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## Enhancing Teacher Education in India: Challenges and Adopting Effective Strategies

### Abstract

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*The purpose of teacher education is to produce teachers with professional competencies. The role of teachers is no longer confined to teaching room. Aims and objectives can achieve through the efficient teacher for an education system of its man of any society through proper education. Research shows that teachers are the single most important factor in student learning in schools. Students who have access to highly qualified teachers achieve at a higher rate, regardless of other factors. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. This paper provides an overview of teacher education and evaluation in India and lastly, we discuss about Problems in teacher education and strategies for improving the quality teacher education. This paper also deals with key roles required for a teacher in new digital era.*

**Keywords:** *Teacher Education, Problems and Strategies, Teachers' Role.*

## **Introduction**

Every nation's classroom holds the key to its future. This suggests that the majority of India's destiny resides with its teachers, who manage and organise the classroom. He is creating the nation's future citizens. He will shape the nation in the same way that he shapes the youth. From this perspective, it is largely the teacher's obligation to carry out their tasks properly. Therefore, it is essential for teachers to have the information, skills, and talents needed to deal with children. As a result, any nation should place a high priority on teacher education. The job of teachers has evolved in the twenty-first century as a result of the practically infinite amount of knowledge available today. The transition from traditional learning methods to creative learning methods is a major problem for education in the emerging digital and knowledge-centered society of the twenty-first century. It also creates strong pressures for teachers to transition from their traditional roles as knowledge transmitters to new ones like facilitators and coordinators. This transition necessitates that instructor be more adaptable to their new jobs and be prepared for their new positions. But the system of teacher education is plagued by a number of flaws and concerns. The topic of teacher preparation has been discussed at all levels, including by the government, several ministries, educational institutions, and professional organisations .

## **Meaning of Teacher Education**

The policies and practises aimed at providing teachers with the information, perspectives, dispositions, and abilities necessary to carry out their duties successfully in the classroom and at school are referred to as teacher education. According to the Goods Dictionary of Education, teacher education refers to all formal and informal activities and experiences that prepare a person to take on obligations as a member of the teaching profession or to carry out such responsibilities more successfully. Early on, many instructors were clerics or intellectuals who had no official training in how to instruct the subjects in which they were experts; in fact, many people held the view that "teachers were born, not made." The importance of teacher training wasn't appreciated until pedagogy, the "art and science of teaching," became a recognised academic field. Although there has been ongoing discussion regarding whether teaching is a "science that can be taught or whether one is born to be a teacher." Since at least the nineteenth century, it has been widely accepted that a person must possess specific qualities in order to be qualified to teach, including knowledge of the subject matter to be taught, an understanding of effective teaching strategies, and actual experience with both. Today, these topics are the main emphasis of the majority of teacher education programmes. However, the

individual's internal character is also a significant factor in education; whether this quality is innate or can be acquired, as well as the attributes required for the position of teacher, are also up for debate.

### **Meaning of Quality of Education**

Despite the importance of "quality" as a motivating element for educational planning, approaches to quality can vary greatly. A lot of the literature assumes agreement on the meaning of the term and the desirability of the numerous educational goals and methodologies that are pushed under the banner of quality. There is always a concept of high-quality education inherent in nations, whether it is apparent or not. policies and programmes. Harvey (1995) provides a valuable framework for thinking about quality by defining five educational goals that form the quality vision inside educational institutions. Education systems differ in their emphasis on a single vision or, more typically, a combination of the five goals :

1. Education quality as exceptionality: excellence is the aspiration that motivates education; quality education is exemplary education; schools should maximise the pursuit of individual students' best potential.
2. Quality education as uniformity: consistency and quality is the goal that drives education; quality necessitates equitable experiences; and educational institutions and classrooms should give learners identical opportunities across the system.
3. The quality of education is regarded as fitness-for-purpose: the system is shaped by the goal of refinement and perfection in particular subject areas; quality is considered as preparing students for particular roles; and instructional specialisation is prioritised.
4. Value for money in education: Education shows reasonable correspondence to personal and societal investments. Quality is defined as the degree to which the system provides value for money.
5. The transformative potential of high-quality education: the vision that underpins education, how it can catalyse positive changes in people and society, and how it can itself be a force for social change.

