



PROBLEMS AND ISSUES IN TEACHER EDUCATION IN INDIA

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Abstract: One of the most effective tools for a country's development is education, which is dependent on instructors' competence. For the learner's overall growth and high-quality education Teachers' expertise, passion, professionalism, and motivation play a major role in this. Today, producing such teachers is a big task for governments all around the world. The teaching profession has become increasingly difficult as a result of the proliferation of knowledge, new pedagogical and psychological theories, philosophy, sociology, and globalization. Therefore, there is a greater need for creative and well-planned teacher education programs. Every country faces a challenge in providing qualified instructors. The teacher education curriculum and regulations have undergone a paradigm shift recently as a result of the efforts to reform and restructure the field, as well as in response to numerous policy papers and documents in India, including the Kothari Commission Report from 1964–1966, the Acharya Ramamurti Committee Report from 1990, the National Curriculum Framework from 2005, the National Knowledge Commission Report from 2007, the NCTE regulations from 2009, the Right to Education Act from 2009, and the NCFTE from 2010. However, there have also been some concerns, including outdated curricula, the length and calibre of internships, in-service teacher education, a lack of practical components, and teacher education via distant mode. This essay discusses certain regulations, problems, and difficulties related to teacher preparation.

Keyword: Teacher Education, Issues, Challenges

1. Introduction

It is obvious that educators are essential to the growth of a system of education. For there to be meaningful access to education, highly qualified teachers are necessary. The process of becoming adept and competent teachers prepares them to handle the demands and challenges of the profession today. This process is accomplished through teacher education. According to the Goods Dictionary of Education, "teacher education" refers to all formal and informal activities and experiences that prepare a person to carry out his obligations as an educator more successfully. According to W.H. Kilpatrick, education is given to humans, whereas training is given to circus performers and animals. Teaching techniques, strong pedagogical theory, and professional skills are all included in teacher education. Thus, teacher education is composed of pedagogical theory, professional skills, and teaching abilities. Clinton argued that "every community should have a talented and dedicated teacher in every classroom" in his Call for Action for American Education in the 21st Century (1996). If we hire promising individuals into teaching and provide them with the best possible preparation and training, we will have ample opportunity to ensure teacher quality long into the twenty-first century. It highlights how critical teacher preparation is. The most crucial element in the educational system is the teacher's proficiency. "Teacher quality is an important consideration in student achievement," according to UNESCO-ILO, "and even though it is defined differently by different

people, it still remains a central concern of those responsible for teacher education." Quality teacher education programmes, policies, and practises produce quality teachers.

India has the third-largest educational system and one of the biggest teacher education systems in the world. There is a greater need to produce good teachers in these circumstances, and it is currently at the top of the global agenda. The expansion of education, universalization of elementary education, vocationalization of secondary education, higher and professional education, and concerns about the quality of education are major drivers for the increased demand and need for good teachers. In order to meet this new challenge, our nation should be able to supply a big number of qualified teachers. The universalization of elementary education, the adoption of RTE, and the Sustainable Development Goals (SDGs) have all contributed to a significant demand for teachers. These days, project-based learning, the improvement of thinking abilities, and discovery learning methodologies are being tested both within and outside the classroom. The majority of teachers lack the necessary skills and knowledge to adequately administer the new curriculum since they are unfamiliar with its concepts. Therefore, it is crucial to outline the professional attributes and competencies required of a successful teacher and in still them in aspirant educators. The majority of teachers lack the necessary skills and knowledge to adequately administer the new curriculum since they are unfamiliar with its concepts. Therefore, it is crucial to outline the professional attributes and competencies required of a successful teacher and in still them in aspirant educators.

2. Teacher Education and it's Development in India

Following independence, numerous committees, commissions, and policy papers were created on a periodic basis and put into action to assess and advise advancements in every area of education, including teacher preparation. the following:

2.1 University Education Commission-1948-49

It was India's first independent country to establish an education commission. It performed a critical study of the teacher training program's existing curriculum and suggested that they be flexible and adaptable to local demands. The term "teacher training" was replaced with "teacher education," and it was suggested that teacher education curricula be revised, suitable schools be used for practical training, and more time be allotted for in-school activities.

