



Development and Transformation of Teacher Education in Independent India: A Review of Challenges and Corrective Measures

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DOI : <https://doi.org/10.5281/zenodo.17114131>

ARTICLE DETAILS

Research Paper

Accepted: 18-08-2025

Published: 10-09-2025

Keywords:

Teacher Education, Teacher Education in Independent India, challenge, and Solution

ABSTRACT

Teacher education in India is a dynamic and evolving process aimed at preparing individuals to become competent, reflective, and professional educators. Rooted in the historical transformation post-independence, the system has undergone several reforms led by policy initiatives, commissions, and national frameworks. These efforts reflect a shift from basic teacher training to a more holistic and integrated model of teacher education that includes pre-service preparation, in-service development, and continuous professional learning. The system's key characteristics—being continuous, broad, and adaptable—have been reinforced by influential policies such as the National Policy on Education (1986, 2020), recommendations from bodies like the Kothari Commission and Yashpal Committee, and frameworks such as NCF 2005 and NCFTE 2009. Despite this progress, the sector faces critical challenges such as inadequate infrastructure, outdated teaching methods, lack of meaningful internships, weak research, and unmotivated trainees. Addressing these issues through curriculum renewal, better regulation, technology integration, enhanced teacher educator quality, and stronger institutional coordination is vital. The



ultimate goal of teacher education remains the cultivation of skilled and ethical educators who can contribute meaningfully to national development and adapt to future educational demands.

1.Introduction: - Teachers are the backbone of any educational system. Without well-trained and capable educators, access to quality education remains incomplete. Preparing teachers to handle the complex realities of today's classrooms is the purpose of teacher education, which involves both formal learning and hands-on experiences that help shape effective educators.

Teacher education combines pedagogical knowledge, practical teaching skills, and professional values. It's not just about learning techniques—it's about preparing individuals to inspire, lead, and adapt. As noted by education experts over the years, successful classrooms begin with well-prepared teachers. If we invest in attracting strong candidates into teaching and equip them with proper training, we build a solid foundation for long-term educational success.

In India, home to one of the world's largest education systems, the pressure to produce capable teachers is especially high. Factors like the push for universal elementary education, implementation of the Right to Education (RTE) Act, and global education goals (like the SDGs) have greatly increased the demand for qualified educators.

However, many teachers still struggle with modern teaching strategies such as project-based learning and critical thinking development, often due to gaps in their training. This highlights the urgent need to clearly define the core skills and qualities required in today's educators—and ensure these are deeply embedded in all teacher education programs.

1.1 Meaning and Concept of Teacher Education

Teacher education refers to the structured program and sets of experiences aimed at preparing individuals to become effective educators. It encompasses the training, policies, and practices that help future teachers gain the necessary knowledge, skills, attitudes, and professional values required in the teaching profession. These programs are designed not just to prepare teachers for today's classrooms, but to equip them with the ability to respond to future educational needs as well.

According to the **National Council for Teacher Education (NCTE, 1993)**, teacher education includes all forms of education, research, and training that prepare individuals to teach at various levels—from pre-primary to higher education.



The overall objective of teacher education is to improve the quality and efficiency of teachers so that they are capable of addressing challenges, meeting the expectations of their roles, and contributing meaningfully to the education system.

1.2 Definitions from Scholars

Good's Dictionary of Education (1973): -defines “Teacher education as both the formal and informal experiences that help individuals become qualified for educational roles and improve their ability to fulfil their responsibilities effectively”.

In an earlier definition (1941), **Good** emphasized that “Teacher education includes not only classroom instruction but also practical experiences and programs aimed at preparing individuals for various educational roles and responsibilities”.

1.3 Key Characteristics of Teacher Education

A Continuous Process: Teacher education is not limited to initial training; it continues throughout a teacher's career. It includes pre-service training before entering the profession, induction during the initial years of teaching, and in-service training for continuous professional development. As described in *The International Encyclopaedia of Teaching and Teacher Education (1987)*, these phases are interconnected and form a lifelong process.

Broad and Comprehensive: It goes beyond conventional classroom training. Teacher education also covers community-based programs, non-formal education, adult literacy, and awareness campaigns. The scope is wide because teachers need to be prepared for diverse roles within society.

