



“Teacher Education in India: Issues & Prospects”

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ABSTRACT

Teacher education is a continuous process that involves both pre-service and in-service components. Teachers must ensure transformative learning, where teacher and learner co-construct knowledge. The paper aims to improve teacher education quality in India by addressing problems and related concerns. A network of national, provincial, and district-level resource institutions supports teacher preparation programs at the pre-service level and in-service programs for teachers throughout the country. Teacher education and training institutions must educate policymakers and the public about effective teaching, including knowledge, skills, and school contexts. Teachers play various roles, such as encouraging, supporting, and facilitating teaching-learning situations, enabling learners to discover their talents, realize their full potential, and develop character and desirable social and human values. Teachers are significant aspects of any nation, and their education shapes individuals and the nation. The quality of teacher education programs needs to be upgraded, and teachers need to think critically and solve issues related to teaching methods, content, and organization. A comprehensive reform and restructuring of the curriculum are necessary to meet the changing needs of society.

Key Words: *Teacher Education, Curriculum, Professional Development etc.*



Introduction:

Teacher education is a crucial issue for academics, governments, policy-makers, and the public due to its role in enhancing learning quality and moulding quality teachers. Many countries aim to improve their teacher education systems, with Scotland being one such country undergoing reform and advancement. The policies and practices adopted in Scotland may serve as a roadmap for other countries seeking to improve their teacher education systems. The researcher discusses teacher education in Scotland to provide an interesting and useful reading for those interested in understanding and aspiring to improve their education systems.

The Indian teacher education system is based on recommendations from various Committees/Commissions on Education. There are two main types of teacher education programs: pre-service and in-service. Pre-service training prepares teachers for the school system, while in-service training aims to improve existing teachers' capacity. The National Council for Teacher Education (NCTE) is responsible for the development of teacher education in India, setting standards for various courses, minimum qualifications, course content, duration, and entry requirements. It also recognizes institutions interested in implementing such courses and has a mechanism to regulate and monitor their standards and quality. Teacher education is institution-based and includes internship programs in real classroom settings. Educational requirements for primary and secondary school teachers vary. Primary school teachers must pass a higher secondary examination with 50% marks and have a professional degree in Elementary Education (B.El.Ed.), while secondary school teachers need a postgraduate degree in the desired subject and a B.Ed. degree.

Major Problems of Teacher Education

- **Small Training Period:** In India, this period is one year after graduation - the effective session being six to seven months. The main purpose of teacher education programmes is to develop healthy attitudes, values and broad-based interests. It is not possible during the short duration.
- **Selection Problem:** A better selection method would not only but also save social and personal wastage. Here some suggestions are mentioned: (a) Test of General Knowledge



should be applied. (b) The candidate should be interviewed. (c) Test in school subjects. (d) Test of intelligence should be administered (e) Test of language. (f) Aptitude; interest and attitude inventory should be administered.

- **Drawbacks in Concerning Papers:** The meaning of education, its objectives, the socio-cultural and politico-economics background, the principles should be known by a student teacher that guides the construction of curriculum etc. But a good Orientation is impossible in a short duration. Some steps may be taken in this connection: (i) allowing more time for learners for the sound build-up and good reading of the attitude and intellect, (ii) pruning the existing course (iii) Arranging for an exchange of experience rather than merely attending lectures, (iv) To change the mode of testing inputs (v) In the daily school teaching the content must have direct implications.
- **Incompetency Issue:** The current training programme does not provide proper opportunities for student teachers to develop competency because the organizers of the teacher's training programme are not aware of the present problems of schools. So there should be a close matching between the work schedule of the teacher in the programme and the school adopted for teacher preparation in a training college.
- **Inadequate and Improper Teaching Practice:** Inspire all kinds of elaborate arrangements regarding practice in teaching, student teachers are not serious about the task of teaching, deficient in sense of duty indifferent to children, irresponsible, aimless, lack innovative measures in teaching which are great obstacles in the development of pedagogical skills.
- **Absence of Subject Knowledge:** The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent to the subject knowledge of the student teacher.
- **Defective Teaching Method:** In India, teacher educators are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern classroom communication devices is negligible.
- **Isolation Issue:** Teacher education has become isolated from schools and current development in school education has been observed by the education commission. The



schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teachers. These departments did not care for the sounder of pedagogy involved in the procedure but only observed the formality of finishing the prescribed number of lessons.

