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**ARTICLE**

**Reviewing Status of Teacher Education Programmes and Quality of Teachers  
Produced in Teacher Education Institutions**

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**ABSTRACT**

*Teachers are considered to be real architects of society & nation. It's a teacher who in real sense decides the future of nation. Products in forms of future citizens (students), prepared by teachers take responsibilities in different roles to run the country towards growth and development. But it will depend up on the qualities of a teacher whether he/she is capable of that or not. Therefore teachers' education is an important concern of all of us. Round 16,000 Teacher Education institutions are running in the country currently. To check the quality of teachers before recruitment Central Teacher Eligibility Test (CTET) and State's Teacher Eligibility Test (TET) are conducted yearly / half yearly by CBSE and State Boards. Results of CTET and State TETs show that a small percentages of individuals passed from TETs are able to pass these examinations. That puts a question mark on the quality of teachers produced by Teacher Education Institutions (TEIs) that have been spread over different parts of the country. Though Supreme Court, MHRD Ministry, National Council for Teacher Education (NCTE) and state bodies & other affiliating bodies are trying at their own to overcome this problem, but number of lacunas in the system are still creating hurdles to improve Teacher Education Programmes. Lack of aptitude, easy admission /entry to programmes, running fake institutions, lack of qualified faculty members and inappropriate infrastructures, have led to the growth of mushroom institutions. Poor pay structure to faculty, political interference, undue privatization of teacher education for personal economic profits etc. are some of the major obstacles in the way of quality teacher education.*

*All that is directly harming school education dangerously due to lack of good teachers. Lack of decline in quality products further adds to the problem. Time has come to take some serious steps to save the country's future by rejuvenating teacher education. Present paper is an attempt to throw light on this very concern of nation by exploring pros and cons of prevailing teacher education system.*

**Introduction**

When we take a comparative view of education system prevailing in different countries of the world, we find that India is still struggling in providing fundamental education to its countrymen. After every

decade censuses reveals that at a gradual rate education is spreading through everywhere. But disappointment surrounds us when we do not see any of our institutions among top (even 200) institutions of the world. However IITs, IIM, IISE and a few names of universities, give us feeling that quality education is still there in some way. Research and development statistics of the country show that we have a negligible or feeble role in innovation and patent making in science and technology.

We can't deny the fact that development of a nation depends upon the development of education in a country. In ancient time we claimed to be number one but in during the present era, situations are more pathetic and different. Now questions arises where are we missing the point. I think it is the school education which is to be reviewed. The product we are getting from school will take over different roles of national responsibility in future. Engineering, Doctors, Lawyers, Professors, Agriculturists etc. come to serve society after passing through schools education and professional education. Here teachers have to play a huge role. Educational & Professional Qualification of a teacher decides the role effectiveness in the school. A good teacher is always in search of methodologies of effective learning to mould young minds.

#### **Some Important Questions to be answered**

Are we getting teachers with real teaching aptitude?

Are we getting good teaching learning environment for trainee teachers?

Are TEIs established in the Government Sectors providing quality in teacher education programmes?

Are Government TEIs are following Norms and Regulations strictly w.r.t. faculty, Infrastructure placements etc? Are we getting good teacher educators who are well qualified, trained and determined to prepare teachers?

Are TEIs paying full or respectable scales to highly qualified Teacher Educators?

Are we providing good infrastructure and curriculum frame work for teacher trainees?

Is there an effective evaluation system to differentiate between effective teachers and ineffective teachers?

Have TEIs allowed for professional Development programmes like Refresher Courses and Orientation Programmes?

Have we developed a strict entry level examination to get admission of aspirants of teacher education?

Are controlling and accrediting bodies NCTE, NCERT, MHRD UGC, NAAC, the affiliating bodies, checking regularly these institutions to ensure quality and quantity of teacher education?

Do TEIs follow directions of inspecting bodies?

Are TEIs ready to follow norms and regulations in real sense?

