

Introductory Notes on Mental Health, Job Satisfaction and Personality of Teacher Educators in Self-Financed College

Vijay Shukla*

Research Scholar, Integral University, Lucknow (U.P.)

Abstract - Teaching is constantly a dynamic endeavour. It reveals a universe of information, experience, education, and expertise. No change can be successful without the cooperation and active participation of teachers, according to the International Commission on Education's 1996 report. It is said that nation can rise the level of it's teachers. This means that the standing of the teacher reflects the socio-cultural ethos of a society. The community and the government should work to foster the conditions that will encourage and inspire teachers in positive and innovative ways. Hence there is a need of thorough study of the conditions under which the teacher educators are working in various TEPs and the conditions that appear to affect the competence and performance of teacher educator.

Keywords - Job Satisfaction, Mental Health, Introversion, Extroversion.

-----X-----

INTRODUCTION

Teaching is constantly a dynamic endeavour. it reveals a universe of information, experience, education, and expertise. No change can be successful without the cooperation and active participation of teachers, according to the international Commission on Education's 1996 report. The social, cultural, and financial standing of educators should be prioritised.

It is said that nation can rise the level of it's teachers. This means that the standing of the teacher reflects the sociocultural ethos of a society. The community and the government should work to foster the conditions that will encourage and inspire teachers in positive and nnovative ways. Teachers should be able to experiment, come up with effective communication strategies, and plan lessons that address the wants, needs, and ssues of the neighbourhood.

Teacher Education n ndia

Teacher education (TE) s an umbrella term that ncludes the policies, procedures, provisions and programs established to prepare teachers with the knowledge, attitudes, competence, behaviors, and skills essential to carry out their role effectively in the classroom, school, and the society.

The governments have taken many efforts to enhance the quality of education by mproving the education of teachers. There has been a long history of reforms related to teacher education n ndia. Post-independence, there have been a number of committees/ commissions set up by the government of

india with a common objective to improve the education system in the country, in general. Reports of these Committees/Commissions have been the basis of evolution of Education Policy in india. Teacher education has always been one of the main objectives of the education policy of the government of ndia.

- **Ncte Regulated Teacher Education**

Teacher education in india is presently regulated by National Council for Teacher Education (NCTE). NCTE, as a statutory body of Government of india, came into existence in pursuance of the National Council for Teacher Education Act, 1993 on 17th August, 1995 with the mandate to achieve planned and coordinated development of teacher education throughout the country and to govern the regulation and proper maintenance of norms and standards for teacher education. The organization is a pan-India jurisdiction and comprises of various divisions alongwith 4 Regional Committees namely Northern Regional Council, Eastern Regional Council, Southern Regional Council and Western Regional Council which are all stationed in New Delhi. The gamut of functions performed by NCTE is very broad covering all the teacher education programmes e.g. Diploma n Elementary Education (D.El.Ed), Bachelor of Education (B.Ed), Master of Education (M.Ed) etc. it includes research and training of students-teachers for equipping them to teach at foundational,

preparatory, middle and secondary level of the new school system in alignment with NEP 2020.

NCTE has been given a very significant role and has taken up various national mandates such as Integrated Teacher Education Programme (ITEP), National Professional Standards for Teachers (NPST) and National Mission for Mentoring (NMM). Revision of other teacher education programmes i.e. regulation, curriculum and digital architecture are being undertaken by NCTE in line with NEP 2020. With such initiatives NCTE not only strives for the professional development of teachers but also aims to achieve the goal of quality teacher education in our country. The NEP 2020 envisages a paradigm shift in the role of teachers with particular emphasis on pre-service teacher education and in-service teacher capacity building.

NCTE prepares the guidelines for all teacher education program that may be essential to attend by an aspirant to become a vocational, pre-primary, primary, secondary, higher secondary, or university level teacher in India. The NCTE carries out reviews and surveys of several aspects of teacher education in the country and regulates the curriculum for teacher education programmes followed by the recognized institutions. The NCTE also regulates many part-time and distance learning programs for teachers.

