

## **A Study of Problems of Teacher Education in India**

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### **Abstract**

Teacher and his education are extremely critical parts of any country. The education gives another shape to the individual and the country too. It is a notable saying that teacher is the country manufacturer. The nature of teacher education Problems should be up reviewed. Teacher education has not come up to the imperative guidelines. Teachers can't think basically and tackle the issue identified with showing techniques, content, association and so on teacher education Problems needs an extensive change and rebuilding educational program of teacher-education Problems should be updated by changing necessities of society. Over the last half a century and particularly, in the recent decades, teaching-learning has been undergoing drastic changes. There has been a shift towards student centered classrooms with teacher's role more as facilitator of learning rather than an autocratic master. Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to a passive audience of students, today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills, and discovery learning approaches. As part of Sarva Shiksha Abhiyan (SSA) the textbooks have also been modified. Many teachers are not properly trained in implementing the concepts behind the new curriculum and many are not equipped to properly implement the curriculum.

**Key words:** curriculum, higher education, incompetency, learning, teacher education

### **Main Concern of Teacher Education**

New advances have been presented in the field of education; still our teacher-education couldn't ascend to the normal level. It is missing behind some place in understanding its motivation. Its extension has widened and its destinations have become engaged during the last 35 years; however teacher education couldn't understand its goal completely. The school ought to outfit understudies with appropriate information and abilities that should be seen as understanding the truth through close to home insight and passionate responses with the encompassing universe of articles and explicit circumstances (Yang, 2004). Such information ought to be gone before by fittingly planned and coordinated learning measure – discovering that achieves generous adjusts in the viewpoint of individual vision and impression of the world (O'Sullivan, 2018). Developing proof exhibits that, among every educational asset, teacher's capacities are particularly basic supporters of understudy's learning and thusly the accomplishment of a country to progress in its monetary, social and political circles (Darling – Hammond, 2006). Significantly, the teacher education and preparing organizations should take up the charge of instructing strategy creators and the overall population concerning what it really takes to show viably both as far as information and abilities that are required and as far as the school settings that should be made to permit teachers to create and utilize what they know for their understudies.

### **Rising Matter of Teacher Education**

Almost certainly that India faces today various problems relating to ignorance, destitution, joblessness, emergency of moral and otherworldly qualities. However, over the most recent couple of years each person, a parent, watchman, teacher, manager or country is worried about

the issue of understudy distress is as under:

The interest of understudies in exhibitions, strikes, parades, mass gatherings, walk outs, setting libraries ablaze, harming research centers and college properties, enjoying ragging like exercises nearby. These are the cross country issues arose out of understudies' agitation.

Large numbers of them can't accommodate their base necessities of life. Monetary torments have become because of the rising costs, propensities for squandering cash on extravagances. Understudies hold low maintenance occupations to pay for their educational costs and should split their consideration between a task and college profession. These are a portion of the reasons for understanding Economic challenges: most of understudies come from the common class and studies' agitation.

It is extremely challenging to specify every one of the reasons for understudy distress as they cover a wide range of circles.

1. The understudy in current culture is including all the more seriously in friendly change. The cutting edge understudy is splitting away from the customs and limits, new culture and new reasoning – Gandhi-giri for Gandhi's way of thinking, Anna-giri for Anna Hajare's anticorruption mission is appearing on the grounds.
2. Glamour on the grounds reasonable or not for that reason our understudies are all set a limit.
3. The techno keen age of understudies has shown up and their expanded potential and yearning for techno based learning can't be ignored and hence, staying up with this new age students is arising as one of the main issues in Higher Education.
4. The idea of viable administration in Higher Education area should be totally developed to have the option to adequately manage the new difficulties standing up to on us.
5. The lackluster showing of the colleges in research-It has been seen that India shows helpless status in innovative work, research per million is only 194 which is extremely low contrasted with different nations.
6. Low use on Higher Education figures identified with use on advanced education isn't palatable.
7. Status of Higher Education in India Even however the Higher Education framework of India is third biggest on the planet yet it has many issues like:
8. Access to the advanced education framework is as yet limited to a little piece of the general public.
9. Low public consumption on Higher Education as level of GDP.
10. Large rustic metropolitan separation in access and
11. Shortage of staff and helpless framework
12. Are needed to be engaged in proposed activity plan in Higher Education in India.

### **Current State of Education**

India has a huge arrangement of education. There are almost 5.98 lakh grade schools, 76 lakh primary schools and 98 thousand high/higher optional schools in the country, around 1300 teacher education foundations for rudimentary teachers and almost 700 universities of education/college offices getting ready teachers for auxiliary and higher optional schools. Out of around 4.52 million teachers in the country almost 3 million are instructing at the essential/rudimentary level. A sizeable number of them are undeveloped or under-prepared. In specific areas, similar to the North-East, there are even unqualified teachers. All things considered the circumstance isn't extremely reassuring. In this situation it has been seen that teacher instructors are not expertly dedicated and generally speaking abilities of teachers come up short. The nature of preservice education has really given indications of weakening. Naseem and Anas (2018) in their review examined about the different problems that are existing in Indian Teacher Education, while pushed on the way that ICT can assume a significant part in

proficient development of the teacher and forming the worldwide economy. Except if teacher instructors model viable utilization of innovation in their own classes, it won't be feasible to set up another age of teachers who adequately utilize the new apparatuses for educating and learning.

