



New Reforms in Teacher Education Issues and Challenges

Dr.M.Anwar Hussain, M.A.Litt., Ph.D, Associate Professor & Head, Dept. of Telugu, Osmania Degree & P.G College (Autonomous), Kurnool, A.P.

Abstract : *In these modern days Education plays key role in all domains. When world is changing at the same time the system of education must change rapidly and with the same speed. The role of teacher as a handy tool in the realization of self-reliance in a country cannot be over-emphasized. Noting this important role Teacher Education Curriculum should be developed in response to the national demand for education reform, teachers are therefore expected to demonstrate specific skills, apply knowledge and possess professional qualities. The issue of quality has become critical in many countries. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, countries Programs as well as the literature increasingly emphasize teachers, schools, societies and communities as the engines of quality, with teacher quality identified a primary focus. A teacher education programme be developed that starts from class and goes up to Post Graduation with similar stages and duration at par with general education and only those in the stream be considered qualified to work as teachers. In this model the starting point could be after 12th Standard i.e from the graduate level.*

Teachers are to make positive contribution to the realization of the constitutional goals. Education is seen not as a process of merely imparting knowledge but is perceived as a process to develop all the aspects of personality. Teachers must understand the importance of the constitution in its true prospective in the light of Indian Culture ethos and integrate it with the philosophy of education. Curriculum of teacher education programme should be revised from time to time according to changing needs of society.

Key WORDS: *Teacher Education, Curriculum, Reforms, Issues and Challenges.*

INTRODUCTION

Teacher Education is concerned with the production of teachers at all levels has been recognized as major concern for the nation since no school whatever level, can be run without the teacher. Teacher education will continue to be given a major emphasis in all our educational planning because no education can rise above the quality of its

teachers. It becomes obvious that the wheel of education carried out by the teachers, norms, values, laws, artefacts and other societal upheld tenets can be passed on from one generation to another teacher education is not left out in the task of producing potential business, Teachers who would take up the challenges.



Educators play prominent roles in preparing students to become responsible citizens, capable of making astute economic decisions that would benefit their personal and professional lives. We witness changes continuously due to technological advancement globally and as such, business education programme becomes increasingly important for preparing learners to imbibe the changes.

The role of teachers as a handy tool in the realization of self-reliance in a country cannot be over-emphasized. Noting this important role Teacher Education Curriculum should be developed in response to the national demand for education reform, teachers are therefore expected to demonstrate specific skills, apply knowledge and possess professional qualities.

The National policy on education (2004) in accordance with the existing teacher education programme provides for career development in business education at secondary school level to make it possible for recipients who cannot continue their education to the next level to find useful jobs. Business teacher education should exist with emphasis geared towards creating or offering employment opportunities covering a wide range of training requirements from certain semi-skilled sorting and filling jobs to managerial and executive positions.

ISSUES AND CHALLENGES IN TEACHER EDUCATION

An immense writing has appeared on educational quality in recent years, examining factors that help improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In countries like India where

with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, countries Programs as well as the literature increasingly emphasize teachers, schools, societies and communities as the engines of quality, with teacher quality identified a primary focus.

The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. One of the most significant developments was the creation of special education for children with special needs. For special education teachers, learning how to effectively convey subject content is as important as learning this information. Special education teacher must be taught how information, especially more advanced and complex subject material can be effectively taught to students in non-traditional ways. Special education teachers also required to study additional aspects of psychology and sociology. Advances in technology have also posed an issue for future educators. Many educators have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are being utilized in an educational context, often in an attempt to involve the student actively in their own education. Hence, many teacher education programs now include courses both in technology operation and how to use technology for education purposes.

With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with



the knowledge and interests of their students in these delivery systems.

The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education. Used effectively, knowledge networks present opportunities for better informed and supported practice by education professionals and more authentic learning by students. The challenges include those identified above, while much more or worldwide population increasing which turn up to increasing demand for new teacher, while poverty, political instability, and other major issues have hindered governments around the world from meeting new educational demands. In some parts of the world, programs have been initiated to draw new talent into teacher educational programs.

