

Teacher Education: Implications to Address Quality Crisis

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ABSTRACT

The central core of the successive progression of any nation depends of its socioeconomic development which in turn depends on value based quality education keeping in view to transform and enrich learners to adjust, sustain and perform democratically in modern time for creating beautiful niche and live life aesthetically. It is indispensable to imbibe 21st century skills, professional and vocational awareness, scientific aptitudes with application edge of technology and modern gadgets and soft –wares in addition to fundamental linguistic, mathematical and other competencies. It is pertinent to point out that all this knowledge, skill and affective domain based development depends on competence, merit, potential, skills and multifaceted quality of prospective teachers. Further, teachers play important role to develop human resource potential which is backbone of knowledge based economy extremely significant for developing country like India which believes in notion to be superpower by 2030. The quality of teacher education depends on programmes, policies and practices of teacher education Institutes. Further, it also depends on norms and regulations recommended by NCTE Delhi, UGC, Delhi and respective universities, SCERTs and educational Boards in states. The quality also gets affected by levels, quality and effectiveness of governance, systems and how well teacher education Institutes abide the norms laid down by NCTE and other regulating bodies. Resent paper investigates the scenario of private teacher education players in Haryana and the drastic conditions leading to depletion of quality in teacher education in varied areas. Present study may be implicated to address the perpetuating quality and the steps needed to be taken to reform, restructure and rejuvenate the quality crisis in India in general and Haryana in particular where only 2.5 to 3 per cent prospective teachers pass in CTET conducted by CBSE Delhi almost above than 90 percent belonging to private teacher education colleges, questioning the reliability of degrees and diplomas possessed by them bearing nomenclature of B.Ed., D.Ed. and so forth given by reputed universities at state and central level.

Keywords: Teacher education, quality crises, teacher-educators

Hon'ble Prime Minister of India Mr. Modi while addressing British parliament on 12 Nov. 2015 spoke that India is nation of 1.25 billion people out of which 800 hundred million are under 35 years who cherish progress and development. The growth and development of any nation depends of its socioeconomic development which in turn depends on value based quality education keeping in view to transform and enrich learners to adjust, sustain and perform democratically in modern time for creating beautiful niche and live life aesthetically (Bhardwaj, 2013). In a span of a less than a decade when most of the self finance teachers' training

colleges were given permission under ambit of NCTE most of these colleges are facing multifaceted problems and in absence of effective mechanism to resolve problems the quality of teachers training colleges is declining down to abysmal depth in almost all walks of functioning and infrastructure and students' enrolment. If we want all round and overall development of our country and citizens, we need to have great teachers. To meet the challenges of this profession we need to have very special, dynamic and comprehensive teacher education system (Mir, 2016).

It is a point of significant relevance to put forth that a situation of chaos, confusion, unwillingness to perform at varied levels of teacher education, has been prevalent which is evident from screening of Infrastructure, teaching-learning conditions, teacher-educators qualifications and conditions across India in general and Haryana state in particular.

METHOD

Sources

Following secondary sources were employed to carry out present study:

- (a) The information available on websites of NCTE, UGC, Universities of Haryana and other states.
- (b) The information available in news papers in offline and online mode.
- (c) Information available in research papers regarding correlation of teacher quality with learners’ achievement.
- (d) Discussion with various principals, administrators, teacher- educators, prospective teachers and their parents.

Delimitation

- (a) The study is delimited to information available from above mentioned secondary sources and the information provided by certain stakeholders.
- (b) The study is also delimited to some papers for information on teacher quality and teacher education and learners’ education and quality.

Findings, Discussion and Suggestions

On the basis of various secondary and primary sources following information was gathered on quality in education, teacher education and the quality crisis by uncontrolled, unplanned privatization in teacher education.

Teacher Education in Haryana

Haryana emerged as a separate State on November 1, 1966. It was carved out of the state of Punjab with just 1.37% of the total geographical area and less than 2% of India’s population. With an area of 44,212 sq km, Haryana is home to 25.35 million

people. The state is administratively divided into four divisions i.e. Ambala, Gurgaon, Hisar and Rohtak. There are 21 districts, 74 Tehsils, 54 subdivisions, 119 blocks and 6841 villages (JRM, 2013).

Table 1: Basic Statistics of Haryana (as per census 2011)

Sl. No.	Feature	Figure
1	Area	44212 sq. Km.
2	Total Population	25353081
3	Males	13505130
4	Female	11847951
5	Division	04
6	District	21
7	Sub Divisions	74
8	Blocks	119
9	Literacy Rate	76.69 %

The state has a large network of teacher education institutions. It has established 17 District Institutes of Education & Training (DIETS), under the Centrally Sponsored Scheme of Teacher Education and a State Council of Educational Research & Training (SCERT) at Gurgaon. In addition, the state has two Government Elementary Teacher Training Institutes (GETTIs) in Mewat and Panchkula Districts. There are two Government Colleges of Education for B.Ed.,

14 Aided Colleges and 456 Private Colleges offering the B.Ed. programme to around 53,800 students. There are also 327 Self-Financing Elementary Teacher Training Institutes (non- government). All these institutes are running pre-service teacher education programs.

