

Full Length Research

Problems and Solution of Teacher Education*

Anjali Rani

Assistant Professor, (dept. of Education), S.S.M.V, Shikarpur , Bulandshahar (UP).
E-mail: anjali.imagine@gmail.com

Accepted 25 January 2017

Education has a very significant role in developing an individual to the level of perfection by drawing out the best citizen from him, best Indian from him. Education is a lifelong process and without the help of a teacher it will be incomplete. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Some problems are plaguing the system of teacher education so the teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. This full length paper highlighted the major problems and some suggestions to resolves these problems of teacher education, these suggestions will be helpful to educationist, Policy Makers, universities and colleges to improve the quality and standard of teacher education.

Keywords: Education, Teacher Education, Problems and suggestions.

Cite This Article As: Rani A (2017). Problems and Solution of Teacher Education*. Inter. J. Acad. Res. Educ. Rev. 5(1): 15-19

INTRODUCTION

"No society can raise above the standard above of its teachers".

-National Policy on Education (1986)

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure.

Meaning of Teacher Education

In the previous system of education, teacher was in the

principal role. But in the new approach the learner occupies the centre of the education system. The needs, interests, level, age and potentials of the child are taken into account. Now the process of education is not the process of inputting something to the head, but drawing out from the child. Teachers assess the nature of the students, watch their natural interests, encourage potential in them and inspire them to bring out the best in them.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It is a well known saying that teacher is the nation builder

According to Goods Dictionary of Education 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.

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

Problems of Teacher Education

Some of the problems concerning teacher education are discussed below:

Problem to Monitor of Teacher-Education Institutions

The National Council for teacher- education (NCTE) is a regulatory body which Control the functioning of these institutions and prevent them from becoming Commercial (money making) institutions, but because the country is so diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

Deficiencies in Selection Procedure

Selection procedure of teacher education should be control by governing body NCTE. No admission should be allowed on management seat without proper selection procedure. A good selection procedure would not only improve the quality of teacher education course but also provide a suitable candidate for this pious profession. Here some suggestions are mentioned:

(a) Test of General Knowledge should be applied. (b) Test of school subjects. (c) Test of intelligence should be administered. (d) Test of language. (e) Aptitude; interest and attitude inventory should be administered. (f) Candidate should be interviewed.

Lack of Regulations in Demand and Supply

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

problems of unemployment and underemployment and creates student unrest.

Deficient in Facilities for student -teacher

As we know that teacher education is the cornerstone of education even then it is treated as step-son of education in India. About 20 percent of the teacher education institutions are being run in rented buildings without any facility. An experimental school or laboratory, library and other equipments are necessary for a good teacher education department. There are no separate hostel facilities are available for student.

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.

Problems of Practice Teaching

Practice teaching is the most important part of this programme but inspire 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.

Problem of Supervision of Teaching

The supervisory organizations for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situations. It aims at guiding in planning their lessons, learning to organize contents, formulating suitable gestures and developing other related skills. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.

Incompetency of Students and Teachers

The current training programme does not provide proper opportunities to the student teachers to develop competency because the organizers of teacher's training

programme are not aware of the present problems of schools. So there should be a close matching between the work schedule of the teacher in the programme and school adopted for teacher preparation in a training college.

Defects in Concerning Papers

A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economics background, the principles that guide construction of curriculum etc. Following steps may be taken in this connection:

(i) allowing more time to learners for good reading and sound build-up of the intellect and attitude, (ii) pruning the existing course (iii) arranging for exchange of experience than merely attending lectures, (iv) changing the mode of testing inputs (v) the content must have direct implications in the daily school teaching.

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. They take admission in teacher education programme because they could not take admission in their desirable course due to low performance in such field. So after taking admission in teacher education programme they show poor performance.

Quality Concern of course

Quality in education relates to the quality of the work undertaken by a teacher, which has significantly effect upon his or her pupils. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to teaching methods, content, organizations etc. more knowledge of theoretical principles is emphasized and teachers are not able to use these principles in actual classroom situations.

Deficient in Curriculum of the Teaching Subject

Curriculum of teacher education programme in India has been criticized much. Some educationists feel that it does not fully address the need of contemporary Indian Schools and society and it does not contain relevant contents for teachers who are to impart quality education in school.

Segregation of Teacher's Education Department

As has been observed by education commission, the teacher education has become segregated 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.

