



PROBLEMS OF TEACHER EDUCATION IN INDIA

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ABSTRACT:

Teachers are the greatest assets of any education system they stand in their interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular.



KEYWORDS: *education system, quality of education, general and students.*

INTRODUCTION:

The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above the status of its teacher..." Similar sentiments have been expressed by the Delors report (1996), and UNESCO report on Teacher and Educational Quality: Monitoring Global Needs for 2015(2006).

PROBLEM OF SELECTION

Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage.

INCOMPETENCY OF STUDENTS AND TEACHERS

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

DEFECTS CONCERNING PAPERS

A student teacher should know the meaning of -education, its objectives the socio-cultural and, politico-economics background, the principles that guide construction of curriculum etc. But a proper preparation towards a good orientation is impossible in a short duration. Following steps may be taken in this connection: (i) allowing more time to learners for good reading and sound build-up of the intellect and attitude, (ii) pruning the existing course

(iii) arranging for exchange of experience than merely attending lectures, (iv) changing the mode of testing inputs (v) the content must have direct implications in the daily school teaching.

PROBLEMS OF PRACTICE TEACHING

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. This is done through following types of supervisions:

SUPERVISION BEFORE CLASSROOM TEACHING

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.

LACK OF SUBJECT KNOWLEDGE

The B.Ed. 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.

FAULTY METHODS OF TEACHING

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

ISOLATION OF TEACHER'S EDUCATION DEPARTMENT

As has been observed by education commission, the teacher education has become isolated from schools and current development in school education the schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher.

POOR ACADEMIC BACKGROUND OF STUDENT-TEACHERS

Most of candidates do not have the requisite motivation for a well-deserved entry in the teaching profession.

LACK OF PROPER FACILITIES

In India, the teacher education programme is being given a step-motherly treatment. About 20 % of the teacher education institutions- are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipment's necessary for a good teacher education department.

LACK OF REGULATIONS IN DEMAND AND SUPPLY

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

INADEQUATE EMPIRICAL RESEARCH

In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research.

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.

OTHERS EMERGING ISSUES AND CHALLENGES ARE

- Innovation in pre-service teacher education curriculum and books.
- Development of national professional standards
- Strengthen relation between universities and schools to prepare teachers
- Mentoring Inexperienced teachers
- Development of a system of on-going professional development for teachers
- Establish learning communities and networks among teachers;
- Professional learning for educational leaders
- A greater transparency in the future of teacher education
- Staff appraisal systems and the use of peer observation in schools are still in development
- Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices.
- Teacher-centred strategies and pedagogy still dominate in the classroom
- There is a need to explore the development of performance based evaluation or developmental teacher evaluation systems for the proposed evaluation.

Needs to separate developmental and judgmental appraisal, for developmental appraisal, teachers agreed that lesson observations enhance teaching quality, Teachers are more supportive of lesson observation if their goal orientation is more learner- oriented than performance-oriented.

CONCLUSION

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swinging fall. The surviving institutions can only be helped by appropriate authorities in improving quality of their academic management.

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