

The Challenges and Quality of Teacher Education in India at Present in Indian Educational Scenario

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Abstract

Teachers play a vital role in helping people to develop their talents and fulfill their potential for personal growth and well-being. They acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teacher who mediate between a rapidly evolving world and the pupils who are about to enter it. The success of a student depends most of all on the quality of the teacher. With the advent of standard-based reforms, the quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. This article aims at making contributions to the ongoing debates in the challenges and quality of teacher education and the creation of a new knowledge base that can serve all endeavors at different levels for teacher quality and development in different parts of the world. In facing up to the numerous challenges to teacher education in the era of digital technology and globalization, this article will facilitate the quest for new teacher education for the future. This is emphasized for teacher educators, educators, graduate students, researchers, policy-makers and those interested to reform teacher education for the future.

Introduction

Measuring quality in teacher education perspective that favors equal opportunity in education; Comfort with diversity, which is a reported ease of interacting with other. Providing information on a dispositional measurement system for teacher education will help ensure the development of quality professionals. As professionals we are charged with responsibility to not only teach dispositions but develop a way for systemically measuring it as well. Relevance of teacher educator has always measured the dispositions of their candidates. Recently, NCTE has specified that the process must be formalized and the documentation of candidates' appropriate dispositions is now required. Many teacher education institutions have hesitated to aggressively pursue measuring the dispositions of their candidates. One reason maybe that these institutions may be facing a dilemma in clearly defining which dispositions to measure, others may be fearful of legal liability. It is not easy to inform candidates that they are dispositional deficient; however, teacher educators have an obligation to protect students who attend the public and private schools. It is hoped that the proposed model for the development of dispositional evaluation will be of assistance as programs develop better dispositional evaluations. However, it is tantamount to be mindful of teaching and measuring dispositions when preparing quality professionals. This proposed model describes activities and processes that may be useful to develop assessment and evaluation practices related to dispositions in many teacher education programs. Outcomes and methods learner/participant outcomes. It is anticipated that the participant wills 1. Understand the rationale for dispositions in teacher education. 2. Understand the legal implications for assessing dispositions. 3. Understand a model for systematically measuring dispositions methods the participants will receive a copy of the "Proposed Model for Developing Dispositions Evaluation in Teacher Preparation Programs".

This will be followed by a discussion on the systemic inquiry techniques that were utilized to collect initial beliefs and ideas related to dispositions to develop the model. In the teacher education program that serves as the case for this model, a method used to document concerns about a student's disposition for teaching throughout their program is also presented. Information on legal issues will also be addressed. Measuring Quality in Teacher Education: Implementing a Dispositional Measurement System in a Teacher Education Program content statement of the Issue. The National Council for Accreditation of Teacher Education (NCATE) accreditation process for colleges, schools, and Departments of Education call for the implementation of standards and educational practices related to dispositions in teacher education programs. Theoretical frameworks and implementation strategies for the development of evaluation, assessment and practices related to dispositional concepts are needed. The purpose of this paper is to describe a model that may be utilized to better implement instructional practices and measurement of dispositional concepts in teacher education programs. The model is based on an administrative view of the development of dispositional measurement practices applicable to teacher education programs.

The identification of dispositions involves three related activities leading to the subsequent integration of dispositional instruction and measurement into the curriculum and conceptual framework. The three input activities that may occur simultaneously are: (a) review of the professional literature related to dispositions; (b) review of current state, professional, and accreditation requirements, and (c) review of current practices in the teacher education program and the clarification of the desires of the teacher education faculty for dispositions in the teacher education programs. There are many definitions of dispositions and related concepts. Gollnick (2001) provides one of the more common definitions. She defines dispositions as: "... the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." Many teacher education programs also define dispositions. For instance, dispositions are defined by the University of Minnesota-Duluth, Department of Education (2003) as "A habitual tendency or inclination".

Disposition includes temperament, character, personality, nature, demeanor-these nouns refer to the sum of traits that identify a person which include frame of mind, emotional characteristics, moral and ethical qualities, distinctive traits that give him/her individuality, especially in his/her relationships with others, exhibited behaviors towards others." D'Angelo (2001) describes dispositions as having three dimensions: character, teaching, and professional dispositions. D'Angelo believes that "character" dispositions include honesty, integrity, caring/empathy, work ethic/diligence, responsibility-personal/social, and accountability. Dispositions and related concepts have also been the subject of considerable study among educational researchers and theorists. The disposition of caring is a personal characteristic or disposition that many feel is essential when teaching children. According to Noddings (1992), caring is the process of helping another person to grow or actualize him/herself. Another disposition which has been researched is critical thinking. Jay Dee and Alan Henkin (2002) believe dispositions toward cultural diversity are an essential component of knowledge for teachers who work with ethnic and racial minorities.

