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Reinvigorate of Teacher Education Programme in 21st Century India- Trends, Issues, & Challenges

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Abstract

The present paper intends to highlight the issues and trends, challenges, and their impact on current teacher education programme throughout our country when we coming with a powerful document NEP-2020. At the same time, the study also focuses on the need and significance of the newly designed programme with the name of 4-year integrated B.A and B.Sc. or ITEP by NEP-2020. Along with the above the author also tried to make valuable suggestions for improvement in the present status of teacher education in different sectors. To explore all these above facts five objectives are framed along with the same number of research questions. After a critical analysis, we find that the present issues are very serious and need to be addressed positively, also govt. of India-made documents like NEP-2020, NCFTE, etc., and policies made by the government are praiseworthy but the implementation level is not at all fruitful at the grassroots level it is mainly because of the mushrooming number of private institutions and their irresponsible implementation strategies. For that we have made some suggestions for up-gradation and change of the present implementation situation for teacher education situation like: strict implementation of curriculum and practical based internship component in teacher education, formulation of proper welfare schemes for the prosperity of teachers working rigorously as a social engineer, in the private sector also these should be monitoring time to time digitally.

Key Words: Teacher Education, Issues and Challenges, and Trends on Teacher Education.

Introduction

The teacher is the backbone of the education system and Teaching has been one of the oldest respected professions in the world. The National Council for Teacher Education and University Grant Commission are continuing to undertake the responsibility of very efficiently conducting and implementing the 'Teacher Education' system of India, in which they are pursuing the challenges of Indian society and changing worldviews. Irrespective of the duration of Teachers Teacher Training, it must incorporate self-learning, classroom learning, class observation & practice teaching at DM School, and internship. The learning objectives of the self-learning component are well spelled out and learning outcomes are tested. The other three elements will be in modules or semesters. A one-year apprenticeship in a live school under mentor teachers as part of an overall training program will be essential. During the apprenticeship, the trainee will observe classes by peers, by experienced teachers and prepare comprehensive learning notes which will form part of the documents for assessment. They will conduct observed and unobserved live classes. Mentors report will also form part of the assessment. A teacher must be fully familiar with the ecosystem of a school by the time she joins her profession. The aforementioned truths express the terrible need for a correct and responsible teacher education. "Numerous empirical studies conducted by social scientists have established a strong correlation between education and national development; all attach utmost importance to education as an effective tool in reducing poverty by building a viable workforce capable of competing in an increasingly competitive and global economy" (Jomtien, 1990, Delors, 1996, mdgs, 2012). The present paper aims to analyze how to improve the teacher education quality in India by focusing on the present issues and challenges in teacher education and recent trends in the field of Teacher education field.

Current Statistics of Teacher Education

Studies carried out by the World Bank indicate that the total number of teachers in the world currently exceeds 85 million. Another study by UNESCO has indicated that the number of teachers worldwide has increased by 50% between 2000 and 2019.

Also, we should know that India is home to one of the latest educational systems in the world. Yes, it's correct, As per the latest statistics that have come in, the country is home to more than 97 lakh teachers at the school level alone. Given such a large number of teachers, one can only imagine the supergiant that India is in terms of educational numbers.

The Review of Literature

There is however much literature that reveals current methods and practices in Indian universities and colleges regarding teacher education in college and universities, so at this juncture, many researchers

have studied in India recently; we can take themselves as a guide for this study:

NCFTE (2010) etc., the Teacher education curriculum and regulations have witnessed a paradigm shift in recent years. However, some of the problems have also been there like updated curriculum, duration and quality of internship, in-service teacher education, lack of practical aspects, and teacher education through distance mode are debatable issues. This paper deals with some policies, problems, and proposed suggestions for teacher education.

NCF (2005), It's a challenge for every nation to provide well-prepared and effective teachers; it is an area of concern for degrading values and questions about the purpose and goals of education for society; and it is a research problem involving educational issues, concerns, questions, and conditions. In India, during the quest of this reforming and restructuring and in the light of various policy papers and documents.

Sheikh, (2017), To achieve such traits there is dire need of quality teacher education. Teacher education is concerned with policies framework and procedures and endowment which are designed to provide information, knowledge, attitudes, behaviour, and skills to prospective teachers to perform their task effectively in the school and society. India, being the world's third largest education system, is among the largest system of teacher education in the world.

Sharma (2012) emphasized the need for ICT in the professional growth of the teacher and determining the global economy. The rise in sub-standard institution Teacher education is the cause of such emerging problems and mismanagements.

Desai (2011) Several insufficiencies in the teacher training programme in India have been identified. This situation arises because the organizers of the teacher's training programme are not aware of the present problems in schools. Thus, it creates a problem in matching the work schedule of the teacher in the programme and school adopted for teacher preparation in a training college. It, consequently, results in the incompetency of pupil-teacher in the area of teaching skills. As DIETs are facing problems of non-availability of qualified faculty. The working faculty does not possess qualifications or experience in elementary teacher education.

