



PROF. J. P. NAIK'S VIEWS ON TEACHER EDUCATION AND ITS FUTURE

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Abstract

According to J. P. Naik teacher education means an effective professional education system which can be modified traditional methods of teaching into dynamic methods and will initiate the teachers to the needed revolution in teaching and lay foundation for their future professional growth. The Education Commission (1964-66) discussed at length various issues related to teacher education. It recommended professionalization of teacher education, development of integrated programmes, comprehensive college of education and internship. The Education Commission says, "of all different factors which influence the quality of education and its contribution to national development, quality, competence and character of teachers are undoubtedly the most significant". The major weaknesses have been successively pointed out by University Commission, Secondary Commission and Education Commission. It has been observed that the existing system of teacher education is rigid and static. Keeping in view the inadequacies of teacher education programme commission suggest some drastic changes starting from its objectives, content and methodology etc.

Keywords: teacher education, problems, limitations, challenges, and suggestions



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Introduction:

Teaching is the noblest profession in India. It has variety of roles, functions but that changes from time to time. Many commission, committees and policies reconstruct the education system to improve its quality at all stages of development. The process of modernization is inevitable and worthwhile to every human being but it is rather important for this profession. The Education Commission remarks, "The destiny of India is being shaped in its classroom". No doubts education plays an important role in nation's development but quality of teachers depend to a large extent on the quality of teacher education. A sound programme of professional education of teachers is essential qualitative improvement of education. The success of any educational policy and reform depends on the quality of teacher education which in turn depends to a large extent on the quality of innovative need based teacher education programme. The teacher is the key source in the reform, redirect and renewal of education. The need of reform in teacher education have been highlighted by the Education Commission and says, "investment in teacher education can yield very rich dividends because the financial resource required are small when measured against the resulting improvements

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in the education of millions.” Nothing is important than a high quality of teacher profession and creation a satisfactory condition of work in which they can be fully effective. Presently the quality of teacher education is an issue and far from satisfactory. According to India’s 21st century’s expectations, we need to reform the teacher education system or enrich it.

Teacher education

According to J.P.Naik teacher education means an effective professional education system which can be modified traditional methods of teaching into dynamic methods and will initiate the teachers to the needed revolution in teaching and lay foundation for their future professional growth.

Teacher education is three fold process: imparting of knowledge, teaching skills and inculcation of attitudes, interest and values. In these three aspects imparting of knowledge is the least important, somewhat important is teaching skills but inculcation of attitudes, interests and values are the most important. This is the true teacher education. The attitudes and values which are essential for a teacher of tomorrow are: a commitment to learning; a commitment to quality; a willingness to experiment and to take risks ; a willingness and capacity to evaluate his own performance and take decisions for further self improvement ;understanding of commitment to provisional ethics and code of conduct ; an identification with the interests of students committed to his/her charge.

Present Problems in Teacher Education

- Lack of dedication towards the profession .Teacher education colleges has no devotion to make the students an effective skill based teachers.Presently teacher education colleges started working for their own benefits,they forget their duties,objectives towards institute. Such institutes are involved in corrupt practices in various ways,changing working patterns, providing less facilities,cut the salaries of professors ect.
- Privatization of teacher education institutes made the worse condition of such colleges. Blindly approved new teacher colleges. Many teacher colleges were approved or sanctioned by NCTE.
- Terms and conditions, rules and regulations of NCTE are not followed strictly viz., infrastructure, ground, teaching aids, new technologies, libraries, laboratory ,fake documents submitted to NCTE, On paper planning of programmes which never be taken by such institutes.No certain punishments to the institutes who breaks the rules of NCTE. Regular and rigorous inspection by NCTE should not be done on regular basis.

- Teacher education doesnot emphasis the subject-content or special subjects in-depth knowledge.
- In India research based education is completely neglected. Professional preparation is not merely training of teachers but it is a acquisition of all type of knowledge skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently.
- More emphasis should be given on practice teaching skills till mastery is reached with appropriate feedback.
- No sufficient time has been given to internship and student teacher arenot exposed to the full functioning of the school.
- Evaluation is mostly subjective .It is not objective, reliable or valid.
- Teacher pupil ratio is not maintained by mostly teacher education colleges
- Several seminars were held and study groups were appointed to discuss innovations have not yet been implemented in any large measure.
- By and large training institution of primary and secondary teachers have remained isolated from the main stream of academic life of the university as well as from the daily problems of the school.
- The quality of training institutions remains with a few expectations , either mediocre or poor.

Limitations of Teacher Education Today:

- No in-depth development of lifeskills, social skills, emotional skills. Life skills are essential for personal developments and growth. The skills are enable to man to deal with life difficulties and adversaries more effectively. The skills are Thinking skill, self awareness, problem solving, creative thinking, decision making; social skills are empathy and interpersonal relationship; emotional skills like stress management etc. The teacher education lacking in all personal development of student.
- There is no opportunity for teachers to examine their own biases, beliefs and reflect on their own experiences as a part of classroom discourse.
- Professional training of teachers is a key quality of school enhancement of school education. The aim of education of taking the nation into 21st century cannot be achieved
- More emphasis on theoretical part and theory course has no clear link with practical work.