### **Major Problems and Issues of Teacher Education**

Education undoubtedly contributes significantly to the growth of a country, but the quality of education is strongly influenced by the calibre of the teachers. As a result, substantial efforts have been made and continue to be made to raise the standard of teacher education. The following are some of the issues with teacher education that are discussed.

### **1. Restricting Liberalized Admission Process**

Many recent graduates and postgraduates start their careers as teachers each year. Some of them don't seem to care. Parents are pressuring them to enrol in a teacher education programmes, and they do so to avoid unemployment issues. After completing their training, they search for employment with a good wage. when, as a final resort, they turn to teaching. Additionally, self-finance It is foolish to expect quality education from such disinterested people in this situation, so it is time to limit this liked realised admission process by organising rigorous counselling sessions departs to determine the candidate's sincere interest in teaching. Higher education institutions are giving admission to the candidates having good paying capacities regardless of their ability and sincere interest in the profession. The next session should result in admission. On the basis of the entrance test's merit list, the university's connected colleges and institutes should fill every available seat. The management quota needs to be eliminated.

### **2. Survey-Based Affiliation or Opening new Teacher Education Institution**

When NCTE first began operations in 1995, there were 663 secondary teacher training colleges. The number has currently more than doubled, and the majority of the new institutions were established in locations where they were not required. Despite the NCTE provisionally recognising their institutions, they fall short of meeting all the requirements. Anyone who could provide the physical infrastructure required to meet the basic standards, either through financial means or by being able to demonstrate it when the NCTE In section team arrived, was given permission to open a training college, regardless of the necessity in the region in question. Instead of paying them their full salaries, these institutions impose exorbitant capitation fees on the applicants. Strong measures are therefore required at the federal and state levels to stop the commercialization of teacher education. These measures include allowing the opening of new TEIs based on need assessments and requiring the state's planning department to conduct regular surveys to determine the number of teachers needed to teach various subjects at various levels. Eminent educational experts should be included in the inspection terms.

### **3. Upgrading Entry Qualification**

Each year, a sizable number of students with graduate and postgraduate degrees start working as teachers all around the nation. The school curriculum calls for instructors with a strong academic foundation and higher-level abilities for effective communication of course content in order to promptly address the problems of knowledge expansion and the information revolution process. Therefore, it is necessary to

modify the current admission qualification standards. Since graduates and postgraduates respectively make up the majority of applicants to programmes for elementary and secondary teacher education, the current trend likewise points in a good direction. Every year throughout the nation, a sizable number of students with graduate and postgraduate degrees begin their careers as teachers. The school curriculum necessitates teachers with a strong academic background and higher-level competences for effective transaction of course content in order to address the difficulties of knowledge expansion and the information revolution process fast. As a result, the current entry qualification standards must be modified. As most applicants to elementary and secondary teacher preparation programmes are graduates or postgraduates, respectively, the current trend likewise points in a good direction.

#### **4. Enhancing the Quality of Practice Teaching**

The most effective intervention in teacher preparation has been thought to be practise teaching. Currently, neither instruction nor its supervision are taken seriously or consistently monitored. The most widely acknowledged causes of the decline in practise teaching quality are the supervisors' indifferent attitude towards lesson supervision, the practise schools' lack of cooperation and support, the departments' skeleton staffing, which results in a greater reliance on visiting or guest faculty, the wider variations in teaching practises between institutions, and the disagreements among teacher educators on various topics. The discussion above suggests that a few steps should be taken, including scheduling practise teaching after adequate orientation, developing teaching skills through microteaching, orienting to the creation of instructional support materials, orienting to peer group observation programmes, allowing students to experiment with novel techniques, systematising practise teaching supervision through observational schedules, and having follow-up conversations with student teachers.

