



ISSUES AND PROBLEMS OF TEACHER EDUCATION

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Abstract

Teacher education is an important and integral part of our education system. Teachers are considered as nation builders and responsibility of creating and nourishing these nation builders is given to teacher education institutions. According to time and situation needs and features of education always go under change. To cope with these needs teacher education also require change. The teacher education is facing some problems and issues. By removing these problems we can make teacher education more effective, qualitative and productive. In the present study some of them are discussed.

Keywords: *education, institute, teacher, teacher education, training.*

Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education frequently takes place under the guidance of educators or teachers. So the success of education depends on the teachers. A teacher has some specific qualities or abilities to teach students, among them some are inborn and some are acquired or enhanced by training. This training is called Teacher Education.

Teacher education or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. Thus, teacher education is seen as a continuous process, beginning

with a phase of initial training and continuing throughout the teacher's professional life. It is a tough and challenging task which has always some issues and problems. At present the teacher education has the following issues and problems

Competency of Teachers/ Trainers

Teachers and trainers should have a proficiency in teaching skills, subject knowledge, teaching pedagogy and teaching methods. Competency of teachers is the biggest issue of teacher education.

Poor selection method of students and teachers

A good selection method can improve the quality. Selection of teachers and pupil teachers should include teaching aptitude test.

Incompetency of student teachers

The existing training programme does not provide adequate opportunities to the pupil teachers to develop competency because the originality of schools is different from the situation mentioned. There should be a close matching between the work schedule of the teacher in a school and the programme adopted for teacher preparation in a training college.

Problem of small time period for Teacher's practical training

The main purpose of teacher education programme is to develop healthy attitude, skills, interest and values. It is not possible to train teachers in all skills required for teaching in schools in 1 month or 4 months teaching practice in schools. There is no uniformity in the duration of teacher education.

Lack of sufficient facilities

Most of the teacher institutions suffer from lack of sufficient facilities. They do not adhere to the norms regarding physical facilities or provision of sufficient staff colleges of education are generally either with less staff or under-qualified. There are some deficiencies in curriculum and evaluation in teacher education is also far from satisfactory.



Lack of subject knowledge

The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

Faulty teaching method

In India teacher educators do not like experimentation and innovation in the use of teaching methods. They prefer conventional methods of teaching. They are not familiar with modern class-room communication devices.

Lack in educational research

Research in education has been considerably neglected. The research conducted is of low quality. Also before undertaking any research, the teacher programmes are not studied properly.

Isolation of teacher's education department from rest

The teacher education has become isolated from schools and current development in school education has been observed by education commission. The teacher education department is considered as an external institution and not a nursery for the professional development of teachers.

Developing Life Skills

Life skills are certain skills which are essential for personal development and growth. These skills enable man to deal with the life's difficulties and adversities more effectively. These skills are thinking skills, self awareness, problem solving, creative thinking, decision making, Interpersonal relations, effective communication, empathy and stress management etc.

Use of science and technology

The world has become interdependent and is turning gradually into a global village. But educational programmes for teachers or teacher-education has not made full use of their development skill the teachers with the knowledge of latest technological advancement are not being produced who are expected to use these upcoming techniques.

Globalization and imparting of Values

Due to globalization and advancement of science and technology world has become

closer. Access to all kind of information is very easy. It is good as well as dangerous. The mobile culture, internet, face book and twitter etc. can pollute young minds. This led to the erosion of values. Imparting values and sense of good and bad is a challenge for teacher educators.

Defects in concerning papers

The meaning of education, its objectives, the social, cultural, political, economical background and the principles of education should know by a student teacher. So, they can guide in construction of curriculum, teaching methods, techniques etc. The subject papers should concern to these principals.

Insufficiency in Demand and supply

The State Education Department has no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and supply of teachers. This has created the problems of unemployment.

Inefficient role of the National council for Teachers' education

The national Council for Teacher Education, which was established under resolution of the Ministry of Education dated the 21st may, 1973, was an important item in the direction of promoting a systematic reflection and action in regard to all matters concerning teacher education. But the role of this council has been only advisory in nature. Thus the results have not been very effective.

Lack of professionalism

In theoretical approach, teachers are required to be reflective practitioners-professionals who are domain experts in both subject content and the skills of teaching. But the teacher education of today face lack of professionalism due to irregular way study which is motivated in many teacher education institutions.

Poor Standards of Institutions

Privatization creates a boom in education system. No doubt it provides great opportunities for students to take admission at each level and creates lots of jobs. But it degrades the quality of education due to high competition and profit making thinking.



Education colleges have poor standard with respect to resources and unhealthy financial conditions. Also the management not so much interested in human and material resources.

Objectives of teacher education not understood

Objectives of teacher education are misunderstood. Teachers and pupil teachers considered it as an essential routine which is a burden and not enjoy it. There is a lack of occupational perception and dedication towards the profession.

Conclusion

Problems and challenges always force man to achieve something new and get success. Problems are sign of progress and fuel for inventions. All the achievements of human are result of problem. These problem and issues in teacher education enlighten the path of advancement and betterment of teacher education. By considering these problems we can upgrade our teacher education programme. This article would be helpful in quality enhancement of teacher education.

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