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Aspects of Teacher Education in Shekhawati Region of Rajasthan

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Abstract

In this paper which you are reading now, I will introduce to the teacher education dimensions in Shekhawati area of Rajasthan as obtains from previous studies (Ph.D. Thesis, data from Rajasthan State Government and All India Survey on Higher Education (AISHE)). The analysis examines various aspects of it, such as the existence of possible TSI institutes in the state and how many students have been approved to attend them, who are accredited faculty staffs at these hospitals and what technical standards they meet. Next, the findings are described in tables and provide an answer to both how far along is teacher education in this regard as well what questions should be asked about it now. Teacher education in the Shekhawati area faces challenges due to socio-economic conditions and a shortage of highly qualified teachers. Initiatives are being implemented to bridge the gap, but challenges remain in compliance behavior, acquisition, retention, and equitable access to resources. Effective teaching among teacher educators is crucial for ensuring quality education. A comprehensive approach, including investment in infrastructure.

Keywords: *Teacher Education, Shekhawati Region Rajasthan AISHE Higher education Faculty Qualification Enrolment Trends etc-*

Introduction

On my venture to research teacher education in the Shekhawati area of Rajasthan, I realized it was a rather complicated and essential issue. Sikar, Jhunjhunu and Churu constitute an educational zone in themselves as this area has its own set of factors which create a unique landscape based on socioeconomic conditions peculiar to them. The more I dove into the paper, looking up previous studies, government reports and surveys it all came together. One the one hand, there is a rich tradition of Education in Shekhawati. Yet, on the other hand, there are some major barriers to it in this region when looking at what needed for better education of future teacher workforce.

First thing that hit me is we literally have the infrastructure issue. A complete absence of basic facilities in teacher training institutions- classrooms with proper equipment, laboratories and even a good library. How can teachers be prepared to teach in 21st-century classrooms when the teacher-training facilities - and those who train their training - are behind-the-times? But there is also simply the matter of faculty. Having talented educator is another major problem faced by the OUs Wages are low and career pathways limited, while many jobs remain vacant or filled by part-timers who may be under qualified.

The curriculum in itself often seems archaic While education shifts rapidly in the modern world, many Shekhawati programs don't have new materials and run on decade-old models. This forms a gap between what student teachers are taught about and the matters which will come in real classrooms. Even more worrisome is that trainees are missing out on the physical aspects of their training. No amount of scientific research can take the place of classroom experience, as teaching is just as much an art as it's a science. But again, lots of programs here glorify theory over practicality - and grads leave unready to actually... you know.... run a classroom. But it is not all bleak. I discovered glimmers of creative programs and committed educators who are working to address these difficulties. Both trainees and institutions are hungry for it.

Obviously, we need to stop identifying these organizations as functionally adjacent permitted vendors going forward. That calls for infrastructure building, curriculum upgradation, innovations to farms good faculty and challenge with more of practical training opportunities. It also includes more supports and professional development for the teachers already there. The stakes are high. The teacher training is depend on the quality of education which will be provided to children. A candid discussion of these challenges will aid in developing educators for the Shekhawati region who not only are prepared to teach but also have it within them to bring

young minds very early. There is still a long way yet, but I have hope. I am inspired by the passion and determination I saw while doing research that hopefully actual change can happen for good. With the requisite support and sustenance, Shekhawati can be a model for teacher education not only in Rajasthan but also across the length and breadth of India.

This intricacy shown by the teachers hailing from Rajasthan, given the expansion of the education and educators' competence to address diversity and institutional matters have emerged as critical issues. According to Ramachandran et al., Rajasthan conducted a study to determine the professional productivity of teacher educators to the activity and commitment they had when handling the trainees. The findings reported a very low level of activity and commitment. The experience from Shukla et al. reveals that qualifications and experience cannot assure an effective teacher. Therefore, the study shown above emphasized the need for teaching training. The education of teachers is the most significant factor in determining the quality of education in an area. I have seen how the Shekhawati district, covering the cities of Sikar, Jhunjhunu, and Churu, are ideal propositions. The teacher is the key determinant of the quality of educational instruction provided to the children. Various studies have focused on understanding the factors that lead to the lack of education and the basic requirements for high-quality education in certain countries.

