

Value based Challenges in Context of Present Teacher Education

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Abstract

If we look at the definition of education given by Dr. S. Radhakrishnan "Education is which provides the capacity of fulfilling the cultural, community based and social responsibilities with knowledge and attainment of skill." It is clear by the definition that this kind of knowledge provider means teachers should have the above qualities in them. But the question arising is – Are our teacher education institutions so effective? Can the present training be so motivating for the pupil teacher? Have we ever thought what we are doing for the attainment of cultural and moral aims in teacher education?

Key Words:- **Value based Challenges, Context of Present Teacher Education**

Introduction

Man is the best creation of God and education is the best gift given to man. It is the way by which we can express our divinity well. Education provides us knowledge which not only reflects in words but also in actions. Teacher is one of the most important factors in our life and when it comes to teacher education, the field becomes all the more important for us. The concerning field of teacher – education cannot grow well by government's efforts alone but it needs the fertile soil of our concentration and the air of teaching innovation to flourish well. There is growing feeling that the teacher training courses are not effective in turning out efficient teachers. Some of the reasons for this inadequacy can be regarded as the more commercialized form Lack of infrastructure and teaching staff etc.

We have commercialized this field in such a manner that its soul is dying slowly day by day. So many professions are arising now a days and to select proper professions has become a problem today. The talented youngsters are preparing for other profession except teaching and they accept teaching as their profession as the last hope having no other field open for them. What is the reason behind it? Who is responsible for this miserable condition? Why the profession in which Socrates, Tilak, Gokhley, Gandhi and Tagor enjoyed have become so much boring for the modern generation. The progress of the nation depends upon the ability of new generation, this fact is accepted by everybody. The teacher provides best shape to this new generation. What is the reason behind the apathetic attitude of youngsters towards teaching profession?

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In ancient age only learned person belong to the teaching field but in modern age teaching has taken the professional shape. So many challenges are growing in front of teachers day by day. In ancient time the oral method of teaching was in fashion, later on the written words came in existence. It was the second revolution by which the written education system came along with the oral one. The third revolution came with publication and books were available for teaching. The changes of electronic techniques were the television started to use in education means computer. I mails Digital video and internet started a new revolution in education. These technical innovations give a new form to the field of education by changing the education as unprecedented revolution. So it is necessary to maintain ourselves in this hi-tech world and to make the teaching learning process natural, easy, capable and convenient that teachers should know these scientific inventions and their right use because the discovery in knowledge, science and researches have given a new foundation to education: the changes have been accepted in a new form in teacher education.

There are some problems should not only be taken as challenges but also be solved at the priority basis to improve the quality in teacher education.

- Poor planned of expansion.
- Time duration of training program
- Absence of text books
- The broad curriculum
- Lack of practicing school
- Quality based education
- Old outdated knowledge of teachers
- Need and attention on basic education
- Professional preparation
- Innovations and Recent Research in Teacher Education
- Continuous education for teacher and trainers
- Encouragement - global and international relations
- Minimum infrastructure in Training Institutes
- Measurement Evaluation system
- Supervision of institutions
- Selections of teaching methods
- Educational Technology
- Value education

Poor Planned of Expansion

India needs all round development of education so that we can have our dream of education and cultured and cultured India fulfilled. But this concept was ill-treated by us in recent years by not expending education but by expending teaching training institutions. This was so poor planned that neither the suitability and utility was taken into consideration nor the minimum infrastructural needs were fulfilled. Teacher training institutions are like a: new crop of the present season and the most important point is that the purpose of these institutions is not to prepare good teachers but the main purpose of

these is to get good income for management and to provide some degree certificates of high percentage only Poor planned growths of the teacher training institutions has to be checked immediately. Substandard colleges should be closed and viable institutions may be strengthened on the basis of the estimate demand of teacher requirements in different subject in their region.

Time Duration of Training Program

This point is the most important one for teachers now a day. Today this demand is arising from everywhere that the time duration of teaching training is not sufficient and the adjustment between theoretical and practical knowledge in this period of 8 to 10 months is becoming difficult today. All the educations demand that all the skills could be developed easily and competently some important teaching skills are seen to be lacking in teachers because of insufficient time and teachers can not conduct the teaching process conveniently according to the needs of the students. All the engineering and medical courses have sufficient time to get complete and are accompanied with so many semester exams and tests to get the real assessment of the students but the teacher training courses of 8-10 months having no semester except annual examination clearly shows our apathy towards it. How can a teacher be regarded capable of teaching only after a short term courses: This is not apt.

