

ISSN 2278-8808

An International Peer Reviewed

**SCHOLARLY RESEARCH JOURNAL  
FOR INTERDISCIPLINARY STUDIES**



## **Experiences of primary school teachers & challenges before teacher education**

Patil Padmashree S.

Ph.D. Scholar

Megha Uplane

Associate Professor

Department of Education,

University of Pune

### **Abstract:**

As an integral part of educational system, teacher education in India has to be responsive to socio-cultural ethos and national development. It does not consist of institution-based activities only. Its scope has broadened and its objectives have become more focused during the last thirty years. Therefore, it is expected to engage itself in all endeavors of social and national reconstruction and regeneration, address itself to the social and educational problems, fulfill the expectations of the people, accelerate the process of nation building and assist in the realization of constitutional goals. It is true that considerable achievements have been made in all these directions. Teacher education cannot remain indifferent to its context and major concerns. In this experiment the researcher found the result like this, Children learn best by action followed by reflection and feedback. In teaching five A are important that is 1) Aim- Clear learning objective before starting any lesson by clear about what outcomes we want to see for the students 2) Activity- Experimental , start the lesson with the activity where children have their own experiences and try out 3) Analysis—Questioning & Concept Formation , introduced the concept to the students formally through questions and discussions. 4) Apply – Real life problem Solving , self study with reflective questions and challenging problems. 5) Assess- Measurement & Feed Back.

## **Introduction:-**

Challenges Before Teachers Of Today The Challenges Facing Beginning Teachers New teachers bring varying backgrounds, motivations, experiences, and preparation levels to their initial teaching experience. Their view of the profession and their role in it is shaped by these motivations, as well as by the context in which they begin their work. THE CHALLENGES OF BEGINNING TEACHING Beginning teachers enter classrooms today with high expectations for themselves and for their students. Yet, we know that the first year of teaching is a sobering experience for most new teachers, and that, over the course of one year, teachers experience a decreased strength of belief in their own efficacy and in the learning potential of their students .The early years of teaching are often characterized by a “sink -or- swim” or “survival” mentality because we have often failed to provide for careful support and thoughtful development of teaching expertise over time. Beginning teachers are traditionally expected to assume all the same responsibilities as the more experienced teachers, and are often assigned the most difficult and challenging students, those that their more experienced colleagues do not want to teach. There is no staging or levels of responsibilities as there is in many other professions. It should not be a surprise that new teachers often speak of just trying to survive during their initial years in the classroom. Many support programs for new teachers focus on the teacher who enters the classroom having been through a comprehensive preparation program. Even the most well-prepared teachers need assistance in applying what they have learned and in moving from a student-teaching situation to their own classroom where they are now fully in charge.

**Discussion /Conclusion:** This is a survey method. In this study 50 Teachers gave the three question and its open ended questions and the result find differently in each teachers experience was different but they play a role of teacher very well. All means the aim of all problems is like that students should be in Discipline, and psychologically, physically and mentally should be strong. Examination phobia is very much important point in this current era. CCE (Continuous Comprehension evaluation) pattern made a student examination free and continuously involve in activity base learning process. Improving the quality of learning in school is of top priority. The major goal of this paper is to serve as a guideline for School base learning of research presentations in oral or written form. Another important goal of this paper is in modern era the type of education should be like this. The major purpose of the entire effort is to make the research presentations as

easy to comprehend as absolutely possible. The same structure is being used for Paper presentation, as well as for conference and journal publications

**Results:** Children learn best by action followed by reflection and feedback. In teaching five A are important that is 1) Aim- Clear learning objective 2) Activity- Experimental 3) Analysis—Questioning & Concept Formation 4) Apply – Real life problem Solving 5)Assess- Measurement & Feed Back.

**Key Words: Psychological, Emotional, Discipline, Examination phobia.**

### **Acknowledgments**

The author is thankful to Dr. Uplane for their response to some of the ideas presented here;

Also, to Teaching staff for their contribution for sharing experiences to publish a paper of this type with all the experiences incorporated.