Inflicting Risks of Teacher Education in BRICS Countries: Discussion in Search of Quality Training

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Abstract
Teacher training has been increasingly emphasized to improve the educational quality of a country and it is based on factors like inheritance and preservation of ethics of society, expectations of people, policy matters, and teachers. Teacher education policies and the role of respective regulatory bodies is well defined in every country but there are many deficiencies in the training of teachers. It is happening in many of the BRICS countries also. Factors like attitude of people towards teaching profession, commercialization of educational institutions, theoretical curriculum, irrelevant pedagogy, defective methods of evaluation have made this volcano to explode now. Managers, teacher educators and student teachers are more responsible for adopting shortcut ways. Factors like lack of infrastructure, research innovations, rational recruitment policy, low salary and social status further add to the problem.
The need of this study is to find the deficiencies, as major risk factors. The study is based on authoritative inspection visit outputs of teacher education institutes in various states of India, policy documents and functionality of regulatory bodies to diagnose the problem for immediate remedial decisions.
Keywords: teacher education, education policies, challenges in teacher preparation, quality training and inflicting risks.

Риски педагогического образования в странах БРИКС: Дискуссия в поисках качественной подготовки

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Аннотация
Повышение качества жизни в стране требует уделять больше внимания подготовке учителей, которые призваны наследовать и продолжать традиции общества и его этику, оправдывать ожидания людей, решать вопросы образовательной политики. Регулирующие органы каждой отдельной страны, безусловно, определяют принципы, положенные в основу национальной системы просвещения, однако практика профессиональной подготовки учителей не лишена недостатков, в том числе в странах БРИКС. К таким недостаткам можно отнести невысокий престиж профессии учителя, коммерциализация учебных заведений, чересчур теоретизированные учебные планы, неактуальная педагогика, несовершенные методы оценки. Отсутст-

вие современной инфраструктуры, исследовательских инноваций, рациональной политики найма и низкая заработная плата еще больше усугубляют проблему.

Цель данного исследования заключается в том, чтобы выявить недостатки, являющиеся основными факторами риска в системе образования. Исследование основано на результатах авторитетных инспекционных поездок в педагогические вузы различных штатов Индии, на политических документах и функциональных возможностях регулирующих органов. Своевременная диагностика проблем необходима для немедленного их решения, для эффективного исправления ситуации.

Ключевые слова: педагогическое образование, образовательная политика, проблемы в подготовке учителей, качество подготовки и факторы риска.

Introduction

It has been rightly said that quality of a nation or its citizens depends on the education of that country and the quality of education depends on the purpose, aims and process of education. All educational policies are formulated in the frame of these parameters which ultimately is known as education system. It has main components like aims, curriculum, text books, pedagogy, infrastructure and teachers working for that system. Quality of teachers is the most important parameter for the success of any education system.

Teacher education is crucial in shaping the future of education by equipping educators with the essential knowledge, skills, and dispositions to facilitate student learning and development. It is rooted in the belief that the quality of education is directly connected to the caliber of its educators. Teacher education programs are instrumental in promoting pedagogical excellence, nurturing reflective practitioners, and cultivating transformative leaders within the education sector. As Darling-Hammond and Bransford (2005) have emphasized, the competence and expertise of teachers are critical determinants of student learning outcomes and overall educational success.

Teacher education involves a wide range of activities, from pre-service training and professional development to continuous support and mentorship for practicing educators. According to Zeichner and Liston (2014), effective teacher education programs should prepare aspiring teachers with the necessary pedagogical knowledge, content expertise, and socio-emotional competencies to enhance student engagement, critical thinking, and holistic development. Furthermore, teacher education must adapt to evolving educational paradigms, technological advancements, and societal needs to maintain the relevance and effectiveness of instructional practices in diverse learning environments (European Commission, 2013).

It is often said that good teachers can be made. It is very true and teachers are made or trained in teacher education institutions so it is more important to focus on the policies of teacher training programs which are meant to develop teachers of teachers known as teacher educators.

Teacher educators are those teachers who teach, mentor or guide teachers in 'pre-service', as well as in 'in-service' teacher education. They are to train, instruct, and provide support to the future teachers empowering them to shape their educational journey by enhancing their professional credentials. They need to be role models for teaching and training the perspective and in-service teachers (Roness & Smith, 2010). Teacher educators should behave and teach in the same way they want their student teachers do in their day-to-day practice (Longhran, 2010).