Absence of good text-books in Local language

Another reason for poor standards is the absence of good text books in regional languages. Standard teaching text books are not available to most of the teacher-trainers and even if available. These are hardly read, firstly, because the students are not conversant with English and secondly because they want reading material in their regional languages which in most of the cases is prescribed as the medium of the examination. The result is that most of the pupil – teacher do not study from proper reading material and quite often depend on substandard guide books Published by some business-minded professionals. It cannot enable the learner to understand the concept clearly and they characterize the saying little knowledge is a dangerous thing. Some good regional translators should be employed in the work of getting the subject matter in regional language. But the most important thing is in this kind of translations only the apparel should be changed without altering soul. It means the concept should never be underestimated by the language or style in translations.

The broad curriculum

Students and their parents do not hesitate to spend more money in this condition because they are familiarized with its future earning according to the market demands. But even today teacher education depends on the traditional syllabus. It is largely traditional, rigid and divorced from the realities. Though the ‘National Council for Teacher Education ‘ has recommended some changes in it but even then a glimpse of traditional syllabus is there because of uninterested manner of teacher – trainers of this kind of institutions. Today there is a need of total re-construction of teacher-education in which the practical aspect of knowledge can get more attention than theoretical aspect. If today we do not include some new and special concept by which the need of specialization is fulfilled immediately according to Indian circumstances our teacher-education will be based on foreign literature and principles. There is also a need of introducing the subject content in the training programmes at both levels.

Lack of Practicing Schools

In this situation the right kind of training of pupil-teachers becomes all the more difficult. To make lesson plans and to conduct them successfully in the class for school experience is the soul of teacher-education and this fact cannot be denied. It has been taken in to consideration that the teaching of pupil-teacher is not so effective interesting and arranged as the teacher trainer. It is like a challenge for teaching-training institutes that they depend on other schools. These institutions should have their own school for the better conduction of lesson plans. Till the situation can be attained these should be a proper and good link between the training institutions and practicing schools.

Quality Based Education

The teachers of ancient India were fully capable and able to take their responsibility. They used to give proper attention on the development of their students. But the teachers of modern time and the producers of future generation are not having such qualities in them. Some deformities have taken birth because of commercialized form of education like N.R.I seats, management seats and the existence of self-financing institute which are the question mark on the quality of teacher education. The public teaching-training institutions engage in blaming one another while as the self-finance schools are not even equipped with the minimum infrastructural needs. So how can we get a clear picture of education by these defected brushes? For the real quality in teacher – education N.C.T.E, U.G.C, N.C.E.R.T should interfere continuously and honestly. These should be a control and inspection unit of these councils in every university to take university to take care of quality in teacher-education.

Outdated Knowledge of Teachers

Moreover the kind and amount of knowledge is changing by leaps and bounds in each and every subject area and this has a bearing on the knowledge of teachers. How can a teacher of late 70's be able to train today? Can we imagine stick in the hands of a teacher if never why we adjust with the hackneyed knowledge? This is a fact that knowledge becomes dead in absence of regular innovations and modifications.

So the teacher – trainer should be asked to refresh and update their knowledge of the subject area in the training colleges itself. This is now urgently required because the school curriculum is being upgraded more often than even before.

Need & Special Attention on Basic Education

There is a dire need of special attention on Basic education as it is the foundation and beam of overall education. This is the boat without which the sea of education can never be overcome. So the training of basic teachers should be at the top of primary basis. In this case the training faculties should get support of social research new teaching instrument technical audio visual aids and the virtual training facilities.

Professional Preparation

The professional preparation of teacher education is yet another aspect of teacher preparation programmers particularly at the basic level which deserves serious consideration. In fact there is hardly a course available for the preparation of basic teacher-education specifically. Most of the teacher educators at the elementary level are recruited from among the secondary school students as such they learn about basic education through their experience in the job.

Innovation and Recent Research in Teacher Education

Innovation and research are so much frequent in teacher education but the problem is that our teacher-educators do not update themselves by these researches and innovation so they cannot be benefited by these all collaboration in research and experimentation between college of education and school is lacking. Teacher education institutions constitutes an important link in the entire school system. Improvement of school education has to play their vital role. Kothari Commission (1964-66) said. "In India pupil teachers are not trained according to their needs. We have to emphasize the improvement in practical subjects more the M.ED and M.PHIL. Researches do not have special importance but qualitative improvement is needed at PH.D level.