Dynamic and Evolving: The field of education is constantly changing with new pedagogical strategies, technologies, and societal needs. Teacher education adapts to these developments, encouraging teachers to innovate, reflect, and stay updated with current trends and practices in education.

2. AIMS OF TEACHER EDUCATION

Teacher education plays a foundational role in shaping the quality and direction of school education. Its objectives go far beyond simply training individuals to teach; it aims to build a competent, reflective, and responsive teaching force that can meet the diverse and evolving needs of learners across all stages of schooling. The key aims of teacher education include:



2.1 Expanding Institutional Capacity: One of the primary goals is to strengthen the existing infrastructure to ensure there are enough well-trained teachers available across all levels of schooling — from preschool to senior secondary. This includes enhancing the capacity of current institutions to meet growing demands.

2.2 Utilising Diverse Institutions for In-Service Training: Effective teacher development requires collaboration across various types of institutions. In-service training should not be limited to state-run colleges; it should also involve university education departments and private teacher training institutions, alongside Colleges of Teacher Education (CTEs), to provide continuous professional development for teachers already in the system.

2.3 Integrating Teacher Education into Higher Education: Teacher education should be treated as an integral part of the higher education system. There should be greater collaboration between teacher training institutes and universities or general education colleges, encouraging interaction between subject-specific departments (like science, social science, or languages) and education departments. This integration supports interdisciplinary learning and enhances teacher preparation.

2.4 Developing a Comprehensive Model of Teacher Education: Building on the vision of past commissions, such as the Chattopadhyay Committee, there is a need to evolve a holistic model for teacher education. This includes aligning teacher recruitment, deployment policies, working conditions, and compensation with the goals of this comprehensive model.

2.5 Aligning Curriculum with NCF 2005: The curriculum framework for teacher education must reflect the vision set out in the National Curriculum Framework (NCF) 2005. This involves designing creative and meaningful syllabi and textbooks for pre-service training, along with customised in-service training materials that cater to the diverse realities of schools and teachers across the country.

2.6 Strengthening Coordination Across Institutions: To improve the overall effectiveness of teacher education, it's essential to build strong linkages between institutions operating at various levels — national bodies like NCERT and NCTE, state-level agencies like SCERTs and State Boards, and district-level institutions such as DIETs and undergraduate colleges. Synergy between these layers can lead to more cohesive and impactful teacher education practices.

3. OVERVIEW OF TEACHER EDUCATION IN INDEPENDENT INDIA



Following India's independence, the nation recognised the critical need to reform and develop its teacher education system to meet emerging challenges and support national growth. Various commissions and committees played instrumental roles in shaping the path of teacher education. Below is a chronological overview of key milestones and recommendations:

3.1. University Education Commission (1948–49): As the first major educational reform body in independent India, this commission laid the foundation for modern teacher education. It critiqued the then-prevailing teacher training programs, calling for a more flexible approach that would bridge the gap between theory and practice. The commission advocated for the establishment of model schools in close association with teacher training institutions to enhance hands-on teaching experience. Significantly, it introduced the term "teacher education" in place of the older term "teacher training," signifying a more comprehensive and professional approach.

3.2. Secondary Education Commission (1952–1953): Chaired by Dr. Lakshmana swami Mudaliar, this commission focused on enhancing the overall quality of education, with a particular emphasis on the role of teachers. It proposed a "Triple Benefit Scheme" for teachers, including provisions for pensions, provident funds, and insurance, aiming to improve their socio-economic status. The commission also stressed the importance of continuous professional development, acknowledging that teachers have vital responsibilities both in schools and in society.

3.3. Ford Foundation Initiative (1954): This initiative introduced practical reforms in teacher education. It recommended that trainee teachers, especially graduates, undergo at least two method-based courses in their initial training year. Practical components such as practice teaching, lesson planning, peer observation, test development, classroom management, and student engagement were considered essential parts of the training process.

3.4. Pires Committee (1956): This committee pushed for greater emphasis on the practical side of teacher education. It recommended reducing the number of examination subjects to four core areas: educational philosophy and school management, health education and educational psychology, teaching methodologies for two academic subjects, and current educational challenges in India.

