



## A Study on Issues in Teacher Education in Kamrup District of Assam

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### ABSTRACT

*In present paper attempt has been made to study various issues of teacher education with a view to analyze possible remedies to be taken up. Teachers are perceived as role models in society. It is important for a teacher to possess knowledge, skills and values necessary to deal with pupil and attain professional development that reflects sound understanding of the diversity of society in the multi cultural environment. Due to the complexity of the demands placed upon teachers, the range of knowledge and skills that they are required to master and the need for them to have sufficient practical experience in real classrooms, 'Teacher Education' courses are getting prime focus now a days. But With the advent of standard-based reforms, the quality of teacher education has become a major concern. The study is conducted through descriptive survey method and observation method in three teacher education institution of Kamrup District, namely, Baihata Chariali B.ed College, Rangia Teacher Training College and Teacher Training College, Mirza. Efforts were made to study the problems and prospects of teacher education with a view of providing understanding of areas to be addressed while planning for betterment.*

**KEYWORDS :** India, Issues, Teacher Education.

### INTRODUCTION:

Teachers are considered as most the vital agent in social change. They are the builder of a nation. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his strength and weakness to teach according to the best of the ability on par with national values.

It is expected that a teacher behavior should indicate his attempt to do his job for betterment of individual and society. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc, so that he may transmit the same to the younger generation and for this professional development is essential for a teacher through teacher educational institutions whether it is pre-service or in-service teacher education course.

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT) and National University for Educational Planning & Administration (NUEPA). University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. The National Council for teacher- education (NCTE) is the regulatory body which controls the functioning of teacher education institutions and prevents them from becoming commercial institutions and works for varied issues involved. Our country is diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. The rapid changes in society led Teacher education institutions to face new and complex issues.

### LOCATION:

Kamrup District is an administrative district in the state of Assam of India formed by bifurcation of Old Kamrup district in 2003, named after region it constitute. It occupies an area of 4,345 sq. km. Literacy rate in this district is found to be 72.81%. Along with other educational institutions there are six NCTE recognized Teacher Education institutions in this area, namely:

- Asom Sikshak Prasikshan Mahavidlaya,
- Baihata Chariali B.ed College,
- K.R.D College Of Education,
- National Institute of Teacher Education, Khetri,
- Rangiya Teacher Training College,
- Teacher Training College, Mirza.

The study is confined to Baihata Chariali B.ed College, Baihata Chariali, Rangia Teacher Training College and Teacher Training College, Mirza.

### OBJECTIVES:

- To study problems of present system of teacher education in the study area.
- To highlight the values and attitudes related with teaching profession.
- To study views of teacher educators and teacher trainees on varied aspects of teacher education.

### METHODS USED:

In present study, the investigator has used Descriptive Survey Method and Observation Method to locate emerging issues in teacher education.

### SAMPLE:

To meet the objectives of the study a total of 90 teacher trainee and teacher educators were selected from three teacher education institutions namely, Baihata Chariali B.ed College, Rangiya Teacher Training College and Teacher Training College, Mirza using one of the non-probability methods i.e. Judgement Sampling method. Among the 90 samples 25 teacher trainees and 5 teacher educators from each institution were included on the basis of available information thought to be representative of total population.

### TOOLS:

The present study is carried by using a questionnaire comprising of 15 questions and interview as another tool for collection of data.

### ANALYSIS AND INTERPRETATION OF DATA:

From the Responses of Teacher Trainees and Teacher Educators following findings are drawn:

- Knowledge and skills for using technology for educational purpose is crucial for new teachers in order to keep up with the knowledge and interests of their students in these delivery systems. In regard to scope for development of technological skills in teacher education institutions the teacher educators and trainees were dissatisfied to a large extent, it was found to be 95%, 93% and 90% respectively. They also accepted that limited staff, untrained teacher educators and lack of financial resource are main hurdles in this regard.
- Regarding innovation in teacher education one institution showed 95% dissatisfaction while other two showed 90% dissatisfaction which shows that teacher education is lacking innovation and experimentation to a great extent.
- Teaching encompasses a range of skills needed for planning of class, management of educational setting, evaluation etc. Apart from pre-instructional, instructional and post instructional skill a teacher should be trained to develop emotional and communication skills. In all three institutions both the teacher trainee and teacher educators were found to be 85%, 90% and 70%

- dissatisfied with the opportunity to integrate different skills like skills in a range of appropriate and varied teaching methodologies, skills to reflect on teaching practice and children's responses and the like.
- Teacher education institutes should enable trainees to realize their profession as an avenue through which they are rendering significant social services as well as finding some measure of self-fulfillment and self-expression because if a teacher takes to his work just to make his living, he will lack essential zeal required by teaching profession. In the three institutions teacher trainee and teacher educator showed 55%, 65% and 60% dissatisfaction in this aspect. Planning of programmes to develop respect for teaching profession, mutual respect for colleagues, rapport with students, administration and community, acceptance of social values along with work ethics was lacking.
  - Regarding training given for higher secondary teachers 65%, 55% and 60% respondents of the institutions were dissatisfied as they accept method of teaching at this stage must be oriented to problem solving seminar, brainstorming, discussion with emphasis on computer education, vocational subjects etc.
  - 65%, 70%, 65% respondents were dissatisfied with lack of manpower planning approach to teacher education as there is teacher education departments have no data on the basis of which they may work out the desired intake for their institution which creates gap between demand and supply of teachers. Instead of high enrollment in teacher education institutions many teaching positions are lying vacant.
  - 55%, 65% and 60% respondents accepted that they are not satisfied with the quality of teacher education institutions and programmes of present day.

Issues	Response of sample group		
	B.C.B. College	R.T.T. College	T.T. College, Mirza
Technological knowledge	95%	93%	90%
Innovation and experimentation	90%	95%	90%
Integration of skills	85%	90%	70%
Training for professional ethics	55%	65%	60%
Special training for teachers of H.S. level	65%	55%	60%
Man power planning	65%	70%	65%
Quality aspect	55%	65%	60%

CONCLUSION:

Present study revealed the fact that teacher education institutes are facing challenges in the areas like making system of teacher education technologically advance, using of innovative techniques, integrating diversified skills in teaching and developing professional ethics among teacher trainees. Moreover, it was also observed that the respondents agreed that they were not satisfied with quality of teacher education institutions and programmes. These call for authority concerned to act according to needs of society of today for quality enhancement of teacher education programmes.

The question of what knowledge, attitudes, behaviors and skills a teacher should possess has been topic of discussion for many years. Teachers are entrusted with the duty of transmitting beliefs, attitudes along with information to facilitate learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy. They have the responsibility to develop new knowledge about education and training. In this context professional development though teacher education should planned in such a way that it helps the teachers to reflect on their practice in a systematic way, undertake classroom-based research, incorporate into their teaching the results of classroom and academic research, evaluate the effectiveness of their teaching strategies and amend them accordingly.

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