CHALLENGES OF TEACHER EDUCATION IN THE CONTEXT OF N.E.P.-2020

Dr. Siddharth Ghatvisave

Assistant professor,
PVDT College of Education for women,
*SNDT Women's University, Mumbai-20*

Introduction:

"Teachers are the pillars of tomorrow" We are expecting that National Education policy should meet the changing dynamics of the population's requirement concerning quality education, innovations and research aiming to make India a knowledgeable superpower by equipping its students with necessary skills and knowledge. We can observe that there is a paradigm shift in teacher education program. The role of a teacher is also changed from knowledge provider to the facilitator; Traditional way of teachings is converted into constructivism.

The demand for education is growing every day and everyone should be provided quality education so its need of time to improve teacher education to fulfil the need for quality education. It is not possible to provide quality, equitable and accessible education to everyone without producing quality teachers in the country. For that, it is necessary to overcome the following challenges in teacher education.

Challenges of Teacher Education:
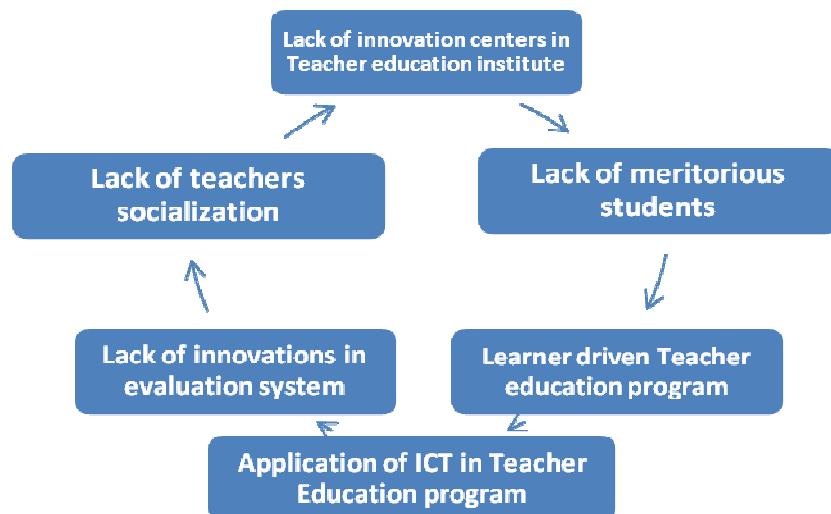
1. **Lack of meritorious students**:

Once upon a time teachers were respected after the father and mother. King was respected to the teacher in the kingdom because the system was able to attract meritorious students towards the teaching faculty. Even in the British rule when teacher education program was started an attractive scholarship to the students to attract meritorious students towards the field .but, now, unfortunately, there is lack of meritorious students in the field of education faculty. India being academically driven society has largely fallen shorts in education as a mainstream career option. The major problem in the process of creating a dynamic teacher is lack of career opportunities and job insecurities so meritorious students are not attracted towards the field. The government should provide special incentives to attract merits towards the field and job security options in the privatize sectors also

2. **Lack of innovation centers in Teacher education institute:**

There is bounded syllabus and framework were designed in the teacher education programs and teachers, as well as students, are not allowed to go beyond it that's why there lack of innovation found in our educational institutions. As per the Quality mandate published by UGC says that our institutes are not producing intellectuals but just degree holders. This is happening because of lack of innovation centers at the institution level. There is an absolute need for innovation in the teaching-learning process. Not only teaching but also learning is also important. In the present era innovations for collaborative learning, cooperative learning, experiential learning, project-based learning, ICT enabled learning with the effective use of OER and MOOC should be practiced in these innovation centres which makes future teachers able compete with the global world.

3. **Lack of teachers socialization:**

In ancient era teachers are not only guide to the students but guides society also but in the present era teacher existence is limited towards the school like a mechanical work and its roots are founding in the teacher education program. So that teacher education program should be constructed in such a way that maximum teacher should come in contact with society. Open house model for the debate and discussion is an ideal example of this. In this model, a teacher has to provide a social issue to the students and give some time to study it and then organize debate and discussion it. Only debate and discussion could not resolve the issue teacher should prepare a plan to resolve such social issue.

4. **Lack of innovations in evaluation system:**

We found two aspects of evaluation in teacher education program are practical theoretical. Practical marks are given based on his or her performance. In a practical task, students are not

allowed to go beyond the decision boundaries of the evaluation process. students novelty is not appreciated. If she crosses, it directly affects her performance.

In theory evaluation typical system of 'Answer, any four or five of the following ' is still following which results to teacher and students to become selective in their readings which are based on root learning. There should be various types of evaluation process prepared for the right evaluation such as adding of case studies and objective type questions etc. Outcome-based evaluation technique is the best solution.

5.   Application of ICT in Teacher Education program:

Due to the internet, the whole world is now converted into a global village and teaching-learning process is now go beyond the classroom. It is not good for the future of teacher education program that future teachers accustomed to the traditional classroom. So, it is the necessity of time to move a teacher training program from the traditional classroom to blended and online classroom through MOOC. Further, it is also necessary to promote open opportunities for collegiality and collaboration among instructions and across the world. Teachers should be prepared to create and add content on open educational resources and repositories. it is a very challenging task to board students on online platforms, strengthen the quality of the knowledge imparted, ensuring accountability and most important the lack of infrastructure and connectivity.

6.   Learner driven Teacher education program:

The role of a teacher is transformed from an instructor to the facilitator. In such a situation, education cannot sustain if it is teacher-designed and teacher-driven. It has to be a shift from teacher designed to student-driven and then student designed to student-driven and it should be started from a teacher education program. This program is learner-centred, with peer teaching-learning evaluation with successive discussion.

References

1.   Anandakrishnan ,Learning outcomes: The emerging education mantra
2.   Davis(1993),'Tools of teaching' ,shodhganga from inflibnet.ac.in
3.   Delor's report,(1996):"Rethinking education towards a global common good"
4.   https://www.teachtheworldfoundation.com/homeschooling-resources
5.   https://courses.lumenlearning.com/
6.   https://iris.peabody.vanderbilt.edu/module/hpl/cresource/q1/p02/