



Challenges and Experiences in Teacher Education Program

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Abstract

The present paper is focussed on today's challenges faced in teacher education program. Considering the present situation of TE, its curriculum, the teacher educator, teacher trainees, administrator, and management of particular institution faced problems of admission process. There is minimisation of the number of students in teacher education institutions. Intake capacity of students in institution is not fulfilled. It creates overburden and job insecurity for the members who are working in the respective institution. Increase the age limit for the job i.e. 60 to 62- 65 years by rule. Because of this rule job opportunity for the new comers is decreased. It also affect the mentality of the person who taking the benefit of this rules that person is not taking so much interest in the academic work, lack of professional involvement in the institution. The majority of teacher trainees look at teacher education program as a passport to join in school means to become teacher. Therefore most of them de-motivated to move toward this profession. Even in non-aided colleges of education who don't pay as per pay scale stipulated by the government. Another reason is unavailability of NET/ SET qualified students. This is the ground reality due to which this profession don't attract better personals who become better teacher educator , better administration. The present paper highlighted the challenges and experiences in teacher education program.

Challenges in Teacher education-

- Community attitude
- Critical admission process
- Increase the number of education institutions.
- Lack of job opportunity
- Pattern of curriculum and duration of the course.
- Non cooperation of practising schools
- Barriers in implementing technology
- No special provision for special children

- Competition to fulfil the API norms
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Key words- Teacher Education, Challenges, Course

Introduction- The present paper is focussed on today's challenges faced in teacher education program. Considering the present situation of TE, its curriculum, the teacher educator, teacher trainees, administrator, and management of particular institution faced problems of admission process. There is minimisation of the number of students in teacher education institutions. Intake capacity of students in institution is not fulfilled. It creates overburden and job insecurity for the members who are working in the respective institution.

Challenges and Experiences in teacher Education

I- **Community attitude-** Teaching is one of the most respected professions in the society but now days the role and functions of teachers changes in the era of globalization and technological revolution. That why it is expected that the teachers must play a vital role as a social transformer. It is the prime expectation of the community that the today's teacher should be versatile for all round development of the children. The teaching has to be made progressive and the monotonous and stereotyped image of teacher education should be changed . A comprehensive practical training in all dimensions of TE is essential.

II- **Critical admission process** -The admission procedure to teacher education institution has become complicated and time consuming day by day. The admission process is centralised and the implemented with the collaboration of MKCL. The process of the scrutiny of the application form and other formalities is quite imbalanced. Due to this candidates are unable to join their respective institution after the beginning of the session and they are labelled as late comers. The institution is also suffered by this admission process that the teacher training colleges unable to complete the given task in the stipulated period or they complete without giving proper justice to the work.

III- **Increase the number of Teacher training colleges** Today there is aided and nonaided colleges of education established in urban and rural area of Pune city. As compared to this number of nonaided colleges of education are increased. These colleges could not complete their intake capacity of the students. Lack of upgradation of the library. Lack of educational facilities as required for the course.

IV- Uncertainty of job opportunity- There is uncertainty of getting job in the field of teacher education. Today a backlog of trained teachers and not qualified NET/ SET examination too. It also happens that the available jobs don't go to the competent candidates due to the interference of members of institution. That's why it demotivates the fresh candidates.

V- Pattern of curriculum and duration of the course There is no uniform pattern across universities. In existing curriculum new trends of education are included i.e., Models of teaching, simulated teaching, team teaching and technological based teaching lesson. It is very rigid to be fulfilled in the stipulated period. Even the problem faced in the lesson observation is that school teachers are unaware about the new trend of education. They do not give proper justice for lesson observation of the student teachers. In the one year course there is a binding to complete the whole syllabus. But when we consider the admission process it is very difficult and hectic to complete the given task. Hence the duration of the said course is a challenging task.

VI- Non cooperation of practising school- For an effective program of teacher preparation practising schools play a vital role. Now a days increasing the number of training colleges creates extra burden on practising schools. The school teachers do not cooperate with pupil teachers who come to school for lesson. It is also a very common experience that school teachers are not willing to take part in the lesson observation.

VII- Barriers for implementing technology – In the existing syllabus TBL lessons and TBT practical is a part of curriculum. Every student teacher should complete TBT practical and TBL lessons too. It has been noticed that teacher education institutions are unable to fulfil the requirement of technology that is not well equipped lab if available but not in suitable condition. Because of this students face problems to complete their practical work in time. Even most of the teacher educators have lack of computer knowledge or they are not taken so much interest to interact with technology.

VIII- **No special provision for special children.**- In the inclusive set up there is uniform pattern of syllabus for every students . In the class there are differently abled students admitted. For them no special syllabus, practical work and no any special provision provided in the present syllabus. Such students faced difficulties to complete their work with normal students.

IX- **Competition to fulfil the API norms-** To fulfil the Academic Performance Indicator is the main target for every teacher educator. So without giving the priority toward teaching which is the prime duty of every teacher every teacher educator try to fulfil their API and norms. It is important for the upliftment and carrier point of view for the teachers.

Conclusions

Overall considering all challenges in the field of teacher education the authors would like to suggest following-

1. There should be collaboration between institution and community.
2. Admission process should be centralised
3. No. of Teacher training colleges increases as per the requirement and availability of the job.
4. Use the maximum manpower resources' in the field of education
5. Duration of course should be increased and uniformity should be there.
6. Orientation program should be arranged for the school teachers for better cooperation.
7. Increase the technological awareness and its usability in the teachers
8. Special provision should be made in inclusive set up.
9. There should be coordination to fulfil API norms.

Referances-

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