

Causes of Declining Quality of Teacher Education

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This research article illuminates the various issues and reasons affecting the quality of teacher education. The teacher's education program has its immense importance and straightaway associated with the education system and future of the children. It offers various policies and programs for providing systematic training of Pre-service and In-service teachers. Teachers can be trained and equipped them with all essential tools of educational system which will be their guiding force throughout their teaching careers and makes them efficient enough to lit up the students and shape their personality. There is an emerging need to understand the various reasons causing deterioration in teacher's qualities as well as the various measures to be taken to deal with the present scenario efficiently and contribute to create efficient and trained teachers for strengthening the education system.

Keywords: Education Quality, Teachers Quality, Deterioration in Quality.

THE CONCEPT OF TEACHERS' QUALITY

Quality is defined in various ways according to the perception of persons. Everard et al. (2004) explained that "the quality stands for providing 'excellent service/product', and fulfilling the purpose and expectation of the customers.' reasonably fit for the purpose', or 'meeting or exceeding the expectations of the customer'. Quality signifies to maintain value and standard at every aspect of teaching and learning, if any aspect does not keep the standard, it will be immediately taken care and resolve the issue."

Momanyi (2016) Teacher quality may be defined in different ways including-

- Creating a classroom environment that encourages all students to participate in useful learning activities;
- Ability to motivate low achieving learners to participate in class and attain high academic achievement;
- Possession of excellent skills in mentoring new teachers acting and stabilizing forces to minimize high turnover.

The American Commission (Chauhan & Sharma, 2015) has stated on Teacher-

"The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

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The most noble and demanding profession encompasses almost all other profession and opens the gateway of growth and development of every individual, society and nation is Teaching Profession (Meiers, 2007). Teachers, students and teaching learning environment are the most essential factors, plays a deciding role in this profession. The role indicates the efficiency and efficacy of this job for visualizing and attainment of the visionary goals. The unfathomable significance of teaching profession attracts the attention of the philosophers, educationist and the government for its enrichment and improvement. To teach is the most crucial job, requires intensive training to the trainees, which in turn equip them with all the essential qualities and skills of this noble profession. The existing teachers education program provide opportunities to the individuals to get trained and developed understanding of entire teaching-learning process. The teachers education primarily emphasized on (Rani, 2017);

1. Development of policies and procedures for teachers' education.
2. Organize Training to develop knowledge, attitudes, behaviors and skills to meet the challenges of classrooms for getting maximum output.
3. Equip them with the tools to maximize their role in classroom, school, society and nation.
4. Develop teachers' proficiency and competence in terms of curricular, non-curricular, behavioural aspects and make them understand their role in classrooms and outside the classrooms.

Goods Dictionary of Education defines "Teacher education means, all the formal and non formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively."

The immense importance of Education in the every aspect of human endeavours whether it be individual, society and national growth and development cast its influence on the educationists, policymakers and government for improving and modifying the agencies of entire education system includes students needs and aspirations, teachers' quality and welfare, quality of educational institution, curriculum, resources etc. The role of teachers in the educational system is undeniably enormous for not only imparting knowledge but to shape the behavior and personality of the student and transform the entire country in the path of progress.

University Education Commission (1948-49) found that "quality of teaching staff decides the quality of university education. The prime focus should be given to improve the quality and qualification of teachers. The pay scale, work condition should be dignified so that they are able to live a good life which reflects in their performance. In addition to that

opportunities should be given for pursuing higher studies in India and in abroad” (National Education Policy, 2020).

Secondary Education Commission (1952-53) also recommended the training of the in-service teachers. The different modes of trainings are given below as the various recommendations for the welfare of teachers are stated below-

- a) Refresher courses,
- b) Short intensive courses in special subjects,
- c) Work-shop,
- d) Seminars and
- e) Professional conferences.

Pires Committee (1956) recommended the practical aspects of the training given to teachers that will develop genuine skills of the trainee teachers (Kumar et al., 2017).

Education Commission (1964-66) focused more on the qualitative aspects of the teachers training and recommended the need to enhance the qualitative development at every aspect of education system (NUEPA, 2011).

National Policy Statement on Education (1968) understood the important role of teachers in educational development which ultimately lead to the National progress. The commission emphasized to ensure that the service conditions, pay and reimbursements, and other working conditions should be appropriate and suitable in accordance to their qualifications and responsibilities (NUEPA, 2011).

First Asian Conference on Teacher Education which was held at Bangalore from 14th to 19th June, 1971 and was jointly sponsored by the Association of Teacher Educators and the International Council on Education for Teaching (ICET). The duo recommended to plan comprehensive strategy for bringing pre determined changes in teachers training program (Lal, 2016).

National Commission on Teachers-I (1983-85) four year training course after senior secondary and a five year training course leading to graduation and training was recommended as well as internship word should be used for practice teaching (Lal, 2016).

