



PROBLEMS CHALLENGES LIMITATIONS AND SUGGESTIONS FOR FUTURE TEACHER EDUCATION

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Abstract

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. As we see higher education produced many graduates every year but very few students enter in teacher training course. This is the main issue of the today's teacher training colleges. The reason behind this is the duration of teacher training course. From this year NCTE has made changes in the teacher training course duration and curriculum. Every institution has faced the problem of student enrollment and student engagement in learning. To overcome this problem in future teacher education colleges responsibility will increase and need to focus the production of specific skill work teacher educator for the digital generation and also establish the connection between pre-service and professional training.

Key Words- *Teacher Education, Problem, Need*



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Introduction-

Now days a process of globalization created revolution in society and brought new challenges to education. In the future the responsibility of every teacher education will increase. We need a dynamic teacher education must be futuristic outlook. Prepare students for world of tomorrow so that they can survive in accelerating technology changes, it will be the challenging task for teacher education.

Background-

After a long debate and discussion the NCTE (National Council For Teacher Education) has made changes in the duration and curriculum of teacher education. This is the futuristic vision of NCTE has took step forward. In the materialistic age we look to education for solution. In future we expect some changes is meaningful and possible direction.

Present status of Teacher education

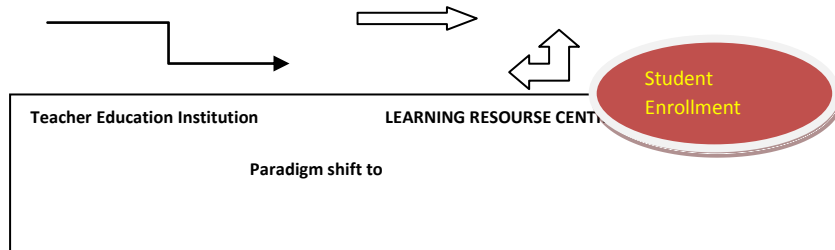
As we see in higher education produced many graduates every years but very few students are entered in teacher education professional course. The reason is duration and process of admission to the teacher education course. Maximum teacher institution has faced problem regarding student enrollment and not only non-aided but aided colleges also. Another issue is surplus teacher in colleges. As we consider the ration of teacher and student is 1:10 then we require students admissions accordingly for the fulfillment of the ratio as per he NCTE norms

Challenging Issues

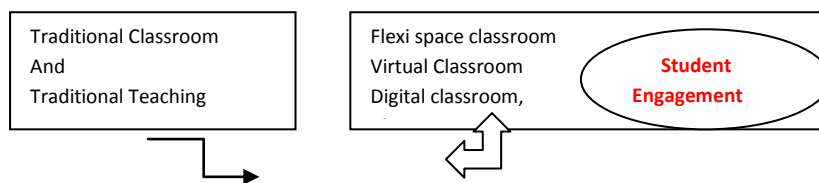
Today teacher education colleges have faced two main challenges A) Student Enrollment and B) Student Engagement

In future to face these challenges we require expected desirable changes in the process, plan and pattern of entire course of teacher education and teacher education institution.

- **Teacher Education institute** -In Maharashtra, Pune district 256 teacher education colleges are available. Out of these three are aided and two are in process for taking grant and remaining non aided colleges. As per the norms of NCTE and quality indicator suggested by NAAC, the teacher education institution colleges have set up. We have seen these institutions have performed function to transformation of information instead of producing productive work for society and school. The task is fulfilled by institution are to prepare teacher and qualify them for the primary and secondary education level. In future from a place of transformation of formal information, the teacher education institute will work in the form of learning resource centre



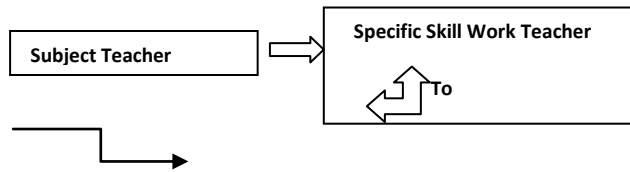
- **Classroom** -The classroom is a place where teaching learning process and interaction between teacher and students are take place through the medium of instruction and method of teaching. Teacher use traditional and modern method used for teaching. In future digital generation will in classroom in high quantity. It is necessary to facilitate new pedagogical approaches by the teacher because in the future rate of change and rate of expansion of knowledge will be very rapid. Hence the classroom teaching learning process and arrangement of classroom should be advance.



Paradigm shift to

- **Futuristic Teacher** - Today the teacher education course provide subject teacher for school education. In the coming future function and the role of teacher will be multidimensional. He/She is not only subject teacher to improve knowledge but he/she acquires skill for diverse classroom so that every disabled student will learn with normal children in inclusive set up school. In this connection NCTE (1998) recommended that a teacher in the revolutionary age must be have commitment to the learning, commitment to the society, commitment to the profession and commitment to the basic human value. In the technological era teacher must have knowledge about advanced technology to face

digital generation competently. Thus the teacher needs to prepare himself/herself in future teacher education.



Paradigm shift to

In future focus will be on teacher exchange programme so that they can share their knowledge

and get new experience. Prepare teacher to dealing with diversity is the necessity of future.

Conclusion -In the book *Teaching 2030* by Barnett Berry and 12 classroom experts, the authors pinpoint specific skills educators will need to teach in the schools of tomorrow. They say teachers must be prepared to find and adapt new technologies to engage the digital generation, as well as work across traditional subject areas using project learning. In future teacher education every teacher educator must have technical knowledge to face digital generation and capable for smart classroom.