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# **CHALLENGES IN THE FIELD OF TEACHER EDUCATION IN INDIA**

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## ABSTRACT

Every student's education is crucial in determining the standard of education and, in turn, the destiny of a country. This study examines the various difficulties that India's teacher education system faces. Based on an extensive examination of extant literature, policy papers, and empirical data, this research endeavors to discern and scrutinize the principal impediments impeding the efficacious cultivation and readiness of educators within the Indian milieu. The study examines issues with teacher education program curriculum and pedagogy, emphasizing the need for a more modern and learner-centric strategy. It also looks at concerns related to the caliber and applicability of teacher preparation, highlighting the significance of matching teacher preparation to the changing demands of the educational system. Additionally, the study looks at the cultural and socioeconomic aspects of teacher education, concentrating on problems pertaining to the motivation, retention, and recruitment of future teachers. It also looks at how technology may be used to update teacher preparation methods. This study presents a thorough analysis of the obstacles facing Indian teacher education while also providing insights into possible approaches and changes that may be needed to overcome these obstacles. The results bear noteworthy consequences for educators, policymakers, and other stakeholders who are dedicated to improving the standard of teacher education and, by extension, the Indian education system as a whole.

**Keywords:** Education, Teacher Education, Higher Education, India, Curriculum

## INTRODUCTION

The schools that offer teacher education pay little attention to current educational trends in their curriculum, which is one of the most unusual elements of the field. This suggests that these changes are not taken into account in the teacher education curriculum that is followed. Teacher educators are not permitted to take advantage of the training programs provided by the Social Security Administration (SSA); only instructors who are currently employed are qualified to do so. Upon graduating from B.Ed. programs, prospective teachers are not presented to the new curriculum. Due to the separation of the pre-service teacher education sector from the SSA, universities are now working in classrooms. This is a direct consequence of the Social Security Administration (SSA) continuing to exist as an independent organization. Before the Bangalore-based National Council for Teacher Education (NCTE) created and enforced necessary regulations and guidelines for these establishments, teacher education centers were sprouting up and multiplying throughout



the state with the aim of turning a profit. This continued until the NCTE established standards and guidelines that had to be adhered to. Numerous organizations have built classroom-containing buildings and purchased infrastructure to satisfy their requirements in order to achieve the standards they have established directly as a result of their participation. In addition, the government scale necessitated that these educational institutions raise the salaries of its teacher educators to the standard level. However, the NCTE's involvement became less and less effective over time, and the powerful private education lobby began to exert control over the management of its teacher education facilities. The power dynamic had significantly changed as a result.

There has been a considerable expansion in the number of opportunities available to pursue higher education all throughout the course of human history. There are currently over 8,000 unique schools and universities open for business across the entirety of the world. According to the findings of the Kothari Commission, "The destiny of India is being shaped in its classrooms." Education is unquestionably necessary for the progress of a nation, but the quality of a country's teaching force has a significant bearing on the standard of its students' education. Because of this, major attempts to increase the caliber of teacher education have been done in the past and are still being made now. This article provides a high-level summary of some of the issues that are now being faced by the education of teachers:

## **PROBLEM OF SELECTION**

Inadequacies in the selection process result in a decline in the overall quality of the teaching staff. A more effective technique of selection would not only boost the level of training provided but it would also reduce the amount of personal and societal waste. The following are some proposals that are mentioned:

- (a) Interviews with the candidates are to be conducted.
- (b) A test of general knowledge is to be administered.
- (c) Exams in various topics covered in school.
- (d) An examination of linguistic ability
- (e) A test of mental capacity should be given.
- (f) An aptitude, interest, and attitude assessment have to be given to the candidates.
- (g) It is recommended that an effective guiding service be offered.

## **DEFICIENCIES OF SMALL-TIME PERIOD PROVIDED FOR TEACHER'S TRAINING**

This stage of a graduate's life in India begins exactly one year after they have received their diploma and typically lasts for between eight and nine months. The majority of programs whose primary purpose is to train



teachers have as their primary objective the cultivation of positive attitudes, a wide variety of interests, and strong values. This task cannot be completed in such a short amount of time as nine months.

## **INCOMPETENCY OF STUDENTS AND TEACHERS**

The kind of training that is currently being utilized does not give student teachers with an adequate amount of opportunities to further develop their skills. The reason for this is because the people who are in charge of planning the program to educate instructors are not aware of the issues that educational institutions are now experiencing. As a direct result of this, there has to be a timetable that is a precise match between the work schedule of a teacher at a school and the curriculum that is chosen for the preparation of teachers at a training college. This is to ensure that students receive the best possible education. This is something that has to be done in order to ensure a seamless transition from one to the other.

## **DEFECTS CONCERNING PAPERS**

A student teacher must understand the meaning and goals of education as well as the sociocultural and political-economic context in which it operates. These concepts inform curriculum development and other relevant concerns. But the right kind of preparation is what matters most for success. It is pretty unlikely that one could get orientated in this little amount of time. Given the present situation, the following are some viable actions to consider:

Giving students additional time to read well and develop their minds and attitudes is one option. Other options include (i) eliminating the present course, (ii) arranging for experience sharing instead of just attending lectures, and (iv) altering the way inputs are assessed. It is desirable that the subject matter directly impacts the curriculum that is presently taught at the school on a daily basis.