Sharma (2015) Identified various problems prevailing in the education sector where the major challenges are the lack of quality research work, shortage of faculty and high student-faculty ratio, the gap between the supply and demand of teachers, inadequate infrastructure, and poor supervision in teacher education institutions.

Eysenck (2001) Stress occurs when the perceived demands of a situation exceed the individual's perceived ability to handle those demands." Occupational stress has also influenced the professional growth of teachers. Occupational stress takes place when there is a disparity between the demands of the environment and an individual's capability to carry out a task.

Nagra (2013) found a moderate level of occupational stress among teacher educators. The major causes for stress among teachers are excessive working hours, excessive workload, changes in curriculum and

courses, rising class sizes, changes to assessment and testing requirements, poor management, workplace bullying, risk of violence from pupils, parents, and intruders, lack of control over the job, lack of job security, the burden of providing cover and lack of public esteem.

Objectives

The present study addressed with the following objectives:

1. To make some feasible suggestions for sustainable development in teacher education in the 21st century
2. To analyse the need and significance of teacher education in 21st-century India
3. To study trends in teacher education programme in the 21st century
4. To highlight different issues and challenges in teacher education in 21st-century India
5. To focus on emerging development and improvement

Methodology

The descriptive survey method was used in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with a better understanding of the perceptions of stakeholders (Hittleman & Simon, 1997). Through this method, information about conditions, situations, and events that occur in the present can be obtained (UNESCO, 2005b). Therefore, in the present study, the investigator used this method to explore all possibilities to measure the current challenges, needs, and other features and principles during the implementation of current teacher education according to NEP-2020 by educational institutions to overcome the present obstacles faced by universities and colleges during organizing teacher education programmes.

Secondary Data Collection

The sources of secondary data were the published and unpublished reports. Data from secondary sources were gathered from Wikipedia, books, articles, journals, NEP-2020 published reports and government documents, and quantitative information about teacher education, value in curriculum, implementation procedure, and integration system. The secondary sources like books, journals, articles, etc., also provided a picture of the actual educational scenario of current problems under NEP-2020 for teacher education programme in the universities.

Issues and challenges of teacher education:

It is unanimously accredited that education is an actual means for social rebuilding and to a great extent it offers explanations for the problems a society is faced with. These difficulties may be economic, social, cultural, political, moral, ecological, and educational. Since teachers play a main role in the education of children, their education becomes a matter of vital concern. Various issues and challenges in the way of teacher education are following:

Unskilled pupil teacher.

Insincere practice teaching.

Defective policies central and state
**government on shaping teacher
education program**Lack of amenities for professional
development**The problematic situation in the
monitoring of teaching.**Lack of knowledge in content and
pedagogy of teachers.**Lack of state-of-the-art practices.**No standardized set up of the teacher
education department**Insufficient financial grants.**

Less scope for financial growth

Lack of incentive

Lack of continuous monitoring

Lack of proper distinctive regulation

Negative attitude

While teacher training is essential now as suggested by NEP-2020 and many policies in our country, several challenges in this implementation path may be addressed for a fruitful implementation. Now as data provided by NEP- 2020 and NCFTE one of the significant challenges is the shortage of qualified, trained, and skilled teachers. There are not enough skilled trainers to train all the teachers who want to be skilled, which can result in poor-quality of training at the grassroots level. Another challenge is the lack of unified and standardized training programs but now NEP-2020 suggested ITEP the fruitfulness may be measured shortly. There is a lack of a uniform curriculum for teacher training in our country, which can result in inconsistent training quality and content. Additionally, some training programs may not be relevant to the specific needs of teachers or may not address the challenges teachers face in their social context. Some of the limitations are as provided above in the box.

Emerging Development and Improvement:

We know that Pre-service and in-service teacher training programs are the two foremost categories of teacher training programs in India. Teacher professional development programs are often referred to as in-service teacher training programs. This aspect of in-service teacher education was highlighted in several policies of our country. As teacher educators, we cannot overlook these improvements in our field. A knowledgeable person exudes confidence and is valued by his or her peers and pupils. If a teacher stays current with changes in his or her profession, they will be able to reply to student questions more effectively.

Nowadays in the teaching education field, many novel and valuable improvements are seen in world perspectives, like presenting new methods, techniques, practices, or new or changed products and services. Therefore, we should carry out all the above discoveries, novelties, or experimentation

related to teaching-learning, training, and management of schools to recover the efficiency of the institution to overcome problems and difficulties faced every day.

Now teacher has to perform numerous roles in this current emerging society like encouraging, supporting, and facilitating teaching-learning situations that enable trainees (students) to discover their talents, realize their physical and intellectual potentialities to the fullest, and develop character and desirable social and human values to function as responsible citizens.