3.5. Kothari Commission / Education Commission (1964–66): Faced with a rapid expansion in educational institutions and a decline in educational quality, this commission highlighted the urgent need for professional development among teachers. It advocated for close collaboration between teacher education institutes, schools, and universities to ensure relevant and effective training. The commission



offered detailed critiques of the existing system and provided strategies to revamp it for the betterment of national education.

3.6. National Policy on Education (1968): This landmark policy acknowledged that teachers play the most crucial role in shaping the quality of education and, by extension, the nation's progress. It called for improving teachers' social standing, ensuring fair compensation, and providing favourable working conditions in line with their qualifications and responsibilities.

3.7. First Asian Conference on Teacher Education (1971): Organised in Bangalore by the International Council on Education for Teaching (ICET) and the Indian Association of Teacher Educators (IATE), this conference underscored the need for dynamic and responsive teacher education systems. It recommended that all countries, including India, adapt their school and teacher education structures to address contemporary challenges and global educational trends.

3.8. Efforts of the Indian Association of Teacher Educators (IATE): Originally established as the All-India Association of Training Colleges, the organisation was later renamed the Indian Association of Teacher Educators (IATE). Since its first conference in Baroda in 1950, the IATE has consistently played a pivotal role in shaping the teacher education landscape in India. It has hosted annual conferences to bring together teacher educators, policy-makers, and academics for collaborative dialogue and reform. One of its key initiatives, the Baroda Study Group, was formed to revitalise and enhance the Bachelor of Education (B.Ed.) programme, focusing on making it more relevant and effective.

3.9. Chattopadhyay Committee (1983–1985): In 1983, the Indian government set up two national commissions to assess the status of teachers and teacher education. The *Chattopadhyay Committee*, in particular, offered a critical review of teacher education institutions in the country. The committee noted that many of these institutions were seriously lacking in quality and infrastructure.

A major recommendation was to extend the teacher education programme to five years post-Class XII, in order to adequately prepare teachers for their professional roles. Additionally, the committee proposed that every college of science and arts should establish a Department of Education, allowing students to take up teacher training alongside their undergraduate studies. It also suggested replacing the term "practice teaching" with "internship", to reflect a more immersive, hands-on approach to teaching.

3.10. National Policy on Education (1986): Approved by the Lok Sabha on May 8, 1986, the National Policy on Education (NPE) marked a significant turning point in Indian education reform. Influenced by



the National Curriculum Framework and the standardisation of the 10+2+3 education structure, this policy strongly emphasised the need for a robust teacher education system.

NPE advocated for teacher education as a continuous process, comprising both pre-service and in-service training. This approach recognised the need for lifelong learning and professional growth among teachers.

As a result of the policy, teacher training institutions were restructured:

- Training colleges were transformed into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).
- Training schools evolved into District Institutes of Education and Training (DIETs), expanding access and improving quality in rural and urban areas alike.

3.11. Yashpal Committee (1993): Chaired by Professor Yashpal, this committee investigated the root causes of declining learning outcomes in schools. One of its key findings was that poor-quality teacher education directly affected classroom learning. In response, the committee proposed significant reforms to the B.Ed. programme. It recommended that teacher education should offer specialisation options—in secondary, elementary, or early childhood education—depending on the career path chosen.

The programme could either be a four-year course after Class XII or a one-year course after graduation. The committee stressed the need to update the curriculum to reflect the evolving needs of the education system. Emphasis was placed on fostering critical thinking, independent learning, and self-reflection in student teachers.

Following these recommendations, in 1993, the National Council for Teacher Education (NCTE) introduced a Curriculum Framework to guide the structure, content, and delivery of teacher education programmes. Many universities and state education departments restructured their B.Ed. and related programmes in accordance with these new guidelines.

3.12. National Curriculum Framework (2005): The *National Curriculum Framework 2005 (NCF 2005)* emerged from a review of the earlier framework of 2000, based on the recommendations of the 1993 report *Learning Without Burden*. Led by Prof. Yash Pal, a national committee, supported by 21 focus groups, worked to rethink the curriculum with a learner-centred approach.

In terms of teacher education, NCF 2005 made several critical suggestions:



- Curriculum design for teacher preparation should consider the child's context, encouraging diversity and flexibility in both content and pedagogy.
- Government policies regarding recruitment and training must align with the broader goal of professionalising teaching.
- Teacher education programmes should empower educators to create inclusive classroom environments and build meaningful relationships with students and the community.
- Language development and critical thinking were highlighted as essential skills for teachers to reflect on their experiences and engage students more effectively.
- The framework also called for the restructuring of in-service training to better meet teachers' evolving needs in real classroom situations.

