

Basic Infrastructure Facilities in Improving Teacher Education Quality

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Abstract

Teacher education is an important tool that makes school education better. The main goal of an organization is to teach prospective teachers how to be good teachers. Since the social, cultural, economic, and political environment is changing all the time, teacher education needs to be drastically changed. This will help teachers get better at what they do to keep up with changing needs in society. At the moment, the level of the teaching program is going down because there are so many privately run schools that train teachers. It has been found that non-government schools don't have enough physical infrastructure and hire a lot of bad teachers. Additionally, the difference between the need for instructors and the quantity has led to a major problem. These days, there are more problems in the field of teacher education, such as bad teaching methods, out-of-date lessons, problems with supervision, not enough real-world study, and a focus on making money from education. In light of these problems and worries, education experts, policymakers, curriculum designers, and other interested parties need to change and enhance the teacher education program to help teachers grow and develop professionally and for the good of the country as a whole.

Keywords: *Teacher Education, Professional Development, Infrastructural Constraints, Quality Concern and Teacher's Proficiency.*

Introduction

The only way to lessen the negative effects of "Culture Lag" is through education. The problem of cultural lag is very troublesome for any established community. Lag in cultural development occurs when material and immaterial aspects of a society develop at different rates. An educational system that does not prioritize the development of morally upright citizens risks fostering societal and political discord and ultimately endangering the nation's very survival. Respected Indian mystic and social thinker Swami Vivekananda once said, "Education is the manifestation of perfection already in men." The concept of education that aids in the complete growth of its students has Swamiji's full backing. Degrees that don't mean anything and people who might turn to terrorism are the outcomes of an education that doesn't prioritize things like humanism, love, brotherhood, camaraderie, and understanding on a global and national scale. Therefore, it is possible for a law-abiding citizen, like a certified accountant, to transform into a formidable terrorist and face the death penalty on their birthday. Our capacity to motivate the next generation to work for social justice, environmental sustainability, and peace is hampered by the teacher preparation programs' lack of focus on compassion and empathy. Consequently, this helps pave the way for some people to become terrorists or at least support terrorists.

Intangible cultural components present considerable problems for India at the moment, posing sociopolitical hazards to the nation. Society faces national and sexual threats posed by anti-secular, anti-democratic, anti-humanistic, anti-developmental, and anti-federalistic elements, none of which are fully addressed in the present system of teacher training curricula. Given the present political and social climate, this study is timely.

A nation's progress and development are directly proportional to the worth and caliber of its inhabitants. The education system starting at the level of school determine the quality of its inhabitants. Nonetheless, the caliber of educators plays a pivotal role. "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community," the Secondary Education Commission (1952–1953) said accurately. An all-encompassing educational system relies heavily on the

teacher. It aids in the holistic development of students by bringing out their dormant talents. "The destiny of India is being shaped in her classrooms," as the Kothari Commission (1964-66) so aptly put it. Good teachers must possess the following qualities: extensive topic knowledge, enthusiasm for their work, strong communication skills, commitment to their students, and the ability to motivate their students. Achieving such qualities is critically dependent on high-quality teacher preparation programs. To prepare future educators to meet the challenges of both the classroom and society at large, the field of teacher education focuses on the policies, frameworks, processes, and endowments that are in place to do just that. Among the world's most extensive systems of teacher education, India's ranks third in terms of overall education spending (Sheikh, 2017). An enormous need for educators has resulted from recent developments in education, including the increase of access to formal education, the implementation of the "Right to Education Act of 2009", the vocationalization of secondary schools, and the growth of college and professional programs. The only way for our nation to rise to this challenge is with an abundance of qualified educators. The establishment of teacher training institutions started to fulfill the demand for essential teachers after independence, but reforming teacher education remained a persistent concern in the reports of different education commissions and committees. Internships, comprehensive institutions of education, and "professionalization of teacher education" were among the recommendations made by the Education Commission (1964– 1966). Internships and integrated courses lasting five years were proposed by the National Commission on Teachers (1983– 1985). A professional emphasis should be imparted to teacher education through "the overhaul of teacher education, according to the "National Policy on Education (1986)". In 1987, DIETs, CTEs, IASEs, and SCERTs were all part of a centrally-sponsored plan to restructure and reorganize teacher education, which had been proposed by the committee. "Operation Blackboard, micro-planning, minimum levels of learning, decentralized management, and modernization of the teaching-learning process" were some of the new ideas and proposals introduced by the "National Policy on Education (1986)", which began to reform teacher training programs. The goal was to improve education at all levels. These ideas needed a complete overhaul of pre-service teacher education programs and a massive reorientation of educators to put into practice. Similar calls for qualitative change in teacher preparation were made by the National Advisory Committee on "Learning without Burden" (1993) and the NPE Review Committee (1990).

