

## PSYCHO-SOCIAL REFLECTIONS OF ISSUES CONCERNING TEACHER EDUCATION IN INDIAN PERSPECTIVES

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**Abstract:** Teacher education is an area which needs constant appraisal and changes to keep abreast with changing times. The next millennium is considered to be an age of science and technology, professionalism and thus the teachers will have to rise to be able to meet the demands of new century. It has to become a progressive, dynamic and responsive teacher education system for preparing enlightened, emancipated teachers of tomorrow who are competent and committed towards striving higher quality of life for everyone. Earlier the Teacher Education was whole heartedly respected, now it is being vociferously abused by everyone, State, Judiciary, Legislative and Society. Various psycho-social reflections on some of the issues concerning Teacher Education in Indian Perspective have been dwelt on in this paper. The Teacher Education in India has been struggling to strengthen its identity. Struggle does not mean degeneration of values and degeneration of institutions. It is true that after persistent struggle there is evident improvement, but, still there is no end to perfection. There is a need of doing thorough functional analysis for enhancing the Quality of Teacher Education and call for revolutionary changes. The recommendations of Honourable Justice Verma Commission ought to be scientifically integrated, where needed and feasible.

**Keywords:** Innovation, Psycho-Social, Quality, Teacher Education, Technology.

**Introduction:** Teacher education means, "All the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively." - Goods Dictionary of Education. Psychosocial factors are crucial components in teacher education. The term psycho-social refers to one's psychological development in and interaction with a social environment. Psycho-social problems, which can greatly affect the organization, one's life, one's work, family and one's domestic life; can be mild to most severe in terms of how pervasive and to what extent a person exhibits the features of a personality disorder. Those with a psycho-social problem possess several distinct features including disturbances in self-image; inability to have successful interpersonal relationship; inappropriateness of range of emotions and ways of perceiving themselves, others and the world and differently possessing improper impulse control. Modern scientific and technological development has created a lot of exposure in man's life. Not only have the human beings the organizations also had psychosocial problems.

**Historical Perspectives of Teacher Education in India:** Teacher education in India is now considered as an important factor for improving school education by uplifting the teachers through developing their necessary skills, and providing them with a sound teaching pedagogy. In ancient times Indian teachers were considered as the guiding agent for the transformation of darkness into light. As years progressed and technology advanced the role of teachers changed dramatically and this led to a

reduced importance of teachers in daily life.

India vision 2020, given by former president A P J Abdul Kalam demands competent, skilled, responsible, accountable and dedicated students and this is the responsibility of whole society, parents, and specially teachers to develop such students so that they can perform their role effectively in the India Vision 2020. But how will these well skilled, competent, responsible, accountable and dedicated students be produced. Undoubtedly this is the primary importance of our teachers to develop such students and for this our teacher should be competent, skilled and the most important is passionate about their profession with a vision to serve the nation by educating child. This is the responsibility of teacher training institutions to train teacher in such a manner so that they can perform their task with desirable quality. A developed country is the outcome of good education. Education flourished through the experienced and able teachers nourishes the whole human society.

**Issues in Teacher Education:** Teachers play an import role in shaping the future of the country and hence it's important that a lot of attention is paid on the quality of teachers churned out every year,

1. Dire need was felt to undertake a study for investigating and exploring psycho-social problems that adversely affect teacher educators and teacher education organizations.
2. Teacher education is provided by several Universities, affiliated colleges, private and open Universities in India. Some of these institutions are more like an eye wash and provide certification just by paying the fee, and this leads

- to rise of unqualified teachers in India.
3. Lack of Psychological assessment and intervention/management.
  4. Inadequate duration of the teacher program.
  5. Lack in training to work with children with special needs.
  6. Teacher educators are not well qualified and experienced with language proficiency.
  7. Teacher educators are not trained in the use of ICTs.
  8. Leaving the teacher's profession after acquiring education.
  9. Teachers aren't empowered to think critically and creatively.
  10. There is lack of competency based curriculum. There is a need to train teachers in technology to meet the demands of globalization.
  11. Quality describes goodness of anything. There is lack in quality of teacher education included curriculum, teachers, infrastructure, recognition of institutes, evaluation etc.

#### **Reflection on some of the issues concerning Teacher Education:**

**New Look Teacher Education:** Education is not even considered an entity. Education should revive and enhance its identity. The State should be educated on that all the disciplines including Polity and Service Cadre emerge from Education and merge into Education.

**Quality Crisis:** There are problems of quality perception, quality scaling and quality differentiation in Teacher Education. There is a significant variance between expected and actual quality. Alas, this gap is widening. This is exemplified by the successive entrance tests for higher level, be it Graduate, Post-Graduate or Doctoral Level. There has to be adequate focus on all the systemic parameters- input, process and output. The degeneration of quality of Teacher Education can be attributed both to the Private Sector and Public Sector.

**Identity Crisis:** The Self-Disclosure exercise being done by the Teacher Education Institutions helps in realizing Identity. The National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (Dec. 2009) is with high hopes. Also, Teacher Education: Reflections towards Policy Formulation (2009) is quite promising. Teacher Education will have to revive and build its identity.