3.13. National Knowledge Commission (2007): The National Knowledge Commission, in 2007, focused on improving the infrastructure and governance of teacher education. It recommended that private teacher training institutions be more rigorously monitored to ensure quality. It also called for increased investment in the sector and urged the modernisation of training systems, especially at the state level and within institutions like DIETs.

3.14. National Curriculum Framework for Teacher Education 2009 (NCFTE): Launched in response to both NCF 2005 and the Right to Education Act, 2009, the NCFTE 2009 aimed to overhaul teacher preparation in India by placing strong emphasis on ethics, professionalism, and learner-centered education.

Key highlights include:

- Teacher education should reflect a deep commitment to the learner, moving beyond mere certification to lifelong professional engagement.
- The quality of teacher education is influenced by course duration, subject mastery, pedagogical skills, and sensitivity to students' diverse needs.
- Teachers are envisioned as facilitators, helping students construct their own understanding rather than simply delivering content.
- The rise in student enrolment had led to challenges in maintaining educational quality. In response, organisations like NCTE and NAAC took steps to raise standards.



- The framework also addressed pre-service and in-service teacher education, urging for stronger, more updated curricula and better assessment methods for new teachers.

3.15. National Education Policy 2020 (NEP): Approved on July 29, 2020, the NEP 2020 marked the most comprehensive education reform in India in over three decades, replacing the 1986 policy. With its new 5+3+3+4 structure, the NEP has reimagined schooling, teacher training, and higher education.

Teacher Education Highlights under NEP 2020:

- Acknowledges that current teacher preparation, recruitment, and working conditions fall short of desired outcomes.
- Emphasises the need to enhance the professional stature of teachers to attract the best talent into the profession.
- The Teacher Eligibility Test (TET) will be strengthened to assess both content knowledge and pedagogy more effectively.
- Teachers will be required to undertake a minimum of 50 hours of Continuous Professional Development (CPD) annually to keep pace with evolving knowledge and techniques.
- High-performing teachers will be rewarded with promotions and salary increases, reinforcing merit-based progression.
- The National Professional Standards for Teachers (NPST) will be developed by NCTE to define expectations, and these standards will be periodically reviewed (first in 2030, then every 10 years).
- By 2030, all teacher education programmes will be housed within multidisciplinary universities or colleges.
- The minimum qualification for teaching will be a four-year integrated B.Ed. degree, grounded in experiential learning, inclusion, and 21st-century pedagogical practices.
- Special attention will be given to teaching children with disabilities, learner-centred approaches, and environmental and constitutional values.
- Opportunities for short-term certification and bridge courses will be made available for teachers seeking to shift to new specialisations.



- Non-compliant teacher training institutions will face strict action to ensure quality and accountability.
- A national entrance exam will be introduced for pre-service teacher education, ensuring a common benchmark across India.
- Retired or experienced educators may be engaged for mentoring and training roles, providing valuable expertise to the system.

4. ISSUES AND CHALLENGES OF TEACHER EDUCATION

Over the past decade, teacher education in India has grown rapidly, with a noticeable increase in the number of teacher training institutions. This expansion has largely been driven by national educational initiatives like Operation Blackboard, the District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), and the goal of universalizing elementary education. These efforts led to more schools and higher student enrolments, which in turn created a pressing need for more qualified teachers.

To meet this growing demand, many new teacher training colleges were established. However, in the rush to expand, the focus on maintaining high academic and training standards was often neglected. As a result, many teacher education institutions lack proper infrastructure, experienced faculty, and quality training practices. This has led to the production of teachers who may be underprepared, lacking essential skills, commitment, and professional ethics.

India's teacher education system is now facing several critical challenges that need urgent attention to ensure that the quality of teaching in schools is not compromised.

4.1. Poor Integration of Essential Skills: Teacher education programs often overlook the need to develop well-rounded skill sets. Teachers must be equipped with more than just academic knowledge—they need to build life skills, emotional intelligence, digital literacy, critical thinking, self-management, creativity, and interpersonal abilities. Unfortunately, current programs fall short in nurturing these competencies.

