

## **TEACHER EDUCATION IN INDIA: QUALITY AND CHALLENGES**

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### **Abstract**

Right education is that which teaches the student the art of facing the realistic and complex problems of living real life so that he can feel the vibrations of life. Teaching is the heart of the body of education, the vibration of which gives the impression of education being alive or dead. The involvement of the three poles of education, teacher, learner and curriculum, is completed by the teaching process. Teaching process is a continuous developmental, professional social interaction, as social, economic, political and educational changes took place in the gradual development of human civilization, so did changes in the teaching process. Education is a dynamic process and it becomes imperative to bring changes in teaching with the passage of time. The implication of this discussion is that the responsibility of proper education is the shared participation of the teacher, learner, school, society and the entire community. To achieve the objective of education, it has become very necessary to understand teacher education, bring change. The ideological inertia prevailing in the field of teacher education has to be removed. Teachers themselves also have to make a clear concept of right education useful for right life. The nature of teacher education should be such that the teacher can become contemplative and can also lead his students in this direction.

**Keyword:** Education, Teaching, Community, Social, Economic

### **Introduction**

#### **Challenges needed to improve the quality of teacher education**

The success of teaching depends on the coherence of the three, the student and the content, the teacher is a reflective person, and it has an important place in the educational process. To make a successful teacher, teacher education can be made effective under an effective and well-planned system. The first responsibility of teachers is that they should not learn by being insensitive and inert intellect, they should not nurture only theoretical and rote knowledge. Often the concern of teachers is how to complete the syllabus? How to teach different subjects? How to get good

marks in the examination, how to increase the pass percentage of students etc.? But this thinking is mechanical and insensitive, which sees education only by passing the examinations or rather it sees education and examination as synonymous with each other.

Right education is that which teaches the student to face the harsh, realistic and complex problems of life so that he can feel this vibration of life and become able to understand all kinds of questions. So that instead of justifying it, understand it and try to get out of it.

The responsibility of proper education is the shared participation of teacher, learner, school, society, community. The ideological inertia prevailing in the field of real education should also be removed. Acharya Rajneesh has said that "The real education in my view is that in which there is a very burning fire of rebellion. A teacher who does not have the fire of rebellion in him will be an agent of some policy, selfishness, society, religion or politics. There should be a burning fire within the teacher of rebellion, of contemplation, of thinking. It is also worth considering the fact that those who are bound in the scriptures are cut off from thinking. Solutions are important to them and to whom problems are important, they go on the path of thinking. In the context of primary education, we have to pay more attention to the problems than the solutions. It is necessary to raise questions. If questions arise, then the thoughtful process of finding answers will start.

Teachers are not able to understand their teaching. Teachers are not able to feel their dignity themselves, they consider themselves to be a part of such deprived, oppressed, exploited section of the society, whose respect, dignity is only associated with National Teacher Awards. They are able to rise in their own eyes only after getting the President and other awards, otherwise they do not see their place more than a helpless helpless creature. Teacher's mentality, administrative, social and educational systems are responsible for this whole system, which like students, teachers also have to grapple with the distinction of success and failure. In fact, the success of teachers depends on their good work and not on competition, which creates unrest and jealousy. If we think deeply in this context, it is realized that the systems related to teacher education are constantly putting pressure on the teacher trainees and emphasizes on better results rather than better process. Teacher education is also lying in the form of marks, grades, grades, percentages,

whereas the main purpose of any teacher education is to provide opportunities for full development of teacher education. Such abilities are to be nurtured in the teacher trainees which will help them in making them a true and effective teacher. Teacher is one of the main issues in the challenges that what should be the nature of teacher education? Generally, the entire curriculum of teacher education is divided into specific sections of knowledge and presented in front of them. Whether it is the philosophical basis of education, social or psychological, foreign research and foreign interpretations dominate all. Indian thought and thinkers find some place in the philosophical perspective. But in psychology, there is no smell of such theory or explanation which is derived from Indian soil. If we accept that social, national and to some extent international concerns work in determining the objectives of education, then these concerns have to be understood in the Indian context itself. If we keep looking at 'Sa Vidya or Vimuktaye' only by connecting it with spirituality, then we will not be able to get acquainted with many concerns hidden in the meaning of the sentence.

Today, certainly the number of teachers has increased manifold in India, many great experts have been prepared in engineering, and medicine, economics and various fields, there have been remarkable developments in every field to make life happy. Many methods and techniques have developed in the field of teacher education, but human values have also declined in this shining pillar of development. Today there is more education than last century, there is school, there are experts, there are more teaching methods and techniques, but today there is more disturbance than any century, there is more sorrow, there is more pain, the root cause of this is education without culture, teaching process based on great moral values The alienation from him, the blunting of the teachers' intuition and the drying up of the seeds of revolution in him, through which he had the ability to give birth to a great ruler and governance system like Chandragupta.

The ancient ideals of teachers and the present irony are getting entangled instead of solving the traditional noble goal of education and contemporary education. Today's education is based on ambition and competition. Teacher education is no exception to this. Competition based education has only included the person in the blind race of development. Due to which today's education could not be life-giving. Today teachers teach ideals in their class but do not teach to

make a person subjective. Till now the teacher has not reached such a stage that he can tell his student that you become the way you are. Why does he want to make his students like Ram, Krishna, Gandhi, Vivekananda? As if every student is born to be something else. The basic meaning of education changed that "education is to bring out the inherent power of the child".