The UN's Millennium Development Project has eight established goals, one of which is to develop universal primary education in every country by the year 2015. Central Asia, Africa and Latin America are all target areas for this initiative. In order to help achieve this end, the UN has devoted resources and funds to help improving educational infrastructure and to train more new teachers in targeted areas.

REFORMS

- Value education should be given to teachers, so that they could educate young minds in the right direction.
- Curriculum of teacher education programme should be revised from time to time according to changing needs of society.
- The quality of teacher education programme should be up grade.

- Teacher education programme should be raised to university level and that the duration and rigor of programme should be raised to a university enhanced.
- Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc.
- Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level.
- Teacher education programmes should enable the teachers to develop their life skills among students.
- Techniques used in teaching should develop habit of self learning and reduce dependence on teachers. It will help to reflect on their own and doing something new. Doing something new in creativeness.
- The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education.

REMEDIES

- Teachers are to make positive contribution to the realization of the constitutional goals.
- Teachers must understand the importance of the constitution in its true prospective in the light of Indian Culture ethos and integrate it with the philosophy of education.
- Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.



- The impact of science and technology and ICT on society and education should be fully discussed in teacher education institution.
- Scientific temper should be developed and its application for the solution of problems should be encouraged.

TRANSFORMATION: Towards Alternative

Induction and On-The-Job-Training

A short term (only one to two years) teacher education programme is ritualistic and does not inspire credibility and confidence in the society. It is better therefore, to recruit high achievers of general education, provide them induction training and enable them to acquire excellence in teaching gradually through experience during which they are given continual guidance.

Professional Competencies

Pre-service teacher education programme only focusing on professional competencies and skills required by a teacher be developed and put in place for which collaboration with institutions of general education be so organized as to provide complementary role to each.

Licensing / Certifying Examination

Preparing teachers should be left free without prescribing any course but there should be a certifying or licensing procedure by the NCTE in which identified, competencies, knowledge etc, necessary for by a teacher is assessed in a more dependable manner at limited number of centres throughout the year. There should be provision for credit accumulation, appearance in the tests a number of times to acquire necessary credits. Competencies, qualities, characteristics required of teacher should

be prioritized and given different credits. A variation of this approach can be that theoretical knowledge is tested earlier as a pre-requisite and only those achieving acceptable standard are permitted to appear in the final test where practical professional skills are appraised.

Comprehensive Teacher Education Faculty:

A teacher education programme be developed that starts from class and goes up to Post Graduation with similar stages and duration at par with general education and only those in the stream be considered qualified to work as teachers. In this model the starting point could be after 12th Standard that from the graduate level.

Integration with general education

The theoretical part of the discipline of education could be offered as an optional subject in general education in all faculties. The course should be adequate to give the necessary theoretical back ground. Professional skills be provided by teacher education institutions or with attachment to a senior qualified teacher licensed to act as teacher educator.

Communication Course

A course in communication abilities combined with excellence in general education should be considered adequate qualification for the job. Courses in communication abilities may be so designed as to develop capabilities of communication in diverse situations so that those who join the course have several professional options including teaching.

Personality Development Psychologist

Education is seen not as a process of merely imparting knowledge but is



perceived as a process to develop all the aspects of personality. This requires a specialist as thoroughly trained as a medical Doctor. Professional course of this kind be developed based on the recent advances in behavioral sciences.

CONCLUSION

Teacher education is a complicated process that is influenced by competing expectations and foci and shaped by the complex nature of the contexts in which teachers and teacher educators work in throughout the world. Work on developing agreement about what learning outcomes we are expected to produce in teaching and, thus, in teacher education has begun but is not yet completed. Learning outcomes have not been carefully conceptualized into working theories that can be used to guide the design and implementation process of teacher education programs.

In addition, we know little about the implementation process of teacher education reforms in various teacher education institutions and have even less evidence for the results of these implementations. If teacher education is central to teaching reform and to the quality of teaching and student learning, as many including us believe, we need to invest still more in the conceptual, empirical, systematic, and sustained inquiry about teacher education reform. One can hope that implementation of suggested measures will ultimately help realize the vision of National Policy on Education in India that "The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines". Hence, many teacher education programs now include courses both in technology

operation and how to use technology for education purposes. With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with the knowledge and interests of their students in these delivery systems.

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