



# Teacher Education in India Dying a Silent Death

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## Abstract:

*India has one of the largest system of teacher education in the world. Besides, the university departments of education and their affiliated colleges, governments and government aided institutions, private and self-financing colleges and open universities are also engaged in Teacher Education. Teacher Education is that knowledge, skill and ability which is relevant to the life of 'teacher as a teacher'. In simple words we can say teacher education, any one of the normal programme that have been established for the preparation of teachers.*

*The Teacher preparation Programme has changed much during the recent past. In 2014, to ensure the quality teacher training, The National Council for Teacher Education made some changes by increasing the duration from one year to two years with major changes in curriculum. So, many things are included in teacher education programme that makes teacher preparation programme effective and provides strong base to the student teacher. But still we are lacking and cannot achieve the real aims and objectives of teacher education. The level of teacher education in India is still down.*

*The present paper focuses on the effects of exclusion of many important things from the teacher training programmes i.e micro teaching. This paper also focuses on the barriers and obstacles that decrease the quality of teacher education and also puts light on some emerging issues in Teacher Education programmes.*

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**Keywords:** *Teacher education, Barriers, micro-teaching, Issues of Teacher education*

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## 1. Objectives of the Paper

1. To highlight some issues related to teacher education.
2. To highlight the barriers and obstacles that are present in the way of teacher education.
3. To highlight the problems arises due to the exclusion of micro teaching from B.ED teacher training programme.
4. To highlight the problems faced by both teacher and students.
5. To provide some of the suggestive measures related to Teacher Education.

## 2. Teacher Education in India Dying a Salient Death

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. As an integral component of the educational system, teacher education is intimately connected with society and is conditioned by the ethos, culture, character of nation. Teacher education is a discipline which educates the progressive generation on what has gone by, where we are, where we want to go and what we like to create, observing healthy, meaningful and long life. It is one of the significant area where a lot of innovative ideas can be tried out and practiced. Teacher education is that knowledge, skill and ability which relevant to the life of "teacher as a teacher." In simple words we can say teacher education, any of the formal programs that have been established for the preparation of teacher.

Teacher education generally includes four elements:

1. Improving the general education background of the trainee teachers.
2. Increasing their knowledge and understanding of the subject they are to teach.
3. Pedagogy and understanding of children and learning.
4. Development of practical skills and competence.

The balance between these four elements varies widely. Also teacher education institutions have the potential to bring changes within the educational system that will shape the knowledge and skills of the future generation.

Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher education = teaching skills + pedagogical + theory + professional skills.

Teacher skills would include providing training and practices in different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, pronunciation and use of instructional material and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristics of the stages.

Professional skills include the techniques, strategies and approaches and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieval and management skills and above all, lifelong learning skills.

The combination of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in the teacher.

### **3. Changes in Teacher Education/Training Programmes Especially B.Ed.**

Change is the law of life and change in every society/sphere takes place.

The teacher preparation programme has changed much during the recent past.

Over the past several decades, various activities and strategies have been implemented into Teacher Education methods, courses in an attempt to increase the effectiveness of the courses, as well as education programmes overall. While some may have come and gone. In 2014 to ensure quality teacher training, the National Council for Teacher Education (NCTE) made some sweeping changes by increasing the duration of the Bachelor of Education programme from one year to two years with major changes in the curriculum. So many things are included in the B.Ed programme that makes the teacher preparation programme effective and provides a strong base to the student teacher. The two-year programme is generally divided into four semesters and structured in the way that not only involves classroom-based teaching. But also practical training and internship. Activities like visit cum observation to anganwadi <neighbouring> nursery school < observation of 5 lessons>, DIT, innovative centres <Pry and middle school>, prync schools <observation of 5 lessons>, middle schools, High school <observation of 8 lesson> hr. Sec. School <observation of 5 lesson>, STE, innovative centres. School internship and teaching proactive. But so many things are excluded from the B.Ed curriculum i.e Micro teaching and that affects the quality of teacher education.

