

# Teacher Education in India Standard and Performance

**Rimmi Datta**

Lecturer Suniti Educational Trust B.Ed & D.El.Ed College, Kalyani,  
Nadia, West Bengal, India.  
rimmidatta3@gmail.com

**Prof. Jayanta Mete**

Professor, Department of Education, University of Kalyani, Nadia, West Bengal, India  
jayanta\_135@yahoo.co.in

## Abstract

Our teacher education system should be aligned with global standards. For the future of the country, imperfections in planning, regulation, policy, and organizational structure must be taken into account in the space of teacher education. Teachers must renew faith in the very sense of the teaching profession. Another major determinant of quality is the curriculum, which must be regularly improved and refined to ensure that our teacher education system is in line with global standards. The role of teachers in taking care of teaching-learning varies accordingly at different stages of education. Quality improvement is the practice of survival for any institution in this age of globalization, liberalization, and privatization for which educational institutions cannot escape this global phenomenon. The quality of any teacher education institution can be improved by a significant improvement in the approach to teacher training. The success of any educational reform is commensurate with the quality of the teacher education program. The success of any teacher education program depends largely on professional development and quality teacher education. This can only be possible if the components, which are related to teacher education, take the matter seriously and with determination to improve professional development. This effect of quality management can help customers achieve quality in a variety of areas while maintaining a certain standard of satisfaction, accountability, reliability, and thus excellence. The study also discusses the quality of teacher education and its various dimensions.

**Keywords:** Quality, Excellence, Teacher Education, Problems, and Measures.

## Introduction

In India, primary and secondary teachers are trained in universities and education policy is focused and implementation units such as the Ministry of Education and local education centers also play a fundamental role in education policy, program design, and practice. The role of quality teacher education in quality school education was praised by Parliament and an Act was passed in 1993 to establish the National Council of Teacher

Education (NCTE) as a legislative body. The comprehensive mandate given to the NCTE is for the planned and integrated development of the teacher education system across the country, for the regulation and proper maintenance of norms and standards in the teacher education system, and the matters connected with it. Parliament approves the Education Act and directs guidelines on all practical matters, including the Ministry of

Education, teacher training, and the major financiers of the sector. India does not experience a shortage of teachers, but there is a shortage in some areas and places, especially in remote areas like mathematics and science. Quality and excellence in education are some of the major initiatives of the Government of India in its schemes. The Government of India focuses on the quality and excellence of higher education and teacher training to achieve good results at all levels of education. Managing teacher education is a difficult task as there are so many variables in the teacher education program that people are trained in teacher education courses at different levels. There are four types of teacher education institutions:

- (a) Government-managed,
- (b) Examining body managed,
- (c) Government-aided and privately managed
- (d) Self-financed and privately managed.

Instructs teacher education policies and procedures to equip teachers with the knowledge, attitudes, behaviors, and skills required to effectively fulfill their responsibilities in schools and classrooms. Teaching requires a strong balance of material resources and quality teaching, and specialists deserve to be pushed forward into structured, multidisciplinary, and university-specific four-year subject programs. First, teachers are often scholars or pastors, with no formal training in how to teach skills. Many believe that “the teacher is born and not created”. Until the rise of education, “knowledge of art and education” as an accepted discipline, teacher training was important. However, education is a “science” that is taught or “born” as a teacher. That is, it has been accepted since the 19th century that a person must be taught. Qualification for some of the qualities as a teacher: knowledge of the subject, knowledge of teaching methods, and practical experience in the use of both. Most educational programs for teachers today focus on these topics. However,

the inner trait of the individual is also an important factor in education. This is where everyone can be born or taught, and what qualities the teacher’s character needs is also a matter of debate.

### **Objectives Of The Study**

- To study the different aspects of the teacher’s education program.
- To know the methodology adopted for such developmental programs by society.
- To study the educational implications of both society and parents in developing quality-based teacher training institutions.

### **Definitions Of Terms**

**Quality** :Quality is often not measured at all but is appreciated intuitively. One’s response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty, and values in our lives.

### **Teacher Quality**

Teacher quality refers to the characteristics that teachers possess and teaching quality refers to what teachers do in the classroom to foster student learning.

### **Teacher Education**

Teacher education includes policies and practices intended to allow potential teachers to read, recruit, execute and learn to carry out their duties in the courses, schools, and the broader community efficiently.

