



# CHALLENGES FOR QUALITY TEACHER EDUCATION IN THE PRESENT SCENARIO

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## **ABSTRACT**

*Education is the key for development of any nation and it depends on the quality of teachers. Knowledge dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. Improvement in teacher education is a 3 dimensional task-quality, research and innovations. 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. In India, during the quest of this reforming and restructuring and in the light of various policy papers and documents like- Kothari commission report (1964-66), Acharya Rammurti Samiti Report (1990), NCF (2005), The Teacher education curriculum and regulations have witnessed a paradigm shift in recent years. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. However some of the problems have also been there like updated curriculum, duration and quality of internship, in-service teacher education, lack of practical aspects and teacher education through distance mode are debatable issues. This paper deals with some policies, problems and proposed suggestions for teacher education.*

**Key Words :-** *Dedication, Knowledge , Motivation, Quality and Excellence , Teacher Education*

## **I. INTRODUCTION**

Measuring quality in teacher education perspective that favors equal opportunity in education; Comfort with diversity, which is a reported ease of interacting with other. Providing information on a dispositional measurement system for teacher education will help ensure the development of quality professionals. As professionals we are charged with responsibility to not only teach dispositions but develop a way for systemically measuring it as well.

In general India does not experience shortages of school teachers but there are shortages in particular subject fields and locations, such as in the areas of mathematics, and science, especially in remote areas. Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. Goods Dictionary of Education explains-„Teacher education means all the formal and non-formal activities and



experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

**W.H. Kilpatrick** specified teacher training by stating that “Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills”.

### **Teacher Education = Teaching Skills + Pedagogical theory + Professional skills**

It is hoped that the proposed model for the development of dispositional evaluation will be of assistance as programs develop better dispositional evaluations. However, it is tantamount to be mindful of teaching and measuring dispositions when preparing quality professionals. This proposed model describes activities and processes that may be useful to develop assessment and evaluation practices related to dispositions in many teacher education programs. This will be followed by a discussion on the systemic inquiry techniques that were utilized to collect initial beliefs and ideas related to dispositions to develop the model. In the teacher education program that serves as the case for this model, a method used to document concerns about a student's disposition for teaching throughout their program is also presented. Information on legal issues will also be addressed. Measuring Quality in Teacher Education: Implementing a Dispositional Measurement System in a Teacher Education Program content statement of the Issue. Disposition includes temperament, character, personality, nature, demeanor-these nouns refer to the sum of traits that identify a person which include frame of mind, emotional characteristics, moral and ethical qualities, distinctive traits that give him/her individuality, especially in his/her relationships with others, exhibited behaviors towards others.

## **II. SCENARIO OF TEACHER EDUCATION AND ITS DEVELOPMENT IN POST INDEPENDENCE INDIA**

After independence, several committees, commissions, documents and policy papers were prepared time to time and brought into force to review and suggest progress and achievements in every aspect of education, including teacher education. These were-

**2.1 University Education Commission (1948-49)** was the first education commission set up in Independent India. It critically examined the existing courses in teacher training programme and suggested that these courses must be flexible and adaptable to local circumstances. It recommended that teacher education courses should be re modelled, suitable schools to be taken for practical training and more time to be given to school practice, and replaced the term teacher training with teacher education.

**2.2 Secondary Education Commission (1952-53)** suggested that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects. The practical part of teacher training should consist practice in teaching, observation, demonstration and criticism of lessons; it should also include the construction and administration of scholastic tests, organization of supervised study and student's societies, conducting library periods and maintenance of cumulative records.



**2.3 Education Commission of 1964-66** (Kothari Commission) observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national education system.

**2.4 The National Policy of Education (NPE)** in 1986 recommended that teacher education is a continuous process and its pre-service and in-service components are inseparable. NPE 1986 and its Programme of Action 1992 advocated for improving the quality of teacher education as it was the prerequisite to improve the quality of school education. As a result, some training schools were upgraded to District Institutes of Education and Training (DIETs).

**2.5 The National Curriculum Framework (NCF) 2005** for school education made recommendations about curriculum, school, exams and many more. It stated that teacher quality is an outcome of several factors: teachers status, remuneration and conditions of work, besides teachers academic and professional education.