#### **5. Orientation for Using Culture Specific Pedagogy**

Instead of utilising a single uniform mechanistic method of teaching and learning, the national curriculum framework for quality teacher education and the national curriculum framework for schools both advocated employing culture-specific pedagogy. It is believed that culture-specific pedagogy is the answer to the issue of the variation in information processing capacity of the students living in different parts of the country. Cultural practises such as storytelling, dramatics, puppetry, folk play, community living, etc. should become a strong basis for classroom teaching. Therefore, it is necessary to take some quick actions, such as training teacher educators to apply culture-specific pedagogy in classroom instruction, encouraging pupil teachers to use it at the elementary and secondary stages, and increasing exposure to different kinds of instructional materials and teaching aids.

## **6. Assessment of Training Needs**

In contrast to rural and tribal areas, as well as in some specialised fields like physics, maths, and geography, there seems to be an oversupply of qualified instructors in metropolitan areas. This suggests that an assessment of needs survey at the state level is urgently required to provide a comprehensive picture of the demand and supply of qualified teachers, both geographically and academically.

## **7. Researches and Field Experiment**

The degree whereby research and field experiments undertaken at the organisational, institutional, and individual level and their results are used for further improvement would be one of the key inputs for improving the quality of teacher education. Most elementary and secondary teacher educators don't participate in research activities. The reasons for this include the faculty's low level of motivation for conducting research, their lack of expertise, the lack of dissemination mechanisms like journals, the publication of findings in various formats, the lack of academic and technological support, and their little communication with elementary schools and officials. To get around the mentioned restrictions It is important to encourage teacher educators at all levels to conduct doctoral and post-doctoral research in order to directly contribute to improving the standard of teacher preparation programmes. The MoE and NGOs should offer fellowships, and the government should set aside funds for study leave. On hot topics in research, regular discourses and discussions should be held, and informational bulletins should be distributed to the appropriate institutes.

## **8. Orientation/ Training for ICT Literacy**

Even today, most of our classroom activities are based on "chalk and talk." The in-service teachers must be immediately oriented to ICT in pre-service teacher preparation programmes. The instructor should receive training on how to use contemporary ICT tools, such as CD-ROMS, Hypertext and its pedagogical features, multimedia, CAI, the Internet, and the World Wide Web, among other offline and online electronic resources.

## **9. Professional Development of the Teacher Educators**

The standard of teacher education is directly correlated with the standard of teacher preparation. A master's degree in a school topic and a second master's degree in education are typically required of faculty members at teacher training schools. They are without a doubt excellent in principle, but because there is no course available on teacher-training approaches, they lack the specialised expertise needed to develop future teachers. While learning one subject may be simple, transferring that information to another is a challenging endeavour that calls for many other talents in

addition to subject knowledge. Therefore, before introducing freshly chosen teacher educators to their new career, it is appropriate to give them professional training. In-depth training is required for teacher educators in a variety of areas related to new innovations and techniques, such as microteaching, diagnosis testing, action research, cooperative teaching, using culture-specific pedagogy, constructivist approach in teaching and learning, etc.

### **10. Developing life skills**

Certain abilities known as “life skills” are crucial for personal development and expansion. These abilities let man deal with the challenges and hardships of life more skilfully. These abilities include thinking skills, self-awareness, problem-solving, and creative thinking, decision-making, and critical thinking, interpersonal relations, effective communication, and empathy, social skills, and stress management, and cognitive skills. The main problem is that teacher education is memory-based, meaning that students are not actively involved. As a result, we are deficient in the development of students’ life skills, which are crucial for their overall growth.

