

Issues and Challenges in Teacher Education in India: An Analytical Study

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Abstract: Education is a powerful weapon and a fundamentally formative element in the life of individual. It serves as a guide for shaping and developing the pupils' density and the human race's future. There is a clear correlation between the calibre of educators and the standard of the overall educational system. It is a well-known proverb that teachers build nations. Educators are undoubtedly the arbiters of human resource development. It is now well-established that the cultural, social and economic development of a nation depends on masterful classroom instruction by exceptional teachers. The quality of the teacher training program in the country must be improved. In India, Teacher education has not fulfilled the essential standards yet. Unfortunately, most of the teachers are incapable of critical thinking and problem-solving concerning teaching methods, content, organization, etc. The curriculum of the teacher-education program must undergo comprehensive reform and reorganization in response to the ever-changing needs of society. Indian government places a significant emphasis on teacher education programs since independence. Right now, we need the teacher who is skilled, committed and has good professional ethics. As a result, both teacher education and teacher educators need to conduct an exhaustive analysis of their respective standards, which should be followed by careful planning and consideration on the organisation and reorganisation of teacher education institutes. This has the potential to bring about significant changes among educators and to improve the overall excellence in teaching at every grade level all over the country.

Key Words: Teacher Training, Educator, Curriculum, Professional ethics.

1. INTRODUCTION:

The best of God's creations is humanity. Man is a social being and fundamental components of society and its product. On the other hand, the development of society depends on its members. Any society's goals and objectives can be attained through the proper education of its men. For such an educational system, we need competent teachers. Education promotes holistic development. It begins at home but complete development happened in a school or educational institution. A school provides numerous learning opportunities through which students' progress from ignorance to knowledge happens. The teachers are the most important element of the whole teaching process. Therefore, the teacher's role in school is crucial. Teacher education enriches it more in terms of credentials and teaching abilities⁽¹⁾. Its sole purpose is the professional development of educators. So that a nation's future is secure, it is crucial to invest in teacher preparation for its development. The National Council for Teacher Education (NCTE) defines teacher education as a program of pre-primary through higher education-level education, research and teacher training. Teacher education is a program that focuses on the development of teacher proficiency and competence, enabling and empowering teachers to meet the requirements of their profession and face the challenges inherent to it.

Indian education system is centralized. Human Resource Development (now Ministry of Education) is the supreme authority in the field of education in India. There are various implementation units and autonomous institutions under education department such as UGC, CBCS, KVS, NAAC, NCERT, NIOS, NCTE and various local organizations which are primarily responsible for educational policy, curriculum development, and practice. The Parliament passes legislation regarding education, while the Ministry of Education establishes rules for all practical matters including teacher education. In general, India does not have a lack of school instructors, but there are shortages in certain subject areas and isolated places, such as in the subjects of mathematics and science. The quality and excellence of the education sector is one of the government's top priorities. In order to increase the quality of education at all levels, the Indian government has been focusing on quality and excellence in higher education and teacher education. Management of teacher education is a complex undertaking due to the vast number of variables in teacher education programs, such as the varying reasons for which individuals enrolled in teacher training courses of varying degrees. In India, there are four

distinct types of teacher education institutions. These are government-run, examining body-run, government-aided and privately managed, and self-funded and privately managed.

1.1 MEANING OF TEACHER EDUCATION

Teacher education describes the principles and processes meant to provide prospective teachers with the necessary information, attitudes, behaviours, skills and abilities to fulfil their duties in the educational institutions and also outside the institutions efficiently. In ancient times, it seems that educators were born. But with the advancement of pedagogy and various new technologies and psychological advancements, now it is considered that educators are well-trained people. Today main theme of teaching-learning is child centric education followed by the pedagogy. A competent teacher must have knowledge of the subject to be taught, expertise in teaching methods, practical experience, great communication skills, patience, empathy, listening skills, creativity, good sense of humour, positive attitude and so on. However, the internal characteristics of the individual is also an essential component for teaching-learning process. People have different ideas about whether this is something people are born with or something they can learn. People also have different ideas about what it takes to become a teacher. There is a big debate that teacher is born or teacher is to be made through proper guidance and training. Teacher education teaches prospective teachers how to properly interact with and instruct pupils. It is a continual process, as the sector is constantly evolving and new successful teaching methods continue to emerge. Teachers can be instructed on modern concepts and ideas through a teacher training programme in order to expand their experience and adapt to a new learning environment. With the advancement of technology, for instance, they are trained on e-teaching and virtual learning approaches by teaching them how to use the technologies and teaching tools effectively.

1.2 OBJECTIVES

The main objectives of this paper are-

- To find out the problems of teacher education in India.
- To understand the emerging trends regarding Teacher Education.
- To show the improvement of teacher education.