**2.6 National Knowledge Commission (2007)** suggested that there should be adequate monitoring of the teacher education programmes by private institutes, the budgetary allocations should be increased, and the state level training system along with DIETs should be revamped.

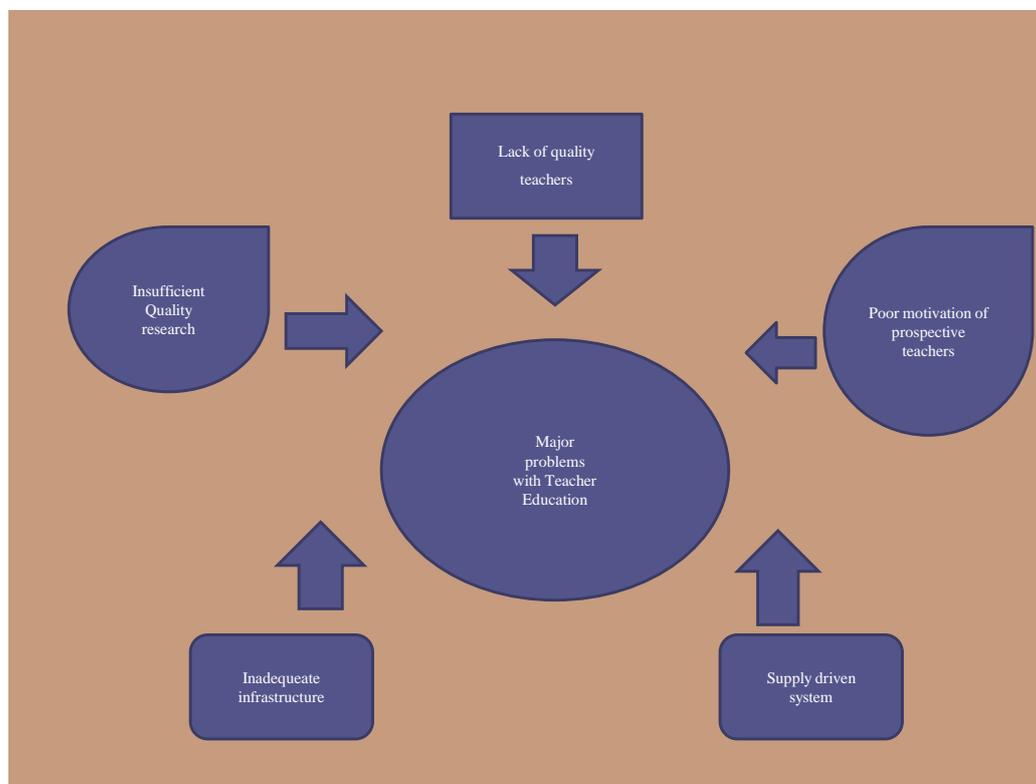
**2.7 National Curriculum Framework for Teacher Education (NCFTE) 2010** highlighted that the education and training of a prospective teacher will be effectively delivered by competent and professionally qualified teacher educators. To improve the quality of teacher education, the National Council for Teacher Education (NCTE) took up several initiatives jointly with National Assessment and Accreditation Council (NAAC) to bring quality.

### III. CHALLENGES OF TEACHER EDUCATION

Great expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the no. of schools and enrolment as a result of countrywide primary education programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process. As a result, poor quality, lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers. Some of the major challenges of the teacher education system in India are



shown in the figure



### 3.1 Poor Integration of skills

Certain skills as life skills, techno-pedagogic skills, emotional skills, human develop mental skills and spiritual skills need to be integrated in the teacher education programmes. There should besimultaneous 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.

### 3.2 Problem of selection

Selection process for teacher education programmes includes some defects which result in deterioration of the quality of teachers. A better selection processes and use of appropriate method is needed to improve the quality of prospective teachers and in turn their training.

### 3.3 Incomplete competency development of teachers

The present training programme does not provide proper opportunities for pupil teachers to develop their competency as these training programmes are not well concerned with the existing problems of schools.

### 3.4 Improper and inadequate practice teaching

Generally practice teaching is not taken seriously and professionally by pupil teachers, especially in many private teacher training institutes and there is a lack of sense of duty, and they remain irresponsible, aimless, and indifferent to children, which are hurdles in the development of pedagogical skills.

### 3.5 Inappropriate methods of teaching



In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor.