Teacher educators are seen and perceived as demonstrating two different roles (Koster & Dengerink, 2001). They have to innovate and create pedagogy for teacher education and create manner in which their teaching is conducted. However, it is being observed that quality of teacher educators is going down almost everywhere in this fast-changing world including the BRICS countries.

Collaboration in BRICS Countries

BRICS (Brazil, Russia, India, China, and South Africa) have transformed the world map of education, enrolling thousands of million children into school education, establishing high-quality learning centres, making new innovations, sharing knowledge and experiences among themselves.

A meeting of Education ministers of BRICS countries was held at UNESCO headquarters in Paris in 2013 for cooperation in education.

The significant decision in this meeting made unanimously was that BRICS countries stand together with the wider international community for gaining more and more in the various fields of education from this cooperation and collaboration. These proceedings were further taken to the next higher level in the 6th summit of BRICS countries in 2014 held in Brazil and all leaders focused to develop sustainability through education and decided to structure education for collaboration amongst its members.

UNESCO has prepared a report in consultation with experts in education from BRICS countries recommending 12 areas of collaboration for education.

1. Sharing knowledge for financing mechanism for equity and quality in public schools.

2. Compare experiencing and designing national assessment of student's achievements.

3. Link resources to improve the quality of education data.

4. Managing the rapid expansion of higher education.

5. Facilitate the students exchange and mobility of faculty in BRICS.

6. Improve development of skills for growth.

7. Design standard framework for skills.

8. Strengthening the links between technical and vocational education and training (TVET) institutions and companies for internship and learning at working place.

9. Policies for training of women and disadvantaged group and facilitate their employment.

10. Establish a hub to share data on development in education.

11. Provide financial support for education in Africa by establishing joint funding system.

12. Collective advocacy for education.

Education in BRICS

BRICS countries should make joint efforts for building education to collaborate and connect with its own members as well as at the world level.

Under these recommendations made by UNESCO, a due emphasis has been given to research, sharing knowledge and experiences and strengthening collaboration for the cause of education.

This cooperation and collaboration have a boosting effect on sharing certain rich experiences in teacher training programs.

Within overview there are many significant developments to improve teacher education in all the BRICS countries like:

a. Revision of teacher education policies from standalone teacher education institutions into integrated institutions of higher education, making teacher education as part of higher education.

b. Upgradation of curriculum and enhancement in the duration of teacher education programs from one year to two years (NCTE, 2014) in India. Similar to the pattern of teacher education in Russia, China and Brazil.

c. Enhancement in school internship program from 40 days to six months duration (China is having a short span of teaching practice).

d. Inclusion of ICT and digitalization of teacher education.

e. Online teaching and assessment.

f. Preparation of e-learning modules for online teaching specially during pandemic period (Singh et. al., 2022).

g. Establishment of a large number of teacher education institutions to meet the demand/shortage of teachers at various levels.

Common observations on Teacher Education in BRICS

Though there are very sincere efforts to improve teacher education in all the BRICS countries but there are some common problems/deficiencies in teacher education almost in all the BRICS countries.

1) Shortage of infrastructure.

2) Lack of ICT equipment and other infrastructure.

3) Low salary of teachers and teacher educators (competent people are not joining teaching profession).

4) Low social status.

5) Security of service and promotion avenues.

6) Irrelevant recruitment policies for teachers and teacher educators.

7) Implementation, supervision and corrupt practices for the approval of educational institutions.

8) Large-scale privatization leading to commercialization of institutions.

9) Degree-oriented objective of education through malpractices.

Literature Review

Teacher education is the cornerstone of educational quality in BRICS countries. However, each of these nations face unique challenges in their teacher education systems, often exacerbated by issues such as commercialization, outdated curricula, and inadequate policy implementation. To further understand the complexities of teacher education in BRICS countries, it is essential to consider additional studies that highlight both the systemic challenges and potential solutions within these diverse educational landscapes.

