Legal Issues In Teacher Education

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ABSTRACT
Quality and excellence in higher education and teacher education are being prioritized by the Indian government in order to improve education quality at all levels. There are numerous studies on the topic of teacher quality that can be found in many academic libraries. Educational slang of the 21st century has evolved to include discussions on what it is, how it is formed, and how it relates to student accomplishment. Finally, we explore concerns and challenges in teacher education in this article, which provides an overview of teacher education problems and evaluation in India. There are citations to a number of research on classroom dynamics and teacher conduct in certain topic areas. It is also investigated whether teacher profiles may be used to improve staff development and academic performance.

KEYWORDS: Teacher Education, Teacher Quality, Quality Education, Higher Education

INTRODUCTION
Educating teachers is the process of providing them with the knowledge, attitudes, behaviors, and skills they need to carry out their duties in the classroom and school efficiently. Early teachers were frequently scholars or clergymen who had no professional training in how to teach the subjects they were experts on. "Teachers were born, not made," according to many people. Training teachers was not deemed vital until pedagogy, the "art and science of teaching," became widely regarded as a study. Some people believe that teachers are "born" rather than "taught," but this has been debated since at least the nineteenth century. Regardless, it is generally agreed that certain characteristics are required to qualify a person as a teacher: knowledge of the material to be taught, knowledge of teaching methods, and real-world experience in putting both into practice. These are the most common themes in teacher training programmers nowadays. A teacher's internal character is also a

significant consideration; whether this is something one is born with or can be taught, and what attributes are required for the position of a teacher, are up for debate.

LITERATURE REVIEW

FILOMENA T. DAYAGBIL, DAISY R. PALOMPON, LAURENCE L. GARCIA (2021) COVID-19 pandemic-related difficulties and issues in public higher education were examined in the study. A mixed-methods exploratory triangulation study methodology was used to collect and evaluate the data from 3,989 participants, including students and faculty members. During school lockdowns, teachers adapted their teaching and learning methods in accordance with the institution's policies. Due to poor or non-existent internet connectivity, many students were unable to participate in the learning activities and prerequisites. Following qualitative replies, emerging themes were discovered to include flexible learning delivery, technology's involvement, instructional environments and security.... The context supplied by scenario analysis allowed strategic decisions to be taken both within and outside of the epidemic. Continuity in teaching and learning can only be ensured by moving higher education institutions to more flexible teaching and learning methods and recalibrating their curriculum and equipping their faculty with the necessary skills and resources.

SANTOSH PANDA (2021) In light of India's new National Education Policy-2020, this paper assesses university-based teacher education around the world, considers the proposal that all teacher education be included in higher education, examines the position of stand-alone/combined teacher education institutions, and outlines the most recent teacher educator curriculum and the role of teacher educators in this changing scenario. Abstract.

RADHIKA KAPUR (2021) Teachers play a crucial role in educating the next generation, and education plays a key role in this process. The primary goal of teacher education is to provide instructors with the necessary training so that they can achieve the desired academic achievements. Teachers play a critical role in ensuring that their pupils' growth and development is as successful as possible. Consequently, it is imperative that they work on their skills and abilities in order to accomplish their professional obligations properly. For educational institutions and the community at large, instructors play a vital role in accomplishing the desired goals and objectives. Many difficulties must be overcome in the course of carrying out their work responsibilities. This study article focuses on the changing setting of teacher education in India, as well as the issues faced by those involved in the profession.

ZAFFAR AHMAD NADAF (2019) several factors interact to produce quality, with the most important being the caliber of the instructors. There's no doubt that the Indian government has made significant efforts to raise the standard of education in the country. By focusing on teacher preparation, we can improve education at all levels. There have been a number of studies focusing on the quality of teacher education in relation to student academic attainment. When it comes to this extension, the researcher has done an exhaustive review of the literature on the subject. To further contribute to the ongoing debates, this essay intends to create fresh knowledge that can be used in all efforts to improve teacher quality and build a better nation.

S.S.M.V, SHIKARPUR (2017) Education plays a critical part in molding an individual into the person he or she was meant to be by bringing out the best in him or her. Unless you have a teacher to guide you, your education will be incomplete. From the government to the schools to the instructors themselves, teacher training has been the subject of debate. As a result, the quality of a country's educational system is directly correlated to its instructors' abilities. There are a number of issues with the current system of teacher education, and in order to address these issues, instructors must be provided with the most up-to-date and effective tools, both during and after their first training and beyond. This comprehensive analysis of teacher education's problems and solutions will be useful to educators, policymakers, and academic institutions working to raise the bar for teacher preparation.

