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## **Teacher Education: Problems, Difficulties and Solving, Special Reference with Ranchi**

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### **ABSTRACT:**

Teacher education includes training programs given to the teacher-trainees having pre-service and in-service components of training. It refers to the policies, regulations, provisions and procedure of teacher's training. This article examines teacher education with special reference to its problems and remedies regarding the present scenario of education in the country. The article defines teacher education and also narrates conceptual description of teacher education with certain aspects as pedagogical theory, teaching skills and professional aptitudes. The problems like admission procedure, employment issues, lack of facilities, lack of professionalism, lack of good practice teaching, lack of proper guidance and supervision, less importance of teacher education program, lack of enough teaching faculties, incompetent teachers, etc. Along with its remedial solutions are pointed out providing better ways of growing of teacher education program the whole country wide.

**Keywords:** Teacher Education, Problems, Remedies

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### **Introduction**

The best education is to provide the students with more and more learning experiences to lead them from the darkness of ignorance towards the light of knowledge. It is to enable them to live a better life and also make them to influence others around them to live in the same way. The teacher is the key factor of such kind of best education in schools and colleges. His role is as the guide, as the facilitator, as the mentor and the Guru of the students. "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."(NCTE, 1998) It is therefore the teachers are the most important component of educational process going on in the whole country. For this the significance of teacher education must be understood as it creates such teachers and gives them professional training in order to meet the requirements of the present and future needs of education in the country. The role of teacher education is much recognized worldwide; but in country like India there are some loop holes in understanding its whole concept and its proper implementation thoroughly. Along with the major challenges of education including vocational education, values education, education expansion and overall quality bringing in all kinds of education the teacher education also comprises of major issues and problems to be resolved. Today teacher education is struggling a lot to strengthen its identity in the world of education. National Council for Teacher Education (NCTE) have made immense endeavours to strengthen its identity which include bridge courses, two year diploma courses, new curriculum framework for teacher education, inclusion of TET and TAT exams for quality bringing in teachers, e-learning facilities, online portal of teacher education, online learning forums of education, etc.

Today the government of India and the education ministry has rethought the teacher education policy based on the recommendations made by the Education Commissions and Committees; important of them are the Kothari Commission (1964-66), the Chattopadhyay Committee (1985), the National Policy on Education (NPE, 1986-92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993) and the National Curriculum Framework (NCF, 2005). Further the Right of Children to Free and Compulsory Education Act, 2009 has implications on the present teacher education system and the Centrally Sponsored Scheme on Teacher Education. The Act has important implications for teacher education in the country:

1. The Central Government shall develop and enforce standards for training of teachers;
2. Persons possessing minimum qualifications, as prescribed by an academic authority authorised by the Central Government shall be eligible to be employed as teachers;
3. Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years.
4. The Government must ensure that the Pupil-Teacher Ratio specified in the Schedule is maintained in each school
5. Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.(Retrieved from <http://mhrd.gov.in/teacher-educationoverview>)

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## Meaning and Concept of Teacher Education

Teacher Education can be defined as a program of training given to the teacher trainees in order to meet the present and future requirements of the profession of teaching. It is a program that refers to the policies, provisions and procedures which are designed to equip the teachers with the knowledge, skills, aptitudes and attitude of the teaching profession. It trains the teacher professionals to perform their teaching tasks effectively and appropriately in the most meaningful way. The National Council for Teacher Education (NCTE) has defined teacher education as “a program of education, research and training of persons to teach from pre-primary to higher education level.”(NCTE, 1998)Teacher Education program works for enhancing the proficiency and competence of teachers so that they can meet the future needs and requirements of the profession. This program also enables the teachers to face challenges and acquire solutions for them. According to Good’s Dictionary of Education, “Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.”(Good, 1973) Further Good pointed out (1941), “Teacher education not only refers to the total educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the program of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such services.”

Teacher Education is a continuous process that includes pre-service and in-service training process for the teachers. “Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.”(The International Encyclopaedia of Teaching and Teacher Education; 1987)Moreover, teacher education is broad and comprehensive in the matter that it does not include only training programs but also other extension activities of education i.e. non-formal education, literacy programs and education awareness programs. Further and at last, teacher education is always dynamic and ever-evolving i.e. it makes the teachers ready to face challenges and be abreast of the recent trends and innovations in education field. Teacher Education comprises of three major things – teaching skills, pedagogical theory and professional skills. Teaching skills includes training and practices for the teacher about different approaches, techniques and strategies that can help them in daily classroom activities. Further the Pedagogical theory includes all the philosophical and psychological aspects of education enabling the teachers with the teaching skills. On the other hand, the professional skills help the teachers with soft skills, interpersonal skills, computer skills and life-long learning skills.

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## Present scenario of secondary teacher education in Ranchi

At present 117 colleges offering B.Ed. course in Ranchi. Out of running these 117 colleges, four are government institutions, twenty three are at constituent colleges under self-finance scheme and rests are privately managed colleges. In our state teacher education is production oriented rather than consumer oriented .If we see the quality in teacher we always see following major aspect must develop in the teacher it means a teacher has classroom management skill, mastery over the content, classroom transaction, mastery over the different method of teaching and as a teacher education institution we will try to develop it. But after doing different professional courses in the education a teacher is fail in the class why it is so? Why students are forced to learn the concept with rote memorization, if teacher has to learn different teaching methods, why a teacher is always complain regarding the classroom discipline after receiving professional training, even after completing their graduation and master degree, teachers are weak in content knowledge, why is it so? Hence it is the time need to change in the teacher education system. In recent inspection to all the B.Ed. colleges of Jharkhand by the NCTE team, the ERC NCTE has decided to derecognize the recognition of nearly 70% of B.Ed. colleges of Jharkhand from the academic session 2015-16 due to not following the NCTE norms in reference to infrastructure, recruitment procedure etc.

