

Teacher education- Its issues, challenges and prospects

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Introduction:

Teacher is the key factor of all mental ,social, and spiritual development of children. Mother is the first teacher of the child. She will be equipped with learning competencies ,commitment and determination to perform at her best. Teacher is born, not made. We need more teacher ,better teachers and commitment teachers. Education is the most powerful instrument whose effective use requires the strength of will, dedicated work and sacrifice. Since this instrument is in the hands of teachers ,they must possess above mentioned qualities for its effective use. Education develops desirable habits, skills and attitudes which make an individual a good citizen.

In the last decade, global education has received renewed focus , study and support as the world around us changes rapidly and we user in a new era of global cooperation, collaboration and interdependence. We've achieved much broader consensus around the need for a more globally competence society, to confront the challenges of the 21st century more effectively-although how this should be done is still a

subject of heated debate. However, before debating the merits of approach, more attention must be paid to defining and assessing global competence in teaching and learning . This remains an underdeveloped area of this growing field, and is crucial if we are to truly understand the implications of reforming our education system and ‘globalizing’ teaching and learning . True education, it must be noted at the outset, is a powerful force in bringing about desired change . It is education and education alone that can bring about changes in knowledge, skills, attitudes appreciations and understanding things around us. When our organization took on the task of defining global competence and developing an instrument to assess it among our trainees or students ,we turned to our teachers, students and staff to understand the components of the dynamic concept.

Qualitative improvement of teacher’s education is urgently needed for updating teacher in our country .However, reform and innovations in education for quality development at every level is reorganization which take place in the following ways :

- Reorientation of subject knowledge
- Vitalizing of professional studies
- Improving methods of teaching and evaluation
- Improving of student- teaching
- Development of special programmes and courses
- Revision and improvement of curriculum.

Issues:

India participated in the world conference on higher education convened by UNESCO in Paris 1998. The conference stressed on the needs and challenges at the higher education in the twenty first century, 'Vision' & 'Action'. Teacher is the central point of education of this conference. Education must be organized an around for fundamental types of learning- (i) learning to know ,(ii) Learning to do (iii) Learning to develop own personality (iv) Learning to live together with others in all human activities in a spirit of interdependence .

Conference on teacher education 1996 held in Geneva was a very important and gave a valuable suggestions for teacher. Today we are living in a world of science and technology ,where an explosion of knowledge is taking place and stepping into the modern technocratic age. All pre-service and in-service teacher education programme should include intensive training in the use of modern tools of ICT, including online and & offline electronic resources such as multimedia, internet, the world wide web(WWW). It is high time that we switch over from teacher centered education to learner centered & learning in the field of pedagogy. The orientation and refresher courses are essential for professional growth of all the college& university teachers to enrich and transmit into intellectual and ethical heritage of humanity to younger generation.

Challenges:

During the early periods of independence, teacher education system was theory oriented ,mismatch ,mechanistic ritualistic and stereotyped. To over come these weaknesses, the several committees commissions have deliberated on the need for a sound professional education for teacher. In this direction, The Secondary Education Commission (1952-53) defined that ‘We are however ,convinced that most important factor in the contemplated educational reconstruction is the teacher –his quality, his educational qualifications ,his professional training and the place he occupies in the school as well as in the community. The commission opined that ‘of all different factors, which influence the quality of education and its contribution to national developments, the quality , competence and character of teachers are undoubtedly the most significant’.

The NPE(National Policy on Education)1986 and POA(PROGRAMME OF ACTION) accordingly envisaged addition of a third-district level-tier to the support system in the shape of District Institute of Education and Training (DIET). With this, expectation would be of wider quantitative coverage as well as qualitatively better support as these Institute would be closer to the field, and therefore more alive to its problems and needs. The 1986 policy as announce hopes to meet the

challenges of that time by improving the quality of all type of education and making its benefits available to all persons. The main aim of education has always been total development of the students personality and every pedagogue knows this. The proposed policy therefore posses a special challenge to Indian educator to produce citizens who are by enlarge physically ,mentally and morally healthy The are several ways by which human resource development can take place the most obvious process is formal education in schools and colleges. It can also be develop through in-service training i.e: DIETs and B.Ed. Making the people prosperous and happy ,it is not worthy that the new education policy has down upon some of the crucially important recommendation of the Kothari Commission,(1964-1986) adjusting them to the changed situation in the country.

Prospects :

New technological programmes for teachers are introduced at both pre-service and in-service level to ensure that teachers have the necessary skills and knowledge to deal with the application with communication technology to emerging trends in the curriculum development and enable to teacher to keep abreast the latest development in their subjects and skills areas. Teacher competence needs to be upgrade to enable the computers ,the development of problem solving skills and creative outlook. The increasing use of local low cost teaching material

,sometime has done much to help overcome the shortage of software and reduce the dependence on external materials.

There are three main concerns in the professional training of teacher :

- The inclusion of value system appropriate to a career in teaching .
- Imparting of specific new skills and knowledge.
- The retaining of teacher to enable them to keep with new trends in education.

In terms of imparting specific skills required by teachers, there has to be a trend in curriculum and programme development to integrate theory & practice. Distance education programme give more facilities in this regard . There is a need to make this approach more systematic and widespread . There is also need to a fresh talented people to teaching . In bringing any reform in the system, ‘Teacher ’help is essential. In this context ,the Delor’s commission state,” In any even, no reformation can succeed without the co-operation and active participation of teachers”.

According to prof. T.N.Kapoor, Vice Chancellor, Punjab University, viewed “Professional teacher preparation makes a difference in the lives of teacher and perhaps, more importantly , on the lives of their students ”.The quality of teacher preparation and continuous updating teacher’s knowledge and skill to achieve the goals of education are now very well

recognized. NCTE is not only give suggestions and means for quality teacher education but also strictly monitor the maintenance of quality of teacher education. NCTE ,NCERT & SCERT s should collaborate whenever curriculum renewed for content and process of teacher education.

Research on teacher education have abundant scope We need a variety of research due to technological advancement in the field of teacher education . Action research should be particularly encourage to the teacher educators.

One question that has been asked, is teaching a profession ? T.M. Stinnet and Albert.J.Huggett has established that teacher education is not merely of a profession, but the creative source or mother of all profession. A profession should be equipped with intellectual tendencies and opportunities for various kinds of specialized skills and activities .The profession of teaching should be improve or develop as like technical ways.

Conclusion:

Teacher is an honourable profession in our society. A good teacher possess a balance qualities, continuous growth for excellence, they are thinker and constructive workers, they are sensitive and responsive. The profession of teaching should be improved or developed with

innovations as a technical profession. To produce such teacher, – is the task of teacher education.

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