2.2 Secondary Education Commission-1952-53

It is recommended that graduate teachers receive instruction in teaching techniques for at least two courses throughout their year of training. The hands-on component of teacher preparation should include practice teaching, observation, demonstration, and critique of lessons, as well as the design and administration of academic tests, setting up supervised study sessions, student organizations running library periods, and keeping track of cumulative records.

2.3 Ford Foundation Term-1954

During their first year of study, graduate teachers are advised to take at least two courses where they are instructed in teaching methods. The practical component of teacher preparation should cover practise teaching, lesson observation, demonstration, and critique, the creation and administration of academic tests, the management of supervised study sessions, student organisations running library periods, and the maintenance of cumulative records.

2.3 Pires Committee-1956

It was suggested that in teacher preparation, the practical component should be weighted more heavily than the theoretical component. The number of exam questions should be lowered to four, including: Educational principles and school administration, Health education and educational psychology, Strategies for teaching two Academic Subjects, Present-day issues with Indian education

2.4 Education Commission of 1964-66

It was noted that in order to meet the needs of the national education system, a strong program of professional development for teachers was necessary for the quality improvement in education at all levels of teacher education.

2.5 National Policy Statement on Education -1968

It emphasised that of all the factors influencing education quality and its contribution to national development, the teacher is definitely the most important one. Therefore, teachers must be given a respectable status in society. According to their qualifications and duties, teachers' salaries and working circumstances should be sufficient and adequate.

2.6 First Asian Conference on Teacher Education-1971

The International Council on Education for Teaching (ICET) and the Association of Teacher Educators (ATE) sponsored it jointly, and it took place in Bangalore. It made the recommendation that each nation's school and teacher education programs be altered to address the new problems.

2.7 Efforts of Indian Association of Teacher Educators

The All India Association of Training Colleges, presently known as the Indian Association of Teacher Educators, has been hosting annual conferences for trainers since their first gathering at Baroda in 1950. IATE started a study group called the Baroda Study Group in an effort to revive the B. Ed. programme.

2.8 National Commission on Teachers- I (for school teachers) of 1983-85

The All India Association of Training Colleges, presently known as the Indian Association of Teacher Educators, has been hosting annual conferences for trainers since their first gathering at Baroda in 1950. IATE started a study group called the Baroda Study Group in an effort to revive the B. Ed. program. The teacher educators in education colleges should have backgrounds in a variety of academic fields, such as psychology, sociology, philosophy, etc. A PG in the topic and a B.Ed., preferably an M.Ed., should be the basic requirements for teacher educators. A PG degree with B.Ed training should be the minimal need for a teacher educator for primary training institutions. Additionally, this commission recommended that the word "Internship" be used in favor of the phrase "practice teaching."

2.9 The National Policy of Education (NPE) in 1986

It was advised that teacher education should be a continuous process with no distinction between its pre-service and in-service components. In order to increase the quality of school education, NPE 1986 and its Programme of Action 1992 promoted raising the bar for teacher preparation. Some training institutions were consequently promoted to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Studies in Education (IASEs).

2.10 Acharya Ramamurti Committee-1990

It was noted that an internship model for teacher training should be used since it is firmly founded on the major importance of real-world experience in a practical setting and on the gradual improvement of teaching abilities.

2.11 Yashpal Committee-1993

It was found that a lackluster teacher training program results in a low level of learning in the classroom. The B.Ed. degree should therefore provide the option of specializing in secondary, elementary, or early childhood education. Four years after upper secondary or one year after graduation, the programme should continue. The program's content has to be reorganized and made current with the shifting requirements of school education. The goal should be to help the students develop the capacity for independent thought and self-learning. A Curriculum Framework (1998) was mandated by the legally binding NCTE to serve as guidelines for the subject matter and delivery style of teacher preparation. Many colleges and state governments changed their teacher education programs as a result.