- **Inadequate Empirical Research:** Education research has been considerably neglected. The research conducted is of low quality. Before undertaking any research, the teacher programmes are not studied properly.
- **Supervision Problem of Teaching:** The supervisory organizations for practice teaching aim to use various techniques and practical skills in teaching at bringing improve the instructional activity of the student teachers and help them to develop confidence in facing the classroom situations. Supervision before classroom teaching aims at guiding in learning to organize contents, planning their lessons, developing other related skills and formulating suitable gestures. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.
- **Poor Academic Performance Background of Student-teachers:** Most candidates do not have the requisite motivation and academic background for a well-deserved entry into the teaching profession.
- **For Professional Development lack of Facilities:** Most of the programmes are being conducted in a routine and unimaginative manner. Even towards the development of a sound professionalization of teacher education in the country, the association of teacher educators has not contributed anything.
- **Demand and Supply not Sufficient:** The State Education Department has no data based on which they may work out the desired intake for their institutions. There is a considerable lag between the demand and supply of teachers. This has created the problem of unemployment.
- **Proper Facilities not Available:** The teacher education programme is being given a stepmotherly treatment in India. The teacher education institutions are being run in rented buildings about twenty per cent without any facility for an experimental school or library or



laboratory and other equipment that is necessary for a good teacher education department.

There are no separate hostel facilities for student teachers.

Suggestions:

- The courses of study both in theory and practice should be reorganized. For this pragmatic research should be conducted by some universities to see the course structure, which will be helpful for the realization of the goals of teacher education. A comprehensive job analysis of teaching in our schools should necessarily be made the basis for recasting of courses in teacher education.
- The method of teaching in the teacher education departments should be such that it inspires a sense of appreciation among other departments of the universities and colleges: A teacher education department should therefore, conduct special innovative programmes in the following directions: Seminar, combining of seminar and discussions with lectures, team teaching panel discussion and projects sponsored by the faculty members for improvement of learning in various spheres.
- For the development of a professional attitude, it will be advisable to recognize the College of Education as a unit. Such an institution should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities, which promote the democratic spirit of mutual appreciation and fellow feeling.
- The admission procedures of B.Ed. should be completely systematized and steps should be taken to make it full proof against tempering and meddling as far as possible.
- There should be a planning unit in each State Education Department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. This unit can also be given the responsibility of projecting future requirements of teachers in various categories.
- It will be in the fitness of things if, at the time of setting up a teacher education department, a demonstration school is made an integral part of it and a definite norm should be followed



for certain facilities such as laboratories, libraries and other important audio-visual equipment.

- The practicing schools must be taken into confidence. For this, the members of the staff of teacher's colleges should be closely associated with the schools. The course of studies and the practical work and practice teaching can be easily moderated in such a way that they will have useful implications for improving school practices.
- For professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.
- There is a paucity of round textbooks and reading material, including reference books in Hindi and regional languages in the field of teacher education.
- The State Government should make adequate provision of funds for teacher education departments. Special assistance should be given for running an experimental school and holding of practice teaching sessions in various schools.
- Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.

CONCLUSION:

Teacher education in India is facing numerous challenges, including outdated curriculum frameworks, a shortage of qualified faculty, inadequate infrastructure, and a persistent urban-rural divide. These issues contribute to disparities in the quality of teacher education. To address these, a comprehensive and collaborative effort from educational policymakers, institutions, and stakeholders is needed. However, there are promising prospects for the future of teacher education in India. Initiatives that integrate modern teaching methodologies, technology, and real-world experiences into teacher training programs can enhance the effectiveness of education. A renewed emphasis on professional development, mentorship programs, and global best practices can contribute to the holistic growth of educators. To achieve these prospects, the government, educational institutions, and the community must work together to prioritize teacher education and unlock the full potential of educators.



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