

# Major Problems in Teacher Education and its Remedies in the Context of 21<sup>st</sup> Century

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## ABSTRACT

*The present paper highlights the problems of Teacher Education and how to solve the problems in the context of 21st century. The progress of a country depends upon the quality of education and the quality of education depends upon its quality of the teachers. Hence, teaching is considered the noblest and a praiseworthy profession. The Programme of Teacher Education aims at the development of effectiveness, proficiency and competency of a teacher, which in turn empowers the teacher to face the challenges of her/his profession with deftness. Education is in itself a dynamic process therefore development and changes in education reflects on teacher education. Indian education system has rapidly changed with the explosion of knowledge, population growth, advancement of science and technology. Innovative ideas and practices are rapidly enriching the system of education. The present paper is focused on the major challenges that continue to obstruct the smooth functioning of the teacher education programmes. Thereafter, an attempt has been made to provide the remedial measures like proper planning and utilization of human resources, qualified staff, adequate facilities of space and equipment, effective teaching practice and internship, quality improvement, research efficacy, professional competency, empowerment of teacher educators, integration of ICT in Teacher Education etc.*

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## 1. Introduction

While man is a social being and a product of society, the society also depends upon its individuals for its development. A society can effectively realise its aims and objective if it facilitates proper education of its inhabitants. It is a fact, universally acknowledged, that a teacher is a national builder. The NCTE (1998) in Quality Concerns in Secondary Teacher Education has observed, "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." Thus, it is evident here that it is necessary to invest in the preparation of teachers, to secure the future of the nation. Teacher's personality requires certain traits like: being a good and law abiding citizen, dedication to work, modesty in behaviour and well qualified in the specific discipline, so that the teacher may transmit them to the younger generation. Now in this present era there are many problems and issues producing hurdles in the system of teacher education. As such the concerns related to the preparation of the Teacher has become a matter of serious concern at all levels including the government, ministries, the school, as well as the regulatory bodies.

## 2. Concept of Teacher Education

Teacher education is a programme which helps the teachers to develop his professional knowledge, understanding skills and attitude to perform his job effectively and successfully.

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 requirements of the profession and face the challenges therein.

According to **National Council for Teacher Education (NCTE)**, "A programme of Education, Research and training of persons to teach from pre-primary to higher education level."

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

**Teaching skill** is one kind of ability or strategy which helps a teacher to teach, to plan and to conduct an assessment affectively. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. There are many teaching skills. Some teaching skills are as follows-

1. Skill of introducing the lesson
2. Skill of identifying instructional objectives
3. Skill of classroom management.
4. Skill of using blackboard.
5. Skill of stimulus variation.
6. Skill of asking probing questions.
7. Skill of providing reinforcement.
8. Skill of Illustration with examples etc.

**Professional skills** include the techniques, strategies and approaches that would help the teachers to grow in the profession and also work towards the growth of his / her profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

**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 the characteristic of that stage.

### 3. Problems of Teacher Education

#### 1) Improper selection of the candidates (student-teachers) to be admitted :

Student-teachers who have to be selected will have to fill in with the proper admission test but usually it is not done.

#### 2) Practice teaching is not properly conducted:

Practice teaching or internship is a tool which helps a teacher trainee to practice some teaching skills which are very essential for a teacher. But the student teachers are not serious to the task of teaching, deficient in sense of duty, indifferent to children, irresponsible, aimless, lacking innovative measure in teaching which is great obstacles in the development of pedagogical skills. Even Minimum 60 learning design is not properly prepared by the student teacher in the present time.

#### 3) Lack of subject knowledge:

The teacher training programme does not emphasize the subject knowledge of the teacher trainee.

#### 4) Lack of Research:

There are many problems in teacher education and in this case there is lack of research on how to solve teacher education problems. Before undertaking the research, the teacher education programmes are not studied properly.

#### 5) Irregular supervision:

Another problem in teacher education is that teacher training colleges are not regularly supervised.

#### 6) Poor standards with respects to resources for colleges of education:

Basically resources are 2 types – Human resource and Material resource. Most of the teacher education institutions have not sufficient and well qualified teacher educator especially in private institution; also they have not good infrastructural quality, teaching aids, library, hostels and sanitary services and other equipment which are very necessary for a good teacher education department.

#### 7) Unhealthy financial conditions of the colleges of education:

Unhealthy financial condition is another problem of today's teacher education institution although government colleges are getting financial assistance by the state or central government but private colleges are suffer from serious unhealthy financial crisis due to not getting any kind of financial support by the government.

