

ISSUES AND CHALLENGES IN TEACHER EDUCATION

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Abstract: A true teacher stimulate students to gain knowledge by guiding them, considering each and every student's mind, capability, intelligence, behavior, background, current situation and so many such factors. In current scenario teaching learning process is undergoing a shift. Now classrooms are student centered classrooms and role of a teacher is more as facilitator rather than an dictatorial master. This change has made the teacher's job even tougher. It is said that a teacher who loves teaching teaches to love learning'. So, if teacher will be good they will teach to be good students and citizens. The responsibility of making 'good teachers' lies upon teacher education. If we want good teachers we will have to work upon strengthening our teacher education system. Thus, Qualitative improvement of teacher's education is the first step that is urgently needed for updating teacher and the whole education system.

Index Terms – challenges, problems, teacher education.

INTRODUCTION

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards- Anatole France, a great and simple statement to describe what teaching is. But the task of a teacher is not as simple as it seems while reading the statements. In practical situation it is the toughest job because a teacher cannot work only in current situations as other professionals do. He/she has to work hard even before as well as after the teaching. A beautiful saying 'A teacher presents the past, reveals the present and creates the future' explains the richness and hardship of teaching profession. A teacher like other profession cannot work only based on his/her previous knowledge and experience but he/she has to act while considering each and every student's mind, capability, intelligence, behavior, background, current situation and so many such factors. All these factors make teaching a complex job. Due to the complexity of his/her work a teacher is said to be the creator of other professions. All teachers are creators but quality of their creation varies according to their level of teaching.

Ironically, in current scenario especially in India we have many teachers but a few good teachers who can create good students or citizens that can contribute to make a good nation. All around us we meet many people who have degrees as well as knowledge but have no practical knowledge and skills to do the specific job for which they have qualifications. Who produce this stuff of students? We! When we proudly call our self creators of the nation then we have to take responsibility of creating weak, unskilled, less capable and less responsible citizens. No doubt we all are not equally or only responsible for the decreasing standards of education. There are many social as well as political issues also behind this situation. Even then we cannot deny the fact that in one or another way we or a few among us are also responsible.

As we all know, 'Teaching is not everybody's cup of tea'. But these days teaching has become the simplest and easiest job for many people. They have degrees but have no skills thus are teaching without any efforts and training thus producing the same students as they are. Who produce these teachers? It's again come to our shoulders. Actually it has become a vicious cycle that is reoccurring again and again and generation by generation destroying our society. It's an alarming situation so we must consider those issues which are responsible for this degradation of the education system. As it is said 'teacher who love teaching teaches to love learning'. If teacher will be good they will teach to be good students and citizens. Thus, Qualitative improvement of teacher's education is the first step that is urgently needed for updating teacher and the whole education system.

Problems in teacher Education

Over the last half a century and particularly in current scenario, teaching learning process is undergoing a shift. Now classrooms are student centered classrooms and role of a teacher is more as facilitator rather than an dictatorial master. This change has made the teacher's job even tougher. Gone are the days when the teacher were indulged in transferring the contents of program to a inactive group of students. Now days, teachers try new experiments in each classroom that includes learning by doing, activity based learning, project based learning, development of various skills including core skills like thinking and cognitive. Today, there are many challenges in front of the teacher to which he/she has to be face and deal effectively. A few of these are:

- Reorientation of subject knowledge
- Vitalizing of professional studies
- Improving methods of teaching and evaluation
- Improving of student- teaching relationship
- Development of special programmes and courses
- Revision and improvement of curriculum.
- Acquaintance with the technology
- Imparting knowledge based on learning by doing
- Child centered education

- Activity based education
- Increasing educational accountability
- Demands for high quality

So, for providing teachers of that quality which can meet the above challenges improvement in teacher education should be done at two levels.

A. Creating new teacher educators: First of all we should create such an environment in which dedicated, trained and skillful teachers can be created. Every facility should be provided in teacher training institutions that can equip prospective teachers with the new trends and needs of the education system. But the current situation of Indian teacher training institutions is just opposite. There are a number of issues to deal with. A few of these are given as under:

- **Incompetent teachers and students:**

Today the organizers of teacher's training programme/institutions are not well aware of the actual and practical problems of schools. The training programmes being provided are not properly framed, and do not give opportunities to the students and teachers to develop required teaching competency. Actually, there should be a connection between the work schedule of the teacher who is in the programme and school that is being adopted for teacher preparation in a training college

- **Inappropriate Teaching Practice:**

Teaching practice being provided in teacher training institutions is neither adequate nor properly conducted. Although, all kinds of arrangements regarding practice in teaching are elaborated yet today student teachers do not take the task of teaching seriously. The big obstacles in the development of pedagogical skills are deficient in sense of duty, irresponsibility, aimless, lacking innovative measure in teaching etc

- **Lack of subject knowledge:**

Today's teacher training programme does not lay emphasis on the knowledge of the basic subject. During the whole process of teaching practice, the student teacher remains indifferent with regard to the subject knowledge. Even while supervising the teaching practice sessions no subject expert is provided to give feedback that is required for specific subject.