There is a severe shortage of qualified educators in today's classrooms. Things do not look good in certain places. There is evidence that teacher educators lack both the necessary credentials and the dedication to do their jobs well. There has been a decline in the quality of pre-service education. Naseem and Anas (2011) brought attention to the several issues plaguing Indian teacher education. In contrast, Sharma (2012) stressed the importance of ICT for both teacher professional development and the global economy. Such new issues and mismanagements are brought about by the proliferation of inadequate institutions of teacher education. Towards Preparing Professional and Humane Teachers: A "National Curriculum Framework for Teacher Education (NCFTE, 2009)" voiced concern about the quality of teacher education. The system is still failing to meet the basic demand of producing qualified and dedicated educators upon completion of initial teacher preparation programs, despite the fact that the "National Council for Teacher Education (NCTE)" has implemented quality improvement initiatives in teacher education. Many schools that prepare teachers do not adhere to NCTE standards and regulations. This exemplifies the systemic problems with our current approach to teacher preparation. There has to be a dramatic shift in how courses are structured, a greater emphasis on cutting-edge methods, and the use of contemporary technology in the classroom right now. Therefore, the current system of teacher education has to be rethought, revamped, and refocused.

Major problems and concerns prevailing in the teacher education system

Lack of Professional Development

Because they were taught and still are taught in these antiquated ways, many older teachers are bringing them into their classrooms. As an end aim of instruction, it places less emphasis on child-centered current methods and more on subject and process mastery. Basic amenities, such as a library, laboratory, and other equipment for teachers' professional growth, are lacking at many teacher training institutions. Many schools that prepare teachers do not own or maintain even the most basic of facilities; instead, they use rented space. The responsible professionalization of educators suffers as a result. The success of various teaching styles ultimately requires Continuous Professional Development. According to research, the best CPD activities are those that take place over a longer period of time, involve active learning in a collaborative setting, are

provided to teachers in groups, and include practice, coaching, and follow-up. Additionally, CPD should promote reflective practice, encourage experimentation, and address teachers' individual needs (Sain & Kaware, 2014). Integrating emotional and life skill development with individual growth, ongoing professional development, curriculum creation, peer collaboration, etc., is crucial if we want to provide educators with opportunities for content and methodology-based professional development alongside content and methodology.

