

Teacher Education: Present Scenario and Future Challenges

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Abstract- In India after the 'Gurukula' system the first formal teacher training was started in Madras by Missionary society. In Europe the Church, in India the Gurus and in China the Confucians influenced and regulated the teacher preparation. It is obvious that in the world scenario the teacher education had varied beginnings as to their thinking and imagination. Its development has been promoted according to their socio-cultural and political set ups. But it is a common notion in all societies that trained teachers are preferred more than untrained ones.

Keywords: Radhakrishnan, Gurukula, etc

I. INTRODUCTION

"A teacher affects eternity, he can never tell where his influences stop."

Human civilization has seen the above words among the great teachers like: Viswamitra, Valmiki, Vasistha, Sri Aurobindo, Swami Vivekananda, Radhakrishnan, Confucius, Socrates, Plato, Aristotle, Froebel and Dewey etc. According to history, perhaps teacher training was commenced in 'Mohenjo-Daro' and 'Harappa' civilizations. In India after the 'Gurukula' system the first formal teacher training was started in Madras by Missionary society. In Europe the Church, in India the Gurus and in China the Confucians influenced and regulated the teacher preparation. It is obvious that in the world scenario the teacher education had varied beginnings as to their thinking and imagination. Its development has been promoted according to their socio-cultural and political set ups. But it is a common notion in all societies that trained teachers are preferred more than untrained ones. During the period of Calcutta Commission (Sadler) in 1917-19, the 'Teacher Training' in India was changed to 'Teacher Education'. Since that time it has been seen that teacher education in India has always been neglected. The teacher educators who are doing more labor, who have more qualifications are considered lower grade than a professor in common discipline.

In spite of that, it is true that teacher education in India is progressing as compare to other countries in the

world. Day to day it is becoming secular and democratic rather than religious tradition. Researches indicate that 'the best teacher can increase the learning speed of pupils by up to four times.' Dylan William of Institute of education, Cambridge was in favor of this statement. He supported formative teacher assessments to improve standards. Improving quality of teachers dignifies the quality of education, which is the basic need for development of any civilization. Hence quality of teacher education has tremendous importance to make excellent teachers in society. So, how would be the teacher education!

II. OBJECTIVES OF THE STUDY

- To find the present scenario of teacher education in India and in the globe.
- To diagnose the factors responsible for dilution of teacher education
- To chalk out the future Challenges have to face by teacher education
- To highlight the findings and design a new model of Teacher education
- To prepare an action plan for how to combat these challenges

Method of the Study

The research has been done using secondary data source. The choices of measure of similarity are based on multidimensional Observations. Libraries and internet are used for collecting data.

III. PRESENT SCENARIO OF TEACHER EDUCATION

It is observed that the Present system of teacher education in India is not effective. Its quality is diluted. The Verma Commission on (2012) appointed by supreme court of India found that “around 90% of pre-service teacher education institutions are in the non-government sector and most Eastern and North eastern states are facing an acute shortage of institutional capacity of teacher preparation in relation to the demand”. It is also proposed to strengthen of regulatory powers and functions of NCERT, which must develop comprehensive guidelines for innovative teacher education programme. It is also appropriate for other states.

Banarjee committee (2008) reported that, the NCTE (the highest apex body of Teacher Education in India) had moved away from its mandate of ensuring quality teacher education and was preoccupied with sanctioning institutions. There are several criticisms and court cases appear against NCTE. On the whole, the teacher education in India is not healthy. What about other countries?

According to Ramamurthy Committee (1990), “Teacher training in the university system is rather weak. All along very right emphasis has been laid in the building up professional cadres of teachers from down at the level of primary school teachers. However teachers who are recruited in the university and college system are not given adequate training as of now.”

Good land (1990), Sheehem and Fullan(1995) commented that teacher education has failed to achieve the place it deserves in the improvement of education. Tisher(1995) was of the view that teacher education as having a weak knowledge base, a shallow curriculum and an inability to attract top students. In Britain Taylor (1995) also found that teacher education has been found under criticism.

