

A Study of Facing Problem in Teacher Education Now a day

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Abstract:

Over the last half a century and particularly, in the recent decades, teaching learning has been Undergoing drastic changes. Today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills, and discovery learning approaches. Many teachers are not properly trained in implementing the concepts behind the new curriculum and many are not equipped to properly implement the curriculum.

Keywords: Problem of Supervision of Teaching, Lack of Subject Knowledge, Poor Academic Background of Student-Teacher, Lack of Facilities for Professional Development, Isolation of teacher's Education Department. Etc.

Introduction:

Although teaching is one of the greatest professions that bring changes to society, nation, and the world as a whole, it is yet to receive the respect it deserves. The occupation that produces leaders, entrepreneurs, social activists, and professionals are often downplayed by many. We can see people praise government-aided teaching jobs for the stability and pay it offers. However, teaching in private institutions is not glorified even for the said parameters. Teachers in India face many challenges that should be addressed and offered solutions. But we don't talk about those unless it is National Teachers' Day.

1) Problem of Supervision of Teaching:

Challenges to Supervision in School Management There are several problems which tend to militate against effective supervision of schools

1. Staff Inadequacy:

The quantity of professionally trained supervisors in school is far insufficient to meet the demands of an effective and efficient supervision program. The school's student population has beyond the stipule: teacher-pupil ratio to the point where most school administrators do nothing in terms of instructions. It is the responsible of the department of instruction to guarantee that there are enough teachers to cover the classes.

2. Shortage of External Supervisors:

External supervisors are usually Ministry of Education or Education Bureau officers who are expressly designated to assess the level of conformity of school instructional activities with approved government standards. Unfortunately, due to the enormous number of schools and instructors, hence causing shortage of supervisors to effectively carryout the supervisory activities as expected. According to (Ogunu, 2005), the consequence of this shortage of qualified supervisors is that supervision is being carried out by quacks.

3. Inadequate Instructional Materials:

Without instructional materials, there can be no effective delivery of instruction; however, experience has shown that most schools lack even most basic teaching materials and equipment, such as textbooks, chalkboard and suitable classrooms for students. Apart from the circumstances when the supervisor has nothing to supervise, there are others where the issue is lack of facilities and materials for the supervisor to supervise.

4. Lack of Training:

Many newly appointed school's supervisors are not properly trained and lack proper orientation that can equip them with the required skills to effectively carryout their instructional supervisory functions. They manage for many years without understanding what instructional supervision entails.

5. Lack of Time:

According to Ogunu, (2005), school supervisors are overloaded with the routine of administrative activities so much so that they hardly find time to visit the classrooms to supervise the teachers. The manager spends more time attending to the correspondence with the Ministry of Education, community affairs and parents, hence neglecting their primary function which is supervision

2) Lack of Subject Knowledge:

It seems obvious that, if you are going to teach a subject, then you should really know a lot about the subject, right? Certainly in high schools, where teachers often specialize into one or two subject areas, there is a real emphasis on the subject matter knowledge of the teacher - which is why, the claim goes, that if you want to teach history, you should first learn a lot about history, and if you want to teach mathematics, then you should get a degree in mathematics. It is surprising, then, that there is relatively little evidence supporting this claim. Instead, it seems as if it has been accepted as a truism by many educators, and not investigated further - it is just a 'given'. What evidence there is, however, suggests that there is much less correlation between teacher subject knowledge and student achievement than one might reasonably expect. The required effect size for a student to make a year's progress was 0.4. According to Hattie, teacher subject-matter knowledge had an effect size of 0.19, meaning that it was far less effective than other factors like classroom management (0.52) or effective teacher feedback (0.75).

In other words, to use the example above, schools should focus all their effort on effective feedback and classroom management, and not worry about teacher subject knowledge. Of course, such an approach word ignores the complex interplay of variables that take place in an educational setting. To continue our example: for a teacher to provide effective feedback requires that teacher to understand both what the student is capable of, and how the student can express their understanding and what an improved understanding might look like.

3) Poor Academic Background of Student -Teacher:

Poor academic performance of students causes several damage to the student in a major ways. We heard it almost several times that students perform poorly during exams and that makes them more depressed and stress during academic sessions. Generally, students are performing poorly in some of the subjects like English, Math's, Science, and other subjects. These subjects usually put them in trouble and resist them from performing well during exams. Some of the students take this as a personal loss and damage themselves. Hence, let's put revolutionary changes among students those who are suffering from poor academic causes.

