

Issues and Challenges of Teacher Education

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ABSTRACT

The quality of a country's educators is crucial to the progress of that country's citizens. The factors responsible for quality education and student achievement can be attributed to teachers' knowledge, dedication, quality, professional commitment, and motivation. Today, governments throughout the world have a huge difficulty in trying to produce such educators. As a result of developments in pedagogy, psychology, philosophy, sociology, and globalization, today's educators face a more complex and demanding set of demands than ever before. Today, teacher preparation programmes must be well-thought-out and creative. There is a pressing need in the present day to evaluate, investigate, reform, rethink, and refocus efforts in the area of teacher education. Efforts to enhance the training of educators must be made on three fronts. It is a research problem involving educational issues, concerns, questions, and conditions; it is a challenge for every country to provide well-prepared and effective teachers; it is an area of concern for degrading values; and it is a concern for questions about the purpose and goals of education for society. Teacher education in India has undergone a radical overhaul in recent years in response to calls for change articulated in a number of policy documents and reports. On the other hand, there have been issues, such as the need for an updated curriculum, the length and quality of internships, in-service teacher education, a lack of practical aspects, and teacher education via distance mode. In this paper, we'll discuss a few issues and potential solutions related to the training of teachers.

Keywords – Teacher Education, Challenge

INTRODUCTION

Educators in India receive their training at colleges and universities, and the country's centralised educational system is led by the Ministry of Education and its implementation units, such as local education centres. The Ministry of Education is the primary funder of the education sector and issues guidelines for all operational matters, including the preparation of teachers. While India as a whole does not have a shortage of teachers, certain fields and regions do, specifically mathematics and science, as well as in more rural areas. The Government of India has made improving educational quality one of its top priorities. The government of India is placing a premium on ensuring that its higher education institutions and programmes for training new teachers are of the highest possible standard in order to achieve their goal of improving education quality across the board. The management of teacher education is challenging because of the many factors at play in teacher education programs, such as the varying reasons why people enrol in teacher preparation programmes at different levels. Institutions for teacher preparation fall into four broad categories: (a) those run by the government, (b) those run by accrediting bodies, (c) those run by private companies with government funding, and (d) those run by private companies with their own funding and no government involvement.

Teacher Education

Teacher education in India has undergone a radical overhaul in recent years in response to calls for change articulated in a number of policy documents and reports, including the Kothari commission report (1964–1966), the Acharya Rammurti Samiti report (1990), the National Competency Framework (2005), the National Knowledge Commission report (2009), the Right to Education Act (2009), the National Competency Test for Educators (2010), and the National Competency Test for Educators (2010). When we talk about educating teachers, we're referring to the programmes and practises put in place to make sure they have everything they need to do their jobs successfully in the classroom and in the school as a whole. Early educators were typically subject experts like scholars and clergy who lacked training in classroom management or pedagogy. Before the development of pedagogy, the "art and science of teaching," as a respected academic field, the idea that teachers could be trained was widely disregarded. It has been generally agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience applying both. However, the debate over whether teaching is a "science" that can be taught or whether one is "born to be a teacher" continues. These are the topics that are most heavily emphasised in today's teacher training programs. It is debatable, however, whether or not a person's intrinsic character is something they are born with or can be taught, and what skills are necessary to be an effective educator.

REVIEW OF LITERATURE

Jadhav, Netaji (2022) India has been anticipating the implementation of the National Education Policy for some time now. When the National Policy on Education (NPE) from 1986 was revised, it was replaced with NEP 2020, the first comprehensive educational policy in the twenty-first century. Both the training of teachers and the educational system as a whole will undergo significant changes as a result. The framework of the educational system is evolving, and so is the training of educators to work within it. Problems arising from the convergence process will need a more scholarly approach to solving them. There is extensive discussion of these topics throughout the article.

Shidler, Linda (2022) This study provides an in-depth look at how preservice teachers feel they are being prepared for their roles in the K-12 classroom in light of reforms implemented in the education system since 2020. The respondents (n = 28) were all enrolled in pre-service programmes to become elementary school teachers. A Likert-scale survey and an open-ended question were used to gauge students' levels of self-efficacy across five distinct educational domains. According to the findings, prospective teachers have the lowest levels of self-efficacy when it comes to assisting students with special needs and liaising with their families. Recommendations for adding activities in teacher education to counteract the rising problems of low retention rates among practising teachers are discussed. Teacher applicants' concerns echoed findings from previous studies on the factors that lead instructors to quit their jobs. Teachers may help pave the road ahead by discussing these problems in their training programmes.