4.2. Short Duration of Training: Traditionally, teacher training lasted only one year after graduation, which, in reality, meant just 6–7 months of active learning. This limited time proved inadequate to instill strong values, attitudes, and professional capabilities. In 2015, the NCTE extended the duration to two years, hoping for improvement. While this was a step forward, it brought mixed reactions and ongoing debates, with suggestions for possible rollback even before the new system had been fully evaluated.



4.3. Issues in Selection Process: The method used to select candidates for teacher training programs is often weak, leading to the admission of underqualified or uninterested individuals. To improve the quality of future teachers, there must be better-designed entrance procedures that focus on assessing both aptitude and motivation.

4.4. Weak Competency Development: Many training programs do not reflect the real challenges faced in schools. As a result, student teachers miss out on practical experiences that help build core teaching skills. A stronger link between college training and actual classroom duties is essential. Extending the school internship period is a good step, but more needs to be done to make training relevant.

4.5. Inadequate Practice Teaching: In many institutions—especially private ones—practice teaching is not taken seriously. Trainees often lack commitment, treating it as a formality rather than a chance to develop teaching skills. This lack of ownership prevents them from becoming confident and competent educators.

4.6. Limited Subject Knowledge: The B.Ed. curriculum often fails to place sufficient emphasis on deep subject knowledge. Without a strong grasp of what they're teaching, future teachers struggle to explain concepts clearly, which hampers student learning.

4.7. Outdated Teaching Methods: Many teacher educators show little interest in using modern classroom techniques or experimenting with new teaching strategies. Their limited exposure to ICT tools and digital resources further weakens their ability to make learning engaging and relevant.

4.8. Lack of Supervision and Constructive Feedback: Effective teaching practice depends heavily on guidance and feedback. Unfortunately, in many cases, student teachers receive only surface-level evaluations of their lesson plans. There is little meaningful dialogue to help them improve their classroom skills or gain confidence.

4.9. Weak Educational Research: India still lags behind global standards in terms of the quality of educational research. Without strong research to inform policy and practice, teacher education remains disconnected from real-world challenges.

4.10. Poor Infrastructure and Faculty Shortage: Many teacher training institutions suffer from a lack of qualified staff, poor infrastructure, and minimal learning resources. Some even operate in rented spaces without proper libraries, labs, or digital tools. In such environments, quality training is difficult to deliver.



4.11. Lack of Motivation Among Trainees: A large number of candidates enter teacher education as a last resort, not out of passion or interest. This lack of enthusiasm and academic preparedness often translates into weak classroom performance later in their careers.

4.12. Mismatch Between Demand and Supply: Teacher education in India is often supply-driven, with little planning based on actual needs. State departments lack accurate data and forecasting, leading to a surplus of trained teachers in some areas and severe shortages in others. This misalignment causes unemployment or underemployment among graduates.

4.13. Inadequate Funding: A low budget allocation is one of the main reasons many institutions cannot maintain quality. The lack of funding affects the availability of learning materials, co-curricular activities, infrastructure, and even the hiring of staff. All these directly affect the effectiveness of teacher education programs.

4.14. Absence of a Strong Feedback Mechanism: Change in education needs constant monitoring and feedback from teachers, institutions, and stakeholders. Yet, reforms are often rolled out without waiting for proper results or feedback. For example, the recent move by NCTE to reconsider the two-year B.Ed. structure came before the first batch had even graduated, raising concerns about premature decision-making.

4.15. Neglect of Co-Curricular Activities in Teacher Education: In many teacher education programs—especially those run by private institutions—the primary focus remains on completing the academic syllabus. As a result, important co-curricular activities such as NCC, NSS, educational trips, cultural programs, and community service projects are often overlooked or poorly implemented. These activities play a vital role in shaping well-rounded teachers by developing their leadership, teamwork, and social engagement skills. Unfortunately, their educational value is underestimated, and they are frequently treated as optional rather than essential parts of the training process.

5. MEASURES TO IMPROVE TEACHER EDUCATION IN INDIA

To enhance the quality and effectiveness of teacher education, a series of thoughtful and structured measures have been introduced. These aim to tackle existing gaps while preparing future educators to meet the evolving demands of the profession.