- **Impact of NCTE on Teacher Education**

Lot of changes have been made by NCTE in the teacher education system during the past couple of decades. NCTE adopted a set of regulation in 2007. These regulations were revisited and modified by the NCTE in 2009. Later in August 2010, the changes were made with regard to the requirements for Elementary School Teachers' qualifications. Introduction of the TET as prerequisite has been a big step, wherein, it was made compulsory that even those possessing necessary qualifications as teacher will have to secure at least 60% marks in TET. In August 2009, norms and standards for Two Year Diploma in Performing and non-performing Art Education were revisited by the NCTE. The efforts made by the NCTE have been enormous. In 2010, NCTE conducted a survey of Demand & supply of experienced teachers in States and Union Territories at various school levels and published a report in 30 volumes. A provision of bridge courses was made to realign the Teacher Education, wherever, necessary. The recognition of a significant number of low standard Teacher Education institutions was withdrawn. A huge number of Teacher Education institutions relocated to their own premises. Online applications and self-disclosure drives were introduced. Panels were made to include individuals of integrity and competence as visiting members. A new volume on teacher education was published, which consists of Reflections towards Policy Formulation. A new manual was introduced on the structure & functioning of the labs.

In March 2010, NCTE released a new national curriculum framework for teacher education, which stressed more focus on field experience and training of teachers to prepare students to learn through involvement and get away with old methods. This framework stresses on inclusive education, perspective for equitable and sustainable development, gender perspectives and ICT in schooling and e-Learning. One of the objectives of this framework was educating the teachers in such a manner that they will allow the child to discover the world and learn through activity.

This system was a result of the efforts embraced by NCTE towards improving the nature of teacher education. It was prepared in accordance to the recommendations of NCF 2005 and RTE 2009. The core aspect of these regulations was about developing proficient and sympathetic teachers who transform into reflective practitioners of educational thought and practice.

- **NCTE Regulation, 2014**

Revised regulations were released by NCTE in 2014. Norms and Standards for 15 education programmes based on the recommendations of the Justice Verma Commission (JVC), were also released at the same time. These regulations primarily addressed most of the recommendations made by the JVC. These regulations were the results of the broader consultations with various stakeholder institutions taken in account by NCTE. With reference to this study, the relevant changes are as follows:

1. A range of 15 programmes was made available, that consisted of three new programmes— 4-year B.A/B.Sc., B.Ed., 3-year B.Ed. (Part-time), & 3-year B.Ed.-M.Ed.
2. The duration of B.Ed., programme was changed to two years, with an aim to add more professional rigour and to meet with the best international standards.
3. There are three main elements of the curriculum – theory, practicum & internship; and at least 25% of the programme is based on school-based activities and internship.
4. Each programme in the curriculum has been integrated with ICT, Yoga Education, Gender & Disability and inclusive Education.

- **Agencies of Teacher Education**

Teacher education programmes in India are mainly carried out by three types of agencies:

1. University Departments of Education, conducting pre-service and in-service education programmes in their respective

departments of education and affiliated teacher training colleges.

2. Agencies at state level, incorporating state level training facilities in the form of state institutes of education (SIE) and state councils of educational research and training (SCERT) & state board of teacher education (SBTE)
3. Autonomous institutions at national level such as National Council of Educational Research and Training (NCERT) & National Institute of Educational Planning and Administration (NIEPA) conducting in-service and pre-service training programme at national level.

Above mentioned institutions are responsible to conduct all types of teacher education programmes for pre-service and in-service teachers at all levels such as Elementary, Secondary and Tertiary levels of education respectively.

Teacher Educators in Various Teacher Education Programmes (TEPs) in India :

Teacher educators are professionals who work in various (TEPs) to train and prepare teachers for their roles in education. These programs can include undergraduate and graduate (TEPs), alternative certification programs, and professional development programs for practicing teachers.

Teacher educators typically hold advanced degrees in education or a related field and have extensive experience both as educators and as teacher trainers. They work closely with teacher candidates to help them develop the knowledge, skills, and dispositions needed to be successful teachers. This includes providing instruction on curriculum and instruction, classroom management, assessment and evaluation, and educational psychology.

In addition to working with teacher candidates, teacher educators may also engage in research and scholarship related to teaching and learning. They may conduct research studies, publish articles and books, and present at conferences in order to advance the field of education.

Teacher educators play a crucial role in ensuring that teachers are well-prepared to meet the needs of their students and to be effective contributors to the field of education. They work to ensure that teacher candidates are knowledgeable and skilled in their subject areas, have a deep understanding of the needs of diverse learners, and are able to create instructional environments that promote student learning and growth.