### **4. Problems/Obstacles/Barriers /Issues of Teacher Education**

In India the level of Teacher Education is not very high. Every year the training colleges produce only 5-10% effective student teachers according to the researches. The level of teacher education is decreasing and the reason behind the level of teacher education are the obstacles, barriers and problems that are standing on the path of Teacher Education. The following points highlight the

problems, issues, barriers and obstacles of teacher education that not only affects its quality but also affects on teacher students are:

### 5. Exculsion of Micro Teaching From B.Ed Training Programme

Micro teaching provides bases to the macro teaching without micro teaching no fruitful result can be attained/achieved. the exclusion of micro teaching in B.ed training programmed course not only affects the qualities of teaching training but also creates so many problems in front of teacher and student teacher.

The following content and headlines highlights the effects of exclusion of micro teaching in BED teacher training programme are;

- No. Knowledge about different skills and their component.
- In two year Bed course students have no knowledge about different skills and their components. No doubts students have knowledge about how to explain the content but have no knowledge about the various components of skills of explaining, reinforcement, illustrating with examples, stimulus variation, questioning etc. Students have less knowledge about the various components of stimulus variation for examples change of voice, change in interaction style pausing etc. They just focus on explaining pupil's physical participation how to use A/V aids, beginning and concluding statement etc.
- Creates confusion
- Micro teaching provides base to the macro teaching and also prepare students for next level. But without the Prasticising of different skills it creates confusion amongst the pupil teacher and waste their time and energy.

### 6. Ignores Situation

In 2 years BED course Students teaching have knowledge about pupils participation but very few have knowledge about how to correct the students response when he/she present wrong answer. In most of the situation, student teacher ignores the problems., this is because the un clearance of various components and no knowledge about skills.

### 7. Supervision

Now supervisor teacher supervise and observe the lesson of student teacher with in 3-4 minutes. During micro teaching and mini teaching the whole lesson were observed by the supervisors and whole peers that were present inside the experimental clinic i.e class room.

### 8. No idea about correction of pupil response

- Now students teacher have no idea how to correct the response of pupil if their answer is incorrect. In most of the situation student teacher switch towards other students or move towards the next question. In most of the case students teacher have no idea. How to provide clues to students if their answer it incorrect.
- One of the disadvantage of exclusion micro teaching is lack of team work and support between students.
- Defects in planning of lesson and writing a lesson
- Beside these, there are so many minor and major problem arises in front of student teacher as well as supervisor teacher and this is only because of exclusion of micro teaching. Exclusion of micro teaching from B.Ed courses is not a good step according to me because it creates confusion all around and declines the quality of teacher education.
- Exclusion of microteaching from the 2 years B.Ed curriculum not only affects the student's teachers but also affects the quality of teacher education. The following points highlight the problems of teacher education are :-

**9. Lack of Good Institution**

Though there are many private institutions which provide professional education i.e B.Ed & M.Ed but there is a lack of good and well established institution. Only a few education Institutes are good. So, it is very difficult for the students to take admission in a good educational institute

**10. Poor Academic Performance Background of Students Teachers**

In most cases candidate do not have the necessary motivation and on academic background for a well deserved entry into and an academic background for a well deserved entry into teaching profession. It is essential for the student's teachers to pass adequate educational qualification and experience so that they are able to improve their job duties and accomplish the desired goals and objectives.

**11. Proper Facilities are not available**

In India, Teacher education programs are not in a well developed state. The Teacher education Institution are facility for an experimental school or library or and other equipments. That are necessary for an appropriate teacher education department.

**12. No strong relations with other professional institutions**

One of the draw back of teacher education is no strong relations/ bonds of heads working in different institutions. They mostly believes in the misconception that our college is more superior than the other college. If the heads of different institution made connection with each other and discuss the problems arises in Teacher Education, at least 30-40% problems can be solved.

**13. Partial Behaviour of Authorities**

In most of the institution the partial behaviour of the heads of institution affects the level of teachers. If the level of teacher affected by some one that directly affects the qualities /performance of teacher and automatically affects the qualities of teacher education.