The present era is the era of information revolution. Information is of utmost importance in today's education. Education is cut off from the life around. Today's students know the names, species, species of trees and plants, but they cannot recognize whether it is Amaltas or Palas. Identity education is being given everywhere. Education is not the mere accumulation of information in the mind. This kind of theoretical education is a burden. The sharing of experiences during B.Ed training brings out the seriousness of the point that during the training we teach our students Pavlov, Skinner, Piaget, Bruner and other foreign theories, they seem to be dying within our classrooms. Many times such incidents happen which are neither possible to explain nor can be theorized according to any familiar principles, then why study only such theories which are the real condition of a common Indian child, Do not succeed in understanding the image, its psychology in presenting it, its inner conflicts.

A major feature of Indian schools is multilingualism. Every child in India is multilingual. This multilingualism is not a hindrance in the cognitive development of the students but a tool. It is also well known that language education is not limited to language classes only, it is necessary to give linguistic knowledge in mathematics, science, social science classes also. Therefore, during the teacher training, the trainees continue to study language teaching, functions of language, language and authority, language and gender, language and others continuously.

After the enactment of the 'Right to Education', the responsibility of teachers increases even more because the constitutional aspect of education has become relatively strong. Education now needs to be seen in this new constitutional context. Therefore, there is a need to redefine the right to education and all its implications and the role of teachers in the curriculum of teacher education. Teacher trainees should be prepared in such a way that they develop the ability to honestly discharge their well-defined and defined roles.

Another challenge of teacher education is the policy of inclusive education or inclusion. This concept of inclusive education must also be included in the curriculum of teacher education. When we talk about inclusion, we are actually talking about including every child in the general stream of education and not just children with special needs. This direction and ability will have to be developed for thinking in the teacher-trainees that how the child of every class should be included in the main stream of education? Sensitizing the teacher trainee to the specific characteristics and specific needs of each child will also be a necessary challenging task to improve the quality of teacher education.

### **Necessary Curriculum for Up-gradation of Quality of Teacher Education:-**

To upgrade the quality of teacher education, it becomes necessary to improve their curriculum so that teacher trainees can be made aware, sensitized about the changing scenario of education. In the curriculum, emphasis should be laid on the practical side rather than the theoretical side, for this it is necessary to have the following facts in the curriculum:-

- (i) The curriculum should be such that the teacher trainees are acquainted with the harsh reality of Indian society, school and classroom. The curriculum should be designed in such a way that the teacher trainees can closely observe the psychology (mind and behavior) stress, pressure, anxiety and characteristics of Indian children.
- (ii) Teacher trainees can decide their own implications for themselves by analyzing the right to education in the Indian socio-cultural context.
- (ii) The curriculum should be such that the trainees themselves can examine the various principles of education concretely in the classroom processes and identify effective measures for themselves.

During teacher training, trainees should also be made aware of how they can provide good education by observing the social, economic, cultural, family and linguistic background of their students.

The trainees need to be trained in such a way that they can understand clearly and deeply the concept of individual difference as well as the psychology of the group.

(v) During the training in teacher education, such a curriculum should be ensured that the trainees can understand their role in the changing scenario of education, teacher school and changing society.

(iii) Allow the trainees to formulate their own principles for their classes.

(ii) The curriculum of teacher education should be such that the trainees, being familiar with the new techniques of effective teaching, can define, and modify them according to the needs of their class.

During the training itself, the trainees should also be taught that they can do effective teaching work with equal enthusiasm in all types of school situations, whether in rich or poor condition.

To achieve the above points, it is necessary that the student teachers should be taken out of the training centers to the actual classrooms where they can see more and more examples of individual differences as well as they will be able to get acquainted with the school system, education system. Students should also go to such a place where it is not easy to come, where water drips in the rooms in the rain, where there is no electricity, no winter, summer, there is a simple way to avoid the rain, it will not be easy to decide the real meaning of education until the whole of India There will not be an opportunity to see and understand the geographical, cultural, economic conditions of different parts, till then the definition of education will be engraved from books or discourses.

Keeping in view the right of children to quality education, the need is felt for teachers who have a critical understanding of society and the world and who can cope with the current educational stagnation and explore appropriate, practical alternatives.

### **Conclusion**

After the above discussion, it can be said that for quality education, there is a need for such alert, committed and contemplative teachers who can not only critically review various aspects of school activities but can also efficiently implement these activities in the classroom. Therefore, the nature of teacher education should be such that it can establish education as a revolution. The nature of teacher education should be such that the teacher can become contemplative and can also lead his students in this direction. The ability to discuss is important for both the teacher and

the learner. The curriculum content and teaching art of teacher education should be amended in such a way that teachers can open the doors of better education for the students in all kinds of situations, rich and poor, urban and rural. They also have to inculcate the consciousness of accountability towards their business. For this the teacher has to believe in himself. You have to refine and sharpen your abilities.

This scenario emphasizes on practical method rather than theoretical knowledge. We do not move from theory to practice, but make our own principles from practice. In the classroom, the doors of practice, which have died on the ground of the harsh reality of the theory room, should be re-created and create new theories anew.

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