- **Diploma of Elementary Education (D.El.Ed.)**

D.El.Ed. stands for Diploma in Elementary Education, which is a diploma course in the field of Teacher Education. This TEP is designed to train teachers for the elementary level of education, which includes classes from 1 to 8. The purpose of D.El.Ed. is to provide aspiring teachers with the necessary skills and knowledge to become effective educators for young children studied in class from 1 to 8.

The course covers various aspects of teaching, such as child development, teaching methodologies, educational psychology, classroom management, and assessment and evaluation. It also emphasizes the importance of developing a child-centered approach to teaching, where the focus is on the needs and interests of the child.

The D.El.Ed. course is generally of two years duration and is offered by various colleges and universities in India. The minimum educational qualification required to pursue this course is a 10+2 level of education or its equivalent from a recognized board or university but in Uttar Pradesh minimum educational qualification required to pursue this course is a bachelor's degree in any field from a recognized university or college. The average age of students pursuing D.El.Ed. can vary widely, as there is no specific age requirement for this course. However, most students who pursue this course are usually in the age range of 18-25 years. Upon completion of the course, candidates can work as elementary school teachers in government and private schools. The course is also beneficial for those who wish to pursue higher studies in the field of education.

- **Bachelor of Elementary Education (B.El.Ed.)**

B. El. Ed. stands for Bachelor of Elementary Education, which is an undergraduate-level degree program designed for individuals who wish to become elementary school teachers. The purpose of B. El. Ed. program is to prepare individuals to become effective elementary school teachers who can facilitate learning and development of children in the age group of 6-12 years.

The B.El.Ed. course is generally of four years duration and is offered by various colleges and universities in India. The minimum educational qualification required to pursue this course is a 10+2 level of education or its equivalent from a recognized board or university. In addition, many colleges and universities require candidates to have a minimum aggregate score in their 10+2 examinations, typically around 50-60%. The average age of students pursuing B.El.Ed. can vary widely, as there is no specific age requirement for this course. However, most students who pursue this course are usually in the age range of 18-25 years.

The B. El. Ed. degree program typically focuses on foundational coursework in education, including child development, educational psychology, curriculum development, teaching methods, and classroom management. There may also be specialized courses in subjects like mathematics, science, social studies, and language arts, which are typically taught at the elementary school level.

The curriculum is designed to enhance the knowledge and skills of individuals who wish to become elementary school teachers. The program also provides opportunities for practical experiences in classroom teaching, through student teaching and other field experiences.

The B. El. Ed. degree can lead to a variety of career opportunities, including teaching positions in elementary schools, instructional coordination and curriculum development roles, and leadership positions in educational institutions. Additionally, some graduates may choose to pursue further studies in education or related fields to enhance their knowledge and skills, and to expand their career opportunities.

- **Bachelor of Education (B.Ed.)**

B.Ed. stands for Bachelor of Education, which is a professional TEP for students who want to pursue a career in teaching. The B.Ed. course is designed to provide trainees with the knowledge, skills, and attitudes needed to become effective and competent teachers for secondary level and higher secondary education in India.

The B.Ed. course typically lasts for two years and covers a range of topics related to teaching and education, including educational philosophy, educational psychology, curriculum and instruction, classroom management, assessment and evaluation, and educational technology. The minimum educational qualification required to pursue this course is a bachelor's degree in any field from a recognized university or college. The average age of students pursuing B.Ed. can vary widely, as there is no specific age requirement for this course. However, most students who pursue this course are usually in the age range of 21-30 years. The course is designed to be both theoretical and practical, with students engaging in classroom observations, teaching practice, and other forms of practical experience.

The purpose of the B.Ed. course is to prepare students to become teachers who are knowledgeable, skilled, and reflective practitioners. Through the course, students are expected to develop a deep understanding of the principles and practices of teaching and learning, as well as an appreciation for the diverse needs of learners.

B.Ed. also includes professional training granted through practice in teaching, micro teaching, active research and internship program.

Overall, the B.Ed. course is an important step in the preparation of future teachers. It provides students with the foundational knowledge, skills, and attitudes needed to be effective and successful educators.

