

EXAMINING CRITICAL PERSPECTIVES ON TEACHER EDUCATION: UNCOVERING CHALLENGES AND ISSUES IN THE INDIAN CONTEXT

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Abstract:

In pursuit of elevating educational standards at all levels, the Government of India has prioritized quality and excellence in both higher education and teacher training. The subject of teacher quality has been extensively explored through numerous studies, filling the shelves of research libraries. The discourse surrounding what constitutes teacher quality, how it is cultivated, and its direct impact on student achievement has become ubiquitous in educational discourse in the 21st century. This article offers an insightful overview of the challenges and evaluation processes in teacher education in India. It delves into the complexities and issues inherent in this field, examining various studies that focus on classroom environments and teacher behavior across different subjects. Additionally, the article explores the potential utility of teacher profiles in driving staff development and fostering academic improvement.



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Introduction:

In India, the training of primary and secondary school teachers predominantly takes place within the framework of centralized educational institutions, with the Ministry of Education and its implementation units, including local education centers, bearing the primary responsibility for formulating education policies, designing curricula, and overseeing their implementation. The Parliament plays a crucial role in approving educational legislation, while the Ministry of Education provides comprehensive guidelines for various practical aspects, including teacher education, and serves as the primary funding source for the sector.

While overall teacher shortages are not a prevalent issue in India, specific subject fields and remote areas grapple with inadequacies, particularly in mathematics and science. The pursuit of quality and excellence in the education sector stands as a prominent objective of the Indian government. To enhance educational quality across all levels, there is a concerted effort to

emphasize quality and excellence in higher education and teacher training.

Managing teacher education presents a formidable challenge due to the multitude of variables inherent in teacher education programs. These variables encompass divergent purposes for individuals enrolling in teacher training courses at different levels. Notably, teacher education institutions in India fall into four categories: (a) government-managed, (b) examining body-managed, (c) government-aided and privately managed, and (d) self-financed and privately managed. Each category introduces unique dynamics and considerations that contribute to the complexity of effectively overseeing teacher education initiatives in the country. Government of India Organizational Bodies in Teacher Education. The Department of Elementary Education & Literacy within the Ministry of Human Resource Development (MHRD) is the pivotal body responsible for formulating policies in the realm of teacher education in India. This department oversees several key agencies: National Council for Teacher Education (NCTE): This body plays a crucial role in setting standards and guidelines for teacher education programs. National Council of Educational Research and Training (NCERT): NCERT is involved in educational research and development, contributing to the enhancement of teacher education. National University for Educational Planning & Administration (NUEPA): NUEPA focuses on educational planning and administration, addressing critical aspects of teacher education. Apart from the Department of Elementary Education & Literacy, the University Grants Commission (UGC) collaborates with Departments of Teacher Education or Education Departments in Universities, Institutions Deemed to be Universities, and Colleges of Teacher Education. In addition to MHRD, other ministries are instrumental in running teacher training programs. The Ministry of Women and Child Development, for instance, oversees a vast network for training Anganwadi workers who are responsible for the pre-school component.

At the state level, the apex authority overseeing teacher education is typically the Government Department of Education, and in some instances, the Department of School Education. Certain states have independent Directorates for Teacher Education, while others integrate the Directorate and State Council of Educational Research and Training (SCERT) under a single director. The management structure varies, with some states having all teacher education institutions under the state government's control, while others have private agencies managing institutions under the self-financed category. Teacher training institutions that offer programs for elementary and pre-school teachers often fall under the jurisdiction of the Department of School Education at the state level. Meanwhile, institutions offering degree courses are typically managed by the Department of Higher Education. In some states, teacher training institutions are run by the Departments of Tribal

Welfare and other administrative departments. The creation of a separate cadre for teacher educators is a significant and ongoing issue in many states, reflecting the dynamic challenges in the governance and management of teacher education.

Meaning of Teacher Education

Teacher education encompasses the policies and processes designed to provide teachers with the requisite knowledge, attitudes, behaviors, and skills essential for effective performance in schools and classrooms. In earlier times, teachers were often scholars or clergy members, lacking formal training in the art of teaching. The prevailing belief was that teaching was an inherent skill, with the notion that "teachers were born, not made." The recognition of pedagogy, the "art and science of teaching," as a distinct discipline marked a pivotal shift, emphasizing the significance of formal teacher training. While debates persist on whether teaching is a "science" that can be taught or an innate quality, there is a general consensus, particularly since the nineteenth century, that specific attributes are crucial for an individual to qualify as a teacher. These include a profound knowledge of the subject matter, familiarity with effective teaching methods, and practical experience in their application. Contemporary educational programs for teachers predominantly emphasize these core aspects.

