

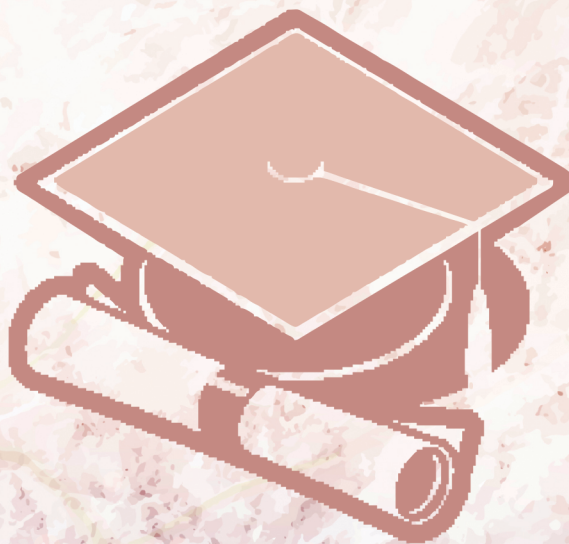
Peer Reviewed Journal

ISSN 0975-2641

Educatum

Journal of Education and Behavioral Science

Volume XVI, 2024



Gopal Chandra Memorial College of Education

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A Peer Reviewed Journal

Vol. – XVI, 2024

ISSN No. 0975-2641

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New Barrackpur, Kolkata - 700131
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Publisher
Gopal Chandra Memorial College of Education
New Barrackpur, Kolkata - 700131
Email: gcmcollege@rediffmail.com
website: www.gcmcollege.in

Editor
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Printed by
Gopal Chandra Memorial College of Education

Subscription
350
400 (by post/courier)

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OBSTACLES AND ISSUES OF TEACHER EDUCATION IN PRESENT TIME

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Abstract:

Over the past years, especially in the last few decades, teaching has changed a lot. We've seen a move towards student-centered classrooms, where the teacher is more of a facilitator rather than a dictator. Instead of teaching the content of the curriculum to a passive audience of students, teachers are trying out new approaches like project-based learning, thinking skills development, and discovery learning. Hence educating a teacher properly in current days is a very crucial matter indeed. A teacher should avail proper techniques to improve himself in this sphere of teaching. Government ministries along with regulatory bodies are very much aware of this. They are ceaselessly applying utmost effort to solve the problems regarding the proper technique of education in respective subjects, but Teacher education centers and the curricula they are based on have a limited emphasis on the development of new educational trends. This paper intends to point out the major problems of teacher education and then tries to suggest few measures for improvements. It is essential to acquire a coherent understanding of the issues and problems and then seek out solutions to the problems. The main aspect of teaching is that the teachers need to be well-prepared in their respected subjects.

Keywords: Improvements, Issues, Knowledge, Problems, Teacher Education

INTRODUCTION:

There are innumerable issues and problems within the system of teacher education. Preparation of teachers and bringing about improvements within the system of teacher education has been the subject of discussion at all levels, from the government ministries, regulatory bodies, schools to teachers themselves. The main areas, which needed to be improved in terms of teacher education are, curriculum, personal and social skills, competencies, subject knowledge, ICT skills, context sensitivity, and new pedagogy for the global world (Concept of Teacher Education, n.d.)

The major issues and problems are proliferation of colleges of education, seclusion of colleges of education, regional imbalances, alternative modes of teacher education, duration of teacher education programs and the examination system (Concept of Teacher Education, n.d.). The teachers in various levels of education in some cases possess inadequate knowledge and they are not completely aware of the appropriate teaching-learning methods.

LITERATURE REVIEW:

- Jamwal, B.S. (2012). Teacher Education: Issues and their Remedies. *International Journal of Educational Planning and Administration*, 2(2), 85-90.

This paper intends to seek out the problems of teacher education and then tries to construct few remedies. During the study Jamwal, found that the key problems of teacher education is structure of teacher programme, developing creativity, developing life skills, development of science and technology etc. After studying these problems he makes an effort to construct few solutions based on the major problems. At the end he suggests that the centre and state Government should join hands to improve teacher education for future growth.