## **PROBLEMS OF PRACTICE TEACHING**

Student instructors lack new teaching methods, are careless, aimless, lack a feeling of responsibility, and are not serious about their work as educators. Even if there are many other types of intricate arrangements involving practice in teaching, these features are significant roadblocks to the development of pedagogical abilities. This is due to the fact that there are several varieties of intricate arrangements pertaining to the practice of teaching.



## **PROBLEM OF SUPERVISION OF TEACHING**

The goal of the organizations that oversee student teachers' practice teaching is to enhance the student teachers' instructional activity by providing them with a variety of strategies and practical abilities in teaching, as well as to assist them in developing the confidence necessary to deal with the challenges that they will face in the classroom. The following kinds of supervision are used to accomplish this goal:

### **SUPERVISION BEFORE CLASSROOM TEACHING:**

Its purpose is to provide direction in the preparation of their classes, instruction in the organization of information, the formulation of appropriate gestures, and the development of other relevant skills. At this time, the lesson plans are just examined on a surface level, and the topic method specialist does not participate in any discussions.

### **LACK OF SUBJECT KNOWLEDGE**

The overall grading scheme for the B.Ed. The program does not place a significant emphasis on the student's understanding of the core curriculum. There isn't any bias in the way that teaching is done, generally based on how much subject matter the student teachers have learned. Even if this data is being gathered, this is still the situation.

### **FAULTY METHODS OF TEACHING**

Teacher educators in India tend to be resistant to new ideas and cautious about experimenting with different approaches to classroom instruction. Their familiarity with contemporary methods of communicating in the classroom is almost nonexistent.

### **ISOLATION OF TEACHER'S EDUCATION DEPARTMENT**

According to the conclusions of the education commission, the process by which prospective educators are taught has grown more detached from both schools and the most current breakthroughs in educational practice. This is the case despite the fact that the education commission was created to address this issue. When viewed through the lens of the schools, the Department of Teacher Education appears to be more of a foreign institution than a nursery for the intellectual and professional development of the teachers who work in the schools. It is because of the department's emphasis on educating instructors to instruct in a foreign



language that many have this notion. These departments are concerned with how things seem on the surface, such as ensuring that the appropriate number of lessons have been completed. Despite this, they don't pay nearly as much attention as they should to the educational principles that form the basis of the process.

## **POOR ACADEMIC BACKGROUND OF STUDENT-TEACHERS**

The overwhelming majority of applicants do not possess the level of academic background or the level of passion required for a credible entry into the teaching profession.

## **LACK OF PROPER FACILITIES**

The Indian government's effort to train new teachers is administered less like an official education system and more like a stepmother ship. Approximately twenty percent of educational facilities that provide teacher education do their business out of rented spaces. These educational establishments do not have the necessary facilities to successfully run an efficient teacher education program. These amenities include a library, a location for an experimental school or laboratory, and any other necessary equipment. There are no rooms in any of the hostels that are set aside specifically for student instructors.

## **LACK OF REGULATIONS IN DEMAND AND SUPPLY**

The State Education Department does not have access to any information that would enable them to establish the optimal number of pupils that should be enrolled in each of their individual schools. There is a substantial shortage of teachers in comparison to the number of pupils that require instruction and are already enrolled in classes. As a result of this, there are currently problems associated not only with unemployment but also with underemployment.

## **INADEQUATE EMPIRICAL RESEARCH**

Education-related research has received a disproportionately low priority in India. The study that was carried out is of a poorer quality than expected. Before beginning any research, the teacher education programs have not been given an adequate amount of consideration.



## LACK OF FACILITIES FOR PROFESSIONAL DEVELOPMENT

When it comes to the majority of the programs, the majority of them are being executed in an average and uninspired style. Not even the National Association of Educators of Teachers (NAET), which is the national organization for teachers, has improved the state of the teaching profession in the United States in the slightest.

## CONCLUSION:

The paper clarifies the urgent problems and intricate details related to teacher education in India. The research has painstakingly investigated the many issues, from curriculum and pedagogy to socioeconomic circumstances, that continue to obstruct the nation's teachers' ability to be prepared and developed, as the abstract describes. By means of a comprehensive examination of extant literature and empirical data, this study has emphasized the exigency of tackling these obstacles. It is now clear that reviving teacher education in India is crucial to raising educational standards and producing a new generation of teachers who can adjust to the changing demands of society and the educational system. The paper emphasizes how important it is to update teacher education curricula to make them more technologically sophisticated and learner-centric. It underlines how important it is to match teacher preparation programs with current educational standards and make sure that teachers have the know-how and abilities needed to encourage students' critical thinking and creativity. Furthermore, the abstract highlights how critical it is to address the socioeconomic and cultural aspects of teacher education, such as recruiting, retention, and motivation of future teachers. It emphasizes how important it is to implement comprehensive changes that take into consideration how dynamic and diversified the Indian educational system is. In conclusion, this research study not only outlines the difficulties but also lays the groundwork for future approaches and changes to deal with these problems. In doing so, it provides legislators, educators, and other stakeholders with insightful information that opens the door to a more efficient and adaptable teacher education system in India. In the end, these initiatives have the potential to improve education overall and advance the country's educational system.



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