Trends of teacher education programme @ 21st century

Following are the new trends in the teacher education programme

Introducing 2yr B.Ed. courses.	Introduction of 4yr integrated B.Ed. courses.
Introducing ITEP	Introducing 3 year integrated B.ed.-M.Ed. course.
Increasing seats from 50-100 and also 200 seats to fulfill the present scarcity.	Addition of OCSD (Optional courses development) @ B.Ed. curriculum to develop self- sufficiency of teacher trainees
New methods, techniques, and approaches of teaching like the constructivist approach 5E's Model	Extension of internship program up to 12 Week
An internal assessment program is introduced	Entrance test is introduced to test real ability and potentialities and take admission in teaching training
More emphasis is given to the training program of teacher educator	Focused on field visits and study tours to enhance real exposure to trainee

Need and Significance of Teacher Education @ 21st century India

Following are some of the needs as well as the significance of teacher education at this time for sustainable development:

Prepare teachers as a trustable agent of modern world in the Indian educational industry	Enable & empower teachers for the protection of human rights in educational institution
Empower teachers with suitable managerial and organizational skills	Imbibe feelings within teachers to become committed and competent full time teachers
Creation of aptitude attitude & different necessary skills to become an effective teacher	Make them aware about critical awareness about the social realities among teachers
Make them a good and responsible human with rational thinking	Enable them to love the students and have compassion for teaching

Suggestions for making the programme sustainable

Following are some of suggestions for best practices of this programme in different higher education institutions

1. The component of the syllabus should be equally importance to both the theory and practice. Which will be goal- oriented and helpful for teacher trainees. Teachers' jobs should be comprehensively analyzed and accordingly recasting of courses in teacher education.
2. An ideal teaching-learning in the teacher education field should be introduced that inspires the stakeholders with a sense of humor and followed by different higher education institutions: At the same time comprehensive and innovative programmes like Seminar, lectures, team teaching panel discussions, and many other along with projects sponsored by the faculty members for improvement of learning in various spheres.
3. For developing a proper professional attitude among trainees, it is advisable and praiseworthy to recognize the training department/college as a unit in itself. That department should be equipped with all the facilities for organizing various types of training activities such as daily prayer assembly, social work, library organization, internship, and other curricular activities, which promote the spirit of teaching and mutual appreciation and fellow feeling.
4. Reorganization of admission procedures for B.Ed. should be completely systematized and steps

should be taken to make it crystal clear against tempering as far as possible.

5. The State Education Department should be a planning unit in each stage of teacher education. The department should rigorously regulate the demand and supply of teachers at various levels. This department can also be given the responsibility of projecting future requirements of teachers in various categories and suggesting to the govt.
6. It is a great problem in our country the absence of DM schools, so at the time of opening a teacher education department, a demonstration Multipurpose school should be made an integral part of the department, with definite facilities such as laboratories, libraries, and other important audio-visual and digital equipment. Special assistance should be given for running an experimental school and holding practice teaching sessions in various schools.
7. The internship allowed schools to be taken into confidence. For this, a meeting should be arranged between the members of the staff of teacher training colleges with the school's teachers. The course of studies and the practical work and practice teaching during the internship should be emphasized in a way that they will have useful implications for improving school practices and minimizing the burden of the teachers.
8. Teacher training colleges should provide importance to the cream areas as innovative teaching such as microteaching, simulation, and interaction analysis procedures.
9. The teacher education institution should be provided autonomy with particular reference to teaching curriculum and evaluation. Other responsibilities like sponsoring programmes, the exchange of scholars from one college to the other. This will improve the quality of teacher education programmes immensely.
10. If we think of seminars, summer institutes, and research symposia at more frequent intervals for the professional growth of teacher educators its new and beneficial.
11. Adequate provision for reading and digital resources like reference books, journals and e-library with multifaceted facilities. E-subscription of books and journals etc.

Conclusion:

Teacher training is in critical quality and condition in India, \while there are numerous challenges in this field, also many opportunities avails in the world of education in the era of globalization to improve the quality of teacher training. Therefore all the stakeholders government, private organizations, and civil society need to work together to address these challenges, issues, and emerging trends to create a system that provides quality teacher training at the grassroots level. Only then can we ensure that every child within the four-wall room in India will receive a quality education in the 21st century. However, many efforts have been made to discourse these challenges. For example, the government has established training institutes such as the North Eastern Regional Institute of Education (NERIE) and the State Council of Educational Research and Training (SCERT), newly launched programme like ITEP to train teachers in better perspectives. These institutes offer training programs, including in-service, pre-service, refresher, and induction training for the new India. So, teacher

education programme needs comprehensive reform and restructuring of curriculum and needs to be revised according to the changing needs of 21st-century society.

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