### **Literature Review**

Imam A. (2011) conducted a study on “Quality and Excellence in Teacher Education: Issues and Challenges in India.” This article summarizes teacher education and assessment in India and discusses the questions and challenges of teacher education. The researcher studied that quality and excellence in the field of education is a major initiative of the Government of India in its plans. To achieve the result of enhanced quality at

all levels of education, the Government of India has focused on quality and excellence in higher education and teacher education. Refers to several studies related to teacher behavior in the classroom environment and subjects of choice. Results of various papers and articles and some interviews of teachers. Various schools and colleges have demonstrated that some things may be irrelevant in the Indian context, whereas others may be required to reflect on good education in India. Besides, the potential use of teacher profiles for staff development and educational improvement has been explored.

Sharma P. (2016) conducted a study on “effective quality management of teacher education.” The researcher studied that quality service is essential in globalization. For quality assurance of teacher education institutions, NACAC and NCTE have entered into a Memorandum of Understanding (MOU) to implement the process of assessment and accreditation of all teacher education institutions under the provisions of NCTE. Therefore, there should be flexibility in approaches and methodology for the assessment of teacher education institutions. The quantitative expansion has been done with qualitative deterioration. Every teacher should do action research for the qualitative improvement of the class teacher.

Sain and Cover (2014) highlighted “Teacher Challenges and Quality of Teachers in India in the Current Indian Education Situation” for teacher educators, teachers, graduate students, researchers, policymakers, and those who want to improve teacher education for the future. The researcher’s article aims to create a new knowledge base for ongoing discussions and contributions to the challenges and quality of teacher education that can make every effort at different levels for teacher quality and development in different parts of the world. To meet the many

challenges of teacher education in the age of digital technology and globalization, this article will facilitate the search for new teacher education in the future. Researchers have found in their study that teachers help young people take responsibility for mapping their learning paths throughout their lives. Teachers should also be able to take charge of their learning paths. Like members of any other profession, teachers have a responsibility to develop new knowledge about education and training.

## **Discussion**

### **1. Meaning Of Quality Of Education**

Despite the importance of “quality” as a motivating factor for educational planning, attitudes toward quality may vary. Mostly in the literature, the term “quality” is used differently to mean, considering the willpower of the various educational goals and methods promoted under the banner of merit. Clear or implicit, the vision of the quality of education is always embedded in the policies and programs of the country. Education systems vary in that they emphasize a single philosophy or a combination of five goals:

#### **1. Education quality as exceptionality:**

Excellence is a way of approaching education; quality education is related to education, and students should be encouraged to reach their full academic potential.

#### **2. Education quality as consistency:**

The equality approach that drives education requires appropriate experience for quality, providing a cohesive experience across systems in schools and classrooms.

#### **3. Education quality as fitness-for-purpose:**

Refinement and perfection in specific areas is the aspect that shapes the system. Students are considered ready for a specific role in quality. Emphasis is placed on educational experience.

#### **4. Quality of education as a potential for transformation**

The vision that motivates education is social or personal change. Quality education provides a driving force for positive changes in society and the individual. Education promotes social transformation. (Sharma, 2006)

One way to examine the quality of both research and literature on program implementation is to examine the relationship between different 'inputs' and students' achievement criteria or 'output.' Results are usually the result of a performance test, assessment, or the end of a cycle. Inputs include various factors: infrastructure and resources, quality of learning environment, textbooks, teacher readiness, teacher return, supervision, attitude and motivation, educational climate, curriculum, physical well-being of students. Students and family and socio-economic context. Another method of quality checking is to measure the effectiveness of the system. Educational skills are measured internally, entirely by dropout and repetition rates. Skills are also measured by an examination of academic results or dropout productivity. It is measured in terms of wages or agricultural returns linked to the educational level of an individual or community. This subject/ literature has a long history, primarily in the economics of education, and is often used as an indicator of the quantity of education. Skills learning provides organizers with the necessary information, but the approach to what constitutes school values without a simultaneous analysis of the dynamics among the causes of the numerous school processes that motivate students is relatively low. To stay in school and gain valuable knowledge and attitude. To study a more advanced approach to quality, the emphasis is on the content, context, and relevance of teaching. This approach to quality focuses on the process in the educational institution and the classroom and the relationship between learners

and the surrounding community. More attention is being paid to how inputs communicate at the institutional level to shape the quality of education, defining the elements of knowledge and character that are valued among young people in society.

