Present scenario of Teacher Education: A review

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Abstract

Any person who provides information and knowledge about the world is called teacher. The primary teacher of any children is of course his parents and in the school, the secondary teacher is his Guru. The teacher has a unique place in the education from ancient times. It is clear from the below lines i.e. Guru Bhrama, Guru Vishnu, Guru Mahesh, Guru sakhshat Param Bharma. Moreover, Education is learning skill by which we develop the powers of judgement and reasoning. Education improves our values, moral habit also. Indian education is based on teacher and pupil relationship which is mention in our literature too. In Indian culture, Education is incomplete without teacher. Hence teacher is the main pillar of education. Considering this fact present study has been taken into consideration. Present generation is the information technology generation. At present there are various sources for providing the educational materials like online books, Google scholar, Wikipedia and so on. They provide relevant materials of education. In ancient times education is achieved by Yog, Sadhana and practical sources under the supervision of Guru. Hence, in ancient times limited sources were there for education. But at present times a lot of sources are there. Further, a good teacher has ability to learn more and more things because no one is perfect teacher. In present time, teacher having the knowledge of computer, having the skill of counselling, having MOOCs preparation knowledge, having contents formation knowledge, having practical knowledge and so on. So, present teacher is much more knowledgeable then the ancient teacher with advancement of information technology or science.

Key words*: Education, system, scenario, aspect, teacher*

Introduction :-

In India after the *'Gurukula'* system the first formal teacher training was started in Madras by Missionary society. In Europe the Church, in India the Gurus and in China the Confucians influenced and regulated the teacher preparation. It is obvious that in the world scenario the teacher education had varied beginnings as to their thinking and imagination. Its development has been promoted according to their socio-cultural and political set ups. But it is a common notion in all societies that trained teachers are preferred more than untrained ones. During the period of Calcutta Commission (Sadler) in 1917-19, the 'Teacher Training' in India was changed to 'Teacher Education'. Since that time it has been seen that teacher education in India has always been neglected. The teacher educators who are doing more labour, who have more qualifications are considered lower grade than a professor in common discipline.

In spite of that, it is true that teacher education in India is progressing as compare to other countries in the world. Day to day it is becoming secular and democratic rather than religious tradition. Researches indicate that 'the best teacher can increase the learning speed of pupils by up to four times. Dylan William of Institute of education, Cambridge was in favour of this statement. He supported formative teacher assessments to improve standards. Improving quality of teachers dignifies the quality of education, which is the basic need for development of any civilization. Hence, quality of teacher education has tremendous importance to make excellent teachers in society. So, how would be the teacher education!

Objectives of the Study

1. Present scenario of teacher education in India and in universe

2. Factors responsible for strength of teacher education
3. Challenges have to face by teacher education
4. New model of Teacher education
5. Battle plan for how to conflict these challenges

Materials and Methods :-

The research has been done using secondary data source. The choices of measure of similarity are based on multidimensional Observations. Libraries and internet are used for collecting data.

Present Scenario of Teacher Education :-

Present system of teacher education in India is not effectual. Its quality is diluted. According to Verma Commission (2012) appointed by supreme court of India found that about 90% of pre-service teacher education institutions are in the non-government sector and most Eastern and North Eastern states are facing an acute shortage of institutional capacity of teacher preparation in relation to the demand. The Committee also said it inspected 291 institutes which prepare teacher in Maharashtra are found only 34 fit to continue. It is also suggested to strengthen of regulatory powers and functions of NCERT, which must develop comprehensive guidelines for innovative teacher education programme. It is also appropriate for other states.

According to Ramamurthy Committee (1990), "Teacher training in the university system is rather weak. All along very right emphasis has been laid in the building up professional cadres of teachers from down at the level of primary school teachers. However, teachers who are recruited in the university and college system are not given adequate training as of now."

Singh (1990) says, the teacher education in UK is in state turmoil. Things are shaping and several new experiments being tried out. A whole range of new courses are being offered on absolutely innovative lines. But human failings have left their deep impress in their programmes. The universities continue to behave in an aristocratic manner looking down upon those who seek their validation or authority. Open University has posed yet another challenge to the rarefied air of the universities with considerable degree of success. Teaching career in UK is the last choice available. The high cast people are in best positions of the universities.