#### **Some Effective Strategies**

**Some strategies here to improve the condition of teacher education:**

- (1) The theory and practise study programmes should be rearranged. Some institutions should perform this practical research to determine the course structure that will be most beneficial for achieving the objectives of teacher education. The foundation for rewriting teacher education courses should unavoidably be a thorough job analysis of teaching in our schools.
- (2) The teaching style used in the teacher education programmes should encourage respect among various academic divisions at universities and colleges: Therefore, a teacher education department should run unique, innovative programmes in the following areas: a seminar, a combination of a seminar and discussions with lectures, team teaching, a panel discussion, and faculty-sponsored projects to promote learning across a variety of fields.
- (3) Recognising the institution of education as a standalone entity will be prudent for the development of a professional mentality. Such a facility should have the resources to host a range of extracurricular activities that foster the democratic spirit of respect and camaraderie, such as daily assembly programmes, community service, social work, library organisation, and other extracurricular activities.



- (4) The B.Ed. admissions process needs to be fully systematised, and steps need to be done to make it as impenetrable to manipulation and interference as possible.
- (5) Each state's department of education needs to have a planning division. This department's role should be to control the supply and demand for teachers at different levels of education. This unit may also be tasked with predicting the needs for teachers in other categories in the future.
- (6) It is important to have confidence in the operational schools. For this reason, the staff at teachers' colleges should have a tight relationship with the educational institutions. It is simple to modify the study schedule, the practical work, and practise teaching so that they will have positive effects on enhancing school procedures.
- (7) The teacher education programme should be structured in accordance with the findings of the following research: behaviours of teachers, creating a theoretical framework and an institution theory. Innovative methods of instruction include interaction analysis techniques, simulation, and microteaching.
- (8) In the ordinary university departments, the teacher education department should serve as the hub for research on teaching curriculum and evaluation. It may also be charged with the task of funding outreach initiatives, such as initiatives that bring university academics and the local community together. Scholars from one department to the next should be able to swap freely. This will significantly raise the calibre of programmes for educating teachers.
- (9) There should be more frequent seminars, summer institutes, and research symposia for the professional development of teacher educators.
- (10) The subject of teacher education lacks round textbooks and reading materials, including reference books in Hindi and regional languages.
- (11) There should be correspondence programmes for teacher education, with a stringent admittance process and thorough evaluation procedures.
- (12) To better serve all researchers, libraries must provide complete reference sections that include every journal currently in print.
- (13) In addition to having a strong educational background, linguistic fluency, and ICT training, teacher educators must be well-qualified.

- (14) Stricter requirements should be put in place for affiliation. The selection process must be enhanced, interviews, group discussions, and the common admission test and marks should be established, and NCTE should conduct frequent and thorough inspections.
- (15) The continual ritual of teacher educators' professional development for teacher educators, refresher courses should be held periodically, and research in teacher education should be encouraged.

### **Redefining the role of Teachers in the Digital Era**

The transition from traditional learning methods to creative learning methods is a major problem for education in the emerging digital and knowledge society of the twenty-first century. It also creates strong pressures for teachers to transition from their traditional roles as knowledge transmitters to new ones like facilitators and coordinators. Teachers must be able to adapt to their new tasks and be ready for their new roles in order for this shift to be successful. From being an instructor to a constructor, facilitator, coach, and designer of learning environments, the job of teachers has changed and is still changing. Teachers are today expected to be facilitators who assist students in making judgements about the quality and validity of new sources and knowledge, to be open-minded and critical independent professionals, to be active co-operators, collaborators, and mediators between students and what they need to know, and to provide scaffolding for understanding (Weinberger, Fischer, & Mandl, 2002). Teachers' roles have been redefined, and in order to thrive in this ever-changing environment, they must be able to adapt new practises and tactics to fulfil the needs of individual, unique learners .

#### **1. A Planner for 21<sup>st</sup> Century Careers**

Today's pupils' career options will become more diverse. Rather than following a single static, linear, and prescribed career route, today's young individuals are more likely to pursue multiple multidisciplinary occupations throughout a lifetime, with more options to frame their predictably different working experiences. To prepare kids for a variety of professional paths, we will need teachers who can create learning plans for pupils who are ready to fulfil their potential as a whole person adaptable to whichever career paradigm emerges. Multidisciplinary professions necessitate effective teachers who will design courses and learning units that prioritise the students' abilities. That will need crossing disciplines and moving into new and different employment. Problem solving and thinking. Collaboration and communication must take front stage and create a pathway for all students, not just a chosen few, to navigate this multidisciplinary world.

