

Causes of Deterioration in Quality of Teacher Education

Gurmit Singh

Associate Professor, Malwa Central College of Education for Women, Ludhiana, Punjab, India

Abstract

Current paper discuss the issues related to Colleges of Education. The causes of deterioration in quality of Teacher Education. A lot of experimentation has been done in the past few years, some of the issues have emerged due to lenient and casual approach in giving approval to opening Education colleges. Privatization has also added to problems in some areas. Lack of co-ordination between Pre-service Education institutions and schools is also an issue which need to be checked. Lack of proper guidance and counselling is adding misfits in the world of work. Proper policy and honest efforts are needed to check the quality of Teacher Education.

KEYWORDS: Teacher Education, Colleges of Education, Pre-service Education, Privatization, Guidance and Counseling

Introduction

A lot of experimentation is being done on Teacher Education in last few years. One such experiment is opening of the teacher education sector to Private Sector. Opening of the Teachers Education sector to Private Sector has given birth to following problems which have added to deterioration of Teachers Education:

- a) **Lenient and casual approach in giving approval for opening Teacher Education Institutions:** For last 10 years there is lenient and casual approach of NCTE in giving approval for opening Teacher Education Institutions. Self-Financed Colleges of Education have outnumbered Government and Government Aided College Colleges of Education. They are now moulding the rules and regulations according to their convenience.
- b) **Lack of Proper Infrastructure:** Most of the Self-Financed Colleges of Education do not have proper infrastructure. Ill-equipped laboratories, libraries, and classrooms. Majority of such colleges do not have proper playgrounds.
- c) **Non-attending Pupil Teachers:** These colleges have given birth to new concept of non-attending Pupil Teachers. These are those Pupil Teacher who are exempted from attending regular classes throughout the B.Ed./M.Ed. course. They are admitted in the Colleges of Education with additional fees. Non-attending Pupil Teachers pay extra for not attending classes; they are called at the time of house examinations, practical, and final examinations only. The Non-attending Pupil Teachers are added to job market every year in large numbers. They are not competent enough to teach effectively in schools.
- d) **Exploitation of Teacher Educators:** These colleges exploit the Teachers Educators. In Punjab the Self-Financed Colleges are paying Rs.15600 to Rs. 21600 to the newly

- appointed Teachers Educators. The federation of Self-Financed Colleges of Punjab has taken stay in Punjab and Haryana High Court regarding the minimum salary to be paid to the Teachers Educators. Now even the Government of Punjab has started appointing teachers in grant-in aid colleges on the initial contract of three years with the salary of Rs. 21600. The Teachers Educators appointed on this salary are frustrated and are not able to give their best while giving their services in the colleges of education.
- e) **Appointment of Non-NET qualified Teacher Educators:** The federation of Self-Financed Colleges of Punjab has taken stay in Punjab and Haryana High Court regarding the minimum qualification for the appointment of Teachers Educators for teaching B.Ed. classes. According to this pending case in Punjab and Haryana High Court the Self-Financed Colleges of Education in the state of Punjab affiliated Panjab University, Chandigarh; G.N.D.U., Amritsar; and Punjabi University, Patiala are asked to consider Non-NET qualified candidates for the appointment on regular basis in Self-Financed Colleges of Education.
- f) **Assigning high marks in internal assessment to not-deserving Pupil Teachers:** These colleges give high marks to not deserving Pupil Teachers. If we compare the achievement of such students in external and internal assessment we find significant difference. G.N.D.U., Amritsar has developed software to compare the external and internal assessment of students. If they find significant difference in both the assessment marks are reallocated on the basis of external assessment.

Apart from the issues related to Self-Financed Colleges of Education there are some common issues of Colleges of Education. Following are some of the important issues which are adding to deterioration in Teacher Education:

- i. **Lack of co-ordination between Colleges of Education and the bodies responsible for the appointment of Teachers in Schools:** If we compare the requirements of the appointing authorities with the actual Pre-Service Education provided in Colleges of Education there is huge gap. B.Ed. course is opened to many individuals on the basis of their graduation who do not fulfill the requirement of job. B.Ed. Programme fail to provide experience of preparing different types of records maintained in the schools. Pupil Teachers admitted to Colleges of Education for B.Ed. course with Pedagogy of Physical Education, Fine Arts, Home Science, Agriculture, and Computer Science are not fit for Government job in Schools of Punjab. B.Ed. is not required for the appointment of Physical Education Teacher, Fine Arts Teacher, Home Science Teacher, and Computer Science Teacher. There are separate Professional Courses for these teachers. There is skill gap between Actual Teachers and Would-be Teachers
- ii. **Lack of proper Guidance and Counseling to the students at the time of Graduation:** There is lack of proper guidance and counseling at the time of admission in Graduation. Most of the students who take admission in Graduation are not clear about their Professional Goals. Many of them become misfit for Teacher Education Programme after completion of their Graduation.
- iii. **Teacher Educators and School Teachers are not paid fairly:** As mentioned above the Teacher Educators are not paid fairly and there is exploitation of School

Teachers, this profession fails to attract the actual talent. Teaching no longer remains a Profession which is given first preference.

- iv. **Aim less Policies of Government:** Without doing adequate research, sudden changes in pattern of Teachers Education e.g. making B.Ed. and M.Ed. a two year course. Later Siddiqui Committee Report resorted that two year M.Ed. course is resisted and disapproved by all stakeholders and hence should be reverted back to one year. The individuals who were interested in becoming Teacher Educators after completion of M.Ed. now have to give extra two years.
- v. **Lack of innovations, experimentation and research in Teachers Education.** The same outdated curriculum and methodology is in practice. Proper research needs to be promoted in the field of Teacher Education. Too theoretical, devoid of actual classroom experience. Two year B.Ed. is a positive step towards preparing better teacher.

According to Chand (2015) following are some of the problems of Teachers Education in India:

- Poor standards with respect to resources for colleges of Education.
- Unhealthy financial condition of the colleges of Education
- Negative attitude of managements towards development of both human as well as material resources.
- Lack of occupational perception e. Feedback mechanisms lacking.
- Objectives of Teachers Education not understood.
- Secondary level Teachers Education is not the concern of higher Education.
- Lack of dedication towards the profession.
- Uniform Education policy of the government treating excellent institutions alike.
- Traditional curriculum and teaching methods of teaching in the Teachers Education programme.
- Haphazard and improper organization of Teachers Education.
- Unplanned and insufficient co-curricular activities.

According to Richard (2016) various problems in the way of Teachers Education are:

- Incompetency of Pupil Teachers
- 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 Teachers 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 Teachers Education
- Lack of Culture-Specific Pedagogy

Conclusion:Thelenient and casual approach in giving approval for opening Teacher Education Institutions has led to many of the problems. Emerging of Private sector in

Teacher Education has given birth to many of the ill-practices like non-attending Pupil Students, exploitation of Teacher Educators, and playing with the rules and regulations. Lack of proper guidance and counseling and poor incentives in Colleges of Education has created a situation where the talented youth is moving away from the Colleges of Education. There is lack of co-ordination between Universities offering Teacher Education Programme and the Bodies responsible for the appointment of teachers in schools and colleges. All these problems have led to deterioration of Teacher Education. To improve the situation we need to check all the points mentioned above.

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