



## **Challenges and future of Teacher Education**

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In the post independence period teacher education in India registered a tremendous expansion. At present there are about 2100 teacher education institutions which include state institutes of education, secondary training Institution and University Departments of Education. The members of the staff in all such institutions are by and large inadequately prepared for the job.

Kothari commission remarks, "The destiny of India is being shaped in its classrooms." No doubt education plays a very significant role in nation's development but the quality of education is greatly determined by the quality of teachers therefore, great efforts were made and still are being made to import the quality of teacher education. This situation makes us to analyze critically the teacher evaluation programme to find its challenges and accordingly to make some changes for the better future of teacher education.

- **Challenges Concerning Teacher Education.**

\*Problem of selection:-

Detects of selection procedure lead to deterioration of the quality of teachers. Better selection methods would not only improve the quality of training but also save the personnel and social wastage.

- **Small Time Period for the Training of teachers :-**

In India, the period of training of teachers for secondary schools has all along been of one year after graduation the effective session being of eight to nine months. The main purpose of Teacher education programme is to develop healthy attitude, broad based interest and values consistent with the dignity of training profession and thereafter develop a personality too. It is not possible, during the short duration of nine months.

- **Incompetency of student teacher :-**

The organizers of Teachers Training Programme are not aware of the existing problems of the schools. They are not in direct contact of schools. Due to this gap, the growth of content stagnates, methodology gets stale and content with academic discipline becomes weak.

- **Problems of practice Teaching :-**

Practice lessons are the soul of the teachers training But proper guidance, is not given to the student teachers. Good practicing schools are not available for practice teaching.

\*Lack of subject knowledge:

The teacher training programme does not emphasize the knowledge of the basic subject. There is no provision to increase and strengthen the knowledge of the particular subjects of the student teacher.

\*Lack of Realism:-

The student teachers should be given a chance to face the real problems of classroom teaching. He should practice the particularly skill needed for his particular subjects. He should know how to complete his course and how to perform other related work other than the teaching.

\*Lack of Innovative Methods:-

In Indian teacher educators are averse to innovation and experimentation. They use the traditional method of instruction, lecturing and dictating of notes. There acquaintance with modern class

room communication devices is negligible. There lectures are dull, monotonous and uninspiring. The teacher educators have no planned and systematic awareness and control over the instructional technology.

**\*Absence of professional Attitude:-**

In some states the teacher education programme has been commercialized. But in some states optimum saving is made through the revenue raised by such departments. This has resulted into sub standard facilities in the colleges and is largely responsible for lack of vigorous and dynamic programme on the campus.

**Isolation of education department:-**The Education Departments of a number of teacher training institutes are isolated from the other departments. This hinders the inter-disciplinary environment required for the overall development of student teachers.

**Negligible use of technology:-**Student Teachers or for that matter, a number of teacher trainers themselves do not have adequate knowledge of technology and therefore fail to implement such positive methods in the teaching process.

**Powerful lobby of private education institution:-** In the past few decades, a number of private education institutions have cropped up in various parts of the country. The aim of such institutes is to make profit rather than meting out good quality of education to the teacher trainees.

**Low quality of education:-**The number of institutions providing education for students who aspire to become teachers is increasing day by day with a simultaneous decrease in the quality of the education provided.

**No social status:-**With the advent of technology and with so many career options available, teaching is not considered to be a noble profession any more. Infact, teachers are looked down upon due to the scant respect and wages that they receive.

**Irrelevant curriculum:-** Although a teacher is considered to be the pillar which holds a nation together, the training given to student-teachers is very rigid, idealistic and theoretical and has very little relevance in this modern day world.

**Lack of proper facilities:-**In Teacher Training institutes, the facilities required to nurture good teachers are not provided due to lack of funds, lack of motivation, lack of awareness and so on.

**No interaction with the main academic stream:-** In Educational Institutions, student-teachers are provided with a number of courses in order to obtain a degree that will provide them with a job rather than the knowledge that will nourish them morally, physically, intellectually, psychologically, socially, economically and so on which they can, in turn, pass on to the younger generation they interact with.

**No scope for research:-**When a student is undergoing teacher-training, emphasis is laid on the marks he or she scores and the amount of theory that is memorized. Research is given very little or no importance at all.

**Lack of regulation in demand and supply:-**A lot of disparity is seen in the demand and supply of teachers.

**Insufficient financial grants:-** A number of Educational Institutions are required to manage the training of several student teachers without adequate funds. This financial situation creates a dearth for good quality education and adversely affects the abilities of the prospective teachers.

## **Remedies for the better future of Teacher Education**

### **1. Reorganization of Curriculum**

The course of studies both in theory and practice should be reorganized.

### **2. Special Innovative Programmes**

A teacher education programme should conduct special innovative programmes in directions like Seminar, combination of seminar and discussion with lectures, team teaching, panel discussion, projects sponsored by the faculty and so on.

### **3. College of education should provide a unit for promoting democratic spirit**

Educational institutions should be equipped with facilities for organizing various types of activities like daily assembly programmes, community living, social work, library organization, and other curricular activities which promote democratic spirit of mutual appreciation and fellow feeling.

### **4. Systematization of admission procedure**

The admission procedure of B.Ed. should be completely systematized.

### **5. Planning Unit in State Education Department**

There should be a Planning Unit in every State Education Department in order to regulate the demand and supply of teachers at various levels of schools.

### **6. Demonstration school**

At the time of setting up of a teacher education department, a demonstration school should be made an integral part of it and a definite norm should be followed for certain facilities like laboratories, libraries etc.

### **7. Good Rapport with practicing school**

A Good Rapport with the practicing school is extremely essential and for this, the members of the staff of training colleges should be closely associated with the schools.

### **8. Teacher Education should be research oriented**

9. Various researches should be conducted in teacher education and the findings should be implemented wherever there is scope. Thus, the entire teacher education programme should be vitalized with the help of research.

### **10. Professional Association of teacher educators**

It should include eminent scholars from different disciplines and teachers of various levels so that its professional strength is increased.

### **11. Professional Growth of teacher educators**

There should be seminar, conferences and research symposia at more frequent intervals.

### **12. Financial Aid**

The State Government should make adequate provisions for funds for teacher education departments.

### **13. Correspondence Courses**

Correspondence Courses in teacher education should be provided with a strict and high screen for admission and a rigorous manner for assessment.

### **14. Autonomy of Teacher Department**

Universities should institute independent education faculties of education so that teacher education institution and departments enjoy greater autonomy and freedom in formulating programmes.

### **15. Revision of Fee structure**

The fees of Teacher Training institutes like B.Ed. colleges should be affordable to every student who wishes to undergo this training irrespective of his socio-economic background.

#### **16. Special Library for Teacher Education**

In each state, there should be a special library for Teacher Education which must have a complete and comprehensive Reference Section equipped with all available journals for use by all researchers.

#### **17. Documentation Centre**

A Documentation Centre which must be set up to code all research material relating to education.

## **Conclusion**

On the whole, although there are various problems concerning teacher education, there are also a number of solutions which, if sensibly and sincerely implemented, will definitely help to improve the standard and effectiveness of Teacher Education.

Aristotle once said, **“Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well.”**

The teachers act as guides for life, show the path towards success and enrich the personality of their disciples by imparting ethical and academic knowledge. They bring out the untamed talents of their students and sharpen it in order to bring out the best results.

The quality of education depends upon the quality of teacher and the quality of teacher depends upon the quality of teacher education. In the present setup, there is a lacuna between teacher education programme and the daily teaching profession.

However, once this gap is filled the future of teacher education will certainly brighten up thereby, making the world a better place to live in.

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