## **2. An Instructor for Different ways of Learning**

Instead of employing similar tactics for all students, effective teachers in the twenty-first century must construct education that inspires each student through engaging, authentic, and difficult encounters. Teachers explain the topic in a way that students may understand based on their past knowledge and abilities. Because these children learn in different ways and at varying rates, effective teachers differentiate their teachings accordingly. Several well-known high yield instructional strategies that are backed by meta-analyses and allow teachers to differentiate their instruction are highlighted by Robert J. Marzano, Debra Pickering, and Jane E. Pollock (2001) and John A. C. Hattie (2009). Effective teachers can investigate these tried-and-true tactics to determine those that are most suited to their subject area, grade level, or instructional goals.

## **3. A Technology Designer for Learning**

Technology will increasingly be used to aid in the execution of these tactics in the future. We believe that there will be a greater emphasis on teachers' technological-pedagogical content knowledge (TPACK), which will include knowledge integration across all three essential components: technology, pedagogy, and content. Designing technology-integrated learning will continue to be critical. Teacher-related characteristics such as confidence, attitudes towards technology integration, and desire to implement a change involving technology use to improve student learning (Levin & Wadmany, 2008) are characteristics of the best teachers of the twenty-first century.

## **4. New Relationships and Practices**

It is their responsibility to provide guidance to students as they develop and mature, assisting them in integrating their social, emotional, and intellectual growth so that the union of these occasionally disparate dimensions yields the abilities to seek out, comprehend, and use knowledge, to make wiser decisions in their personal lives, and to value contributing to society. In actuality, this new dynamic between teachers and students manifests itself in a distinct notion of instruction. When teachers give their students a say in the structure and subject matter of their education, they become more engaged in what they are studying and put more effort into developing their own learning strategies and lesson plans.

## 5. New tools and Environments

The primary goal of education nowadays is not to impart knowledge to students, but rather to assist them learn how to apply it by fostering their capacity for critical thought, problem-solving, sound judgement, and knowledge creation that benefits both them and society. It is necessary for the school's organisational structure to change in order to recast the interaction between students and teachers. The practise of team teaching, in which two or more educators share responsibility for a group of pupils, is one of the most significant advances in instructional organisation. This implies that a teacher is no longer required to be everything to every student. With this strategy, teachers are able to use their strengths, interests, talents, and abilities to the fullest extent while also knowing that students won't be harmed by their deficiencies because someone else is supporting them with a different set of capabilities. .

## 6. New Professional Responsibilities

Teachers are not just re-evaluating their basic job as managers of student learning, but they are also assuming additional roles within schools and throughout their profession. They are trying to establish precise and attainable criteria for the knowledge, skills, and values we should expect America's youngsters to learn, in collaboration with co-workers, family members, legislators, academics, community members, employers, and others. They are taking part in daily decision-making in schools, collaborating to set priorities, and resolving organisational issues that have an impact on the academic performance of their pupils. Additionally, a lot of teachers invest time in learning more about the dynamics that students experience by conducting research on a range of issues related to educational efficacy. To ensure that recent graduates of education schools are actually prepared for the difficult difficulties of today's classrooms, more and more teachers are investing time in mentoring prospective members of their profession.

## Conclusion

All efforts must be made to inspire teachers to become inventive and creative since they serve as the centre of gravity for the school system as a whole and are the primary catalyst for bringing about desired changes in the way students are educated. The key to ensuring the quality of education is to hire qualified teachers, as evidenced by the output and result quality. Building a high-quality education is difficult without qualified, capable teachers. However, without the right environment to support them, a certified, competent teacher will not be able to perform their job in an appropriate way. As a result, on the one hand, we must constantly raise the calibre of instructors, and on the other, we must create the right environment for them to work in.

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