Kapur, Radhika (2018) In the here and now, training future educators has been a major issue. The field of teacher education has been plagued by a variety of challenges and difficulties. Consideration must be given to ensuring that instructors at all levels of school are well-prepared and that there are no issues in this area. Discussions regarding how to enhance the educational system have taken place not just in schools but also in government agencies and oversight groups. This research paper focuses mostly on the issues plaguing teacher education and the solutions that have led to positive changes in the field. To effectively address these challenges, it is necessary to first have a thorough grasp of the underlying concerns. First and foremost, educators must have a solid grasp of the material they're covering in the classroom.

Basha, Mahaboob (2016) The Government of India has made improving educational quality one of its top priorities. The Government of India (GoI) has placed a priority on improving the quality of higher education and teacher preparation in order to raise the bar for students across the country. Numerous libraries are stacked high with studies on the topic of teacher quality. The 21st century has seen a rise in the use of educational slang, with discussions surrounding its definition, development, and relationship to student success. The purpose of this paper is to investigate the problems and obstacles to providing a high-quality education in the SPSR Nellore District of Andhra Pradesh.

Dwivedi, Shri (2012) The Government of India (GoI) has placed a priority on improving the quality of higher education and teacher preparation in order to raise the bar for students throughout the country. Numerous libraries are stacked high with studies on the topic of teacher quality. The 21st century has seen a rise in the use of educational slang, with discussions around its definition, development, and relationship to student success. Finally, we discuss issues and challenges in teacher education, after providing an overview of the problems and evaluation in teacher education in India. Several academic studies on the dynamics of the classroom and how teachers approach certain topics are cited. The possibility of using teacher profiles to motivate professional growth and student achievement is also investigated.

ISSUES AND CHALLENGES OF TEACHER EDUCATION IN INDIA

It is common knowledge that educators play a crucial part in making schools more welcoming to students with special needs. Teachers who are highly motivated, competent, and skilled are crucial in providing students with equitable educational opportunities. The goal of teacher training programmes is to equip future educators with the knowledge, skills, and dispositions they'll need to address the difficulties of their job and the needs of their students. According to Goods's Dictionary of Education, "teacher education" encompasses "all the formal and non-formal actions and experiences that contribute to qualify a person to accept obligations of a member of the educational profession or to fulfil his responsibilities more successfully." W.H. Kilpatrick defined the role of the educator when he said, "Education is provided to human beings, whereas training is given to animals and circus performers." Professionalism, pedagogical knowledge, and classroom management are all covered in the course of a teacher's formal education. Qualifications as a teacher are the sum of three parts: the ability to teach, an understanding of pedagogical theory, and a set of practical skills. Clinton said, "Every town should have a skilled and devoted teacher in every classroom," in his 1996 call to action for American education in the 21st century. If we attract talented individuals into the teaching profession and provide them with top-notch training, we will have a great chance of

maintaining a high standard of education long into the 21st century. That's why it's crucial to train effective educators. Any nation's development depends critically on its ability to maintain a robust system of teacher education. The calibre of a school's teaching staff is important to students' success. According to UNESCO-ILO, "Teacher quality is an essential issue in student accomplishment and, while being defined differently by various persons, it continues to be a fundamental concern of those responsible for teacher education." High-quality education for teachers is the result of sound policies and practices. Recently In order to meet the new challenge posed by the universalization of elementary education, the implementation of RTE, and the Sustainable Development Goals (SDGs), our country should be able to supply a large number of good teachers. Project-based learning, thinking skill development, and discovery learning are just some of the new innovations and experiments being tried out in and out of the classroom today. Numerous educators lack the background knowledge and tools necessary to effectively implement new curricula. It is, therefore, important to identify and instil in future educators the set of professional competencies that will make them effective in their chosen profession. According to a survey of UK educators conducted by Arthur et al., the six most important character strengths for good teachers are fairness, creativity, a love of learning, humour, perseverance, and leadership. To this end, and to raise the bar for education professionals worldwide, a number of countries have established national teaching standards. Australia, for instance, developed teacher standards in 2010, finalising the three domains of instruction and seven standards outlined in Education Services Australia (2011), which are outlined in detail below:

Professional Knowledge: (Domain 1)

1. Know students and how they learn;
2. Know the content and how to teach it; Professional Practice: (Domain 2)
3. 3 Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning Professional Engagement: (Domain 3)
6. Engage in professional learning
7. Maintain respectful and professional relationships with co-workers, parents/caregivers, and members of the community. These are the kinds of skills that can only be instilled in future educators through high-quality teacher preparation programs.