2. METHODOLOGY:

This paper is an analytical study. It is based on secondary data. The data has been collected from different government documents, different books, articles, newspapers, five-year planning, national educational policy 2020 and reflective journals. Information is also collected from various articles and reports related to teacher education.

2.1 PROBLEMS OF TEACHER EDUCATION IN INDIA

There are numerous challenges or elements that reduce the quality of teacher education as well as bring the education system to its collapse. A few of them are described shortly below:

- **Selection of the pupil-** India's teacher training institutions do not follow particular standards and regulations while selecting students for training. The majority of students admitted to the teacher training program are either disinterested in becoming educators or lack the skills necessary to complete the program's requirements.⁽²⁾
- **Defective curriculum-** The curriculum used by teacher training institutions is not properly structured. Existing curricula must be modified periodically so that outdated, irrelevant content is removed and new concepts, facts, ideas, and innovations are introduced. Unfortunately, the majority of teacher training institutions adhere to solely traditional curricula and oppose curriculum modification. Therefore, the prospective teacher does not have the opportunity to become acquainted with contemporary innovations in education.
- **Unawareness of teacher education institution-** A student teacher should understand the meaning of education, its purposes, the socio-cultural and political-economic context, the various agencies that influence education, the guidelines for curriculum development, etc. But most of the teacher education institution in India are unaware of this issue. Teacher educator institutions only follow traditional rigid aims and objectives.
- **Problem with selecting efficient educators-** Selection procedure of teacher educator in India are pretty flawed. There are no standardized screening procedures for selecting Indian educators. A flawed selection strategy may result in a decline in the quality of teachers. Therefore, appropriate teacher selection should be based on aptitude testing and personal interviews.

- **Lack of subject-matter expertise-** For the successful transaction of prospective teacher educators' curriculum, expertise teachers are mostly required. The teacher training institutions program does not stress fundamental subject knowledge experts. There is no facility for expanding and enhancing the student-understanding teachers of a certain subject. Regarding the student-subject teacher's expertise, the teaching practice as a whole remains impartial. Regarding the subject expertise of the student teacher, the teaching practice as a whole stay impartial. Teachers place greater focus on skill development than subject knowledge growth.
- **Inappropriate demand and supply-** The Education Ministry of Central Government lacks the data necessary to calculate the required enrolment for its institutions. There is a significant gap between teacher demand and supply. This has contributed to unemployment issues. It is an important burning issue all over the India.
- **Duration of course-** The duration of our teacher education program has been extended to two years to make it comparable to the training of prospective teacher. ⁽³⁾ Previously, it lasted nine months. However, it is still in its infancy, therefore no valid conclusions can be reached regarding its efficacy. We cannot forecast the amount to which it will assist us to achieve the overarching goals of education.
- **Improper teaching approach-** Today's education places an emphasis on ICT, which stands for information and communications technology. In India, however, teacher educators are resistant to experimentation and innovation in their use of teaching methods, preferring traditional approaches. Their familiarity with contemporary classroom communication technology is minimal.
- **Isolation of the department of teacher education-** Teacher education has become separated from schools. Teacher training institutions are unconcerned with the pedagogical principles involved in the procedure and just observe the formality of completing the required number of courses.
- **Problem with teaching supervision-** The instructor should provide the appropriate instructional activity to increase students' confidence in dealing with classroom issues. It should be performed under proper supervision. It attempts to assist students in learning to organize knowledge, plan lessons, develop associated abilities, and formulate appropriate gestures. Currently lesson plans are evaluated superficially and the subject method specialist does not engage in conversation.
- **Inadequate academic basis of student-teachers-** The majority of candidates lack the necessary enthusiasm and intellectual background for admittance into the teaching profession.
- **Infrastructure-** In the majority of teacher training institutions, there is a shortage of appropriate infrastructure. The teacher education institutes lack the required facilities for a library, laboratory and other equipment for a successful teacher education department. Most teacher education institution is no distinct hostel accommodations for student teacher.

2.2 TO UNDERSTAND THE EMERGING TRENDS REGARDING TEACHER EDUCATION

India is a big country with a variety of culture, demographics, religious, cast, creed. But still, there is unity in diversity. In ancient times, India was famous for its education, ayurveda, and yoga. Indian higher education system in ancient time is so much developed that students from others country had come and study in India. As an example, we can say that Nalanda University, Taxila University or Takshashila University, Mithila University, Telhara University, Sharada Peeth Temple University, Vikramashila University, Somapura Mohavihara, Odantapuri University, Vallabhi University, Nagarjuna University, etc.

In the mediaeval and British periods, the Indian education system was destroyed, and the colonial British government established educational institutions to prepare skilled staff to continue their empire. After independence, the Indian government reformed the Indian education system and prepared a well-defined educational policy. Indian education is growing first. Recent trends in teacher education in India are briefly discussed below.

