

Problems facing teacher education today

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Abstract

Education is a dynamic process. Teacher performance is the most crucial input in the field of education. The education gives a new shape to the individual and the nation as well. Education plays major role in bringing social change, economic and political development of any society. Education helps people to learn right actions at right time. Such an education requires efficient teachers. It is a well-known saying that teacher is the nation builder. A teacher is the central figure in the formal teaching learning process. The future of students depends upon the teachers. The place and importance of teacher in society can never be underestimated. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. This paper focus on the various problems faced by teacher education in India. Unfortunately still there are several loopholes in the system. Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, then bright future of teacher education is possible.

Keywords: Education, Teacher Education, Problems, Curriculum.

1. Introduction

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is a national builder. Teacher spreads knowledge, decides time schedule, organise subject matter, evaluate the outcomes of learning, helps pupil to overcome their difficulties by guiding them. Teacher sets the standards, builds up desirable attitudes and approves or disapproves pupil behaviour. Whatever policies may be laid down, these have to be interpreted and implemented by teachers. All the above said facts express the dire need of teacher education. For efficient education, efficient teachers are required which in turn requires efficient teacher education. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behave should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation. So, teacher education is very important as only efficient teachers can shape the future of society in right direction. Before entering the teaching profession one should prepare himself for this special task. The teacher's training institution helps a lot to do this task. The education commission 1964-66 for the first time strongly pleaded for training and orientation of teachers at higher education level so as to meet the expectations and challenges of modern society. One of the most important requirements to promote and strengthen education is the training of teachers who are key resources in the reform, redirection and renewal of education. Various agencies like District Institutes of education and Training (DIET), State Council of Educational Research and Training (SCERT), National Council of

Educational Research and Training (NCERT), National Council of Teacher Education (NCTE) are working for strengthening pre-service and in-service training of teachers. On the other side, teacher education in India is facing lots of problems ranging from the selection procedure to whole planning, evaluation etc. To improve the quality of teaching, the efforts from the root cause right from the selection of the candidates for teacher education program should be based on the separate aptitude test which includes not only the aptitude for teaching but also the aptitude for learning in their coming teaching life. In present time teaching is a profession requiring specialisation in terms of knowledge and skills. But there exists a wide gap between theory and knowledge and skills of teaching required in the actual classroom curriculum transaction.

2. Meaning of Teacher Education

Teacher education means programme of education, researcher training of human resources, equipping them to teach at pre-primary, primary, secondary stages of school education, non-formal and correspondence education through distance mode. 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. According to burner, Teacher education means systematic development of scientific attitude, knowledge, skill, behaviour pattern's required by an individual in order to perform adequately a given job or task.

3. Major Problems of Teacher-Education

Following are the major problems related to Teacher-Education –

3.1 Faulty Curriculum

The curriculum continues to be rigid and traditional. It is highly theoretical and less importance is given to the practical aspect. There is little integration of theory and practice. It lacks realism and is not related to life and community.

3.2 Problem of selection

There are lot of defects in the selection procedure of teacher education infect there is no clear cut procedure which is to be followed while admitting students for teacher education. No attitude, aptitude, or any achievement test is conducted infect interview of students is not considered while admission. Any candidate who posses' minimum required qualification has easily got admission in the course.

3.3. Less competent teacher educators

Teacher educators are less competent. They are not efficient enough to develop desired level of skills among the student teachers. They have lack of subject matter mastery. They are less competent to deal with the problems of classroom and behaviour problems of student teachers e.

3.4 Lack of use of Science and Technology

With the advancement in science and technology the world has become interdependent and is turning gradually into a global village. But educational programmes for teachers or teacher-education have not made full use of latest technologies for developing teaching skills among students. Stereotyped and theoretical methods are still more prevailed in the teacher education training institutes.

3.5 Lack of control over teacher education institutions

NCTE is regulatory body which controls the functioning of teacher education institutions and holds control over the quality education there. It sets and maintains the standards of education in these institutions. But in past few years teacher education institutions are so drastically increase in number that it becomes difficult to monitor all the institutions. Some of these institutions are compromising quality for the sake of money only.

3.6 Problem of Isolation

This problem can be viewed at three levels namely: (a) isolation of the colleges of education from the university; (b) isolation of the colleges from the daily life of the school and (c) isolation among the different training institutes. The teacher training institutes also stand isolated from the community and real life.

3.7 Traditional methods of teaching

Traditional methods of teaching are still widely used for teaching the upcoming teachers. Students are not exposed to new innovations and experimentation. Modern classroom communication devices are found negligible in institutions. How we can accept student teacher to use new methods of teaching when they are not seeing their educators using these new methods.