2.12 The National Curriculum Framework (NCF) 2005

Education presented suggestions for curriculum, instruction, assessments, and many other topics. According to the article, a number of factors, including a teacher's standing, pay, and working conditions, in addition to their academic and professional education, affect how well-trained they are.

2.13 National Knowledge Commission-2007

It was recommended that private institutions should adequately oversee teacher education programs, funding allotments should be raised, and the state level training system along with DIETs should be modernized.

2.14 National Curriculum Framework for Teacher Education (NCFTE) 2010

It was emphasized that competent and professionally prepared teacher educators are essential to a prospective teacher's education and training to be successful. The National Council for Teacher Education (NCTE) and National Assessment and Accreditation Council (NAAC) have launched a number of efforts to raise the standard of teacher education.

2.15 National Education Policy (NEP)-2020

Each teacher should be required to participate in at least 50 hours of professional development opportunities annually for their own personal professional growth. The leader of the school complex or the principal should be in charge. Teachers' efforts must be recognised and rewarded through the development of a strong merit-based tenure, promotion, and pay structure.

3. Issues and Challenges of Teacher Education

The enormous expansion of teacher education institutions during the previous ten years is a reflection of where teacher education is at this time. There are more schools and kids registered as a result of national primary education efforts including Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan, and Universalization of Elementary Education, which has increased the demand for teachers. As a result, there was a substantial increase in the number of schools that provide teacher education, but the process overlooked the quality criteria. The newly established student instructors as a result display poor quality, a lack of accountability, and a lack of necessary traits and dedication. A number of serious challenges face the Indian teacher-training system, including:

3.1. Lack in Integration of skills-

The teacher education programs need to incorporate skills such as life skills, technological pedagogical abilities, info-savvy skills, emotional skills, human developmental skills, and spiritual skills. The development of critical thinking, self-management, interpersonal, and creative thinking abilities should all be prioritized concurrently. The nation's current system of teacher education falls short of helping students develop these skills.

3.2. Short duration of time for teacher's training

In India, this phase is one year after graduation, therefore the actual 6 to 7 working months in a session were insufficient to foster a positive attitude, solid values, and a multifaceted interest. In order to solve this issue, NCTE increased this time frame from 2015 to two years. This process has both positive and bad effects, but the end outcome hasn't yet materialized. However, disputes still exist. The NCTE recently took an odd and unexpected step by asking for ideas concerning the duration before the first batch of exams was finished (potential rollback).

3.3. Problem in selection Procedure

Some flaws in the selection process for teacher training programs lead to a decline in the caliber of teachers. To increase the caliber of potential teachers and, consequently, the quality of their training, better selection procedures and the application of relevant methods are required.

3.4. Insufficient competency development of teachers

As these training programs are not well concerned with the current concerns of schools, they do not give proper possibilities for student teachers to build their competency. Therefore, there must be a strong connection between a teacher's regular duties and the college's teacher training program. The suggestion to lengthen the school internship term is a positive move in the right direction.

3.5. Inappropriate and inadequate practice teaching

In general, student teachers do not take practice teaching seriously or professionally, especially in many private teacher training institutions. They also lack a sense of responsibility, which makes it difficult for them to develop pedagogical skills. They continue to be irresponsible, aimless, and indifferent to children.

3.6. Lack of content knowledge

The B.Ed. curriculum does not place a strong emphasis on knowledge of the foundational subject. It should make sure that teaching skills and subject understanding are both developed. Without it, the teaching strategy will continue to have a mediocre impact on students' comprehension of the material.

3.7. Ineffective teaching strategies

In India, teacher educators have a neutral attitude on using cutting-edge techniques and trying new things in the classroom. They have limited knowledge of efficient ICT approaches and contemporary classroom technology.

3.8. Lack of proper supervision and feedback

The student teachers practice teaching and instructional activities can be improved with proper supervision and feedback. Feedback and encouragement aid in their confidence building when they enter the classroom. Its components include advice on lesson planning, learning how to arrange content, and acquiring other classroom skills, but in practice, subject method masters only superficially review lesson plans and don't engage in serious conversation.

3.9. Inadequate empirical research

The quality of educational research undertaken in India falls short of international norms and is not up to grade. This is a weaker link in the chain of effective teacher preparation.