- **Improving Teachers' Competence-** From the conventional lecturer method to the child-centric model, education has gone a long way. The teacher is no longer merely a lecturer but also a friend, philosopher, and guide and students are now co-explorers of information. For both sides, Education is becoming more interactive and practical. Consequently, instructional methods have also evolved, with teachers now having access to more strategies. Today, numerous educational institutions in India have implemented new strategies and innovative methods for the development of potential teachers' abilities.
- **National Curriculum Framework for Teacher Education (NCFTE) 2009:** The epistemological shift anticipated in NCF 2005, as well as shifting school conditions and student expectations in light of RTE 2009, Universal Secondary Education and its Implications for Teacher Education, served as guiding principles in the creation of NCFTE 2009. The framework foresees a longer teacher preparation programme, which can allow for

more time for self-study and reflective practise, a longer internship, and exposure to newer and more innovative pedagogical practises at the teacher education institution and the school during the internship.

- **Continuous and Comprehensive Evaluation (CCE) 2009:** The NCF 2005 placed a strong emphasis on the significance of integrating evaluation with the learning experiences of students in the classroom. External evaluations are largely inappropriate for the knowledge society of the 21st century and its necessity innovative problem solvers. NCF 2005 strongly recommended that school-based CCE will reduce stress on children, make evaluation regular and thorough, allow teachers to be creative in their teaching, and diagnose the learner's difficulty. Taking into consideration the concepts presented in NCF, the CBSE issued Advisory No. 39 on September 20, 2009, which introduced adjustments to examinations as well as continuous and comprehensive evaluation (CCE) in schools affiliated with the CBSE. Continuous and Comprehensive Evaluation (CCE) was first implemented in stages by individual state boards.
- **E-Education-** Information technology has been around for quite some time, and knowledge of it is now almost a must. It is not surprising that schools have adopted the use of computers in the classroom, whether for simple chores like student progress report preparation or even for critical activities like conductive exams. Various kinds of software are available to complement the use of computers. Word processors, canvas, spreadsheet creators, zoom, google classroom, and presentation programs are the most fundamental tools of e-learning. Then some are more specialized, such as attendance recorders, educational games, and graphic organizers. Internet use is a natural consequence of computer ownership. With this innovative classroom comes an infinite number of opportunities. One can record, upload and exchange notes. There are now more communication outlets than ever before. A few courses even use social networks to talk to each other, as shown by online clubs and discussion boards. There are many more substantial online school activities. Teachers who are absent may build online tutorials for their pupils so that they do not miss a learning session. Some significant undertakings need the usage of online diaries and blogs for documentation and similar purposes. Ultimately, e-education provide the next generation with the highest quality of education possible.
- **Team teaching-** Team teaching refers to placing two teachers in the same classroom. This strategy offers teachers and students both advantages and problems. In co-taught classes, students watch teamwork in action and learn to view issues from multiple perspectives. They can acquire knowledge from teachers with a variety of perspective and can go further into subjects due to the increased opportunities for interaction with the teacher in real time instruction.
- **Collaborative Learning-** It is a method in which two or more individuals interact in a learning environment to share and contribute to each member's understanding of a topic and to complete a specific assignment. Sharing knowledge and establishing connections with people, whether we know them directly or not, has proven to be an effective educational technique. Students are cooperating via social media to learn further about particular topics, test ideas and theories, gather information, and evaluate one another's perspectives. Collaboration is a normal aspect of life and should be taught in schools. Occasionally, teachers will create a lesson expressly tailored to teach collaborative learning and teamwork. In the classroom, there are numerous teambuilding games and activities that require students to work together to complete a job. In this situation, students can learn just as much as if they were preparing a presentation independently, with the additional advantage of learning to collaborate. Collaborative learning is becoming increasingly prevalent in our schools ⁽⁴⁾. If done correctly, it is a fantastic opportunity to break up the lecture monopoly, teach our students teamwork, and help students become more productive contributors to society in the future.
- **Constructivist Learning Theory-** It is a theory that promotes the logical and conceptual development of students. Within the Constructivist learning theory, teachers play a crucial role. Instead of delivering lectures, educators act as facilitators who assist students in developing their understanding ⁽⁴⁾. This shifts emphasis on the learners and their learning instead of the instructor and their lecture. This learning paradigm necessitates the use of materials and lesson plans that take a radically different approach than traditional learning. As they prepare to become educators, pre-service teachers should be informed of these and other research patterns so that prospective teacher can understand what is expected of them in the classroom. Pre-service teachers are urged to incorporate what they have learned into their teaching methods, to determine what works best for their pupils, and to continue to adapt their approaches to providing the optimal learning environment.