National Policy of Education (1986) and its program of action suggested that teacher education is a continuous process and advised pre-service and the in-service components of teacher education are inseparable and strongly believed to made improvement in teacher education It visualized the establishment of District Institutes of Education and Training (DIETs) in each district, up-gradation of 250 colleges of education as Colleges of Teacher Education (CTEs), establishment of 50 Institutes of Advanced Studies in Education (IASEs)

and strengthening of the State Councils of Educational Research and Training (SCERTs) (Govt. of India, 1986).

Acharya Ramamurti Committee (1990) observed that an internship model for teacher training should be adopted. The reason being, the internship model is based upon the primary value of the actual field experience in a realistic situation. It also focused upon the development of teaching skills by practice over a period of time Singh (1991).

The Yashpal Committee (1993) that was initiated in 1993 noted that inappropriate programs of teacher preparation lead to unsatisfactory quality of learning in schools. Therefore, the B.Ed. program should make provision of knowledge and information that would lead to specialization in secondary, or elementary or nursery education. The duration of the program should either be one year after graduation or four years after senior secondary. The contents of the program are required to get updated and restructured to ensure its relevance to the changing needs and requirements of school education. By the year 1998-99, there were 45 DIETs, 76 CTEs and 34 IASEs. The statutory NCTE came out with the curriculum framework (1998) to provide guidelines with regards to the content and methodology of teacher education. As a result of this, many institutions and state governments revised the courses of teacher education (Lal, 2016).

National Curriculum Framework 2005 gave deep insight for strengthening the teacher education program advocated the more comprehensive pre- service training incorporating school internship program for getting real time experience and applied theoretical knowledge in real life situation. It also observed the real job of teachers is not only imparting knowledge but make them realize their own capabilities, and bring out immense potentialities (NCERT, 2005).

National Curriculum Framework for Teacher Education (2010) found that for reforming teacher's education, need to take initiatives and NCTE work in this regard collaboratively work with NAAC to promote quality assurance and sustenance. The National Curriculum Framework for Teacher Education (NCFTE) took into account that the training and education of the prospective teacher will be effective to the extent that it has been delivered by the teacher educators, who are competent and professionally equipped for the job. In other words, when the individuals are performing the job duties of impartment of skills and abilities, then it is vital that they should possess adequate knowledge and information. In order to bring about improvements and reformations in the quality of the teacher education programs, it is essential to formulate measures and take up initiatives. NCTE took up number of initiatives and measures for this purpose. It collaborated with National Assessment and Accreditation Council (NAAC) to promote quality assurance and

sustenance. The Right of Children to Free and Compulsory Education (RTE) Act of 2009, which became operational from first April, The organization of Teacher Eligibility Test (TET) for the teachers and the Principal Eligibility Test (PET) are at the state and at the central level. The main purpose of these tests is to bring about enhancement in the quality of school education (NCERT, 2009).

CAUSES OF DECLINING QUALITY OF TEACHER EDUCATION

Despite of the several initiatives taken by the government, it is observed that teaching quality is deteriorated thus effect the entire education system of the country. There are several reasons for this downfall in the efficacy and efficiency of teachers and their teaching skills even they are not aware of their job responsibilities. There are so many reasons-

1. Teacher-education institutions and the regulatory bodies

The regulatory bodies NCTE, SCERT and concerned universities monitors and controls the functions the teachers Education institution. These regulatory bodies faces many challenges as they cannot reach every colleges and watch over every activities of the colleges, which in turn results in malpractice as institution becomes certificate generator and thus, increase the inefficient teachers.

2. Inappropriate selection method

Selection method is not better to improve the quality of teachers' training candidates gets selected through entrance test across the country which is alone cannot evaluate the candidate's ability to be an efficient teacher (Westbrook et al., 2013).

3. Teachers allocation and appointment in the institution

The numbers of teachers and eligibility criteria is allocated by the NCTE according to the seats of the course in the particular institution. Institution finds this difficult to fill all the posts and resultant in vacant post. This leads to deficient in maintain student teacher ratio and causing student unrest (Harrison, 2009).

4. Pupil teachers are not serious for practice teaching and supervision

It is found that all the pupil teachers do not take practice teaching seriously. They are not using innovative pedagogical methods as well as not following the guidelines given by the institutions. This is one of the major concerns where we are lacking, hence, effect the teachers training program, lack of proper supervision causes the carelessness of proper practice teaching (Sethusha, 2014). The reasons for not conducting proper supervision are as teachers are overloaded with different academic and administrative work, they do not show interest in monitoring the students.

5. Lack of subject knowledge

The teaching methodology focuses more on disseminating the information to the students, pupil teachers do not have command on their pedagogy subjects (Westbrook et al., 2013).