However, the internal character of the individual also plays a vital role in teaching. This encompasses personal qualities, attitudes, and intrinsic motivations that contribute to effective teaching. As the field of teacher education evolves, there is a growing acknowledgment that successful teaching is a combination of both acquired skills and inherent qualities. Thus, modern teacher education endeavors to cultivate a holistic approach, recognizing and nurturing the multifaceted dimensions that contribute to effective and impactful teaching. Problems of Teacher Education in India. The expansion of higher education in India, with over 200 universities and 8000 colleges, underscores the pivotal role that classrooms play in shaping the destiny of the nation, as noted by the Kothari Commission. While education is a cornerstone of national development, the quality of education is intricately linked to the caliber of teachers. Ongoing efforts have been directed towards enhancing the quality of teacher education, but several challenges persist:

Problem of Selection:

The selection procedure for prospective teachers faces shortcomings that contribute to a decline in the quality of educators. Improving the selection process is essential to elevate training quality and reduce personal and social wastage. Recommendations include incorporating interviews, tests of general knowledge, subject-specific tests, language proficiency assessments, intelligence tests, and administering aptitude, interest, and attitude inventories. A comprehensive guidance

service is also crucial.

Deficiencies in Training Duration:

The duration of teacher training programs in India, typically one year post-graduation, with an effective session of eight to nine months, is considered inadequate. The primary aim of teacher education is to instill a healthy attitude, broad-based interests, and values, a goal difficult to achieve within the short duration. Extending the training period would facilitate a more comprehensive development of aspiring educators.

Incompetency of Student Teachers:

The current training program does not afford sufficient opportunities for student teachers to develop competency. Organizers often lack awareness of the challenges faced in schools. To address this, there should be a close alignment between the work schedule of teachers in schools and the training program in colleges, ensuring a more effective preparation.

Defects Concerning Course Content:

The curriculum for student teachers should cover the meaning of education, its objectives, socio-cultural and politico-economic contexts, and curriculum construction principles. However, the short duration hampers a thorough orientation. Solutions include allowing more time for reading and intellectual development, streamlining the course, encouraging the exchange of experiences, and adapting testing methods with direct implications for daily teaching.

Problems of Practice Teaching:

The ratio of marks between theory and practice in teacher education programs often remains imbalanced, with a significant emphasis on theory. Despite elaborate arrangements for practice teaching, student teachers may exhibit non-serious attitudes, a lack of duty sense, irresponsibility, aimlessness, and indifference to children. Realigning the balance between theory and practice, and fostering a more serious approach to teaching tasks, is imperative for effective teacher preparation.

Problem of Supervision in Teaching Practice

The supervisory organization for practice teaching plays a crucial role in enhancing the instructional abilities of student teachers, utilizing various techniques and practical skills to build confidence in managing real classroom situations. However, several challenges exist in the current supervisory framework:

Supervision Before Classroom Teaching:

The pre-teaching supervision primarily focuses on guiding student teachers in planning lessons, organizing content, formulating suitable gestures, and developing related skills. Presently, the evaluation of lesson plans tends to be superficial, lacking in-depth discussions by subject method

specialists.

Supervision During Classroom Teaching:

Classroom teaching is supervised by teachers who are not necessarily method specialists. These supervisors typically provide descriptive criticisms rather than constructive feedback, and their remarks often pertain to the general personality of the student teachers. The percentage of lessons supervised by subject method specialists varies widely (5% to 25%) due to issues such as faulty staffing patterns, time constraints, a high number of lessons to be supervised, and a defective timetable. It is imperative to involve college supervisors to assist school teachers in their work. Regular conferences and consultations between them are essential to bridge the gap between theory and practice, ultimately improving student teachers' performance in authentic school settings. The aim is to create a collaborative environment that fosters a more realistic and effective teaching experience.

Lack of Subject Knowledge:

The B.Ed. program often neglects to underscore the importance of a deep understanding of the basic subjects. The entire teaching practice tends to overlook the significance of subject knowledge for student teachers, creating a gap that needs to be addressed.

Faulty Methods of Teaching:

Teacher educators in India demonstrate a reluctance towards embracing innovation and experimentation in teaching methods. Their familiarity with modern classroom communication devices is notably limited, hindering the incorporation of contemporary pedagogical approaches.

Isolation of Teacher Education Department:

The teacher education department operates in relative isolation from schools and the ongoing developments in school education. Regrettably, schools perceive the teacher education department as an external entity rather than a nurturing ground for the professional development of school teachers. This detachment results in a formalistic approach, where the focus is primarily on completing the prescribed number of lessons without adequate attention to the pedagogical principles integral to the process. Bridging this gap is crucial for fostering a more symbiotic relationship between teacher education departments and schools.

Poor Academic Background of Student-Teachers:

A significant proportion of candidates lacks the necessary motivation and academic foundation essential for a robust entry into the teaching profession. This dearth of foundational skills and enthusiasm hampers the quality of aspiring educators.

Lack of Proper Facilities:

Teacher education programs in India often receive inadequate attention, with around 20 percent of institutions operating in rented buildings lacking essential facilities such as experimental schools, laboratories, libraries, and necessary equipment. Additionally, the absence of separate hostel facilities for student teachers further diminishes the overall learning experience.