- **Inappropriate teaching method:**

In India teacher educators are reluctant to testing and upgraded or new teaching methods. They are less acquainted with communication devices and technological changes coming across the modern class-room. Neither any training is being provided to student teachers to use new technology in their classrooms nor are they stimulated to do so.

- **Isolation of Education Departments, colleges and Institutions:**

The teacher education has become isolated from schools. The current development in school education has been observed separately by education commission. In the real sense teacher education department should be treated as the nursery for the professional development of school teacher but the fact is something else, the schools consider these institutes as an alien. Nor the education departments are serious to treat the school teachers as their product. Both these departments i.e. education department and schools are not caring for the sounders of pedagogy involved in the procedure. Yet both are busy in only observing the formality of completing the prescribed number of lesson.

- **Faulty supervision:**

The supervisory organizations for practice teaching should aim at guiding the pupil teachers in learning to organize contents, planning their lessons, developing other related skills and formulating suitable gestures. At present their lesson plans are checked superficially. There are less opportunity for the students to discuss their lesson plans with some subject method specialist. Most of the time is spent on teaching session and less to the feedback session. While maximum time should be spent on discussion about the positive and negative aspects of pupil teacher's performance while practice.

- **Inadequate number of teacher educators:**

The above problem of lack of proper supervision is due to the shortage of good teacher educators. Number of teacher educators is very less as compare to the required ones. Many colleges do not appoint sufficient number of teachers.

- **Changing qualifications of the teacher educators:**

From last 20 years qualifications and eligibility criterion for appointing teacher educators is changing frequently. With every change level of qualifications is going low. By lowering the qualifications how can we expect to get teachers of higher quality?

- **Inadequate empirical research Research in education:**

No Quality research is now being done in the field of education. Whatever research is being conducted is of either of poor quality or is not of practical use. Before undertaking any research, the teacher programmes are not studied properly.

- **Poor academic performance background of student teachers:**

Mostly candidates getting admission in teacher training programmes are of poor academic background. They are not internally motivated to choose this profession. Thus have low background for a well-deserved entry in the teaching profession.

- **Poor physical conditions:**

In India, the teacher education programme never has been placed at its deserving position yet always has to face step motherly treatment. Many of the teacher education institutions are being run in rented buildings. Many are running without proper facility of an experimental school or library or laboratory and other equipments, which are necessary for a good teacher education department.

B. Training of in service teacher educators:

At this level teacher education need to work for the teacher educators who are already working in government and private teacher education institutions but are not well versed with the new trends of education. To deal with this situations teacher education should provide various programmes. A few of these can be as follows:

- **Training courses**

In government sector, there are many in service programme being run by the educational institutions to improve the level of teaching of in service teachers. Due to privatization number of private colleges is much higher than government. But no programmes are being organized to train the teacher as well as teacher educators working in private colleges. The provisions should also be there for training of the teachers working in private sector also.

- **Supervision of teacher educators:**

Unlike government institutions, in private institutions also there should be some system like API, through which progress and further learning of teachers can be assessed. There must be some areas in which supervision should be there that can motivate all the teachers and teacher educators to work from their heart.

- **Incentives for the teacher educators**

Some incentives should be offered to the teachers either monetary or in the form of awards or appreciations by which the teachers can be motivated to do their work from the core of their heart.

CONCLUSION

At present, Indian education system is at alarming situation. Knowledge and means of gaining knowledge are changing at every moment. But due to our poor teacher education system we are unable to produce teachers of such quality who can cope with the new emerging trends of the education. If we really want to provide good education to our coming generations then we must work upon the above identified issues and meet these challenges to overcome all the problems which come across the way of improvement of our education system. Teacher education should be so strong that can provide teachers such an insight that he/she himself can think upon practical problems of teaching and learning process and give possible solutions of these problems.

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