Steady growth of the school system in Rajasthan has further contributed to undermining teacher motivation. This burgeoning is causing educators to be less salubrious for taking on the wide array of novice and institutional obstacles. (Ramachandran et al., 2005). Raina (1999) documented a typical lack of high-quality contributions by teachers and also their inactivity from professional roles with respect to teaching work - Rajasthan conducted the study on teacher productivity. Shukla et al. TE (2018) note that an appropriate academic degree and experience may not correspond to a good professional teaching practice. Because this points to the necessity for training.

The Yen et al. The Asia-Pacific region was also highlighted in the study of Mell et al. For the last two decades, effort has been placed on maximizing a steady stream of highly trained instructors to deal with teacher shortage. These changes have prompted the required significant adjustments in teacher education. New underlying ideas came into influence, such as school based practice and reflective teaching that has guided these shifts to reach their current form. While reforms in some other cases may contribute to the significant changes, it is important that issues are openly confronted for teacher education reform to spur more effective and enduring difference. According to Anangisye (2010), having a transparent policy on education is important for the ethical standards of teaching training institutions.

In this context of nearly round the clock inflow into schools in a rapidly growing locale, securing and developing a teaching body sufficient to serve it well is primary (however unevenly) with staffing becoming cyclically extremized (Moon. Finally, in a prior work Moon pointed to specific areas that could be addressed through the use of state-of-the-art telecommunication and E-learning programs.

A significant problem with this is the unequal distribution of educational resources, especially in schools that have historically been at a huge disadvantage in respect to not only accessibility but also quality (Sedibe. The first step in solving this problem would be to take a close look at current policy and practice to ensure every child was given the opportunity for an appropriate education. Teachers in this field distinguish whether or not an educator fostered quality in the

respective educational processes as a topic is both debated and deeply divided amongst teachers (Russell & Martin, 2016). They pointed out that precisely defining quality through the initial teacher education process is important for further improving instruction.

Among other things, this implies that improving the quality of education also entails rethinking what good teaching actually is: a task teacher educators are left with when vetting candidates (Akyeampong, 2017). Efforts to address social problems and challenges in relation to teacher education. e.g., recruiting competent educators, incorporating best practices in teacher training, self-everything etc are crucial for raising the quality of professional knowledge and skill level prescribed by programs on a broad basis you know going forward (please chopiness is necessary at this point). The above scenario is applicable not only within the Shekhawati catchment area but even outside this. In order to ensure the curriculum and teaching mode of teacher training are further adjusted, it must be ensured that educational standards are maintained at higher level; justice in education is established with priority.

Internationally, it is a common problem that people have identified Shekhawati teacher training. An example of a investigation is by Smith (1995), who sought to describe string teacher education in U.S. colleges and universities at the undergraduate level, specifically related to what courses were required for all students majoring in music education with an emphasis on string teaching. Taylor (1998) found that there was no coherent national plan for environmental education in south and east Africa with a focus on primary schools. Richards et al. Also, Forlin et al. (2004) undertook a study of ITE student attitudes to inclusion in schools and access replication of what we found by investigating the justice element. Nonetheless, a study by Bose (2004) on the introduction of an in-house computer training program for primary teachers in Botswana had almost identical drawbacks. The TA program was to demonstrate that innovation and modernization of the education system in Georgia is a key priority, with focus on ICT-education integration.

Deoğan et al. In one of the tomboys studies by Bursal (2008) he employed a sample to examine the understanding level about NOS among Turkish grade 10 students and science teachers. The study revealed that respondents perceived NOS and enabled the identification of a relationship between them.

Teklu et al. Research conducted by Aberra and Sayd (2014) looked at teachers' attitudes toward physically disciplining students in elementary schools across Ethiopia, finding that most educators held favourable views of corporal punishment. In their study, Lee et al. We follow in the steps of Deng & Luke (2016) who scrutinised teacher education across The Greater China region. They analysed the effect of adjustments in medical education curriculum and recommended betterment. In their writings Mereku (2019) delivered a good analysis on the transformation of teacher education in Ghana: achievements, challenges and prospects. Nagovitsyn et al. Dolgova et al. (2019) developed a model aimed at raising the social status of instructors in certain region, particularly focus on pedagogical university Motivation - The idea is ruinously idiotic which reveals the entities career aspirations are a product of motivation. Lee et al. This study, conducted by Asperin et al. (2020), sought to gain a better understanding of what information is necessary for developing in-service teacher education programs designed specifically to increase the ECE knowledge base and skills acquisition among teachers working at educational facilities serving children aged from 1 month up until they turn six years old throughout Indonesia. The primary

outcome of the investigation was public perception and demand for these programs.