Singh (1990) says, “The teacher education in UK is in state turmoil. Things are shaping and several new experiments being tried out. A whole range of new courses being offered on absolutely innovative lines. But human failings have left their deep impress in their

programmes. The universities continue to behave in an aristocratic manner looking down upon those who seek their validation or authority....Open University has posed yet another challenge to the rarefied air of the universities with considerable degree of success.” Teaching career in UK is the last choice available. The high cast people are in best positions of the universities.

Teacher education in USA has several problems. According to Singh (1990), “The problems range from an ever increasing number of teacher’s strike, school indiscipline, subject of incompetence of teacher in teaching. Lawrence A. Cremen has brought to the people’s notice the ‘decline quality in teacher training’.” Teaching is perceived one of the poorest jobs. Hence, a few learners come to this profession. There is shortage of competent teachers in new areas along with poor quality of teachers in English language and literature appeared.

Regarding Japanese teacher education Grewal (1990) said that, teacher training of Japan has currently received public attention. A private Commission on education, appointed by Japanese prime minister, points out in its report that teachers are “not just ordinary workers.” The report has made two recommendations in this regard. One is introduction of internship before formal employment and the other is “recruitment of people with rich experience outside the education field” so as to recruit teachers of diverse talent and knowledge.

From the above discussion it is very clear that teacher education in every country is neglected due to ignorance. There are several pitfalls in this field. But it is said that “If we educate a boy, we educate one individual, if we educate one girl, we educate the whole family and if we educate one teacher, we educate the whole community.” Teacher is a ‘friend, philosopher and guide’ or ‘facilitator and manager’, whatever it may be, the question is how can he become this. It is obvious that ‘teacher is not an information monger’ only, he is much more than that. Hence it is time to re-think about the teacher education in the Globe. The teacher education in India is baffled with various challenges. Would we be able to combat these challenges!!! This is a question of multi-dollar.

IV. THE FACTORS OF DILUTION OF TEACHER EDUCATION

Before going to discuss this issue we have to think about the factors responsible for deterioration of Quality in teacher education. The major mistakes are not from ground level; but from apex levels. Power corrupts power. There are various factors responsible for it. Among them some are identified as below.

- Political Interference
- Lack of innovative practices and true research
- Black holes in the field of teacher education
- There is no good relations among the teacher education institutions
- Corruption in teacher education
- Partiality or biasness
- Gapes in policy
- Human narrowness
- Wrong implementation
- Due to complexity of eligibility criteria in the new policy, most of the seats in B.Ed. (ODL) remain vacant.
- M.Ed. in distance mode has been dropped.
- New teacher education programme is time consuming and more expensive.
- It is difficult to apply in rural backward areas.
- It is difficult to carry out by adhoc / contractual/part time teachers.
- The teacher of other depts./Administrators are reigning as administrator of teacher education.
- There are no uniform rules and regulations implied by apex body to control or regulate it.
- For more than 15 years it is considered as a sophisticated business.
- In our country India 80% teacher education institutions are running with teacher deficiency; then what is the need of policy formulation.

V. FUTURE EDUCATION

The future education will be less a system than an environment. The learning process will be the natural

attitude of a normally developed mind in this universe during its whole life, an attitude of inquiry, a joy of knowing, and a joy of being and of being able to do. Education will bridge the inner and the outer worlds, science and spirituality, geometry and ontology. “The Great Curve, in which spirituality and the modern scientific theory called geometric-dynamics converge in a vision of the universe which unifies all its aspects of comprehension, plasticity and creativity... It gives a direction for education in the future: a play, a union, an intersection of everything with everything.”¹

The true educator will choose a subject which interests the child most, and study it with him in depth — any subject, linguistic, mathematical, and scientific. The aim of education will be no longer an accumulation of knowledge in the form of a multitude of facts more or less well-organised, but an entirely new way of being. “It is not that the child will acquire mathematical tricks, but he will become a mathematician. He will not be cleverly instructed in medical science, but he will become a physician, a healer. He will not be introduced to astronomy, but he will be able to live among the stars. He will not be taught zoology, but he will have been one after the other, all the animals.”²

Everything will be related to everything, every detail will find the resonance of the whole... There will no longer be any difference between work and play because everything will be, above all, education, the joy of progress, the evolution of the individual, the society, and our human environment

Education will be a transmission of consciousness from teacher to student, and not a mere teaching of facts, even of new facts and new techniques. It will be rather the transmission of a capacity to handle facts, to know where and how to find them and what to do with them, to understand their limitations. The child should learn through play. The minimum that we should be able to give each learner is the opportunity to be creative, to be a truly individual being, capable of seeing, of feeling, of thinking, of living and of evolving in his own way.