Good land (1990), Sheehem and Fullan (1995) told that teacher education has failed to achieve the place it deserves in the improvement of education. According to Tisher (1995) teacher education is as having a week knowledge base, a shallow curriculum and an inability to attract top students. In Britain Taylor (1995) also found that teacher education has been found under criticism. Regarding Japanese teacher education, Grewal (1990) said that teacher training of Japan has currently received public attention. A private Commission on education has appointed by Japanese prime minister, points out in its report that teachers are "not just ordinary workers. The report has made two recommendations in this regard. One is introduction of internship before formal employment and the other is "recruitment of people with rich experience outside the education field. So as to is recruit teachers of diverse talent and knowledge.

According to Singh (1990), the problems range from an ever increasing number of teacher's strike, school indiscipline, subject of incompetence of teacher in teaching. Lawrence A. Cremen has brought to the people's notice the 'decline quality in teacher training. Teaching is perceived one of the poorest jobs. Hence, a few learners come to this profession. There is shortage of competent teachers in new areas along with poor quality of teachers in English language and literature appeared. Banarjee committee (2008) reported that, the NCTE (the highest apex body of Teacher Education in India) had moved away from its mandate of ensuring quality teacher education and was preoccupied with sanctioning institutions. There are several criticisms and court cases appear against NCTE. On the whole, the teacher education in India is not healthy.

Madhavi (2009) has tried to scale the techno pedagogic skills amongst the M.Ed. students. The study reveals that living competencies and techno-pedagogic competencies have not been found to be the significant predictors of teacher education proficiency in India. The Study by Dhodi (2011) on the development of info-savvy skills in Secondary Student-Teachers demonstrates very well how the info-savvy skills of asking, accessing, analysing, applying and assessing were developed in the pre-service teachers of India through surfing on cultural heritage of India, Buddhist heritage of India and on the domains of their respective discipline methods. It is a joyful experience to travel through her research volume experiencing various surfing skills, viz., skimming, scanning, authenticating, hyper-linking, switching, skipping culminating into educational immersion for seeking solutions. The intervention program by Dutta (2009) was an attempt to provide student-teachers with varied exposure and experience which helped them to enhance various emotional skills and so emotional maturity. The various skills need to be properly integrated in teacher education. Teacher education is starving and striving for competent & proficient teacher educators.

From the above discussion it is very clear that teacher education in every country is neglected due to ignorance. There are several pitfalls in this field. But it is said that "If we educate a boy, we educate one individual, if we educate one girl, we educate the whole family and if we educate one teacher, we educate the whole community. Teacher is a 'friend, philosopher and guide' or 'facilitator and manager', whatever it may be, the question is how can he become this. It is obvious that 'teacher is not an information monger' only, he is much more than that. Hence, it is time to re-think about the teacher education in the Globe. The teacher education in India is baffled with various challenges.

Dilution Factors of Teacher Education :-

Before going to discuss this issue we have to think about the factors responsible for deterioration of quality in teacher education. The major mistakes are not from ground level; but from apex levels. Power corrupts power. There are various factors responsible for it. Among them some are identified as below.

1. Political Interference in education.
2. Lack of innovative practices and true research in education field.
3. Black holes in the field of teacher education.
4. There is no good relation among the teacher education institutions.
5. Corruption in teacher education.
6. Partiality or biasness in education field.
7. Gapes in policy in education field.
8. Human narrowness against education field..
9. Wrong implementation in education.
10. Due to complexity of eligibility criteria in the new policy, most of the seats in B.Ed. remain vacant.
11. M.Ed. in distance mode has been dropped.
12. New teacher education programme is time consuming and more expensive.
13. It is difficult to apply in rural backward areas for education improvement
14. It is difficult to carry out by adhoc / contractual/part time teachers.
15. The teacher of other depts./Administrators are reigning as administrator of teacher education.
16. There are no uniform rules and regulations implied by apex body to control or regulate educational system.
17. For more than 15 years education is considered as a sophisticated business.
18. In our country India 80% teacher education institutions are running with teacher deficiency; then what is the need of policy formulation.

Challenges faced by teacher education

A nation's destiny is greatly influenced by its teachers who work in the honourable field of teaching. Yet, teachers in Indian classrooms frequently deal with a wide range of difficulties that may have an effect on their productivity and overall job happiness.

Large class sizes are frequently a result of India's high student-to-teacher ratios. This makes it challenging for teachers to focus on each student individually and meet their unique learning needs. Making a stimulating and dynamic learning environment becomes challenging for teachers.

Insufficient classrooms, libraries, laboratories, and instructional tools are a common problem in Indian schools. Teachers frequently struggle with delivering effective lessons and including students in experiential learning opportunities due to a lack of resources or obsolete materials.

Poor initial education and a shortage of professional development opportunities are common in India for teachers. This has an impact on their topic knowledge, pedagogical abilities, and awareness of current methods of teaching. Workshops and ongoing training programs are essential for enhancing teachers' effectiveness.

