

Issues & Challenges in Teacher Education

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Abstract

The progress of a country depends upon the quality of its teachers and for reason teaching is the noblest amongst all professions. Teaching can regain its earlier noble status in the case the quality of teacher education in our country is improved. Teacher should be prepared to meet the challenges of local, national and global demands because the quality of education depends to a great extent on the quality of teachers. Teacher is the most important pillar of the education system that develops the learner as well as society, teachers are capable of generation and imparting knowledge as per commands of the society.

Keeping in view requirements of 21st century, the National Policy of Education(1986) was drafted with a very broad outlook. Along with other issues of concern, consolidation and restructuring of teacher education was strongly emphasized for an overall quality control in the education sector. This specific directive deserves special appreciation because it has re-focused the views of Kothari commission (1964-66) wherein it was stated that quality of education and its impact on national development mostly depends on quality. Competence and character of teacher. It was also stated that quality teacher education programmes can assure supply of high quality recruits to the teaching profession.

I. Issues in Teacher Education

Major issues in teacher education concern the following

- Proliferation of Colleges of Education
- Isolation of Colleges of Education
- Region imbalances
- Alternative modes of teacher education
- Duration of teacher education
- Examination system

Further there are issues related to the quality of teacher education

- Curriculum
- Personal and social skills
- Subject knowledge
- ICT skills
- Context sensitivity
- pedagogy for the global world

Challenges in Teacher Education

- Several types of teacher education institutions, thereby lacking in uniformity.
- Poor standards with respect to resources for colleges of education.
- Unhealthy financial condition of the college of education.
- Incompetent teacher educators resulting in deficiency of scholars.
- Negative attitude of managements towards development of both human as well as resources.
- Uniform education policy of the government treating excellent institution alike.
- Improper selection of the candidates (student teacher) to be admitted.
- Traditional curriculum and teaching methods of teaching in the teacher education programme.

- Inadequate duration of teacher programme.
- Haphazard and improper organization of teacher education.
- Unplanned and insufficient co-curricular activities.
- Subjective evaluation pattern.
- Practice teaching neither adequate nor properly conducted.
- Feedback mechanism lacking.
- Objectives of teacher education not understood.
- Secondary level teacher education is not the concern of higher education.
- Lack of dedication towards the profession.
- Lack of occupational perception.

II. Draw back of the Present Teacher Education Programmed

After critical analysis of the existing educational scenario. The teacher education System not at all free drawbacks or lacunae of different dimensions. The educational and policy makers are quite aware of the situation. A number of instances are there when different commission and committees identified some of the critical issues and suggested measures for rectification. But the work is still unfinished. Some of such drawback are:

1. Teacher education is still not properly recognized as a subject. Its status in the education sector is ill- defined. Significance of teacher education in the teaching- learning process of all the subjects is neglected.
2. Meritorious students do not teacher education as a subject of their choice. The exact reason is difficult to ascertain. It is likely that teaching profession has failed to attract them.
3. Traditional conservations syllabus which is not at all uniform even within a state in a vital issue of concern. Especially at this moment of time when education has become globalized, course curriculum must be dynamic, updated and technology based.
4. A number of teacher training institutes are running without basic infrastructure in the form of library, laboratory, teaching aids and manpower.
5. Shortage in the number of quality teacher is a significant point to consider especially when quantitative expansion in the form of private teacher training instates ha been permitted to function.
6. Insufficient funding is a burning problem for many institutes.
7. Scope for practice teaching in schools is so limited that introduction of internship in the post-training period appears an impossible task.
8. Research in the area of teacher education is quite neglected. Now a days many teacher educators are taking interest in different areas of teacher education and trying to build up research teams with other faculty member and scholar.
9. When separate universities are function took after profession course like medicine, engineering, law, animal, science etc. ,a separate university for teacher education, education and physical educational may be proposed.
10. Lack of desired motivation dedication, social commitment and accountability are also erecting obstacles in way. Not to speak of a class of people, if the entire manpower involved in the process in the form of teaching, learning administering,

managing of lending support services do not express their faith in human value, any good effort will be futile.

IV. Suggestion

Teacher education is to be revitalized for the sake of existence teacher community. Learner community, community of educationist, academicians and nation as a whole. Some measure are suggested for consideration of education and policy makers which seem to have adequate impact on revitalization of teacher education. The measures are:

1. Teacher education institutions doing pioneering work may be treated as model institutes. These institutes may be entrusted to look after up gradation process of other institutes.
2. A separate university may be established to look after teaching and research of the institutes of teacher.
3. A separate recommending body for teacher education may be established and empowered at national level. Alternatively, the present bodies may be suitably oriented to meet the present day challenges.
4. Research activity in teacher education and related areas may be promoted and strengthened to such an extent that outcome of research may be used as input of the teaching- learning process.
5. Concept of experimental model school may be re-introduced. Alternatively, selected schools on regional basis may be identified, restructured and suitably funded with a directive to extend necessary help to the teacher education institutes of research on compulsory basis without hampering their own teaching- learning system.
6. As private institute and open universities/ institutes are imparting instruction at B.Ed, M.Ed, M.A. in Education and M. Phil/ Ph.D. in Education, their academic standard is to be strictly monitored.
7. No compromise with quality can be allowed.
8. Up gradation of course structure, examination reforms, proper use of technology, teaching aids and audio- visual aids must be ensured.

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