

MAJOR PROBLEMS AND ISSUES OF TEACHER EDUCATION

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Abstract

On teacher education a deep study conducted on problems and Issues. During study it found that major issues are working of teacher education institutions, erosion of value, structure of teacher Programme, realization of constitutional goals, developing creativity, developing life skills, social issues and development of Science and technology. After the deep study and discussion with educationists found that improvement in working of teacher education institutions, knowledge of science and technology, realization of constitutional goals, emphasis on value education, healthy discussion on social issues, restructuring of teacher education programme, development of creativity and development of life skills are major remedies to bring improvement and quality in the teacher-education. These remedies will be helpful to Centre and State Governments, best educationist, Policy Makers, colleges and universities to bring reforms and bright the future of teacher-education.



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1. 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.

2 Problems of Teacher Education

A. Small time period provided for teacher's training

In India, this period is of one year after the graduation - the effective session being of six to seven months. The main purpose of teacher education programme is to develop health attitude, value and broad based interest. It is not possible during the short duration.

B. Selection problem

Better selection method would not only to improve the quality of training with better selection method would not only but also save the social and personal and wastage. Here some suggestions are mentioned:

- (a) Test of General Knowledge should be applied.
- (b) Candidate should be interviewed.
- (c) Test in school subjects.
- (d) Test of intelligence should be administered
- (e) Test of language.
- (f) Aptitude; interest and attitude inventory should be administered. Guidance service

C. Defects in concerning papers

The meaning of education, its objectives, the socio-cultural and politico-economics background, the principles should know by a student teacher that guide construction of curriculum etc. But a good Orientation is impossible in a short duration. Some steps may be taken in this connection:

- (i) allowing more time to learners for sound build-up and good reading of the attitude and intellect,
- (ii) pruning the existing course
- (iii) To arrange for exchange of experience than merely attending lectures,
- (iv) To change the mode of testing inputs
- (v) In the daily school teaching the content must have direct implications.

D. 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.

E. Practice teaching neither adequate nor properly conducted

Inspire of all kinds of elaborate arrangements regarding practice in teaching, 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 are great obstacles in the development of pedagogical skills.

F. 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.

G. 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.

H. 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.

I. Supervision problem of teaching

The supervisory organizations for practice teaching aims by using various techniques and practical skills in teaching at bringing improvement in the instructional activity of the student teachers and help them to develop confidence in facing the classroom situations. Which is done through following types of supervision.

Supervision before classroom teaching:

It aims at guiding in learning to organize contents, planning their lessons, developing other related skills and formulating suitable gestures. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.

J. 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.

K. For professional development lack of facilities

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

L. Poor academic performance background of student teachers

Mostly candidates do not have the requisite motivation and an academic background for a well-deserved entry in the teaching profession.

M. Proper facilities not available

The teacher education programme is being given a step-motherly treatment in India. The teacher education institutions are being run in rented buildings about 20 percent without any facility for an experimental school or library or laboratory and other equipments that is necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

N. Demand and supply not sufficient

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 considerable lag between the demand and supply of teachers. This has created the problems of unemployment.

O. Some other problems of teacher education:

1. Poor standards with respect to resources for colleges of education.
2. Unhealthy financial condition of the colleges of education
3. Negative attitude of managements towards development of both human as well as material resources.
4. Lack of occupational perception
5. Feedback mechanisms lacking.
6. Objectives of teacher education not understood.
7. Secondary level teacher education is not the concern of higher education.
8. Lack of dedication towards the profession.
9. Uniform education policy of the government treating excellent institutions alike.
10. Traditional curriculum and teaching methods of teaching in the teacher education programme.
11. Haphazard and improper organization of teacher education.
12. Unplanned and insufficient co-curricular activities.

3. Suggestions to improve the condition of teacher education

Some suggestions here to improve the condition of teacher education:

1. Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
2. Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.
3. Teaching days to be increased upto 240 per year.

4. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
5. Low standards Institutes should be reformed.
6. Affiliation condition should be made strict.
7. On a continuing basis curriculum development to keep pace with current trends.
8. Teacher education should be increased to two years duration.
9. Government should look after the financial requirements of the institutions.
10. Teacher education privatization should be regulated.
11. Refresher course should be organized for teacher educators frequently.
12. Research in teacher education should be encouraged.
13. Teacher educators must be experienced and well qualified with language proficiency.
14. Selection procedure must be improved and interviews, group discussions along with common entrance test.
15. Teacher educators to be trained in the use of ICTs.
16. Regular inspection by NCTE should be done on a regular basis.
17. Professional development of teacher educators as ongoing ritual.
18. On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
19. Teacher pupil ratio should be ideally 1:8.
20. Internship in teacher education should be objective, reliable and valid.
21. Several types of co-curricular activities in the curriculum should be included.

4. Issues in teacher education

1. New pedagogy of Colleges of Education
2. Proliferation of Colleges of Education
3. Curriculum
4. Time duration
5. Quality Concern
6. Competencies
7. Isolation of Colleges of Education
8. Regional imbalances
9. Examination system
10. ICT skills
11. Alternative modes of teacher education

12. Duration of teacher education programmes
13. Personal and social skills
14. Subject knowledge
15. Globalization and Erosion of values
16. Context sensitivity

5. Service condition of teacher educators

Important role of teacher in the education of children and turn places high expectations from the teacher education system. Teacher educators working in unaided schools often face several disadvantages as compared to aided schools.

Incidents of exploitation by the managements in terms of no emoluments, low salary, no job security, long working hours are plenty. The government has made attempts to regulate the functioning of private institutions. However, present laws are not sufficient guarantee against teacher exploitation. Therefore, selection procedures, probation period, job security, promotion, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of.