5. 1. Curriculum Revision and Relevance: Teacher education curricula need regular updates to stay relevant in today's fast-changing social and professional landscape. The content must align with global



educational standards, include current pedagogical innovations, and address the real needs of students and schools.

5.2. Strengthened Monitoring of Private Institutions: Private teacher education institutes must be properly regulated to maintain quality. The *National Knowledge Commission* has recommended stricter oversight of teacher admissions, staff recruitment, and infrastructure. Regular inspections should ensure compliance, and institutions failing to meet standards must be held accountable to prevent them from becoming mere degree-granting factories.

5.3. Faculty Training in Values and Stress Management: Given rising stress levels among students due to academic pressure, social changes, and personal challenges, teachers must be trained in stress management and value education. This equips them to support students' emotional well-being and guide them with empathy and ethical understanding.

5.4. Encouraging Critical Thinking and Creativity: Critical thinking, creativity, and decision-making are now considered essential skills for educators. Teacher education programs must develop these capacities, allowing teachers to be reflective, resourceful, and capable of nurturing independent learners.

5.5. Focus on Life Skills Development: Life skills such as self-awareness, empathy, problem-solving, effective communication, and emotional regulation must be integrated into teacher training. These skills help teachers manage classroom dynamics better and foster student growth, both academically and personally.

5.6. Building Teaching Competence Through Technology: Teachers should be trained in the effective use of technology, ICT tools, and scientific methods in their teaching. Integrating these modern techniques in classrooms enhances learning outcomes and prepares teachers for 21st-century education.

5.7. Promoting High-Quality Educational Research: Research plays a critical role in improving teaching practices. Teachers and teacher educators must be encouraged to engage in inquiry-based, evidence-driven research. This supports reflective teaching, fosters innovation, and helps tailor practices to real classroom needs.

5.8. Enhancing Teacher Educators' Quality: Teacher educators form the foundation of teacher preparation. To keep up with current trends, they must regularly participate in *workshops, conferences, refresher courses, online learning platforms (like MOOCs)*, and professional development programs. Lifelong learning should be an integral part of their professional journey.



5.9. Adoption of Innovative Initiatives: Several institutions have introduced innovative approaches, including:

- The University of Teacher Education in Chennai (2008).
 - IIPCAT (IGNOU's initiative to build teaching competence).
 - The Indian Institute of Teacher Education.
 - M.Ed. in Educational Technology by SNDT Women's University, Mumbai
- These steps reflect progress toward more specialized and advanced teacher education.

5.10. Ensuring Academic Consistency: Uniformity in program structure, course duration, and content across institutions is vital. Setting clear academic standards, such as maintaining a student-teacher ratio of 1:8, helps ensure personalized and effective training.

5.11. Quality Internship Experiences: Internships should be meaningful and of an appropriate duration. They must provide real classroom experience, practical teaching exposure, and opportunities for reflection, so that future teachers feel confident and competent when they step into full-time roles.

5.12. Emphasis on Co-Curricular Activities: Teacher training should include well-structured co-curricular and extracurricular activities such as daily assemblies, community living experiences, library tasks, and cultural programs. These experiences build social responsibility, team spirit, and leadership among student teachers.

5.13. Establishment of Demonstration Schools: Having model or demonstration schools attached to teacher education departments allows student teachers to observe and practice in a real school setting. These schools should be equipped with modern labs, libraries, and teaching aids to support innovative learning.

5.14. Adequate Financial Support: To implement these improvements, sufficient funding is necessary. Budget allocations should cover training resources, infrastructure development, experimental schools, teaching practice support, and co-curricular activities.

5.15. Correspondence Courses for In-Service Teachers: Working teachers should have access to distance learning and hybrid programs that offer flexibility. Current examples include NCERT's and NUEPA's courses on educational management, school leadership, and peace education. These programs help teachers continue their professional growth without leaving their jobs.



5.16. Upgrading Library Infrastructure: Modern libraries must support both physical and digital access. They should include reference books, e-journals, online subscriptions, and digital resources to help teachers and students engage in continuous learning and research.

6. SOLUTIONS AND REMEDIES FOR CHALLENGES IN TEACHER EDUCATION

To address the persistent challenges in India's teacher education system, several meaningful and actionable steps must be taken. These measures aim to enhance the quality, inclusivity, and relevance of teacher preparation programs across the country.