Teacher Education in Brazil

Teacher education in Brazil faces challenges linked to the implementation of a national curriculum, and the need for innovation in pedagogical practices to improve educational outcomes (Pessoa, 2020). The commercialization of education in Brazil has indeed led to significant disparities in the quality of teacher training, as noted by Gatti (2014). This issue is further exacerbated by the rapid expansion of distance education programs, which often lack rigorous quality control measures. Policy changes such as the implementation of the Common National Curricular Base (BNCC) have introduced new demands for teachers, especially in terms of integrating new methodologies and ensuring consistency in educational quality. However, many teachers are not adequately supported through continuing education programs, limiting their ability to effectively meet these new requirements (Pessoa, 2020). The influence of neoliberal policies on education has also led to market-driven approaches in teacher education, focusing more on cost efficiency than on the qualitative development of teachers. This has raised concerns about the sustainability and effectiveness of teacher training programs (Gatti & Sá Barreto, 2011).

Teacher Education in Russia

There has been a growing emphasis on developing future teachers' analytical skills, self-reflection, and their ability to shape pedagogical environments (Biktagirova & Valeeva, 2014; Bondarevskaya, 2010). Teaching practice also allows aspiring teachers to engage with students and implement the principles of humanistic education, as well as student-centered teaching methods (Kolodkina, 2005) but it is found that in schools student achievement often declines when taught by first-year teachers. This drop is largely due to the difficulties novice teachers face when transitioning from academic environments to actual classrooms, where they encounter a wide array of new challenges (Rivkin et al. 2005). Thus, the most significant challenge in teacher education in Russia include enhancing the practical focus on professional training, improvement in resource support for educational and research activities, creating a flexible system for updating educational programs to align with market demands, and aligning teacher training programs with the latest advancements in pedagogical theory and practice (Valeeva & Gafurov, 2017).

Teacher Education in India

India's teacher education system faces significant hurdles, particularly in maintaining the quality and relevance of its programs. Sharma and Sahoo (2014) argue that while there have been efforts to introduce innovative teaching methods and integrate technology into the curriculum, these initiatives are often poorly implemented due to a lack of trained faculty and resources. Rural teacher education programs frequently suffer from inadequate infrastructure, insufficient funding, and a shortage of qualified educators, which severely limits their effectiveness and contributes to the widening educational gap between rural and urban areas (Mehta, 2015). A study by Kumari & Kumari (2018) highlights the fact that private institutions often prioritize profit over quality education, leading to a scenario where many graduates are inadequately prepared for the demands of modern classrooms. This commercialization of teacher education has also led to a proliferation of institutions that offer quick, low-cost teacher certification programs, which are often substandard and fail to provide the comprehensive training necessary for effective teaching. The Government of India has introduced regulations to enhance teacher education, yet the effectiveness of these policies is limited by corruption and the proliferation of substandard institutions (Batra, 2022).

Teacher Education in China

In China, the divide between urban and rural teacher education is stark, with rural institutions often lacking the resources needed to provide a comprehensive education. The number of rural teachers in China has significantly declined, largely due to inadequate political and financial support from the government. This decline is driven by several factors, including an uneven outflow of teachers from these areas, the ongoing conflict between teaching responsibilities and professional training, and the limited teaching capabilities of rural teachers (Li et al., 2020). Various initiatives were developed to enhance the availability of teachers in rural schools (Liao & Yuan, 2017). However, these efforts have been hampered by the deep-rooted social and economic inequalities that characterize much of rural China. Schools in rural areas of China often find it difficult to offer professional development activities to teachers (Ling et al., 2020).

Teacher Education in South Africa

In South Africa, the ongoing struggle to overcome the legacy of apartheid continues to shape the teacher education landscape. Since the end of apartheid, South Africa has implemented numerous educational reforms, such as Outcomes-Based Education (OBE).

However, these changes were often introduced without adequate resources, preparation, or teacher support, resulting in further strain on educators and institutions (Thakrar et al., 2009). According to Davids (2023), the disparities in educational quality between historically advantaged and disadvantaged communities are evident in the uneven distribution of resources and access to quality teacher training. The introduction of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025 has aimed to address some of these disparities by providing targeted support to under-resourced schools and teacher education programs. Many rural schools also lack basic amenities like water, sanitation, and electricity, and their classrooms are in poor condition. These challenges significantly affect the quality of teaching and learning (Plessis & Mestry, 2019). Teachers in South Africa are often not sufficiently supported in terms of ongoing professional development, particularly regarding pedagogical content knowledge (PCK). This concept, which refers to a teacher's ability to integrate content knowledge with pedagogical methods tailored to learners, is critical but challenging to implement consistently across diverse educational contexts (Rusznyak & Kimathi, 2018). The evaluation methods used in teacher education programs often fail to capture the complexities of teaching in diverse and challenging environments, limiting their effectiveness in preparing teachers for real-world classrooms (Chisholm, 2015).