#### 8) Hapazard and improper organisation of teacher education:

Teacher education institutions have randomized teacher education's organisation is systematic or not correct. The problem is seen if the organisation is not systematic.

#### 9) Poor attendance of Student-Teachers in Private Colleges:

The student-teachers admitted to private colleges are mostly for certificate and not for reading for professional development of teaching. Due to this, poor attendance is there in the private colleges.

#### 10) Lack of Resource materials:

The quantity and quality of the textbooks, journals, and reference books available in the colleges' library are not satisfied by the student teachers and teacher educators.

#### 11) Emphasis on Quantity of education rather than quality of education:

To meet the need and requirements of teacher education many correspondence and distance education institution have been formed in India. Presently the quality of education of these institutions is low. But they are getting equal importance like regular institution.

#### 12) Lack of dedication towards the profession

Teaching profession is a novel and prideful profession in our country. But many teachers are lost their dedication towards teaching profession in the present time.

#### 13) Traditional methods of teaching in the teacher education programme:

The present age is the age of technology, where the information and communication technology has made a marked progress and has become an integral part of our daily lives. Our daily life affected by the modern technology and scientific innovations, but the teacher education still not utilizes the modern technique and method in the classroom. The methods of teaching adopted in teacher education are lecture method, material method whether relevant or irrelevant, Xerox copying method etc. There are poor audio-visual teaching aids facilities in the teacher education institutions. Use of any ICT facility in classroom transaction was rare.

#### 14) Subjective evaluation pattern:

We know that subjective evaluation system have many demerits. Mainly In subjective evaluation when an examiner evaluates the performance of student the result may be bias full. And the result will convey different meaning to different examiners. But still teacher education used this conventional evaluation technique.

#### Some other problems of teacher education are:

- Unplanned and insufficient co-curricular activities.
- Feedback mechanisms lacking.
- Negative attitude of teachers to using ICT in classroom teaching.

### 4. Suggestions for Improving the Condition of Teacher Education in India

Here some suggestions can be made to improve the condition of teacher education in India:

1. Teacher educators must be well qualified and experienced with language proficiency.
2. Privatization of teacher education should be regulated.
3. Teacher educators to be trained in the use of Information and Communication Technology.

4. Teacher education institutions of low standards should be reformed or closed.
5. Government should look after the financial requirements of the institutions.
6. Teacher education, like higher education and technical education must be the responsibility of the Central Government.
7. Curriculum development on a continuous basis to keep pace with current trends.
8. Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
9. Conditions for affiliation of teachers training college should be made strict.
10. More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
11. Regular and rigorous inspection by NCTE should be done on a regular basis.
12. Duration of Teacher education should be suitable.
13. Evaluation in teacher education should be objective, reliable and valid.
14. Research in Teacher education should be encouraged.
15. Several types of co-curricular activities should be included in the curriculum.
16. Professional development of teacher educators as ongoing ritual.
17. Value education should be given to teachers, so that they could educate young minds in the right direction.
18. The quality of teacher education programme should be upgraded.
19. Teacher education programme should be raised to a University level and that the duration and rigour of programme should be appropriately enhanced.
20. Teacher-Pupil ratio should be ideal.
21. Teacher should prepare to own responsibility towards society and work to build a better world, commitment to justice for social reconstruction.

## 5. Conclusion

The future and prospects of any nation is determined by the quality of its education, and in this context, the teachers are the greatest resources of the nation who actively contribute to the process of nation building by training its future generation. As a profession, teaching is a matter of great honour and pride. It is a teacher who creates doctors, engineers, teachers, politicians, police etc. Behind an effective society, there is always the contribution of its teachers. So every nation should emphasize more on making good and effective teachers. The quality of teacher education programme needs to be upgraded. At present a major flaw in the system is the inability of the Teachers to think critically and solve the issue related to teaching methods, content, organisation etc. The Teacher education programme requires a thorough up gradation and restructuring; the curriculum needs to be revised according to changing needs of society. Keeping pace with the demands of the fast changing society, the demands of learning and the expectations of learners, community and society as a whole, teacher education also needs to be changed. Various efforts have been made to improve Teacher Education. But these are not enough because gaps are still visible and wide. Emphasis on four modern teaching approaches such as constructivism, comprehensive learning, contextual pedagogy and ICT integration needs to be highlighted. After the deep study and healthy discussion I came to this conclusion that Central and State Governments should join the hands to bring the quality and improvement in the teacher education, and then bright future of teacher education will be possible.

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