Answers to above questions we usually get in negation.

For responding 'yes' to these questions, a strong will power is needed by Centre and State Governments as well as the apex bodies. The situation up to late nineties, was not so bad. It started worsening with the year 2000 as a great bulk of institutions in private sector were recognized across the country. These institutions were given reorganization by ignoring norms and regulations. This is all what happened with mushrooming of TEIs, leading to destroy the grace, respect and relevance of teaching profession. Gradually it was found that only poor quality of teacher education was one of basic causes for poor school education. It has been observed that maximum number of institutions, including government institutions, have just become a center of distributing the quality by distributing degrees and certificates to teachers. Though a few are trying to make changes, but still most institutions are suffering with obstacles implicit with the system.

### **Role of Apex-body**

In 2011 Supreme Court took cognizance for this matter under leadership of Justice J.S. Verma Committee. The Committee gave its recommendations to HRD Ministry. The Committee recommended overhauling of the whole teacher education system. But politics and pressures from the private stakeholders didn't let it happen, resulting simply a small change in the practice.

In 1993 National Council for Teacher Education (NCTE) was established by law and made it a statutory body, controlling teacher education in the country. India has groomed its education system on a large scale in decade of later 80s and early of 90s. A large number of teachers were required at that time. Then the NCTE played an important role to fulfill demand and supply of teachers.

In the mid of the decades 1960 to 1993 there were a huge increase in teacher education institutions from 1200 to 1500 in the country. By 2011 a record 12000 teacher education institutions were found to be existing in the country. Opening of education to private agencies brought a drastic change in the educational scenario of educational system in India. Ninety percent of these institutions are run by private stakeholders, resulting a bulk of teachers produced every year. But NCTE was found inefficient in maintaining quality and quantity of these institutions. Though NCTE has been trying to change the outdated practices, by bringing new methods of controlling and checking TEIs, but it seems to be difficult due to insufficient manpower, geographical conditions, less accessibility of necessary mechanism in all parts of country.

### **Loopholes in Teacher Education**

There are following shortcomings in **teacher education programme**:

- a. The work of training institution is of very low or ordinary quality.
- b. Training institutions have no able and qualified teachers.

- c. The curricula of training institutions lack novelty, liveliness, and practicability & reality.
- d. The training imparted by training institutions is traditional and outdated and scarce has any utility.
- e. The methods of teaching taught in training institutions are old and ineffective, so they are not helpful in the realization of present-day educational objectives.
- f. The institutions giving training to primary school teachers are not concerned with the day-to-day problems faced by these schools.
- g. The institutions imparting training to secondary school teachers have no concern with the day-to-day problems of these schools or with literacy life of university.

To remove these shortcomings, the following recommendations are given:

**Teacher Education in an Isolation Setup:** Most of the TEIs are in isolated institutions as different subjects are not taught simultaneously with teacher education programmes. To make teachers educational professionally effective, it should be brought into the contact with degree colleges, school life and novel educational ideas. For the realization of this goal, following steps may be taken.

- a. Departments of education should be set-up in some selected universities for development, study and research of teacher education.
- b. The subject 'education' be included in B.A. and M.A. curricula of universities.
- c. The extension service departments need to be set-up in training institutions.
- d. The comprehensive colleges be set-up in all fields and levels.
- e. The State board of teacher education should be set-up in each State which should be responsible for training in all fields and levels.
- f. To end isolation of different types of training institutions, all of them be called training colleges and they should be affiliated to the universities in their respective areas.
- g. Only recognized schools be selected for teaching practice by teachers during training period.
- h. The teachers of training institutions and affiliated teaching practice schools should keep working at each other's place from time-to-time.
- i. Education subject should be given place as an independent discipline at graduate and post-graduate level, though its curriculum should be different from pedagogy.
- j. The school of education should be set-up in selected universities, in which teacher education programmes should be run and researches be conducted in the field of teacher education.
- k. Recognized schools should be selected for teaching practice and they be called cooperating schools and they should be given special grants for equipment.

