



## KEY CHALLENGES AND POSITIVE SUGGESTIONS OF TEACHER EDUCATION

**Kiran Kumar K S, Ph.D.**

Assistant Professor, Kumadvathi College of Education, Shikaripura-577427,  
Shivamogga-District, Karnataka. [Email-kirankumar.ks25@gmail.com](mailto:Email-kirankumar.ks25@gmail.com)

### Abstract

*“No society can rise above the standard above of its teachers”. -National Policy on Education (1986).*

*As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.” The success of a student depends most of all on the quality of the teacher. With the advent of standard based reforms, the quality of teachers has become a major concern of policy-makers, college and university, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. Teacher Training or Teacher Education is a continuous process and its pre-service and in-service components are complimentary to each other. Now a day's Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Some problems are plaguing the system of teacher education so the teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. In this article the researcher highlighted ongoing debates that the problems, challenges and some positive suggestions to improve the quality of teacher education and these suggestions will be helpful to educationist, Policy Makers, universities and colleges and those interested to improve the quality and standard of teacher education for the future.*

**Key Words:** Education, Quality, Challenges and Suggestions.



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### Introduction

Man is a social being and a product of society and the society depends upon its individual for its development. Aims and objectives can achieved through the efficient teacher for an education system of its man of any society through proper education. So we require efficient teacher. There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, schools, regulatory bodies, to teachers themselves.

### Problems of Teacher Education

Some of the problems concerning teacher education are discussed below:

- **Problem to Monitor of Teacher-Education Institutions**

The National Council for teacher- education (NCTE) is a regulatory body which Control the functioning of teacher education institutions and prevent them from becoming Commercial  
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(money making) 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.

- **Deficiencies in Selection Procedure**

While taking admission to teacher education programme by the trainees the government or management not following a proper selection procedure. A good selection procedure would not only improve the quality of teacher education course but also provide a suitable candidate for this pious profession.

- **Lack of Regulations in Demand and Supply**

There is a considerable lag between the demand and supply of teachers. The State Education Department has no data on the basis of which they may work out for the desired intake for their institutions. This has created the problems of unemployment and underemployment and creates student unrest.

- **Deficient in Facilities for student -teacher**

As we know that teacher education is the cornerstone of education even then it is treated as step-son of education in India. About 20 percent of the teacher education institutions are being run in rented buildings without any facility. An experimental school or laboratory, library and other equipments are necessary for a good teacher education department. There are no separate hostel facilities are available for student.

- **Lack of Facilities for Professional Development**

Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

- **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.

- **Problems of Practice Teaching**

Practice teaching is the most important part of this programme but inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

- **Problem of Supervision of Teaching**

The supervisory organizations for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situations. It aims at guiding in planning their lessons, learning to organize contents, formulating suitable gestures and developing other related skills. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.

- **Incompetency of Students and Teachers**

The current training programme does not provide proper opportunities to the student teachers to develop competency because the organizers of teacher's training programme are not aware of the present problems of schools. So there should be a close matching between the work schedule of the teacher in the programme and school adopted for teacher preparation in a training college.

- **Poor Academic Background of Student-Teachers**

Most of candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession. They take admission in teacher education programme because they could not take admission in their desirable course due to low performance in such field. So after taking admission in teacher education programme they show poor performance.

- **Practice teaching neither adequate nor appropriately conducted**

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irresponsible, aimless, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

- **Lack of subject knowledge**

The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

- **Isolation of teacher's education department**

The teacher education has become isolated from schools and current development in school education has been observed by education commission. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. These departments not caring for the sounders of pedagogy involved in the procedure but only observe the formality of finishing the prescribed number of lesson.

- **Deficient in Curriculum of the Teaching Subject**

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 school.

- **Segregation of Teacher's Education Department**

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- **Inadequate Empirical Research**

Research in education has been considerably neglected. The research conducted is of low quality. Before undertaking any research, the teacher programmes are not studied properly.

- **Faulty Teaching Method**

In India teacher educators are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern class-room communication devices is negligible.

• **Some other problems of teacher education:**

- a. Poor standards with respect to resources for colleges of education.
- b. Unhealthy financial condition of the colleges of education
- c. Negative attitude of managements towards development of both human as well as material resources.
- d. Lack of occupational perception
- e. Feedback mechanisms lacking.
- f. Objectives of teacher education not understood.
- g. Secondary level teacher education is not the concern of higher education.
- h. Lack of dedication towards the profession.
- i. Uniform education policy of the government treating excellent institutions alike.
- j. Traditional curriculum and teaching methods of teaching in the teacher education programme.
- k. Haphazard and improper organization of teacher education.
- l. Unplanned and insufficient co-curricular activities.

**Suggestions to improve the present situation of teacher education**

Here are some suggestions for improving the condition of teacher education:

- Teacher education institutions should be put under strict control of this regulatory body (NCTE) for the selection of teacher, students and provisions of good infrastructure etc.
- There should be a planning unit in each State Education Department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. This unit can also be given the responsibility of projecting future requirements of teachers in various categories.
- Educational institution should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities, which promote democratic spirit of mutual appreciation and fellow feeling.
- The practicing schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools. The course of studies and the practical work and practice teaching can be easily moderated in such a way that they will have useful implications for improving school practices.

- Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
- Working of Teacher education institutions should be examined from time to time and strict action should be taken if they fail to come up to expected level.
- Privatization of teacher education should be regulated.
- Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.
- Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
- Affiliation condition should be made strict.
- Educational institutions should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.
- Teacher educators must be well qualified and experienced with language proficiency.
- Curriculum of teacher education programme should be revised from time to time according to changing needs of society.
- The quality of teacher education programme should be up graded. Teacher education programme should be raised to a university level and that the duration of programme should be appropriately enhanced.
- There should be a free exchange of scholars from one department to the other. This will improve the quality of teacher education programmes immensely.
- For professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.
- Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.
- Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
- Several types of co-curricular activities in the curriculum should be included.
- Government should look after the financial requirements of the institutions.
- Teacher educators must be experienced and well qualified with language proficiency.
- On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
- Refresher course should be organized for teacher educators frequently.

- Teacher pupil ratio should be ideally 1:8.
- Internship in teacher education should be objective, reliable and valid.

### Conclusion

Teacher and his 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.

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