- Attitudes, values, and interests of a teacher are most important aspects in a teacher education but it has no place for evaluating these perspectives.
- Practice teaching neither adequate nor properly conducted
- Competent staffs not attracted.
- Vitality and realism are lacking in the curriculum and programme of work which continue to be largely traditional.
- Set patterns and rigid techniques are followed in practice teaching with a disregard for present day needs and objectives.
- Existing programme of teacher education are largely traditional, rigid and divorced from the realities of schools and existing or proposed programmes of educational reconstruction.
- Reorganisation is needed at all levels and in all courses and it will not be possible for us to examine all aspects of these problems in detail.

Challenges in Teacher Education:

- Student centered rather than an autocratic master .Teacher educators and trainees to come together to share experiences, access resources and discuss and plan classroom based action researches.
- To develop research in Indian educational problems and to produce the needed educational literature. Organising programme with the schools for their own identified needs, calling experts outside and sharing successful practices as well as ineffective methodologies with a view to developing solutions to teacher's problem.
- Focus on new trends in education
- Professionalisation of institution is needed. Provide need based opportunities to the teacher through seminars to enable teacher. Foster an attitude of life-long learning to increase their personal initiative.Focus on content enrichment and updating knowledge.
- A service oriented profession is needed. Teacher deals with the most sensitive of subject matter i.e. human child so necessary skills i.e. pedagogical, interpersonal, communication, self-management skill and competencies are needed. These can be developed through a systematic approach of education programme.
- Absence of highly original books on pedagogy and educational science as applied to India and prepared by Indian author.

Suggestions:

Considering the problems, limitations and challenges in teacher education today suggestions are given by prof. J.P.Naik could be used in importance of quality teacher education

- Removing the isolation of teacher education from universities, schools and another institutions. No significant improvement in teacher education is possible unless this isolation is broken.
- Training institutes can keep active touch with old students. As commission suggests bring together old students from far and near to discuss problems of common interest with the college staff. Such discussions which would cover achievements of individual teachers difficulties experienced in implementing the programmes envisaged while under training, would benefit the institution as well as the past students now working as teachers and provide opportunities for a follow-up of the scheme of work. The staff would see their way to modify their approach. Such a close link between students and teacher staff has immense potentialities for making teacher education dynamic and progressive.
- Future programmes would keep up the enthusiasm of the students and lead them to try out their own ideas and projects instead of following routine methods.
- Education institutions should be established to develop research and training programme in collaboration with other disciplines. Its main function would be i)to conduct courses in professional education for different categories of teachers i.e. pre-primary, primary and secondary teachers. ii) Provide extension services to a few institutions of teacher education at all levels and to assist them to grow.iii) to organize summer institutes and in-service programmes in subject content as well as in professional education. Iv)to work in close collaboration with a few schools of all types with a view of developing research and curricula and techniques of teaching.v) To promote research in education especially with inter disciplinary approach. To explain new developments in their fields and the manner in which they will affect education at school stage. It helps raising the status of professional education and interest on leading intellectuals in school education.
- Reorganization of all levels and courses should be attempted as follows:i) reorientation of subject knowledge ii) vitalization of professional studies iii) improvement in methods of teaching and evaluation iv) improvement of student teaching v) development of special courses of programmes vi)revision and improvement of curricula.

- Poor condition of researches and weaknesses of training institution, their deficiencies must be remedied and large scale programmes to develop research in educational programme and to produce the needed educational literature in English as well as in modern Indian languages .
- The examination system also need considerable reform which should be objective, reliable and valid.
- Special courses for headmasters since so much depends upon the heads of institutions, it would be desirable to introduce a short induction course for teachers who have been promoted as headmasters.
- Curriculum for professional education of primary teachers:i) Primary teacher student should understand the objectives and implications of the school syllabus and should have the necessary insight for developing its concepts in a way that will be meaningful to children ii) Primary teacher students need courses which will help them to build up a proper perspective of life, our cultural heritage and of problems and aspirations of the nation as well as human culture.
- In a teacher education programme importance is given to develop insight, understanding , capacity to learn and resourcefulness in the student.
- The provision of facilities e.g. libraries, laboratories, audio-visual aids and workshops or craft-rooms is far from satisfactory. An intensive effort will have to be made to improve them.
- For the 21st century teaching profession the following commitments are needed: i)commitment to nurturing the potential in each child ii) teachers ability should be as quest for learning , for high standard, strive to improve and ethical iii)Enrichment of all the skills i.e. pedagogical, interpersonal, self management, communication, technological, entrepreneurship, and social , emotional intelligence iv) a teacher educator and trainee should get in-depth knowledge of self, pupil, community, sub content, educational policies, curriculum, and global awareness. And teacher has many different roles that are as a researcher, as a resource person, material writer, assessor and mentor.

Conclusion:

From the above suggestions as given by prof. J.P.Naik it is evident that B.Ed. course duration should be for two years as teacher education lays foundation for future professional growth of teacher. Thus accordingly two changes have been made in present B.Ed.,M.Ed. courses i.e. duration of the course is for two years and suitable modification in syllabus has

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been made for the future betterment in teacher education. Even then there are many lacuna and loopholes which need to be addressed.

Education is a broad concept and we need to eradicate the ineffective and faulty traditions which equate education with pedagogy to get some peaks of excellence. We know that quality is never an accident but is the result of intelligent efforts.

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