

# SHIKSHA SAMVAD

International Open Access Peer-Reviewed & Refereed  
Journal of Multidisciplinary Research

ISSN: 2584-0983 (Online)

Volume-1, Issue-3, March- 2024

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## “Issues on Teacher Education in India”

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### **Abstract :**

*One of the significant challenges is the shortage of qualified, trained teachers. There are not enough qualified trainers to train all the teachers who need it, which can result in poor quality training. Another Challenge is the lack of standardized training programmes. Teacher education is a continuous process and its pre-service and in-service components are complementary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and teacher are co- constructors of knowledge. In the present existence, teacher education has been a matter of concern. There have been number of issues and problems in teacher education. In educational institutions at all levels, it is vital to take into consideration that teachers should be adequately prepared and there should not be any problems in this field. Within the system of teacher education, there are many issues and problems. Due to the occurrence of various issues, teacher education has been experiencing unfavourable effects. Preparation of teachers and bringing about improvement within the system of teacher education has been the subject of discussion at all levels, from the government ministries, regulatory bodies, schools to teachers themselves. Education is the key for development of any nation and it depends on the quality of teachers. Knowledge dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality. education and learner achievement. Producing such teachers is a major challenge for governments across the globe today.*

**Keywords:-** Improvements, Issues, knowledge, problems, challenge etc.

**Introduction-** It is well known that teachers have a pivotal role in the development of an inclusive education system. Highly motivated qualified and trained teachers are important factor for ensuring meaningful access to education. Teacher education is the process for the development of proficiency and competence of teachers which in turn enable and empower them for meeting the requirements and challenges of the profession in present times. Goods Dictionary of education explains- Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

The whole art of teaching is only the art of awaking the natural curiosity of young minds for the purpose of satisfying it afterwards. In practical situation it is the toughest job because a teacher cannot work only in current situations as other professionals do. He/She has to work hard even before as well as after the teaching. A beautiful saying ‘A teacher presents the past, reveals the present and creates the future’ explains the richness and hardship of teaching profession. A teacher like other profession cannot work only based on his/her previous knowledge and experience but He/She has to act while considering each and every student’s mind, capability, intelligence, behaviour, background, current situation and so many such factors.

As we all know, ‘Teaching, is not everybody’s cup of tea.’ But these days teaching has become the simplest and easiest job for many people. They have degrees but have no skills thus are teaching without any efforts and training thus producing the same students as they are. Who produce these teachers? It’s again come to our shoulders. Actually it has become a vicious cycle that is reoccurring again and again and generation by generation destroying our society. It’s an alarming situation so we must consider those issues which are responsible for this degradation of the education system.

### **Challenges of teacher education-**

Real expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the no. of the schools and enrolment as a result of countrywide primary education programmes like operation Blackboard, District primary Education programs, sarva shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process.

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes behaviours and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that “teachers were born, not made.” It was not until the emergence of pedagogy, the “art and science of teaching.”

Although there has been continued debate about whether teaching is a “science” that can be taught or whether one is “born” to be teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher.

### **Meaning of Teacher Education-**

In the past arrangement of education, teacher was in the vital job. Yet in the new methodology the student possesses the focal point of the education framework. The requirements, interests level, age and possibilities of the kid are considered presently the course of education isn't the method involved with contributing something to the head, yet drawing out from the youngster.

The National council for teacher education has defined teacher education as- A programme of education, research and training and empower the teacher to meet the requirements of the profession and face the challenges there in.

### **According to Good Dictionary of Education:-**

“All the formal and non-formal activities and experience that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.”

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited.

W.H. Kilpatrick put it, “Training is given to animals and circus performers, while education is to human beings.”

Teacher education Teaching skills + pedagogical theory + professional skills.

### **Teaching Skills-**

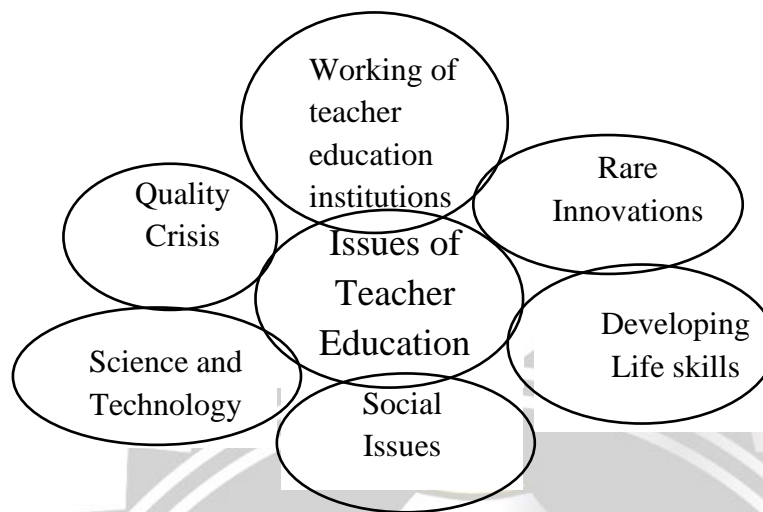
Would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

### **Pedagogical theory-**

Includes the Philosophical, Sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

**Professional skills-** Include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills,

counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all the life long learning skills.



### **Problems of Teacher Education:-**

1. **Problem of Selection-** Defcets 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.

- (i) Shallow practice educating.
- (ii) Insufficient in content of the teaching subjects.
- (iii) Helpless Academic Background of student-Teachers.
- (iv) Absence of Regulations in Demand and supply.

2. **Problems of Supervision of Teaching:-** The Supervisory organisation for practice teaching aims at bringing improvement in the institutional 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 this is done through following types of Supervisions:-

(i) **Supervision before classroom Teaching:-** It aims at guiding in planning their lessons, learning to organise contents, formulating suitable gestures and developing other related skills. At present the lesson plans are cheked Superficially and no discussion is made by the subject method specialist.