Thus, the teacher education systems in BRICS countries face significant risks and challenges that undermine the quality of education. By addressing issues such as commercialization, curriculum relevance, infrastructural disparities, and evaluation methods, these countries can work towards building a more robust and effective teacher education framework. This will not only enhance the quality of education, but also contribute to the overall development of society. To address these challenges, BRICS countries need to adopt a more holistic approach to teacher education, incorporating both innovative practices and rigorous quality control measures to ensure that all teachers are well-prepared to meet the needs of their students.

Method

The study is mainly based on authorized inspection visits (probing survey method) of teacher education institutes in various states of India by the author, analysis of policy documents and functionality of regulatory bodies, admission procedures of teacher training programs, recruitment policy for teachers and students' performance in an Indian scenario to scan and diagnose the problem. These observations are based on the longitudinal study of various institutions over past 20 years. This approach allows for a comprehensive analysis of the various factors influencing teacher education, including infrastructural challenges, curriculum content, professional development opportunities, and socio-economic conditions.

Challenges in Policy Implementation

Despite the existence of progressive policies, their effective implementation remains a significant challenge. Bureaucratic incompetence, political corruption and the absence of adequate planning for institutional regulation hinder the realization of policy objectives. Moreover, the disconnect between policy formulation and recruitment practices exacerbates the disparity between policy intent and on-ground realities.

Bureaucratic Red Tape: The bureaucratic machinery in India often operates within complex regulatory frameworks and procedural formalities, leading to red tapism. This bureaucratic inertia impedes the timely execution of policy directives related to teacher education. The layers of paperwork, difficult approval processes and administrative hurdles contribute to delays and inefficiencies in implementing policy initiatives. As a

result, the proposed benefits of policy reforms do not reach the targeted beneficiaries within the stipulated time frame, thereby undermining the effectiveness of the policies.

Political Interference: Political interference in the implementation of teacher education policies poses a significant challenge. Nepotism, favoritism and corruption within the political realm can influence decision-making processes and resource allocation, diverting attention away from merit-based considerations. This undermines the meritocracy envisaged by policy framers, as appointments, funding allocations and policy priorities are influenced by political considerations rather than educational imperatives. Such political interference erodes public trust in the integrity and fairness of the education system, further exacerbating implementation challenges.

Lack of Monitoring and Evaluation Mechanisms: The lack of effective monitoring and evaluation mechanisms exacerbates the difficulties in implementing policies. Without effective monitoring systems in place, it becomes difficult to assess the progress, impact and compliance of policy initiatives. Inadequate evaluation mechanisms fail to provide timely feedback on the efficacy of policies, leading to a lack of accountability and oversight. Consequently, systemic flaws and inefficiencies persist unchecked, hindering the realization of desired outcomes and objectives.

Synchronization with Ground-Level Realities: A fundamental challenge in policy implementation lies in the lack of synchronization between policy goals and ground-level realities. Teacher education policies often emanate from overarching national objectives and educational philosophies, which do not always align with the contextual nuances and challenges faced at the grassroots level. As a result, there is a disconnect between the theoretical aspirations embedded in policy documents and the practical exigencies encountered in classrooms and educational institutions. This misalignment impedes the effective translation of policy intentions into tangible actions, leading to a gap between theory and practice in teacher education. Addressing these challenges requires a concerted effort to streamline bureaucratic processes, mitigate political interference, strengthen monitoring and evaluation mechanisms and ensure greater alignment between policy goals and grassroot realities. By addressing these systemic impediments, policymakers can enhance the effectiveness and impact of teacher education policies, thereby fostering a conducive environment for educational reform and improvement.

Impact on the Quality of Teacher Education

The failure to address implementation challenges has detrimental effects on the quality of teacher education. Teacher education institutes, educators, parents, school administrators, bureaucrats, politicians, education inspectors and students are all implicated in the interconnected network that perpetuates systemic deficiencies. These deficiencies compromise the quality of teacher education and impede meaningful progress towards improvement. Education policies and norms for teacher education are often not implemented effectively at the ground level. Additionally, teacher and principal vacancies in government educational institutions remain unfilled for extended periods, sometimes exceeding a decade. These issues are well-documented in schools and government offices. This situation presents a multidimensional challenge with severe and far-reaching negative impacts.