3.10. Lack of professional development and infrastructural facilities

The majority of programs struggle with a lack of qualified staff and essential resources. Unsatisfactory professional successes are the result of this. Numerous teacher education schools in India operate in rented premises with subpar amenities, lacking experimental classrooms, libraries, computers, and other ICT infrastructures required to run a successful teacher education program. There are no specific accommodations for students in the hostel. Particularly some of the 11th-plan institutions, including extension campuses and regional hubs for several universities, are having trouble with resources, facilities, equipment, and teachers.

3.11 The student teachers' lack of passion and academic qualifications

When there are no other options, the majority of candidates who join the teaching profession arrive here accidentally. They lack the intellectual preparation and level of motivation required for the honorable profession of teaching.

3.12. Lack of co-ordination in demand and supply

Instead of being demand-driven, teacher education is now more supply-driven. The state education departments lack precise data and plans for managing their universities effectively. The need for instructors outweighs the supply by a wide margin. Due to this, there are now issues with underemployment and unemployment.

3.13. Insufficient budget allocation

The main cause of institutions' suffering from equipment, facilities, the organization of co-curricular activities, and occasionally contractual hiring of personnel shortages is lower budgetary allocation. The effectiveness of the result is directly impacted.

3.14. Lack of feedback system

A suitable feedback mechanism from institutions, personnel, teachers, and stakeholders about courses and implementation is required at every step of change and planning. A two-year B. Ed. curriculum was recently implemented nationwide by the NCTE, as recommended by various policy papers and reports.

Surprisingly, even before the first batch is finished and the results are in, NCTE has invited ideas concerning the course length as 1 or 2 years, which could be a potential rollback. These kinds of assignments require thorough planning and pertinent feedback.

3.15. Lack of practising co-curricular activities

Currently, courses are primarily focused on finishing the syllabus, and well-planned co-curricular activities like NCC, NSS, educational excursions, etc., are not encouraged, especially in private institutions.

4. Measures taken to overcome the Issues and Challenges.

4.1. Regular updating of curriculum- The curriculum for teacher preparation programs should be updated periodically in accordance with shifting needs and the most recent advancements in society, the workplace, and the globalized world.

4.2. Monitoring private institutions properly-

The National Knowledge Commission has advised that teacher education institutions be subject to the stringent supervision of this regulating body for the selection of instructors, pupils, and the supply of top-notch infrastructure, among other things. Institutions should undergo routine inspections, and if they don't meet standards, stern action should be taken. It is essential to prevent these institutions from becoming factories that churn out degrees while simultaneously enforcing regulations that ensure the government and other institutions run effectively.

4.3. Faculty development in stress management and value education

In order to assist students in managing stress and sustaining themselves in this age of social isolation, parental pressure, and fierce competition, teachers should receive training in stress management and value education. This will also allow them to guide young minds in the right direction by teaching appropriate values.

4.4. The growth of critical thinking abilities

Bloom ranked the development of creativity as the highest among the revised higher order thinking objectives since it is crucial for a person's overall growth. Teachers should be capable of critical thought, wise decision-making, and maintaining good relationships with others. Teachers should support their students' ability to build knowledge.

4.5. Enhancing and developing life skills

The development of life skills among student teachers should be made possible by teacher education programs. For a learner to flourish personally and to advance academically, life skills are crucial. These abilities help man cope with the challenges and hardships of life more successfully. Thinking abilities including self-awareness, problem-solving, creative thinking, decision-making, and critical thinking are among these abilities. Interpersonal relations, effective communication, empathy, and stress management are examples of social and emotional skills.

4.6. Improving teachers' abilities-

Enough to put it into practise at in stitutes that train teachers and involve the use of science, technology, and ICT in learning activities.

4.7. Support for high-quality research in teacher education-

True to what the European Commission stated, "Teachers who need to adapt to a growing curriculum as well as to changing practises and social circumstances must focus on developing reflective and critical competences. These are essential to contemporary educational approaches where rigor and objectivity are mixed with creativity and innovation to measure outcomes and achieve the desired qualities of training. It's important for teachers and teacher educators to have access to practice that is inquiry-oriented. Teachers' ability, motivation, confidence, and opportunities are enhanced through research.