METHOD
Using Lexis and Westlaw, computer searches were used to discover all evaluation statutes; (2) each state code was then pulled from the shelves of a law library and verified by hand. Each state had a database created from the 50 states' statutes that were analyzed by two different scholars. Each state's department of education was contacted and asked to give a copy of its legislation, which was verified by checking the published versions of Lexis and Westlaw citations against the subject index for each state.

RESULTS OF STATUTORY ANALYSIS
There is statutory language regulating the evaluation of classroom teachers in 42 states (70 percent), according to this study's findings. Educators are evaluated in seven of the forty-two states. Legislation on teacher evaluation may or may not be contained in a distinct subtitle or section because it is part of other school-related regulations. Under the Teacher Tenure Statute of Michigan and Minnesota, for example, teacher assessment language can be found. Teacher evaluations in Iowa is

included under the Powers and Duties of School District Directors. Appointment, suspension, and dismissal is the subheading for teacher assessment in Maryland. It can also be found under School District Standards for Wisconsin schools.

A. Mandatory or discretionary models

One of the most contentious aspects of teacher assessment is whether or not the state evaluation model is required or optional for school districts. Early on in the teacher evaluation movement, 38 states approved state level rules for evaluation, with nearly half of these states creating and enforcing its usage at the local level in nearly half of these states A statutorily formed state system is currently recognized by law in six states. The statutory teacher evaluation system is mandated in three of these states: Hawaii, Pennsylvania, and West Virginia. The statutory method is only occasionally followed in Maine and Texas.

Also in Tennessee, the state-developed evaluation structure and content must be used, but the district might add to the mandated method. Using the state-developed and -adopted appraisal method is strongly suggested in Texas. It is possible to find statutes that require or allow the use of locally designed assessment systems for teacher evaluation in addition to those that require or allow only the use of statutorily mandated criteria, as in the case of Ohio. The state allows local school boards to establish and administer both the process (assessment procedures) and the output (evaluation instrument) on their own accord. A local district with limited resources may have issues with this, even if it's out the scope for this topic. Developing an effective and legal system can be difficult in schools that lack the essential resources and staff.

B. Purpose and use of teacher evaluation

In comparison to the earlier establishment of teacher evaluation tools, the usage of locally-developed assessment instruments is considerably more widespread. Furtwangler's analysis revealed states where formal standards for teacher evaluation have been established. Thirty-one criteria for teacher assessment are currently listed in fourteen statutes. Student progress or performance is required under six legislations to include in the evaluation criteria. This concentration on instructional methods and approaches is mandated by five different pieces of legislation. Teachers must be able to maintain adequate discipline, control, and classroom management in accordance with five pieces of legislation. Three laws mandate that teachers' subject area expertise be tested.

C. Formative versus summative evaluation

The stated use of the teacher evaluation system is invariably for summative objectives, in contrast to the declared goal of the evaluation system. Purpose and use statements play an important role in defining the two different types of

evaluation techniques. Formative evaluation is a method of assessing a teacher's abilities and areas for improvement during the course of a lesson. It is via these assessments that both the teacher and the administration can reflect on their own performance as well as receive input on how to improve their own skill set. As a result of these assessments, teachers and administrators have access to ongoing feedback on their efforts to address specific issue areas. There are many factors to consider during this phase, including what areas need to be improved, what processes and standards are needed, what intended results are, how the progress will be monitored, and who will be responsible for keeping track of it.

Instead of providing feedback throughout the iterative process, summative evaluations provide feedback on whether the collected evidence supports the desired modifications and enhancements. Teachers' job status is decided by administrators during this summative phase, based on the data. Dismissal of teachers who fail to meet the standards of the school system is the primary application of the evaluation system. Seven existing statutes make use of this conclusive phrase. 48 In five states, the evaluation system can't be used again.

D. Improving and remediating teachers

In fifteen of the forty-two states that address evaluation of teaching, a written document is required to address shortcomings or weaknesses that were discovered during the review. The requirement for an improvement plan is addressed in eleven more statutes, but none of them stipulates that the plan be reduced to paper. Another piece of legislation mandates some kind of help for teachers, although it's unclear how that help is to be supplied.

