



MAJOR PROBLEMS AND ISSUES OF TEACHER EDUCATION

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Abstract

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 Program, realization of constitutional goals, developing creativity, developing life skills, social issues and development of Science and technology. After the 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 program, development of creativity and development of life skills are major remedies to bring improvement and quality in the teacher-education. These remedies will be helpful to Centre and State Governments, best educationist, Policy Makers, colleges and universities to bring reforms and bright the future of teacher-education.

Keywords: Media, Religion, Teacher education, problems

Introduction

Aims and objectives can achieved through the efficient teacher for an education system of its man of any society through proper education. So we require efficient teacher. 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, schools, regulatory bodies, to teachers themselves.

Teacher education was an Idea first conceived back in 1998, when the author, JAMES BURTON finished his 1st year of Teacher training in ADELAIDE, South Australia. He has decided that teacher education needs to be revived and it is to be judged that New Teacher Education promises to be even better than the first. Teacher Education refers to the policies and procedures designed to equip teachers with knowledge, attitudes, behaviours and skills. They are required to perform their tasks effectively in the school and classroom.

A good educational system may be the flower of economic development, it is also the seed. – JEROME B. WIESANAR

If the 18th century is characterized as the age of reason, the 19th as one of Industry and the 20th century of the era of performed scientific & technological revolutions, then the 21st century could well be known as the age of learning.

Education is the key that unlocks the doors to modernization. – **FREDERICK HERBISON & CHARLES A. MYERS**

Since times Immemorial, teachers have been contributing to the social, economic, technological and psychological advancements of human beings. The critical importance of their presence has created a need for Institutionalization of teacher education.

Teacher Education holds the key to the destiny of any nation, for it acts as a catalyst in imparting excellent ideas and ideals in to tomorrow's teachers who transforms the mindscapes of new generations.

- i. **Initial teacher training (education)** – A preservice course before entering the classroom as a fully responsible teacher.
- ii. **Induction** - The process of providing training and support during the first few years of teaching or the first year in a particular school.
- iii. **Teacher Development** – or continuing professional development (CPD) – as in service process of practicing teachers.
 - Teaching is a creative, intellectually demanding a rewarding job, so the standards for joining the profession must be high to. Skilled practitioners can make teaching look easy but they have learned their skills and improved them through training, practice, evaluation and by learning from other colleagues.

Problems of Teacher Education

a. 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

b. lack of interest of teachers to teach properly

This also one of the major problem of teacher education teachers avoid to perform their duty properly they just give a overview of a syllabus and leave rest on pupil teacher to do themselves

c. Defects in concerning papers

The meaning of education, its objectives, the socio-cultural and politico-economics background, the principles should know by a student teacher that guide construction of curriculum etc. But a good Orientation is impossible in a short duration. Some steps may be taken in this connection: allowing more time to learners for sound build-up and good re-reading of the attitude and intellect, (ii) pruning the existing course (iii) To arrange for exchange of experience than merely attending lectures, (iv) To change the mode of testing inputs (v) In the daily school teaching the content must have direct implications.

d. Proper facilities not available

The teacher education program is being given a stepmother treatment in India. The teacher education institutions are being run in rented buildings about 20 percent without any facility for an experimental school or library or laboratory and other equipment's that is necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

e. Demand and supply not sufficient

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

f. 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.

g. Lack of subject knowledge

The teacher training program 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

h. Practice teaching neither adequate nor properly conducted

Teaching practice is not properly conducted first of all students are not interested to do it they take a fake certificates by making a deal with their schools and teacher whose duty is to observe a students do not perform their duty properly

i. For professional development lack of facilities

Most of the programmes are being conducted in a routine and unimaginative manner. Even towards development of a sound professionalization of teacher education in the country

j. 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. Lack of occupational perception

e. Feedback mechanisms lacking.

f. Objectives of teacher education not understood.

g. Secondary level teacher education is not the concern of higher education.

h. Lack of dedication towards the profession.

i. Uniform education policy of the government treating excellent institutions alike.

j. Traditional curriculum and teaching methods of teaching in the teacher education program

Suggestions to improve the condition of teacher education

1. Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.

2. Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.

3. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the program, curriculum and duration.