2.3 SOME SUGGESTIONS FOR STRENGTHENING INDIA'S EDUCATOR TRAINING PROGRAM

India is an extremely large and overpopulated nation with a high population growth rate. It follows that there is a high demand for educators. As a result, to meet this necessity and develop the teacher education program, some essential suggestions for Teacher Education in India are provided below-

- **Value education-** Value is an essential part of our life. Prospective teachers should be provided proper value education so they can guide the development of young minds in the appropriate path. Teachers should receive value education so that they can guide young minds in the proper direction ⁽⁵⁾. Regarding this, Swami Vivekananda stated that we are what our ideas have created us; therefore, think carefully. Words are subordinate, thoughts are alive and travel far.
- **Curriculum-** It is an important to periodically review the teacher education curriculum in light of the ever-evolving demands of society. It is necessary to improve the overall standard of the teacher education programme. All the essential qualities, skills and knowledge required for all-around development should be emphasized in the curriculum. New information and experiences should be added to the curriculum and teachers should have time to think about what they've learned.
- **Regulatory authority-** Teacher training institutions should be put under strict control of the regulatory body for the selection of teachers, students and provisions of good infrastructure, etc. In addition, a central or state regulating authority should conduct periodic inspections of teacher education facilities to ensure that quality and infrastructure are maintained. Teacher Training Institutions that are currently operational should be subjected to random audits and severe disciplinary measures should be imposed against them if they are unable to meet the standards that have been set, then proper action should be taken for those institutions. Proper supervision must be done for the overall development of the teacher education program. ⁽⁵⁾
- **Duration of course-** The teacher education programme should be elevated to the university level and the program's duration should be suitably increased.
- **Stress managing technique-** In order to help their pupils cope with the stresses of modern life, such as peer pressure, parental expectations, and fierce competition, educators need learn techniques for handling stress themselves. Teachers should have strong mental faculties, the ability to make sound decisions, and social graces.
- **Life skills-** Programs designed to educate teachers should include opportunities for them to improve the life skills they instil in their pupils. Teachers should foster pupils' potential for knowledge construction.
- **Collaboration and involvement of teachers-** Collaboration is essential for high-quality teacher education. Each teacher brings a unique blend of abilities, experiences and qualities to maintain the classroom. The participation of teachers maintains their interest in the teaching and learning debate. Teachers enjoy engaging in hands-on activities. During teacher training, teachers can discuss best practices and lessons learned. Nevertheless, not everyone can fully implement the techniques provided by others. They must be observed, contextually evaluated, tested and then applied.
- **Continuous professional development-** Teacher training will only work if prospective teachers have the chance to keep learning and figure out what works and what doesn't in the real classroom. The schools can put together reports to find out what works and how to make the learning environment better. Teacher training shouldn't just be a series of one-time events or seminars, because they don't help teachers in the classroom in the long run. It needs to be seen as a process that goes on all the time and can be built into the school's ecosystem.
- **Updated technique-** Teaching techniques should encourage independent study and lessen reliance on instructors. It will encourage them to engage in self-reflection and try something new. Created by doing something different.
- **Emphasis on constitutional goal-** Prospective teachers must be aware of the significance of the Constitution. And also, its true perspective in the light of Indian culture ethos and integrate it with the philosophy of education. Constitutional goals of justice, liberty, equality, and fraternity can be realized through proper teacher education. Teachers should prepare to own responsibility towards society and work to build a better world, commit to justice and be zeal for social reconstruction.
- **Scientific temperament-** It's important to cultivate a scientific frame of mind and promote its use in addressing real-world issues. Science, technology, and the use of information and communication technologies (ICT) have had profound effects on society and education, and this topic deserves more attention in teacher training institutions that prepare teachers. Educators should have strong analytical skills, sound judgement, and interpersonal harmony.
- **Grading the teacher training institution-** Teacher training institutions should be rated according to the institution's criteria, and admission should be granted based on these requirements.

3. CONCLUSION:

Teacher education is a challenging task, especially at the present time when a big number of private teacher training institutions are delivering teacher education programs. These institutions are likewise uncertain about their continued existence, as the likelihood of a large number of unemployed skilled individuals in the near future may cause

a precipitous decline. Only relevant authorities may assist surviving institutions in enhancing the quality of their academic supervision. In India, teachers' responsibilities will increase but not their decision-making authority; classroom decision-making authority is diminishing. Therefore, it is needed that a favourable policy environment and sufficient growth support are required for the development and preservation of teacher quality. The government and educators will require a better understanding of the relationships between schooling and its social and cultural environment, the type of socialisation and informal learning provided to children outside of school, and how more literate and supportive environments can be created in the home and community concerning the school. Although the process of recruiting for both diversity and quality may appear daunting, there are several well-documented and successful long-term solutions, and we should now encourage the development of a steady pipeline for hiring more and more highly trained and diverse teachers.

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