



ISSUES AND PROBLEMS OF TEACHER EDUCATION

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Abstract

Education is a dynamic process. Teacher performance is the most crucial input in the field of education. The Education Commission (1964 - 66) comments "The destiny of India is now being shaped in her classroom". The development of the standard of education is closely connected with the question of teacher education. The role of the teacher has rightly been emphasized in the programme of Action of the National Policy on Education, 1986 that the teacher is the principal means of for implementing all educational programmes and of the educational programmes and of the organisation of education. On teacher education a deep study conducted on problems and issues. During study it found that major issues are working of teacher education institutions, erosion of value, structure of teacher Programme, realization of constitutional goals, developing creativity, developing life skills, social issues and development of Science and technology. Deep study and discussion with educationists found that improvement in working of teacher education institutions, knowledge of science and technology, realization of constitutional goals, emphasis on value education, healthy discussion on social issues, restructuring of teacher education programme, development of creativity and development of life skills are major remedies to bring improvement and quality in the teacher-education. This full length paper highlighted the agencies of teacher education, issues and the problems of teacher education and suggestion to improving the quality and standard of teacher education.

Keywords: Creativity, Development, Standard, Teacher, Technology.

Introduction

Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of

knowledge skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher. Professional training of teachers is key to quality enhancement of school education. The aim of education of taking the Nation into 21st century cannot be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach to revitalize and modernize "Teacher Education Programme". The American commission on Teacher education observes the quality of a nation depends upon the quality of its citizens. The quality of its citizen depends not exclusively, but in critical measures upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher". The training of teachers assumes great significance in the educational system. Teacher education system is an important vehicle to improve the quality of school education. It is a continuous process. It is well recognized that the overall quality in education depends amongst other things on the quality of teacher and that a sound programme of profession education of teachers is essential.

Agencies of Teacher Education

State Institute of Education (SIE)

Training, preparation of teaching aids and evaluation needs continuity to achieve quality education. Considering this aspect, Maharashtra state has established "State Institute of Education" (SIE). Initially, SIE looked after primary education only. Later on, its scope is widened to pre-primary, secondary and higher secondary education. In 1984, it secured constitutional status like NCERT and is renamed as "Maharashtra State Council of Education Research and Training (MSCERT)."

State council of educational research and technology (SCERT)

State council is the apex institute of the state. In Maharashtra, it was established in 1964 – 65 as a state institute of Education(SIE). It was



upgrade and renamed as Maharashtra State Council of Education Research and Training in 1984. For quality improvement of school education It (MSCERT) carries the responsibility of teacher education, research and evaluation.

State Board of Teacher Education (SBTE)

Kothari Commission for the first time in 1966 recommended for establishing SBTE, whose main function was to develop teacher education in the state to be administered by the state board. State boards were established in M.P in 1967, and Maharashtra, Jammu and Kashmir and Tamil Nadu in 1973. Ministry of education forced states to have SBTE suggestions NCERT such boards almost all states established.

University Departments of Education (UDE)

Education is now considered an independent field of study; UGC provides the grants to the University Department of education. Higher level training is essential for teachers for their development. Department of Education (DOE) provide training for educational administrators and curriculum specialists to improve evaluation procedures as well examination system. University DOE organize the M.Ed, B.Ed, and M.Phil classes as well as research work for Ph.D and D.Litt degree in education. In 1917, first education department was started at Calcutta University. At present there are departments of education in all the Indian Universities for M.Ed and Ph.D Degrees.

University Grants Commission (UGC)

Established on 28th December, 1953, at New Delhi. UGC was given autonomy by govt. of India in 1956.

National Institute of Educational Planning and Administration (NUEPA/ NIEPA)

Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in-service program.

National Council of Teacher Education (NCTE)

Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. Therefore it expressed the need of establishing National council of Teacher Education in order to

improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993.

National Council of Educational Research and Training (NCERT)

Ministry of Education of Indian Government established NCERT in 1961. NCERT is an autonomous - organization, working as an academic wing of the Ministry of Education. It assists the said ministry in the formulation and implementation of its policies and programmes in the field of Education. It is expected to encourage student teachers and teacher educators to conduct educational research. In order to fulfill these main objectives, it has established National Institute of Education (NIE) at Delhi and 4 regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. It also works in collaboration with the departments in the states, the universities and institutes, following objectives of school education.