Qualifications

Given the complexity of the demands placed upon teachers, the range of knowledge and skills that they are required to master and the need for them to have sufficient practical experience in real classrooms as a part of their initial education, it is not surprising that initial 'Teacher Education' courses are demanding. In 18 Member States, initial Education courses for upper secondary teachers last at least five years and lead to a university level qualification for lower secondary teachers. 12 Member States require initial education at university level of at least five years. Consideration could be given to moving to a higher level qualification policy as already adopted in some countries.

Teacher Education in Higher Education

To ensure that there is adequate capacity within Higher Education to provide for the quantity and quality of Teacher Education required and to promote the professionalisation of teaching, teacher education programmes should be available in the Master and Doctorate (as well as the Bachelor) cycles of higher education. Links between teacher educators, practicing teachers, the world of work and other agencies need to be strengthened.

Higher Education institutions have an important role to play in developing effective partnerships with schools and other stakeholders to ensure that their Teacher Education courses are based upon solid evidence and good classroom practice. Those responsible for educating teachers (and for educating teacher educators) should possess practical experience of classroom teaching and have attained a very high standard in the skills, attitudes and competences demanded of teachers.

Teaching in Society

Teachers act as role models. It is important for pupil attainment that the profession fully reflects the diversity of the society in which it operates (in terms, for example of culture, mother tongue, and disability). Member States could take measures to ensure that the composition of the teaching workforce fully reflects the diversity of society and in particular remove obstacles to culture and gender balance at all levels.

Initial Teacher Education Organization

Initial Teacher Education in many countries takes place largely or exclusively in institutions of Higher Education. It may be organized according to two basic models. In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects (often a first university degree), and then studies for a further period to gain an additional qualification in teaching; (in some systems this takes the form of a post-graduate degree, increasingly, this is a Masters). In the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects and the ways of teaching that subject, leading to a qualification as a teacher of that subject. Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner. In the United States, approximately one-third of new teachers come through alternative routes to teacher certification, according to testimony given by Emily Feistritz, the President of National Center for Alternative Certification and the National Center for Education Information, to a congressional subcommittee on May 17, 2007. However, many alternative pathways are affiliated with schools of education, where candidates still enroll in university-based coursework. A supplemental component of university-based coursework is community-based teacher education, where teacher candidates immerse themselves in communities that will allow them to apply teaching theory to practice. Community-based teacher education also challenges teacher candidates' assumptions about the issues of gender, race, and multicultural diversity.

Curriculum

The question of what knowledge, attitudes, behaviors and skills; teachers should possess the subject of much debate in many cultures. This is understandable, as teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology, as well as of information, advice and wisdom and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy.

Generally, Teacher Education curricula can be broken down into these blocks: foundational knowledge and skills usually this area is about education-related aspects of philosophy of education, history of education, educational psychology, and sociology of education content-area and methods knowledge often also including ways of teaching and assessing a specific subject, in which case this area may overlap with the first (foundational) area. There is increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill teachers should have. Increasingly, emphasis is placed upon 'transversal' or 'horizontal' skills (such as 'learning to learn' or 'social competences', which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the Teacher Education curriculum (and traditional school curricula and ways of working in the classroom). Practice at classroom teaching or at some other form of educational practice usually supervised and supported in some way, though not always. Practice can take the form of field observations, student teaching or (US) internship. Supervised field observations include observation and limited participation within a classroom under the supervision of the classroom teacher student teaching includes a number of weeks teaching in an assigned classroom under the supervision of the classroom teacher and a supervisor (e.g. from the university) internship teaching candidate is supervised within his or her own classroom.

These three areas reflect the organization of most teacher education programs in North America (though not necessarily elsewhere in the world). Courses, modules and other activities are often organized to belong to one of the three major areas of teacher education. The organization makes the programs more rational or logical in structure. The conventional organization has sometimes also been criticized, however, as artificial and unrepresentative of how teachers actually experience their work. Problems of practice frequently (perhaps usually) concern foundational issues, curriculum, and practical knowledge simultaneously, and separating them during teacher education may therefore not be helpful.

Induction of Beginning Teachers

Teaching involves a the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it therefore requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training or who leave the profession after their first teaching post is high. A distinction is sometimes made between inducting a teacher into a new school (explaining the school's vision, procedures etc) and inducting a new teacher into the teaching profession (providing the support necessary to help the beginning teacher develop a professional identity and to further develop the basic competences that were acquired in college). A number of countries and states have put in place comprehensive systems of support to help beginning teachers during their first years in the profession.

