



Emerging challenges in Indian teacher education

Shally Verma

Assistant Professor, Saraswati Institute of Management and Technology, Rudrapur, Richchha, Uttarakhand, India

Abstract

The progress of country depends upon the quality of its teacher and for this reason teaching is the noblest all profession. Teacher education is a programme that is related to the development of teacher proficiency and competency that would enable and empower the teachers to meet the requirements of the profession and face the challenges there in. India has a large number of teacher and needs many more. All process of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a large scale. Now a days the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected Teacher Education, necessitatory review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in classroom and schools are opening to the world. Teacher development should not be limited to a specific duration rather it should be lifelong activity that should be flexible and participative.

The intent of the present paper is to enhance Teacher Education quality in India by focusing on the emerging challenges and related concerns. Various issues of Teacher education namely: Developing creativity, the problem of research in education, Condition of teachers, Developing life skills, Quality Education and Isolation of teacher education department. It's challenge for every nation to provide well prepared and effective teachers. This paper deals with some issues of Teacher Education, Challenges and Proposed Suggestions for teacher education.

Keywords: teacher education, issues, challenges, suggestions

Introduction

It is well known that teachers have a pivotal role in the development of an inclusive education system. Highly motivated, qualified and trained teachers are important factor for ensuring meaningful access to education. Education is the key for development of any nation and it depends upon the quality of teachers, information, awareness, commitment, quality, professionalism and motivation of teachers are the factors responsible for quality education and learner achievement. Well organized and ingenious teacher education programmes are required in the present world. Kothari commission said "Of all the different factors which influence quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". Therefore, there should be a sufficient supply of intelligent and sincere persons to the teaching profession with the best professional education and satisfactory conditions for their work.

Meaning of Teacher Education

Teacher education refers to the policies and procedures designed to equip teacher with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the school and class-room.

Major issues of teacher education

▪ **Developing creativity**

No doubt bloom in his lifetime revised the objectives of higher mental order by placing creativity at the top because

development of creativity is very essential for the all-round development of human being. But we have forgotten that knowledge can not be delivered, it has to be created. It means that we should emphasis on creativity.

▪ **The problem of research in education**

The purpose of teachers 'training centres is not only to train teachers, but also to make them useful in various educational problems. The aim of research should not to be only to get a doctorate degree, but also to do work of creative nature. Hence in the selection of topic of research, great care is needed in order that the outcome of the research may be thrilling to the readers and may also point out to further researches in the allied area.

▪ **Condition of teachers**

The teacher is the maker of nation. He produces administrators, sportsmen, physicians, engineers, lawyers and other types of worthy citizens. Therefore the teacher should enjoy every respectable position in society. But the condition of teachers is not happy in view of the over-rising prices and other problems associated the present day-demand of life.

▪ **Developing life skills**

Life skills are certain skills which are essential for personal development and growth. These skills enable man to deal

with life's difficulties and adversities more effectively. These skills are thinking skills, self awareness, problem-solving, creative thinking, decision making, interpersonal relations, effective communication and empathy. Main issue is that teacher education is memory based, there is no active involvement of students, so we are lacking in the development of life skills among the students, which are essential for all round development of students.

- **In-service teacher education**

In service education is continuing of teachers other educator's. It commences after initial professional education is over. It which leads to the improvement of professional competence of educators throughout their careers. It is design to promote the continues professional development by providing planned and systematic instruction within an educational setting.it denotes planned efforts to promote the professional growth and development of teachers. Few institutes are providing the in-service teacher education programme for teachers. It is essential to help the teachers to get acquainted with modern techniques in education.

- **Quality education**

Quality teacher education undoubtly plays a key role in nation building. The nation which is incapable of providing quality teacher education can not produces competent and skilled teachers. The quality of teacher reflects in his/her mastery over the subject, professional commitment, good communications, diagnostic skills, and different learning styles. Therefore, well trained efficient and committed teachers are the greatest assets of any education system and thereby of the nation. Teacher's quality is fundamentally connected with the students learning outcomes. In the present time, the quality concern in the field of education has emerged as a big challenge in the time of globalization and privatization. The current teaching programmes designed in such a manner that it does not provide the proper opportunities to pupil teachers to required teaching skills.

Emerging Challenges in Teacher Education

- **Poor integration of skills-**

Certain skills as life skills, techno pedagogic skills, human developmental skills and spiritual skills need to be integrated in the teacher education programmes. There should be simultaneous focus on the creative thinking, critical thinking, self and social management skills. The present teacher education system of country fails to integrate these skills within learners.

- **Problem of selection**

Selection process for teacher education programmes includes some defects which result in deterioration of the quality of teachers. A better selection process and use of appropriate method is needed to improve the quality of prospective teachers and in turn their training.

- **Improper and inadequate practice teaching**

Generally practice teaching is not taken seriously and professionally by pupil teachers, especially in many private teacher training institutes and there is a lack of sense of duty,

and they remain irresponsible, aimless and indifferent to children, which are hurdles in the development of pedagogical skills.