The findings of these studies offer diverse perspectives on various facets of teacher education and might supplement discussions around the contemporary status quo with respect to teacher education in Shekhawati.

The study takes a qualitative empirical approach and extracts from reviews of previous research on education to teacher in the Shekhawati area. Method: Data was collected through a systematic review of the literature through academic journals, government reports; and Ph. D theses on infrastructure, quality of faculties and curriculum relevance time span practical exposure Recurring challenges and potential solutions were identified in a thematic analysis. The challenges and opportunities in the sector of teacher education were analysed following a synthesis key studies conducted. This approach ensures a comprehensive review of the evidence base to inform future research and revise policy recommendations.

Teacher education in Shekhawati Region: Problems and Challenges

Inadequate infrastructure

There is a serious infrastructure problem of teacher education in schools across the Shekhawati region. Most of the institutions don't have proper facilities like fully functional class room, laboratory experiments, extensive library references and access to digital resources. Apart from this, Singh (2018) revealed that nearly 60% teacher education institutions in Shekhawati Region have no laboratory and the hands on experience which is necessary part of training future teachers.

Inexperienced instructors

The other important issue is lack of experienced faculty. However, many entities struggle to attract and retain high-quality teachers due to low salaries and limited prospects for professional growth. Sharma (2019) noted that over 40 per cent of faculty positions in teacher education colleges were not filled, either recruiting part-time staff or inadequately trained teachers.

The curriculum is obsolete

A curriculum that remains outdated with the current educational trends and tools is also a major hindrance to teacher education. According to Patel (2020), over the last decade, many of teacher education programs in the region do not have a curriculum which is updated and as such there would be an incongruence between what has been taught and classroom reality.

Inadequate Hands-On Training

So while preparation is part of the problem, most teacher training programs focus too much on theory and not enough on practice. In Shekhawati, according to Choudhary (2017), only 25% of teacher education institutions in had signed MoUs with local schools that offered student teachers a chance to intern.

The quality prevailing in teacher training programs is substandard

It would also involve getting more information from the instructors whose work means either early or very late class-schedules, on top of a process for unregular evaluation in order to prevent these (and other) programs teacher-training becoming too unreliable. This meant that over 50% of teacher education graduates reported feeling unprepared to effectively manage classrooms, an indictment on the training experience (Gupta, 2016).

Restricted access to developmental opportunities

There is hardly much for a classroom teacher in the Shekhawati region to learn after graduating. Teachers need to engage in life-long learning so as to stay abreast more modern methods of instruction, new technology introduction into the classroom and current research relative to education. Only 10% participation rate in professional development programmes each year for teachers- Jain (2015, as cited by). This relatively low rate restricts their ability to innovate and bring in novel teaching methods.

Financial constraints

Ensuring excellence in teacher education institutions further faces barriers such as infrastructure, securing highly competent and proficient educators, and adequacy in updating curriculum resources. The government allotment of finances is limited, and there is insufficient private capital spent in teacher education. A good example is the Rajasthan State Government whose education budget allocations for the Shekhawati area have been stable over the 5 years when other operational expenses have been favorable.

Conclusion

Teacher education in the Shekhawati area is a vital institution that ensures excellence in a region with peculiar educational systems due to its socio-economic conditions. The shortage of highly qualified teachers has been one of the most significant problems in the area in the past twenty years, leading to several initiatives to bridge the gap between available and required teachers. However, there are challenges that will continue to face to perform the operations efficiently. The compliance behavior in teacher training colleges and acquisition, retention, and training of teachers is one area that calls for measures. The other area is equitable access to educational resources. Quality in teacher generation is a complicated and multifaceted notion, and to comprehend and define quality within the context of initial teacher preparation is vital for education programs in states. The concept of effective teaching among teacher educators is significant for ensuring the general quality of education to pupils. This calls for a comprehensive approach, which is enhancing investment in infrastructure, modern curricular, learning the behavior of recruitment and retaining, and increasing the practical, near-professional training areas. Solving these areas can significantly enhance teacher education, leading to more education for students.

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