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## Changes required in the teacher education system in Ranchi

- To develop technological ability by introducing technological based project.
- Develop creative writing skills among the teachers.
- Make B.Ed. programme more and more application oriented.
- Develop adjustment skill for the micro politics at the working area by arranging session for understanding the human behaviour aspects in the school.
- Try to develop language development programs to student teachers.
- Provide demo lessons before implementing microteaching.
- Functioning of SCERT.
- Uniform city in syllabus.
- Appointment of regular teachers.
- Providing opportunity for research work in education subject.
- Providing financial support to the self-finance colleges and accordingly reducing in admission fees.
- Inclusion of in-service teacher training programme with reservation in seat.

- Formation of placement cell.
- Upgrading to IASE & CTE.
- Set up a core group of heads of institutions.
- Commencement and closing of the session should be
  - in scheduled time frame.
  - Paying attention seriously towards the high percentage of attendance by the trainees.

Needs to implement in institutional level for quality teacher education For the development of teachers, the institutions have to do following major changes in the system.

#### 1. Punctuality

- All the faculty members should attain the prayer session compulsorily.
- Any activity based formal information should be communicated during prayer session

#### 2. Lesson Diary

- a. Needs to implement daily lesson diary by the teacher.
- b. Daily lesson notes presented by the teachers should be objective based rather than formal writing.
- c. The principal of the institution should sign the daily lesson notes.

#### 3. Skill development programme

- Micro teaching.
- Demonstration lessons by the teachers.
- Using of psycho-lab.
- Using of ICT lab.
- Personal information card of students.
- Develop research department in the college.
- Develop team task so that cooperation and coordination develop in the college.
- Develop more and more technology and library system in the college.
- Develop the support from different sources.
- Develop transparent system.
- Changes required at the Government level

The duty of government should focus on the development of teacher education as an institute for the development of teachers rather than developing as a just as one of the intermediate mechanical channel for providing teachers to the school system because govt. has never emphasized on the performance of student teacher in the real field as a teacher in the school. It means focus as a producer of teacher only it means today teacher education is production oriented rather than consumer oriented. We have never develop any system which shows the result that how a student teacher perform after taking the formal training of B.Ed. courses. It means the evaluation of the teacher education institution in terms of their product performance in the real field still is not developing by the government.

Hence for this government has to bring about following changes:-

Develop curriculum while provide case study based practical implication. Instruct the institution to develop language laboratory Instruct the institution to conduct academic skill oriented workshop and programme for their past students teacher as per the problem faced by student teacher in the real school environment. Instruct the institutions to develop a research cell for the analysis of classroom transactions as well as for classroom management.

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### **Solutions/Remedies of Teacher Education**

The solutions and remedies of the burning issues and problems of teacher education can be defined as:

1. Monitoring system should be divided into small committees for inspection of the education colleges so that each institution is covered under the monitoring.

2. Admission procedure should include entrance test at university level so that eligible candidates can enter into the teacher's training course.
3. New granted schools and colleges should be established for arousing new vacancies in the field of education so that the issue of unemployment is resolved.
4. All the colleges should be provided enough facilities and amenities in order to grow teacher education to the fullest limit. New criteria should be determined for this and follow up work should be taken by the department and then the government.
5. Arrangement of professional learning programs should be done to update the knowledge of teacher education. It should be conducted monthly and quarterly basis with two or three day's seminars and workshop.
6. Practical teaching should be raised in number if necessary and its follow up work must be conducted so that the training can be done appropriately and satisfactorily.
7. Adequate discussions on subject method lesson planning should be arranged by subject expert of college before conducting practical lesson in school.
8. Curriculum of teacher education needs to be revised and updated with time. The needs and latest trends of the global education and society should be kept in mind during this updating task of curriculum.
9. Teacher's importance should be raised by providing proper compensation, inspiration and motivation by the department and the government in order to attract more young talents to the teacher education program.
10. Enough teaching experts and faculties should be appointed on regular basis so that weaknesses of students in hard subjects can be avoided. These faculties should be eligible and qualified as suggested by NCTE and UGC.
11. Teacher education program should be added life skill training program in order to enable the teacher and students.
12. Self-learning techniques should be taught to the students to reduce dependence on the teachers. Project method learning can be implemented for this.
13. The utilization of ICT and its necessity in today's world should be explained in teacher education colleges and its implemented should be done for effective learning process.
14. Educational colleges should be graded and accredited according to the established standards of the government agencies and also provided extra funding on the basis of the highest grading points.
15. The privatization of the education colleges must be strictly regulated and organized as per the government rules and standards.
16. More correspondence programs should be initiated in order to expand teacher education to the remotest area of the country. However, the practical teaching must be arranged in schools and colleges for actualizing the purpose of teacher education program.

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## Conclusion

Thus, the teacher education program has an immense importance in education. The demand of teachers will be increased if the teacher education area will be developed in proper way. Here is the need of bringing teacher education to its requisite standards. Teacher education program will be successful fully if it is reformed comprehensively and revised systematically as the time demands. The issues and problems will remain in more and less number from time to time; but more important is to have their remedial solutions when the problems arise. Such research studies and articles have been written and published a lot. The educational authorities should take advantages of such good research works so that the field of teacher education can be developed in positive direction.

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