

Obstacles In Learning How To Teach

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Abstract: The intent of the present paper is to analyse the problems of teacher education in the present Indian context .Quality crisis, overgrowing colleges , lack of qualified professional teachers, lack of students motivation towards the course, faulty selection procedure ,poor integration of skills, poor quality research, absence of demonstration schools for school internship, absence of any scholarship for the trainees, no place for creativity in the syllabus, overloaded syllabus, poor supervision, inappropriate evaluation system ,are the major problems ailing the system .Without solving the problems there is an unscrupulous establishment of colleges. The need of the hour is a strict selection procedure of the students. We need quality teachers not quantity of teachers. Keeping in mind students anxiety regarding employment government should arrange stipend for the trainees. Superficial school internship should be stopped immediately. Research grants should be increased for these training institutes. There should be a complete revamp of the evaluation system. The syllabus should give space to innovation and creativity. The syllabus should be more society and community oriented. After all man is a social being and the trainees will teach in schools which is a miniature society. The paper concludes that teacher education in India needs drastic changes.

Keywords: Teacher education, problems, quality crisis and suggestions.

I. INTRODUCTION

India has undergone a sea change in the social, cultural, and economic front .A study of these changes indicates its effect on the changing pattern of education and the parallel changes in the role of the teacher it appears now that teacher education in India needs revolutionary changes. Rapid privatization of teacher educationists pros and cons needs to be addressed. It is an accepted fact that only the happy, healthy and academically and professionally competent teacher educators can produce happy, healthy and academically and professionally competent teachers. The intent of the paper is to analyses the problems of the teacher education and tentative solutions in the present context of privatization. Teaching is the noblest of all professions. On the contrary in the recent past there is student unrest, demonstrations, strikes in the educational institutes. India has the worlds third largest educational system and is among the largest systems of teacher education in the world.

OBJECTIVES OF THE STUDY

- The main objective of the study is
- ✓ To analyses the problems of teacher education in the present Indian context.
 - ✓ To study the various factors which is causing a quality crisis in teacher education.

II. METHODOLOGY

The purpose of this review is to analyse the empirical studies and determine the factors which hinder teacher education in the Indian context. The empirical studies included in this paper were chosen on the basis of certain inclusion & exclusion criteria.

INCLUSION AND EXCLUSION CRITERIA

All the articles of this review were written in English, articles written in any other Indian or

European languages were excluded. All were empirical papers published in journals. The selection process was done in few phases: firstly, discarding non-English articles, then reviewing article titles and removing irrelevant articles, reviewing abstract and eliminating those not matching the inclusion exclusion criteria.

III. DISCUSSION

OBSTACLES

INAPPROPRIATE SELECTION PROCEDURE: Admission procedure needs reform. Instead of maintaining high standard for admission to the teaching profession the aim of the colleges specially private colleges they just need to fill up the 50/ 100 seats by hook or by crook. This is not in accordance with the educational needs but to satisfy the business need i.e profit. The students should be tested for the teaching Aptitude Test e.g Teaching Aptitude test by K.P. Pandey 1968. They should be tested for attitude e.g Teachers Attitude Inventory by S.P. Ahluwalia, 1976. They should also give a personality test. Their general knowledge should also be tested. Academically poor students should be rejected.

DE MOTIVATED STUDENTS: The B.ed programme is hardly taken seriously by the students. According to them B.ed programme is not that useful once they become regular teachers just it is needed to become a teacher. Now the question is why the Bed programme is not taken seriously. This is the high time to make career.

Unemployment is a serious social problem confronting our nation today. Students run Helter skelter in search of jobs. In spite of biometry in many colleges there is a general trend of the students to bunk classes. Low attendance of the students is a serious concern.

OVERLOADED SYLLABUS: There is nothing in the syllabus that will assist the prospective teachers to achieve a unified professional view and a permanent commitment to the teaching profession. The question is does the teacher trainee acquire any professional ethics.

NO PLACE FOR INNOVATION AND CREATIVITY: Learning designs are mostly stereotyped. The world has now become a global village. The fruits of the latest technological advancement is not incorporated in the Bed syllabus.

LACK OF DEVELOPMENT OF LIFE SKILLS: Today's teacher education is memory based. The Bed syllabus does not develop life skills e.g thinking skills, creative thinking, self awareness, problem solving, decision making. Social skills like interpersonal relations, effective communications, emotional skills like stress management are totally ignored (Jamwal, 2012).

UNAVAILABILITY OF PRACTICE TEACHING SCHOOLS: Practice teaching or school internship is the core to any teacher education programme. Schools are reluctant to allow school internship in their schools. They feel their normal schedule is disturbed. Lethargy to give classes to B.ed students is a common problem.

LACK OF RESEARCH: Pragmatic research should be conducted. The research scenario is very poor. There are

illusory laboratories in B.ed colleges. The laboratories in the teacher training institutes are namesake.