Key challenges in Teacher Education

Inferior Quality of Private TEIs’

The first consideration in assuring quality in teaching is to evaluate the nature of the pathway into the profession and how well it is designed for quality (Bahr & Mellor, 2016). Pressures to recruit a large teaching workforce to meet RTE obligations have led the Indian state to once again seek comfort in convenient solutions that ‘equip’ teachers to ‘deliver’ education for which theory is not necessary, nor the design of meaningful ‘learning

Table 2: Status of Teacher Education in Haryana

Types of Teacher Education Institutions	Government		Aided		Private		Total	
	No. of Institutes	Intake Capacity	No. of Institutes	Intake Capacity	No. of Institutes	Intake Capacity	No. of Institutes	Intake Capacity
2 year D.Ed.	17+2	2700	NIL	NIL	329	17500	348	20200
1-Year B.Ed.	02	400	14	2800	456	53800	472	57000
4-Year B.El.Ed.	—	—	—	—	—	—	—	—
2-Year D.Ed.	—	—	—	—	01	25	01	25
(Special Education)								
1-Year B.Ed.	—	—	—	—	02	50	02	50
(Special Education)								
1-Year B.Ed.	—	—	—	—	58	2030	58	2030
Total	21	3100	14	2800	846	73405	881	79305

Source of Educational Statistics: Elementary and Secondary Education Department, Government of Haryana

experiences'. The more recent legal requirement of qualifying a Teacher Eligibility Test (TET) is a case in point. Instituted in 2011, the TET is an essential criterion for teacher recruitment over and above a professional degree in teacher education. Abysmally low rates of qualifying the test in last few years of its conduct, has demonstrated the poor quality of pre-service teacher education programmes mostly private players and the poor subject-knowledge of candidates reflecting the poor quality of general education. Although the TET proves to be a significant criterion for selecting teachers, a word of caution is needed. The fear that teacher education institutes may end up becoming teaching shops for qualifying the TET may not be unfounded. In January 2013 The Times of India reported that over 99% of Bachelor of Education (B.Ed.) graduates failed to pass the Central Teacher Eligibility Test (CTET) which, under the RTE Act is mandatory for becoming a teacher for classes I to VIII in any central government school (Gohain, 2013). Further, Business Standard sent alarm that very high numbers of the B.Ed. graduates who applied for the test have already been elementary school teachers with a two-year Diploma in Teacher Education (D.Ed.) from District Institutes of Education and Training (DIET) or their equivalent (Majumdar, 2013).

B.Ed. Colleges Mushroom, Flout Norms

According to news published in Tribune (2008)

“during the past few years, education has become a big business (read racket), particularly in the state. A mere glance at the recent spurt in the number of B.Ed. colleges all over Haryana is good enough to demonstrate this. Thanks to this flood of colleges in the state, which had only a handful of B.Ed. colleges till a few years ago, now has nearly 400 such colleges. Interestingly, most of these colleges, established under the aegis of non-profit organisations like educational trusts or societies, are being run with the sole objective of making money. Every B.Ed. college has 100 to 200 seats, which generate huge fees and funds. These colleges flout the norms and rules laid down to govern their functioning; apart from indulging in large-scale irregularities. Many such colleges lack the required infrastructure, duly appointed teachers, proper library and laboratory facilities and other such things mandatory for the running of these institutions. According to sources, several such colleges “share” one principal. They pay salary to their teachers in cash and not by cheque as required. More often than not, lecturers are not duly appointed, but “arranged” on cash payment as and when required. The exploitation of teachers and fleecing of students are also rampant (The Tribune, 2008).

Is B.Ed. is/was equal to Business of Education?

The task of the private players running the self finance Institutions seem to save their own

future. Out of 500 colleges mostly run by private players, established under the aegis of non-profit organisations, are being run with the sole objective of making money. These institutions flout norms and rules, besides indulging in large-scale irregularities. Many such colleges lack the required infrastructure, staff, library and laboratory facilities. Several colleges “share” one principal and pay salary to teachers in cash (The Tribune, 2008).