6.1. Strengthening Monitoring Mechanisms: The oversight system should be decentralized by forming smaller, focused committees responsible for inspecting teacher education institutions. This ensures comprehensive and continuous supervision of each college and maintains accountability.

6.2. Standardized Admission through Entrance Tests: To maintain the quality of teacher trainees, a standardized university-level entrance examination should be introduced. This will ensure that only capable and genuinely interested candidates enter the field.

6.3. Creating More Opportunities in Education: The establishment of new government-approved teacher training institutions and schools can help generate more employment opportunities in the education sector, thereby addressing the issue of underemployment among trained graduates.

6.4. Improving Infrastructure and Facilities: All teacher education institutions should be equipped with adequate infrastructure, learning tools, and essential amenities. Government agencies must establish clear benchmarks for infrastructure and conduct follow-ups to ensure compliance.

6.5. Organizing Regular Professional Development: Workshops, seminars, and short-term courses should be conducted on a monthly or quarterly basis to keep teacher educators and trainees updated with evolving teaching practices and subject knowledge.

6.6. Enhancing the Practical Teaching Component: The quantity and quality of practice teaching sessions should be increased. Additionally, consistent feedback and evaluation mechanisms must be established to ensure that trainees benefit meaningfully from classroom exposure.

6.7. Pre-Practice Lesson Planning Support: Subject experts in each college should guide student teachers through detailed lesson planning sessions before they begin their practice teaching in schools. This enhances confidence and delivery.



6.8. Curriculum Modernization: Teacher education curricula must be reviewed and revised regularly to align with modern global trends, societal changes, and educational innovations, ensuring future teachers are well-prepared for real-world challenges.

6.9. Attracting Talent through Better Compensation: To draw more young and passionate individuals into the profession, teaching must be made an attractive career option through improved salaries, job security, recognition, and motivational incentives.

6.10. Recruiting Qualified Faculty: Educational institutions must ensure the regular appointment of qualified, full-time faculty as per NCTE and UGC norms. Sufficient staffing helps address student difficulties, especially in core and challenging subjects.

6.11. Integration of Life Skills Training: Life skills such as resilience, communication, emotional intelligence, and decision-making should be embedded into teacher education programs. These skills help both teachers and learners thrive in modern educational environments.

6.12. Promoting Self-Learning Technique: Students should be encouraged to adopt self-directed learning methods. Strategies like project-based learning and peer collaboration can help reduce dependency on instructors while building autonomy.

6.13. Emphasizing ICT in Teacher Education: Teacher training programs must highlight the importance of digital literacy and incorporate the use of ICT tools. This will prepare educators to handle technology-integrated classrooms effectively.

6.14. Accreditation and Performance-Based Funding: Teacher education institutions should be regularly assessed and graded by national bodies. Those achieving higher ratings should receive additional financial support to maintain and improve quality further.

6.15. Regulating Private Institutions: Privately run teacher education colleges must strictly adhere to government norms and standards. Regulation ensures that these institutions prioritize quality education over profit-making.

6.16. Expanding Access Through Distance Education: To make teacher training more accessible, especially in rural and remote regions, correspondence and blended programs should be promoted. However, such programs must include mandatory in-school teaching components to ensure hands-on experience.



7. CONCLUSION

Teacher education in India has come a long way from its traditional "training" roots to embrace a more comprehensive and professional model of "education." Its evolution has been shaped by visionary commissions, innovative reforms, and a growing awareness of the complex demands placed on educators in the 21st century. Yet, the journey is far from complete. Persistent issues such as poor infrastructure, quality inconsistencies, outdated pedagogies, and lack of motivation among trainees highlight the need for urgent systemic reforms. Strengthening the teacher education ecosystem requires sustained efforts across multiple fronts—policy innovation, institutional accountability, adequate funding, faculty development, and alignment with national curriculum frameworks. Above all, teacher education must not only prepare individuals to teach but must inspire them to lead, learn continuously, and adapt proactively to a changing educational landscape. A robust, future-ready teacher education system is essential for transforming India's schools, empowering learners, and fulfilling the broader goals of equity, inclusion, and national development.

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