

## **TEACHER EDUCATION - ISSUES AND PROBLEMS IN TEACHING**

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### **ABSTRACT**

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

### **INTRODUCTION**

A teacher educator (also called a teacher trainer) is a person who helps other people to acquire the knowledge, competences and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher; often each specialises in teaching about a different aspect of teaching (e.g. educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching methods etc.). Not every culture has a concept that precisely matches the English term 'teacher educator'. Even where the concept exists, the range of roles that is covered by the term varies significantly from country to country. In some traditions, the term 'teacher trainer' may be used instead of 'teacher educator'. A teacher educator may be narrowly defined as a higher education professional whose principle activity is the preparation of beginning teachers in universities and other institutions of teacher education, such as teacher colleges. A broader definition might include any professional whose work contributes in some way to the initial education or the continuing professional development of school and other teachers. Even within a

single educational system, teacher educators may be employed in different roles by different kinds of organisation. In the European context, for example, people who could be considered to be teacher educators include:

- Higher Education academics with a responsibility
- for Teacher Education as such,
- for teaching a subject (such as chemistry or mathematics) to students who will later become teachers;
- for research into teaching,
- for subject studies or
- for didactics;
- teachers in schools who supervise student teachers during periods of teaching practice;
- school teachers or school managers responsible for inducting new teachers during their first year of teaching; or
- those in charge of school teaching staff's continuous professional development.

Teacher educators may therefore work in many different contexts including (universities, schools, private sector training organisations or trade unions) and their working time may be fully, or only partly, dedicated to the preparation of teachers.

### **GOVERNMENT OF INDIA ORGANISATION BODIES IN TEACHER EDUCATION**

University Grants. Besides these, MHRD, there are also other ministries that have institutions which run teacher Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education training programmes. Ministry of Women and Child Development has a large net work of training of Anganwadi workers, who take care of pre-school component. At the State level, the apex states under the control of the Department of School Education, whereas the teacher training body that looks after teacher education is the Government Department of Education. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many education institutions are managed by the State government. In certain other States, majority of teacher training institutions are managed by private agencies under self-financed category. At the State levels institutions offering degree courses are under the Department of Higher Education. In certain States all teacher, there are teacher training institutions being run by the Departments of Tribal Welfare, and other administrative departments. Creation of separate cadre for teacher educators has been an important issue to be solved in many states.

## **ISSUES AND CHALLENGES IN TEACHER EDUCATION**

### **SOME SUGGESTIONS THERE OF**

A number of write ups have appeared on educational quality in recent years, examining factors that help improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, various programs as well as the literature increasingly emphasize teachers, schools, societies and communities. The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. Some issues & challenges in Teacher Education are delineated here along with probable suggestions:

### **QUALITY CONCERN**

The Practices and Procedures insisted upon by Teacher Education Institutions usually tend to be quite at variance with the Content, Instructional Objectives, nature and level of the Learner Group, teacher's inclinations and capacities and the context in which the instructional process is carried out. Irrespective of the institution and where it is situated, all student teachers generally conclude that the B.Ed. programme is not so useful once they become regular teachers in schools, although it is essential passing the B.Ed. examination to become a regular teacher. The significant Question that it poses to teacher educators is whether there is any 'Omnibus' methodology for Teaching.

### **LACK OF TECHNICAL CLARITY**

There is a certain lack of technical clarity about what are proposed and insisted upon as essentials in Practice Teaching. To Some extent, this could also be due to the fact that several teacher educators, who provide 'feedback' to student teachers, are themselves in no position to be sensitive to the subtleties of the instructional process. They can hardly visualize effective alternatives and suggest them to student teachers. The reasons could be that several of them have become teacher educators after completing studies. This leaves them with the barest minimum exposure to actual classroom or, more appropriately, to instructional Processes of 'Practices' sessions while under training. As a result, when they attempt providing technical hints, they sound too theoretical and may appear "bookish". To combat this problem experienced teachers may be associated while teaching accomplishing the task of practice teaching. The services of superannuated teachers can be availed for the same.

