

Full Length Research

TEACHER EDUCATION AND THEIR PROBLEMS

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Education is a dynamic process. Teacher performance is the most crucial input in the field of education. One of the most important requirements to promote and strengthen education is the training of teachers. Teacher education is important as efficient teachers can shape an efficient future society. The development of the standard of education is closely connected with the question of teacher education. A teacher should prepare himself for this special task before accepting the responsibility of teaching. The teachers' training institution helps a lot to do this task. In the education policy the importance of the teachers' training is admitted for a long time. But in this changeable society how much development in the standard of education has taken place is the context of the present paper. This full length paper highlighted the importance and the problems of teacher education and describes the various role educational agencies like NCERT, NCTE, NCF etc. improving the quality and standard of teacher education.

Key words: education, Teacher Education, Problems and Issues, Quality of Education

INTRODUCTION

Education itself is the basic human right and as a tool to make a sensitive about issues and problems. Education is the process to teach people to learn right actions and made them understand that freedom is not unrestricted. Education translates the meaning of authority and freedom. It teaches how to avoid punishment to live externally free and inwardly peace full with clear conscience, enriched mind without fear and worry. Education uses culturelization, conditioning, reconditioning, learning, learning techniques to bring people within redline zone to change behavior.

India has one of the largest systems of education ranging from early childhood education to higher education. In a pluralistic and developing society like India equity and quality of education are two important concerns particularly in a globalized world. The maintenance of quality of education at school level

without the support of a good teacher is a misnomer and that is the reason that in the long history of its traditions in India, teachers have always been much reversed.

In the process of making education more meaningful, or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teacher, as the teacher is the heart of the school system.

The place and importance of teacher in a society can never be over estimated. A teacher is a central figure in the formal teaching learning set up. He is a telescope through which people can see the distant tomorrows of the students. He is the ultimate agent who dispenses knowledge, frames the times schedule, selects reading materials, evaluates learning outcomes, and helps pupils to overcome their difficulties and personal problems. He is who sets the standards, builds up desirable attitudes

and approves or disapproves pupil behavior.

The Indian education commission 1964-66 has rightly remarked in the opening sentence of the report that the destiny of India is now being shaped in her class- room. The truth that “no people can raise above the level of its teachers”.

A human being is a precious natural resource. He needs to be cherished, nurtured and developed with tenderness and care. Throughout history, education has been playing this vital role and has contributed a lot in shaping the destinies of societies in all phases of their development.

Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers, as much through their personal example as through the teaching learning processes. We are on the threshold of the development of new technologies likely to revolutionize teaching in classrooms. But unfortunately, the process of updating curricula of teacher education has been very slow.

Today teaching is a profession requiring specialization in terms of knowledge and skills. There exists a wide gap between theory and the knowledge and skills of teaching required in the actual classroom curriculum transaction. For this reason, a routine-bound teacher cannot act in accordance with the emerging needs unless he or she is trained and frequently oriented. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection and renewal of education.

To strengthen the training of teachers, District Institutes of Education and Training (DIET) were proposed to set up in a phased manner. For improving the quality of pre-service teacher training programme for secondary level, the college of education should be strengthened. These institutions should have networking with the university Department of Education, State Councils of Educational Research and Training (SCERT), District Institutes of Education and Training (DIET), and Regional Colleges of Education of National Council of Educational Research and Training (NCERT). In order to enhance professional capabilities for training of in- service teachers State Council of Educational Research and training (SCERT) in states/ Union Territories should be recognized and strengthened. (National curriculum frame work for secondary education 1988). Teacher training institutions generally lay emphasis on the subject matter competencies of the trainees prior to their entry in the professional course.

Teacher Education

Teacher education is an integral component of the educational system. It is intimately connected with society

and is conditioned by the ethos, culture and character of a nation.

The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.

Teacher education is important as efficient teachers can shape an efficient future society. Teachers can greatly influence young minds and hence it's important that competent teachers are recruited for the gullible and vulnerable young minds. NCTE is doing a good job but a lot has to be done to improve the status and quality of teachers in India.

Major Recommendation of Education Commission and Committees on Teacher Education.

Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher.

