



Issues and Concerns in Teacher Education

DR. VARSHA B. PRAJAPATI
Revaba Sarvjanik Education College

1. Introduction

The professional development to teachers has received a great deal of attention in all countries, including India. The quality of education is directly linked with the teacher, to improve education there is need to prepare efficient and effective teachers what USSR today is, it is all due to its teachers and scientists. In the words of an international conference convened by teacher's federation "Good teaching depends upon good teachers. Hence our aim should be to improve the quality by of teachers." Ex-Education minister Sri M.C. Chagla had also confirmed this belief According to him "No educational system can thrive without the help of trained and competent teachers. A country with competent teachers is a country with a bright future" Teacher education had undergone radical changes in the post Independence era. Now it had emerged to be a very wide and comprehensive stream, in the shape of a separate discipline and faculty. These days teacher education is not confined to training only. It aims at all round development of a student's teacher's personality. Teachers working in a great number of sub-standard colleges can not acquire the teaching skills through self-emulation of self motivation. Some of the causes responsible for this broad and comprehensive outlook are the following.

1. Development in different areas had also affected teacher education.
2. In modern times democratic system and value have immensely influenced education also.
3. The concept of teacher education had undergone radical changes in all most all countries of the world. .
4. Researches in the field had witnessed a broad and comprehensive outlook of education.
5. Tremendous social and economic progress made by the country had helped to relate education to productivity.

Dr. W. H. Kilpatrick had said "One trains circus performers but one educates teachers." The comment made points to a very Comprehensive attitude towards education and requires changing the world' training to education. Dr. B. D. Nay Chaudhri "The teacher community should accept the challenge of future education. It is their duty to shape the system of education in a way that it may be in tune with our developing national economy and changing social values."

2. Need of Teacher education

Development in a country depends greatly on the quality of its teachers. There are some major concerns which call for an immediate action. A comprehensive dynamic and responsive system of teacher education needs to be continually evolved keeping the overall scenario in view.

The need for improved levels of educational participation for overall progress should be recognized colleges of teacher Education should take a variety of initiatives to transform the nature and function of Education both formal as well as non formal Universal accessibility to quality education is considered essential for development various commissions and committees appointed by the central and the state Governments in recent decades have emphasized the need for quality teacher education suited to the needs of the educational system. The education it is Education that determines commission (1964-66) stressed that in a world based on science and technology the level of prosperity welfare and security

of the people and that a sound programme of professional all education of teachers is essential for the qualitative improvement of education.

3. Issues and concerns in higher teacher education

The following are some of the issues which need to be considered in Teacher Education

4. Problem of Selection

Defective selection procedure may lead to deterioration of the quality of teachers. There fore proper selection of teaches should be made on the bases of aptitudde test and personal interviews. There are not proper procesed in admission in most of institution.

5. Duration

The period of training of teachers has all along been one year after graduation. The main purpose of teacher education programme is to healthy attitude board base intrest and values consistent.

6. Look of Demostration schools

Most of the training colleges do not have their demostration schools attached. This aspect needs special attention. As laboratory is to science so is a demostration school for teacher education

7. Incompetency of student teachers

The existing training programmes does not provide adequate opportunities to the student teachers to develop competency to face the varied type of situations in their real teaching life because the organizers of teacher's training programme are not aware of the existing problems of schools.

8. Deffective Method of teaching

Teaching in teacher education departments generally proceds through lecture method. This is a traditional way of teaching with no impact whatsoever. In this student teachers are passive listeners.

9. Problems of practice teaching

In most of the Training Institutions more emphasis is laid on the theory in respect to marks and time. In our higher education training collees hare no practice teching.

10. Poor condition of teachers

The enconomic condition of teachers of education departments is not satisfactory. Their pay scale is low. So they could not spaire their money in research.

11. Lack of Subject knowledge

The B.Ed & M.Ed programme does not totally emphasize the knowledge of the basic subject.

12. Lack of Library and Laboratory facilitites

Library is the soul of education. Each teacher education department or college should have a properly equipped library. But the situation is dismal.

13. Absence of professional Attitude

The entire teacher education programme in all country lack in proffessional attitude which lotich is necessary for a sound programme of teacher education.

14. Deffective Examination system

The system of examination generally, suffers from subjectivity and thus fails to evaluate the real knowledge.

15. Unsuitable text books

Teacher education also suffers from lack of good text books. Market is flooded with question answer, cheat notes and guides etc.

16. Isolation of teacher education departments

Teacher education institutions are considered islands of isolation. They hardly developed linkages with schools, peer institutions, universities and other institutions of higher learning as also the community.

17. Low standard of research

Present day educational research work conducted in education departments is generally of low quality and student teachers fail to study. The problem in proper perspective.

18. Crises of Values and morality

There has been a persistent erosion of values in the society in the present day context certain values need to be redefined and reinstated. There are situations when the values imparted and inculcated in schools are not generally practiced in society.

19. Negative attitude of student teachers

Generally, student teachers should feel helpless during training programmes and take no interest in teaching work.

20. Unhealthy atmosphere

The environment of teacher education department mostly suffers from artificiality and show with superficial teacher taught relationship. There is much back biting, praise, sycophancy and flattery prevailing in the system.

21. Lack of freedom

Education departments do not care to provide a healthy environment. They suffer from narrow outlook and do not provide freedom to student teacher for free exchange of views.

22. Careless in teaching

Most of the student teachers teach classes carelessly and somehow manage to complete the requisite number of lessons.

23. Lack of residential institutions

The nature of functioning of teacher education departments is totally different from regular colleges and, therefore, should proceed separately in residential institutions.

24. Teachers demand and supply

There is a mismatch between the demand and supply of trained teachers - area wise, subject wise and perspective wise. This is primarily because of an inadequate data base of requirements for teachers.

25. Conclusion

Thus teacher education is undergoing rapid changes in keeping pace with the demands of teaching and expectations of teachers, community and society as a whole. Various efforts have been made to improve teacher education. There is a great need for academic and professional growth of teachers, no doubt. But more requirements are the involvement and commitment of people in charge of implementing the project. Unless the need for faculty development is realised and recognised by them and teachers are genuinely motivated and inspired with the challenges of the project success of the innovation would be marginal and superficial. But gaps can still be seen Teacher education must

aim to build a national system of teacher education based on India's cultural ethos, its unity and diversity synchronizing with change and continuity. It should facilitate the realization of the constitutional goods and emergence of the new social order. It should prepare professionally competent teachers to perform their roles effectively as per needs of the society. It should also aim to upgrade the standard of teacher education, enhance the professional and social status of teachers and develop among them a sense of commitment.

References

1. Chauhan, C.P.S.(1998). Educating the Indian Teacher Policies, Programs and progress Journal of Education and Allied Sciences, IASE, Bareilly,, Rohilkhand Univol. 1, No. 1
2. Government of India :Annual Report part-I 1993-94, MHRD (Education), New Delhi
3. NCTE (1998). Policy perspective in Teacher Education, Critique and Documentation, New Delhi.