

## DETAILS OF E-CONTENT AND ITS STRUCTURE

<b>E-content Detail</b>	
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Teacher education has been the backbone of nay civilized society since its advent. No society can develop unless its teacher education programmes are not developed to its pursuits. There are many basic issues to be addressed before teacher education if it wants to give its true meaning and real purpose. These issues have existed in the past also but it has now grown itself to an alarming situation which requires on urgent Redressal. The following are some of the issues of teacher education which are to be accepted honestly and addressed properly by it.

- Contradiction between Theoretical and Practical Components of Teacher Education Curriculum.
- Lack of Coordination of Knowledge contained in Different Disciplines.
- Poor Arrangement for Orientation and Refresher Courses in Teacher Education
- Poor Salary and Facilities to Teacher Educators.

Contradiction between Theoretical and Practical Components of Teacher Education Curriculum.

The knowledge about education imparted to the prospective teachers in teacher education becomes irrelevant when they enter classrooms after training. Knowledge contained in different subjects in teacher education has no relevance with practice. However, when the prospective teachers enter the classrooms after

becoming full-fledged teachers, they never practice the concept of education. They impart, dictate, instruct the student assuming that they are the only possessors of knowledge who can put the knowledge into their students who are dispossessed of it. Therefore this contradiction between theory and knowledge must be removed in teacher education to facilitate true learning to the prospective teachers so that they can practice the same when they are in the classrooms after completion of training. Recently NCTE has increased the duration of practice teaching in its Regulation 2014 to minimize this problem. It is a welcome step if it is followed in its true sense and spirit.

### **Lack of Coordination of knowledge contained in different disciplines:**

Teacher education has some basic disciplines like educational philosophy, educational psychology and educational sociology. Knowledge contained in these disciplines is given to the students, without establishing and coordination between them with reference to man, society and their relation in the practical situation of classroom teaching. Knowledge of these disciplines, which is given to the students, is isolated and is at an informative level. Therefore students are unable to comprehend and apply the knowledge in classroom teaching.

### **Poor Arrangement for Orientation and Refresher Courses in Teacher Education:**

In the age of knowledge explosion, there are many changes and improvement in each discipline, even in teaching techniques, methods, skills and aids. Therefore, orientation and refresher courses should be arranged for teacher-educators in teacher education.

The University Grants Commission encourages these courses by giving extra grants for organizing these courses. But most of the teacher education institutions (including aided institutions of teacher education) are unwilling to send their teachers for these courses. It is neither wise nor good for the teacher-educators concerned and the institution of teacher education. The NCTE encourages these teachers for their participation through its Mandatory Disclosure Form to be filled by the individual teacher education institutions. Therefore, the National Council for Teacher Education must be vigilant in this regard if the quality of teacher education is to be improved.

### **Poor Salary and Facilities to Teacher-Educators:**

In the past teachers were held in high esteem. They were true seekers and creators of knowledge. They were real shapers of masses and the nation and the world. They were not the teachers of youngsters only, but they were hidden rulers also as advisors of the kings.

In the modern times, it is said that a nation is being shaped or made in the classrooms. The Report of Education Commission (1954-66) also observed, the destiny of India is now being shaped in classroom. "And teacher control classrooms. But teachers' status today is not satisfactory, even in teacher-education institutions. In teacher education institutions salaries of teacher educators, particularly in privately managed non-aided institution are not satisfactory. They have to work on very low fixed pay.

Though the National Council for Teacher Education was established in August 1995 as per the NCTE Act 1993 to look after the institutions of teacher education, its job is to maintain the standard of these institutions through the visit of its teams to inspect these institutions. In reality, most of the institutions show the required infrastructure and faculty at the time of the visit of NCTE teams. After their visits, there are no regular faculties, or qualified principals in the institutions of teacher education particularly in the privately managed non-aided institutions. And even a few appointed faculties including principals do not get prescribed regular salaries. Therefore the National Council for Teacher Education (NCTE) must be perpetually vigilant, strict and powerful (in action), like the Indian Council of Medical research institution of teacher Education, and allowing them to continue. Recently the Government of Bihar has fixed the fee structure to be collected and the disbursement on the orders of the Hon'ble High Court, Patna to inspect the service conditions of salary and provident fund paid to them. Also the Directorate of Research and training, Govt. of Bihar has taken an initiative to link these teachers with Adhar Card which will monitor their salary and provident fund.

Teacher Education, Which should be free to all, must remove contradiction between theory and practice teaching. It must frame the curriculum for coordination in knowledge contained in different disciplines. It must involve problem-posing method and dialogical form of technique in teaching. There must

be proper arrangement of orientation and refresher course for newly appointed teachers and senior teachers respectively to orient them in methodology and refresh them in new knowledge of the concerned disciplines. The teacher education must be ready to accept this change. Above all, teacher educators including all levels of teachers must be given high salaries, protection and security in their jobs and better facilities so that they may discharge their duties of creative and constructive teaching without any fear, stress and strain.