

Analysis of problem of teacher education program in present scenario

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Abstract

Teacher education is needed for developing a purpose and for formation of a positive attitude for the profession. With the expansion of number of teacher training institutes various problems were also originated with it. Various aspects of problems of teacher education are building, staff, students, teacher student ratio type, curriculum, practice teaching, admission, evaluation etc. In present paper an attempt has been made to analyze the various problems related to teacher education program in light of above aspects. Remedies and suggestions are also mentioned in this paper for solution of above problems in present scenario.

Keywords: Problems of teacher education, Remedies of problems

1. Introduction

Teacher education is to kindle teacher's initiative, to keep it alive, to minimize the evils of the "hit and miss" process; and to save time, energy, money and trouble of the teacher and the taught. Teacher education is needed for developing a purpose and for formation of a positive attitude for the profession. Teacher education programme is arranged in such a way to develop the requisite abilities, attitudes, knowledge, interests, skills, understandings and values in prospective teacher. These qualities enable student teacher to play effectively roles such as a democrat, a detective, an ego supporter, an equalizer, a guide, a friend, a facilitator of learning, a judge, an initiator, an inspirer, moral educator, a parent surrogate, a philosopher, rationalist, reduce of anxiety, referee, a reformer, secularist, socialist and upholder of human values. In present scenario teacher education has an important place in development of a nation. The education system of British period was not according to circumstances of Indian population. After independence, we have understood the importance of technical education. A large no. of teacher training institutes was opened. To make effective teachers, teacher training programs were started through teacher training institutes. By these institutes teaching skills, methods, strategies, styles were learned by teachers. With the expansion of number of teacher training institutes various problems were also originated with it. Various commissions gave suggestions to reform the standard of teacher education. The problems related the standard of teacher education is - to make the curriculum of teacher education utilitarian, to perform the practical work in the teacher education institutions properly and to evaluate the pupil teachers properly. Therefore, an attempt has to be made to analyzed the various problems.

2. Objective of Research

The purpose of present research is to analyzed the various problems of teacher education and their remedies in present scenario.

2.1 Analysis of Problems of Teacher Education

In order to requirement of a large no. of teachers, various self-financing institutes, govt. aided institutes, universities are running teacher education program. But due to increase no. of

these institutes quality of teacher education program is hard to maintain and various problems has also been created in teacher education. Due to lack of qualified staff, appropriate infrastructure and other facilities the quality of teacher education cannot be improved. In order to maintain quality of teacher education various reforms will be undertaken. Various aspects of problems of teacher education are building, staff, students/teacher student ratio type, level, curriculum, practice teaching, schedule, admission, evaluation etc. These problems will be discussed one by one.

2.2 Problems Related to Infrastructure

Although number of teacher training institutes is increasing day by day, various institutes have neither sufficient building, nor appropriate library, laboratories, workshops nor necessary teaching material. Only few of them have video sets or computers. Some teacher education institutions do not even have teachers. The causes regarding this problem may be fewer budgets for teacher education, unrestricted expansion of teacher education institutions, lack of able and qualified faculty, lack of honesty and integrity towards teaching profession etc. Some institutes give false information during inspection regarding infrastructure e.g. in various engineering colleges, management show infrastructure such as computers, laboratory equipments etc. of other departments during inspection but in reality they do not want to invest in it. On the other hand in govt. institutions teachers do not show any kind of interest towards it. Due to these problems teacher education is suffered.

2.3 Problems Related to Curriculum

The analysis of curriculum of teacher education reveals that it is traditional, obsolete and not related to the real situation and the proposed reorganized educational program. In present curriculum of teacher education more emphasis is placed on the theoretical aspect. Besides it less emphasis is placed on the practical skills. A major part of theoretical knowledge is useless for Indian educational system. Therefore, present curriculum is insufficient in present situation of education. The curriculum of teacher education has various problems such as attachment to the European system of teacher education, neglect of the basic needs and real conditions of school

teachers, not seeking opinions of school teachers in the construction of curriculum, not giving proper thought during construction of curriculum.

2.4 Problems Related to the Standard of Teacher Education

The standards of education depend on aim, curriculum, teachers, students and infrastructure. Unfortunately our teacher education has facing a lot of problems regarding it. It is insufficient to develop insight, attitude towards education and teaching, skill of communication of knowledge in student teachers. The student teachers have lack of honesty and of devotion to duty. In various teacher education institutes, no. of teacher educators is not sufficient. In government institutions the selection procedure is very lengthy and most institutions appoint part time tutors. But the salary of these tutors is not satisfactory. Therefore, they do not justify their duties. On the other hand in various self-financing institutes, during affiliation qualified staff is shown, but in reality they appoint less qualified teachers at low salary. They also do not justify their duties. Therefore, the standard of teacher education is difficult to maintain.