1. Teachers should be exchanged between teacher training institutions and cooperating schools from time to time.

### **Improvement in Professional Education**

The following recommendations for improvement in professional education may be adopted:

- a. Efforts should be made for qualitative improvement in teaching practice.
- b. Specific programmes and curricula be constructed for pupil-teachers.
- c. The programmes and curricula of teacher education at all levels should be revised in view of all fundamental goals for which pupil-teachers are being prepared.
- d. The education and course content of all training institutions be so transformed so that pupil-teachers can gain proper knowledge regarding the aims, objectives and purposes of school subjects.
- e. The university should run integrated courses for general and vocational education.
- f. Curriculum for teacher training institutions should be reconstructed, it should clarify the educational concepts and create insight to understand educational problems and how to solve them.
- g. In teacher training institutions, generally the lecture methods is used for teaching; but the methods of discussion and seminars should also be specifically used there.
- h. Teaching practice period should be given the form of internship.

**Period of Training:** The training period has been extended to 2 years for those primary school teachers who have passed secondary schools.

- a. The secondary school teachers who have passed graduation, the training period for them have been extended to 2 years duration. The duration of M.Ed. in education has also been extended to 2 years.

### **Composite Training Institutions**

The teachers in training institutions should have some additional post-graduate degrees in addition to a degree in education.

- a. There should be teachers with doctorate in training institutions in adequate ratio.
- b. The specialists for Mathematics, Science, Psychology and Sociology etc. should be appointed whether they are trained or not.
- c. Each training institution should have an experimental school attached to it.
- d. The pupil-teachers in training institutions should have an experimental school attached ratio.
- e. In secondary school training institutions, the pupil-teachers should be trained in only those subjects which they have studied at graduate level.
- f. The internal evaluation of teaching practice and other practical work should be made objective.

- g. The minimum educational qualification for teachers' of primary teacher training institutions should be M.A., M.Sc., and M.com. together with B.Ed. or B.A., B.Sc. or B.Com. together with M.Ed. The minimum educational qualification for secondary teacher training institution should be M.A., M.Sc. and M.Com together with M.Ed. and NET. The candidates with Ph.D. and NET should be given preference.
- h. The laboratories and libraries of present training institutions should be improved.
- i. Summer institutes should be started for training of untrained school teachers. They should be located at a central place.
- j. In teacher training institutions, graduate and able students should be admitted. To attract able students towards this, teacher training be made free and pupil-teachers given scholarships.
- k. M.Ed. programmes should be started in only the following types of institutions :
  - Where able teachers are available.
  - Where high grade libraries are available.
  - Where all types of equipment are available.

### **Expansion of Professional Training Facilities**

The size of training institution may be expanded sufficiently under a definite plan.

- a. The facilities in education and short term training should be expanded by correspondence.
- b. To meet the demands of teachers and to train the untrained teachers engaged in work, they should be provided training facilities.
- c. To provide facilities for training to school teachers during service periods, the universities and training institutions should chalk out different types of programmes.

### **Conclusion**

Teacher Education is running through transformation stage. Sensitization of value and importance of teachers and teaching profession to aspirants of course and its stakeholders is the vital task to be performed in the system. Apex institutions of teacher education have to play the key role in this move. Though these institutions have started number of improvement programmes and their monitoring but there is need to accelerate the process to a satisfactory level. TEIs should start sharing best practices of their in different areas of teaching learning to meet educational objective of teacher education. Areas may be like teaching strategies, skill practices programmes, internship programmes, curricular areas, action research, management, leadership, research and innovation, library readings etc. Efforts should be made to provide employment to the candidates who have passed the examinations. In this way betterment of teaching profession and TEIs may be achieved and glory of teaching profession can

be resumed. Time has come to take some serious steps to save our future by rejuvenating teacher education.

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