This load of problems are firmly connected with expansion in unsatisfactory foundations of teacher education and there are various reports of gross misbehaviors; and the emotionally supportive network given by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been deficient and there is no emotionally supportive network underneath the state level. The DIETs are accused of the obligation of getting sorted out pre-administration and in-service programs as well as being the nodal asset habitats for rudimentary education at local level. In like manner, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the obligation of presenting developments in teacher education programs at the optional and higher auxiliary stages and in professional education. Albeit National Council for Teacher Education (NCTE) as a non-legal body has made a few strides as respects quality improvement in teacher education Its significant commitment was to get ready Teacher Education Curriculum Framework therefore; teacher education educational programs have seen many changes in teacher arrangement programs in different colleges and sheets in the country. During the last decade, new pushes have been presented because of fast changes in the educational, political, social and financial settings at the public and global levels. Educational plan recreation has likewise become basic in the light of some recognizable holes in teacher education.

Teacher education all things considered, is traditional in its temperament and reason. The joining of hypothesis and practice and ensuing curricular reaction to the prerequisites of the educational system actually stays insufficient. Teachers are ready in capabilities and abilities which don't really prepare them for turning out to be expertly powerful. Their experience with most recent educational improvements stays deficient. Coordinated and stimulatory learning encounters at whatever point accessible, once in a while add to upgrading teachers' abilities for self-coordinated deep rooted learning. The framework actually gets ready teachers who don't really turn out to be expertly able and submitted toward the finishing of starting teacher readiness programs. An enormous number of teacher preparing organizations don't try to do they say others should do. A few of the abilities obtained and techniques acquired are rarely rehearsed in real educational system. This features the need to get authenticity and dynamism the educational program.

The funniest thing is that the teacher education centers and the curriculum followed in the teacher education have very little focus on new trends in education. The SSA training programs have excluded the teacher educators and have been confined to in-service teacher training alone. The pre-service teacher education sector has been kept away from the SSA and therefore, the teacher aspirants passing out of the B.Ed colleges get exposed to the new curriculum only when they join the schools.

Teacher education institutions have been proliferating and mushrooming all over the State with profit motives until the National Council for Teacher Education (NCTE) with its headquarters in Bangalore, came up with and insisted on mandatory norms and standards for these institutions. As a result of their intervention, many institutions have constructed buildings with classrooms and procured infrastructure to meet their standards. These institutions were even forced to increase the salary of teacher educators to the basic amount in the government

scale. But later, the effectiveness of NCTE intervention reduced and the powerful lobby of private education institutions had their way in running their teacher education shops.

There has been a great expansion of higher education over the years. Today, there are more than 200 universities and 8000 colleges. Kothari commission remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development but the quality of education is greatly determined by the quality of teachers, therefore, great efforts were made and still are being made to improve the quality of teacher education. Some of the problems concerning teacher education are discussed below:

### **Problem of Selection**

Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage. Some suggestions are mentioned:

(a) Candidates should be interviewed (b) Test of General Knowledge should be applied. (c) Test in school subjects. (d) Test of language (e) Test of intelligence should be administered (f) Aptitude; interest and attitude inventory should be administered. (g) A well direct guidance service should be provided.

### **Deficiencies of Small Time Period Provided for Teacher's Training**

In India, this period is of one year after the graduation - the effective session being of eight to nine months. The main purpose of teacher education program is to develop healthy attitude, broad based interest and values. It is not possible during the short duration of nine months.

### **Incompetency of Students and Teachers**

The existing training program does not provide adequate opportunities to the student teachers to develop competency because the organizers of teacher's training programs are not aware of the existing problems of schools. Therefore there should be a close matching between the work schedule of the teacher in a school and the program adopted for teacher preparation in a training college.

### **Defects Concerning Papers**

A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economics background, the principles that guide construction of curriculum etc. But a proper preparation towards a good orientation is impossible in a short duration. Following steps may be taken in this connection: allowing more time to learners for good reading and sound build-up of the intellect and attitude, (ii) pruning the existing course (iii) arranging for exchange of experience than merely attending lectures, (iv) changing the mode of testing inputs (v) the content must have direct implications in the daily school teaching.

### **Problems of Practice Teaching**

In spite of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

### **Problem of Supervision of Teaching**

The supervisory organizations for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situations.

### **Supervision before classroom teaching:**

It aims at guiding in planning their lessons, learning to organize contents, formulating suitable gestures and developing other related skills. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.

### **Lack of Subject Knowledge**

The B.Ed. program does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

### **Faulty Methods of Teaching**

In India teacher educators are averse to innovation and experimentation in the use of methods of teaching. Their acquaintance with modern class-room communication devices is negligible.

### **Isolation of Teacher's Education Department**

As has been observed by education commission, the teacher education has become isolated from schools and current development in school education. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. These departments only observe the formality of finishing the prescribed number of lessons no caring for the sounders of pedagogy involved in the procedure.

### **Poor Academic Background of Student-Teachers**

Most of candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession.

### **Lack of Proper Facilities**

In India, the teacher education program is being given a step-motherly treatment. About 20 percent of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

### **Lack of Regulations in Demand and Supply**

The State Education Department has no data on the basis of 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 problems of unemployment and underemployment.

### **Inadequate Empirical Research**

In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programs are not properly studied before undertaking any research.

### **Lack of Facilities for Professional Development**

Most of the programs are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

### **Conclusion**

Education is a deep rooted measure and without the assistance of a teacher it will be inadequate. Teacher readiness has been a topic of conversation at all levels, from the public authority, services, administrative bodies, schools, to teachers themselves. No country creates past the nature of its education framework, which is profoundly reliant upon the nature of its teachers.

A few problems are tormenting the arrangement of teacher education so the teachers ought to be given the most proper instruments during and after their preparation, including content information and abilities just as helping philosophy to have the option to tackle their job expertly.

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