#### **2. Quality & Excellence In Teaching**

The teacher passes on his or her knowledge to the students. Teacher aptitude, intellectual skills, emotional skills, maturity, ability to manage students individually and in groups, motivation, aspirations, attitudes, and the ability to learn values and behaviors are some of the inputs that a teacher brings into the learning process. Teacher quality and pedagogical leadership power are recognized as the greatest determinants of academic success. Quality education has a measurable effect on student outcomes. There is a lot to celebrate in the teaching profession in India. Our teachers and university leaders have an impact on our society. The quality of teachers affects all levels of education and lifelong learning in their school, starting with the attraction to the profession. To improve equity in academic outcomes, quality teachers need to work in most schools, including remote and underprivileged schools. Steps need to be taken to improve the quality of teachers and school leaders:

- Attract the best and brightest entrants to teaching;
- Train our future teachers through world-class pre-service education;
- Place quality teachers and school leaders in schools where they are needed most;
- Develop teachers skills and knowledge through ongoing professional learning; and
- Retain quality teachers and school leaders in our schools. (Raina, 1995)

#### **3. Role Of Teachers In Promoting Quality Education**

Good education results from the interrelationship of many factors, the most important of which is how teachers teach any improvement, keeping in mind the quality of teachers and the improvement in the quality of teachers. The quality of teachers, their teaching, and their development is at the heart of the concerns of researchers, decision-makers, program designers, implementers and evaluators. In both developing and industrialized countries, in the past, teachers have been unable to make responsible decisions about their practice as semi-educated workers. They should follow instructional measures, higher scripts, and strict teaching methods. Teachers received information on how to make improvements through “experts” through a little institutional follow-up central workshop for their professional development. Many education systems have promoted active learning approaches for teachers, and important changes are underway. If teachers can become thoughtful practitioners using active teaching methods in their classrooms where students learn through problem-solving, complex communication, inquiry, and high leadership skills, teachers must learn and improve in professional development programs that use only these approaches. is and is not a model or advocate. The emphasis on empowering teachers comes from different origins. The notion of reflective practice assumes that teachers are professionals capable of reflecting on school and classroom conditions and, therefore, can make numerous decisions concerning teaching and management. Style. Even in the face of low teacher readiness, this view rejects the idea that teachers should follow strict rules, despite their inability to make independent decisions, while in some developing countries, teachers have minimal preparation and minimal resources, reflective practice, and informed choices. While somewhat challenging the notion of the ability to do so, the more prevalent view is that the concept of “professional as a teacher” has reliably led to the

work of the advanced teacher. (Iqbal, Nabi, Mand, & Butt, 2018) Action research is also closely linked to teacher empowerment and good teacher training, which has become an important component of it. Action or participatory research collects and analyzes data for teachers to solve problems individually or at the group level. Fires teachers to study and reflect on their practice, while action research advances teachers’ professionalism by helping them develop and validate their knowledge. Action research in teacher practice often begins with an academic study that continues as part of a maintenance education program and as part of an educational teacher professional development program. While discussions at the national, district, education, and community levels should determine the qualities that a particular teaching method should have in good teachers, the list of general attitudes toward good teachers will include many of the following:

- Adequate knowledge of teaching with confidence.
- Knowledge and skills are various appropriate methods and various teaching methods.
- The ability to communicate effectively in a foreign language.
- Knowledge, sensitivity, and interest of young students.
- Teaching practice and ability to reflect on children’s responses.
- The ability to change the way we teach/learn as a result of reflection.
- Ability to create and maintain an effective learning environment.
- Understand the program and its objectives, especially when reform programs and new teaching and learning paradigms are introduced.

- Dedicated to the goal of general professionalism, good morale, and education.
- Capability for effective communication.
- The ability of students to communicate with enthusiasm for learning.
- Students have an interest as individuals, a sense of responsibility, and empathy to take care of themselves and help them learn and improve as good people.
- Good character, sense of principle, and personal discipline.
- Ability to work with others and build good relationships between academia and the community. (Aggarwal, 1988)

These educational qualities can only lead to success in a positive and supportive environment. Despite the fact that each of the required qualities has been described above, learning is not more effectively done as an individual activity. The teacher is always working with her students or as part of the school community's social network. Academic abilities imply more than simply being a wonderful person or a superb teacher.

#### **4. Issues And Challenges In Teacher Education**

Teacher education in India suffers from imbalances and inequalities. State/UT There is a big difference between teachers. Qualifications, recruitment processes, and conditions of service at different stages of education. There are also similarities between teachers and teacher instructors and differences in settings and transfer and other teacher policies. This national disparity is inevitable in the vast education system in a country like India, which is a vast subcontinent. However, with the vast dimensions of the teaching profession, efforts should be made to bring them to a comparable level. Special writings on educational quality have appeared in recent years, examining the factors that help improve education and suggesting ways to promote better education

