



Major Problems of Teacher Education in Present Scenario and Some Significant Suggestions for It's Improvement

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Abstract: *One of the most significant initiatives to raise the standard of teaching in schools is teacher education. It aims to give aspiring teachers teaching expertise and abilities. The teacher education must undergo a fundamental transition in light of the current social, cultural, economic, and political climate changes in order for teachers to enhance their standards in line with the shifting requirements of society. The present teacher education has been facing many problems related to its various aspects. In the present day, a number of other issues have also arisen in the field of teacher education, such as low standards for teaching methods, outdated curricula, the issue of supervision, a lack of proper empirical research, a profit-driven approach to education, etc. Teacher educators shouldn't be spared in such significant adjustments because they give the greatest qualified workforce for a country, which is necessary to meet the futuristic possibilities of Indian Teacher Education. Therefore, as part of reforms for Indian teacher education, teacher educators themselves ought to be given more power. It needs to be adjusted to the passage of time and the evolving situation on the blue planet.*

Keywords: *Teacher Education, Problems, Suggestions, Comprehensive, Integrated, Knowledge.*

1. INTRODUCTION :

Teacher education refers to the policies and practises created to give aspiring teachers the information, attitude, behaviour, and skills they need to carry out their duties successfully in classrooms, at work, and in other public settings. Teacher education develops a workforce of school teachers who will influence future generations. The activity of teacher preparation calls for diverse perspective and expertise. The most crucial factor in the field of education is teacher performance. In any civilization, education is a key factor in bringing about social, economic, and political growth. Education teaches people how to respond appropriately at the appropriate time. Effective educators are needed for such a programme. The main player in the teaching and learning process is the teacher. The teachers have a significant impact on the future of the pupils. It is necessary to improve the standard of programmes for teacher preparation. In the current situation, particularly in India, there are many teachers, but only a few good teachers who can produce good pupils or citizens who can help build a good nation. Teachers still struggle with critical thinking and problem-solving skills connected to several facets of the teaching and learning process, such as teaching strategies. Thus, the teacher education has a number of shortcomings. Comprehensive reforms are required for teacher education programmes, and the curriculum must be reorganised and updated to reflect the needs of the changing world. Different education policies and programmes have been made to improve the quality of teacher education. National Policy on Education (NPE, 1986) introduced ideas like operation blackboard, micro-planning, minimum levels of learning, decentralised management, and modernization of the teaching-learning process in order to announce new concepts and fresh proposals to improve the quality of education at all levels. The new National Education Policy 2020 offers a framework where the federal government and state governments may work together to strengthen teacher preparation. Only then can teacher preparation have a bright future.



2. Major Problems of Teacher Education in India :

Teacher education faced several major problems and challenges. It is essential to note that the landscape of education is continually evolving, and new issues may have emerged since then. Some of the major problems in teacher education include:

- **Lack of Quality Teacher Training:** Many teacher training programmes do not effectively equip future educators to deal with the challenges of modern classrooms. There might be a focus on theoretical knowledge rather than practical, hands-on training, leaving teachers ill-equipped to address real-world challenges.
- **Outdated Curriculum:** Teacher education curricula might not be up-to-date with the latest teaching methodologies, technological advancements, and educational research. This may result in a mismatch between what instructors are taught in teacher preparation programmes and what they actually require in the classroom. Today's teacher training institutions still use the traditional approach to their courses without making the necessary adjustments to meet the needs of their trainees. The area that is most ignored is the development of skills and proficiency. The practise teaching component is not carried out in response to the requirements and requests of the trainees.
- **Inadequate Classroom Management Skills:** Teacher education programs may not emphasize enough on classroom management techniques, which are crucial for creating a positive and conducive learning environment. Without these skills, teachers may struggle to handle disciplinary issues and maintain order in the classroom.
- **Limited Practical Experience:** While theoretical knowledge is essential, teacher candidates often have limited opportunities for practical experience and student teaching before they enter the workforce. This lack of hands-on experience can make the transition to a real classroom setting challenging.
- **Teacher Retention and Attrition:** High attrition rates among early-career teachers is a significant issue in teacher education. Many teachers leave the profession within the first few years due to factors like low pay, heavy workload, lack of support, and job dissatisfaction.
- **Defective Selection Procedure:** The pre-service teacher training program's ongoing challenge is to choose high-quality applicants and deny admittance to those who lack the necessary skills and dedication to succeed in the teaching profession. The primary objective of the teacher training programme is to identify applicants who demonstrate the personal qualities (sincerity, honesty, potentiality, commitment, impartiality, and neutrality), topic, and pedagogical expertise that are thought to result in good outcomes. When applicants who lack the skills and attributes necessary for such a crucial vocation enrol in this degree, a problem occurs. As a result, it causes the school system to produce instructors of low quality. Therefore, it is imperative of the hour to develop an impartial process that can aid in the appropriate selection of people who are likely to become effective instructors.
- **Inadequate Professional Development:** Ongoing professional development is vital for instructors to stay current with the newest teaching techniques, the integration of technology, and subject matter expertise. However, not all school districts and educational institutions prioritize and provide adequate professional development opportunities.
- **Diversity and Cultural Competence:** Teacher education programs may not adequately address issues of diversity, equity, and inclusion. As classrooms become increasingly diverse, teachers need training to be culturally competent and create inclusive learning environments.
- **Limited Use of Technology:** Information and communication technology (ICT) is one of the best instruments available today for ensuring teacher education is accessible, inclusive, and of high quality. ICT is becoming an essential component of the contemporary educational system. Different facets of the conventional educational



process have changed as a result. Utilising ICT to acquire information and skills has evolved into a crucial prerequisite for teacher education. While technology can enhance teaching and learning experiences, some teacher education programs do not incorporate enough technology training, leaving teachers unprepared to leverage digital tools effectively.