- **Integrated Teacher Education Programme (ITEP)**

Integrated Teacher Education Programme (ITEP) is an innovative teacher education programme designed to integrate relevant knowledge, skills and attitudes required for effective teaching. The purpose of TEP is to prepare prospective teachers to become reflective practitioners who are able to think critically, plan, implement and evaluate educational programmes, and facilitate learning among diverse learners in various contexts.

ITEP is designed to provide an integrated approach to teacher education, combining theory and practice to prepare teachers for the complex and diverse demands of the teaching profession. The programme aims to equip prospective teachers with a deep understanding of educational theories, research and practices, as well as practical experiences in schools and other educational settings. TEP also aims to foster the development of professional dispositions and attitudes, such as a commitment to lifelong learning, ethical and moral values, and social responsibility.

The integration of various components of teacher education, including subject content, pedagogy, educational psychology, assessment, and classroom management, is a key feature of TEP. The programme also emphasizes the use of innovative and effective teaching methods, technology-enhanced learning, and experiential learning activities to enhance the learning experiences of prospective teachers.

Overall, TEP aims to produce competent, reflective and socially responsible teachers who are able to meet the diverse needs of learners and contribute to the development of a more just and equitable society.

- **Master of Education (M.Ed.)**

M.Ed. stands for Master of Education, which is a graduate-level degree program designed for individuals who wish to further their knowledge and

skills in the field of education. The purpose of an M.Ed. program is to prepare educators to become more effective teachers, instructional leaders, and educational researchers. The minimum educational qualification required to pursue this course is a B.Ed. degree or an equivalent degree in education from a recognized university or college. The average age of students pursuing M.Ed. can vary widely, as there is no specific age requirement for this course. However, most students who pursue this course are usually in the age range of 22-35 years.

The M.Ed. degree program typically focuses on advanced coursework in teaching methods, curriculum development, educational leadership, educational psychology, and research methods. The curriculum is designed to enhance the knowledge and skills of educators who are already working in the field, or who are seeking to transition into the field of education.

The M.Ed. degree can be pursued by individuals with a range of educational backgrounds, including those who hold a bachelor's degree in education, as well as those with degrees in other fields who are interested in pursuing a career in education.

The M.Ed. degree can lead to a variety of career opportunities, including teaching positions in K-12 schools, leadership positions in educational institutions, curriculum development and program coordination roles, and research positions in the field of education. Additionally, an M.Ed. degree can provide individuals with the knowledge and skills needed to pursue doctoral-level studies in education.

Problems Faced by Teacher Educators

Teacher educators face a number of challenges and problems in their work. Some of the key issues include:

1. Poor infrastructural Support: Many TEPs operate with limited resources, including funding, staffing, and access to materials and technology. This can make it difficult for teacher educators to provide high-quality training and support to their students. At the same time we can see that syllabus of TEPs are advance in nature but assisting infrastructure are poor.

2. Keeping up with changing demands: The demands placed on teachers and teacher educators are constantly changing, particularly in response to new technologies and shifting educational priorities. This can make it challenging for teacher educators to stay up to date with changing demands of regulatory body (NCTE) and affiliating universities.

3. Balancing theory and practice: Teacher education programs must strike a balance between providing students with a strong theoretical foundation and practical, hands-on experience. This can be difficult to achieve, particularly given the limited time and resources available.

4. Poor Field Exposure : Field exposure is an important aspect of teacher education programs, as it provides teachers-in-training with the opportunity to observe and practice effective teaching strategies in real-world classroom settings. It is important for teacher education programs to prioritize field exposure in their curricula, as it can greatly impact the effectiveness of new teachers and their ability to positively impact student learning outcomes. Even NCTE has been ushered that TEPs need to be more school oriented and less to be training college oriented. But unfortunately, there is vice-versa in teacher education programs; students have to be more training college oriented.

5. Ensuring diversity and cultural competence: Teacher educators must work to ensure that their students are prepared to work with diverse populations of students and to appreciate and respect cultural differences. This can be particularly challenging in programs that lack diversity among faculty and students.

6. Meeting the needs of all learners : Teacher educators are expected to work to ensure that their students are prepared to meet the needs of all learners, including those with disabilities, English language learners, and students from diverse cultural and socio-economic backgrounds. This requires a deep understanding of different learning needs and strategies for addressing them.