Issues in Teacher Education

Major issues in teacher education concern the following

- Proliferation of Colleges of Education
- Isolation of Colleges of Education
- Region imbalances
- Alternative modes of teacher education
- Duration of teacher education
- Examination system

Further there are issues related to the quality of teacher education

- Curriculum
- Personal and social skills
- Subject knowledge
- ICT skills
- Context sensitivity
- pedagogy for the global world

Major Issues of Teacher-Education –

The quality of teacher training has been the focus of much planning and investment. Although advancements in technology have been made in the classroom, we have not been able to bring the quality of our teacher training up to par. Somewhere along the way, it lost sight of its ultimate goal. The last 35 years have seen a broadening of its focus and sharpening of its objectives, but that hasn't been enough for teacher education to achieve its ultimate goal.

Major Issues of Teacher-Education -Science and Technology

The world is increasingly interconnected and merging into a global village. However, educational programmes for teachers or teacher education have not made optimal use of their development potential, and thus are not producing teachers with the expertise to implement emerging technologies.

Developing Creativity –

During his lifetime, Bloom undoubtedly revised the goals of the higher mental order, elevating the cultivation of creativity to the pinnacle of human flourishing. Unfortunately, we've lost sight of the fact that learning is an active

process that requires original thought and effort on the part of the participant. In other words, we need to put more value on being imaginative.

Working In Teacher-Education Institutions –

The National Council for Teacher Education (NCTE) is a regulatory body that keeps these non-profits from turning into for-profit enterprises, but keeping tabs on them all can be a challenge due to the sheer number of schools in the country. It is deeply concerning that some shady institutions have become little more than money-making centres, turning out certified but incompetent teachers.

Globalization And Erosion of Values –

Our interconnected global community is a direct result of globalisation and the development of science and technology. Nowadays, it's simple to gain access to any kind of data you might need. In today's modern day, internet access is available in even the most remote areas of the nation. Eventually, all business will be conducted exclusively online. However, there are a few outliers, most notably among the more impressionable young students. Our propensity for evil is greater than our capacity for good, so the saying goes. In this way, the influence of mobile culture, the internet, social media, etc., has contaminated the minds of today's youth. As a result, people's morals began to degrade.

Developing Life Skills –

There are a variety of abilities that can help you succeed in life and advance in your career. To put it another way, these abilities help man overcome the challenges and hardships he encounters in life. In order, they are (a) Thinking Skills; (b) Self-Awareness; (c) Problem-Solving; (d) Creative Thinking; and (e) Critical Thinking. Emotional skills include stress management and the ability to effectively communicate and empathise with others (category b) social skills. The main problem is that the way teachers are typically trained relies on rote memorization rather than student participation; as a result, we are failing to provide students with the opportunities they need to cultivate the life skills that are crucial to their personal and professional growth.

SHORTCOMINGS OF THE PRESENT TEACHER EDUCATION PROGRAMMES

After carefully examining the current school system. There are many holes and problems in the ways in which teachers are trained. Informed educators and policymakers are aware of the issue. A number of times, various commissions and committees have identified some of the most pressing problems and proposed solutions. But there is still more to do. Instances of such drawbacks include:

1. One, the field of education for teachers is still not given the respect it deserves. The education community has mixed feelings about its place in the system. The role of teacher preparation in the delivery of lessons across disciplines is undervalued.
2. The second reason is that top students don't often choose teacher education. It's tough to pin down the precise cause. Likely, the teaching profession has failed to entice them.
3. The traditional conservations curriculum is not standardised even within a state. Curriculum, now more than ever since education has grown international, has to be active, current, and tech-based.
4. Many schools that prepare teachers do so without the resources they need, including a sufficient number of librarians, scientists, classroom assistants, and teachers.
5. When quantitative growth in the shape of private teacher training states has been allowed to exist, there is a crucial problem to consider: the shortage of competent teachers.
6. Many research centres have an urgent need for more funds.
7. The limited opportunities for internships in schools after initial training make it seem hard to implement.
8. Research on classroom instruction has been mostly underfunded. These days, many in the teaching profession are interested in a variety of pedagogical topics and are working to form research teams with colleagues in the academic community.
9. It may be suggested that a separate university be established for the purposes of teacher education, physical education, and similar fields when such institutions already exist for the study of other professions, such as medical, engineering, law, animal science, and so on.
10. Roadblocks are also being erected by a failure to generate the desired levels of motivation, dedication, social commitment, and accountability. To say nothing of an entire group of people, any good effort will be fruitless if the entire workforce involved in the process in the form of teaching, learning, administration, managing, and lending support services does not express their faith in human value.

