

**TEACHER EDUCATION: ISSUES AND THEIR REMEDIES****Bhagyashree Dudhade***Prof. Swami Vivekanand College of Education***Abstract**

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The paper throws light on major issues of Teacher Education and remedies to bring quality and improvement in the teacher education. These remedies will be helpful to Centre and State Governments, Policy Makers, educationists, colleges and universities to bring reforms and brighten the future of teacher-education.

Keywords: *Teacher Education, Teacher competence, Teacher motivation, Issues, Remedies*



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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 be achieved through the proper education of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the national builder. 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 behaviour 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. The above said facts express the dire need of teacher-education. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in class rooms, school and outside the four walls of the school.

Major Issues Of Teacher-Education -

A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education, still our teacher-education could not raise upto the expected level. It is lacking behind somewhere in realizing its purpose. Its scope has broadened and its objectives have become focused during the last thirty five years, but teacher education could not realize its objective fully.

Following Are The Major Issues Of Teacher-Education

Science And Technology

The world has become interdependent and is turning gradually into a global village. But educational programmes for teachers or teacher-education has not made full use of technology for the development of the teachers with the knowledge of latest technological advancement. We have failed to produce teachers who are expected to use these upcoming techniques.

Developing Creativity -

No doubt, bloom in 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 human being. But we have forgotten that knowledge cannot be delivered, it has to be created. It means that we should emphasis on creativity.

Working Of Teacher-Education Institutions -

The National Council for teacher- education (NCTE) is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institutions, but because the country is so diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

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.

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 and adversities more effectively. These skills are (a) Thinking Skills (b) Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking (b) Social Skills – Interpersonal relations, effective communication and empathy (c) Emotional Skills – Stress Management. Main issue is that teacher-education is memory based i.e. there is no active involvement of students, so we are lacking in the development of life skills among the students, which are essential for all round development of students.

Realization Of Constitutional Goals -

India is a democratic Society and there are four founding pillars of this democratic society as are mentioned in our constitution. These are

- Equality of status and opportunity.
- Liberty of thought, expression, faith, belief and worship.
- Fraternity assuring the dignity of the individual and unity and integrity of the nation and
- Justice – Social, Economic and political

These concepts incorporated in the constitutional are essential for national development. One of the major issues of teacher education is the realization of these constitutional goals.

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 if they are sensitive towards these issues.

Structure Of Teacher-Education Programme –

A lot of stress is given on teacher education course in India, unfortunately still there are several loopholes in the system. Several loopholes are following:-

a) Curriculum - Curriculum of teacher education programme in India has been criticized much. Some educationists feel that it does not fully address the need of contemporary Indian Schools and society and it does not contain relevant contents for teachers who are to impart quality education in schools.

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

c) Time duration - Till last year, 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 frame work (1998) also recommends for two year duration of teacher education programme. And from this year it is been implemented, but it has affected on the total admissions to B.Ed. and M.Ed. courses.

Remedies -

1. Value education should be given to teachers, so that they could educate young minds in the right direction.
2. Curriculum of teacher education programme should be revised from time to time according to changing needs of society.
3. The quality of teacher education programme should be up graded.
4. Teacher education programme should be raised to a university level and that the duration and rigour of programme 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 on those who fail to come up to expected level.
7. 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.
8. Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
9. Teacher education programmes should enables the teachers to develop life skills among students.

10. 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.
11. Teachers should encourage student's capacity to construct knowledge.
12. Constitutional goals of justice, liberty, equality and fraternity can be realized through proper teacher education.
13. Teachers are to make positive contribution to the realization of the constitutional goals.
14. Teachers must understand the importance of the constitution in its true prospective in the light of Indian Culture ethos and integrate it with the philosophy of education.
15. Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.
16. The impact of science and technology and ICT on society and education should be fully discussed in teacher educations institution.
17. Scientific temper should be developed and its application for the solution of problems of life should be encouraged.
18. New knowledge and new experiences should be incorporated in the curriculum and there should be a scope for teachers for reflection of knowledge.
19. Educational institutions should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.

Conclusion –

Teacher and 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 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. No doubt a lot of stress is given on teacher-education course 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. This article would be helpful to State and Centre Governments policy maker budget allotment and educationists to bring reforms in teacher education.

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