

## **TEACHER'S EDUCATION IN INDIA: A CRITICAL REVIEW OF VARIOUS ISSUES AND CHALLENGES**

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### **ABSTRACT**

The ultimate function of teacher education institutes is to make the pupil teachers aware of their high mission, and impart a new vision of the responsibilities of teachers, in the education of children and youth. The success of a true teacher is to be judged, not in terms of percentages of passes of his student, or original contribution to knowledge, but through the quality of life and character of children taught by him. It is the major responsibility of teacher education institutes and teacher educators provide quality teacher education. And, it is the teacher in the institution, who produces desired individuals. Teacher educators are responsible for producing quality teachers.

In other words, teacher educators' way of organizing theoretical framework, practical sessions and skill development programs, affect the future teachers. In the recent decades, teaching, learning has been undergoing drastic changes and the focus has changed towards student centered classrooms, as the role of teacher have changed completely in the current times. Earlier, the teacher were responsible, for teaching the syllabus only by now, today new techniques are used for teaching, which includes project based learning, discovery learning approaches, etc. Today, teachers will also lack proper skills, to teach the syllabus in a proper manner. This paper is an attempt to study the different aspect of the teacher education system, in India.

**KEYWORDS:** Teacher Education, Student Centered, Skill Development, Facilitator & Curriculum

### **INTRODUCTION**

Teaching is a highly professional activity, which demands specialized knowledge, skill and behavior. Teacher professionalism comprises competence, performance and behavior, which reflect on the teacher's personality in school and society. Professional competence is fundamental in teaching profession, which includes preparation of teacher for classroom processes, acquisition of knowledge of subject and facilitates personality development of children. Competencies of an effective teacher include interpersonal communication, pedagogical empowerment and organizational leadership. Professional competence results in performance of teachers, in terms of overall development of children.

Teachers today, have new challenges as they act as change agents, i.e., to make the education process permanent, globally recognizable, and adaptable enough to fit in any environment. Teachers should make the learning process more creative and make subject like science and technology, more interesting for generations to come. We know that, anyone can be complete in all respects and therefore, be realistic in approach to in-service teacher training program, to make the ordinary teacher extra ordinary. The term, in-service training' refers to training of such teacher, who are already working.

An ideal teacher is one who has all the relevant knowledge, skills, and this adds a new dimension to his/her personality. Therefore, whatever a teacher's experience, or undergoes during his/her career, can be termed as In-Service training. Moreover, it includes everything that a teacher undergoes from the day he takes up his first appointment, till the period he retires. Thus, in-service training is like any activity, which a teacher undertakes and is related to his/her professional duties and responsibilities.

Today, many institutions have emerged and mushrooming all over the country, and their sole purpose is to earn profit. NCTE has insisted on mandatory norms and standards, for these institutions. Due to this intervention, many institutions have raised their standards and invested in terms of infrastructure, such classroom, e-library etc. Earlier, they were paid less salary, to their staff member, but now they are paying as per the fixed scale or guidelines, issued by the government time to time.

### **Meaning of Teacher Education**

The quality and extent of learner achievement are determined primarily, due to teacher competence, and to the extent the teacher is motivated. As per the definition of the National Council for Teacher Education, it can be concluded that, Teacher training is concerned with the development of teacher's competence, which would make them suitable to meet the requirements of the profession, and thereby, they can face any kind of challenge.

Teacher education also means, —all kinds of organized and unorganized activities and learning, that help to qualify a person to assume responsibilities of a member of the educational profession, or to discharge his responsibilities, more effectively. If, training of teacher helps to develop them mechanically or technically. The entire focus of such training is on the enhancement of the skills of the teachers. Animals can also be trained to perform well, while education is to human beings. Teacher education involves teaching skills, and learning of various professional skills.

It can derived as

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

### **Need of Teacher Education**

The need for teacher education is growing day by day, in India. It has been said by someone that, "If you educate a boy, you educate one individual, but if you educate a girl, you educate the whole family, you educate the whole family and if you educate a teacher, you educate the whole community". By educating the teacher, you can minimize the evils of the "hit and miss" thereby, save time, energy, money and trouble of the teacher and taught. Therefore, it is a necessity of the time, to provide the teacher with the right sort of education, and this would certainly save the children from much of the painful process, through which he has himself passed. It is required to develop the society as a whole, and creating of a positive attitude among the teacher, for their profession.

### **History of Teacher Education**

The credit for establishing a few Primary Teacher Training Schools goes to, in India, Christian missionaries who were pioneers and they started it, during the period 1888-89. Then, after the government took the initiative and established a few Normal Schools in the early part of the 20th century, to provide training for MV and ME level teachers of the state. They were provided training for the period of 3 years, and after completion of the training in Normal schools, they were appointed as teachers in the schools.