Only an education which transforms can be called education. This transforming process does not need endless hours day after day. It can take place in a few minutes per day. We have to provide a stimulating

environment. Instead of spending money on schools, we could easily build a stimulating environment for children with museums, parks, playgrounds, excursions, mountain climbing, visits to civic and industrial institutions, underwater exploration.

There would be unlimited opportunity of living for a short time with an engineer, an architect, a farmer, a tractor driver, a ship's captain, a cook, a nurse, an artist, a smith, or a carpenter. This would provide an unending stimulation for the average intelligent child, a child with a normal learning capacity which has not been throttled by a school.

VI. QUALITY OF TEACHER EDUCATION

The new vision comes from introspection or speculation. During such a moment some questions raise in mind:

- Does the management of teacher education institution provide opportunity for quality development?
- Do we want really some changes in teacher education?
- Are we happy with present conditions of teacher education?
- Do we think about it? If yes, then how much time we think!
- Do we take accountability in our work?
- Do we have sincerity?
- Is there any harmony of our words and deeds?
- Is there any hidden agenda?
- Do we look transparency in work?
- Do we love our profession?
- Are we open to every situation?
- Do we have excellence in our life?
- Do we have a good work culture?
- Do we have a positive attitude?
- Do we enjoy our profession?
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Certainly, the answer is a little or no! Then, how do we want Excellency in teacher education! It is general opinion that (2-5) % people take responsibility in work place. Hence, percentage of Excellency is the same. Good work culture produces good result. Opening more teacher education institutions for the sake of accessibility only will not sufficient. Along with this

development of quality administration, quality management, quality curriculum, quality faculty, quality environment etc. are needed. The present politics cannot do it. But, the intelligent ministry, the academics, researchers, academicians and public have to concentrate more regarding this sensitive issue.

VII. DELORES COMMISSION REPORT

According to Delores Commission, The importance of quality of teaching, and therefore teachers, cannot be over emphasized. It is at an early stage of basic education that the principal attitudes towards learning as well as the self-image of the learner are formed. The role of the teacher at this stage is crucial. The greater the handicaps the children coming to school have to overcome in term of poverty, difficult social environment or physical impairments the greater the demands on the teacher. He or she to be effective must draw upon a broad range of teaching Skills, as well as on the human qualities of empathy, patience and humility as a complement to authority. When a child's or adult's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning will be built will be unsound. The commission feels that reasserting the importance of teachers in basic education and improving teachers qualifications are tasks to which all governments must address themselves. The measures need to recruit future teachers from amongst the most motivated students, improve their training, and encourage the best among them to take on the most difficult posts need to be determined in relation to the specific circumstances of each country, but such measure must be taken since, without them, it is unlikely that there will be significant improvement in quality where there are needed. (Learning, the Treasure Within, UNESCO, 1996.PP.146-47)

VIII. FINDINGS OF THE STUDY

A teacher affects eternity, he can never tell where his influences stop. The development of teacher education has been promoted according to their socio-cultural and political set ups. But unfortunately the teacher education in the globe is deteriorating. It is considered as the last option of the job. Teaching is very stupendous task. There are several pitfalls in teacher education. Effort should be made to receive the job by

choice. The measures need to recruit future teachers from amongst the most motivated students, improve their training, and encourage the best among them to take on the most difficult posts need to be determined in relation to the specific circumstances of each country. Opening more teacher education institutions for the sake of accessibility only will not sufficient. Along with this development of quality administration, quality management, quality curriculum, quality faculty, quality environment etc. are needed. The present politics cannot do it. But, the intelligent ministry, the academics, researchers, academicians and public have to concentrate more regarding this sensitive issue. The teacher education in India is baffled with various challenges. To combat the challenges depends on our '*shraddha*' and sincerity. Our inability to do it is our hindrance. Let us give a positive look for this!

