

SOME PROBLEMS OF TEACHER EDUCATION IN INDIA

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INTRODUCTION:

Council for Teaching Educators' (NCTE) 1998 report on issues of quality in secondary school education cites the National Education Policy (NEP) (1986). A school's teachers are its most valuable resource. The educator at any stage bears the primary burden of responsibility for carrying out the pedagogical process. Investing in the education of instructors is crucial to a country's long-term success. The proper schooling of its males is crucial to the realisation of any society's goals and aspirations. We needed effective educators if we were going to implement such a system. The professor's status as a national function Object() { [native code] } is common knowledge. The govt. of India has always prioritised improving the standard of higher education and teacher training in order to raise the bar for students of all ages. The Ministry of Education is both the primary financier of education and the agency responsible for approving the Law on Education and establishing standards for all operational matters, including teacher preparation. In India, there are two broad categories for teacher training: those that occur before a teacher enters the classroom, and those that occur during their time in the classroom.

- **Pre-service:** The National Council for Teacher Education (NCTE) oversees and controls the instruction of future educators (NCTE). It specifies the requirements for student-teacher entrance, the minimal credentials for teacher instructors, course standards, course material, course length, and course duration.
- **In-service:** In-service teacher education is managed by different institutions at different levels such as NCERT, NUEPA, regional institutes of education, SCERT, DIET'S, IASE's, block resource centres and cluster resource centres.

MEANING OF TEACHER EDUCATION:

It be common knowledge that a teacher's skill, empathy, and enthusiasm are the primary factors in determining a student's level of success in a given subject. Teacher education, as described by the National Council for Teacher Education (NCTE), is the process by which people are prepared for careers as educators at all levels, from the elementary to the university. Teacher education is the process of preparing future educators to handle the demands of their job and the classroom. According to the English Lexicon of Educations, teacher educations implies all official and non-traditional activity and experiences that help allow a person to take the duties of a member of the educational field or to execute his tasks more successfully. Teacher training was the term used for the preservice education curriculum from 1906 until 1956. In other words, it turned out to be a mechanics/technicians course for educators. It focused exclusively on talent development and had limited ambitions. As a result, teacher education took a very specific strategy with a restricted focus. W.H. Kilpatrick

once said, "Teaching is provided to beasts and circus artists, while instruction is given to human beings. Professionalism, educational rigour, and classroom management are all covered in the course of teacher preparation.

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

- Teachers will be equipped with better planning and instruction abilities, feedback strategies, and evaluation procedures through training and experience in a variety of methods, approaches, and strategies. Among these are the ability to effectively handle a school, utilise resources, and communicate with students.
- Educational theory allows educators to lay a firm groundwork for instruction in the classroom by taking into account ethical, social, and psychological factors. The theoretical stage has its own unique set of requirements and demands due to the nature of the stage itself.
- Methods, tactics, and ways that instructors can use to improve their own practise and advance their field are all considered professional abilities. These are the abilities to continue learning throughout one's existence, and they include things like "soft skills," "counselling skills," "interpersonal skills," "computer skills," "information retrieval and administration," and so on. The correct information, dispositions, and skills can be instilled in the instructors through a combination of teaching skills, educational theory, and professional skills, leading to more comprehensive growth.

ISSUES OF TEACHER EDUCATION:

In this article, we will examine a few of the issues that have arisen in the field of teacher training:

- **Lack of Regulations in Demand and Supply:** The gap between the need for and the supply of educators is quite wide. There is a lack of information that would allow the state education department to determine the optimal student enrollment for their schools. This contributes to unemployment and causes disturbances amongst the student body.
- **Problems of Practice Teaching:** Even though instructors are supposed to put in a lot of time and effort into practising their craft with real students as part of this curriculum, research shows that they aren't particularly committed to doing so.
- **Problem of Supervision of Teaching:** The goal of the organisations that oversee student teachers during their practicum is to help them become better teachers by gaining experience and confidence in the classroom through the application of a variety of strategies and methods.
- **Inadequate Empirical Research:** There has been a severe lack of investment in educational research. The calibre of the study done is very poor. The teaching programmes are not thoroughly examined before any study is conducted.