4. Low standards Institutes should be reformed.

5. Affiliation condition should be made strict

6. Government should look after the financial requirements of the institutions.

7. Teacher education privatization should be regulated.
8. Refresher course should be organized for teacher educators frequently.
9. Research in teacher education should be encouraged.
10. Teacher educators must be experienced and well qualified with language proficiency.
11. Selection procedure must be improved and interviews, group discussions along with common entrance test.
12. Teacher educators to be trained in the use of ICTs.
13. Regular inspection by NCTE should be done on a regular basis.
14. Professional development of teacher educators as ongoing ritual.
15. On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
16. Teacher pupil ratio should be ideally 1:8.
17. Internship in teacher education should be objective,

Issues in teacher education

- New pedagogy of Colleges of Education
- Curriculum Time duration
- Quality Concern
- Competencies
- Isolation of Colleges of Education
- Regional imbalances
- Examination system
- ICT skills

The Selection Procedure

The selection procedure should be transparent, objective and credible. Methodology of analysis of the credentials and merits of the applicants should be based on weightage given to the performance of the candidate in different relevant dimensions according to performance on a scoring system Performa, based on the Academic Performance Indicators (API) as provided by the UGC. In order to make the system more credible, universities may assess the ability for teaching and/or research aptitude through a lecture or seminar in a class room situation or discussion on the capacity to use latest technology in teaching and research at the interview stage. These procedures can be followed for both direct recruitment and for promotions under the

Career Advancement Scheme (CAS) wherever selection committees are prescribed in these Regulations. UGC observer in the selection committee for the different post. In all the selection Committees of direct recruitment of teachers and other academic staff in universities and colleges, an academician representing SC/ST/OBC/Minority/ Women/Differently-abled categories should be present to ensure fairness.

Pay scales, designations and promotion: As per CAS of Incumbent and newly appointed assistant professors/ associate Professors/professors

Increments: Each annual increment shall be equivalent to 3% of the sum total of pay in the relevant Pay Band and the AGP as applicable for the stage in the Pay Band. Allowances: Allowances such as Children's Education Allowance, Leave Travel Concession, Special Compensatory Allowances, House Rent Allowance, Transport Allowance, Traveling Allowance, Deputation Allowance, Dearness Allowance, area based Special Compensatory Allowance etc. as applicable to teachers has to be given.

Study Leave, Duty Leave, Sabbatical Leave

(i) Study leave after a minimum of 3 years of continuous service may be granted, to pursue a special line of study or research directly related to their work in the university. In respect of granting study leave with pay for acquiring Ph.D. in the relevant discipline while in service, the number of years to be put in after entry would be a minimum of two years or the years of probation specified in the university statutes concerned, keeping in mind the availability of vacant positions for teachers and other cadres in colleges and universities, so that a teacher and other cadres entering service without Ph.D. or higher qualification could be encouraged to acquire these qualifications in the relevant disciplines at the earliest rather than at a later stage of the career.

(ii) **Duty leave may be granted of the maximum of 30 days in an academic year for:** a. leave may be granted on full pay if the employee performs any other duty for University, if the teacher receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses. b. Attending conferences, seminars and symposia on behalf of the university or with the permission of the university. c. Participating in a delegation or working on a committee appointed by the Government of India, State Government, the University Grants Commission, a sister university or any other academic body. d. Working in another Indian University, institution or organization, or foreign university, any other agency, when so deputed by the university.

(iii) Sabbatical leave is granted to Permanent teachers of the university who have completed seven years of service as Reader/Associate Professor or Professor to undertake study or research or other academic pursuit solely for the object of increasing their proficiency and usefulness to the university and higher education system. The duration of leave shall not exceed one year at a time and two years in the entire career of a teacher. A teacher, who has availed their study leave, would not be entitled to the sabbatical leave. A teacher is paid full pay and allowances during the period of sabbatical leave along with the increment on the due date. The period of leave is also counted as service for purposes of pension/contributory provident fund, provided that the teacher rejoins the university on the expiry of their leave.

Research Promotion Grant

The UGC or the respective funding agency provides a start-up grant at the level of Rs.3.0 lakhs in Humanities, Social Science and Languages, and Rs.6.0 lakhs for the disciplines in Sciences and Technology to teachers and other non-vocational academic staff through the respective universities to take up research immediately after their appointments which should facilitate such new appointees for generating major sponsored research proposals/grants for the respective departments/ schools/ universities.

Incentives for Ph.D/M.Phil. And other Higher Qualification:

At the entry level of recruitment as Assistant Professor to persons possessing the degree of Ph.D. awarded in a relevant discipline, five non-compounded advance increments are admissible by the University following the process of admission, registration, course work and external evaluation as prescribed by the UGC. M.Phil. degree holders at the time of recruitment to the post of Assistant Professor shall be entitled to two non-compounded advance increments. Teachers who complete their Ph.D. Degree while in service shall be entitled to 3 non-compounded increments if such Ph.D. is in a relevant discipline of the employment and has been awarded by a University. Teachers who get M.Phil. Degree or a post graduate degree in a professional course recognized by the relevant statutory Body/Council, while in service, shall be entitled to one advance increment

Conclusion

The government has made attempts to regulate the functioning of private institutions. However, present laws are 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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