- **Incomplete supervision of feedback**

The supervision coupled with proper feedback is useful for improving practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing confidence to face the classroom.

- **Inappropriate methods of teaching**

In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor.

- **Lack of subject knowledge**

The B. Ed programme does not emphasize the knowledge of the basic subject. It should ensure the development of subject knowledge along with teaching skills, without it the teaching practice will remain somewhat ineffective with regard to the subject knowledge.

- **Lack of infrastructural facilities**

Most of the programmes are facing lack of professional and necessary infrastructure. This results in unsatisfactory professional achievements. In India several teacher education institutions are operated in rented buildings without proper facilities and without an experimental school, library, computers and other ICT equipments which are necessary for operation a good teacher education department.

- **Gap between demand and supply**

Teacher education has become supply driven. The state education departments have not plans and accurate data for proper management of their institutions. There is a considerable gap between the demand and supply of teachers. This has created the problems of unemployment and underemployment.

- **Lack of co-curricular activities**

In present course mostly the focus is on completing the syllabus and no place in there for well planned co-curricular activities like NCC, NSS, Educational visits etc.

- **Poor motivation and academic background of pupil teachers**

Most of candidates joining the teaching profession, do not come here by choice, instead they come here by chance, when there is no option. They do not have the requisite level of motivation and an academic background for the noble profession of teaching.

Suggestions

- **Timely updating of curriculum**

Curriculum of teacher education programme should be revised from time to time according to changing needs and latest developments of the society, profession and globalization world.

- **Proper monitoring of private Institution**
National knowledge commission has suggested that 'Teacher education institution should be under strict control of this regulatory body the selection of teachers 'students and provisions of good infrastructure etc. and institutions working should be examined from time to time and strict action should be taken, if they fail to come up to expected level.
- **Development of critical thinking**
Bloom placed creativity at the top revised adjectives of higher order thinking because development of creativity is very essential for the all-round development of human being. Teacher should be able to their critically and make right decisions.
- **Development and enrichment of life skills**
Teacher education programmes should enable the teachers to develop life skills among pupil Teachers. Life skills are essential for personal development and growth of learners. These skills enable man to deal with the life's difficulties and adversities more effectively. These skills include (a) Thinking Skills-Self Awareness, problem solving, creative thinking, decision making and critical thinking (b) Social skills-interpersonal relations, effective communication and empathy (c) Emotional skills-stress management.
- **Encouragement to quality research teacher education**
Teachers and teacher educators need to be equipped with enquiry-oriented practice. Research develops the capacity, motivation, confidence, and opportunity in teachers.
- **Developing competency of teachers**
Enough to incorporate the usage of science and technology and ICT in educational activities as well as for effective learning and to apply it in teacher education institutions.
- **Improving quality of teacher educators**
A teacher needs to be lifelong learner, similarly, teacher educator need to be lifelong learner. Teacher educator's lifelong learning can be facilitate by continuously updating their knowledge and utilising the newly acquired knowledge in improving skills of imparting training professional development programme, workshops, seminar and conferences are useful for this purpose. MOOCs courses and some other online learning courses are other options.
- **Maintaining academic uniformity**
Academic and institutional uniformity across the country among teacher education institutions should be ensured and maintained with respect of duration of the programme, curriculum and structure. Ideal pupil teacher ratio of 1:8 should be followed in teacher education institutes.
- **Co-curricular and extracurricular activities**
Co-curricular and extracurricular activities part of a good teacher education curriculum and these should be included in a well planned manner. Various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities, which

promote the democratic spirit of mutual appreciation, should be part of it.

Conclusion

Strategies for developing high quality teachers vary from one nation to another. Efforts get boosted when a nation assures entry of talented individual to teaching profession. The teacher is the central point of the entire educational system and the principal agent for bringing desirable changes in the teaching learning process. The whole educational activities revolve around the teacher. Thus, quality teachers are the key factors in achieving sustainable global development. there fore, their training, recruitment, retention, status and working conditions should be among global priorities today. Teachers are not able to think critically and solve the issue related to teaching methods, content, organization etc. Teacher education programme needs to be revised according to changing needs of society. The teacher is required to equip with new theories of educational Philosophy, Psychology and technology to meet the current need and challenges in education.

References

1. Kaur s. Present Scenario of teacher education in India. International journal of Science and Research, 2013, 2(12).
2. Chand D. Major problems and issues of teacher education. International journal of applied research, 2015, 1(4).
3. Jamwal BS. Teacher education: Issues and their Remedies. International of educational planning & administration, 2012, 2(2).
4. Dixit M. Teacher Education in India-problems and suggestions. International journal of research, 2014, 1(4).
5. Kumar p, Azad S. Teacher Education in India: Some Policy Issues and Challenges, 2016, 4.
6. Namrata. Teacher Education, R. Lall Book Depot. Meerut, 2008.
7. Choube SP. Problem of Indian Education, Agarwal Publications. Agra, 2007.