(ii) **Supervision during the classroom Teaching:-** It is done by teachers who are not method specialist generally. These Supervisors offer descriptive type of criticism, while constructive type is desirable. Their remarks are related to the general personality of the subject method specialist varies from 5% to 25% due to faulty staffing Staffing pattern, lack of time, too many lessons to be supervised, defective time table etc. Here the school teacher should be assisted by the college supervisor in his work. Frequent conferences and consultations between them will help to relate them to provide and the student teacher will improve the performance in a realistic school setting.



(iii) **Lack of subject knowledge-** There is lack of subject knowledge within the teacher training programs. These program do not focus upon the knowledge of the basic subject. For instance, when the students need to learn the significance and use of ICT in education, but they are not provided with sufficient. Information, then they would be unable to enhance their knowledge. Therefore, lack of subject knowledge is one of the major problems within the teacher education programs. Due to lack of subject knowledge, the whole teaching practice remains inadequate.

The B.Ed. program does not emphasize the knowledge of the basic subject. It should ensure the development of Subject knowledge along with teaching skills. Without it the teaching practice will remain somewhat ineffective with regard to the subject knowledge.

(iv) **Incomplete competency development of teachers:-** The present training program does not provide proper opportunities for pupil teachers to develop their competency as these training programs are not well concerned with the existing problems of schools. So a close link between the routine work of a school teacher and the program of teacher training college is a must. The recommendation of increasing the internship period of school is a good step in the direction.

(v) **Lack of good practice Teaching:-** It is noticed that the students are not serious with teaching practice in this training course. Most of the students come in this program only to have a good job after completing it. They are aimless and don't give much importance to the practical work of the course and always emphasize on the theoretical area of the program. Thus this makes them unknown of the basic pedagogical aptituded and skills.

(vi) **Employment Issues:-** This is a big issue in teacher education area as the candidates coming out after completing the course training cannot find proper job in time. They have to wait for a long until the education department recruits them. Here, all the candidates cannot get a job of a teacher because of the low number of vacancies and a big number of students coming out of the institutions every year. So there is a gap between the demand in recruitment and supply by the institutions.

(vii) **Lack of Developing Creativity:-** Creativity is regarded as one of the important factors in leading to functioning of the class in an improved manner. The teachers are required to be creative in the implementation of tasks and functions and especially when they are carrying out their teaching jobs. It is unfortunate that teacher education institutions have not paid much attention towards promotion of creativity. The lack of developing creativity is regarded as one of the crucial problemes that not only impede the functioning of the educational institutions, but also in the impartment of adequate knowledge by the teachers to the students.

(viii) **Lack of life skills:-** Life skills are referred to as the skills that are needed for personal development and growth. These skills able the individuals to deal with problems and challenges

that may arise within their daily lives in an adequate manner. The main life skills are thinking skills, problem solving skills, and emotional skills. The individuals are required to possess effective communication skills, time management skills, and abilities to deal with stress and anger. The lack of life skills among the individuals are regarded as impediments within the course of the implementation of tasks and functions.

(ix) **Defects of 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. Following steps may be taken in this connection:-

1. allowing more time to learners for good reading and sound build-up of the intellect and attitude.
2. pruning the existing course.
3. arranging for exchange of experience than merely attending lectures.
4. changing the mode of testing inputs.
5. The content must have direct implications in the daily school teaching.

(x) **Quality Concern of Course:-** Quality in education related to the quality of the work undertaken by a teacher, which has significantly effect upon his or her pupils. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to teaching methods, contents, organizations etc. more knowledge of theoretical principles is emphasized and teachers are not able to use these principles in actual classroom situations.

(xi) **Curriculum:-** A Key problem associated with the content of teacher education courses is that teachers are both perceived as and trained to be transmitters of information from textbooks, rather than as professionals who can teach students to think, find answers and understand concepts on their own a conceptualization which provided continued impetus to poor quality schooling. As the Yashpal committee Report points out, existing programs of teacher education are inadequate to with the quality of teaching and learning implying that program content should be revised, keeping in view the changing requirements to school education.

Curriculum of teacher education program in India has been criticized much. Some educationists feel that it does not fully address the need of contemporary Indian schools and society and it does not contain relevant contents for teachers who are to impart quality education in school.

(xii) **Lack of Professionalism:-:-** In theory teachers are required to be reflective practitioners- professionals who are domain experts in both subjects content and the 'how' of teaching. But the teacher education today lack professionalism due to regular candidate study as irregular way which is motivated in many teacher education institutions. Teachers lack professionalism because of less importance given to newer trends and innovations in his program.

Only the routine course and training are going on every year and no further endeavors are done to update the teachers with new knowledge. There is no any way how to develop the professionalism of the teacher education.

**Conclusion:-** The main purpose of this chapter is to identify the problems and issues that are an integral part of teacher education. The main problems and issues that have been taken into account are short duration of the training programmes, selection problem, lack of skills, lack of subject knowledge, selection of teacher education. In the present existence, these are the main issues and concerns, which hinder the growth and development of the teacher education programme.

The problem or challenge every nation faces in providing well prepared and effective teachers for its children. It is a right time to introduce effective changes in the teacher education curriculum, particularly with a view to providing a powerful orientation towards value education and pre-service and in-service teacher training programs.

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**“Issues on Teacher Education in India”**

Published in ‘Shiksha Samvad’ Peer-Reviewed and Refereed Research Journal and  
E-ISSN: 2584-0983(Online), Volume-01, Issue-03, Month March, Year- 2024,  
Impact-Factor, RPRI-3.87.

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