The process of Teacher education is continuous, and its pre-service and in-service components are complimentary to each other. Basically, the process of teacher can be divided into three phases, which could be Pre-service, Induction and In-service. All the three phases of teacher education can be considered as parts of a continuous process. It is generally perceived that, —Teachers are made, not born, in contrary to the assumption, —Teachers are born, not made. Moreover, teaching is an art and a science, which the teacher has to acquire through gaining knowledge and also skills, which can be termed as tricks of the trade. The process Teacher education is broad and comprehensive in nature. The phases of pre-service and in-service can be designed in various community programs, such as adult education, and non-formal education programs, literacy etc and can prove to be quite helpful in the development of the society at large.

### General Objectives of Teacher Education

- **Society and School:** To develop an understanding of the close relationship between society and school, between life and school, work to understand the role of the school and the teacher in changing the society.
- **Skill of Educational Technology:** To develop skills in making use of educational technology in teaching academic, or vocational subjects.
- **Competence:** To develop competence of the teacher, to teach the subject of his specialization on the basis of accepted principles of learning and teaching, and knowledge of the subject, by striving to keep in touch with the latest development in both the subject and methodology of teaching.
- **Understanding, Interests, Attitudes and Skills:** In order to develop understanding, interests, and skills, which will help teacher, enable the teacher to foster the overall development of children, and to provide guidance to individual pupil.
- **Communication and Psychomotor Skill:** To develop communication and psychomotor skills, and abilities conducive to human relations for interacting with the children, in order to promote learning inside and outside the classroom.
- **Indian Background:** To develop an understanding of the aims and objectives of education in the Indian background, to promote an awareness of the role of the school and the teacher, in inculcating a spirit of nationalism, in achieving the ideals of creating a democratic, secular and socialist society.
- **Action Research and Investigatory Project:** To undertake investigatory projects, action research and experimental projects, both in education and specialized subject areas.

### Current State of Affairs in India

Most initiatives of the 1990s, have focused on Teacher's training of teachers at the elementary stage. Teacher's training of teachers in the DPEP, for example, ranged from three to a maximum of twenty days, and included a range of topics, with little focus on the teaching – learning process. Information on the education of teacher training in the eleven DPEP I and II States, is fragmented and imprecise. The impact of these trainings still remains to be understood, in spite of a massive infrastructure and investment, that went into creating them.

One of the key fallouts of the undue emphasis on sporadic, short-term training of Teacher's teachers has been the accentuation of the divide that already exists between pre-service and Teacher's teacher education. These continue to

function as insular mechanisms, despite the fact that, both coexist in university departments of Secondary Education (IASEs), and are also the joint responsibility of DIETs in the country. A centrally sponsored scheme to establish Institutes of Advanced Studies in Education (IASE), and upgrade university departments of Education (offering B.Ed., and M.Ed., programmes) was started post-NPE 1986, to initiate the Teacher's training of secondary school teachers. IASEs were mandated to work constantly, on elementary education as well.

This objective, however, is yet to be realized, as reiterated in the Tenth Five Year Plan for Teacher Education. One pioneering effort in this regard came into effect, with the establishment of the Maulana Azad centre for Elementary and Social Education (MACESE), in the Department of Education of the University of Delhi, as a modified IASE, MACESE is the only IASE, that initiated concerted work in Elementary Education, leading to the creation of the Bachelor of Elementary Education (B.El.Ed) program in 1994. Under the centrally sponsored scheme, DIETs were established as premier institutions to work in elementary education.

## LITERATURE REVIEW

**Mehta 2007**, has analyzed the secondary data of different states and union territories of India, he has computed survival rate, retention rate, grade and promotion rate. He has concluded that an indicator should be developed to measure dropout rate based on secondary data. True-cohort study in which, each and every enrolled child tracked should be undertaken and can be used for assessing the quantum of drop-out, as well as the completion rates.

The root cause of high incidence of drop-out can easily be identified, by calculating the grade-to-grade flow rates, such as promotion, drop-out and repetition rates. This will help a block/district/state in identifying a grade(s), wherein there is high incidence of drop-out and repetition. He has demonstrated in this study, grade-to-grade transition rates and developed indicators of internal efficiency of an education system.

**Pratham 2006, and Govinda 2011**, have given the results on learning level of Indian children, enrollment and dropout trends in school, gender differences and school functioning. It was observed that, although the enrollment was increasing, but the attendance was decreasing and students were completely dependent on private tuitions

**Rajaram, 2000**, has analyzed the educational level, school attendance and school continuation in India, uses the data from the National Family Health Survey. The findings suggested that, formal education should be provided to all sections of the population, to ensure educational continuity particularly of the vulnerable sections of society.

