



Educational Technology

Elixir Edu. Tech. 64 (2013) 19426-19428

Elixir
ISSN: 2229-712X

Problems and suggestions related to teacher education

Zebun Nisa Kahn

Department of Education, AMU Aligarh.

ARTICLE INFO

Article history:

Received: 1 August 2013;

Received in revised form:

15 November 2013;

Accepted: 23 November 2013;

Keywords

Teacher education,
Environment,
Personality traits,
Social adjustment,
Attitudes,
Interests,
Academic achievement.

ABSTRACT

Drastic change is required in the Teacher Education in view of the ongoing changes in the social, cultural, economical and political environment so that teacher could come in terms with the changing needs of contemporary Indian society. Society and education stands in a relation of reciprocal cause and effect. The character of a given society determines the character of its educational system and this system in turn, determines the character of the society. In the absence of the clarity of vision about the contemporary social environment, Teacher Education fails to secularize the behavior of the society with social enlightenment. This article purports to highlight the need to improve the quality of Teacher Education. A teacher needs to be a learner for the whole life. Besides, the problems faced in the field and suggestions to rectify them have been discussed here.

© 2013 Elixir All rights reserved

Introduction

After the independence, teacher education was given due weightage by the organizations responsible for the development of the country. The government of India considered its importance and regarded it as the key to self reliance. The policy makers were afraid of the problem which may arise due to unquestioned and continued expansion. The deterioration in the quality of the teacher education was one of the concerns for them and thus they were of the opinion that certain measure should be taken in this regard. Keeping in mind the above problem, teacher education was considered as the top priority and hence the development in higher education got recognition by the government as well as by the policy makers.

It was presumed that, a teacher (college/university) will be able to learn the method of teaching by emulating out his/her own teachers or senior colleagues at his/her place of work. Instead of transmitting the knowledge, he/she be considered as the facilitator of learning. Later on, much more emphasis was given on the faculty development in teacher education. For the professional development of the teachers, a number of steps were taken by the University Grant Commission at the national level and by some of the State governments at the state level.

The NCTE Act Sec 2(1) of 1993 states “*The teacher education means programs of education, research or training of persons for equipping them to teach at pre-primary, secondary and senior secondary stages in schools and includes non formal education, part time education, adult education and correspondence education.*” The main aim of the teacher education is to educate and train the students for the teaching profession. Before deciding the course contents for different courses, it is to keep in mind the criteria to guide the planning of such courses. For example, we must have the answer of such type of questions in our mind. What is the concept of *teachers*? What do we understand by the *education of the student* and by the *training of the student*? What do we mean by the terms *academic* and *professional* studies? A teacher is expected to be

an educator, a socializer and also a well fare worker but he played a diffused role in this regard due to the rapidly changing conditions of the society. The curriculum of the teacher training college must reflect a full appreciation of the above roles of teacher which maintained a balance between the education and professional training of the student.

Procedure: A survey was conducted by the author to enquire into the selection procedures adopted by teacher education institutions in India. It was found that the selection is usually done on the basis of interviews and achievement tests. Hence the need for evolving objective procedure as may help in a suitable selection of persons who are likely to become efficient teachers (Reddy 1992). A review of researches predicting teaching effectiveness conducted in India (Shukla, 1964) and abroad (Lowton, 1939) revealed that a variety of predictor measures such as: personality traits, social adjustment, attitudes, interests, intelligence, academic achievement, SES, speech etc. have obtained positive correlations with the criteria of teaching efficiency.

Exhaustive studies should, therefore, be undertaken to identify characteristics, which may discriminate *effective* from the *ineffective* teachers, so that this profession does not become the last refuge for the unfit and the aimless.

Conclusion: The picture of teacher education is dull and depressing and its programs are obsolete and irrelevant in the context of real school life. Their products, the student teachers, are as efficient at the end of the training as they were in the beginning. Therefore, there is a need to have fresh look at the below mentioned points regarding teacher education program:

1. Teacher
2. Selection of procedure
3. Theory courses
4. Students teaching.

1. Teacher: The teacher plays a pivotal role in the entire education process. The quality of teachers depends upon their natural inclinations, devotion and other personal qualities as

Tele:

E-mail addresses: zebunnisakhan@yahoo.com

© 2013 Elixir All rights reserved

intelligence, attitude towards teaching etc. Thus a teacher is expected to discharge different functions. A teacher is expected to have some qualities mentioned below:

knowledge of his/her subject as well educational psychology, knowledge of methods of teaching, to develop interest in his/her subject, love for his/her students, impressive personality, capacity to inspire confidence in his/her students, awareness of aims, organizing ability, capacity of analysis, comprehensive description, presence of mind and esthetic & artistic look etc.

2. Selection Procedure: Good teachers cannot be made out of poor material. Teacher education institution should therefore adopt:

- *comprehensive procedures for selecting their students, procedures which may predict teaching competence to a fair extent and discriminate effectively between effective and ineffective teachers.*

- *effective teacher education programs.*

3. Theory Courses: The theory courses taught in most of the training institutions are outdated and obsolete. These courses need to be pruned to leave more time for student teaching. For example, only those aspects of Psychological Foundations should be included which are functional and are directly related to class room situations. A teacher should be efficient in the use and construction of different evaluation devices. Therefore a comprehensive course on Measurement and Evaluation should be compulsory for all student teachers (Khan 2000, 2013). Importance of different AV media for making the process of instructions effective cannot be ignored (Rajput & Walia, 1997). Therefore suitable course on Educational Technology should also be compulsory for all student teachers.