- **Faulty Teaching Method:** School of Education professors in India tend to be conservative when it comes to implementing new ideas in the classroom. They have a very limited understanding of today's school communication tools.
- **Lack of subject knowledge:** The foundational topic information is not stressed in teacher preparation courses. Whether or not a student instructor knows anything about the topic doesn't matter in classroom teaching practice.
- **Poor Integration of Skills:** A teacher needs to be someone not only well versed with content and methodology rather equipped with innumerable skills.
- **Institutional Inertia:** Historically, societies have been ruled by virtue of their values; later, states have ruled societies through the imposition of laws and regulations; today, the economy governs both states and societies. The state, society, judiciary, and education all have their own agendas, leading to bureaucratic stagnation.
- **Brand Inequity:** The public sector is so uncaring and the private sector is so commercialised that it's embarrassing. Different universities and colleges award wildly different Teacher Education Degrees.

Some other problems of teacher education:

- A disinterest in teaching on the part of students.
- Higher education should not be responsible for training teachers for secondary schools.
- The quality of educational materials is very low.
- The College of Education's Precarious Financial State.

REMEDIES:

- Teachers should be provided with value training so that they can guide their students' development in positive ways.
- The teacher-training system should periodically review its curriculum in light of shifting societal demands.
- It's important to improve teacher training programmes.
- A longer and more rigorous teacher education curriculum is needed, one at the university level.
- In order to be an effective educator, one must have the capacity for critical thinking, sound decision making, and cordial interpersonal relationships.
- Educators should be empowered through teacher preparation programmes to instill in their pupils a passion for learning and a desire to make a difference in the world.
- It's the job of educators to foster students' ability to piece together new information.
- Equity, liberty, equality, and unity, as outlined in the Constitution, can be achieved with well-prepared educators.
- Educators have a responsibility to help bring about the constitutionally mandated ends of education.

- Educators need to be ready to take on their fair share of societal obligation and contribute to the creation of a more just and peaceful world.

SUGGESTIONS:

- This governing group should exercise stringent oversight over teacher education programmes, including the hiring of faculty, admissions requirements for students, and the maintenance of adequate facilities, among other things.
- Institutional standards should be used to determine a school's rating, and students should be admitted to schools that meet those standards.
- The effectiveness of schools that train teachers should be reviewed periodically, and severe measures should be taken against those that fall short of standards.
- There needs to be guidelines for the privatisation of teacher training.
- The selection process needs to be revamped, with the addition of measures like a standardised exam and a grading scale for all candidates.
- Trainers of teachers need to have both linguistic competence and relevant teaching expertise.
- The teacher-training system should periodically review its curriculum in light of shifting societal demands.
- Teacher education programmes would benefit greatly from the unrestricted movement of academics from one area to another.
- We recommend incorporating a wide range of extracurricular pursuits into the course load.
- The government ought to look out for the monetary needs of their establishments.
- The optimal student-to-teacher number is one of eight to one.
- Internships in teacher preparation programmes ought to be neutral, trustworthy, and authoritative.
- Seminars, summer workshops, and research conferences should be held more regularly for the purpose of teacher educators' professional development.

CONCLUSION:

The aforementioned problems are not the only ones instructors in India face, but they are the most pressing ones that need to be fixed. There is a need for a strategy in our educational structure. A country's level of development can be traced directly to its education system. The finest results are guaranteed when we focus on what lies at the foundation. Also, no, we can't sit around and hope that politicians will implement the necessary reforms. One person at a time, we can all make a difference. And you have the power to initiate that shift.

A number of government agencies, including the National Council for Education Standards (NCERT), the National Association for College Admission Counseling (NAAC), the National Urban Education Policy Alliance (NUEPA), and others are working to improve the quality of teacher education by conducting periodic

panel inspections of teacher education institutions. All schools must now obtain accreditation from the National Assessment and Accreditation Council (NAAC) or risk losing their official status. The fate of India, as the Kothari committee puts it, is being decided in its schools. Education plays a vital part in a country's progress, but only if it's taught by qualified instructors. Efforts have been, and continue to be, made to boost the standard of training for educators.

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