6. Imperfect methods of teaching

Pupil teachers as well as teachers educators do not know the various methods of teaching and are not be able to devise new teaching methods for effective learning (Issac, 2010).

7. Isolation from schools and current development in school education

Teachers education programme is not being considered an important area to nurture the future teachers. They do not willingly provide their support for practice teaching and Teachers education programme is also being unaware of the recent development in the field of school education.

8. Poor academic background of pupil teachers

Most of the students show lack of interest and motivation for teachers education, they take admission when they fail to perceive their desirable course result in poor performance. Lack of proper facilities like own building, experimental school, laboratory, library, hostel and other equipments are the greatest hurdles for providing best ground to nurture future teachers (Sarangapani et al., 2017). These hurdles are a detriment to teacher's education. Lack of facilities for professional development of teachers trainer, they engross more on administrative work and do not heed attention on self grooming and development.

SUGGESTIONS TO SUSTAIN THE QUALITY OF TEACHER EDUCATION**1. Curriculum**

Rani (2017) explored that the timely revision of curriculum is required according to the need of the society and the changes occur at every level from local to global so that teachers education prepare the future teachers and enable them to cope with the circumstances and perform their duty efficiently.

2. Strong monitoring system

The regulatory bodies whether it is NCTE, NCERT, SCERT and concerned university effectively plan the program but the problem arises during the time of implementation. The affiliating colleges sometime fall short to follow the mandatory rules and regulations so,

strictly monitoring and regularization of curriculum and objectives standardized by regulatory bodies.

3. Infrastructure

All infrastructural facilities required for fulfilling the basic needs and achieving the desired goal of producing skilled and efficient teachers. This is the core objective of teacher's education. The basic needs encompass fully equipped infrastructure having basic to advanced amenities according to the regulatory bodies (Barrett et al., 2019).

4. Library and laboratories

Library (Baker, 2016) and laboratories (Bernhard, 2018) are essential tools which provide opportunities to teachers and learners both to get the maximum benefits to attain the prerequisite goal of teacher's education. Institution should make ensure to have well equipped library and laboratories to make them repository of knowledge.

5. Increasing teacher's competency

Faculty development program should be organized for teachers to enhance their efficiency in areas as Using ICT and ET in Classroom and administrative purposes, Innovative methods of teaching, Resource utilization, Research and so on (Sarkar et al., 2015). This should also include life skill training, behavioural management, problem solving attitude, creativity, leadership training, decision making and various seminars, workshops, conferences to develop the overall personality of teacher educators as well as trainee teachers.

6. Research oriented attitude

Research is the key to develop reflexive and critical competence of the people and way to reach at the truth and facts. Quality research in the area of teacher's education leads to the innovation in this field as well as and provide solution to the existing problems. Research attitude should be developed by providing them the opportunities to participate as well as to organize seminars, conferences and workshops and take research projects and publish research papers and articles (Bashir & Jehanzeb, 2013)

7. Innovative steps in teachers education

Kumar & Azad (2016) suggested that for improving quality inclusion of innovation in teachers education as Master of Education technology (computer applications) programme by SNDT University Mumbai, M.Tech. (Education Technology) course of Kurukshetra University, establishment of University of teacher education Chennai (2008), Early faculty induction programme by QIP- All India Council for Technical Education, IGNOU Institute of

professional competence advancement of teachers (IIPCAT 2009), Indian institute of teacher education, (Gujarat bill, 2010).

8. Demonstration schools

Demonstration school should be mandatory to the institutions with the needed facilities such as laboratories, libraries and other important audiovisual equipment. Internship and practice teaching will be done appropriately according to the guidelines and pedagogical planning.

9. Adequate fund allocation

Adequate fund to be allocated to run demonstration school and internship to the institutions.

10. Focus on internship and practice teaching

Internship and practice teaching should be organized under supervision and reliable, valid, objective and provide maximum learning experience to the trainee teachers.

OTHER SUGGESTIONS

1. Rewards and Recognition for Achievement should be given to the achievers.
2. Clear vision and mission in the mind of pupil student about their learning experience.
3. Curricular, Co-curricular activities and non- curricular activities to be organized for entire personality development.
4. Teamwork and balanced work allotment among staff for drawing out maximum benefits.
5. Staff student ratio as per norm should be maintained.
6. Student Support facilities in which proper monitoring, mentoring and guiding, counseling and motivation of student.
7. Accountability of Teacher should be increased by giving them responsibility, appreciation and motivation.
8. Enriching community activities for arising social responsibility and sensitization.

CONCLUSION

The various reasons and causes that affect the teachers education and ultimately the entire education system which in turn have consequences on the development of the country. Identification of the problem persists within the system that hamper to achieve the goals is the first and prime way to seek the ultimate solution, thus, resolve the issues and achieve the success at work on hand.

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