Faculty Shortage: There is a serious shortage of qualified teachers and teacher educators in various fields particularly according to quality norms for new education policy. The dearth of experienced educators not only compromises the delivery of high-quality instruction, but also impedes mentorship and professional development opportunities for aspiring teachers. Majority of the teachers and teacher educators in India are women (about 90%). In the Indian orthodox societal framework women are still treated

indifferently and their main role remains the household management, homemaking and child rearing. Majority of these women teachers join teaching profession as an easygoing way with no accountability. Their priority is their family and not the profession. It is a sort of side business for them. They lack professionalism for teaching. It is true with the majority of male teachers as well.

Students are not attending classes; they appear in the ritual examinations and get genuine fake degrees. They are all unemployable degree holders. The evaluation is ambiguous and everyone gets high scores by using all unfair means in the exams. It is a big mafia in this corrupt business. Parents, students, managers and the society have approved it out of temptations and shortcuts.

Inadequate Infrastructure: Many teacher education institutions grapple with infrastructural deficiencies, including outdated facilities, insufficient classroom space and limited access to educational resources and technology. The lack of modern amenities hampers the implementation of innovative teaching methodologies and collaborative learning experiences, depriving educators of essential tools for effective pedagogy.

Outdated Curricula: The persistence of outdated curricula and pedagogical approaches undermines the relevance and efficacy of teacher education programs. Inadequately aligned with contemporary educational trends and societal needs, these curricula fail to equip educators with the requisite knowledge, skills and dispositions to navigate the complexities of modern classrooms. As a result, aspiring teachers graduate ill-prepared to address diverse student needs and leverage emerging educational technologies.

Erosion of Trust: The erosion of trust in regulatory bodies and accrediting agencies engenders a climate of skepticism and disillusionment within the teacher education community. Instances of lax oversight, accreditation irregularities and regulatory lapses undermine the credibility and integrity of the accreditation process, casting doubt on the quality and rigor of teacher education programs. Consequently, stakeholders lose confidence in the accreditation system, leading to a proliferation of substandard institutions and a decline in overall educational standards.

Impact on Preparedness: Collectively, these challenges compromise the preparedness of educators to meet the multifaceted demands of the 21st century classroom. Without access to qualified faculty, adequate infrastructure, updated curricula and robust regulatory oversight, aspiring teachers graduate with significant gaps in their knowledge, skills and professional competencies. As a result, they struggle to effectively engage students, differentiate instruction, leverage educational technologies and foster inclusive learning environments, thereby impeding student achievement and holistic development.

The cumulative effect of implementation hurdles on the quality of teacher education is profound and far-reaching. Addressing these challenges requires concerted efforts to enhance faculty recruitment and retention, upgrade infrastructure, modernize curricula, strengthen regulatory oversight and rebuild trust within the teacher education ecosystem. By prioritizing these initiatives, India can cultivate a cadre of competent and empowered educators capable of catalyzing positive change and driving educational excellence in the 21st century.

Results

1. Incompetent Teacher Educators: One of the primary deficiencies identified in teacher training programs across BRICS countries is the presence of incompetent teacher educators. These educators often lack the necessary expertise and pedagogical skills required to effectively train future teachers. As a result, student teachers do not receive adequate guidance, mentorship, or support, leading to subpar learning outcomes and teaching practices.

2. Inadequate Infrastructure: Another significant challenge facing teacher training programs is the lack of adequate infrastructure. Many teacher education institutes in BRICS countries suffer from a shortage of classrooms, libraries, laboratories and other essential facilities. This inadequacy hampers the delivery of quality education and practical training, limiting the effectiveness of teacher preparation programs.

3. Flawed Recruitment Policies: In the BRICS countries the recruitment and appointment policies for teacher educators and staff in educational institutions face significant challenges. These issues impact the quality of education and overall effectiveness of the educational systems in these nations. For instance, in India, the recruitment of teachers and principals often faces long delays due to cumbersome administrative procedures and political interference (NUEPA, 2016). In Brazil, the decision to pursue a stable teaching career as a civil servant is influenced by the allure of other professions that offer higher social status and better salaries, resulting in a stratification of individuals who choose to become teachers (De Carvalho, 2018).