2.5 Problems Related to Admission, Exploitation of Students, and Examination and Evaluation

Teacher education has facing a number of problems regarding admission, examination, evaluation and condition of students. Various standards for selection of students are educational qualification, entrance examination, and interview on direct admission. But none of them is complete in itself. There are various defects in all above mentioned methods. The exploitation of student teachers is also a problem of teacher education. Trainee teachers are treated in a most dictatorial manner. They suffer from the trauma of failure or securing less mark in practical examination. Mental and economic exploitation is also a common feature in most self-financing institutes. Research scholars are also treated as a bonded labour. The system of examination is not very effective. In examination mostly questions cover only knowledge aspect. There is no emphasis on achieving understanding, application and creativity. Leakage of question paper, use of unfair means, open partiality in practical examination in some institutions are problems of present scenario. Evaluation is mostly subjective, open partiality secure good marks either through source or money. Therefore, examination and evaluation system is neither reliable nor valid.

2.6 Remedies of Different Problems of Teacher Education-

(a) Infrastructure

To improve quality of teacher education, infrastructure of college should be improving. The rooms should have various facilities, such as furniture, electricity, black board etc. Besides it there should be provision of application of modern technology in teaching laboratories has all facilities. Library of institute should have sufficient books, journals, magazines etc. Computer technology should be part of training. All teacher educators should use modern technology to make their teaching effective. Student teachers should be given the responsibility to maintain the material of the institutions besides the teaching of theoretical subjects and the training in the performance of sessional work.

(b) Staff and Curriculum

The teacher educators should be qualified. They should use modern technologies for teaching. Besides it, they should have interest in it. The administration should encourage them for their performance in academic as well as in other fields. Proper motivation should be given to them for research related in various fields of education. Teacher training is now providing by distance education. IGNOU have played a significant role in this direction. The curriculum of teacher education program should also be modified from time to time. The irrelevant portion of curriculum should be changed and new concepts should be added to it.

(c) Practice Teaching

In case of practice teaching the duration of teaching should be at least six months because one month or two months are insufficient to develop teaching skills. Practice teaching is the most important part of teacher education, but in some institutes, this portion is taken lightly. The meaning of practice teaching is not only prepare lesson plans but also develop various teaching skills. These skills cannot be developed without proper practice and practice need time for perfection. Therefore, the schedule of practice teaching should be at least six months. Besides it different methods of teaching such as project based, inquiry, group discussion must be compulsory in practice teaching. After completion of B.Ed. at least one year internship must be compulsory. During this period student teacher will get a fixed amount of scholarship. This period will surely be helpful in developing teaching skills in student teachers and they will be familiar with environment of educational institutions.

(d) Admission Procedure, Evaluation and Internship

Admission procedure for teacher education will be changed; Due to vacant seats in various institutes the students of low merit get admission in this program. But these students have no interest in teaching; they take admission only for getting degree to get a job. Some institutes take admission of students directly at payment mode without any merit. These students never come to institute but they have got maximum marks in practical examination. A difference can be seen between marks of students of Govt. aided institutes and self-financing institutes. This situation should be improved. Evaluation system of teacher education also needs modification, As discussed above the evaluation of practice teaching is subjective and based on the desire of management in self-financing institutes. Evaluation should be objective type. Grade system may be solution of it. The question papers of theory examination should contain all type of questions, subjective as well as descriptive. Evaluation should be made by objective. Besides it the duration of B.Ed. programme should be increased. It will be at least 2 years or maximum four years. One year internship should be compulsory. In this period student teacher should join any school of any level and work as teacher there. The head of that school will give him a certificate after completion of the internship. During this period student teacher will get scholarship.

2.7 Suggestions for Improvement of Teacher Education

Various suggestions are in the mind of researcher to improve the quality of teacher education. Some of them are-

- (1) There should be no compromise in qualification of teacher educators by various teacher training institutes. Competent and skillful teachers should be given proper attention.
- (2) Appropriate motivation for research work in various problems of education. Teacher educators must be motivated to attend the seminars, conferences and workshops.
- (3) The duration of B.Ed. program should be 2 years, because in one year they could not develop teaching aptitude and interest in them towards teaching.
- (4) There should be no difference between status of teachers of different types of institutes. The teachers educators of self-financing institutes must be permitted for evaluation and as examiner in practical examinations. It will make them more energetic and accountable for their duties.
- (5) Refresher course promotion and designation with experience should be similar in all institutes of teacher education.
- (6) Evaluation of performance of teacher educators should be necessary for improvement of quality of teacher education.

3. Conclusion

The analysis of teacher training program reveals that various aspects of this program are infrastructure, staff, curriculum, practice teaching, admission procedure, evaluation and internship have significant position in teacher education. Without proper improvement in above aspects one could not imagine about the upliftment of quality of teacher education, because these aspects are backbone of teacher education. If the suggestions given above will be followed, the various problems of teacher education program will be removed and the quality of teacher.

4. References

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