**14. Imbalance between theoretical and practical**

Our curriculum of teacher education is not appropriate. Most stress is given to the theoretical portion instead of practical portion . Even theory portion theory has more marks than practical so, many important things are excluded from the B.Ed training programme i.e Micro teaching that also affects the quality of teacher education.

**15. Uneffective Methods of Teaching in B.Ed Institutions**

In most of the B.Ed colleges, poor or ineffective methods are used by the teachers during the delivery of lectures i.e Note dictation method Readimate material is provided to the student's teachers that makes the student teacher that makes the students teacher inactive.

**16. Selection of Teacher**

So many criteria's are made by the authorities regarding the selection of teacher in BED colleges are;

- a) Interview at university
- b) Qualification one master degree + M.ED

If the selection committee of university selects the candidate they why the principal of college has authority to eliminate the teacher.

**17. Inadequate Empirical Research**

Educational research conducted is not of satisfactory quality. This is the weaker link in the chain of effectiveness of teacher education.

**18. Poor motivation**

Most of the candidates joining the teacher profession do not come here by choice instead they come here by chance, when there is no other option.

**19. Objectives of Teacher Education Not Understood**

The main objective of teacher education is to provide quality education and produce effective teachers. But most of the teacher training institutions just run in the race to earn more and more money and they just focus on quantity but the other aspect that is the main objective of teacher education is mostly ignored i.e quality.

**20. Some Other Problems**

- No increments to teacher working in professional colleges .
- Negative attitude of managements towards teacher .
- Negatives attitudes of authorities/managements towards development i.e human as well as material resources. .
- Lack of dedication of student –teacher towards the profession.
- Unplanned and insufficient co-curricular activities.
- Improper organisation of teacher education.

**21. Conclusion and Suggestions**

Here some suggestion for improving the conditions of teacher education:

- Teacher education institutions should be put under strict control of this regulatory body <NCTE> for the selection of teacher, student and provision of good infrastructure etc.
- Working of teacher education institutions should be examined from time to time and strict action should be taken if they fail to come up to expected level.
- Privatization of teacher education should be regulated.
- Affiliation condition should be made strict.
- Education institution should be equipped with facilities for organising various categories.
- Curriculum should be framed in such way that removes the complexities of teacher education.
- Avoid old techniques and method of teaching.
- For professional growth of teacher educators there should be seminars , summer institutes and research symposia at more frequent intervals, and so on.
- Exploitation of teachers working in private institutions should be stopped and only 2-3 classes should be provided to teachers so that he/she do justice with their profession and deliver effective and interesting lectures.
- Partial behaviour and bad attitude of the authorities and management should be controlled.
- During the time of inspection the University Inspection team should listen the various problems of teachers and workers personally.
- Pay packages of teachers working in professional colleges should be raised.

**22. Suggestions for Teachers**

- Avoid the traditional methods of teaching during lecture delivery.
- Make your lesson more interesting and effective by adding relevant experiences and examples.
- Don't make students inactive by providing readymade material to them.
- Provide equal opportunities to all the students instead of their favourite one.
- Don't mix your personal life with professional work.
- Teachers should have knowledge about the aims and objectives of the courses.
- The purposes, aims and objectives of teacher education should be cleared to teachers.
- The main objective of teachers life should be do justice with his/her profession.

The quality of teacher Education also depends upon the curriculum. If the curriculum is appropriate then you can achieve the various targets and objective of teacher education. According to my view point the exclusion of micro teaching from B.Ed course is not the accurate step by curriculum developers. Everything is equally important. If we compare one year B.Ed course with two year B.Ed course we find two year B.ed programme is much more better than the one year but the exclusion of micro teaching not only effects the quality but also creates so many problems in front of student teachers as well as students If the curriculum developers focus on all the aspects of teacher education then we can uplift not only the level of teacher education but also uplift the level of student teachers .