



Continuous issue-8 | April - May 2016

## CHALLENGES IN TEACHER EDUCATION

### INTRODUCTION:

Education is a foundation stone of man's personality development and the overall development. Education is challenge itself because we only give information to the society but the real education comes from heart, comes from mind, comes from inner self, and comes from the experiences we face in a daily routine. In a 21<sup>st</sup> century the Knowledge Explosion occurred and in that education plays a vital role too. As a teacher we face so many challenges in education. Challenges in education divided in many ways like curriculum, languages, medium of teaching etc. The good educated teachers' knowledge will carry forward by generation to generation by the students. The Kothari Commission's Report says "The future of India will shaped in the classrooms of the country". And this future of the students shaped by the teachers. It is a prior responsibility for teachers to make the students competent for their future, for their entire life. Every student is survived for his/her place in the global competitive world.

'Teacher are born and not made'

Now the teachers are made in the colleges of education teaching is not only an Art, it is also a science. The Preamble of the Kothari Education Commission's Report (1964-66)remarks. "The destiny of the nation is being shaped inside the class room."Teacher is a potter and the child is a lump of clay. To what extent, is this potter professionally prepared in the colleges of education? What are the challenges the college of education face today ?

Challenges before teachers in the present education scenario are to instll modern aims and social constructs into their schools and institutions.

### (1) Problems of selection:

Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage. Some suggestions are mentioned:

(a) Candidates should be interviewed (b) Test of General Knowledge should be applied. (c) Test in school subjects. (d) Test of language (e) Test of intelligence should be administered (f) Aptitude; interest and attitude inventory should be administered. (g) A well direct guidance service should be provided.

## **(2) Lack of CPD Programmes:**

The teaching faculties of the educational colleges should be encouraged to undertake researches in the field of education in general and teaching –learning process in particular. The fund of knowledge thus generated through researches, must be disseminated to the practitioners so that the research findings could very well be applied forthwith in the educational field for the benefit of the students.

## **(3) Faculty methods of teaching :**

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

## **(4) Defective evaluation system:**

A major weakness of the existing teacher education practices is the restricted scope of evaluation of student teacher. It is too information oriented excessively quantitative and lacks comprehensiveness. The qualitative dimensions like other professional capacities, attitudes and values remain outside the preview of the present evaluation. There is no scheme for continuous and comprehensive evaluation.

## **(5) Problem of practice teaching:**

In spite of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

## **(6) Inadequate Empirical research:**

In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research.

## **(7) Incompetency of Students and Teachers**

The existing training programme does not provide adequate opportunities to the student-teachers to develop competency because the organizers of teacher's training programme are not aware of the existing problems of schools. Therefore there should be a close matching between the work schedule of the teacher in a school and the programme adopted for teacher preparation in a training college.

#### **CRITERIA OF CHALLENGES IN TEACHER EDUCATION:**

These are the criteria are in which Teacher Education Challenges.

1. Syllabus (Uniform syllabus)
2. Skills based education.
3. Values based education.
4. Occupation based education.
5. Technology based education.
6. Practical based education (Not only theoretical)
7. Methods techniques and devices of education will need to improve or change.
8. Employment oriented education.

#### **RESEARCH PART**

#### **OBJECTIVES:**

A research without the objectives means a boat without the sailor. This research work also has some objectives.

- ☆ To find out the future challenges of Teacher Education
- ☆ To find out the future challenges according to the faculty members.
- ☆ To find out the future challenges according to the pre service teachers.
- ☆ To find out the Teacher Education Challenges Awareness in Pre service teachers in relation to Gender.

**VARIABLE:**

Sr. No	Nature of Variable	Type of Variable	Level of Variable
1	Dependent variable	<ul style="list-style-type: none"> <li>▪ Awareness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Education Challenges Awareness</li> </ul>
2	Independent Variable	<ul style="list-style-type: none"> <li>▪ Gender</li> </ul>	<ul style="list-style-type: none"> <li>▪ Male – Female</li> </ul>

**HYPOTHESIS****H<sub>0</sub><sub>1</sub>:**

There will be no significant difference between the mean score of Teacher Education Challenges awareness test of male and female pre service teachers of Shri I.J.Patel B.Ed. College, Mogari.

**TOOLS:**

There were two tools has been used for data collection.

## 1. Opinionaire

Opinions from pre service teachers as well as teachers of college taken for data collection.

