

Problems and Prospects of Teacher Education at Elementary Level

Dr. Chetna Rathour

Asstt. Professor (Mathematics)
Sant Nischal Singh College of Education for women
Yamuna Nagar (Haryana)

DOI: 10.29322/IJSRP.9.03.2019.p8752

<http://dx.doi.org/10.29322/IJSRP.9.03.2019.p8752>

Abstract:

Elementary education is an important place in the educational system of a developing country. The entire growth and development of the child, mental as well as physical, depends upon Elementary education. Today's most of the parents complain about poor concentration of their children during study. The whole system of education revolves around the teachers. The teachers appointed in elementary schools are neither well-qualified nor well trained. So we have to work for teacher education institutions, their (pupil teachers) knowledge for subject matter and use of technology, personality development specially endurance behaviour, non-attending enrolments, infrequent innovations, curriculum modifications, imagined laboratories. Aim of this paper to explain the problems of teacher education which will prospect efficient teacher at elementary level.

Key words: Elementary education, teacher education

INTRODUCTION:

Elementary education is an important place in the educational system of a developing country. The entire growth and development of the child, mental as well as physical, depends upon Elementary education. Today's most of the parents complain about poor concentration of their children during study. The whole system of education revolves around the teachers. Education is a continuous process. It helps in all round development of human beings. It starts from a school. In school environment students learn lot of things in the guidance or supervision of teachers. So teacher is very important for growth and development of students. That is way Tagore says, "A teacher can never truly teach unless he himself continues to learn." Teacher education is not teaching the teacher how to teach. Teacher education enriches the teaching skills and efficiency of student teachers. It is essential for a nation to invest in the preparation of teacher for the secure future of country. Student's success depends on the quality of the teacher. Every student deserves a quality teacher. In the modern era teacher quality and teacher training will be more important than any other things.

Teacher play a vital role in the progress of education so teacher education need to strengthen new teacher. Emancipated and empowered teachers lead communities and nation to their march towards better and higher quality of life. Now Education is necessary for all round development of individual and society. Teacher education is education of teacher so that they can become responsible, enlightened, productive and ideal teachers. Teachers play a very important role in society as stated in national policy of Education 1986 "no one can raise above the level of teacher". Whatever change we want to do in schools that should be started from teacher education. A teacher is the key figure in the building of a nation. The task of the teacher is

Reviews of literature:

Galabawa (2003) also identifies the following weaknesses and threats facing primary teacher training colleges (PTTCs) in Kenya: low lecturer professional development, lack of formal research agenda, weak linkage with teachers and tertiary institutions, insufficient knowledge of information communication and technology (ICT), lack of institutional marketing, lack of institutional strategic plans and reluctance to accept change at individual as well as institutional levels. Gakuu et al (2009) for instance states that while integration of ICT would have substantial impact on teaching and learning, the actual state of integration in primary teacher education curriculum is dismal. ARSRC (2007) observes that the content infused and integrated within the current primary teacher education syllabus is inadequate for teacher trainees' development of meaningful knowledge, skills and attitudes. In a report by KNUT (2015) a number of challenges face the current strategies that provide the needs of teachers. Such challenges include; lack of funds due to low budgetary allocation, poor salary and stipends, strikes, lack of government commitment and cooperation as indicated by the haste to address the needs of the teachers, leading to unfulfilled promises; lack of teaching and learning resources, overcrowded classes due to free Primary Education (FPE), poor infrastructure and lack facilities, lack of conducive environment and understaffing of teachers. Chand, D. (2015) 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. Wachiuri, R. N.(2015) Teacher attrition is major challenge that is faced by both developed nations like United States of America and United Kingdom and also the developing countries. For example in India, the type of teacher education offered and methods used do not help teachers to prepare students for the current challenges. Dixit (2014) the paper concludes that teacher education system in India that calls for revolutionary changes. Singh et al (2016) explore the key parameters of teaching as well as role and responsibilities of teachers and talked about issues of teaching and opportunity of improvements through self-up gradation and wilful involvement.

Problems of Teacher Education

National Council for Teacher Education [NCTE] (2009) acknowledges the important role of teacher education in developing the physical, intellectual, social, moral and spiritual dimensions of the human person. Consequently the very high social expectations on the teacher are regarded as morally justified. However, in India, an observation is made that academic preparation is over emphasized over other equally critical aspects of teacher education such as moral reasoning, emotional intelligence and capacity to manage interpersonal relationships. There are various problems that obstruct the path towards the attainment of perfection and standard, as

- A. Lack of subject knowledge
- B. Non attending students
- C. Less percentage students enrolled easily
- D. Private or self-finance institute enrolled inefficient students for money making.
- E. Curriculum not according to level of students who enrolled in teacher education at elementary level.
- F. Bachelor of education and diploma in education both have same content matter but level are different.
- G. According to new curriculum some teaching subjects are optional like students will opt any two subject from maths, science, social science or English.
- H. Small time period provided for teacher's training
- I. Selection problem
- J. Incompetence of students and teachers
- K. Practice teaching neither adequate nor properly conducted
- L. No provision of microteaching
- M. Teaching methods are not used properly
- N. Poor academic background of students
- O. Education system does not promote critical thinking therefore their communication skills are weak and cannot express themselves.