5.1 Terms and Conditions of Service

As per the National Council for Teacher Education, the norms and standards for the Master of Education programme leading to Master of Education (M.Ed.) degree terms and conditions of service of teacher educators are as following:

- a. The appointment shall be made on the basis of recommendations of the selection committee constituted as per the policy of the UGC or Affiliating University.
- b. Appointment of supporting shall be made as per the norms of the UGC or University concerned.
- c. All type of appointments are to be made on full-time and regular basis.
- d. The academic and other staff of the institution shall be paid such salary in such scale of pay as may be the UGC or University concerned from time to time through account payee cheque.
- e. The management of the institution shall discharge the statutory duties for its employee relating to pension, gratuity, provident fund.
- f. The reservation for SC/ST/OBC/ Differently-abled and other categories shall be as per the rules of the Central Government as well as State Government

g. The age of superannuation of the staff shall be determined by the policy of the concerned Government.

Following aspects as stipulated by the UGC should be adhered to bring transparency into the system of education and the service conditions of the teacher educators.

The Selection Procedure: The selection procedure should be transparent, objective and credible. Methodology of analysis of the credentials and merits of the applicants should be based on weight ages given to the performance of the candidate in different relevant dimensions according to performance on a scoring system proforma, based on the Academic Performance Indicators (API) as provided by the UGC.

In order to make the system more credible, universities may assess the ability for teaching and/or research aptitude through a lecture or seminar in a class room situation or discussion on the capacity to use latest technology in teaching and research at the interview stage.

These procedures can be followed for both direct recruitment and for promotions under the Career Advancement Scheme (CAS) wherever selection committees are prescribed in these Regulations. UGC observer in the selection committee for the different post. In all the selection Committees of direct recruitment of teachers and other academic staff in universities and colleges, an academician representing

SC/ST/OBC/Minority/ Women/Differently-abled categories should be present to ensure fairness.

Pay scales, designations and promotion: As per CAS of Incumbent and newly appointed assistant professors/ associate Professors/professors

Increments: Each annual increment shall be equivalent to 3% of the sum total of pay in the relevant Pay Band and the AGP as applicable for the stage in the Pay Band.

Allowances: Allowances such as Children's Education Allowance, Leave Travel Concession, Special Compensatory Allowances, House Rent Allowance, Transport Allowance, Traveling Allowance, Deputation Allowance, Dearness Allowance, area based Special Compensatory Allowance etc. as applicable to teachers has to be given.

Study Leave, Duty Leave, Sabbatical Leave:

(i) **Study leave** after a minimum of 3 years of continuous research directly related to their work in the university. In respect of granting study leave with pay for acquiring Ph.D. in the relevant discipline while in service, the number of years to be put in after entry would be a minimum of two years or the years of probation specified in the university statutes
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concerned, keeping in mind the availability of vacant positions for teachers and other cadres in colleges and universities, so that a teacher and other cadres entering service without Ph.D. or higher qualification could be encouraged to acquire these qualifications in the relevant disciplines at the earliest rather than at a later stage of the career.

(ii) Duty leave may be granted of the maximum of 30 days in an academic year for:

a. The leave may be granted on full pay if the employee performs any other duty for University, if the teacher receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses.

b. Attending conferences, seminars and symposia on behalf of the university or with the permission of the university.

c. Participating in a delegation or working on a committee appointed by the Government of India, State

Government, the University Grants Commission, a sister university or any other academic body.

d. Working in another Indian University, institution or organization, or foreign university, any other agency, when so deputed by the university.

(iii) Sabbatical leave is granted to Permanent teachers of the university who have completed seven years of service as Reader/Associate Professor or Professor to undertake study or research or other academic pursuit solely for the object of increasing their proficiency and usefulness to the university and higher education system. The duration of leave shall not exceed one year at a time and two years in the entire career of a teacher. A teacher, who has availed their study leave, would not be entitled to the sabbatical leave. A teacher is paid full pay and allowances during the period of sabbatical leave along with the increment on the due date. The period of leave is also counted as service for purposes of pension/contributory provident fund, provided that the teacher rejoins the university on the expiry of their leave.

Research Promotion Grant: The UGC or the respective funding agency provides a start-up grant at the level of Rs.3.0 lakhs in Humanities, Social Science and Languages, and Rs.6.0 lakhs for the disciplines in Sciences and Technology to teachers and other non-vocational academic staff through the respective universities to take up research immediately after their appointments which should facilitate such new appointees for generating major sponsored research proposals/grants for the respective departments/ schools/ universities.

Incentives for Ph.D/M.Phil. and other Higher

Qualification: At the entry level of recruitment as Assistant Professor to persons possessing the degree of Ph.D. awarded in a relevant discipline, five non-compounded advance increments are admissible by the University following the process of admission, registration, course work and external evaluation as prescribed by the UGC. M.Phil. degree holders at the time of recruitment to the post of Assistant Professor shall be entitled to two non-compounded advance increments. Teachers who complete their Ph.D. Degree while in service shall be entitled to 3 non-compounded increments if such Ph.D. is in a relevant discipline of the employment and has been awarded by a University. Teachers who acquire M.Phil. Degree or a post graduate degree in a professional course recognized by the relevant statutory Body/Council, while in service, shall be entitled to one advance increment

6. Conclusion

The government has made attempts to regulate the functioning of private institutions. However, present laws is not sufficient guarantee against teacher exploitation. Therefore, selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of. UGC has stipulated in all these aspects. It is important that they are followed in spirit and action leading to a satisfied faculty.

7. Reference

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