CHALLENGES - TEACHER EDUCATION IN PRESENT AND IN 'THE 21ST CENTURY

Research-based evidence that it is not simple for many instructors to develop their previous practise in response to the changes mentioned are woven throughout all three of these introductory parts. We then focus on two new

programmes that have taken the initiative to overcome obstacles to bringing 21st-century teaching practises into schools. These programmes do not constitute "initial teacher education" in the traditional sense. However, they both highlight the challenge of preparing new educators to meet the demands of student learning in the twenty-first century.

The Manaiaakalani Digital Teacher Academy is the first programme we'll talk about (MDTA). When a group of schools funded by the Manaiaakalani Trust realised they weren't getting new teachers who were prepared to work in their environments, they decided to create MDTA. The Trust assists a cluster of schools in a low-income region of Auckland by providing electronic devices to all students and working with educators to improve their practises so that students may make the most of their usage. To sum up, the MDTA programme established a year-long mentorship between a newly-minted educator and a veteran educator.

The second programme we talk about is a partnership between an academic institution and a research institution that provides professional development for educators. Scholarships to help teachers pay for school are made possible thanks to a collaborative effort with a charitable organisation. The Mind Lab at Unitec is an interdisciplinary effort that provides a blended master's degree in digital and collaborative learning. Although it is not designed for first-time educators, we put it here as a possible solution to the challenge of preparing educators for the twenty-first-century classroom. We believe that teachers who have participated in the kind of learning envisioned by Mind Lab by Unitec would be better equipped to serve as role models for aspiring educators. Students in teacher preparation programmes and new teachers will likely repeat the methods they were taught unless they are exposed to "21st-century learning" early on in their careers.

The difficulties of acclimating new instructors to a wide range of classroom settings and pedagogical approaches may then be discussed more generally using these case studies as a springboard. Here, we take up the call for transformative professional learning across the entire spectrum of teacher preparation. We end by outlining three broad ideas concerning the circumstances in which such a shift might be accomplished fruitfully.

Reframing Purposes for Learning

Knowledge's function in education has to be re-examined. Students nowadays must acquire the skills to collaborate across disciplines to generate new knowledge that is tailored to solve particular problems and difficulties in the real world. Personalized education entails... Instead of forcing students to conform to the system, the 'logic' is flipped so that educational programmes are developed in accordance with their individual requirements.

Educators now face weighty philosophical problems regarding their own ideals for their student's development and the role they hope they play in fostering that development as they engage in contemporary discussions about the goals and results envisioned for learning. These kinds of inquiries are important to progressive framework curricula like the New Zealand Curriculum (NZC), where the introduction of core competencies, values, and a vision statement for the future of education are inextricably linked.

Working with a Wider Repertoire of Pedagogies

The dynamics between instructors and students are altered: Teachers help students build on their existing skills and passions in the classroom. There is education to be had on both sides of the cooperation here.

There must also be a rethinking of ideas about equality and diversity. Diversity in the classroom shouldn't be seen as a problem that has to be solved so that all kids can get a fair education; rather, it should be celebrated as a valuable asset for teaching and learning. Learning should be valued for the ability to work well with variety.

Each of these ideas has important consequences for the classroom. The first of these, how instructors use their knowledge to help their pupils learn, has previously been covered in some detail. The second of these two concepts, however, draws attention to a further difficulty. How, if at all, should educators make an effort to cultivate skills like the ability to collaborate well with students from different backgrounds? To prevent them from developing a relativist worldview that "anything goes," how can we help kids conduct polite talks across cultural and experience divides? Relatedly, the aim of developing skills essential for effective citizenship raises similar problems. However, recent studies in social studies and physical education in New Zealand have shown that teachers are sometimes hesitant to take advantage of opportunities to support students in exploring and taking action on controversial issues, especially when doing so requires students to confront issues of power and social injustice.

CONCLUSION

A nation's teachers and the education they provide are two of its most valuable resources. Education transforms not just the person but also the country. It is commonly said that educators are the backbone of any nation. There is a

need to improve the standards of teacher training programmes. The preparation of educators is still not where it needs to be. The curriculum of teacher-education programmes needs to be revised to reflect the changing needs of society if teachers are to acquire the critical thinking skills necessary to address issues with classroom methods, content, and organization. Indeed, India places a premium on its teacher training programmes. Several gaps remain in the system, which is unfortunately. After much research and thoughtful conversation with educators, I've come to the conclusion that a bright future for teacher education is possible only if the federal and state governments work together to improve the quality of teacher preparation programs. Policymakers in state and federal governments, as well as top educators, will find this article useful as they consider how to allocate funds for and implement improvements to teacher preparation.

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