

TEACHER EDUCATION IN INDIA – ISSUES AND RECOMMENDATIONS

Abstract

The intent of the present paper is to enhance the teacher education quality in India by focusing on the emerging issues & related concerns. Various issues of teacher education namely, institutional inertia, brand inequity, quality crisis, overgrowing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations, stake holders' non-alignment, inadequate technology infusion, little choice base, poor research scenario, vision and vision mismatches, non-scientific manpower planning, illusive laboratories, over activism of distance/open universities, invalid recognition and accreditation and no teacher education policy have been dealt on in this paper. The paper concludes that teacher education system in India that calls for revolutionary changes.

Keywords: Teacher, Education, Problems, students, Suggestions.

Author

Dr. Susmita Roy
SACT
B.Ed. Department
Acharya Jagadish Chandra Bose College
& Visiting Faculty
Rabindra Bharati University
Kolkata, West Bengal, India.
susmitaroy013@gmail.com

I. INTRODUCTION

Before the National Council for Teacher Education (NCTE), based in New Delhi, came up with and insisted on necessary rules and standards for these institutions, for-profit teacher-training programmes sprung up throughout the state. Many establishments have erected classroom buildings and acquired essential infrastructure as a direct result of their engagement. The government even mandated that some schools raise teacher educators' pay to the federal minimum. However, as time passed, NCTE's interventions became less effective, and the influential lobbies of private education institutions controlled how teacher education "shops" were operated. The future of India is being shaped in its classrooms, according to the Kothari panel. It's undeniable that education is crucial to a country's progress. However, because it so heavily depends on the calibre of its educators, much work has been done and is still being done to raise the bar for the profession.

The following are a few of the issues in teacher education and some potential remedies:

1. **Process of Selection Flaws:** The quality of education needs to improve when there are flaws in the selection process. The training would be of higher quality, and the individual and societal waste would be reduced if only a better selection process were used. Several recommendations are made: Candidates should (a) be interviewed and (b) be subjected to a general knowledge test—exams in academic disciplines (c). The following tests should be given: (d) a language test; (e) an intelligence test; and (f) an aptitude, interest, and attitude inventory. (g) A helpful advising service has to be made available.
2. **School-Based Incompetency:** Because the organizers of teacher training programmes are unaware of schools' fundamental challenges, the current training programme must give student teachers sufficient opportunities to improve competency. Accordingly, the timetable of a teacher in a school and the curriculum established for teacher preparation in a training institution should be well aligned.
3. **Concerns Regarding Campus Internships:** Despite extensive preparations for student teachers to gain classroom experience, many still need to be committed to the profession, irresponsible, aimless, indifferent to students, and lacking in innovative pedagogical approaches.
4. **Supervision Problems in the Classroom:** To help student teachers become more effective educators, organizations that oversee their practicum experiences provide feedback on their lessons and expose them to new teaching methods. The following forms of oversight are used to achieve this goal.
 - **Pre-classroom supervision for teachers:** The programme is designed to help teachers improve their instructional planning, content organization, gesture development, and related abilities. Currently, the topic method specialist merely glances at the lesson plans without providing feedback or discussion.
 - **Monitoring of Instructors in the Classroom:** Typically, this is done by teachers who must be trained in a particular teaching approach. These managers tend to be more descriptive than constructive in their feedback. They make observations about

the student instructors' temperaments and demeanors. For various reasons (inadequate staffing, a heavy workload, a flawed schedule, etc.), the subject method specialist monitors only about 25 per cent of lessons. Here, the university administrator should lend a hand to the K-12 educator. The student teacher's performance in a real-world classroom will improve with regular conferences and discussions between them to relate theory to practice.

5. **Failure to Comprehend the Subject:** The B.Ed. The programme places little value on prior subject expertise. Regarding the student teachers' topic expertise, the teaching practice does not care.
6. **Inadequate Educational Methods:** Teacher educators in India tend to refrain from trying new approaches to education. They have a minimal amount of experience with modern classroom communication tools.

Separation of the Education Department from Teachers Education Commission found that universities' teacher preparation programmes were disconnected from K-12 institutions and educational trends. The schools see the teacher education department as a foreign institution rather than a place where future teachers might grow and develop their skills. These divisions care simply about ticking off the required number of lessons on the syllabus, regardless of the pedagogical system at play.

7. **Student Teachers Undesirable Academic Background:** Most aspiring educators need more drive and training to succeed once they enter the classroom.
8. **Inadequate Facilities:** The education of teachers is being handled with kid gloves in India. Twenty per cent of teacher preparation programmes use rented space that needs more infrastructures for an experimental school, laboratory, library, and other resources. Student educators need to be provided with their residence hall.
9. **The Absence of Rules Concerning Both Demand And Supply:** No information available to the State Education Department would allow them to determine an appropriate enrollment level for their schools. The gap between the need for and the availability of educators is wide. Because of this, issues like unemployment and underemployment have arisen.
10. **Weak Empirical Evidence:** Education research needs to be more funded in India. The quality of the research done could be better. There need to be more preliminary studies on teacher education programmes.