**Varghese 1996**, has analyzed the 'Decentralization of Educational Planning in India: The Case of the District Primary Education Programme' He has concluded that, even when students were retained in schools, they do not learn what they are supposed to learn. Low levels of learning at the primary stage were almost a universal phenomenon in India.

**Mukhopadhyay and Parhar, 1999**, has edited the book on Indian Education: Developments Since Independence. It was summarized that, most of the schools were below standard and were lacking the parameters of excellence.

**Plan India, 2009**, has presented a summary of the study 'Participatory approach to identify reasons for exclusion, among out of school children' conducted in 4 states of India. 'Why are children out of school?' The report provides in-depth insight, into the circumstances of communities and reasons, for not sending their children to school in the age group 6-14 years, where Plan operates. It was found that, unfriendly behavior of teachers, use of abusive language and corporal

punishment, schools are far off, lack of sports equipment, recreational facilities, the burden of work i.e., Domestic chores and sibling care for girls, and farm work, cattle grazing for boys were the key factors, that keep children out of school.

**Indian Institute of Education, 2002**, prepared the report on 'Status and Evaluation Study of the Upper Primary Section of the Elementary Education System', in India. The content of the study was revolving around the various aspects of elementary education, infrastructure, teaching, learning equipment, number of teachers, training of teachers and its impact. Moreover, it was observed that, loophole was not in the policy making, but in the execution of such policy. The various schemes currently in practice, such as free midday meals, free provision of textbooks, has helped to improve the attendance of student and reduce dropout and raise retention.

**Hanushek, 1995**, has used the secondary data to the study, done by World Bank research on schooling in developing countries. The discussion revealed that, the class size was large in the developing countries and the Asian countries. It was found that, one of the biggest problems faced by students in large classrooms is the quantity and quality of learning material, that is not available to all the students, in the developing countries.

## RESEARCH OBJECTIVES

The main objectives of the present study are mentioned below:-

- To understand the of conceptual aspects of the Teacher Education System in India
- To identify the existing practices of human resources development of students in School education in the state
- To highlight the challenges and issues with respect to the current education system in Bihar

## PROBLEMS OF TEACHER EDUCATION

Following are some of the glaring defects, which persist in teacher education programs in India.

- **Isolation of Teacher's Education Department:** In India, the teacher education is not the importance of the school management, and don't understand its importance in the development of school education has become isolated from schools and current development in school education. Moreover, they treat schools that consider the teacher education department, as an alien institution and don't understand that, it provides the platform for the professional development of the school teacher.
- **Improper Facilities:** The teacher education programme in India, is being treated like a step child. Around 20 percent of the teacher education institutions, don't have their own building and they run in rented buildings, without any facility for an experimental school or laboratory, library etc. All these are essential facilities for a good teacher education department. Moreover, student teachers are also not provided, the facility of separate hostel for boys and girls.
- **Inappropriate Course Structure:** The course structures play a crucial role in preparing an effective teacher. Equal weightage should be given to the theory courses, as well as practical work and this would help in developing the right set of skills, for teachers. Therefore, effort should be taken by the educationalist of India, to develop the course structure, which is more dynamic in nature.
- **Defective Teaching Methods:** The most common problem faced in India; with respect to teachers are lack of

innovation and experimentation in the methods of teaching process. Mostly, they are dependent on the traditional method of instruction, lecturing and dictating of notes. They don't use modern methods for teaching student and it is a matter of great concern for the teaching fraternity and student community. The teacher educators have no planned and systematic awareness and control, over the instructional technology.

- **Professionalism Missing Among Teachers:** It is argued that, the entire teacher education program lacks professional attitude, which is considered to be an important part of a sound program of teacher education. No attempt is made for the development of sound professional ethics, during the period of teacher education.
- **Isolation of Teacher Education Department:** The schools consider the teacher education department, as an alien institution and not a nursery for the professional development of school teacher. The teacher education department, only observes the formality of finishing the prescribed number of lessons, not carrying for the soundness of pedagogy involved in the procedure.
- **Poor Academic Background of Student & Teacher:** Proper admission procedures are not observed in most of the institutions. Most of those applying for admission to the teacher education department, do not have the requisite motivation and the academic background, for a well deserved entry into the teaching profession.
- **Inadequate Empirical Research:** In India, research in education has been considerably neglected. Whatever research has been conducted in education, is of a very inferior quality. The teacher education programs have not been properly studied, by undertaking any systematic research. Unwarranted suggestions based on speculation are the guiding principles, in teacher education programs.
- **Lack of Facilities for Professional Development:** There is a lack of facilities, for the professional growth of the teacher educators. Even, the summer institutes are run with the help of UGC and NCERT, that are not able to deliver the goods. Most of the programs are being conducted in a routine and un-imaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the state.
- **Lack of Financial Grants:** Most of the institutions today, is facing the financial problem as the teacher education is still being run by the fee collected from student-teachers. The grant received from the state grant is quite negligible, and most of the time, they are received within the stipulated time frame, which causes a lot of problems for the institution.