A peer network: for mutual support but also for peer learning. Input from educational experts (e.g. to help the beginning teacher relate what she learned in college with classroom reality) support for the process of self-reflection that all teachers engage in (e.g. through the keeping of a journal). Some research suggests that such programmes can: increase the retention of beginning teachers in the profession; improve teaching performance; promote the teachers' personal and professional well-being. Continuous professional development Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further. The extent to which education authorities support this process varies, as does the effectiveness of the different approaches. A growing research base suggests that to be most effective, CPD activities should: be spread over time, be collaborative use active learning, be delivered to groups of teachers include periods of practice, coaching and follow-up promote reflective practice encourage experimentation, and respond to teachers' needs.

Quality Assurance

The quality of the work undertaken by a teacher has significant effects upon his or her pupils or students. Further, those who pay teachers' salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or of education systems as a whole, are therefore often sought. In most countries, teacher salary is not related to the perceived quality of his or her work. Some, however, have systems to identify the 'best-performing' teachers, and increase their remuneration accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teachers' needs for additional training or development, or, in extreme cases, to identify those teachers that should be required to leave the profession. In some countries, teachers are required to re-apply periodically for their license to teach, and in so doing to prove that they still have the requisite skills.

Feedback on the performance of teachers is integral to many state and private education procedures, but takes many different forms. The 'no fault' approach is believed by some to be satisfactory, as weaknesses are carefully identified, assessed and then addressed through the provision of in Teacher education policy The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education systems consume significant financial resources (of which teacher salaries is often the largest single element). However, the degree of political control over Teacher Education varies.

Where TE is entirely in the hands of universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies, such as teachers being taught using teaching methods that would be deemed inappropriate if they used the same methods in schools, or teachers being taught by persons with little or no hands-on experience of teaching in real classrooms. In other systems, TE may be the subject of detailed prescription (e.g. the state may specify the skills that all teachers must possess, or it may specify the content of TE courses). In many states, the process of acquiring the relevant knowledge and skills to be a teacher (qualification) is separate from the process of acquiring the official permission to teach in public schools top of form.

Teacher Policy

The success of a student depends most of all on the quality of the teacher. With the advent of standard-based reforms, the quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. This book aims at making contributions to the ongoing debates in the challenges and quality of teacher education and the creation of a new knowledge base that can serve all endeavours at different levels for teacher quality and development in different parts of the world. In facing up to the numerous challenges to teacher education in the era of digital technology and globalizations, this book will facilitate the quest for new teacher education for the future. The target audiences are teacher educators, educators, graduate students, researchers, policy-makers and those interested to reform teacher education for the future.

It is hoped that the proposed model for the development of dispositional evaluation will be of assistance as programs develop better dispositional evaluations. Implication for Action Teacher education programs across the nation are gaining increased concern with the “how to teach” as well as “how to” assess dispositions as an entity of knowledge and skills within NCATE and INTASC accreditation standards. Legal and ethical issues are also posing a challenge for many institutions. However, it is tantamount to be mindful of teaching and measuring dispositions when preparing quality professionals. This proposed model describes activities and processes that may be useful to develop assessment and evaluation practices related to dispositions in many teacher education programs. This will be followed by a discussion on the systemic inquiry techniques that were utilized to collect initial beliefs and ideas related to dispositions to develop the model. In the teacher education program that serves as the case for this model, a method used to document concerns about a student’s disposition for teaching throughout their program is also presented. Information on legal issues will also be addressed.

The purpose of this paper is to describe a model that may be utilized to better implement instructional practices and measurement of dispositional concepts in teacher education programs. The model is based on an administrative view of the development of dispositional measurement practices applicable to teacher education programs. Review of literature, the first component of the proposed model is the identification of dispositions. The identification of dispositions involves three related activities leading to the subsequent integration of dispositional instruction and measurement into the curriculum and conceptual framework.

Conclusion

Teachers help young people to take responsibility for mapping out their own learning pathways throughout life. Teachers should be able to take charge of their own learning pathways also. Furthermore, as with members of any other profession, teachers have a responsibility to develop new knowledge about education and training. In a context of autonomous lifelong learning, their professional development implies that teachers: Continue to reflect on their practice in a systematic way; undertake classroom-based research; incorporate into their teaching the results of classroom and academic research; evaluate the effectiveness of their teaching strategies and amend them accordingly; and assess their own training needs.

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