

## **Challenges Opportunities and Strategies in Teachers Education in 21st Century**

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### **INTRODUCTION**

Our life is full of dreams. Among those infinite dreams, a very common desire is to be “a teacher—a good teacher”. In the very primitive era, it has been assumed that teachers are born, not made. But later when people like Dr. B.R.Ambedkar, Sarvapalli Radhakrishnan, in spite of having teaching background, spread the light of real knowledge, it has clearly realized that teaching is not a hereditary profession, its acquired art of spreading knowledge.

Teachers are the backbone of our society. Every human being is the product of society and the society depends upon each and every human resources for its development. It is the duty of a teacher to give proper knowledge to the students and make them as the asset of the society. Hence the teacher must have to update himself with this dynamic society and go through proper education so as to serve his duties& responsibilities at the best level.

### **CHALLENGES IN TEACHER EDUCATION**

#### **1. Absence of proper planning**

Teacher Education is a very big programme and thus it needs a proper planning from the central level to the grass-root level. But recent days it has been seen that the plans are not properly administered and there is also a huge lack of proper planning about this programme.

#### **2. Inadequate time period provided for teacher's training**

As we all know that the pre-service teacher training period has been extended from one year to two years. But the 4 months duration of internship period (in reality trainees get hardly around 2 months) is too less to acquire the teaching techniques through practical experiences. Apart from that the in-service teacher training programme, especially the ODL mode is suffering from the same problem of shortage of time.

**3. Defects in concerning papers**

The meaning of education, its objectives, the socio-cultural and politico-economics background, the principles should know by a student teacher that guide construction of curriculum etc. But a good Orientation is impossible in a short duration.

Some steps may be taken in this connection: allowing more time to learners for sound build-up and good reading of the attitude and intellect, (ii) pruning the existing course (iii) To arrange for exchange of experience than merely attending lectures, (iv) To change the mode of testing inputs (v) In the daily school teaching the content must have direct implications. Proper workshops should be organized in this regard.

**4. Incompetency of the trainees and teachers:**

The current teacher education programme is merely unable to provide proper opportunities to the teacher trainees to become a well-developed teacher. Neither the trained teachers apply the knowledge in their regular classroom situation nor do the teacher-educators develop any new idea or way to make this teacher education more interesting and long- lasting.

**5. Internship programme is not properly conducted**

Internship programme is an integral and most important part of this teacher training programme. But it is very unfortunate to say that it is not properly conducted. In spite of all kinds of possible arrangements regarding internship programme, student teachers are not serious to the task of teaching, deficient in sense of duty indifferent to children, irresponsible, aimless, lacking innovative measure in teaching which great obstacles in the development of pedagogical skills are.

**6. Faulty Supervision**

Supervision is the most challenging part of this teacher education programme. It aims at guiding in learning to organize contents, planning the lessons, developing other related skills and formulating suitable gestures. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist. Apart from that regular supervision is also not done.

**7. Lack of subject knowledge**

The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

**8. Faulty teaching method**

In India teacher educators are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern class-room communication devices is negligible. Student-teachers and teacher educators are habituated to teach in the traditional method.

**9. Insufficiency of teacher-educators**

It is also one of the biggest challenges of teacher education programme. According to recent survey it has been disclosed that most of the teacher training institutions has no sufficient teaching faculty.

**10. Proper facilities not available**

The teacher education programme is being given a step motherly treatment in India. The teacher education institutions are being run in rented buildings about 20 percent without any facility for an experimental school or library or laboratory and other equipments that is necessary for a good teacher education department. There are no separate hostel facilities for student teachers. Even most of the colleges are failed to full-filled the criteria given by NCTE. We can only hope that basic facilities will be available in every college as soon as possible.

**◆ OPPORTUNITIES IN TEACHER EDUCATION**

The main opportunities in teacher education can be sighted like the following manner:

**1. Promotes content specialization**

Teacher education helps student-teachers to demonstrate the central concepts, tools of inquiry, and structure of the discipline along with the deep knowledge of content.

**2. Promotes student leaning**

It promotes the pace of student learning. It helps a learner to demonstrate an understanding of human growth and development and of how students learn, and receives learning opportunities that support intellectual, career, social and personal development.

**3. Helps to understand diverse learners**

Teacher education helps a teacher to understand diverse learners in a classroom and to develop an understanding of how students differ in their approaches to learning which creates instructional opportunities that are equitable and adaptable to diverse learners.

#### **4. Helps to form instructional planning**

With the help of the pedagogical knowledge the teacher will be able to plan instructions in connection with the knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

#### **5. Helps to form instructional strategies**

The teacher will acquire an understanding and use of a variety of instructional strategies to encourage students' development of critical and creative thinking, problem-solving, and performance skills.

#### **6. Helps in class management**

The trained teacher can acquire an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction. Apart from that the teacher has an active engagement in learning and self-motivation which maintains effective classroom management

#### **7. Promotes professional development**

The teacher education programme creates the opportunity to develop knowledge of the social, historical, and philosophical foundations of education. It actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

#### **8. Gives a new outlook regarding collaboration, ethics and relationships**

The teacher education programme provides a platform to understand the terms 'collaboration', 'ethics', 'relationship'. The teacher fosters relationships with parents, school colleagues, and organizations in the larger community to support students learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

#### **◆ STRATEGIES TO IMPROVE THE TEACHER EDUCATION PROGRAMME**

Some suggestions here to improve the condition of teacher education:

1. Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
2. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
3. Low standards Institutes should be reformed.
4. Affiliation condition should be made strict.
5. The curriculum must be updated according to the needs current trends.
6. Government should look after the financial requirements of the institutions.
7. Teacher education privatization should be regulated.
8. Refresher course should be organized for teacher educators frequently.
9. Research in teacher education should be encouraged.
10. Teacher educators must be experienced and well qualified with language proficiency.
11. Selection procedure must be improved and interviews, group discussions along with common entrance test.
12. Teacher educators to be trained in the use of ICTs.
13. Regular inspection should be done by NCTE on a regular basis.
14. Professional development of teacher educators should be promoted.
15. On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
16. Internship in teacher education should be objective, reliable and valid.
17. Various types of seminar, workshop should be organized in the teacher training institutes.
18. Every institution should arrange team teaching, special lectures for quality teaching.
19. All kind of laboratories, library must be updated in a frequent manner and they must be in use.
20. Every institution should promote the use of ICT in the classroom.

## ◆ **CONCLUSION**

Teacher education is very huge term in itself. There are various issues in it which cannot be resolved at once. From curriculum, time duration, quality concern, competency issue to the isolation of colleges of education, regional imbalances, reformation of examination system- there are so many issues in teacher education which is yet to be resolved. The government has taken various initiatives to strengthen the base of teacher education programme. Govt. has taken many attempts to regulate the functioning of private institutions. However, present laws are not sufficient guarantee against teacher exploitation. Therefore,

selection procedures, probation period, promotion, job security, salaries, leaves and professional development of the teacher educators need to be taken care of. Apart from that govt. has to keep its eyes on the right implementation of policies from the central level to the grass-root level. Teacher educators have to give their best. Most of all, each and every person, who is associated with teaching, makes it as a passion rather than a profession as a teacher is the only person who creates not only another teacher, but also a doctor, engineer, soldier and all other professionals.

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