1. Poor Planning:

One of the prime causes of poor academic results is poor planning. Poor planning can destroy the growth and development of a student. Therefore, always make effective planning before the academic exam comes out. However, making good planning is not the only way to achieve success it is equally important to implement it in the future. In such cases, the faculty member of the top CBSE-affiliated schools in Howrah brings excellent guidance and planning for the student's future.

2. Environmental causes:

The environmental factors are also one of the biggest reasons for the degradation of student academic performance. There are different types of environmental causes such as:

3. Family Environment:

The family always plays a significant role in developing the growth and career of their child. Hence, it is essential to sustain the positivity inside the house and always create positivity for the best future. The negative environment damages the student's mind and also put a major impact on child growth and development.

4. School Environment:

Similarly, the school environment also plays an important role in shaping the child's future with its several techniques. Therefore, it is the prime responsibility of the teachers to sustain positivity and maintain discipline in the classes. Make sure to motivate your student to perform best in the future. Such activities will also help students to become stronger.

4) Poor Techniques & Learning Method:

The poor techniques and learning methods come from the inefficient educational background, lack of guidance, and poor support. This makes a child incapable of reading, writing, and understanding topics. Therefore, to make it capable and easy for students, we must provide the best school and guidance for understanding the best technique and learning method for the best result in the future. The SMIL comes under the best school in Howrah that brings excellent techniques and learning methods for your child's knowledge.

1. Less Focus on Weak Points:

Every student has some weakest point in their education journey. It can be a certain subject or topic that makes students weaker. This put a major impact on obtaining marks during exams. Therefore, the student must focus on the weakest point and make complete revisions on the particular subject to perform better in the future. The top CBSE School in Howrah provides special guidance on the weaker section by making doubt sessions for special purposes.

5) Lack of Facilities for Professional Development:

1. What this report finds: The teacher shortage is real, large and growing, and worse than we thought. When indicators of teacher quality (certification, relevant training, experience, etc.) are taken into account, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers.

2. Why it matters: A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating the shortage.

3. What we can do about it: Tackle the working conditions and other factors that are prompting teachers to quit and dissuading people from entering the profession, thus making it harder for school districts to retain and attract highly qualified teachers: low pay, a challenging school environment, and weak professional development support and recognition.

6) Isolation of Teacher's Education Department:

1. Contributors to teacher isolation Lack of pedagogical knowledge and skills;

Without the pedagogical support of colleagues, often because they are the only music teacher in the school or event the region, this lack of pedagogical knowledge and skills leads to a feeling of professional isolation education for their students. Although reports and recommendations into supplying schools with primary music specialists have been produced over the past 40 years, without State and Territory legislation to enforce this activity, specialist teachers have only been sporadically employed in other areas of Australia (Russell-Bowie, 1993). Higher socioeconomic areas have higher levels of percentages of their students involved in instrumental ensembles, and general classroom teachers in urban areas give higher priority to their counterpart's teacher in rural areas,

2. Need for access to professional development:

The importance of effective professional development, as well as support resources for curriculum documents and planning, cannot be overlooked in providing early-career teachers with resources for planning, scaffolding, structure and content progression (Gravis, 2012). Research indicates that a critical influence in the quality of a classroom music program is a teacher who is both 'skilled and confident' (Chen & Chang, 2006; Elliot, 2006; Gharavi, 1993; Temmerman, 2006). As the literature presents, effective professional development assists not only in developing discipline specific knowledge, but also in improving teacher confidence.

Russell-Bowie (1999) notes that generalist class teacher find working with a specialist music teacher at their school or class to be effective in guiding them to effectively teach classroom music lessons. This finding can be compared with Krueger's study in 1999 as it continued to offer suggestions that the bulk of their teaching resources were derived from their rare encounters with other experienced music teachers (Krueger, 1999). Krueger also draws conclusions that teachers are more able to actually utilize repertoire and resources that have been demonstrated to them by another music teacher

Conclusion:

The timing has never been better for using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds. From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place.

The teacher is the central point of the entire educational system and the principal agent for bringing desirable changes in the teaching-learning process. The whole educational activities revolve around the teacher. Thus, quality teachers are the key factors in achieving sustainable global development. Therefore, their training, recruitment, retention, status and working conditions should be among global priorities today. But the shortage of well-trained teachers is a significant problem today. Since no education system can rise above the existing level without the quality of its teachers, vigorous efforts would be needed to bring substantial reforms. To fill this gap, the central government, regulatory bodies like NCTE, UGC and other statutory bodies like NCERT, NUEPA, IASE, Central Universities, premier institutions of education and policy planners with other stakeholders have to play a major role in this process of reform. The restructuring curriculum of teacher education programme needs to be revised according to the changing needs of the society.

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