

Teacher Education: Concept, Issues, Problems & Challenges

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Abstract

The importance of competent teachers in the nation's school system can in no way be under emphasized. It is imperative to invest in the Preparation of teachers, so that the future of a nation is secure. 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 requirement of the profession and face the challenges there in. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario for today. With increasing school enrolments and the launch of Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the back log of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand for exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country.

Keywords

Teaching skills, Teacher education program, Pupil- teacher

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“The Teacher is the most important element in any educational program It is the teacher who is mainly responsible for the implementation of the educational process at any stage.”

-NCTE (1998)

Teacher Education- Teaching skills+ Pedagogical theory + Professional skills

Teaching Skills

Would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and import instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

The Pedagogical Theory

Includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage-specific and is based on the needs and requirements that are characteristic of that stage.

Professional Skills

Include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

Challenges in Teacher Education

Unprecedented expansion of teacher education institutions and programs during the past few years characterizes the teacher education scenario for today. With increasing school enrolments and the launch of Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher-led to mounting pressure on existing institutional capacity. The demand for exceeding supply, market forces have taken over

unprecedented rise in the number of teacher education institutions in most parts of the country.

The teacher Education Program has a pivotal role in making Nation builder means teacher. No doubt, Teacher Education must be under the umbrella of affiliating body. It is the duty of affiliating body to provide timely result exams and focus on quality for at least the Teacher Education course. Regarding quality and eligibility universities must be rigid in observing norms. NCTE has planned already 15 Teacher Education courses. In today's competitive era a candidate tries to get service in another sector but when he/she does not get it he/she takes admission in a teacher training course without interest and satisfaction. Now question arises that how much candidates can provide quality in this profession? There are various such problems. During teaching training candidate faces many problems, Some of them are adhered to in this paper. So in the Teacher Education course, the following points should be adhered in curriculum of book for Teacher Education.

1. Historical background of Teacher Education.
2. Comparative study with developed countries of Teacher Education.
3. Need and Importance of Teacher Education in school and Higher Education.
4. Pre-service, In-service and after service role of Teacher Education.
5. Issues, Problems/challenges and trends during teacher Training course.
6. Teachers effectiveness, development and continuous quality in teaching.
7. Quality, Quantity of teacher Education in perspectives of demand and supply.
8. Special models, methods and techniques of pedagogy for teachers of school and higher Education.

Some outlines/causes for the problem and issues

* **Admission procedure:-** Eligibility exam, Result choice of college, College is good or bad criteria equality.

* **Duration of Course:-** Pre-Nursery, Nursery, LKG, UKG in school. UG-3 Years, PG-2 Years, B.Ed.-2 Years, D.El.Ed.-2 Years, M.Ed.-2 Years in higher education.

* **Fee Status of School/College:-** Difference between, Self-Finance College, Aided, Govt. College of University.

* **Result and Evaluation:-** CBSE gives 100% but university never makes such marking, result delay, Evaluation for quality.

* **Problem of Class Attendance:-** Students not interested – Teacher also not appointed, only approved.

* **Rules & Regulation by UGC/NCTE:-** Teaching by tutor/fresher or not qualified.

* **Isolation in Practical and Theory:-** Only in file not in school real teaching Internship in 5Km. area observed by mentor.

* **Exploitation of Teacher:-** Mental, Social, Psychological by self- finance colleges / university.

Conclusion

Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level and that the duration and rigor of programs should be appropriately enhanced.

To sum up it may be said that all the above-mentioned issues and problems are faced by Pupil- teachers during training or studying teacher education courses. The Role of a Teacher in any country is supreme. In the curriculum of Teacher Education, all issues must be mentioned in the syllabus so that pupil-teacher could learn and be ready to face the challenges.

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