OUTDATED EXAMINATION SYSTEM: Evaluation system is outdated. Stereotyped broad questions are asked. Most of the questions are subjective in nature. The answer scripts are not evaluated properly. Students are prone to malpractices. There is an overwhelming evidence of erosion of values in an examination hall. How can we tolerate this from the would be teachers- who will be our nation builders (Rani, 2017).

PRIVATISATION: Overgrowing establishment of the teacher education colleges. As demand for teachers has increased in recent years, the money makers have unscrupulously established colleges here and there. They are simply money making centres and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education (Chand, 2015).

LACK OF INFRASTRUCTURE FOR THE BLIND AND HANDICAPPED STUDENTS: We talk big of inclusive education but hardly the B.ed colleges provide any facility. The handicapped students and the blind students face lots of problems while undergoing the B.ed programme.

IV. FINDINGS

SOLUTIONS TO OVERCOME THE OBSTACLES

PROPER SELECTION PROCEDURE: We have to arrest the quality crisis. Selection procedure will be tough. Candidates should be interviewed. Test of the subject should be done. Test of intelligence should be administered. Aptitude interest and attitude inventory should be administered. The prospective teacher should have a balanced personality. Better selection of students will prevent personal and social wastage (Dixit, 2014).

MOTIVATION OF STUDENTS: We have to ensure regular attendance of the students. The institutions of teacher education should have the best possible teaching staff who can set an example of behavior and inspire rather motivate their students to develop a personal involvement and attachment to the task of teaching. Government should make arrangement of scholarship for the trainee teachers because most of the students hold part time jobs and they give more attention to jobs than the B.ed programme.

ENCOURAGING CREATIVITY AND IMAGINATION: Teacher educators will encourage deviation from the trodden path. They will encourage creativity and imagination. Students will enjoy the pleasure of teaching and learning in their own way. The teacher education is to be made relevant to the life, needs of the children. It should be flexible. It is very important that teachers should encourage students capacity to construct knowledge (Dhull, 2017).

DEVELOPING COMMUNITY RELATIONSHIP: Working with the community is a new and revolutionary dimension of teacher education which needs serious attention and implementation.

INTEGRATION OF SKILLS: Life skills, emotional skills should be integrated in the teacher education programme.

Faculty training in value education and stress management should be mandatory.

UNDERTAKING RESEARCH: Teacher education institutes should take research seriously. They should undertake investigatory projects, action research and experimental projects (Richard, 2016).

EXAMINATION SYSTEM: Strict decision to be taken by the authority if any trainee is adopting any malpractices. Question paper setters should take utmost care while setting the question. Stereotyped questions should be avoided. Questions should be dynamic in nature. More and more objective types of questions should be asked. Proper evaluation of the answer scripts should be done.

PROPER MONITORING OF THE INSTITUTES: Regular monitoring and proper monitoring of the teachers training institutes both private and government should be done. Rapid growth of private colleges should be stopped.

WELL EQUIPPED LIBRARY: E-journals, online subscriptions, with a wide range of digital library facilities should be there. There is a lack of good textbooks in the field of teacher education.

PRACTICE TEACHING OR SCHOOL INTERNSHIP: should be conducted properly. Practice teaching or school internship is precisely the area which needs review and revision. The purpose of practice teaching is to enable the student teacher to discover his potential abilities and to actualize them in day to day teaching. Majority of the students are required to learn how to teach and rehearse it assiduously. The teacher training institutes should have cordial relationship with the practice teaching schools. There should be a close matching between the work schedule of the school and the programme of practice teaching. Practice teaching should be properly supervised. Proper feedback should be given to the students. There should be post practice teaching follow up. Micro teaching should be taken seriously. Training in various skills is a must.

COMPUTER LITERATE TEACHERS: Now the time has come to redefine the role of teachers. All teachers are not technology savvy. There are many teachers who are hardly computer literate. Handling of technicalities is a serious matter and not all teachers are adept to it. Who will educate the educators. It is time to introspect the pedagogy of teaching. The role of traditional teachers needs to be redefined. A total revamp of the teacher education is needed, which should be more technology savvy.

INEQUALITY WITH THE DIFFERENTLY- ABLED LEARNERS: Now in this day of inclusive education the

teacher trainees should be trained how to teach the differently abled learners- the deaf, the dumb, the autistic child. They are hit hard on this inclusive mode of school education.

V. CONCLUSION

Teacher is the nation builder. Kothari commission rightly remarks "The destiny of India is being shaped in its classrooms." In spite of having so many government bodies as NCERT, NCTE, NAAC, NUEPA, UGC there are serious problems ailing our teacher education programmes. The American commission on Teacher Education rightly observes that the quality of a nation depends upon the quality of its citizens, and the quality of its citizens depends upon the quality of their education and the quality of their education depends upon the quality of their teachers. Indian education is changing rapidly, necessitating review and reforms. The current programme of education is not sufficient to cope with the changing conditions and so it fails to equip the teachers to discharge their responsibilities. The teachers who are to be trained now will influence the shape of society. Therefore, it is quite essential that we should have well articulated plans for teacher education.

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