jobs in order to pay for their educational expenses and must divide their attention between a job and university career. These are some of the causes of students' unrest. It is very difficult to enumerate all the causes of student unrest as they cover a wide spectrum of spheres.
- ✓ The student in modern society is involving more intensely in social change. The modern student is breaking away from the traditions and restrains, new culture and new thinking – Gandhi-giri for Gandhi's philosophy, Anna-giri for Anna Hajare's anticorruption mission is coming into existence on the campus.
- ✓ Glamour on the campus affordable or not for that purpose our students are ready to go an extreme.
- ✓ The techno savvy generation of students has arrived and their increased potential and aspiration for techno based learning cannot be overlooked and therefore, keeping pace with this new generation learners is emerging as one of the most important issues in Higher Education.
- ✓ The concept of effective governance in Higher Education sector needs to be thoroughly innovated to be able to effectively deal with the new challenges confronting on us.
- ✓ The poor performance of the universities in research- It has been observed that India shows poor status in research and development, research per million is just 194 which is very low compared to other countries.
- ✓ Low expenditure on Higher Education figures related to expenditure on higher education is not satisfactory.
- ✓ Status of Higher Education in India Even though the Higher Education system of India is third largest in the world but it has many issues like:
 - Access to the higher education system is still restricted to a small portion of the society.
 - Low public expenditure on Higher Education as percentage of GDP.
 - Large rural-urban divide in access and
 - Shortage of faculty and poor infrastructure
 - Are required to be focused in proposed action plan in Higher Education in India.

Emerging Development and Improvement:

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning.

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. Teacher education is now becoming more yet to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher.

Now teacher has to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which enables learners (students) 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.

Suggestions:

- ✓ The courses of studies both in theory and practice should be reorganised. For this a pragmatic research should be conducted by some universities to see the course structure, which will be helpful for realisation of the goals of teacher education. A comprehensive job analysis of teaching in our schools should necessarily be made the basis for recasting of courses in teacher education.
- ✓ The method of teaching in the teacher education departments should be such that it inspires a sense of appreciation among other departments of the universities and colleges: A teacher education department should therefore, conduct special innovative programmes in the following directions: Seminar, combining of seminar and discussions with lectures, team teaching panel discussion and projects sponsored by the faculty members for improvement of learning in various spheres.
- ✓ For development of professional attitude it will be advisable to recognise the college of education as unit in themselves. Such an institution should be equipped with facilities for organising various types of activities such as daily assembly programmes, community living, social work, library organisation and other curricular activities, which promote democratic spirit of mutual appreciation and fellow feeling.
- ✓ The admission procedures of B.Ed. should be completely systematised and steps should be taken to make it full proof against tempering and meddling as far as possible.
- ✓ 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.
- ✓ It will be in the fitness of things if at the time of setting up a teacher education department, a demonstration school is made integral part of it and a definite norm should be followed for certain facilities such as laboratories, libraries and other important audio-visual equipment.
- ✓ The practising 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.
- ✓ Teacher education programme should be organized on the basis of evidence obtainable from researching such areas as follows:" Teacher behaviour" Developing conceptual framework and a theory of institution." Innovative

practices of teaching such as microteaching, simulation and interaction analysis procedures.

- ✓ The teacher education department should be made a nucleus for research on teaching curriculum and evaluation in the regular university departments. It can also be entrusted the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academicians. There should be a free exchange of scholars from one department to the other. This will improve the quality of teacher education programmes immensely.
- ✓ For professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.
- ✓ There is a paucity of round textbooks and reading material, including reference books in Hindi and regional languages in the field of teacher education.
- ✓ The State Government should make adequate provision of funds for teacher education departments. Special assistance should be given for running an experimental school and holding of practice teaching sessions in various schools.
- ✓ Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.
- ✓ Libraries are needed to be enriched with complete and comprehensive reference section equipped with all available journals for use by all the researchers. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilise his own resources to keep himself abreast of new knowledge and skills.

Conclusion:

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 up graded. 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.

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