

CHALLENGES OF TEACHER EDUCATION

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Abstract

Teacher education is one of the integral components of the educational system, being intimately connected with the society and conditional by ethos, culture and character of the nation Teacher education facing various types of challenges and problems. The standard of the teacher education is declining day by day. The status of teacher education is assumed to be one of the major and sharp indicators of the future of a country. It is a big challenge before teacher education in India to develop and maintain an international standard whereby to become a prominent centre for teacher education is a global scenario. In the present era, teacher education seeks to preserve, transmit and advance knowledge.



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INTRODUCTION –

Recognizing the importance of teachers and Indian educational scenario, Indian **Education Commission (1964-66)** stated that “Education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernisation and cultivate social, moral and spiritual value. Regarding the quality of a teacher the **Mudaliar Commission** reported that we are convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community.

Education is the essential foundation of a thriving and innovative society. The quality of education in a society is no less important for the economic development. As competition among economics becomes more intense. The importance of education as the key to future success intensifies. Above all, the structural shift from manufacturing to a service oriented economy in recent decades, India will need to develop strong and appropriate human capital to stay in the forefront of competition and this will be affected by the quality of education delivered by its schools and teachers.

The quality of education depends upon the quality of teacher. Recognizing the importance of teachers, the various education commissions remarked that no education system can raise without rise the level of teachers. Teachers are considered the backbone of a nation, so they are called the nation builders. But it has been rightly said that quality based teachers can be national builder not are the teachers. Future and quality of a teacher depends upon the teacher education. The major function of teacher education is not teaching the teacher that, how to teach, but enrich the knowledge, develop various types of skills and abilities which are relevant to the life of teacher as a teacher. Teacher education reconstitutes the personality, reshapes the attitudes and re-moulds the habits of a teacher. So, the role of the teacher education is very important in making the nation and nation builders.

Today's, teacher education is facing various types of challenges not even India only but worldwide. The major challenges and problems are defective methods of admission, recruitment of teachers for teacher-training institutes, outdated teaching methods, inadequate in-service education facilities, poor and un-academic environment conditions, contents are unrelated to actual conditions and over burden of other government services except teaching e.g. election, surveys etc. in India.

The position of teacher education in India is on the decline, because there is wide gap between the visible achievements and expectations. Universities are facing several problems and challenges in achieving the goals of teacher education. In our India, the strength of teacher education institutions are increasing and producing teachers. Our NCTE is granting recognitions to various colleges and universities. The matter of quality teacher education is only on the paper level not on the ground level. Now it is the need of the hour for qualitative improvement in the teacher education. It is very true that some colleges and universities in India have been producing teachers, scholars and educationists of a quality comparable with very best produces of universities in the western world. However majority of our universities and colleges have little capacity for original thinking and lack social and natural responsibilities. These universities and colleges are not caring about the quality teacher education. The main objective of teacher education is to ensure all round development of the human personality by cultivating physical fitness, developing the power of the mind and cultivating right interests, attitudes, moral and intellectual values.

CHALLENGES–

- Large number of students lack of rapport with local social needs.
- Practically no sense of responsibility.
- Lack of need based courses and programs.
- Lack of good syllabi of many universities, which are neither job oriented nor life oriented.
- Poor facilities
Unsatisfactory relations between career and professional development.
- Persons having poor background with no spirit of dedication and inferior qualifications are appointed to the faculty positions in the colleges and Poor recruitment of staff
- Decline in discipline
- Decline in efficiency
- Lack of funds
- Universities of teacher education.
- Lack of well trained teachers.
- Unethical practices are on the increase in some colleges and universities.
- Some universities are only examining bodies without having responsibilities for maintenance of proper standards in the colleges affiliated to them.
- Lack of more skill oriented teacher education in India.
- Lack of cultivation of responsibilities towards moral, intellectual values.
 - Lack of quality and management.
 - Political interference.
 - Lack of scientific attitude and temper.
 - Mushroom growth of institutions.
 - Lack of proper admission procedure.
 - Lack of compulsory refresher and orientation courses.
 - Lack of proper evaluation system.
 - Defective curriculum.

- Inadequate infrastructure facilities.
- Shortage of teachers.
- Entire educational system is defective.
- Lack of greater decentralization, accountability and professionalism.

SUGGESTIONS –

- Defaulter colleges should be closed forever
 - Mushroom growth of institutes of teacher education should be stopped
 - The colleges of teacher education should be stopped, which are selling degrees without proper training
 - Curriculum of teacher education should be revised.
 - Teacher education should be based on social, economic and cultural background.
 - There should be quality culture in the teacher education. Development of quality culture should be depending upon the academic leadership of an
 - New courses should be designed and proposed to see the emerging global trends in India.
 - Norms and standards made or framed by the NCTE for teacher education should be implemented strictly.
 - Salary of staff in the private colleges should be same as the Govt. teacher educational institutions all over the country.
 - Admission in the teacher education should be based on the merit of test.
 - Innovative modes of teaching should be adopted for effectiveness of teaching and learning.
 - Recruitment of teaching profession in teacher education should be made transparent manner by open competition on the all India basis.
 - There should be refresher and orientation courses made regular and compulsory.
 - Infrastructure facilities should be upgraded in the institutes of teacher education.

- The evaluation of the students should be proper.
- Infrastructure facilities should be upgraded in the institutions of teacher education.
- Staff appraisal scheme for annual assessment of teachers should be given appropriate weightage.
- Teacher education should not be considered costly commodity.
- The syllabi of universities should be life and job oriented.
- Management of teacher educational institutes should be greater decentralization professional and accountability.
- Teacher education should be internationalized to compete with global challenges.
- Affiliation should be granted to those colleges which deserve and fulfill all norms and standards.
- Government should passed special budget for the improvement of teacher education.

Conclusion

The whole procedure of setting up effective accreditation agencies needs to be re-examined and other private models in different parts of the world could be studied and implemented. Proper planning, co-ordination, staffing and budgeting are essential condition for effective management of Indian teacher education institutes. Teacher education in India should be internationalized to compete with global challenges and problems. Management of Indian teacher education institutes needs to be built in greater decentralization, accountability and professionalism, so that it is able to deliver good quality education to all and ensure optimal utilization of available resources. State and centre governments should join hands and directed the NCTE, UGC and NAAC to bring the quality in teacher education, because in the present era teacher education seeks to advance, preserve and transmit knowledge. It is a big challenge before teacher education in India to develop and maintain an international standard whereby to become prominent centre for teacher education in a global scenario. The status of teacher education is assumed to be one of the major and sharp indicators of the future of a

country. It is very must and necessary to bring the quality in the teacher in education. The mushrooming of the colleges and universities should be stopped.

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