In South Africa, the recruitment process for teachers and educational leaders has been criticized for lacking clear, uniform standards, leading to appointments based on personal connections rather than merit (Molefe, 2022). In Russia, for instance, corruption has been known to affect in the hiring process for educational staff with false dissertations and false publications (Mandel, 2020).

4. Commercialization of Educational Institutions: The commercialization of educational institutions poses a significant risk to the integrity of teacher training programs. In many cases, profit-driven motives override educational objectives, leading to compromises in quality and standards. Educational institutions prioritize enrollment numbers and revenue generation over the provision of high-quality teacher education, resulting in diluted curricula and compromised learning experiences for student teachers.

5. Theoretical Curriculum and Irrelevant Pedagogy: Teacher training programs often suffer from a focus on theoretical concepts and outdated pedagogical approaches that do not align with the realities of modern classrooms. The emphasis on rote learning and traditional teaching methods fails to prepare student teachers for the diverse challenges they encounter in their teaching careers. Additionally, the curriculum lacks relevance to the needs and contexts of the local community, further diminishing its effectiveness.

6. Defective Methods of Evaluation: The methods used to evaluate student teachers' performance and progress are defective or inadequate, failing to provide meaningful feedback or assessment. Standardized tests or examinations do not accurately measure teaching competencies or skills, leading to misrepresentation of student teachers' abilities. Moreover, subjective biases or inconsistencies in evaluation processes undermine the validity and reliability of assessment outcomes.

7. Lack of Research Innovations: A dearth of research innovations in teacher training programs limits their capacity to adapt and evolve in response to changing educational needs. Many teacher education institutes lack a culture of research and inquiry, stifling opportunities for innovation and improvement. Without ongoing research and development initiatives, teacher training programs struggle to incorporate evidence-based practices and emerging trends in education.

8. Degree-Oriented Aim of Student Teachers: The predominant focus on obtaining degrees or certifications rather than acquiring practical teaching skills and competencies is another concern in teacher training programs. Student teachers prioritize academic credentials over professional development, viewing teacher education as a means to an end rather than a transformative learning experience. This degree-oriented approach led to a disconnect between theoretical knowledge and practical application in real-world classroom settings.

9. Social Status and Working Conditions of Teachers: The social status and working conditions of teachers play a crucial role in shaping the quality and effectiveness of teacher training programs. In many BRICS countries, teachers face low salaries, lack of job security and unfavorable working conditions, discouraging talented individuals from pursuing careers in education. The perceived undervaluation of the teaching profession can deter aspiring educators and contribute to a shortage of qualified teacher educators in teacher training institutes.

Overall, addressing these deficiencies and risk factors is essential to enhance the quality and relevance of teacher training programs in BRICS countries, ensuring the preparation of competent and capable educators who can meet the diverse needs of 21st century learners.

Discussion

The examination of teacher education across BRICS countries highlights both significant advancements and enduring challenges that impact the quality and effectiveness of teacher training programs. Despite efforts to reform and enhance these systems, several recurring issues persist, particularly in the areas of infrastructure, curriculum, professional development, and socio-economic conditions.

Among the key issues affecting BRICS countries is infrastructure and resource inadequacy. The lack of necessary facilities, technology and educational materials has a major hindrance on the delivery of teaching training programs. For instance, both Brazil and India have many teacher education institutions with infrastructural limitations that restrict their ability to provide practical training as well as access contemporary teaching techniques (UNESCO, 2013). The lack of stringent regulatory oversight has allowed substandard programs to flourish, exacerbating the challenges of teacher preparation in Brazil (Pessoa, 2020). Moreover, shortage of ICT equipment is another critical challenge hampering the infusion of innovative pedagogies in teacher education (UNESCO, 2013). Many teachers in Brazil express a high demand for professional development, particularly in ICT and special needs education, areas where resources are often lacking (Audi & Dourado, 2023).