in schools. Quality has become crucial in many countries. In countries like India, where, with limited resources, successful efforts to increase access to basic education have often led to a decline in the quality of education. Noting the reasons for promoting quality, the country's programs and literature have placed more emphasis on teachers, schools, associations, and communities as drivers of quality, with recognition of teacher quality as the main goal. As a result of rapid changes in society, teachers face new and complex problems, which have led to changes in teacher education. One of the most important advances is to create special education for children with special needs. This information is as important for special education teachers as learning to teach subjects effectively. Special education teachers must learn how information, especially more advanced and complex subjects, can be effectively taught to students in unconventional ways. Special education teachers often have to study additional aspects of psychology and sociology. Technological advances have also created problems for future educators. Many teachers have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are used in the educational context, often to engage students actively in their learning. Therefore, many teacher education programs now include both technical operations and courses on how to use technology for educational purposes. With the introduction of distance learning to use mobile technology and internet understanding of genes and technologies, we can say that e-learning has become crucial for new deliverers to retain their students' knowledge and interest in these delivery systems. Networks represent both the emergence of a knowledge economy and the opportunities and challenges for teacher education. Used effectively, knowledge networks offer opportunities for better informed and supported practice by education professionals and more

honest learning by students. Challenges include those mentioned above and when they need more research and development to respond. India's population or worldwide population is growing, which is increasing the demand for new teachers, while poverty, political instability, and other major issues have hindered the governments of the world in meeting the new educational demands. In some parts of the world, programs have been launched to draw new talent into teacher education programs. The UN Millennium Development Goals have eight founding goals, one of which is to develop universal primary education in every country by the year 2001. Central Asia, Africa, and Latin America are all target areas for this initiative. To help achieve this goal, the UN has devoted resources and funds to improving educational infrastructure and training more new teachers in targeted areas. (Conference, 2010) The teacher training program is flawed. Students do not face the realities of school and community. Internships, teaching practice, practical activities, and complimentary educational activities are not taken into consideration. Student teachers do not use the knowledge they acquire during training in real situations. So the usefulness of the training has become questionable. There is no similarity between the subject and the text. Supervision agencies are ignored for practical training. Apprentice teachers use traditional methods of teaching, lecturing, and note writing. They do not have planned and systematic awareness and control over trained technology. Teachers want to graduate to help with their jobs. Current teacher trainees are constantly enrolled in teacher training institutes to obtain certification. Many teacher training institutes are run in experimental schools or rented buildings that do not have facilities for laboratories, libraries, and other types of equipment. Various laboratories of teacher training institutes—scientific laboratories, psychology laboratories, guidance and counseling laboratories, educational

technical laboratories, computer laboratories do not exist or are in very poor condition. The knowledge and skills that one has acquired during his training will not make him an excellent teacher for life. No attention is paid to service training. It remains neglected. In most states, teachers are still billed by students and teachers. Yet the share of public subsidies is very small. Most institutions charge students and teachers more for admission. Self-financing businesses charge what they want. Public sector institutions have private indifference and private sector commercialization. All the skills, like life skills, technical and pedagogical skills, teacher intelligence skills, information intelligence skills, responsive skills, human development skills, spiritual skills are poorly integrated into the teacher training. Most teachers find more enrollment in educational programs. But, the distribution of teacher training is uneven. Falling prices among students and young people are a matter of concern today.

## Conclusion

Teacher training is a difficult task, especially at the present stage where teacher training activities are carried out by numerous private teacher training companies. These organizations are not sure of their order anytime soon. Teachers help young people take responsibility for charting their lifelong learning path. Teachers should also take responsibility for their learning path. Also, like members of any other profession, teachers have a responsibility to develop new knowledge about education and training. Unemployed interns in the team may be less likely. Only competent authorities can help existing institutions improve the quality of management of their universities. This study claims to increase teachers' responsibility, but does not increase authority: teachers will lose their ability to make decisions in the classroom. This article also highlights the need for a positive ethical environment and adequate support for the development and

maintenance of quality teachers. To create a more educated and supportive environment, the government and teachers need to have better communication between families and communities around the school. Although diversity and quality recruitment may seem difficult, there are many documented and proven long-term strategies, and we must now support building a stable pipeline for good teacher recruitment more qualified and varied. (Rajput & Walia, 2002) Expand the pool of target teacher candidates: potential candidates for secondary or pre-education, associate teachers and other para-academic teachers, community college students. Develop national, local, and national policies that provide meaningful financial assistance, including improved access to teacher access programs and access to financial aid resources for their students. In conclusion, the problems related to the quality of teacher training are numerous, and the current discussion on the quality of teacher training in general. We must keep in mind that quality is never an accident, it is always the result of wise effort, proper investment, and relentless travel.

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