Lack of Regulations in Demand and Supply:

State Education Departments lack comprehensive data to determine the optimal intake for teacher education institutions. This results in a considerable mismatch between the demand and supply of teachers, leading to problems of unemployment and underemployment within the teaching sector.

Inadequate Empirical Research:

Research in education is notably neglected in India, with the conducted research often of inferior quality. Teacher education programs lack thorough study before initiating any research endeavors, limiting the scope for evidence-based improvements.

Lack of Facilities for Professional Development:

Teacher education programs are frequently conducted in a routine and unimaginative manner, lacking innovation and dynamic methodologies. Even teacher educator associations contribute minimally to the development of a robust professionalization framework for teacher education in the country. A more proactive approach is needed to enhance the overall quality and effectiveness of teacher education initiatives.

Emerging Issues and Challenges in Teacher Education**Innovation in Pre-Service Teacher Education Curriculum:**

The need for continuous innovation in the pre-service teacher education curriculum to align with evolving educational paradigms and teaching methodologies.

Lack of Up-to-Date Books and Materials on Teacher Education:

Addressing the scarcity of current and relevant books and materials in the field of teacher education to ensure the dissemination of updated knowledge.

Development of National Professional Standards:

Establishing comprehensive national professional standards to guide and benchmark teacher education programs.

Strengthening Workshops and Partnerships between Universities and Schools:

Enhancing workshops and fostering strong partnerships between universities and schools to better prepare teachers for the dynamic educational landscape.

Mentoring Inexperienced Teachers:

Implementing effective mentoring programs for inexperienced teachers to facilitate their professional growth and integration into the teaching community.

Development of a System of Ongoing Professional Development:

Establishing a systematic approach to ongoing professional development for teachers to keep them abreast of the latest pedagogical advancements.

Establishing Learning Communities and Networks Among Teachers:

Facilitating the creation of learning communities and networks among teachers to encourage collaborative learning and knowledge sharing.

Professional Learning for Educational Leaders:

Prioritizing professional learning opportunities for educational leaders to ensure effective leadership in educational institutions.

Greater Transparency in Funding of Teacher Education:

Advocating for greater transparency in the funding of teacher education programs to ensure adequate resources for quality training.

Staff Appraisal Systems and Peer Observation:

Developing robust staff appraisal systems and promoting the use of peer observation in schools to enhance professional development.

Balancing Teacher Evaluation Emphasis:

Reassessing the balance in teacher evaluation, ensuring it places equal emphasis on classroom teaching practices alongside professional duties and responsibilities.

Transition to Performance-Based Evaluation Systems:

Exploring the development and implementation of performance-based evaluation or developmental teacher evaluation systems to refine the teacher evaluation process.

Separation of Developmental and Judgmental Appraisal:

Acknowledging the need to separate developmental and judgmental appraisal for a more nuanced and constructive evaluation approach.

Conclusion

Teacher education, particularly in the current landscape where a multitude of unaided private institutions deliver these programs, presents a complex challenge. The uncertain future tenure of these institutions, coupled with the looming possibility of significant unemployment among trained individuals, necessitates urgent attention and support from relevant authorities. Improving the academic management of surviving institutions becomes imperative for enhancing the overall

quality of teacher education. This paper advocates for a shift in emphasis towards increasing the responsibility of teachers rather than augmenting their authority. There is a concerning trend of diminishing decision-making authority for teachers within the classroom, and addressing this imbalance is crucial for fostering effective teaching practices. A positive policy environment and robust support mechanisms are identified as essential components for both creating and sustaining teacher quality. Government bodies and educators must deepen their understanding of the intricate links between schooling and the broader social and cultural environment. This includes exploring the impact of socialization and informal learning experiences before and outside of formal schooling, as well as devising strategies to cultivate more literate and supportive environments within families and communities surrounding schools. While the challenges of recruiting a diverse pool of qualified teachers may seem daunting, this paper underscores the existence of well-documented and proven long-term strategies. To address these challenges effectively, there is a pressing need to establish a stable pipeline for recruiting more and better-qualified teachers, ensuring a sustained commitment to the enhancement of teacher quality in the education system. Recognizing the pivotal role of teachers as the linchpin of the entire educational system and the primary catalyst for fostering positive changes in the teaching-learning process, there is an imperative to encourage and motivate educators to embrace innovation and creativity.

A self-motivated and industrious teacher possesses the ability to leverage personal resources to stay abreast of emerging knowledge and skills. It is essential to emphasize that a genuinely motivated teacher, driven by a sense of self-initiative, can not only adapt to but also contribute significantly to the integration of new methodologies and insights into their teaching practices. Nurturing a culture that values and incentivizes innovation is vital for empowering teachers to continuously enhance their capabilities, ultimately leading to an enriched and dynamic educational experience for students. In this context, creating a supportive environment that acknowledges and rewards teachers for their innovative efforts becomes instrumental in fostering a culture of continuous improvement within the educational landscape.

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