

ISBN: 978-93-81658-08-6

Education at Crossroads

[Papers presented at the
Fifth National Conference of Teacher-Educators]



Bishop Agniswamy College of Education
Muttom, Kanniyakumari District

in co-ordination with



Estd. 1996

Kanniyakumari Academy of Arts and Sciences
(A Multi-Disciplinary Researchers' Forum)

KAAS Publications 2014
Nagarkovil

Teacher Education at Crossroads

(A Peer-reviewed Research Papers of the
Fifth National Conference of Teacher-Educators)



Bishop Agniswamy College of Education,
Muttom, Kanniyakumari District
Tamil Nadu - 629 202

in co-ordination with



Kanniyakumari Academy of Arts and Sciences
(A Multi-Disciplinary Researchers' Forum)

KAAS PUBLICATIONS
2014

TEACHER EDUCATION-MAJOR CHALLENGES AND ITS REMEDIES

V. PRAVITHA* AND B.C. SOBHA**

* Research Scholar, N.V.K.S.D College of Education, Attoor.

**Principal, N.V.K.S.D College of Education, Attoor.

ABSTRACT

The major issues of teacher education are erosion of values, realisation of conceptual goals, developing creativity, developing life skills, social issues and development of science and technologies. The knowledge of science and technology, realization of conceptual goals, emphasis on value education, healthy discussion on social issues, restructuring of teacher educational programme, development of creativity are major remedies to bring quality and improvement in the teacher education. These will be helpful to state Governments, policy makers and institutions to bring reforms and bright future of teacher education.

Introduction

Dr. Radha Krishnan said, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and help to keep the lamp of civilization burning". In the 21st century which is based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. Kothari Commission accepted education as main instrument of change which can engineer national development through self-sufficiency in food, economic growth and full employment, political development, social and national integration. Professional education of teachers is essential for qualitative improvement of education. If this exposure is not given to the teacher, his teaching is going to be traditional. An effective training of teachers will initiate the teacher into the needed revolution and lay foundation for their professional growth.

Need for Teacher Education

Development in a country depends greatly on the quality of its teachers. The need for improved levels of educational participation for overall progress should be recognized. Education should take a variety of initiatives to transform the nature and function of Education—both formal as well as non-formal. Universal accessibility of quality education is considered essential for development. This can necessitate improvement in the system of Teacher Education so as to prepare quality teachers.

Major Issue of Teacher Education

A lot of planning and resources has been spent for improving the quality of Teacher Education. New technologies have been introduced in the field of education, still our Teacher Education could not raise up to the expected level it is lagging behind somewhere in realising its purpose.

Science and Technology

The world is turning gradually into global village. But educational programmes for teacher education has not made full use of their development skill, the teachers with the knowledge of latest technological advancement are not being produced who are expected to use these upcoming techniques.

Developing Creativity

Development of creativity is very essential for the all-round development of human being. But we have forgotten that knowledge cannot be delivered it has to be created. So we should emphasis on creativity.

Working of Teacher Education Institution

NCTE is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institution, but because the country is so diversified with innumerable institutions, it sometimes get difficult to monitor all these institutions. Some institutions

have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

Globalization and Erosion of Values

The facility of internet has reached every nook and corner of the country. But there are several deviations particularly of young students who are prone to malpractices. In this science mobile culture, internet, Facebook, twitter has polluted young minds. This leads to the erosion of values.

Developing Life Skills

Life skills are essential for personal development and growth. These skills are thinking skills, self-awareness, problem solving, creative thinking, decision making, social skills, emotional skills etc.

Realisation of Constitutional Goals

- Equality of status and opportunity
- Liberty of thought, expression, faith and worship
- Justice- social, economic and political.

Social Issues

Various social issues are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against the social problem if they are sensitive towards the issues.

Structure of Teacher Education Programme

Lot of stress is given on Teacher Education course in India. They are

(1) Curriculum

So much criticisms are there in curriculum of teacher Education Programme in India. It does not fully address the need of contemporary Indian schools and society and it does not contain relevant contents for Teachers who are to impart quality education in schools.

2) Quality Concern

Teacher Education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to teaching methods content, organisations etc. Teachers are not able to follow the theoretical principles in the actual class room situation.

3) Time Duration

One year duration of Teacher Education programme has been an issue of much long debate. The Teacher Education curriculum which includes theory and practical and internship in actual schools require much more time for its effective implementation.

National curriculum framework also recommends for two year duration of Teacher Education Programme but could not be implemented. So there is a need to extend the time period of present Teacher Education Programme.

Remedies

1. Value education should be given to the Teachers so that they could educate young minds in the right direction
2. Curriculum should be revised from time to time according to the changing needs of the society
3. Quality of Teacher Education programme should be upgraded.
4. Institutions working should be examined from time to time and strict action should be taken off they fail to come up to expected level.
5. Teacher should be trained about stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition.
6. Teacher should be able to think critically, make right decisions and maintain harmonious relations.
7. Teachers Education Programmes should enable the teachers to develop their life skill among students

8. Techniques used in teaching should develop the habit of self-learning and reduce dependence on teachers. It will help them to reflect on their own and doing something new. Doing something new is creativeness.
9. Teachers should encourage student's capacity to construct knowledge.
10. Constitutional goals of justice liberty and equality can be realized.

Conclusion

Teacher and his education are very significant aspects of any nation. Learning to know "learning to do, learning to live together and learning to be" integration of these four guiding principles in teacher education is essential for serving the concerns of knowledge society. The education give shape to the individual and the nation as well. The teacher education has not come up to the requisite standard. So it should be revised according to the changing needs of the society.

REFERENCE

- Aggarwal, J.C. (1996). *Essentials of Educational Technology*.
- Jajadev. (2008) *Teacher Education 21st Century*. The Associate Publishers.
- Yogesh Kumar Sing, (2007) *Teacher Education*. APJ Publishers.
- J.S.Rajput & K. Walia. (2002) *Teacher Education in India*. Sterling Publishers.