A teacher education is not just a graduate or post graduate or even one armed with a doctoral degree aspiring for a job to make his both ends meet. Teaching is a service oriented profession which requires a will to sacrifice. It is one of the common professions in our society. It is probably the most inspiring and complete profession for the very fact that unlike artisans and craftsman, a teacher deals with the most sensitive of subject matter, i.e. human child.

Professional training of teachers is key to quality enhancement of school education. The aim of education of taking the Nation into 21st century cannot be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach to revitalize and modernize 'Teacher Education Programme'.

The training of teachers assumes great significance in the educational system. Teacher education system is an important vehicle to improve the quality of school education. It is a continuous process. It is well recognized that the overall quality in education depends amongst other things on the quality of teacher and that a sound programme of profession education of teachers is essential.

The Government of India realized the importance of Teacher Education as a result of which many reforms were brought out particularly after independence. During 1947- 48 only 511 institutions existed at the secondary

stage where as the number of 2000 at present. The same way more than 50 lakh teachers and thirty five thousand (35000) teacher educators are working in school and training institutions. (Annual report of NCTE, 2004-05)

The University Education Commission (1948) recommended that theory and practice of pre-service teacher education must support each other.

The Secondary Education Commission (1952-53) recommended the adoption of new techniques of evaluation and suggested that more capable and intelligent persons should be attracted to teaching profession.

Education commission (1966) "The professional preparation of teachers has been recognized to be crucial for the qualitative improvement of education since the 1960's". (Kothari commission 1964-66).

In the year 1973, the government of India constitutes the National Council of Teacher Education (NCTE) to act as national advisory body on all matters relating to teacher education and review the progress plan scheme to ensure adequate standards in the field of Teacher Education.

In India, as on 31st March 2009, 11861 teacher education institutions were recognized with an intake of having 14405 teacher education courses at different levels like Pre- Primary, Elementary, Bachelor of Elementary Education (B.El.Ed), Bachelor of Education (B.Ed), Master of Education (M.Ed), Certificate in Physical Education (C.P.Ed), Bachelor Physical Education (B.P.Ed), Master of Physical Education (M.P.Ed) and others. Many institutions are conducting multiple courses having different levels. (Annual Report, NCTE 2008-09)

In spite of adopting so many measures, still various problems of teachers' training exist. The College Teachers, Education Department of University and the Government should give their attention to tackle the problem of teachers' training. For the development of the standard of education, ideal teachers are necessary and for this there is the need of appropriate teachers' training.

Major Problems of the Present System of Teacher Education

There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Major problems of teacher education are:

- Several types of teacher education

institutions thereby lacking in uniformity.

- Poor standards with respect to resources for colleges of education.
- Unhealthy financial condition of the colleges of education
- Incompetent teacher educators resulting in deficiency of scholars.
- Negative attitude of managements towards development of both human as well as material resources.
- Uniform education policy of the government treating excellent institutions alike.
- Improper selection of the candidates (student teachers) to be admitted.
- Traditional curriculum and teaching methods of teaching in the teacher education programme.
- Inadequate duration of the teacher programme.
- Haphazard and improper organization of teacher education.
- Unplanned and insufficient co-curricular activities.
- Subjective evaluation pattern.
- Practice teaching neither adequate nor properly conducted.
- Feedback mechanisms lacking.
- Objectives of teacher education not understood.
- Secondary level teacher education is not the concern of higher education.
- Lack of dedication towards the profession.
- Lack of occupational perception.

Economic Problems:

Poverty, unemployment, and low rate of growth and productivity are some of the major economic problems of the country which have led to the compulsions of the backward economy. Education can help find solutions if it is properly coordinated with manpower needs. Teacher education curriculum, therefore, has to promote such attitudes as are necessary for the emergence of a new economic order. Alongwith the vocational competencies and skills a new work culture will have to be created which necessarily involves the inculcation of dignity of work, the spirit of self-reliance and scientific temper among students.

Social Problems:

Casteism, communalism and regionalism are some of the problems in the body politic of the society which misguide the youth. Democracy, violence and terrorism cannot coexist. Education has to develop a peace loving

personality and the programme of teacher education has to contribute in this regard.

Problems of Cultural Reconstruction: Education is the process of transmission of dynamic and responsive components of cultural heritage and its continuous enrichment. There is a need to reinterpret the Indian culture in its distinct identity and composite strength. Its capacity to absorb the sublime from the other cultures needs to be highlighted. The teachers will have to play their role in cultural transmission and reconstruction.