Major Problems of the Present System of Teacher Education

There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Major problems of teacher education are:

- Several types of teacher education institutions thereby lacking in uniformity.
- Poor standards with respect to resources for colleges of education.
- Unhealthy financial condition of the colleges of education
- Incompetent teacher educators resulting in deficiency of scholars.
- Negative attitude of managements towards development of both human as well as material resources.
- Uniform education policy of the government treating excellent institutions alike.



- Improper selection of the candidates (student teachers) to be admitted.
- Traditional curriculum and teaching methods of teaching in the teacher education programme.
- Inadequate duration of the teacher programme.
- Haphazard and improper organization of teacher education.
- Unplanned and insufficient co-curricular activities.
- Subjective evaluation pattern.
- Practice teaching neither adequate nor properly conducted.
- Feedback mechanisms lacking.
- Objectives of teacher education not understood.
- Secondary level teacher education is not the concern of higher education.
- Lack of dedication towards the profession.
- Lack of occupational perception.

Selection problem

Better selection method would not only to improve the quality of training with better selection method would not only but also save the social and personal and wastage. Here some suggestions are mentioned Test of General Knowledge should be applied. (b) Candidate should be interviewed. (c) Test in school subjects. (d) Test of intelligence should be administered (e) Test of language. (f) Aptitude; interest and attitude inventory should be administered. Guidance service.

Economic Problems

Poverty, unemployment, and low rate of growth and productivity are some of the major economic problems of the country which have led to the compulsions of the backward economy. Education can help find solutions if it is properly coordinated with manpower needs. Teacher education curriculum, therefore, has to promote such attitudes as are necessary for the emergence of a new economic order. Along with the vocational competencies and skills a new work culture will have to be created which necessarily involves the inculcation of dignity of work, the spirit of self-reliance and scientific temper among students.

Small time period provided for teacher's training

In India, this period is of two years after the graduation - the effective session being of nine to twelve months. The main purpose of teacher education programme is to develop health attitude, value and broad based interest. It is not possible during the short duration.

Social Problems

Casteism, communalism and regionalism are some of the problems in the body politic of the society which misguide the youth. Democracy, violence and terrorism cannot coexist. Education has to develop a peace loving personality and the programme of teacher education has to contribute in this regard.

Poor academic performance background of student teachers

Mostly candidates do not have the requisite motivation and an academic background for a well-deserved entry in the teaching profession.

Inappropriate methods of teaching

In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor.

Insufficient co-curricular activities

In present courses mostly the focus is on completing the syllabus and no place is there for well planned co-curricular activities like NCC, NSS, educational visits etc., particularly in private institutions.

Issues in Teacher Education

- New pedagogy of Colleges of Education
- Proliferation of Colleges of Education
- Curriculum
- Time duration
- Quality Concern
- Competencies
- Isolation of Colleges of Education
- Regional imbalances
- Examination system
- ICT skills
- Alternative modes of teacher education
- Duration of teacher education programmes
- Personal and social skills
- Subject knowledge
- Globalization and Erosion of values



Suggestion for Improving the Quality of Teacher Education

There are some suggestions here for improving the condition of teacher education:

- Teacher education, like higher education and technical education must be the responsibility of the central government.
- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- Curriculum development on a continuing basis to keep pace with current trends.
- Government should look after the financial requirements of the institutions.
- Selection procedure must be improved and interviews, group discussions along with common entrance test.
- The academic and other staff of the institution shall be paid such salary in such scale of pay as may be the UGC or University concerned from time to time through account payee cheque.
- The management of the institution shall discharge the statutory duties for its employee relating to pension, gratuity, provident fund.
- The reservation for SC/ST/OBC/ Differently abled and other categories shall be as per the rules of the Central Government as well as State Government.
- Teacher educators must be experienced and well qualified with language proficiency.
- Selection procedure must be improved and interviews, group discussions along with common entrance test.
- Teacher educators to be trained in the use of ICTs.
- Regular inspection by NCTE should be done on a regular basis.
- Professional development of teacher educators as ongoing ritual.
- On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
- Teacher pupil ratio should be ideally 1:8.
- Internship in teacher education should be objective, reliable and valid.
- Several types of co-curricular activities in the curriculum should be included.

□ Correspondence courses for working teachers in teacher education institutes.

□ Faculty training in value education and stress management they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition and they could educate young minds in the right direction by appropriate value.

Conclusion

The government has made attempts to regulate the functioning of private institutions. However, present laws is not sufficient guarantee against teacher exploitation. Therefore, selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of. UGC has stipulated in all these aspects. It is important that they are followed in spirit and action leading to a satisfied faculty.

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