Inadequate resources for career advancement Most of the shows are being run in a boring, predictable fashion. Nothing has been done to further the professionalization of teacher education in the country, not even by the association of teacher educators.

11. **Grants That Do Not Provide Enough Money:** As the percentage of state grants is too little, most states still rely on student-teacher fees to fund teacher education.

II. RECOMMENDATIONS AND SUGGESTIONS

Below are some recommendations for fixing teacher education:

1. There has to be a reorganization of the theoretical and practical study tracks. Some schools should perform empirical studies to determine how best to organize teacher education programmes to achieve their stated aims. A thorough job analysis of teaching in our schools must serve as the foundation for reimagining teacher preparation programmes.
2. Teacher education programmes should employ a style of instruction that garners respect from other academic disciplines at universities and colleges. Therefore, a school's department of teaching should implement the following novel programmes: Improvements in education and learning in a variety of contexts through seminars, seminar/discussion combination, seminar/lecture, team teaching, panel discussion, and faculty-sponsored initiatives.
3. Recognizing the College of Education as an autonomous body fosters a professional mindset. The institution should have the resources to host various activities, including daily assembly programmes, communal living, social work, library organization, and other curricular activities, all of which foster an atmosphere of mutual respect and a sense of community characteristic of a democracy.
4. Measures should be taken to make the B.Ed. Admissions process as foolproof as possible by eliminating any room for human error.
5. Including a demonstration school in the planning stages of a teacher education programme and establishing clear guidelines for installing essential AV and laboratory equipment is appropriate.
6. The relevant educational institutions must be kept in the loop. This requires a strong connection between the schools and the faculty of teacher preparation programmes. Studies, internships, and student teaching can all be moderated to better inform teachers and administrators about how to enhance their practices in the classroom.
7. Evidence from studies on topics like "Teacher behavior," "Developing a conceptual framework and a theory of the institution," and "Innovative practices of teaching," like microteaching, simulation, and interaction analysis procedures, should inform the structure of the teacher education programme.
8. Research on pedagogical methods and assessment should centre on universities' teacher education programmes. It may also be charged with supporting extension programmes, such as those that facilitate more significant interaction between local community members and university faculty members. Scholars should be able to move freely between disciplines. The standard of teacher training programmes will rise dramatically due to this.
9. More frequent seminars, summer institutes, and research symposia are needed for teacher educators to develop professionally
10. The field of teacher education needs more supplementary reading materials, such as reference books, written in Hindi and other regional languages.
11. State-level funding for teacher-training programmes should be increased. Establishing a pilot school and scheduling practice lessons in different classrooms require unique forms of support.
12. Teacher education correspondence courses should include a thorough assessment and rigorous admissions process.

13. It is essential that libraries provide an entire reference collection of all current journals for the use of their patrons.
14. There needs to be consistent curriculum, programme length, and start/end times across all schools that offer teacher training. Constant updating, of course, materials to reflect new knowledge and practices.
15. Teacher educators should have a strong background in the field, language skills and familiarity with ICTs. There must be more stringent requirements for joining a group.
16. NCTE inspections should be performed routinely and thoroughly. Interviews, focus groups, and a standardized entrance exam should all be incorporated into the selection process.
17. Ongoing routines of professional development for teacher educators. Educators in the field should be provided with regular opportunities for professional development, and studies in the area should be actively promoted.

III. CONCLUSION

Since the teacher is the central figure in the educational system and the primary catalyst for introducing positive changes to the teaching and learning process, every effort should be made to inspire educators to think beyond the box. A self-driven and diligent educator can always find a way to learn something new and apply it to his classroom. Current efforts to implement and improve the teaching pattern with the grading system are being made by NCTE's "TEACHER" programme. How these actions might benefit society, teacher educators, and future teachers remains to be seen.

REFERENCES

- [1] Chobe, S.P. (2006). School Organization. Noida: MayurPaperbex.
- [2] Goel, Chhaya. (2012) "TEACHER EDUCATION SCENARIO IN INDIA: CURRENT PROBLEMS & CONCERNS" MIER Journal of Educational Studies, Trends & Practices, Vol. 2, No. 2 pp. 231-242
- [3] Gupta, A.M. (1999). Educational Management. New Delhi: Bharat Prakashan. Publications. University News. Vol. 49, No.09, February 28-March 06.
- [4] Usha M.D. (2010). Challenges before Indian Government (Convocation Address).
- [5] Vashist, S.R. (2003). Professional Education of Teachers. Jaipur: Mangal Deep.