3.8 Lack of Creativity

No doubt bloom in his life time revised the objectives of higher mental order by placing creativity at the top because development of creativity is very essential for the all-round development of humans. Creativity is at the while performing

any task. But this factor is ignored while delivering knowledge in teacher education programmes.

3.9 Lack in 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. These skills are Thinking Skills- Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking; Social Skills- Interpersonal relations, effective communication and empathy; Emotional Skills-Stress Management, sympathy. Main issue is that teacher-education is memory based i.e. There is no active involvement of students, so there is lack in the development of life skills among the students, which are essential for all round development of students.

3.10 Lack of Co-curricular activities

The co-curricular activities in teacher education are unplanned and not sufficient. Sometimes due to lack of time management these activities are ignored. But now-a-days in this competitive world this activity becomes an integral part of school education. Student teachers do not provide proper opportunities of planning and organising these activities which creates problem in the coming professional life of teachers.

3.11 Quality Concern

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, organisations etc. more knowledge of theoretical principles is emphasized and teachers are not able to these principles in actual classroom situations.

3.12 Globalization and Erosion of Values

Due to globalization and advancement of science and technology world has become closer. Access to all kind of information is very easy. The facility of internet has reached every nook and corner of the country. Every transaction is going to be online. But there are several deviations particularly of young students who are prone to malpractices. It is said that "our inclination towards bad is more than our inclination towards good". In this sense mobile culture, internet, face book and twitter etc. have polluted young minds. This led to the erosion of values.

3.13 Social Issues

There are various social problems issues that today our nation is confronting. These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against these social problems of they are sensitive towards these issues.

3.14 Problem of teaching practice

This is one of the main problem of teacher education. Teaching practice is neither adequate nor properly conducted. Student teacher does not take the task of teaching practice seriously. They behave irresponsibly and aimlessly. They show indifference towards the school and children. They just treat teaching practice as a fun time and way of entertainment. Also on the other side the school and school management pose

problems as they do not co-operate- they do not get ready to allow teaching practice session, they did not allow proper lectures to student teacher, interfere much. Schools where teaching practice is held are not of good standard. There is no provision of modern technology. They are mere schools where most of modern facilities are not available.

3.15 Lack of Supervision

Student teacher requires proper supervision at each step in order to bring desirable improvement in skills and behaviour. They need supervision while practising skills, developing and delivering lessons, to develop confidence in facing the classroom situations. But there is lack of good supervision and supervisory staff in teacher education institutions.

3.16 Lack of proper Evaluation

Evaluation of teacher education is faulty. Examinations are conducted at the last of the session. External and internal assessment is subjective. Sometimes to get good result the college of education marked good internal assessment to the undeserved candidates also.

3.17 Lack of proper facilities

Large number of education colleges has unhealthy financial conditions. They are lack in basic facilities such as experimental schools, laboratories, libraries, hostel, and building. Some of them even are running in the rented buildings.

3.18 Time Duration

One year duration of teacher education programme has been an issue of much long debate. The teacher education curriculum which includes theory and practical and internship in actual schools require much more time for its effective implementation. National curriculum framework (1998) also recommends for two year duration of teacher education programme but could not implement. So there is a need to extend the time period of present teacher education programme.

4. Suggestions

There are some suggestions here for improving the condition of teacher education which is given as:

- New and innovative techniques can be used for transaction of curriculum. The teacher education programme should be modified so that teachers are equipped for the different roles and functions imposed by new technologies.
- The socio-economic status of the teachers must be raised so as to attract talented people towards the profession.
- Teachers should train about stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition. Teacher education programme should enable the teachers to develop the life skills among students.
- Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
- Techniques used in teaching should develop habit of self learning and reduce dependence on teachers. It will help them to reflect on their own and doing something new.

Doing something new is creativeness. Teachers should encourage student's capacity to construct knowledge.

- The Evaluation system can be reformed and it can be made reliable, objective, comprehensive and continuous.
- Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.
- The impact of science and technology and ICT on society and education should be fully discussed in teacher education institution.
- Scientific attitude should be developed and its application for the solution of problems of life should be encouraged.

5. Conclusion

Teacher education is an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialisation but also in areas of educational developments and social and cultural issues through continuous in-service orientation. Emphasis on continuing life-long learning has to become an essential concern of teacher education. A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of interaction with their learners. Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. Government and educators will need to understand better the links between schooling and its social and cultural environment. There is a dire need to develop state, local, and national policies that provide meaningful financial support for teacher preparation programs and their students, including greater access to financial aid resources.

6. References

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