

---

## Path Leading Towards Better Teacher Education

**Dr. Ranjana Ruhela**

*Principal, SOS J. N. Kaul Institute of Education, Bhimtal, Nainital, UK*

### **ABSTRACT**

*This study is conducted on teacher education problems and their solutions and ways to find out the major issues and their solutions. During this study it was found that major issues concern were curriculum, teaching quality concern, overall personality development, emotional intelligence, and degradation of values. The major problems of teacher education are at an individual level like stress, anger and emotional imbalance. After the in depth study discussion it was observed Yoga and value education should be the part of the curriculum. The curriculum must be revised regularly according to the changing socio-political scenario of the society. Teacher education programme should be able to raise the standards of quality teaching and build competent and confident teacher trainees which would further help to raise better future citizens as teachers are the nation builders. This abstract is emphasizing that the best practices of the best Institutes when applied and adopted by the Institute as a result lead towards better teacher education. The Institute prepared and added their own additional curriculum which proved to be very fruitful for the Institute.*

### **INTRODUCTION:**

Primary and secondary teacher in India are trained at universities, and the educational system is centralized and the ministry of education and its implementation units, such as local education center, have the primary responsibility for education policy, curricula design and practice.

Teacher has great responsibility towards society and towards nation. They need to have overall development of personality. They need to be mentally, physically and emotionally very strong so that they can be an ideal to the society and the students. They can cope up with the stress and anger and not be frustrated easily. Teachers should have a strong moral character so that they can inculcate the same values amongst students.

Teacher education refers to the policies and procedures designed to equip prospective teacher with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in class rooms ,school and outside the four walls of the school .

### **EXPECTATION FROM THE TEACHER TRAINEES:**

- Teacher trainees are expected to work for the schools and colleges for public good and not only for self.
- Teacher trainee is expected to learn more about duties and also work apart from duties.
- Teacher trainees are expected to be thought leaders in the society, educating students and professionals to be globally competent professional leaders.

- Teachers and teacher trainees should be able to make positive atmosphere and energy as well as add positivity to the eco-system of college.
- Teacher trainees need to be an asset to the schools, colleges as well as to the society and not a liability.
- Teacher trainees need not be only trained to work for money and have real estate or business .They should not be taught that money should be given priority but service should be the main motto of teacher trainees.
- Teacher trainees would be able to gain respect and honour when they can only devote their time to education and not be diverted from their aim of education.
- Teacher trainees are expected to attend and be trained and workshops need to be held for at least one month as teacher trainees are required to be well versed, tech –savvy, technologically equipped smart-teachers.
- Teacher trainees need to publish their research journals and do the research work related to education and have in-depth knowledge about the subjects. Quality of education is present where research is present

#### **TRANSFORMATION REQUIRED IN TEACHER EDUCATION:**

A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education; still our teacher education could not rise up to the expected level. It is lacking behind somewhere in realizing its purpose. Its scope has broadened and its objectives have become focused during the last 35 years, but teacher education could not realize its objectives fully.

The major problems have been divided into following categories.

#### **CHANGES IN TEACHER EDUCATION:**

A lot of stress is given on teacher education course in India, unfortunately still there are several loopholes in the system. They are as follows –

Curriculum should be made keeping in mind school students and the technologically equipped real-class-room scenario .It should help teacher trainees to become more morally developed and practical so that they can face all the challenges thrown upon while managing stress and anger too.

- **Transformation in Curriculum-** Though NCTE has made changes but still further reforms are required from time to time – Curriculum of teacher education programme in India has been criticized and educationists feel that it does not fully address the need of contemporary Indian schools and society and it does not contain relevant contents for teachers who are to impart quality education in schools. It is not helping the teacher trainees to cope up with the upcoming challenges .It is not helping in teacher trainees overall development as well as moral development.
- **Time duration** - Two years duration of teacher education programme is suitable for present scenario. National curriculum frame work (1998) also recommends for two years duration of teacher education programme but it has been applied in 2015 .
- **Quality concern-** Teacher education has not come up to the requisite standards .Teacher are not able to think critically and solve the problem related to teaching

methods, content, organization etc. They are not fully technologically equipped as teaching is in a very advanced form in present scenario. Teacher trainees are not aware about the upcoming trends so how can they be confident in teaching effectively or efficiently. They are neither given training and workshops or seminars are also not held so that they can grow into qualitative teachers.

## **SOCIAL AWARENESS:**

These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard student against these social issues if they are sensitive towards these problems. They need to be aware about the social problems by keeping themselves updated and take interest even in present political scenario but they are not interested in the current happenings and therefore doesn't come out with any solutions.

## **ENHANCING OF SKILLS OF TEACHER TRAINEES:**

These skills enable man to deal with the life's difficulties and adversities more effectively. These skills are-

- Thinking skills.
- Self Awareness.
- Problem solving.
- Creative thinking.
- Critical thinking.
- Social skills-Interpersonal relationship, effective communication and empathy.
- Emotional skills-stress management.

## **INCULCATION OF VALUES:**

Access to all kind of information is very easy. Every transaction is going to be online. But there are several deviations particularly of young students who are prone to malpractices. It is said that "our inclination towards bad is more than our inclination towards good" In this sense mobile culture, internet, face book and twitter etc. have polluted young minds. This led to be the erosion of values. Awareness about all this is not provided to the students in a manner so that they can find the solutions for the same.