Lack of Training in ICT

One of the most effective ways to ensure quality, accessibility, and inclusiveness in today's teacher education programs is to make use of ICT. In today's schools, ICT is a must-have component (Saxena, 2017). As a result, several parts of the conventional schooling system have evolved. In order to become a teacher, one must be able to use information and communication technologies to gain knowledge and skills. When used effectively, information and communication technologies have the potential to revolutionize the way we teach and learn by enhancing both the material and the methods used (Sharma, Gandhar, & Seema, 2011). It promotes group work in the classroom and enhances teachers' ability to provide students with useful criticism in a timely manner (Becta, 2003). Technology in the classroom (ICT) facilitates the growth of creative pedagogical practices and increases student achievement (Bhattacharjee & Dev, 2016). Using various forms of technology, such as computers, software, the internet, and projectors, it also aids the instructor in inspiring their pupils to study and pique their interest in the subject matter. However, our educational system is plagued by certain issues. While some educators may view technology positively, others may be unsure about how far it can go in facilitating and enhancing learning owing to a lack of competence to manage it. Another potential obstacle is the lack of excitement and resistance from teachers when it comes to using ICT in the classroom (Sharma, 2015). One of the main reasons India's educational systems is falling behind is a lack of resources, such as buildings and computers. As a result, insufficient training in ICT is one of the main problems with current teacher education programs. In terms of enhancing the teaching and learning process, they are clueless when it comes to using ICT. The teacher educators aren't the only ones who aren't tech-savvy.

Lack of proper Infrastructures

In order to provide quality professional training, it is absolutely critical to have sufficient physical facilities in terms of materials. What makes an excellent teacher education institute is the sum of its parts, including qualified teacher educators, high-quality classrooms, libraries, and laboratories" (Chauhan, 2004). There is a lack of modern, high-quality literature and an unsuitable atmosphere in the majority of teacher-education institutions' classrooms, labs, libraries, and ICT facilities (Khan, Fauzee & Daud, 2016). The lack of experimental schools associated with many teacher preparation programs is the biggest issue. Therefore, it makes it hard for trainees to do their practice teaching tasks well. A critical eye is required to examine this matter and find ways to make it better.

Suggestions

- The teacher training program ought to be structured in a manner that gives participants sufficient chances to hone their vital professional abilities. In the process of becoming qualified to instruct students, it will aid future pupil-teachers in cultivating a well-rounded character.
- All kids, including those with special needs, should be able to thrive in inclusive and comprehensive classrooms, and teachers should be prepared to teach both types of students. The curriculum for preparing teachers should incorporate lessons on inclusive and comprehensive education.
- The process of professional growth for educator-in-training is ongoing. As a result, teacher educators should regularly seek out opportunities for professional development through programs such as orientations, workshops, symposiums, and new refresher courses. Refresher courses, orientation programs, workshops, symposiums, short-term courses, daily assembly programs, social work, and other extracurricular activities should all be adequately provided for in order to foster the development of professional temperament in teacher training institutions.
- Educators of future teachers must keep abreast of developments in educational technology. Teachers of young people should receive training in the effective use of ICT in the classroom. The needs of the education system are always evolving; thus teacher educators must also be creative.

- It is important to periodically reorganize the curriculum for teacher training programs in response to shifting demand and the most recent advances in society, the country, the profession, and the globalized world. It is recommended to undertake preliminary study in order to assess the course outline. Teacher education curricula can benefit from the results of such advanced studies when it comes to evaluation, assessment, and design.

Conclusion

Education fosters creativity and helps people focus on their goals. A nation's wealth comes from its educated people. This important role of education in national development has made teachers valued throughout history and today. Education helps create a peaceful, stable, and progressive society. The teacher is the heart of the education system and the main agent for improving teaching-learning. All educational activities focus around teachers. Quality instructors help achieve sustainable global development. Today, global priorities should include their training, recruiting, retention, status, and working conditions. Today, the shortage of well-trained instructors is serious. UNESCO and UIS predict 25.8 million teachers to be needed to provide universal primary education by 2030. The 2030 Agenda for Sustainable Development entrusts UNESCO to lead and coordinate Sustainable Development. Quality Education through the Education 2030 Framework for Action to increase competent teachers. Since no school system can improve without good instructors, considerable improvements are needed. This reform process must involve the federal government, regulatory authorities like NCTE, UGC, and other statutory bodies including NCERT, NUEPA, IASE, federal Universities, premier education institutions, policy planners, and other stakeholders. The restructuring curriculum of teacher training must be updated to meet societal and national needs.

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