Continuous Education for Trainers

In the developing country like India the tradition of continuous education has been continually in process since Gurukul till today. Indian government started 'National Adult Education which came in good form after N.P.E 1986. But today the pupil- teachers are lacking in the benefits of continuous educations. In service education should be an essential component of the training college programmed. In fact the entire college faculty should be responsible for the in service education of teachers in the schools.

Encouragement – Global & International Relations

Teacher education nourished the global relations and international goodwill well. For it the institutions organize workshops, seminars, meetings, conferences etc. time to time, where all the intellectuals and scholars interchanges their views, by this kind of efforts, person, states and the whole country are encouraged to form cultural and global relations with the whole world. The problems of international levels have horrified human heart and the limitations of country have banded human pace. So it is the responsibility of teacher education to eliminate these all suspicious and to provide a healthy global environment to breathe and to develop further.

Minimum Infrastructures in Training School

Some of our teaching training institutions though being a part of government sector do not provide even the minimum infrastructure in their institutes. On the other hand these infrastructural facilities whether pertaining to pupil teachers or to teacher educators are inevitable for their development. So the path of development is hindered by this lack. Government and aided institutions which are economically capable of providing these facilities should contact some N.G.O'S to arrange and conduct the basic needs and infrastructure supporting the process of teaching.

Measurement and Evaluation System

The field of evaluation is very broad in teacher education. In it the examination evaluation of entrance and teaching methods are include pupil evaluation is important in reference to teacher education. Many universities and colleges select these students from entrance but the corruption in this process is mocking on continuously so the evaluation system should be checked and reconstructed.

Evaluation system should try to select honest hard working and respective students to whom it is to teach and get the better output. In other words we can say that evaluation system should not be like a one day match who should evaluate the overall performance of

the day of exam but it should be test match by which we could evaluate the overall performance of the students. By this way we can bring quality in the evaluation.

Supervision of Institutions

Any process is incomplete without supervision provides right direction in the training. UGC has founded a council for the purpose called NAAC. We should try to involve this council more in teacher education. As we already know that supervision is a right direction given to some programmed. If the teaching process is supervised well we can find out the drawbacks in the matter and can get some feedbacks for more improvement. But the most important point to be noted that supervision should not be conducted only in negative form like inspection but it should be done in its original form playing the role of a guide and friend by supervision.

Selection of Teaching Methods

The defected teaching methods are also responsible for the faulty outcome in teacher education. So this factor should be concentrated by educationists for the right picture of education India. They have to keep themselves along from the knowledge got in training because that knowledge is not related at all to the practical life. It is very necessary to acquaint them with the newly developed teaching methods. During teaching the pupil teachers obtain more theoretical knowledge than practical knowledge by which the pupil teachers face more problems in the real classroom situation. Today is the age of high technology. The students are very curious to learn. They are very talented and firm determined. But our teaching training program is even now going on the outdated structure by which the trained teachers become incapable of teaching the students according to their interests, ability and capacities.

Educational Technology

Education Technology makes teaching learning process convenient, easy, brief, effective, scientific, and according to the psychological needs. But it is an ironical fact of our teacher education that most of our institutions are lacking in educational technology even in this hi-tech age. This sector needs much importance and attention from the teacher educators. Today in the age of science the education teaching process and learning is got affected. Some new technologies have become which help in getting the purpose of teacher education.

Value Education

Some problems of our present educated world like dishonesty corruption injustice over confidence and disrespect towards parents and teachers are arising only because of lack of values, so value education should be included as an important part in the teacher education. Only then we can obtain the real meaning of education. The society is decreasing now- a-days. Money mindedness is arising. The feeling of good and bad have going off in the air in the competitive atmosphere. No- one is ready to listen good thoughts. Who is the defaulter behind this? In reality our own education is the defaulter behind. We should try to infuse some such values in teacher education by which we can get the valuable students for our nation's future.

Conclusion:

It is high time to strengthen value education component in teacher education which can serve two purposes. First, it is to orient teachers on humanism, moral and spiritual values

and second is to empower them for development and implementation of value education curriculum at school level. The above presentation on the constructivist framework of value education programme in teacher education may act as a source for reflection on curricular issues and problems on value education. Emphasis on participatory and experiential learning can serve the purpose of value education. Preparing teachers to build constructivist environment for moral and spiritual values poses a challenge for teacher education. Collaborative efforts need to be made in this direction to share fruitful experience of teacher and teacher educators.

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