



Issues and challenges in teacher education

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Abstract

Teacher education refers to the policies and procedures 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. Over the last half a century and particularly, in the recent decades, teaching learning has been undergoing drastic changes. There has been a shift towards student centered classrooms with teacher's role more as facilitator of learning rather than an autocratic master. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in teacher education. Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programs. Teacher education institutions have been proliferating and mushrooming all over the State with profit motives. Unprecedented expansion of teacher education institutions and programmers during the past few years characterizes the teacher education scenario of today.

Keywords: behaviors, Require, community, characterizes, scenario

Introduction

According to NCTE (1998) teacher is the most important element in any educational program. So that teacher performance is the most crucial input in the field of education. As it is said, "The destiny of India is being shaped in its classrooms." and as the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education. Teacher education refers to the policies and procedures 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. Over the last half a century and particularly, in the recent decades, teaching learning has been undergoing drastic changes. There has been a shift towards student centered classrooms with teacher's role more as facilitator of learning rather than an autocratic master. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in teacher education. Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programs. Teacher education institutions have been proliferating and mushrooming all over the State with profit motives. Unprecedented expansion of teacher education institutions and programmers during the past few years characterizes the teacher education scenario of today.

Present Scenario

India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the

primary/elementary level. A sizeable number of them are untrained or under-trained. Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning

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

1. Problem of Selection

Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage. Some suggestions are mentioned:

- (a) Candidates should be interviewed
- (b) Test of General Knowledge should be applied.
- (c) Test in school subjects.
- (d) Test of language
- (e) Test of intelligence should be administered
- (f) Aptitude; interest and attitude inventory should be administered.
- (g) A well direct guidance service should be provided.

2. Incompetency of Students and Teachers

The existing training programme does not provide adequate opportunities to the student teachers to develop competency because the organizers of teacher's training programme are not aware of the existing problems of schools. Therefore 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.

3. Problems of Practice Teaching

In spite of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible,

aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

4. Isolation of Teacher's Education Department

As has been observed by education commission, the teacher education has become isolated from schools and current development in school education. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. These departments only observe the formality of finishing the prescribed number of lessons no caring for the sounders of pedagogy involved in the procedure.

5. Poor Academic Background of Student-Teachers

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

6. Lack of Proper Facilities

In India, the teacher education programme is being given a step-motherly treatment. About 20 percent of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

7. Inadequate Empirical Research

In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research.

8. Lack of Facilities for Professional Development

Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

Others Emerging Issues and Challenges Are

- Innovation in pre-service teacher education curriculum.
- Lack of up-to-date books, and materials on teacher education.
- Development of national professional standards.
- Strengthen workshops and partnership between universities and schools to prepare teachers.
- Mentoring inexperienced teachers.
- Development of a system of on-going professional development for teachers.
- Establish learning communities and networks among teachers.
- Professional learning for educational leaders.
- A greater transparency in the funding of teacher education.
- Staff appraisal systems and the use of peer observation in schools are still in development.
- Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices.
- Teacher-centered strategies and pedagogy still dominate in the classroom.
- There is a relatively large variation among schools in

the area of instruction, particularly concerning independent student practice, questioning skills, and teacher expectations for student achievement.

- There is a need to explore the development of performance-based evaluation or developmental teacher evaluation systems for the purposes of teacher evaluation.
- Needs to separate developmental and judgmental appraisal, for developmental appraisal, teachers agreed that lesson observations enhance teaching quality. Teachers are more supportive of lesson observation if their goal orientation is more learner-oriented than performance-oriented.

Suggestions

1. The courses of studies in theory and practice should be restructured. For this research should be conducted comprehensively to realize the goals of teacher education. The results of these researches should be given due importance in designing the curriculum of teacher education.
2. The method of teaching in the teacher education should be reorganized according to the changing demand of education system. Special innovative programmes like seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.
3. Now a days the number of self- financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore for regular inspection should be done to ensure quality in teacher education. The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education program in qualitative aspect rather than quantitative aspect.
4. In order to remove the myth or misconception that the training in teacher education department is superficial and is not incorporated in real situation the professional attitude should be developed by organizing various types of facilities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities.
5. State Education department can have planning unit which can help in regulating the demand and supply of teachers at various levels of schools. The whole scenario of education is changing after Right to Education Act 2009, the demand for teachers at various level has tremendously increased. Moreover today is the time for inclusive education which leads to demand of special teachers/educators and we all are aware of the fact that there is scarcity of special educators.. So a balance should to be maintained for better results.
6. The training or the teaching practice of pupil teachers held in the school should be closely associated with teaching staff in education collages in planning the content to be covered and method to be used by the pupil teachers to have useful implications for school rather than disturbing their routine schedule. Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.
7. It should be made mandatory that a teacher education

- department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments. This can be of great help to formulate the policies, program for refining the education system.
8. The whole system of education is changing at a greater speed. The teacher education department should conduct research on teaching curriculum and evaluation procedure in the regular university departments. Extension programs and Exchange programs with different universities within India and outside India enrich the teacher education programme enormously. So such programs should be sponsored by government and university so that different academicians from different disciplines can contribute in the qualitative aspect of teacher education.
 9. Refresher courses, Orientation programs Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators. All the educationists can be oriented with new developments, changes, innovations in the field of education.
 10. The reference books, other reading material are not available in Hindi and other regional languages so availability for such books should be made for students and teachers which can make the teaching learning process more effective.
 11. Haryana government has made provisions for providing incentives for pupil teachers who undergoes training at elementary level, so provisions should be made at higher level also. Government should provide financial grant to teacher education institute/department for opening experimental school.
 12. Rigorous screening and strict admission procedure should be followed for correspondence courses for teacher education.
 13. Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.
 14. Teacher Education department! Institute should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.
 15. The internships/teaching practice time period should be increased so that pupil teacher become more confident and get familiar with classroom situations.

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