India is a country with a wide variety of regional languages. When students come from different linguistic origins, teachers may run across language barriers in the classroom. Language barriers must not prevent students from participating and understanding what is being taught. Teachers must find efficient communication methods to make the classroom more inclusive.

For Indian teachers, maintaining order in the classroom can be very difficult. Students may behave disruptively, be unmotivated, or bully others. In order to control student behaviour and foster a welcoming and respectful learning environment, teachers must put in the necessary time and effort. Exams and grades are heavily emphasized in the Indian educational system. Both teachers and students are under enormous stress as a result. There may not be enough time for teachers to promote critical thinking, creativity, and holistic development if they feel pressured to concentrate solely on exam-oriented instruction.

In schools, administrative work including surveys, documentation, typing exams, election duty and admissions frequently take up teachers' time. The time that can be better used to create lesson plans, check homework or assignments are spent doing administrative work.

In India, parents frequently hold teachers to a high standard when it comes to their children's academic achievement and potential for growth. Teachers could feel under pressure to live up to these standards, deal with parent-teacher interactions, and address issues with favouritism and student comparisons.

New model of Teacher education

The current educational climate is essentially driven by an overriding interest in preparing students to become effective teachers. Therefore, some teacher education programmes have been developed in order to enhance this process. These programmes explore the possible approaches which could encourage student-teachers or teachers-in-service towards learning-focused teaching activities. Although teacher education programmes have been in existence for a long time, ESL teacher education is a relatively recent development. Numerous educational theorists and practitioners have handed down different opinions on the possible models for teacher education from their personal point of views. However, most of the researchers shared three common views. Subsequently these three concepts attained worldwide critical acclamation as teaching models. The latest models of teacher education have been put forward by, Michael J. Wallace in 1991. Wallace moulded his models after the existing concepts of his precursors, but in a more convenient or transparent way.

The Applied Science Model: The Applied Science Model is the traditional and perhaps still the most prevalent model underlying most ESL teacher education programmes. It was put forward by Michael

J. Wallace in 1991 based on the Technical Rationality of Donald A. Schön. The model derives its authority from the achievements of empirical science, particularly in the 19th and the 20th centuries.

The Craft Model: The Craft Model is the oldest form of professional education and is still used today in ESL teacher education, albeit rather limitedly. Its conceptual basis, however, is widely utilized in practicum courses in which students work with classroom teachers, often called cooperating teachers. Its use in one course in a programme of ESL teacher education cannot be regarded as a model for an entire programme.

The Reflective Model: The reflective practice has become a dominant paradigm in language teacher education research and programmes worldwide. But it is not an innovation in teaching. It has its roots in the work of a number of educational theorists and practitioners. Most definitions on reflective thinking found in the literature of teacher educatin are based on Dewey's inquiry oriented concepts. In the 1980s, Dewey's foundational aspects on reflection were further extended by the American sociologist Donald A. Schön. Later on, in 1991 Michael J. Wallace described Schön's critique in a more explicit way.

The Reflective Model is based on the assumption that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and considered to reach an evaluation and to provide input into future planning and action.

Battle plan for how to conflict these challenges

Written shortly after the end of World War II, the Universal Declaration of Human Rights guarantees the right to education without discrimination. However, that right is easily violated, or simply ignored, in a humanitarian crisis. This is especially true for countries in conflict. The loss of education due to conflict can have catastrophic outcomes, especially since education is key to fostering sustainable peace. Here's what you need to know.

1. Children in conflict-affected countries are 30% less likely to complete primary school than those in non-conflict affected countries.
2. Only 50% of refugee children have access to primary education, compared with a global level of over 90%.
3. In 2017, 64 million primary aged children were not in school, accounting for 9% of the global primary aged population. Children in poor countries and those affected by fragility and conflict are most likely to be out-of-school.
4. A gap in education due to emergencies will cost future generations the benefits of health, income, equality, and psychological well-being that education provides. This fuels the cycle of poverty.
5. There are specific international humanitarian laws and rules of war that prohibit attacks on schools and require combatants to limit the impact of violence on children. Despite this, going to school has become an even more dangerous endeavour in the last few years. In 2020, UNICEF counted 535 verified attacks on schools. Despite the pandemic-related closures that year, this was a 17% increase compared to attacks in 2019.
6. More broadly, the Global Coalition to Protect Education from Attack records over 5,000 reported attacks on education and military use of schools and universities between 2020 and 2021. These incidents harmed over 9,000 students and educators across 85 countries. Their 2022 "Education Under Attack" report concluded that, on average, six attacks on education took place every day. Over 400 attacks occurred on schools in the Democratic Republic of Congo alone.
7. There are specific international humanitarian laws and rules of war that prohibit attacks on schools and require combatants to limit the risk of injury and death to civilians. However, these laws and regulations are often ignored. Education Under Attack notes that girls and women have been

attacked at school as a result of conflict in at least 11 countries, including Afghanistan and Pakistan. EUA also reports the use of explosive weapons in attacks on schools in Afghanistan, Syria, and Yemen (among others).