- Pandey, D. S. (n.d.). *Professionalization of teacher education in India :A critique of Teacher Education Curriculum reforms and its effectiveness.*

This paper makes an organized inspection of the teacher education curriculum amelioration in India. Pandey also discusses the effectiveness in developing an identity and professionalism in teacher education system of the country. In conclusion Pandey suggests professionalism needs to be installed in each and every phase of teacher training programme from conceptualisation to evaluation.

- Dixit, D. M. (2014). *TEACHER EDUCATION IN INDIA - PROBLEMS AND SUGGESTIONS*. 1(4).The goal of this study is to improve the standard of teacher education in India by concentrating on recent developments and associated challenges. Dixit firstly points out few problems of teacher education programme like institutional inertia, brand equity, quality crisis, and overgrowing establishment, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations etc. After identifying the problems he recommends that teacher education system in India desperately needs revolutionary changes.

METHODOLOGY:

For the study Meta data has been mainly used, research articles, journals, books, e-content has been explored and analysed thoroughly.

OBJECTIVES OF THE STUDY:

This study was conducted to achieve the following objectives:

1. To discuss the main problems of teacher education.
2. To suggest Measures for Leading to Improvements in Teacher Education

PROBLEMS OF TEACHER EDUCATION:

The problems and issues in terms of teacher education have been stated as follows:

- **Problems with selection and short duration:** Classes are organized within the institutions

during the course of these eleventh to twelve months, allowing professors and students to collaborate and acquire the right conceptual understanding. One cannot pick and hire teachers with the necessary skills and abilities if correct selection techniques are not executed properly. Even when they are educated and have the necessary knowledge, people who are burdened by poverty, instability, and vulnerability frequently struggle to accurately portray their skills (Mallica, 2005).

- ***Absence of Growing Creativity, Commitment to the Profession, and Occupational Perception:*** Teachers must use creativity when carrying out tasks and duties, particularly when doing so in the context of their teaching duties. One of the major issues that hinder not only how educational institutions operate but also how effectively teachers transfer necessary knowledge to their students is the absence of developing creativity. In addition to their jobs; the individuals also have a number of employment responsibilities. In the modern world, other than their teaching duties, people also manage their households, care for other family members' needs, keep up relationships with neighbours, and so on. When training is given during the teacher education program, it does not primarily prepare the students for professional goals, and there is a lack of occupational perception.
- ***Lack of subject knowledge, life skills, and student and teacher aptitude:*** The teacher preparation programs now in place do not give student teachers adequate opportunities to develop their competence attributes. The reason for this is that the program's planners are only partially aware of the issues facing educational institutions. Between the instructors' work schedules within the program and the school chosen for teacher development in the training college, there must be harmony. The skills required for personal development and growth are referred to as life skills (Sharma, 2018). Subject expertise is lacking in teacher preparation programs. The knowledge of the fundamental subject is not the main focus of these programs. Therefore, one of the main issues with teacher preparation programs is a lack of subject expertise.
- ***Teaching inconsistency and the department's seclusion in teacher education:*** The educators in teacher preparation programs sometimes lack a thorough understanding of cutting-edge instructional techniques. The teacher education program has grown distant from educational institutions. The teacher education department is not viewed as a centre for the professional development of teachers by the schools, who see it as an alien entity. The people don't know much about the teacher education department and the roles and responsibilities it plays in enhancing the educational system.
- ***Unfulfilling Academic Background of Student Teachers & Inadequate Empirical Research:*** The amount of research done on teacher preparation has been insufficient. Any study that is undertaken is of poor quality, and when the quality of the research is inappropriate, it is obvious that the results will also be inappropriate. Therefore, a difficulty in teacher education is insufficient empirical research. Typically, the student instructors lack a solid intellectual foundation. They typically finish their senior secondary education and then

enrol directly in teacher education programs, which do not give them a solid academic foundation.