- **Assessment and Accountability:** The assessment of teacher candidates' readiness to enter the workforce can be inconsistent across institutions. Additionally, the accountability measures for teacher education programs may not always reflect the actual effectiveness of these programs.
- **Ineffective supervision:** The supervision organisations for practise teaching should be focused on assisting the student teachers in growing their ability to prepare lessons, organise information, and develop other relevant abilities. They should also assist them in establishing appropriate gestures. Currently, their lesson plans are just cursorily reviewed. Less frequently do students have the chance to talk about their lesson plans with subject-matter experts. The teaching sessions take up the majority of the time, while the feedback sessions are given less time.
- **Background of student teachers with poor academic standing:** The majority of pupils accepted into teacher training institutes have weak educational backgrounds. They have no motivation to pursue this career on their insides. Thus, they have a minimal background, allowing for a merited admission into the teaching profession.
- **Integration of Special Education and Inclusion:** Special education and inclusion may practise aren't covered in enough depth in teacher education programmes, making it difficult for educators to fulfil the varied requirements of kids with disabilities.

3. Suggestions for enhancing the standard of Teacher Education :

Improving teacher education is crucial for enhancing the quality of education and supporting effective teaching practices. Here are some suggestions to address the major problems and enhance teacher preparation programs:

- **Stronger Collaboration between Schools and Teacher Education Institutions:** Foster partnerships between teacher education institutions and schools to create a seamless transition from theory to practice. Provide more opportunities for teacher candidates to engage in practical teaching experiences and student teaching in real classroom settings.
- **Focus on Practical, Experiential Learning:** Design teacher education programs with a strong emphasis on hands-on, experiential learning. Incorporate opportunities for teacher candidates to practice teaching, receive feedback, and reflect on their experiences.
- **Updated and Relevant Curriculum:** Continuously review and update the teacher education curriculum to align with current research, best practices, and technological advancements. Ensure that teacher candidates are equipped with the necessary knowledge and skills for 21st-century classrooms.
- **Emphasis on Classroom Management:** To assist teachers in upholding discipline, fostering a healthy learning environment, and managing the needs of various students, provide thorough training on efficient classroom management techniques.
- **In-service teachers' professional development:** Provide in-service teachers with chances for ongoing, pertinent professional development to foster their development and keep them abreast of current theories and practises in education.
- **Culturally Responsive Training:** Incorporate training on cultural competence, diversity, equity, and inclusion to help teachers create inclusive classrooms that celebrate diversity and cater to the needs of all students.



- **Mentorship and Support:** Implement mentorship programs where experienced teachers can support and guide new teachers during their early career stages. Mentorship can help reduce teacher attrition rates and improve overall job satisfaction.
- **Integration of Technology:** To give instructors the skills they need to effectively use educational technology in their classrooms, incorporate technology training into teacher education programmes.
- **Data-Driven Assessment:** Use data-driven assessment methods to evaluate the effectiveness of teacher education programs and identify areas for improvement.
- **Research-Based Practices:** Base teacher education on sound research and evidence-based practices. Encourage faculty and teacher educators to engage in educational research to inform program development.
- **Financial Incentives:** Provide financial incentives such as scholarships, grants, or loan forgiveness programs to attract high-quality candidates to the teaching profession and encourage them to pursue advanced degrees.
- **Policy Support:** Advocate for supportive policies at the institutional and governmental levels to prioritize and invest in teacher education, teacher professional development, and the teaching profession as a whole.
- **Focus on Special Education and Inclusion:** Include specialised training on inclusion and special education practises in teacher preparation programmes to give educators the tools they need to meet the needs of diverse students.
- **Continuous Program Evaluation:** Continually assess teacher training programmes to make sure they are providing for the requirements of both students and teachers. To make improvements, seek feedback from students, faculties, and employers feedback.

4. Conclusion :

Currently, Indian educational system is at uncertain state. Due to several problems hinders teacher education, we are unable to generate teachers of this standard who can keep up with the rapidly changing educational trends. Addressing these challenges requires a comprehensive approach involving collaboration between teacher education institutions, school districts, policymakers, and experienced educators. By implementing above mentioned suggestions, teacher education programs can produce well-prepared, confident, and effective educators who are equipped to address the challenges of modern education and provide quality learning experiences for their students. By enhancing teacher education, India can build a competent and motivated teaching workforce capable of fostering a positive impact on the nation's education system.

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