



## Teacher Education: Concern Challenges and Innovations

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### ABSTRACT

*Teacher Education is a pivotal programme to improve the quality of Indian Education. There have been number issues and challenges in teacher education. Teacher Education programme provides the solutions regarding how effective and powerful teaching is performed and how teaching work. The quality of educational process largely depends upon the quality of teachers. Challenges in the educational system have no permanent and fixed answers because of the dynamic nature of human society. So, no teacher education programmer can prepare good teachers for all situations that they will face. Teachers themselves should have to make the final choices from among many alternatives. Therefore it is necessary for teachers to constantly reevaluate their choices and it can be take in account through introducing and promotion of innovative ideas and practices in teacher education. This paper will focus on concern challenges and innovation in teacher education.*

### KEY WORDS

**Teacher Education, Pivotal, Innovative Ideas, Education Programmer, Innovative Practices.**

Our society and our nation are in dire need of teacher education. Only the students will receive the right kind of education when teachers are well-educated, which will benefit both the students' future and the nation.

We are aware that overcoming widespread poverty and ignorance is possible with education.

“The destiny of India is being shaped in her classrooms,” according to the Kothari Education

Commission. In contrast to a typical worker, a teacher is a master craftsman, artist, strategist, and powerful motivator.

The inspiring, dynamic, enthusiastic, encouraging, skilled, and dedicated teacher brings life to the classroom. He determines the population destiny of students and future citizens, both of whom ultimately determine the population destiny of the nation. For instance, only a teacher can successfully instill in children the values of social justice, equity, secularism, and pluralism.

Nowadays, teachers are recognized as professionals and teaching as professions. The association that a teacher has with scientific knowledge also makes him a lifelong learner; consequently, opportunities must be provided to ensure that he continues to learn and grow throughout his professional career. The process of teacher professional development and preparation is ongoing.

In India, the NEP (1986), its revised version (1992), and NEP 2020 formally recognized the significance of two phases of teacher preparation and development—pre-services teacher training and in-service education—and agreed that these are components of a continuous process of teacher development and are inseparable. This was done in response to the recent attention paid to the recommendations of the Kothari Education Commission (1964-66).

Maximum student development is achieved through efficient and ongoing teacher development. It includes continuing self-directed learning and teacher education for new teachers. In-service teacher education keeps teachers' knowledge constantly up to date, refocused, and motivated to practice. They are able to advance in their careers and improve their skills as effective teachers as a result of this. The way in which in-service education programs for school teachers are currently organized, with the majority of them being run by DIETs, SCERTs, CTEs, IASE, BRCs, and CRCs.

The student teacher should be able to overcome the difficulties of theorizing education with the assistance of the foundation component of the curriculum for teacher education. In order to provide a comprehensive framework for the insightful construction of knowledge, the connection between education and other disciplines like philosophy, psychology, sociology, management, and so on must center on how knowledge can be connected across disciplinary boundaries.

For a teacher education program, literature needs to be visualized and developed. Due to its multidisciplinary knowledge base, education is slowly becoming its own distinct field of study. There is need to look for new profile and new jobs requested for educators in the arising setting. Teachers need to practice reflection. As a result, a teacher of Indian philosophy is known as an "ACHARYA." In this day and age, it is of the utmost importance for teacher education programs to acquire knowledge of the strategies for identifying the caring characteristics of effective teachers and fostering these characteristics in trainee teachers. Both the teacher educator and the student teacher will become more involved in the learning process as a result of this.

In order for a teacher to become an agent of change after becoming a teacher, the teacher education program needs to provide the space for a teacher's personality to develop into someone who is reflective, introspective, and capable of analyzing both his or her own life and the education process at school.

Methodologies for handling children with learning difficulties, integrating physically challenged students into regular classrooms, institutional design for teaching science, mathematics, and language arts, etc., need to be emphasized as well. Methodologies for teaching across levels and grades also need to be addressed. Both teachers and teacher educators must serve as role models. The teacher should have close relationships with the student because they are both facilitators and co-learners.

In addition to the teacher's education, numerous difficulties and obstacles need to be resolved. The best obstacle is the quality of the education provided by these schools. The current quality discourse asserts that classroom process or pedagogy used in the course of curriculum transaction is fundamental to quality education. As a result, schools must have qualified, trained, continuously upgraded, and dedicated teachers to teach. In many states, both public and private schools are hiring qualified but untrained teachers for the

elementary and secondary levels. Keeping in mind the value of teacher and teaching NEP -2020 give emphasis on the self evaluation of teacher and 50 hours of Continuous Professional Development (CPD) opportunities every year for their own professional development.

Another issue is that many faculty members at teacher education institutions are unable and unwilling to employ unconventional pedagogy and androgyny during training.

Additionally, the majority of the establishment's facilities, study materials, and curriculum are not regularly upgraded or renovated. Again, the faculty at this institution is of subpar quality.

However, private, self-funded teacher education institutions have multiplied, most of them for financial gain, resulting in an unbalanced expansion and commercialization of teacher education. As a result, teacher education structures like IASEs, CTEs, B.Ed. colleges, DIETs, and SCERTs must function for both pre-service and in-service training programs. The goal and focus of teacher education programs ought to be the production of high-quality teachers.

The requisite qualities of a good ideal teacher have following attribute:

1. Content knowledge of a subject area.
2. Pedagogic knowledge.
3. Skill and attitude necessary for effective teaching.
4. A strong understanding about child and adolescence development.
5. Strong sense of ethics.
6. Language and communication skill.
7. Capacity in innovative ideas and ongoing learning process.
8. Have accountability

## CONCLUSION

From the above discussion it can be concluded that there is a need to develop performance standards for teachers that are applicable to all stages and subject areas, which in turn calls for developing performance standards for educators. Earlier Kothari Commission stated that "of all the factors that influence the quality of education and its contribution to national development, the quality, competence and character of our teachers are undoubtedly the most significant." Fifty six years later, their view point still holds true and the future of our nation still lies in the hands of our teachers.

The teaching and learning of the Upanishads' theories and examples will place India's fundamental knowledge traditions on the global stage. Indian educational practices and knowledge must be brought to life.

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