IX. A NEW MODEL OF TEACHER EDUCATION

A teacher education institution should have a spacious, lonely, natural surrounding like 'Ashramic' environment. There must be agriculture, orchards and beautiful gardens in the campus. It must be free from chaos and pollution and far from market place or populated city. A calm and quite atmosphere should be reign everywhere. It is no need of high storied building as infrastructure. Simple village style roofing may do. But it must be decent and attractive. It can be decorated with simple flowers, leaves, twigs and various good quotations. The campus should be neat and clean. There should be no hierarchy in work place. Everybody can do every work with love or '*shraddha*'. Everybody can learn everything with his interest. Only experts in respective discipline may guide others.

'Truth is not grasped when taught by an inferior man.' Hence teacher education should have loftiest modality. The teacher education institution should be considered as a temple of learning. It should be in such an atmosphere where the sanctity of mind could be established. The environment should be helpful for growth of consciousness where both trainees and trainers can search cooperatively. The trainer and trainees should inculcate values of truth, honesty, character, self-reliance and self-discipline in life. The training centre should be residential. There

should be no restriction in time or place of learning. Everybody can accept other as a co-fellow, then as himself. Sharing of ideas should be encouraged. New thoughts or ideas may be experimented.

The assistance of technology may be taken. Positive approach of thinking should be encouraged. It should be a place of teaching and learning rather than earning only. Learners' leaning will be to learn more and more. There will be no ending in learning. There must be a good play ground, library and reading room. Seminar, conferences, workshop, demonstration, group discussions, symposium, Panel discussion, Team teaching, supervised study, Tutorials, field study, action research, case study, brainstorming, SWOT analysis, programmed learning, publications etc. have more values to be utilised.

Self-discovery, self-learning, learning by doing, cooperation etc. are encouraged. The trainees should be learnt the life skills along with teaching skills. Flexibility, good conduct, aptitude, accountability, empathy, love for profession are some good qualities they should follow. There should be harmony in work and deeds. There should be no interference of politics. The teacher in ancient India was represented as indispensable to knowledge. To Katha-Upanishad, 'Apart from the teacher there is no access to education.' The future teachers should rely on life long, self-education and to be constant readiness to face and master the unexpected.

Due to material (external) development only teachers are facing worries and frustrations rather than delights and realizations. To overcome these challenges both material and spiritual development is needed. The acquired information should be fused into knowledge and practice as wisdom. It should be developed with the basic knowledge or disciplines around which technology develops.

It is needed at awakening and developing the learners' diverse and dormant faculties of observation, experimentation and speculation. One should encourage the trainees to exploit his innate buoyancy, and curiosity and learn largely by his own efforts; to embark upon projects formulating his own objectives and seeking his own solutions through self-regulated programs of work-experience; and to engage in group

activity with his fellows, alike for gaining knowledge and skills and for community service. Flexibility and dynamism, rather than rigidity and uniformity, should thus be the governing laws of the educational process. The trainer and trainees confrontation should be ended by making them both participants in the educational field.

X. CONCLUSION

Iynger (1975, P.9) said, “Within a broad frame work of theory, the people should be encouraged to learn through doing-to experiment for himself-and to adventure boldly into the unknown. Learners have to acquire, through self-effort as far as possible, the sort of competence and self-confidence that will train them to improvise the necessary specialist skills to meet future contingencies and challenges.” Education should thus try to provide is not so much a finished skills valid for a life-time (there are no such skills any more), but the energy of body, alacrity of mind, and especially the deeper poise of spirit that will develop the relevant skills as and when required. In the report of ‘International Commission of Education in 21st Century’ (UNESCO 1996, P.144), it is mentioned that “For children to learn properly, teacher must use knowledge that children bring to schools with them as starting point. They must adopt their relationships with learners switching their souls from soloist to accompanist and shifting dispensing information to helping learners seek, organize and manage knowledge, guide them rather than molding them”.

End Note

^{1,2&3}http://www.tung_efuture_classfiles/activities_auroville.html

Tung_efuture_classfiles/activities_auroville.html

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