## 2. Teacher Eduaction Challnges Awareness Test

This test is used only for Pre service teachers.

**SAMPLE ;**

The sample of the present study is the 100 students of Shri I.J.patel B.Ed. College, Mogari. In which 57 were female pre service teachers and 43 were male pre service teachers.

**SAMPLING METHOD:**

This research is small scale research, therefore, the researcher take the **'Convenient Sampling Method'** is used for sampling.

**POPULATION:**

The population of the present study is the pre-service teachers of B.Ed. Colleges of Anand city. There are 13 colleges in Anand-Vidyanagar city, affiliated to Sardar Patel University, Vallabh Vidyanagar.

**DATA COLLECTION:**

Data collection is done by Opinionnaire.

There are so many challenges suggested by the pre service teachers. There are more than 34 challenges which will have to face by the 21<sup>st</sup> century Teacher Education Institutes as well as future teachers.

- B.Ed. and M.Ed. course will be two years is not right.
- Teachers do not execute the method by which he/she will be trained at teacher training course.
- Teachers and students will be more competent in technology
- Teachers have to be more intelligent than students.
- Cultural heritage will be maintain by the education
- The education will be made a person self employed
- The extracurricular activities will be required with the education.
- New methods and techniques for teaching should be developed.
- Education should be life skills oriented.
- Teachers should be more enthusiastic for better education and job.
- Eligibility exams are the challenge.
- Provide adequate physical facilities to the students.
- Using scientific technologies.
- Teaching time and syllabus.
- Scarcity of technology in teaching.
- Basic knowledge of subjects.
- Boring methods of teaching.
- Well qualified teachers' requirement.
- Problems solving education.

- General knowledge with education.
- Educational tours and visits required.
- Workshop/seminars badly needed.
- Possibility of 2 years course of B.Ed., threaten the students to pick the course to become a teacher.
- English language learning should be challenging.
- Computer-internet literacy should be challenging.
- Challenges for the intake between the teacher educations colleges.
- Educational unemployment is the challenge.
- Better implementation of the laws.
- Those students who having worst financial conditions are unable to take admission for two years of B.Ed. and M.Ed.
- Teaching learning should be interesting.
- Psychology education needed for teachers.
- Needs value based education
- Syllabus should be reduced.
- Internal exams will be demolished.
- Needs occupation based education.

#### RESULT:

**H01** : There will be no significant difference between the mean score of Teacher Education Challenges awareness test of male and female pre service teachers of Shri I.J.Patel B.Ed. College, Mogari.

**Table 1**

GROUP	NUMBER OF STUDENTS	MEAN	STANDARD DEVIATION (SD)	SED	t
Boys	43	110.13	7.32	2.32	0.43
Girls	57	111.13	7.61		

#### FINDINGS:

From the above data calculation, the t-value is 0.43 which is below at 0.05 and 0.01 level of significance. Therefore, hypothesis is accepted. This means, there is no significant difference between the mean score of Teacher Education Challenges awareness test of male and female pre service teachers of Shri I.J.Patel B.Ed. College, Mogari.

This also means, the male and female Pre Service Teachers have equal Teacher Education Challenges awareness

### CONCLUSION:

Thus, our country is emerging as a global educational hub. Therefore we have to face so many challenges regarding the education. And challenges are necessary to overcome the hurdles of education and for better improvement and development.

### REFERENCES:

Khan, M. (2010). *Teacher Education in India and Abroad*. New Delhi-110 002: Arpit Publishing Corporation.

Narkhede, S. P. (2001). *Challenges of higher education in India*. New Delhi Dariya Gunj: Sarup & Sons.

Ram, S. (2003). *Current Issues In Teacher Education*. New Delhi, Dariya Gung: Sarup & Sons.

sen, D. R. (2009). *Higher Education in 21st Century*. New Delhi- 110 002: Cresent Publishing Corporation.

Yadav, P. K. (2012). *Higher Education*. New Delhi- 110 002: APH Publishing Corporation.

\*\*\*\*\*

**Ms.Tejalben N.Padhiyar**

**Assistant Professor**

**Shri I.J.Patel B.Ed. College, Mogari**

**Mr.Shaileshkumar S.Barua**

**Assistant Professor**

**Shri I.J.Patel B.Ed. College, Mogari**

Copyright © 2012- 2016 KCG. All Rights Reserved. | Powered By : Knowledge Consortium of Gujarat