## **EFFICIENT- TEACHER EDUCATION INSTITUTIONS:**

The NCTE is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institutions but because the country is so diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern incompetency of teacher can harm the system of education.

---

### **PERSONALITY DEVELOPMENT:**

No doubt bloom in his life time revised the objective of higher mental order by placing creativity at the top because development of creativity is very essential for the all round development of human being .But we have forgotten that knowledge cannot be delivered, it has to be created .It means that we should emphasis on creativity .More of cultural programmes and awareness programmes should not be neglected in education.

### **USE OF ICT IN TEACHING-LEARNING PROCESS**

The educational programmes for the teacher trainees or teacher education have not made full use of their development skills. The teacher trainees with the knowledge of latest technological advancement are not being produced who are expected to use these upcoming techniques as the schools and the teachers are not aware about the importance of the newly advanced techniques.

### **COMMONLY PROBLEMS IN TEACHING-LEARNING PROCESS**

- Awareness of technical knowledge.
- Understanding learner.
- Teacher professionalism and ethics
- No proper guidance skills.
- Deep knowledge of the subject
- Proper communication skills
- Classroom ambiance and management skills
- Understanding learner.

### **SOLUTIONS**

#### **INCULCATING OF MORAL, JUSTICE AND ETICAL VALUES :**

Teacher education programme should include value education. Teacher trainees should develop justice power –social, economic and political through the study of curriculum and implementing the same. The students should be inspired to attend moral values and ethics classes and therefore everyday value education classes should be held weekly or one period everyday or once in a week so that students learn values for the betterment of the society and the students and they should be prevented from misusing the internet, cell phones, face book, twitter U tube etc. Awareness programs related to it should be held. For the development of the peace and discipline amongst students Yoga, physical education and meditation classes should be made part of B. Ed curriculum.

#### **WORKSHOPS AND TRAINNING:**

Teacher trainees should attend workshops and seminars conducted by experts regularly and not be reluctant to changes .Workshops related to class ambiance, effective communication, stress

---

management, ICT, changes in curriculum, life skills, guidance and counselling should be organized frequently for the teacher trainees.

### **GENERAL AWARENESS FOR TEACHER TRAINEES :**

The teacher trainees should update themselves by reading journals, research papers and enhance their skills like decision making, problem solving, and creativity and thinking power and hence then only they would be able to make the students aware about the current happenings and safeguard them.

### **TECH- SAVVY -TEACHER TRAINEES:**

Teacher trainees should be given training to work with the latest gadgets and technology. The government should make strict rules to deal with the fake institutes which are simply making money by fooling the innocent students and make the public aware about the same.

### **MODIFICATION IN CURRICULUM :**

The curriculum of Indian education system should be modified as per the present need of the students and changing socio-political scenario.

### **BRIDGING THE GAP:**

Education should be as such which helps to bridge the gap between the old ways of teaching as well as new ways of teaching (TRADITIONAL AND MODERN METHODS), B.Ed teacher trainees theory and the real class-room scenario for that teacher trainees needs to be imparted more of practical training and additional curriculum.

### **CONCLUSION AND SUGGESTIONS:**

Institutions can only be helped by appropriate authorities by improving quality of their academic management. For that teachers are required to make teaching -learning joyful, interesting and not monotonous or boring. From improving teaching –learning regular feedback from the students should be initiated. There should be change in the teaching pattern from time to time according to the changing teaching scenario keeping in mind the need of teacher trainees as well as the students. The teachers need to be developed so that they can develop the students and thus help in the development of the society by building good future citizens. For that new innovative methods and use of new advanced technologies is the need of the hour. Additional Curriculum was applied practically in the Institute through different workshops and trainings conducted by the Institute adopting and following the best practices after that as a result there were major changes found in the teacher trainees ,they were found to be more efficient, disciplined, tech savvy ,interested in learning and teaching process ,ready to learn new methods of teaching thus we can suggest other Institutes also to apply practically all the methods through workshops so that there can be revolutionary changes in education and better teacher trainees are produced

.Therefore workshops ,trainings and seminar should be made part of teacher trainees curriculum because through that teacher trainees learn to be more practical.

## REFERENCES:

- i. Dr. Mete Jayanta Ajit Mondal,(2013)-Teacher Education, APH Publishing corporation 4435-36/7,Ansari rood ,Darya Ganj New Delhi -110002 .
- ii. Dr.Jamwal Balbir Singh (NOV.2012)-Teacher Education: Issues and their Remedies, International Journal of Educational Planning &Administration, ISSN 2249-3093 Volume 2, pp. 85-90.
- iii. Anand C.L. (2000)- Teacher Education in emerging India, NCERT, New Delhi.
- iv. Rajan J (2005) Review of Social Sciences, Vol-6, NO 2.
- v. Imam Ashraf (NOV. 2011) Quality and Excellence in Teacher Education: Issues &Challenges in India, International Journal of Multidisciplinary Research Vol.1Issue 7, ISSN 22315780.
- vi. Majumdar Tapas(1983).Investment in education and social choice,Cambridge,London ,Cambridge University Press.
- vii. Mate,Jangkholum(2013).A Study of Higher Education in Manipur,New Delhi,Maxford Publication
- viii. Arrow,K.J.(1973).Higher Education as a Filter,Journal of Public Economics,Vol.2,Issue-3,pp.193-216.
- ix. Becker,Gary S.(1993).Noble Lecture:The Economic Way of looking at Behaviour,Journal of Political Economy,Vol,101,No.3,pp.385-409