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RESEARCH ARTICLE

TEACHER EDUCATION FOR PROFESSIONALISM-QUALITY ISSUES

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ABSTRACT

The history of Teacher Education (TE) in modern India is less than 200 years old. It is a very important sector today for the demand of state-wise and central requirement of teachers to meet through the sector of Teacher Education and (ii) in generating good employment opportunities for the youth. The method used for designing this article is a Survey. The objective is to find out the shortcomings which block the Teacher Education for its Professionalism. The shortcomings related to various issues are analyzed as follows: Lack of coordination between regulating bodies and its decentralization, real model schools, regular interaction of Teacher Educators with school environment, training of pupil teachers in teaching skills, teaching methods and evaluation practices, Absence of accounting between supply and demand of teachers and requirement of new institutions, Poor infrastructural facilities and human resources, Shortcomings in Evaluation of Pupil Teachers, Lack of professional associations of Teacher Educators with motto of professionalism, research base in Teacher Education and Teacher Educators with professional touch. The solution to the listed shortcomings is a real challenge before teacher educators. Nobody else except Teacher Educators can resolve these problems. The need is to reconstruct the system of Teacher Education for Professionalism.

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INTRODUCTION

The history of Teacher Education (TE) in modern India is less than 200 years old. The first effort to impart teacher training to in-service primary school teachers was made by private agencies in the year 1819 in the cities of Madras, Bombay and Calcutta. The Indian Education Commission 1881-82 marked the beginning of secondary teacher training institutions in India. By the year 1894 six training colleges came into existence with colleges at Kurseong, Lahore, Madras (1886), Allahabad, Jabalpur (1890) and Rajmundry (1894). Thereafter, it passed through a process of reform on the basis of suggestions of Government of India Resolution 1904, Sadler Commission, Hartog Committee 1929 and Sargent Committee 1944. The numbers of teacher training institutions are 633 in 1995 in the form of Teacher Education Departments in Universities, Colleges, Centers of Advanced Studies and NCERT's Regional Colleges of Education throughout the country (NCTE 1998, Pp.3-24).

Teacher Education (TE) in India is a very important sector today, from the following two points of view:

- (i) The demand of state-wise and central requirement of teachers for various levels of school education is met through the sector of Teacher Education in our country; and

- (ii) Teacher Education has been successful in generating good employment opportunities for the youth in the country.

MATERIALS AND METHODS

The method used for designing this article is a Survey. In this, various possibilities selected for the development of Teacher Education are identified. It is intended to find out the shortcomings which block the Teacher Education for its Professionalism. The objective is to find out the shortcomings of Teacher Education.

There exists a faster growth of teacher education institutions in the last fourteen years in India. It can be clearly said that after the formation of NCTE and the RCI, the growth rate has been varied increasingly. It may be also due to the fact that after the National Policy on Education (NPE-1986) and Programme of Action (POA-1990), the general growth in various sectors of education was also accelerated. Although this expansion has been good to meet the growing demand of teachers across different states and different levels of school education throughout the country, yet it has given birth to various lacunae in the teacher education. The shortcomings related to various issues are analyzed as follows:

- (i) Lack of coordination between regulating bodies: There is lack of proper coordination between NCTE-RCI-DEC-UGC-MHRD. The system lacks a proper policy framework duly approved by all the concerned agencies

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- and mandatory for institutions as well as state governments.
- (ii) Lack of decentralization of regulating bodies: The NCTE, RCI, DEC, UGC and MHRD all act as highly centralized and quick communication with such bodies is too cumbersome for individual as well as institutions.
- (iii) Absence of accounting between supply and demand of teachers and requirement of new institutions: There is no accounting of demand and supply of teachers required at different levels of education in state and centre. Therefore, regulating bodies at different levels are blind in extending recognition.
- (iv) Poor infrastructural facilities and poor human resources: The older the government financed institutions poorer the status of the infrastructural facilities. It has been observed that self financed colleges have far better infrastructure facilities with them. The government institutions have good human resources whereas the self-financed institutions are not. Particularly teacher educators are either less in number as per norm or they are having degree but not adequate knowledge to handle pupil teachers.
- (v) Lack of real model schools: Although every teacher education institution certifies about availability of practice teaching school, yet only in case of counted few cases model schools are available. Such a school should be compulsorily required by institutions. This has also been suggested by various commissions before and after independence.
- (vi) Lack of exposure and lack of regular interaction of Teacher Educators with school environment: The school environment and its clientele are changing with time. The Teacher Educators are required to keep pace with these changes. It is interesting that neither a Teacher Educator has any professional compulsion to have initial exposure before appointment or any regular interaction during course of his service period except the ritual of practice teaching and the supervision.
- (vii) Lack of training of pupil teachers in teaching skills: Since the professional training of teaching is managed in a very non-professional manner, the whole programme lacks professionalism on the part of the Teacher Educators and Pupil Teachers.
- (viii) Lack of training in teaching methods and evaluation practices: The innovative methods and latest evaluation techniques are theoretically touched and the practical aspect is too poor to tackle the modern classroom problems in the professional teacher training courses.
- (ix) Shortcomings in Evaluation of Pupil Teachers: In the training courses, training in professional aspects is too poor and marking is too liberal. Although the marking in theory papers is comparatively better, yet not up to the mark.
- (x) Lack of professional associations of Teacher Educators with motto of professionalism: there is a lack of good state level and national associations with professional attitude.
- (xi) Lack of research base in Teacher Education: Teacher Educators have failed to generate sufficient research based knowledge base in teacher education.
- (xii) Lack of supply of Teacher Educators with professional touch: There are teachers who do not hesitate even to say that today the people coming to the profession of teaching are third graders and do not really want to support the profession. This is the most harmful aspect related to the professional development in the field.

Conclusion

The solution to the listed shortcomings is a real challenge before teacher educators. Nobody else except Teacher Educators can resolve these problems. The required changes should be introduced by Teacher Educators only and not enforced by anyone else. The need is to reconstruct the system of Teacher Education for Professionalism.

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