7. Lack of Training: Teacher educators often lack proper training and professional development opportunities. This can lead to a gap in their

knowledge and skills, which can impact their ability to effectively train aspiring teachers. TEPs in India put lesser emphasis on the actual work which a teacher educator is expected to do in professional life, as a result requisite competence doesn't develop in them.

8. Outdated Curriculum: The curriculum for teacher education in India is often outdated and not in line with the changing needs of the education system. This can result in teacher educators not being able to prepare aspiring teachers for the demands of modern classrooms.

9. Low Pay and Status: Teacher educators in India are often paid low salaries and have a low status in society. This can lead to a lack of motivation and a reduced commitment to the profession and the problems of teacher working in self-finance college are even more aggravated.

10. Limited Access to Technology: Teacher educators often have limited access to technology, which can impact their ability to incorporate technology into their teaching and training.

11. Lack of Research: There is often a lack of research in the field of teacher education in India. This can result in a lack of evidence-based practices and innovations in teacher education.

12. Bureaucratic Hurdles: Teacher educators often face bureaucratic hurdles, such as complex administrative procedures and red tape, which can hinder their ability to effectively train aspiring teachers.

Overall, teacher educators play a critical role in preparing the next generation of teachers, but they face a number of challenges in their work. Addressing these challenges requires ongoing support and investment in teacher education programs.

Challenges Faced by Teacher Educators in providing Practicum Experiences to Students

Teacher educators face a number of challenges in providing practical and practicum experiences for their students. Some of the key issues include:

1. Limited opportunities: Teacher education programs may struggle to provide their students with enough practical and practicum experiences, especially in settings that reflect the diversity of the student population they will be teaching. This can make it difficult for students to gain the experience and skills they need to be effective teachers.

2. Coordinating placements: Coordinating placements for practicum experiences can be a complex and time-consuming task. It can be challenging to find placements that are suitable for students' needs, and to ensure that students are matched with experienced and supportive mentor teachers.

3. Balancing theory and practice: Teacher educators must ensure that practical and practicum experiences are integrated with the theoretical aspects of teacher education. This can be challenging, as it requires careful coordination and planning.

4. Providing support: Teacher educators must provide ongoing support and feedback to students during their practical and practicum experiences. This requires a significant investment of time and effort, but is critical to helping students develop their skills and confidence as teachers.

Overall, providing practical and practicum experiences is a critical component of teacher education, but it can be challenging for teacher educators to ensure that these experiences are of high quality and provide students with the skills and experience they need to be effective teachers. Addressing these challenges requires ongoing support and investment in teacher education programs, as well as collaboration between teacher educators and schools and other organizations that provide placements.

CONCLUSION

Hence there is a need of thorough study of the conditions under which the teacher educators are working in various TEPs and the conditions that appear to affect the competence and performance of teacher educator.

REFERENCES

1. Agarwal, S. (1988) Teacher Effectiveness of Female Teachers. *Fifth survey of Educational Research*. National Council of Educational Research and Training, New Delhi.
2. Agarwal, V. (1983) A Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals, Unpublished Doctoral Dissertation of Ph. D. Education, Meerut University, Meerut.
3. Aggarwal, M.C. (1991) Job satisfaction of Teachers in Relation to some demographic Variables and Values, Unpublished Doctoral Dissertation of Ph. D. Education, Agra University, Agra.
4. Allport, G.W. (1966) Traits Revisited, *American Psychologist*, 21, 1-10.
5. American Heritage Dictionary (2006) English Language, Fourth Edition published by Houghton Mifflin Company, America.
6. Ganeswara, K. (1995) Effectiveness of Primary and Secondary level Teachers with different Potentials. *Sixth Survey of Educational Research 1993- 2000*. National Council of Educational Research and Training, New Delhi.
7. Indian Education Commission (1964) Philosophical and Sociological Basis of Education by J.S. Walia. Paul Publisher,

Jalandhar.

8. Jung, C.G. (1971) *Psychological Types*. New Jersey: University Press.
9. Locke, M., Rieger, H. and Roodt, G. (2002) Job Satisfaction to Organizational Culture. *South African Journal of Industrial Psychology*, 28(2), 23-30.
10. National Policy on Education and Programme of Action (1986) Government of India. New Delhi: GOI.

<https://ncte.gov.in/website/regulation.aspx>

Corresponding Author

Vijay Shukla*

Research Scholar, Integral University, Lucknow (U.P.)