



PRE-SERVICE TEACHER EDUCATION



Problems

Remedies



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INTRODUCTION



Teachers are the pillars of any country as they are the one in which hand the entire destiny of a country rests upon. There is a saying that “Teachers are born not made” but actually “Teachers are made not born” and for this education of the teacher is responsible. The main objective of any teacher education program is to equip all the teachers with essential skills which help to build the personality of a teacher

Pre-service teacher education plays a vital role in shaping the future educators who will impact countless young minds. In India, however, this domain faces several challenges that can hinder its effectiveness. Addressing these challenges and implementing remedies is crucial for improving the quality of teacher training and fostering an education system that meets the needs of modern classrooms.



Lack of human resources

One of the major problem which we are going through is shortage of teachers. Due to lack of teachers it is difficult to impart quality instructions to the students. Hence the pupil teachers are unable to get continuous guidance and support.

Inappropriate teaching internship

The most important component of any teacher education program is practice teaching. But the thing is that due to shortage of pedagogy teachers the pupil teachers are not getting proper guidance. So that they face many problems during classroom transactions and failed to develop command on pedagogy part which is a big concern.

Lack of Supervision

The supervision for practice teaching should aim at guiding the pupil teachers in learning to organize their content, planning their lessons, techniques of assessment and essential skills. But at present their lesson plans are checked superficially also there is no class observation by the concerned pedagogy teachers for which the students are not getting proper feedback which is a big issue.



Attitudinal barrier

The quality of teacher education is steadily declining because some of us view teaching as a secondary career. Students with this mindset approach everything with a casual attitude and lack the motivation to understand the subjects covered in teacher education.

Incompetent teacher educators

As now it is said that besides content and pedagogical knowledge a teacher should be technology savvy as today's age is the digital age and to meet the current requirement of society we have to make up-to-date ourselves. Hence those are who not that much familiar with the technology face problems in dealing with the student teachers.

Lack of Infrastructure

Due to lack of Infrastructures sometimes it is not possible to maintain the quality of teacher education. In some institutions there is no ICT lab, Psychology lab, library etc. which are important for the student teachers.

Admission Procedure



It has been observed that certain educational institutions use career marks as a criterion for selecting students, whereas other educational institutions are conducting entrance examinations. Thus, the selection process is not consistent. Hence the standard of teacher education program is significantly impacted by this.

Lack of Professionalism

It is essential to be up-to-date on a daily basis so that we will be able to know about the daily happenings around the globe. Only by confining ourselves within the books or syllabus we can't provide quality education to the student teachers. In order to be professional a teacher educator has to read journals, magazines, current affairs, etc or he or she can join conferences, webinars to enhance his/her outlook.

Lack of Funds

A shortage of funding prevents an institution from providing workshops and in-service training for teacher educators, which eventually lowers the standard of teacher education.

Monitoring of the institutions



Monitoring of the teacher education institution is important nowadays as there are some institutions which are not recognized by NCTE still they are taking the admission of the students and they are more oriented to money making rather than the educational growth of the students (Dodiya, 2018).

Qualification of Teacher Educators/Assistant Professors

Qualifications and eligibility criteria for appointing teacher educators is changing frequently. It is noticed that sometimes the recruiting body is lowering the qualification. Hence by lowering the qualifications how can we expect to get the teachers of higher quality? (Bala, 2018).

Outdated Curriculum

Limited Focus on Research

Privatization and Commercialization:

SUGGESTIONS



- Workshops, In-service training should be organized for the teacher educators time to time to maintain the quality of teacher education.
- Stricter requirements for affiliation and an efficient monitoring system by NCTE are necessary to uphold the decorum of teacher education in India.
- The curriculum needs to be changed periodically to meet the needs of both society and the pupils.
- There should be a common admission procedure in order to admit the students in various teacher education programs. Content knowledge, general awareness, reasoning ability along with teaching aptitude can be assessed prior to the admission.
- The qualification of Teacher Educators or Assistant Professors to teach the student teachers should be decided strictly as per the NCTE norms.
- In order to revitalize India's teacher education institutes, funds and other resources should be made available.



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- To preserve the standard of teacher education in India, timely appointments of Assistant Professors or Teacher Educators are required.
 - The trainee teachers' evaluations have to be continuous and comprehensive. So that they will be able to know their strength and weakness and accordingly they can improve themselves. The nature of feedback should be constructive.
 - Internship period can be increased a little bit to make the student teachers more familiar with the school as well as class environment.
 - Teacher Educators should integrate different methodologies as well as approaches to facilitate the students. Traditional approach of teaching should be avoided as far as possible.

RECOMMENDATIONS OF NATIONAL EDUCATION POLICY (2020) ON TEACHER EDUCATION



Some of the key recommendations of NEP (2020) regarding Teacher Education are listed below.

- NEP (2020) has placed emphasis on the Integrated Teacher Education Program.
- By 2030, all standalone teacher education institutions will become interdisciplinary ones in order to provide the four-year integrated teacher education program.
- By 2030, a 4-year integrated B.Ed. degree will be the minimal need for teachers in schools to instruct pupils at different levels.
- To uphold the consistent standards for teacher education in India, admission to the pre-service teacher training program will be conducted through the National Testing Agency (NTA).
- For teachers' ongoing professional development, the usage of online platforms such as SWAYAM/DIKSHA for online training will be promoted.
- To guide the teachers, a National Mission for Mentoring will be formed, and senior/retired faculty members will be the mentors.

An overall analysis reveals that if the NEP (2020) recommendations on teacher education are properly implemented at the local level, it will contribute in improving the quality of teacher education program in India.

CONCLUSION



One of the most significant educational programs is the teacher education program. There will be challenges or issues in a programme but the most important thing is solutions. Our duty is to face all these challenges and find out the proper remedies beforehand. So that all issues can be addressed and the standards of teacher education program will remain maintained. In the field of teacher education numerous policies, committees, commissions, and research articles also occasionally suggest valuable points but everything is documented in writing. It is up to us that how effectively we are taking the advantage of such good points and work in this regard for its implementation in order to preserve the caliber of teacher preparation programs across the nation.

thank you

