

Teacher Education in India: Issues and Concerns

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Abstract: *This article attempts to assess the present scenario of teacher education and issues related to teacher education. India has one of the world's largest teacher education systems. There are a huge number of university departments, government finance institute and self-finance colleges running several teacher educations programmes. In order to improve the quality of school education, teacher education plays a very important role. It is observed that there is an unexpected growth of teacher education institute, due to privatization of teacher education programme in India. At present, there are some other problems also observed like quality, method of teaching, curriculum framing and transactions etc.*

Keywords: Teacher Education, Teacher Educators, Issues, Challenges

1. Introduction

Education is the key factor for development of any country and the success of education depends on the performance of teacher and the quality of a teachers' professional performance. Knowledge and skills related to teaching are the important factors for quality of teaching and the achievement of the learner. The University Education Commission (1948-49) rightly said, "People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is for any other profession." This concern is still relevant even in 21st century. "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community." This concern expressed in the report of the Secondary Education Commission (1952-53) is also very relevant even in today. The teacher plays the most crucial role in the development of learner as well as the society. The Education Commission (1964-66) emphasized that "The destiny of the nation being shaped in the classroom". The National Policy of Education (1986) rightly remarked "The status of the teacher reflects the socio-cultural ethos of the society: it is said that no people can rise above the level of teacher".

In the present situation in India the system of teacher education in a state of turmoil. It has been observed that the issue concerning the minimum academic and professional qualification as per NCTE norms of teacher educators are neglected. There is a shortage of teachers is being witnessed at all level in the country including teacher education

institute. The dissatisfaction with the teacher education system and the quality of teacher is not a new matter of discussion. Several attempts have been made time to time to reconstructing and strengthening of the teacher education system but unfortunately the situation remains unchanged. The concern about the dissatisfaction of teacher education system is nothing new, it has already been expressed by the Education commission (1964-66). It suggested to reorientation of teacher education programme with the condition of Indian school.

The Education Commission (1964-66) observed that "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvements in the educations of millions". The contemporary situation of teacher education system is lived with many weaknesses. There have been many initiatives has been taken in several times to reconstruction of teacher education but unfortunately the situation remains unchanged. The expansion of private sector creating a new issue in relation to quality of teacher education system.

Tremendous Growth of Teacher Education Institution

In the last two decade it has been observed that there is a tremendous growth of teacher educations in India. The growth of teacher education institute in India rises new problems in related to qualitative issues. The data on teacher education institutions in various sectors since the year 2000-2001 are presented here.

Teacher Education Programme	Total No. of Teacher Education Institute-16614				
	Number of Teacher Education Programme				
	2000-01	2005-06	2009-10	2014-15	As on 2021
DPSE	-	-	-	-	204
D. El. Ed (ODL)	-	-	-	-	06
D. El. Ed.	1206	3231	6104	7820	11359
D. P. Ed.	-	-	-	-	169
Diploma in Arts Education Performing and Visual	-	-	-	-	28
B. Ed.	876	3268	6183	7243	9634
Four Year Integrated B. Ed	-	-	-	-	724
B. El. Ed.	-	12	16	18	104
B. P. Ed. &M. P. Ed.	258	452	781	829	807

Volume 11 Issue 6, June 2022

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B. Ed. ODL & Part time	-	-	-	-	54
M. Ed.	136	225	777	969	1292
B. Ed., M. Ed.3 years	-	-	-	-	30
Others	128	187	-	-	210
Total	2747	7564	14370	17432	24621

Source-<https://www.ncte.gov.in/Website/PDF/AnnualReport/English-2020-21.pdf>

Table 1: (showing number of teacher education programme since 2000-2001.)

Commercialization of Teacher Education

The private initiative in education, especially teacher education like other higher education is not new to India. A large number of teacher education institute have been established in India without financial support from the Govt. There is unplanned expansion of teacher education in the self-financing sector (Private) during the last two decades has led to a profitable business. There are 617 institutions under West Bengal University of Teachers' Training, Education, Planning and Administration (WBUTTEPA) offering 2 years B. Ed. training course of which 19 colleges are govt./govt aided and the rest 598 colleges are self-finance. The growth of self-finance teacher education institution proofs that the govt. is not interested to take any more responsibility for the preparation of pre-service or in-service teacher.

Issues related to quality of Teacher Education

The issue related to quality education has become a matter of discussion in India like other many countries. Teacher education programme with sound quality produces high quality trainee teachers and most of them join in teaching profession and they influence in the entire school education system. Anees (2015) observed "Despite realizing various measures still, numerous problems of teachers training exist in India. The main problem of the present teacher education system has been identified 'the unproductive trained teachers.'" The National Council for Teacher Education (NCTE) has taken many initiatives since its establishment and joined hand hands with National Assessment and Accreditation Council (NAAC) to assure quality of teacher education system.

Issues related to Infrastructure and Library

In India, most of the teacher education programmes are run by private organization and therefore, they run the programme in rented houses, without proper facilities as prescribed by the National Council for Teacher Education. Psychological lab, science lab, mathematics lab, social sciences lab, computer and language lab, facilities for games and yoga, common room, multipurpose room, store room etc are essential for teacher education institute as per the norms of NCTE, but most of the teacher education institutes are not fulfilling the minimum standard and norms related to infrastructural facilities. It is also observed that there are no hostel facilities in some intuition. NCTE prescribed that the library should cater with minimum 4000 books and 1000 titles with photocopy facility and internet facility but only few institutes fulfill the above suggestion of NCTE in relation to Library.