The purpose of the improvement plan is specified in eight of the twelve state statutes that call for one. Internal inconsistencies abound in most state statutes. These statutes generally specify that the plan is used for summative reasons and has a formative purpose. Only two states, Indiana and Kentucky, have offered suggestions for how to best implement the strategy. In several states, there are conflicting signals about how to use the plans. If the plans are used for both summative and forming purposes, the mixed messages imply that the plans are to be used. In West Virginia, for example, the plans are meant to be utilized for "improvements, dismissal, and increased professional advancement." Similar to Colorado, the plans are to be used for "improvement, dismissal, rectification of flaws, and to recommend for future development," according to the state's regulations. "

A total of five statutes addresses the three purposes of the evaluation, the application of the evaluation, and the implementation of the improvement plan in particular language. It is not uncommon for the three main goals to be at odds with one another. Internal contradictions make it difficult for school administrators and school boards to understand the statute's purpose, meaning, and intent. There is no

agreement between the statements in Alaska, for example. At least two of the three claims are correct in the following states: Arizona, Colorado, Illinois, and Oklahoma.

PROBLEMS OF TEACHER EDUCATION

A. Small Time Period Provided for Teacher's Training

It is common in India for the post-graduation time to be one year (recently changed to a two-year programmed). A teacher education program's goal is to cultivate health attitudes, values, and a wide range of interests, which can't be achieved in a short period of time.

B. Selection Problem

In addition to improving the quality of training, a more efficient selection process would also save time and money. Here are a few ideas to get you started: An interview is necessary for (a) a candidate. (b)A general knowledge test should be used. c) Testing in academic contexts. It is necessary to administer an intelligence test (d). e) A test of one's command of the English language. To assess aptitude, an interest and attitude survey should be used. (f)

C. Defects in Concerning Papers

It is important for students and teachers alike to understand what education is all about, what it aims to accomplish, and the social, cultural, and political context in which it operates. In the short term, however, it is impossible to gain a solid sense of direction. As a result of this, a few stages may be shortened: Experiential learning, rather than lectures, should be encouraged in the classroom. I allowing more time for students to build up and read their attitude and intellect, rather than simply lecturing. (ii) Instead of simply lecturing, there should be room for experiential learning.

D. Incompetency of Pupil-Teachers

Because the people in charge of designing the teacher education curriculum aren't familiar with the current state of education, they're not giving student teachers enough time to improve their skills. As a result, the work schedule of the teacher in the programmed and the school that is used for teacher training at a training college should be closely aligned.

E. Practice of Teaching neither Adequate nor Properly Conducted

Student teachers are not serious about teaching, lacking in a sense of duty, indifferent to children, irresponsible, aimless, and lacking innovative measures in teaching, which are major obstacles to the development of pedagogical skills, despite all kinds of elaborate arrangements regarding practice in teaching.

F. Lack of Subject Knowledge

A thorough understanding of the fundamental subject isn't stressed in the teacher education curriculum. The entire teaching process is unaffected by the subject knowledge of the student-teachers. '

G. Faulty Teaching Method

Teacher educators in India tend to be conservative when it comes to trying new things in the classroom. They have no idea how to use any of the sophisticated classroom communication gadgets already in use.

H. Isolation of Teacher's Education Department

A number of education commissioners have been keeping tabs on the current state of school instruction since teacher education has gotten disconnected from the classroom. The schools don't see the teacher education department as a nursery for the professional growth of school teachers, but rather as an alien entity. Instead of focusing on the pedagogy, these departments just look at the procedure as a way to meet a certain number of lessons.

I. Supervision Problem of Teaching

Supervisory organizations for practice teaching use various strategies and practical skills in teaching to improve the instructional activity of trainee teachers and help them gain self-confidence in dealing with the challenges they would face in the classroom.

CONCLUSION

Educating teachers is a challenging task, especially at this point in time when many unsupported private teacher education institutes are delivering programmers. The future of these institutions is also uncertain, as there is the potential for significant layoffs of trained workers in the near future, which could lead to a sharp decline. In order to improve the quality of their academic management, only the proper authorities can assist the still-standing institutions. Teachers are being given more responsibility, but not more authority, in the classroom, according to this report. In addition, this study shows that a favorable policy environment and enough support for growth are vital for the creation and maintenance of teacher quality.

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