- ***Working of Teacher Education Institutions:*** Monitoring how the institutions operate and prevent them from becoming commercial institutions is their biggest task. Conducting an analysis of all the areas that are a part of the operation of the teacher education institutions is often difficult for those interested in this field. Any restrictions on how teacher education institutes operate have detrimental implications.
- ***Globalization and Social Issues, including Value Erosion:*** People are able to connect with each other not only nationally but also internationally because to the effects of globalization and scientific and technological breakthroughs. Particularly when people become more prone to misconduct and exploit contemporary tactics to impose harmful effects, globalization and the weakening of moral standards are viewed negatively. The nation is currently dealing with concerns that are viewed as societal issues. When people are learning, what they are learning should not only be the transmission of academic concepts; Teachers who are knowledgeable about these social concerns will be able to raise pupils' awareness of them.

MEASURES FOR LEADING TO IMPROVEMENTS IN TEACHER EDUCATION

The measures that are needed to get implemented to bring about improvements in teacher education have been stated as follows:

1. As higher education and technical education within the country has been given recognition and measures are being formulated adequately to bring about reforms and modifications, in the same manner, government needs to obtain responsibility of teacher education.
2. Uniformity among the teacher education institutions must be maintained and confirmed in terms of curriculum, duration and the timings of the program.
3. For this purpose, curriculum development should take place on a continuous basis in accordance to the current trends.
4. On the other hand, when the educational institutions are deficient in terms of resources and proper instructional strategies, this is primarily due to lack of financial resources.
5. The teacher educators have an important role to perform in the case of training and development of teachers.
6. As it has been understood that Information and Communications Technology (ICTs) is considered indispensable in the implementation of tasks and functions.
7. It also means that areas that are reserved for the public sector are also opened to the private sector.
8. In India, all educational institutions and training centres are not considered reputed.

They do not possess proper teaching-learning materials, qualified and skilled teachers are deficient, and there are not implementation of proper rules and policies.

9. Within the educational institutions, there is a need to formulate policies and procedures to ensure that students are made available all the facilities and infrastructure.
10. The NCTE while finalising the structure and the curriculum framework, put into practice two criteria, these are, flexibility and integration flexibility for the mobility of the teachers from one stage to another, from one discipline to another and from pre-service to in-service.
11. Improvements need to be made in the selection procedures of the teachers. The main selection procedures are interviews, group discussions, and entrance tests.
12. There is a need to increase the duration of the teacher education programs to two years.
13. More emphasis need to be put upon practice teaching, so that the individuals are able to generate more confidence in themselves and work to their best abilities to improve their teaching skills.
14. Internship should be of six months and the student teachers are required to obtain complete knowledge in terms of teaching skills as well as the entire functioning of the educational institution.
15. The evaluation procedures in teacher education should be objective, valid and reliable. When any limitations are identified, then it is the job duty of the teacher educators to ensure that measures are adequately put into practice to bring about improvements.
16. Apart from proper teaching-learning methods and instructional strategies, the teachers need to be competent to provide solutions to the problems and difficulties experienced by the students.
17. The teacher educators are required to be professional, especially when they are dealing with students and other members of the educational institutions.
18. Refresher courses need to be organized on a frequent basis for teacher educators. It is vital for them to get engaged in research and reading on a continuous basis.
19. Research is primarily carried out by the teachers in three ways, these are through reading of books, articles and other documents, through searching the internet, one need to look at various articles and documents that are available on the internet and field research is also considered important.
20. This is apparent that more teaching days will enable the teachers to put into practice the teaching and the learning methods in an appropriate manner, so that students are able to learn effectively.

CONCLUSION:-

This paper identifies issues in teacher education, including short training programs, selection problems, creativity issues, dedication, occupational perception, incompetence, life skills, subject knowledge, teaching inconsistencies, department seclusion, inadequate research, unsatisfactory academic backgrounds, working institutions, globalization, erosion of values, and social issues.

IMPLICATIONS:-

This research suggests that improving teacher education institutions, focusing on science and technology, achieving constitutional goals, value education, social issues, restructuring programs, and developing creativity are crucial solutions for quality improvement. These solutions can benefit governments, researchers, educationists, policy-makers, schools, colleges, universities, and training centers. Additionally, promoting professional abilities, recruitment, job security, and creating a safe, pleasant, and amiable working environment are essential.

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