Curricular content in teacher education programs frequently remains outdated and disconnected from the realities of modern classrooms. A prevalent issue, between training and real-world application is also evident in Russia, where there is a pressing need to align teacher education with the demands of current educational environments (Polyakova et al., 2017). In China, the overemphasis on theoretical knowledge at the expense of practical teaching experience is also prevalent. The persistence of traditional, theory-heavy curricula across these nations underscores the urgent need for reform to better prepare teachers for the challenges of contemporary education

In India, the challenges in teacher education are complex and deeply rooted, significantly impacting the overall quality of education. Despite having one of the most extensive education systems globally, India grapples with a severe shortage of qualified and trained teachers, exacerbated by infrastructural deficiencies and inadequate resources. Many teacher education institutions lack basic facilities such as classrooms, libraries, and access to modern educational technology, which are essential for effective teacher training (UNESCO, 2013).

Ahmad (2023) also found that despite government efforts to increase funding for teacher education institutions, many rural colleges still lack access to basic facilities such as digital learning tools and well-equipped classrooms. The curriculum remains outdated, heavily focused on theoretical knowledge rather than practical teaching skills, leaving aspiring teachers ill-prepared for the realities of the classroom (Darling-Hammond &

Bransford, 2005; Sahoo, 2024). Socio-economic conditions further aggravate these issues, with low teacher salaries, poor working conditions, and a lack of job security discouraging talented individuals from entering the profession (OECD, 2018). These persistent challenges underscore the urgent need for comprehensive reforms in India's teacher education system to ensure the preparation of competent educators capable of meeting the demands of modern education.

The competence of teacher educators and their ongoing professional development are crucial to the success of teacher education programs. However, the quality of teacher educators remains a significant concern in several BRICS countries. In Russia, for instance, the necessity of continuous professional development and the reform of entrenched teaching practices are critical areas requiring attention (European Commission, 2013). South Africa's teacher education programs have been criticized for not fully aligning with the policies and standards necessary to adequately prepare teachers for the diverse and challenging classroom environments they will encounter (Johnson & Johnson, 2013). Ndebele et al. (2024) in their study advocates for a rethinking of teacher education programs in South Africa, with the goal of producing graduates capable of addressing global challenges. It highlights that there is a necessity for an alternative, transformative, and sustainable approach to revamp teacher education programs to better reflect the complexities and dynamics of modern societies. There is a dire need to reform of South Africa's initial teacher training to align with SDG 4 (quality education) and Agenda 2023, both of which support Africa's vision for a transformative future that benefits all.

The collective challenges faced by BRICS countries in teacher education have broader implications for global educational goals, particularly those related to quality education and sustainable development. The deficiencies in teacher training programs such as inadequate infrastructure, outdated curricula, and low teacher morale not only affect national educational outcomes, but also hinder these countries' contributions to global educational progress (UNESCO, 2013). To address these challenges, BRICS nations must prioritize improving infrastructure, modernizing curricula, enhancing the competence of teacher educators, and addressing socio-economic disparities.

Thus, the inflicting risks in teacher education within BRICS countries significantly undermine the pursuit of quality training and the development of competent educators. The challenges, including inadequate infrastructure, outdated curricula, and socio-economic disparities, pose serious risks to the effectiveness of teacher training programs. These risks not only compromise the preparation of future educators, but also perpetuate systemic deficiencies that hinder educational progress. Addressing these inflicting risks is essential for BRICS countries to enhance the quality of teacher education and ensure that educators are equipped to meet the evolving demands of the 21st century classroom. Without tackling these critical issues, the goal of achieving quality training in teacher education remains elusive, threatening the broader educational outcomes in these nations.

Recommendations for Improvement

Teacher education policies and programs are full of difficulties and inbuilt challenges from top to bottom. An expert and honest effort is immediately required to meet these challenges. This includes enhancing regulatory mechanisms, ensuring transparency and accountability in policy implementation, fostering collaboration between stakeholders and aligning teacher education with recruitment policies. Additionally, there is a pressing need for a comprehensive review of existing policies to bridge the gap between policy formulation and implementation.

Conclusion

In this context, it is evident that quality and efficacy of teacher training programs in the BRICS countries have significant implications for the development of sustainability of their respective education systems. Despite of many reforms and attempts to improve teacher education, a large number of deficiencies, lacunae and risk factors harm these programs and the quality of teachers and their ability to meet the challenges of 21st century. Rapid globalization, advanced technologies and fast societal changes, the need of qualitative teacher education is to be urgently taken care to attract more intelligent people to this noble profession and save the young generation and society. There is a big disconnect between well-designed comprehensive policies and their implementation.

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