Further, Due to declining number of aspirants and rapidly growing B.Ed. colleges in the state, a significant number of seats are vacant in many self-financing colleges at the end of first counseling for admission in the course. This situation is apparently more damaging for those colleges that are located in the remote areas and devoid of conveyance facilities. It may be recalled that the Association of Educational Colleges (self-financing) of Haryana has warned the managements against charging lesser than prescribed fee at a meeting held in Rohtak recently. The association office-bearers made decision to not only expel such colleges from the association but also not to allow them to make admissions in the course. Such developments provide prominent evidence that B.Ed. became the course of Business rather than educating teachers and maintaining quality it has been envisaged as game of quantity.

Problems of Teacher Education It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Various problems in the way of teacher education are following:

- Selection problem
- Short Duration of Teacher Training Programs
- Incompetency of Pupil Teachers
- Teacher Education Program have narrow and
- Rigid curriculum
- Superficial Practice teaching
- Problem of supervision of teaching
- Deficient in content of the Teaching Subject's Knowledge

- Methods of Teaching are lacking in innovation
- Segregation of Teacher Education Department
- Poor Academic Background of Student-Teachers
- Deficient in facilities for pupil-teacher
- Lack of Regulations in Demand and Supply
- Lack of facilities for Professional Development
- Insufficient financial grants
- Narrow Scope of Teacher Education
- Lack of Culture-Specific Pedagogy

Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct (Singh, 2014).

Inference, Suggestions and Recommendations

Present study was carried out to find the status of teacher education in general and private colleges in particular to address the existing situation of quality crisis at all levels. The study was focused on role of all stakeholders such as NCTE, Universities, SCERTs, DIETs, Boards, Societies, Trusts, Teacher educators, teachers, students and parents and other agencies. It is very important to point out that a strong regulator is needed to look into affairs Teacher education in India. There are many jacks to control the systems but none is mastering the situations effectively leading the situation to decline down further enhancing the levels of quality crisis in almost all areas. There are problems which have been discussed with certain suggestive measures as follows:

- Curriculum framed by Universities of Haryana neither has not been a reflection of NCFTE 2009. It is needed that curriculum need emphasize on CBCS and task centred approach

with emphasis on CCE. The School Experience Programme is also a part where more route map is needed since in absence of it mostly private players certainly ruin this beautiful concept of understanding school as a plant.

- ❑ A huge number of colleges run by private bodies did not understand real concept of curriculum lab, therefore it would have been nice on part of NCTE to organize orientation programme at university or regional level for better understanding of new norms standards and their follow up.
- ❑ It is need to look into qualitative aspect of infrastructure and staff conditions chiefly in self finance colleges. Local administration, university and regional colleges may be given tooth to deal with flouting situation to fill the gaps in followup.
- ❑ The websites of 80 percent private colleges do not work or updated with necessary information on staff and infrastructure. NCTE becomes spectator therefore need exists to take steps.
- ❑ NCTE may depute a representative who may be a retired officer/ educationist at regional level to look into affairs, help and suggest private colleges to ensure quality in all areas.
- ❑ B.Ed. due to two years lost sheen, more time, more labour, more money and outcome is not satisfactory for most of the prospective teachers. They are not able to pass TET and their competency level is substandard to get a job in private sector. The so called private school also exploits the youngsters to deteriorate the situation further furthering the wave of pessimism. There is need to develop skills in Prospective teachers regarding pedagogy, communication, technology application in addition to mastery over their subject to build teacher with a notion of 21st Century skills in learners of modern India at rural and urban level.
- ❑ The long-term educational goals related to teacher education will need composite colleges (NCTE new norms, 2014) and therefore a sincere effort is needed by private players. It would therefore be necessary to further, the benefits, quality and regulation of university

and/or public teacher education interventions to self finance colleges on a cost-sharing basis (Batra, 2012)

- ❑ Mostly self-finance colleges look into teacher conditions recklessly it is therefore the salary and other benefits of staff should be given by treasury payment established by state in coordination with private bodies.
- ❑ The absence of students from private college has been a big issue therefore individualistic online attendance and biometric finger detector should be employed on daily basis. The same must be followed up by concerned agencies chiefly NCTE being regulating bodies.
- ❑ B.Ed. should not be a programme of 'Business of Education' rather it ought to be Build the Education to Build the nation. It will require inclusiveness and close coordination between all agencies NCTE, Universities, Boards, NCERT, SCERTs, Policy makers, Private Bodies, Government at central and State level, Teacher- educators, teachers, administrators, Local administration, parents and other stack-holders.

To infer it is absolutely significant to point out that teacher education is undergoing a most desolating phase on one hand corrupt practices are perpetuating to help the selfish motives of most of private players on the other our prospective teachers have lost faith in system and above all a tool of development that is called 'Education'. Warning signals which draw close attention that time has come to wake up and create teachers who will shape Indian classrooms with values, virtues, ideals, morals, skills, knowledge, awareness and all that is needed by 21 century learners to build modern India with a notion to be superpower by 2030.

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