

TEACHER EDUCATION IN INDIA: CHALLENGES AND PROSPECTS

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ABSTRACT

Teacher Education is an important area of concern. Various policies, advisory groups, commissions were built up to enhance and change the status of Teacher Education from time to time. With the increasing amount of knowledge teacher's job has been more challenging in the light of new pedagogical and globalization. Well planned and imaginative Teacher Education programmes are required today. In order to enable the teachers to act as catalyst in the processes of developing the future citizens, the Teacher Education programme needs to be revised and revamp from time to time. The present paper gives focus on the current status and challenges of Teacher Education in India. This study also tries to give some suggestions to overcome the challenges.

KEYWORDS: Teacher Education, Innovative Practices, Practice Teaching, Pedagogy

INTRODUCTION

The progress of a country depends on the nature of its teacher and thus teaching is being considered as the noblest of all professions. The key personnel in the institutions who play an important role to bring about this transformation are the teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure (Hasan, 2018). From this point of view Teacher Education is an important area of concern. Various policies, advisory groups, commissions were built up to enhance and change the status of Teacher Education from time to time. In the present time of liberalization, privatization and globalization the Teacher Education programme is facing several challenges. In order to enable the teachers to act as catalyst in the processes of developing the future citizens, the Teacher Education programme needs to be revised and revamp from time to time.

OBJECTIVES

The objectives of the present paper are-

- i. To find out the challenges in Teacher Education.
- ii. To suggest some remedial measures for overcome the challenges.

METHODS

Descriptive method is used for the study. The study is based on secondary data such as thesis, articles, journals etc.

MEANING OF TEACHER EDUCATION

Teacher Education refers all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. W.H. Kilpatrick specified teacher training by stating that 'Training is given to animals and circus performers, while education is to human beings. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.' (Kumar & Azad, 2016). It is an attempt to provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation. It provides opportunities to develop professional skills in pedagogy, observation, documentation, analysis and reflective inquiry and critical thinking.

CURRENT STATUS OF TEACHER EDUCATION

In recent times the number of sub-standard institutions of Teacher Education is increased rapidly. There are numerous reports of

malpractices; and the support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient. The DIETs take charge of organizing pre-service and in-service programmes in addition to being the nodal resource centres for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in Teacher Education programmes at the secondary and higher secondary stages and in vocational education. National Council for Teacher Education (NCTE body has taken the main responsibility as regards to quality improvement in Teacher Education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; Teacher Education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in Teacher Education. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they advocate. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

CHALLENGES:

In present time Teacher Education programme is facing several challenges. These are:

- Selection method is not well. Better selection method would not only to improve the quality of training with better selection method would not only but also save the social and personal and wastage.
- The current training programme does not provide proper opportunities to the student teachers

to develop competency because the organizers of teacher's training programme are not concern about the present problems of schools.

- Student teachers are not serious to the task of teaching, deficient in sense of duty indifferent to children, irresponsible, aimless, lacking innovative measure in teaching which is great obstacles in the development of pedagogical skills.
- The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.
- Experimentation and innovation in the use of teaching methods is rarely followed. Their acquaintance with modern class-room communication devices is negligible.
- The Teacher Education has become isolated from schools and current development in school education has been observed by education commission
- There is supervision problem of teaching in recent times mainly in private institutions. The supervisory organizations for practice teaching are not performing well. Before practice teaching, the lesson plans are checked superficially and no discussion is made by the subject method specialist. During practice teaching field visit the supervisor is not regular.
- Research in education has been considerably neglected. The research conducted is of low quality. Before undertaking any research, the teacher programmes are not studied properly.
- Most of the programmes are being conducted in a casual and dull manner. Even towards development of a sound professionalization of Teacher Education in the country the association of teacher educators has not contributed anything.
- In present days most candidates do not have the requisite motivation and an academic background for a well-deserved entry in the teaching profession.
- Poor financial condition of the many colleges of education.
- Negative attitude of managements of private institutes towards development of both human as well as material resources.
- Lack of dedication towards the profession.
- Traditional curriculum and teaching methods of teaching in the Teacher Education programme.
- Lack of use of innovative practices.

SUGGESTIONS

To overcome the aforesaid challenges the following suggestion may be effective. These are

- Curriculum of Teacher Education programme should be revised from time to time according to changing needs of society and nation.
- The quality of Teacher Education programme should be up graded.
- Teacher Education institutions should be put under strict control of the regulatory body for the selection of teacher, students and provisions of good infrastructure etc.
- Institutions working should be examined from time to time and strict action should be taken by the regulatory body.
- Government should look after the financial requirements of the institutions.
- Teacher Education privatization should be regulated.
- Refresher course should be organized for teacher educators frequently.
- On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
- Student Teachers should train about stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and competition.
- Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
- Teacher Education programmes should enable the teachers to develop life skills among students.
- Among Teacher Education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
- Techniques used in teaching should develop habit of self learning and reduce dependence on teachers. It will help them to reflect on their own and doing something new. Doing something new is creativeness.
- The impact of science and technology and ICT on society and education should be fully discussed in Teacher Educations institution.

CONCLUSION

Teacher Education needs to orient itself to the new challenges and enable its students to compete level. Teacher Education in India is at a challenge in present day of globalization processes. Teachers are the backbone of the nation. The teacher is the crucial

person and play important role in education system For making a teacher competent and efficient Teacher Education programme should be more planned and organized. NCTE, NCERT from time to time takes the responsibility to revamp the Teacher Education programme. Proper planning will help to overcome the challenges. Bt the most important factor is that it is the mental or the mental orientation of a individual to become an efficient teacher is most important. If it is not found the Teacher Education programme can never be successful.

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