### **3.6 Incomplete supervision and feedback**

The supervision coupled with proper feedback is useful for improving practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing confidence to face the classroom. Guidance for planning lessons, learning to organize contents, and developing other classroom skills are its parts but in reality the lesson plans are checked superficially and no meaningful discussion is made by the subject method masters.

### **3.7 Insufficient co-curricular activities**

In present courses mostly the focus is on completing the syllabus and no place is there for well planned co curricular activities like NCC, NSS, educational visits etc., particularly in private institutions.

## **IV. SOLUTIONS TO OVERCOME THE CHALLENGES**

**4.1 Faculty training in value education and stress management-** Teachers should be trained about stress management and value education 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 and they could educate young minds in the right direction by appropriate values.

**4.2 Development of critical thinking-** Bloom placed creativity at the top of revised objectives of higher order thinking because development of creativity is very essential for the all round development of human being. Teachers should be able to think critically and make right decisions and maintain harmonious relations with others. Teachers should encourage student's capacity to construct knowledge.

**4.3 Developing competency of teachers-** Enough to incorporate the usage of science and technology and ICT in educational activities as well as for effective learning and to apply it in teacher educations institution.

**4.4 Improving quality of teacher educators-** 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.

**4.5 Maintaining Academic Uniformity-** Academic and institutional uniformity across the country among teacher education institutions should be ensured and maintained with respect of duration of the programme, curriculum and structure. Ideal pupil teacher ratio of 1:8 should be followed in teacher education institutes.

**4.6 Provision of demonstration schools-** It will be in the fitness of things if at the time of setting up a teacher education department, a demonstration school is made an integral part of it and a definite norm



should be followed for certain facilities such as laboratories, libraries and other important audio visual equipment.

**4.7 Adequate funds allocation-** Adequate provision of funds availability should be made sure for teacher education. Assistance should be provided for running an experimental school and practice teaching sessions in various schools.

**4.8 Strengthening and Library facilities-** Libraries are needed to be enriched with complete and comprehensive reference section equipped with e- journals, online subscriptions with a wide range of digital library facilities.

**4.9 Timely updating of curriculum** - Curriculum of teacher education programme should be revised from time to time according to changing needs and latest developments of the society, profession and globalized world.

**4.9.1 Development and enrichment of life skills-** Teacher education programmes should enable the teachers to develop life skills among pupil teachers. Life skills are essential for personal development and growth of learners. These skills enable man to deal with the life's difficulties and adversities more effectively. These skills include (a) Thinking Skills (b) Self Awareness, Problem Solving.

## V. OTHERS EMERGING ISSUES AND CHALLENGES ARE

Innovation in pre-service teacher education curriculum

- ❖ Lack of up-to-date books and materials on teacher education
- ❖ Development of national professional standards
- ❖ Strengthen workshops and partnership between universities and schools to prepare teachers
- ❖ Mentoring Inexperienced teachers
- ❖ Development of a system of on-going professional development for teachers
- ❖ Establish learning communities and networks among teachers;
- ❖ Professional learning for educational leaders
- ❖ A greater transparency in the finding of teacher education

## VI. CONCLUSION

Teachers help young people to take responsibility for mapping out their own learning pathways throughout life. Teachers should be able to take charge of their own learning pathways also. Furthermore, as with members of any other profession, teachers have a responsibility to develop new knowledge about education and training. In the surviving institutions can only be helped by appropriate authorities in improving quality of their academic management. This paper suggest an increase in responsibility for teachers but not an increase in authority: teachers are losing decision-making authority in the classroom. This paper also indicates that a positive policy environment and sample support for growth are essential for creating and sustaining teacher quality.



Teacher quality, teacher learning, and teacher improvement, therefore are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. Quality teachers are the key factor for sustainable global development and their training, recruitment, retention, status and working conditions are among global priorities today. In fact, teachers are the single most influential and powerful force for equity, access and quality in education. There is a shortage of well trained teachers worldwide. According to the UNESCO Institute for statistics (UIS), to achieve universal primary education by 2030, the demand for teachers is expected to rise to 25.8 million.

In a context of autonomous life long learning, their professional development implies that teachers: Continue to reflect on their practice in a systematic way; undertake classroom-based research; incorporate into their teaching the results of classroom and academic research; evaluate the effectiveness of their teaching strategies and amend them accordingly assess their own training needs.

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