8. In Shattered Lives, Concern's 2017 study on the effects of the conflict in Syria, all participants interviewed agreed that women and children were most at-risk to the impact of war. Girls face the prospect of abuse, harassment, and forced marriage, which often has a direct result on their education.
9. Young men and boys also face similar threats to education. Young men in their late (or even early) teens often face the existential threat of being drafted or forcibly conscripted either into a national army or rebel group. Many families in Syria sent their sons away to avoid this fate, with many rural villages completely devoid of men ages 18 to 35 due to recruitment, displacement, or death.
10. Younger boys aren't safe, either. The near-universal poverty rates in Syria have led to many children dropping out of school and turning to hazardous work, such as selling fuel, in order to support themselves and their families. Many boys collect waste to sell as scrap metal, leaving themselves more exposed to landmines and other unexploded devices. Many boys are also enlisted, either voluntarily or through force. During Sierra Leone's Civil War (1991-2002), approximately 14,000 child soldiers fought on both sides. At one point, 25% of the national army consisted of children ages 8 to 14.
11. A recent column published by the Centre for Economic Policy and Research notes that "one aspect that has received little attention so far is the effect of conflict on academic achievement." The CEPR points specifically to high school students in this case, but in reality, the reasons behind war's effect on educational attainment apply to all children.
12. One of the key reasons for this is that children feel the effects of war acutely. The younger they are, the fewer mechanisms they have to express the emotional reactions that are a normal part of conflict like fear, anxiety, and depression. A lack of psychosocial support has an effect on how well students will perform in school, especially those who need additional learning support even in a non-conflict setting.
13. Returning to the classroom after an extended time away from it isn't a one-to-one ratio. Children can't make up for a month's worth of missed learning within a month. As we've seen with school shutdowns due to the COVID-19 pandemic, it takes time to adjust and readjust to new settings and new normals, especially when it comes to productivity and exercises that require our cognitive skills.
14. After the war has ended, many children don't come back. Losing out on the first few years of a primary education leaves many children feeling hopelessly behind. Without the right support, many fail to catch up or learn at their full potential.
15. Many countries that have transitioned into peacetime struggle to rebuild infrastructure, and education are often low on the list of priorities next to issues like sanitation, roads, and running water.
16. Education is keys to mitigating current conflict and preventing future conflict. Education can be transformative, providing children with access to information and facilitating the development of skills to challenge, analyze, and communicate that information. This is a key component in fostering a lasting peace. The skills that education develops can spur individuals and societies to challenge oppression, tyranny, and inequality. In turn, they can create space for dialogue, democracy, and transformation. The right education is one of the best conflict mitigation strategies available to any society.

17. These intergenerational benefits of a quality, equitable education require long-term sustained investment, however. This can be threatened by the realities of war. Investing in response early on when conflict breaks out means we can reduce needs and vulnerabilities in the future.
18. Concern's work in education aims to improve the lives of children living in extreme poverty and vulnerability by increasing access to high-quality primary education and supporting overall child well-being. One of our specialties in this area is education in emergencies, including conflict. Understanding the effects that war can have on an education, we focus on supporting children in fragile and crisis situations.
19. Concern also supports community engagement in school management, empowering parents and community leaders to have a role in decision-making at the local school level and engaging caretakers to understand what their children are going through during emergency situations and how to best support them in difficult times. Many of our community-led projects address factors that restrict access and demand for education, particularly among poor and vulnerable children and girls.

Conclusion:

Collective efforts and institutional reforms are needed to address these issues. To improve the teaching-learning process in India. It is essential to improve teacher training programs, facilities, and resources, develop a healthy school culture, and involve parents in the educational process. Recognizing the value of teachers and giving them the resources and assistance they require to provide all children with a high-quality education is crucial. So, present manuscript explores the problems facing in education and their remedial aspect in this direction. Of course the ancient teachers are very talented but present teacher is also good with latest technologies and applications. In present education infrastructure is short and good education is very costly. Considering all these facts it is clear that present status of teacher is very good with some ground level problems.

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