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MAJOR ISSUES AND PROBLEMS OF TEACHER EDUCATION**Dr. Shrikant L. Patil****M.Com., M.Com., MLISc., M.Phil., PGDCA., Ph.D.****Assistant Professor and Research Guide in Commerce,****G.P. Porwal Arts, Commerce and V.V. Salimath Science College,****Sindagi. Dist. Vijayapur, Karnataka State.****ABSTRACT :-**

Teacher Education skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

KEYWORDS : *Teacher education, needs, Features, Objectives, Issues, Problems and Suggestions.*

INTRODUCTION:-

The American Commission on Teacher Education properly notices, "The nature of a country relies on the nature of its residents. The nature of its residents depends not solely, yet in basic measure upon the nature of their schooling, the nature of their schooling depends more than upon any single factor, upon the nature of their instructor."

Schooling has progressively become critical to achievement of the two people and countries. Developing proof shows that, among every instructive asset, instructors' capacities are particularly basic supporters of understudies' learning and subsequently the accomplishment of a country to progress in its monetary, social and political circles.

Educator instruction is a program that is identified with the advancement of instructor capability and ability that would empower and engage the educator to meet the necessities of the calling and face the difficulties in that. As per Goods Dictionary of Education Teacher schooling implies, —all the formal and non-formal exercises and encounters that assistance to qualify an individual to accept obligations of an individual from the instructive calling or to release his obligations all the more successfully.



Vision of teacher education:

- 1, Encouraging, steady and accommodating facilitator in showing learning circumstances who empowers students (understudies) to find their abilities, to understand their physical and scholarly possibilities without limit, to foster person and beneficial social and human qualities to work as dependable residents; and,
2. A functioning individual from the gathering of people who put forth cognizant attempt to contribute towards the course of restoration of school educational program to keep up with its significance to the changing cultural necessities and individual requirements of students, keeping in see the encounters acquired previously and the worries and objectives that have arisen in the light of changing public advancement objectives and instructive needs.

These assumptions propose that instructor works in a bigger setting and its elements just as concerns encroach upon her working. In other words, educator must be responsive and touchy to the social settings of instruction, the different aberrations behind the scenes of students just as in the large scale public and worldwide settings, public worries for accomplishing the objectives of value, equality, social equity as likewise greatness.

To have the option to acknowledge such assumptions, TE needs to include such provisions as:

1. Care for kids, and who love to be with them;
2. Understand youngsters inside friendly, social and political settings;
3. View learning as a quest for importance out of close to home insight;
4. Understand the manner in which learning happens, potential methods of making conductive conditions for learning, contrasts among understudies in regard of the sort, speed and styles of learning.
5. View information age as a persistently advancing course of intelligent learning. Be responsive and continually learning.
6. View learning as a quest for importance out of close to home insight, and information age as a persistently advancing course of intelligent learning.
7. View information not as an outside reality implanted in course books, but rather as built in the common setting of educating learning and individual experience.
8. Own obligation towards society, and work to construct a superior world.
9. Appreciate the capability of useful work and involved insight as an academic medium both inside and outside the study hall.
10. Analyze the curricular system, strategy suggestions and texts.
11. Have a sound information base and fundamental capability in language.

NATURE OF TEACHER EDUCATION:

- 1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), –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.
- 2) Teacher education is based on the theory that, Teachers are made, not born in contrary to the assumption, –Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called tricks of the trade.
- 3) Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.

- 4) It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
- 5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
- 6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines.
- 7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.
- 8) It is a system that involves an interdependence of its Inputs, Processes and Outputs.

The objectives of teacher education would therefore be to,

1. Provide freedoms to notice and draw in with kids, speak with and identify with youngsters
2. Provide freedoms for self-learning, reflection, osmosis and explanation of novel thoughts; creating capacities with respect to self guided learning and the capacity to believe, act naturally basic and to work in gatherings.
3. Provide freedoms for getting self as well as other people (counting one's convictions, suppositions and feelings); fostering the capacity for self investigation, self-assessment, versatility, adaptability, innovativeness and advancement.
4. Provide freedoms to improve getting, information and analyze disciplinary information and social real factors, relate topic with the social milieu and foster basic reasoning.
5. Provide freedoms to foster proficient abilities in teaching method, perception, documentation, investigation, dramatization, create, narrating and intelligent request.

ISSUES IN TEACHER EDUCATION

1. Proliferation of Colleges of Education
 2. Isolation of Colleges of Education
 3. Regional imbalances
 4. Alternative modes of teacher education
 5. Duration of teacher education programmes and Examination system
- Further there are issues related to the quality of the teacher education

1. Curriculum and Personal and social skills
2. Competencies and Subject knowledge
3. ICT skills and Context sensitivity
4. New pedagogy for the global world

PROBLEMS OF TEACHER EDUCATION

1. Several types of teacher education institutions thereby lacking in uniformity.
2. Poor standards with respect to resources for colleges of education.
3. Unhealthy financial condition of the colleges of education
4. Incompetent teacher educators resulting in deficiency of scholars.
5. Negative attitude of managements towards development of both human as well as material resources.
6. Uniform education policy of the government treating excellent institutions alike.

7. Improper selection of the candidates (student teachers) to be admitted.
8. Traditional curriculum and teaching methods of teaching programme.
9. Inadequate duration of the teacher programme.
10. Haphazard and improper organization of teacher education.
11. Unplanned and insufficient co-curricular activities.
12. Subjective evaluation pattern.
13. Practice teaching neither adequate nor properly conducted.
14. Feedback mechanisms lacking.
15. Objectives of teacher education not understood.
16. Secondary level teacher education is not the concern of higher education.
17. Lack of dedication towards the profession and occupational perception

SUGGESTIONS FOR IMPROVING THE TEACHER EDUCATION:

1. Instructor schooling, as advanced education and specialized training should be the obligation of the focal government.
2. Consistency among educator instruction establishments should be guaranteed and kept up with as far as educational plan, span and timings of the program.
3. Educational plan improvement on a proceeding with premise to stay up with latest things.
4. Government should care for the monetary necessities of the organizations.
5. Instructor teachers should be capable and experienced with language capability.
6. Instructor teachers to be prepared in the utilization of ICTs.
7. Privatization of instructor schooling ought to be managed.
8. Foundations of low guidelines ought to be transformed or shut.
9. Conditions for connection ought to be made severe.
10. Standard and thorough review by NCTE ought to be done consistently.
11. Choice methodology should be improved and talks with, bunch conversations alongside normal passage test and checks ought to be presented.
12. Term of instructor training ought to be expanded to two years.
13. More accentuation ought to be given on work on instructing till authority is reached with suitable input.
14. Temporary job ought to be of adequate time (a half year) and understudy instructors should be presented to the full working of the school.
15. Assessment in instructor training ought to be evenhanded, dependable and legitimate.
16. Instructor understudy proportion ought to be in a perfect world 1:8.
17. A few kinds of co-curricular exercises ought to be remembered for the educational program.
18. Proficient advancement of instructor teachers as progressing custom.
19. Supplemental class ought to be coordinated often for instructor teachers.
20. Exploration in instructor training ought to be supported.
21. Number of training days to be expanded to 230 every year.

CONCLUSION:

On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to

gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making. Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

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