

## Reforms and Challenges in Teacher Education

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### **Abstract**

*In ancient times, the teachings of the monastery were taught by teachers rather than the training of teachers. Teacher training is more meaningful than the old word. Academic work is about acquiring skills. It requires a lot of preparation to be effective and dexterous. There are two types of programs in teacher education: pre-service education and in-service education.*

*Pre-service education is provided to those who want to join the education profession. And that includes theoretical education and practical education. So that future teachers can be taught the essential skills of their profession and they can perform their functions effectively. General Chat Chat Lounge Teaching work is a very high skill-oriented operation, so no one can do it satisfactorily without solid training. No nation can depend on its quality, people. The quality of the people depends on their education and the education base is on the quality teachers, and these good teachers depend on the education they receive. Achievement of the desired goals of education requires a great deal of teacher training. Teachers should be constantly aware of the changes in the practice of education and they should be fully prepared to take advantage of this change so that they can integrate education with people's needs, lives and aspirations; And thus the social, essential for the fulfillment of our national goals.*

### **Keywords**

*Training, Process, Method, Evaluation*

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### **Teacher-Training Objectives**

The main purpose of teacher training is to prepare effective teachers. Accordingly, teacher effectiveness is associated with the following qualifications.

1. Must have knowledge of child psychology, teaching principles and classroom system
2. Have a thorough knowledge of the theoretical and practical aspects of the subject matter to be taught.
3. They should have the power to impart knowledge at the intellectual level.
4. Knowledge of educational equipment and its utility should be realized.
5. The lesson should be the planning skill.
6. Teaching materials should be developed while using them, as well as using visual-auditory equipment.
7. The ability of the individual to discover the individual needs of the students and to have the ability to do the teaching work accordingly.
8. It should have the power to evaluate students' knowledge acquisition through different methods.
9. It should have the power to plan, monitor and implement school co-curricular activities and extracurricular activities.
10. Assist effectively in the school guidance program

### **Challenges**

#### **1. Wrong entry Choice of Telematics**

What makes some colleges exceptional is the admission of most like-minded trainees. Entry eligibility criteria are not maintained. Schools are not considered good teachers because of poor choice

#### **2. The Major Difference Between the Oretical Knowledge and Practical Education**

This is a major problem. There is a big complaint that what is taught in training institutions is not practically used in school. The new teacher who has been training has fallen into the old house after some struggle and forgets what he has learned.

#### **3. The Unreal Course**

The curriculum of some universities does not change for eight to ten years. The curriculum includes things that are not allowed for schools and teachers. Some things are flawed and useless. The curriculum is also cumbersome.

#### **4. Traditional teaching methods**

The trainees are taught through lecture methods. They are taught either by

the new method or they are given notebooks. They teach students the same way they learned in college.

#### **5. Isolation of training institutions**

The vocational training of secondary teachers is different from other intellectual disciplines. It has also been separated from the school and the current trends of school education. Different types of training institutes have also been separated from each other.

#### **6. Lack of subject matter curriculum**

Now the trainees who come to the training institutes who do not have the knowledge of the subjects taught in the school are now inexperienced trainees. And such trainees are taught methods in a vacuum. This is one of the major problems today.

#### **7 Training Period**

Existing training periods are economically impractical to develop a business capacity or essential teaching vision

#### **8. Defective evaluation**

Public examination of trainees is conducted. This exam has many obvious shortcomings. In some cases the exam suffers from deficiencies such as throwing paper, writing letters, putting pressure on the examiners, keeping the exam center hostage, etc. Someone knows that internal evaluation is done too. The intentions are good but their implementation is flawed. 80-90% of those who take the internal examination do not pass the public exam.

#### **9. Special school experience**

The school experience ends with only 20 lessons. The school program is the most important teacher-training program, if true, it is the heart of the training. But it is rarely neglected. It is very artificially arranged. The instructor gives a philosophical lesson. It is discussed and then arranged for lessons in different schools. It is often superficial to observe these texts. The teachers' suggestions are also impractical and deceptive. Sometimes it seems that block teaching and off-campus programs are organized to provide lessons. Even schools do not let loose. Neither the trainees have the enthusiasm to teach the lesson nor the professor has become a totally nonchalant, manipulative, artificial and lifeless program.

#### **10. Lack of some facilities**

Most colleges run on a commercial basis. Hence, those colleges are neglected for various facilities. Hostel facilities are deprived. This is why trainees cannot practice co-exercise. The accommodation system for the teachers is only a dream. This is why trainees do not know how to use those tools and do not know how to use

them. Laboratories, workshops and teaching facilities are provided exceptionally. The result of this is that training becomes ineffective.

### **11. Insufficient staff**

Some training colleges have a dearth of specialist and skilled professors. The NCTE does not even have the faculty as prescribed numbers. Some have no experience teaching the subject of school. No attempt has been made to train these teachers. This situation should be resolved.

### **12. Expenditure**

Some do not get jobs after training, some get jobs. Then they get involved in getting another job with an attractive salary. Girls are either lazy or do not want to get jobs in the places they want. Some trainees leave college immediately after getting a good job. So now the question is not of broadcast but of quality. In Gujarat state, except for some backward areas, the question of non-trained teachers is almost solved.

### **Information**

Teacher-training quality can be made conscious of the solutions to the above challenges are dealt with below.

1. Preference should be given to various candidates for admission to the students and those who have taken school subjects should be given first preference. Personality and physical ability should also be given priority.

2. Training institutions should cooperate with schools and assist in organizational planning. Progressive teachers of school should be appointed as part-time professors. And such methods should be adopted for schools, as some college teachers should work in schools so that other teachers can be guided. Live.

3. Old and stale details should be removed and new things added to the syllabus for improvement. Likewise, deleting unrealistic details should add up-to-date things applicable to the profession and the teacher.

4. Since the students have a habit of reading and studying independently, the college professors should teach them through new methods. Individual library work, book review, self-study, project work, etc. should be an integral part of the study.

5. In each of the training institutes an extension service department should be set up for pre, primary and secondary education so that it can stay in touch with the schools. The aim of education should be towards establishing universal colleges.

6. Subject syllabus should be entered to enhance the knowledge of the subjects. And they should be planning to take university examination or enter a four-year BAD course. Students should be encouraged for this.

7. In order to cure the loss of assessment, the marks of Internal Assessment and Examination Examination marks should be displayed in the certificate and the

colleges caught in the Internal Assessment should be excluded. There should be a progress sheet for each trainee. And he should be aware of how many marks he has got. Entering some methods will eliminate some of the pitfalls.

8. A close relationship between schools and training institutions should be established to ease the shortcomings of the free school experience. In a school, only 5 to 6 trainees go and they should stay there all day and be integrated into the various activities and programs of the school. They can participate in prayer. They should be given such an opportunity so that the students are familiar with the whole program of schools.

9. Facilities like libraries, laboratories and workshops should be given priority in colleges. And the university should check if the grant given to them is being misused. Separate compartments should be provided for audio-visual equipment. Grant should also be given for installing this equipment. This grant should be investigated to see if it has been misused.

10. NCTE According to Norms, the professors should have qualifications that should be encouraged by sending them to the refresher course.

11. The number of trainees should be limited in the training colleges and the training teachers should be hired out as needed. In order to provide the benefit of timely education to the trained teachers. The sisters should feel safe and serve in the village for the sake of the sisters as they feel safe in the village.

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