**Over growing Establishment:** Establishment has overgrown enrollment in most of the Teacher Education Programs. But, at the same time there is uneven distribution of the Teacher Education Institutions. Teacher Education Regulations, Norms and Standards through latest visited during 2009, have further scope for perfection. The state need to

justify, substantially, case wise their stand for objection or no objection with due respect to the establishment of Teacher Education Institutions.

**Rare Innovations:** Innovations in Teacher Education are very rare. It may be attributed to various factors. Novel ideas do not incubate because of the adverse external conditions. So, very often the innovations have short life and die down in the institutions, where these originate. Novel ideas die because of non-incubation. The society and its institutions must have the capacity to tolerate genuine mistakes committed inadvertently during the course of innovation.

**Infusion of Technology:** Infusion of technology of higher education has put pressure on institutions to create provision for and base curricular designs on new technologies. This has also been argued from the point of view that varied learning styles of diversified groups of learners and especially the gap between the mainstream and first generation learners could be taken care of by inputs from a variety of media through provisions for multi-channel learning. The latest development of web based or online learning has created a new paradigm in instructional design and instructional management and has created new provisions of costing and the possibility of economy of scale.

**Shift to more powerful learning Paradigms:** There is a need to shift to more powerful learning paradigms, such as, linear to hypermedia learning, instruction to discovery and construction, teacher centered to learner centered education, learning how to navigate and learn, teacher as transmitter to teacher as facilitator.

**ICT illiteracy:** It is an age of Information & Communication Technology, but a large number of teachers at all levels are ICT illiterate. The students being latest generation are excelling the teachers in ICT, being better exposed to ICT. In teacher education, the teaching and learning process has been modified from black board to key board, from pen to pen-drive, and chalk to mouse. It is better if teacher can get adapted to modern technology available presently.

**Information Explosion & Knowledge Poverty:** There is information explosion and media implosion in all facets of life and living, but still we teachers have knowledge poverty. It is because we have more of a media crowd than media culture. Most of us do not know where from and how to access information. Most of us are not skilled on surfing skills, such as, selecting, skimming, scanning, switching and authenticating.

**ICT Aided Constructivist Approaches in Education:** The latest catchword in educational circle is constructivism which is applied to both

learning theory and epistemology. It is important that the teacher's role has to be revitalized and the teacher education system has to inculcate the culture of germination of new ideas, incubation, innovation, creation and construction. Every novel construction brings with it a novel approach.

**3Rs to ICT literacy:** Gone are the days of merely Reading, Writing and Arithmetic. Modern Society needs ICT literacy. Creation and Communication of any message far and wide demands technology base. Any new valuable message should find technology base.

**Comprehensive Teacher Profile for Inclusive Education in digital age:** Teacher for inclusive education in the digital age has to be highly versatile, resourceful and Techno-Literate, because, the inclusive class may be composed of audio impaired, visually challenged, deaf, dumb & children with learning difficulties & disabilities. In such a state a teacher has to provide differential inputs to this critical mass of the inclusive class. Technology can be a big support for a teacher for realizing inclusive education.

**Teacher as Educational Technologist:** Every teacher ought to be Educational Technologist. The teachers should have workable depth in all disciplines. Digital technology can facilitate, both, Creation & Communication of Information.

**Competence Based Teacher Education:** Teacher education is more content based than competence based. Further there is a wide gap between the Teaching Competencies Expected and Practiced. In addition to knowledge base, the Teacher Education should have adequate focus on inculcation of values, development of desirable attitudes, and enhancement of a variety of Skills- Life Skills, Human Development Skills, Digital Skills, Techno-Pedagogic Skills, Emotional Maturity Skills, Spiritual Development Skills, Yogic Skills, and Management Skills.

**Life Long Learning:** Nowadays life long learning has become a reality to a certain degree and a precisely identified guiding principle for educational policy. Open and distance education compared to

conventional education has ample scope to provide for life long divergent educational needs and aspirations of different sections of population and thereby pave way for learning society.

**Governance of Teacher Education:** The Teacher Education in India should be governed by the Experts in Teacher Education. It is Education and Education only which can purify the souls, resonate the hearts, bewitch the minds, and empower the motor-muscles to live with peace & harmony and lead with determinism.

**Networking of Teacher Education Globe Over:** There should be networking of Teacher Education Institutions globe over. There should be free flow of Education across borders.

**Conclusion:** Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully and confidently. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Teacher Education rather than considered a system, a discipline, a culture, is unfortunately being considered as an attachment. Sensing the complex challenges of the emerging society, Teacher Education has to realize its identity to innovate, construct and create. Growing complexities of the society and emerging challenges of life demand a self renewing innovative Teacher Education which is essential for survival. There is a vital and urgent need to examine and re-orient the teacher education system to demand of sustainable development. Universities should play the role of capacity builder, in terms of training teachers and formulating the conceptual framework of appropriate education for sustainable development. Various psycho-social problems like anxiety, frustration, mental illness, distress, depression, stress, anger, phobias and other various social and emotional distresses are likely to beset between the teacher educators and teacher education institutes. Organizational policies may be designed to provide assistance to employees coping with psycho-social problems.

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