4.8. Enhancing quality of teacher educators -

In the current environment, engaging qualified teachers and enhancing their quality through ongoing education activities is necessary. "Teacher educators are crucial players for maintaining - and improving - the high quality of the teaching workforce," claims the European Commission. They may significantly affect the standard of instruction and learning in our institutions. Language competence is a requirement for experienced, highly skilled teacher educators. A teacher must be a lifelong learner, and teacher educators must share this trait. By regularly upgrading their expertise and using the newly gained knowledge to improve training abilities, teacher educators can support lifelong learning. These include workshops, seminars, conferences, teacher development programs, refresher courses, short-term courses, and professional development courses. Other choices include MOOCs and certain other online learning programs.

4.9. Adding certain innovative steps-

The creation of the University of Teacher Education in Chennai (2008), the Early Faculty Induction Program by QIP- All India Council for Technical Education, the IGNOU Institute of Professional Competence Advancement of Teachers (IIPCAT 2009), the Indian Institute of Teacher Education, and the Master of Education Technology (Computer Applications) program by SNDT University in Mumbai are some examples of innovative steps in teacher education.

4.10. Maintaining Academic standard and Uniformity-

In terms of program length, curriculum, and structure, academic consistency and institutional uniformity among the nation's teacher education institutions should be guaranteed and upheld. In teacher education programs, a pupil to teacher ratio of 1:8 is ideal.

4.11. Quality Internship of appropriate duration-

In order to properly prepare teachers, it is imperative that they complete an internship that is the right length and is objective, trustworthy, and authentic.

4.12a location for recreational and co-curricular activities

A solid teacher education curriculum should contain co-curricular and extracurricular activities, and these should be presented in an organized way. It should include a variety of activities that foster the democratic spirit of mutual appreciation, such as daily assembly programs, communal living, social work, library organization, and other extracurricular activities.

4.13 Offering demonstration schools

It would be appropriate to include a demonstration school as part of the teacher education department when it is being established, and a specific standard should be followed for facilities like labs, libraries, and other significant audio-visual technology.

4.14. Appropriate financial allocation

For teacher education, adequate funding should be made available. Running an experimental school and conducting teaching sessions in other schools should receive assistance.

4.15. Correspondence courses for working teachers-

A variety of alternatives, including peace education, and a rigorous method of assessment should be offered as correspondence courses for working instructors in teacher education institutions. Currently, NCERT offers mixed-mode courses in NUEPA in school management, educational management, and peace education.

4.16. Enhancing library infrastructure

Libraries must be improved with a complete and thorough reference section that includes electronic journals, online subscriptions, and a variety of digital library resources.

5. Conclusion

Different countries use different methods for choosing and training qualified teachers. When a country guarantees the admittance of talented people into the teaching profession, efforts are increased. The key to sustainable global development is having competent teachers, thus today's global priorities include improving their status, recruitment, retention, and working conditions. In actuality, teachers are the one group that has the greatest influence and power in promoting quality, access, and equity in education. There is a severe lack of competent teachers throughout the world. According to the UNESCO Institute for Statistics (UIS), 25.8 million more teachers would be required in order to achieve universal primary education by 2030. The 2030 Agenda for Sustainable Development assigns UNESCO the responsibility of leading and coordinating the achievement of Sustainable Development Goal 4: Quality Education through the Education 2030 Framework for Action, which contains a goal that calls for a considerable increase in qualified teachers. Reforming India's elementary and secondary educational systems was a priority for the National Curriculum Framework from 2005, the NCF for Teacher Education from 2009, and the Right to Education Act from 2009. Since no educational system can grow without highly qualified teachers, meaningful advances will require serious implementation efforts. It has been clear in recent years that many prospective teachers who take the central/state teacher eligibility test (CTET/ State TET) fail to exhibit even the most basic knowledge base needed of a teacher. This suggests that the system has some fundamental problems that need to be fixed.

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