Lack of Professional development

Professional development of teacher educators helps developing awareness about their role and responsibility

towards their profession. Teacher development like professional development could be a lifelong process which demands on the part of the teacher commitment to the work. Teacher development is contrasted with teacher training and teacher education which can both be offered the out-side agencies, while development can happen only by one's own involvement. (Wallace 1991, Mohanraj .S 2009). It has been observed that the present day of teacher education programme lack of professional development in their content and methodology. There is another major issue that most of the teacher education institute do not motivate and encourage the teacher educators for sound professional development.

Traditional Curriculum

Traditional curriculums are still used for teacher educations programme without modification accordance to the needs of trainee in the 21st century. Trainees are not exposed to new innovation and experimentation by the present curriculum. Khan (2013) observed the need for significant transformation of the curriculum strategies and methods used in teaching. The skill developmental parts, such as micro teachings, simulated teachings are neglected due to the huge pressure of theoretical part. There is a lack of constructive approach in the curriculum.

Lack of Teacher Educators

It is observed that there are a large number of vacancies in teacher education institute. There is a gap between demand and the intake of Teacher Education Institute. The state higher education department and the management of the institute have no plan to fulfill the vacant post.

Problems of Preparing Teacher for Inclusive Education

Stephen Hawking said that "My advice to other disabled people would be, concentrate on things your disability doesn't prevent you doing well, and don't regret the things it interferes with. Don't be disabled in spirit as well as physically". As per 'Persons with disability (Divyangjan) in India-A statistical Profile 2021', in India 2.68 crore persons are disabled of total population and in West Bengal 2.17lakhs or 2.21% of the total population are disabled of which 2.5% are male and 1.8 are female. Therefore, the requires a large vision to meet the challenges. Every teacher should know the diversity in the classroom and to meet the diverse need.

Lack of Innovative Practices in Teacher Education

Research and innovation help us to set the learning environment as well as instructional practices. Teacher education programme has become an important field for research but unfortunately it has been observed that there is negligence in the area of teacher education. Innovative teacher education programmes are organised by various

institutions of the country. Only few of these institutions are concerned with improving the quality research. Many teacher education institutes are surviving with some old technique rather than creating new transformation and idea through research and innovation.

Lack of Life Skills

Life skill has been defined as ‘the ability for adaptive and positive behaviour that enable individual to deal effectively with the demand and challenges of everyday life’. It includes psychosocial competencies and interpersonal skills that help people to solve problem of his life. It has been observed that majority of trainee teacher are relatively poor at different level. Helaiya (2009). There is lack of trainings to teacher for different life skills teaching and evaluation.

Future of Teacher Education

As per the recommendation of the National Education Policy 2020 (NEP), multi-disciplinary educational research university will be set up to meet the global challenge of teacher education. It also suggested four-year B. Ed. integrated programme in collaboration with another department of multi-disciplinary institute by 2030. It also encourages school complexes to hire local expert in different subjects and the teachers will be given more freedom to choose finest aspect of teaching pedagogy.

2. Suggestions

- 1) First of all, there should be a common entrance test for admission in teacher education programme just like teacher eligibility test to assess the teaching aptitude towards teaching profession of the candidate.
- 2) Professional development is an essential part of a teacher. There should be a suitable programme for professional development of Teacher Educators.
- 3) Curriculum of teacher education programme should be modified from time to time according to changing needs and demands of the dynamic society and to meet the global challenges.
- 4) The programme of teacher education should be well planned and organised properly. They must have a definite aim in view that they should grow from felt need of the institute.
- 5) There should be more studies on Value Education, Peace Education, Human Rights Education, Sustainable Environmental Education and Life Skill Education.
- 6) More emphasized should be given on Learner Centered Activity in practical aspect and constructive approach should be employed in teacher education programme.
- 7) Privatization of teacher education institute should be limited.
- 8) The quality of teacher education programme should be up graded in accordance to the time.
- 9) Innovative practices and research in teacher education should be encouraged.
- 10) Teachers should train about guidance counseling so that they could help students in their difficult time.
- 11) Teachers should be able to maintain harmonious relations and cooperation with other with others.

- 12) Teacher education programmes should enable the trainee teachers to develop their various skills of teaching learning process.
- 13) There should be more focuses on research and innovative practices on Philosophical, Sociological and Psychological foundation of Education.
- 14) Teachers should encourage student's capacity to construct knowledge and deemphasize rote learning.
- 15) Teachers are to make positive contribution to the realization of the constitutional goals.
- 16) Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.
- 17) Teacher education institute should have the facility of games and sports for every student.
- 18) No person shall be employed as a teacher unless he possesses the qualification as per the latest norms of NCTE.
- 19) The engagement with field programme should organise in some locally relevant and socially useful work.
- 20) The impact of science and technology and ICT on society and education should be fully discussed in teacher education institution.
- 21) Teacher training institute must have science laboratory and scientific temper should be developed among the trainees.
- 22) New knowledge and new experiences should be incorporated in the curriculum and there should be a scope for teachers for reflection of knowledge.
- 23) Every teacher educational institution should be graded by National Assessment and Accreditation Council according to the standards of the institution.

3. Conclusion

Teacher and his education are very significant aspects of any nation and country like India produced a vast manpower of education. The education gives a new shape to the individual and the nation as well. It is a well-known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded and the expectations from teacher education need to be fulfilled. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to problem-based learning. teacher education programme needs a comprehensive reform and shift from subject based learning to problem solved learning. The curriculum of teacher-education programme needs to be revised according to holistic understanding. It should be reconstructed with the skills of developing critical thinking in constructive and Techno – Pedagogical approaches. Unfortunately, still there are several deficiencies in the system. After the critical study and discussion with the experts in the field of teacher education, it can be concluded that the NCTE and States Governments can contribute a great deal to bring the quality and improvement in the teacher education, then bright future of teacher education is possible.

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