### **PROCEDURE OF ASSESSMENT**

The procedure of assessment is inappropriate for a complex practice like teaching the nature of the tasks being highly creative, individualistic and non- standardized. Its evaluation should also necessarily possess similar characteristics. The Practices adopted for assessment of practice teaching tend to emphasize objective, standardized and fair assessment. For fear of being

“unfair” and “Subjective” they do not often reflect concern for the rigor of teaching in technique and spirit.

### **ISOLATION OF TEACHER EDUCATION DEPARTMENTS**

The Teacher Education Institutions, which are affiliated to universities, feel separated from the intellectual discipline in the university. Training institutions meant for undergraduates are completed isolated in this regard. Thus, there is an urgent need to break the existing isolation of teacher training institutions from universities. In order to achieve this goal, we shall have to bring teacher education in to the mainstream of the academic life of the universities. In order to strengthen its bond with the university, education may be introduced as an elective subject in degree courses. Education should be recognized as an independent discipline like philosophy and psychology.

### **LACK OF BOOKS AND MATERIALS**

For successful teaching, there is a strict requirement of books and other supportive material which lead to effective teaching. But, unfortunately in our education system, there is lack of quality books and materials in Teacher Education Institutions. Most of the institutions just purchase some books to fulfill the criteria without bothering their worthwhileness. To check books and other supportive material State Government and Universities should take initiative. Statutory bodies should insist upon the need of latest, up-to date & quality books in Teacher Education Institutions which will be able to enhance knowledge of teachers and also broaden their mental horizons which may not remain inchoate in the absence of a meaningful exposure.

### **LACK OF DEDICATION TOWARDS THE PROFESSION**

Teaching can be made effective by the interest and dedication of the teachers. In Teacher Education system, we hardly find such type of dedication among teachers towards their profession. In order to create such type of dedication some refresher courses should be started by N.C.T.E and action research in Teacher Education should be encouraged.

### **ISOLATION OF COLLEGES OF EDUCATION**

The different types of Teacher Education Institutions are also isolated from one another. In order to remove the isolation existing among the institutions

preparing teachers for various levels of education and for special areas such as physical Education, art and craft, etc. an intensive effort is to be made. In a phased manner, all types of Teacher Education institutions should be brought under the jurisdiction of universities and all the existing training programmes may be upgraded to the university standard. The same may be applied for special kinds of training institutions also. Obviously, the qualification and pay scales of Teacher Educators will have to be improved accordingly.

### **SUGGESTIONS**

1. Value education should be given to teachers, so that they could educate young minds in the right direction.
2. Curriculum of teacher education program should be revised from time to time according to changing needs of society.
3. The quality of teacher education program should be up graded.
4. Teacher education program should be raised to a university level and that the duration and rigour of program should be appropriately enhanced.
5. Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc.
6. Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level.
7. University gives more preference to the government institute then the private institute. Private institutes criticized by the university, but they have to deal with as a guide so that they can improve their qualities. It will be given equal importance so that teacher education program will run in better manner.
8. University deal institution as a ring master but if they deal with the institution as guide then it will give a better result in teacher education program.

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.

10. Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
11. Teacher education program should enable the teachers to develop their life skills among students.

12. 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.

13. Teachers should encourage student's capacity to construct knowledge.

## **CONCLUSION**

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education program needs to be up graded. Learning to teach also had to do with the beliefs, knowledge, and experiences prospective teachers brought with them into preparation programs; the ways their knowledge changed and was translated into classroom practice over time; the ways teachers interpreted their fieldwork and course experiences in light of their own school experiences; and how they developed professionally as teachers by observing and talking with others. Based on the premise that teacher education was a learning problem, the center government, state government as well as NCTE should take strictly step to make teacher education program effective. The teacher educator profession has also been seen as under-researched; empirical research on professional practice is also scarce. However, the importance of the quality of this profession for the quality of teaching and learning has been underlined by international bodies including the OECD and the European Commission. Some writers have

therefore identified a need for more research into "what teachers of teachers themselves need to know", and what institutional supports are needed to "meet the complex demands of preparing teachers for the 21st century." In response to this perceived need, more research projects are now focussing on the teacher educator profession.

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