▪ **Crises of Values and Morality :** There has been a persistent erosion of values in the society. In the present day context certain values need to be redefined and reinstalled. There are situations when the values imparted and inculcated in schools are not generally practised in society. Value education demands a planned and purposive approach. It is through education and as of necessity through teacher education programmes that the task of inculcating values can be substantially accomplished.

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. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. 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.

Role of NCERT for Revitalization of Pre-service Teacher Education

The NCERT working group, preparing a scheme for revitalization and modernization of pre-service teacher education (NPE 1986) and made the following important recommendations:

1. Admission to the teacher training institutions in a State should be made on the basis of results of a common entrance test given by a State Agency.
2. The teacher-pupil ratio in a teacher training institution should be 1:10, subject to minimum of

ten teacher educators. There should be at least one teacher educator in each school subject and at least three in pedagogical subjects. There should be at least two teacher educators in Science methodology; one in Physical Science and one in Biological Science.

3. Every teacher training institution should have a good library with at least 5000 books in all subject areas.

4. There should be a separate laboratory for educational technology where trainees can do practical work for resource material development for teaching different school subjects.

5. Every teacher training institution should have adequate hardware and software in educational technology and trainees should be provided practical work in the educational technology under micro and mini-teaching sessions.

6. Every teacher training institution should provide practical work in games and physical education in groups for at least two hours a week for each group.

Role of the National Council of Teacher Education (NCTE) in Teacher Education

The National Council of Teacher Education (NCTE) suggested some reformations regarding teacher education:

1. Undertaking surveys and studies relating to various aspect of teacher- education and publishing the results.
2. Developing guidelines for general teacher-education programme.
3. Developing norms for various courses or training in teacher-education, including minimum eligibility criterion for admission.
4. Preventing commercialization in teacher-education and maintaining quality and standard of teacher-education.
5. Establishing international relations in the area of teacher-education.
6. Preparing programmes for in-service teacher-education for orienting teachers for latest development.
7. Preventing B.Ed. correspondence courses which are lowering the standard and quality of teacher-education and commercializing the teacher-education.
8. Preparing code of professional ethics for teachers.
9. Developing curriculum of teacher-education.
10. Developing methodology of teaching and techniques of evaluation procedures, continuing

and non-formal education.

11. Improving role of the teacher in social and vocational areas.

Keeping with the view of all these above noted things, the NCF 2005 took the following steps regarding teachers' education:

1. Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.
2. Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes.
3. Teacher education programmes need to be reformulated and strengthened so that the teacher can be an encouraging, supportive and human facilitator in teaching-learning situations to enable learners (student) 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.
4. Reformulated teacher education programmes that place thrust on the active involvement of learners in the process of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective.
5. Centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalization of teachers assume significance.
6. In-service education needs to become a catalyst for change in school practices.

- Teacher educators must be well qualified and experienced with language proficiency.
- Teacher educators to be trained in the use of ICTs.
- Privatization of teacher education should be regulated.
- Institutes of low standards should be reformed or closed.
- Conditions for affiliation should be made strict.
- Regular and rigorous inspection by NCTE should be done on a regular basis.
- Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
- Duration of teacher education should be increased to two years.
- More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
- Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
- Evaluation in teacher education should be objective, reliable and valid.
- Teacher pupil ratio should be ideally 1:8.
- Several types of co-curricular activities should be included in the curriculum.
- Professional development of teacher educators as ongoing ritual.
- Refresher course should be organized frequently for teacher educators.
- Research in teacher education should be encouraged.
- Number of teaching days to be increased to 230 per year.

Suggestions for Improving the Condition of Teacher Education

There are some suggestions here for improving the condition of teacher education:

- Teacher education, like higher education and technical education must be the responsibility of the central government.
- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- Curriculum development on a continuing basis to keep pace with current trends.
- Government should look after the financial requirements of the institutions.

CONCLUSION

Teacher education has to be conceived as 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. National values and goals need to be meaningfully reflected and their inculcation attempted with care and caution. 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 inservice

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. Areas like physical education and vocational education will continue to gain greater emphasis in years to come and will serve as the basis for developing competencies and skills in addition to commitments and values.

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