Inadequate Empirical Research

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

Faulty Teaching Method

In India teacher educators are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern class-room communication devices is negligible.

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.

Some other problems of teacher education

- a. Poor standards with respect to resources for colleges of education.
- b. Unhealthy financial condition of the colleges of education
- c. Negative attitude of managements towards development of both human as well as material resources.
- d. Traditional curriculum and teaching methods in the teacher education programme.
- e. Lacking in feedback mechanisms.
- f. Objectives of teacher education not understood.
- g. Secondary level teacher education is not the concern of higher education.
- h. Lack of dedication of student-teacher towards the profession.
- i. Unplanned and insufficient co-curricular activities.
- j. Haphazard and improper organization of teacher education.

CONCLUSION AND SUGGESTIONS

Here are some suggestions for improving the condition of teacher education:

- Teacher education institutions should be put under strict control of this regulatory body (NCTE) for the selection of teacher, students and provisions of good infrastructure etc.
- Working of Teacher education institutions should be examined from time to time and strict action should be taken if they fail to come up to expected level.
- Privatization of teacher education should be regulated.
- Affiliation condition should be made strict.
- There should be a planning unit in each State Education Department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. This unit can also be given the responsibility of projecting future requirements of teachers in various categories.
- Educational institution should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities, which promote democratic spirit of mutual appreciation and fellow feeling.
- The practicing schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools. The course of studies and the practical work and practice teaching can be easily moderated in such a way that they will have useful implications for improving school practices.
- Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
- Educational institutions should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.
- Teacher educators must be well qualified and experienced with language proficiency.
- Curriculum of teacher education programme should be revised from time to time according to changing needs of society.
- The quality of teacher education programme should be up graded. Teacher education programme should be raised to a university level and that the duration of programme should be appropriately enhanced.
- There should be a free exchange of scholars from one department to the other. This will

improve the quality of teacher education programmes immensely.

- For professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.
- Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.
- Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
- Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.
- Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
- Several types of co-curricular activities in the curriculum should be included.
- Government should look after the financial requirements of the institutions.
- Teacher educators must be experienced and well qualified with language proficiency.
- On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
- Refresher course should be organized for teacher educators frequently.
- Teacher pupil ratio should be ideally 1:8.
- Internship in teacher education should be objective, reliable and valid.

However there are so many problems in teacher education programme but so many government bodies as NCERT, NCTE, NAAC, NUEPA etc. are trying to resolve these problems by different type of panel inspections on time to time of teacher educational institutions. Now it is mandatory for every institution to accredit by NAAC otherwise the affiliation of that institute will be cancelled.

Kothari commission rightly remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development but the quality of education is greatly determined by the quality of teachers, therefore, great efforts were made and still are being made to improve the quality of teacher education.

REFERENCES

- ❖ Aggarwal, J.C. (1996). Essentials of Educational Technology. , New Delhi: Vikas Publishing House.
- ❖ Chobe, S.P., & Chobe, A. (2006). School Organization.

- Noida: Mayur Paperbex.
- ❖ Goel D.R. and Chhaya Goel (2012). "Teacher Education Scenario in India: Current Problems & Concerns", „MIER Journal of Educational Studies, Trends & Practices", Vol. 2, No. 2, pp. 231-242.
 - ❖ Gupta A.M. (1999). Educational Management. New Delhi: Bharat Prakashan. Publications. University News, 49(9).
 - ❖ Ministry of Education (1966). "Education and National Development: Report of the Education Commission, 1964-66", (Kothari Commission Report), NCERT, New Delhi, Govt. of India.
 - ❖ MHRD (1986), "National Policy on Education", New Delhi, Govt. Of India.
 - ❖ Ministry of Education (1952-53): "Report of the Secondary Education Commission", New Delhi, Govt. Of India.
 - ❖ Mohanti, J. (1998). Modern Trend in Indian Education: Current Issues and Strategies in the context of NEP, New Delhi: Deep and Deep.
 - ❖ Naseem, S. and Anas, N.(2011). Problems Of teacher Education in India, International Referred Research Journal, 2, 19, 187-188 April.
 - ❖ Sharma,G (2012). ' ICTs' in Teacher Education, Review of Research, 1, 10, 1-4, July
 - ❖ Vashist S.R. (2003). Professional Education of Teachers. Jaipur: Mangal Deep.
 - ❖ www.google.com
 - ❖ http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf