

TEACHER EDUCATION: EMERGING CHALLENGES AND SUGESSTIONS

HIMANSHU GANGWAR
Assistant Professor
Jyoti College of Management
Science and Technology Bareilly
E-MAIL- gangwarhimanshu4@gmail.com

MITHLESH GANGWAR
ASSISTANT PROFESSOR
Jyoti College of Management
Science and Technology Bareilly
E-MAIL- mithleshgangwar32@gmail.com

ABSTRACT

“Teachers are literally the arbiters of a nation’s destiny. It may sound a truism, but it still needs to be stressed that the teacher is the key to any educational, reconstruction”.

Higher education has a vital role to play in the social and economic development of all countries. Education is the key for development of any nation and it depends upon the quality of teachers. Our country is third biggest country of the world. So in a country like India education has to play a crucial role in social transformation, social change and nation development. But for what that we have to accept the current trends and development as well as innovations in education. Teacher education is an important programmed to improve the quality of school education. It is concerned with providing teaching skills and proficiency to the prospective teacher’s .In the view of ongoing changes in the social cultural, economic and political environment, the drastic change is required in the teacher education so that teachers could raise their standard with the changing needs of the society. The student should be providing relevant information and knowledge that would not only enhance their academic concepts, but also inculcate the traits of morality, ethics, norms and value with them. A teacher should have the ability to build up the students under his knowledge .Teacher should have the potential to make the study enjoyable Pre service and In service training have to be conceptualized as an inseparable whole. This article is an attempt to focus all the aspects of teacher education in accordance to the present scenario and challenges in Teacher Education.

Key words: -Teacher Education, Teacher Challenges,Reconstruction, Quality education.

INTERODUCTION

The development of any nation depends on the quality of its citizens. the quality of citizens are the products of its education systems. The secondary education commission (1952-1953) rightly pointed out “We are convinced that the most important factor in the contemplated educational reconstruction in the teacher his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well in the community”. The teacher occupies is very important place in society because he brings about the transfer of intellectual tradition from one generation on the next. He is expected to help in the silent social revolution hat is taking place in the country. His duty does not end in the

classroom with his student he owes a duty to the society and the nation .He should be abreast of the developments in the country and the world. He should be able to constantly adjust his methods and approaches to suit the changing times. The Kothari Commission (1964-66) remarked “A sound programme of professional education of teachers is essential for the qualitative improvement of education in the absence of other influences; a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tends to perpetuate the traditional methods of teaching.”Thus teacher education programme has to be revisited, reformed and reoriented today.

CHALLENGES OF TEACHER EDUCATION:

- 1) **Lack of subject knowledge :** The teacher education programme does not emphasize the knowledge of the basic subject. There is no provision to increase and strengthen the knowledge of the particular subject of the student teacher. The whole teaching practice remains in different with regard to the subject knowledge of the student teacher.
- 2) **Lack of regulation in Demand and Supply:** In majority of cases the State Education Departments have no control on starting of post-graduate teacher education departments. The teacher education departments have no data on basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and the supply of teachers.This has created the problems of unemployment and under- employment.
- 3) **Inadequate Empirical Research:** The Teacher education programmes have not been properly studied by undertaking any systematic research . Unwarranted suggestions based on speculation are the guiding principles in teacher education programme.
- 4) **Lack of use of Science and Technology:** With the advancement in science and technology the world has become interdependent and is turning gradually into a global village. But educational programmes for teachers or teacher-education have not made full use of latest technologies for developing teaching skills among students. Stereotyped and theoretical methods are still more prevailed in the teacher education training institutes.
- 5) **Traditional methods of teaching:** Traditional methods of teaching are still widely used for teaching the upcoming teachers. Students are not exposed to new innovations and experimentation. Modern classroom communication devices are found negligible in institutions. How we can expect student teacher to use new methods of teaching when they are not seeing their educators using these new methods.
- 6) **Social Issues:** There are various social problems issues that today our nation is confronting. These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against these social problems if they are sensitive towards these issues.
- 7) **Absence of professional development:** In india the entire teacher education programme is lacking in professional attitude which is so important for a sound programme of teacher education. Even the

summer Institutes eing run with the help of UGC and NCERT are not to deliver the goods. The association of teacher education has not contributed anything towards development of a sound professionalisation of teacher education in the country.

SUGGESTIONS:

1. There should be a planning unit in each state education department to regulate the demand and supply of teachers at various levels of schools. It should be responsible for projecting future requirements of teachers in various categories.

2. A teacher education department should conduct special innovations programme in the following directions: seminarand discussions with lectures, team teaching, panel discussion and projects sponsored by the faculty members for improvement of learning in various disciplines.

3. The impact of science and technology and ICT on society and education should be fully discussed in teacher educations institution. Scientific attitude should be developed and its application for the solution of problems of life should be encouraged. Teachers should use innovative methods with the changing demands of the education system. Television, computers, radio, and other forms of mass media can be utilized in an educational context, often in an attempt to involve the student actively in their own education.

4. The methods of teaching in the teacher education departments should inspire appreciation among other departments of the university and colleges.

5. Professional development of teacher educators is a continuous process. Therefore, New Refresher Course, Orientation Programmes, Workshops, Symposium and short term courses should be encouraged on a frequent basis for the professional growth of teacher educators. For developing the professional attitude, the institution should be adequately equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization, and other curricular activities.

6. Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.

Conclusion –

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the

requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. Most innovations attempted so far India highlight greater input of human effort than of finance with strong administrative leadership as well as the persons concerned with different field of education many ideas and innovations become unsuccessful. But it is the responsibility of our teachers to fight with these hindrances and to apply new innovative ideas, techniques and methods through their teaching-learning process.

References –

- (1) Aggarwal, JC (1996), Essentials of Educational Technology, Vikas Publishing House, New Delhi.
- (2) Rajan. J (2005) – Review of Social Sciences, Vol-VI, No.2
- (3) Anand C.L. (2000) – Teacher Education in emerging India, NCERT, New Delhi
- (4) Hampton, Scott E. “Reflective Journaling and Assessment.” Journal of Professional Issues in Engineering Education & Practice 129.Oct 2003 186-189. 27 Jun 2008