Suggestions to improve the condition of teacher education

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. 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.

Some suggestions here to improve the condition of teacher education:

If really we want to make our classrooms creativity centred, then we have to bring a drastic change in our teacher education system, because, the teacher education institutions determine the fate of teachers and teachers determine the fate of students in general classroom, Basantia & Panda(2015). Teacher education institution at elementary level must improve for quality enhancement. Some suggestions are there:

1. Providing opportunities to examine their hesitations and misunderstandings about teaching at primary level; because primary class students are future of any nation.
2. Provide guidance for updating content knowledge: subject command is must for teaching at elementary level. Students at that level are like blank paper if we write wrong on this time it will print for forever.
3. Personality development courses must be organised in teacher education institutions, which will compulsory for all students.
4. At time of enrolment, knowledge ability test must be organised. So we will find efficient teachers for primary level students.
5. Teacher training must be observed by expert's teachers.

6. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
7. Low standards Institutes should be reformed.
8. Affiliation condition should be made strict.
9. Language lab must for institutions; for primary students in teaching of Hindi and English teachers face problems, which will be solved out in training.
10. Innovation teaching methods must be used by teacher educators like play way, inductive- deductive, Alayatic-synthetic method.

CONCLUSION

Education is essential for progress and development of any society. Good quality of teacher education at primary level will ensure the effective implementation of education policies and programme. Teacher education institutions at elementary level should take the challenge to develop comprehensive taxonomy of creative ability with the joint efforts of teacher educators, teachers, experts and researchers.

Now teacher education does not taught only teaching in the classroom but various other activities such as planning and administration also performed in teacher education institutions. Systematic revision are needed in teacher education at primary level. Innovative techniques which suit the demands should be applied. Teachers need to do action research to find out suitable methods of teaching learning and teacher education should be according to the problems and concerns of the school education.

REFERENCES:

- Galabawa J. (2003). The Status and Related Aspects of Lead Primary Teachers Training Colleges in Kenya (Report submitted to UNESCO) From <http://unesdoc.unesco.org/images/0014/001454/145469e.pdf> Retrieved on 18/12/2011
- Özdemir & Güneşli (2008) Problems that Pre-service Teachers Experience and Challenges in Teacher Education Conference Paper (PDF Available) · May 2008 *with 5,778 Reads* Conference: 10th International Conference on Education, At Athens, GREECE
- Hess, F. (2008). Teacher education and the education of teachers. In M. Cochran-Smith, S. Feiman- Nemser, & J. McIntyre (with K. Demers) (Eds.), Handbook of research on teacher education (3rd ed., pp. 1324-1328). New York:
- Gakuu, C., Kidombo, H., Bowa, O., Ndiritu, A., Mwangi, A., and Gikonyo, N. (2009). Kenya Report From www.observatoire-ic.org Retrieved on 15/12/2009
- Routledge. Hiebert, J., & Morris, A. (2009). Building a knowledge base for teacher education: An experience in K-8 mathematics teacher preparation. *Elementary School Journal*, 109(5), 475-490
- Sykes, Bird & Kennedy (2010) Teacher Education: Its Problems and Some Prospects Article (PDF Available) in *Journal of Teacher Education* 61(5):464-476 · November 2010 *with 895 Reads* DOI: 10.1177/0022487110375804
- Ashok. J. (2012) “problems of teacher education in India” *International Journal for Research in Education (IJRE)*, Vol.1, Issue: 1, p 54-58 3.
- Goel, Chhaya. (2012) “teacher education scenario in India: current problems & concerns” *International Journal of Educational Studies, Trends & Practices*, vol. 2, no. 2 pp. 231-242 4.
- Dixit (2014) Teacher education in India - problems and suggestions 419 *International Journal of Research (IJR)* Vol-1, Issue-4, May 2014 ISSN 2348-6848
- Dinesh Chand (2015) Major problems and issues of teacher education *International Journal of Applied Research* 2015; 1(4): 350-353
- Wachiuri, R. N.(2015) Problems and Prospects of Teacher Education *Journal for Studies in Management and Planning* <http://internationaljournalofresearch.org/index.php/JSMaP> e-ISSN: 2395-0463 Volume 01 Issue 08.
- Singh. Et al (2016) challenges and Responsibilities in teaching in Emerging India: *Journal of Indian Education* vol XLII No. 2 ISSN 0377-0435(PRINT)