## REMEDIES TO PROBLEMS OF TEACHER EDUCATION

- **Reorganization of Courses:** Pragmatic researches should be conducted by universities, to arrive at the course structure is helpful for the realization of the goals of teacher education. The ratio of theory and practical work should be studied, and a special program should be developed for recording various types of the practical work/practical activities, required in schools. A comprehensive job analysis of teaching in schools should be made, on the basis for re-casting of courses.
- **Suitable Method of Teaching:** The method of teaching in the teacher education department, should inspire appreciation among other departments of the universities and colleges.

- **Innovations:** A teacher education department should conduct special innovative programs in the following directions: seminar, combining of seminar and discussions with lectures, team teaching, panel discussion, and projects sponsored by the faculty members for improvement of learning in various spheres. M. Phil: M. Phil program terminal and preparatory, should be organized for such students who hold a Master's degree in other disciplines.
- **Development of Professional Attitude:** The colleges of education should be equipped with facilities, for organizing various types of activities, such as daily assembly programs, community living, social work, library organization and other curricular activities which promote the democratic spirit of mutual appreciation and fellow feeling.
- **Co-Operation of the Practicing Schools:** The members of the staff of teachers colleges should be closely associated with the schools. The faculty members of the teacher education department should work in schools, on a regular basis from time to time. The senior teachers of secondary schools should be brought into the fold of the teacher education department, and mutual dialogue should be initiated. The courses of studies, the practical work and practice teaching should be moderated in such a way that, they have useful implications for improving school practices. Proper Admission Procedures of B. Ed: This should be completely systematized. Steps should be taken to make it fool proof, against tempering and meddling. Suitable admission procedure should be evolved through studies. Confidence in procedure of admission should be restored.
- **Demonstration School:** It should be made an integral part of the teacher education department. Definite norms should be followed for certain facilities, such as laboratories, libraries and other important audio-visual equipment. Planning Unit: There should be a planning unit in the State Education Department, to regulate the demand, and supply of teachers at various levels of schools. It should be responsible for projecting future requirements of teachers, in various categories.
- **Nucleus for Research:** The teacher education department should be made a nucleus for research on teaching, curriculum and evaluation, entrusted with the responsibility of sponsoring programs for extension, such as bringing the community into close contact with the university academicians. It should be improved with the help of the university professors of eminence. To improve the quality of teacher education program, there should be a free exchange of scholars from one department to another, particularly in the subject of natural and biological science and languages.
- **Provision for Funds:** The State Government should make adequate provision for funds, for teacher education department, which should be treated at par with other colleges and departments of universities, for all sorts of grants. Special assistance may be given for running an experimental school, and holding of practice teaching sessions in various schools.
- **Faculties of Education:** In order that, teacher education institutions and departments enjoy greater autonomy and freedom in formulating programs- Universities should institute independent Faculties of Education.
- **Correspondence Courses:** Correspondence courses should be provided in teacher education, with a strict screening for admissions and a rigorous style of assessment. Libraries: In the state, there should be a special library for teacher education, with a complete and comprehensive reference section, equipped with all available

journals for use by all researchers.

- **Documentation Centre:** A Documentation Centre must be set up to code all research material, relating to education.

## CONCLUSIONS

It can be concluded that, in the current century, the teacher education requires a new perspective. Today, the teacher not only share information, but also act as a facilitator to guide the students in the right direction, and fulfil their urge for knowledge. In case, the teacher fails to deliver this role confidently and effectively, then his status among the students will definitely fall. The teacher should continuously monitor his performance, and should also deliver his best and at the same time, evaluate the performance of their students to analyze the change, as a result of their teaching.

More effort is required on the part of the state, to improve the current state of affairs and ensure that, innovation should take place in terms of teaching pedagogy. This would ensure qualitative improvement in the current education system, and will help the student community at large and will fill the gap in the current education system.

Recent policy initiatives and improvements in primary school enrollment show that, India is making progress in improving its education. It is imperative that, policymakers should focus more on improving the quantity and quality of educational inputs. Looking to the future, performance-related pay (or incentive pay) for teachers can play an important role, in improving the quality of education. However, to be able to link student performance to teacher effectiveness, a nationwide data system needs to be put in place.

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