4. Students Teaching: Student teaching in vogue in teacher's training institutions is by and large ritualistic and ceremonial. The improvement of this component of the curriculum is essential to improve the effectiveness of our teachers (Raina, 1996; Gliessman & Pugh, 1994). Teaching is a very complex behavior and consists of number of skills. Micro-teaching is an analytical approach to practice teaching which makes it possible to concentrate on a specific teaching behavior at a time and practice it under controlled conditions. The teacher's training college should, therefore, adopt this technique for improving their practice teaching programs (Jangira & Dhondiyal, 1991). After teaching a sufficient number of lessons the student teachers may be required to join internship program (Reddy, 1992), wherein the student teachers practice teaching skills under the supervision of school teachers. Under this program, the student teachers do not only practice teaching skills, but also experience the problems faced by teachers in realistic situations. All these experiences would go a long way in improving their competence. The National Policy on Education (1985) has also recommended the introduction of community work as an important aspect of teacher education program. With firsthand experience and in consultation with leading educationist of the country, the NCERT (1978) recommended restructuring of Teacher Education program on different lines keeping in view the needs of Indian society.

Suggestions:

A drastic change in all sphere of teacher education is needed to face the challenges of the dynamic world since our education system is deteriorating day by day. Hence it is imperative need to prepare the teacher for local and global demands. Now we are in the modern age, called scientific and technological era, and hence we need the teachers with good

understanding of scientific and technological methods used for teaching. Teaching-learning methods are being influenced by a number of new technological devices such as Radio, Television, Video, Computer and Multimedia etc in present times. To a great extent, the dynamic interaction between the student and instructional program is better through computer than any other media. The large capacity, fast operating speed and interactive graphics are the other significant features of computer which promise the useful teaching applications. The effectiveness of Computer Assisted Instruction (CAI) for young children has been examined by various researchers (Lewis, 1978; Swiger and Campbell, 1981; Vonstein, 1982; Casey, 1984; Singh, 1992, Vernadakis, N. et al, 2005 and Khan 2009). There is a requirement of significant transformation of the curricular strategies and methods used in teaching to promote higher level of students' achievement. Knowledge is changing so rapidly that the students must be provided skills to make sense out of the chaos of data that are swirling around them. The CAI approach encourages full involvement in a community of learning. Technology becomes a tool supporting the learning process as students seek new knowledge and understanding.

References

- Casey, J.M.: Beginning reading instruction using the LEA approach with and without microcomputer intervention. ERIC DRS NO.ED 245192 (1984).
- Gliessman, D. H. and Pugh, R. C.: *Concept and Skill Relationships in a Teacher Training Setting*. J. of Educl. Res., 87 (4) (1994), 211-218.
- Jangira, N. K. and Dhondiyal, N.C.: *Structural Characteristics of Class Room Questions. Pupil Responses and Pupil Response Management. Behaviour of Social Studies Teachers*. Buch Survey of Educl. Res. Vol.II (1991).
- Khan Z.N.: *Characteristics of Efficient Student Teachers*. University News 38 (52) (Dec. 25, 2000), 5-7.
- Khan, Z. N.: Relative Effectiveness of Computer Assisted Instruction and Traditional method of Teaching at Secondary School Level. *Ubiquitous Learning: An International Journal USA*, 2(1) (2009), 111 – 119.
- Khan, Z. N.: Need for Improvement of Teacher Education in the New Millennium. *Intern. J. of Secondary Education*. 1(2) (2013), 4-7. doi: 10.11648/j.ijsedu.20130102.11
- Lewis, C.L: A study of pre-school children's use of computer programs. Proceedings of the third national education computing conference. Denton, TX: North State University (1978).
- Lowton, J. A.: *A Study of Factors Useful in Choosing Candidates for Teaching Profession*. Br. J. of Edu., (1939),131-144.
- Raina, V.K.: *Strengthening the Colleges of Teacher Education*. J. of Higher Edu., 19 (1) (1996), 31-42.
- Rajput, J.S. and Walia, K.: *An Agenda for Research in Teacher Education*. J. of Higher Edu. 20 (1) (1997), 45-56.
- Reddy, J.: *National Policy on Education*. Review Committee HRD. (1992), 63 - 68.
- Shukla, S.: Recruitment and Selection of Secondary School Teachers (Symposium). All India Association of Training College, Ambala Cantt. (1964).
- Singh, R.D.: Effectiveness of teaching mathematics through computer assisted instruction and conventional method of instruction on cognitive and non-cognitive variables. Ph.D., Education Guru Ghasidas University (1992).
- Swiger, K.M. and Campbell, J.: The computer goes to early childhood education, Urban, ILERIC D.R.S.Ed.227967 (1981).

The National Policy of Education: Challenge of Education – a Policy Perspective. Ministry of Education, Govt of India (1985).
Vernadakis, N. et al: The use of Computer Assisted Instruction in Preschool education: Making Teaching Meaningful. *Early Childhood Education Journal*, 33(2) (2005), 99 – 104. DOI: 10.1007/S10643-005-0026-2.

Vonstein, J.F. (1982): An evaluation of microcomputer as facilitator of indirect learning for Kindergarten child, Dissertation, Abstract International, 43, 72A.