



Teacher Education: Retrospect and Prospects

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ABSTRACT

Teachers in India occupies a prime position and traditionally been equivalent to GOD. Ancient Indian Education placed a teacher on that position wherein he/she plays a pivotal role amongst their student's life and transform them by bringing qualitative change through knowledge, practice and living. Later the shift was on teacher training and teacher Education. It is during the period of 1882-1947 after the hunter commissions' recommendations; few training colleges and Training schools were set up. After Independence, as per the suggestions of various committees, commissions and the policies, National council of Teacher Education came in to existence in the year 1995 as a statutory body to perform regulatory functions and bring qualitative change in the area of teacher education.

The present paper discuss about the changing contexts in education, brief historical progression of teacher education in India through recommendations of various committees and commission including Justice verma committee in context of bringing quality in teacher education and further few suggestions were provided for futuristic needs.

Key Words: *Teacher Education, Teacher, Quality, Education, committees, commission, National policy of Education, National council for Teacher Education*

INTRODUCTION

Education is always at a prominent place across the ages, dominant thoughts and culture. It is considered must irrespective of civilizations and political ideologies of particular age whether used as a tool for construction, achievement of specific aims or otherwise.

Education is neither a profession nor a mean of earning livelihood in India. It was considered as a duty for those who involved in it. The beginning of Education as an activity in ancient India can be traced through studying the journey from Vedic education, post vedic Education, brahmanic education, buddhist and Jain educational Philosophies and practice wherein education was for the selected few, firstly for those who can approach and secondly for those who wishes to learn. Moreover the primary aims of education were liberation, self-actualization, realization of true knowledge, character and personality building along with immediate or secondary aims. Teachers were highly honored and having high status. During medieval period, education was for fulfilling interest of the ruling class or say patronage of the ruler's. The education was religion centered and Pupils acquire knowledge as a religious obligation.



The Education under the British period, though solely having motives undoubtedly contributed to the present Indian education system. After attaining independence, in the year 1947, various provisions were made for the education. Various commissions and committees were framed to assess the present conditions and recommendations were made to strengthen education in India. Constitutional provisions were made and policies were framed along with the resource allocations through five-year plans at both central and state Govts level. Education being a subject of concurrent list is a joint responsibility of both central and state Govts .

Education: The changing contexts

Education, as we know is a dynamic and continuous process that starts at birth and continues till the end of life. Education is a life long process that is not limited to the structured formal education but also extends through the alternative means such as informal and non-formal systems.

Education in India is largely for social cause. It is for social development, ethical development, creating a civilized society based on national goals and human rights, preservation and transfer of culture from generation to generation, acculturation, creating and disseminating knowledge, preparing children for active adult life learning 3R's, restoration of values and for personal and spiritual development.

No doubt, Education is the investment but not only in non-economic enterprise such as knowledge building but also as economic activity that will lead a learner towards acquiring vocational skills to achieve the economic benefits in terms of getting appropriate employment and be the part of economic growth and development of the self and nation.

In the present times, no nation can survive without educated and skilled citizens. During the times of globalization wherein technological advancements have opened up the avenues of maximum growth and development, adherence with the 'frog in the pond' approach will be highly dangerous.

There is a prime need to change the perception of seeing education in a lower domain as in a purely agrarian economy wherein production was considered in monetary terms. The attitudes and mind-set starts developing in the early stages of life so there is an urgent need of revitalization of education as a whole at all levels i.e. primary to higher, technical and professional education. The goal of qualitative change in school education cannot be achieved without qualitative teacher Education. Justice Verma committee (2012) while discussing about teacher education mentioned, "Teacher education, a subject of paramount importance, has a symbiotic relationship with school education." (Pg-4) reflects the importance of working as per contemporary needs i.e. changing as per the changes in school education.



Teacher Education: Concept and Significance

NCTE (1995) states that “teacher education means programs of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stage in schools and includes non-formal education, part-time education, adult–education and correspondence education”. Pre-service and in-service teacher education is two essential or inseparable components of the entire teacher education system.

Teacher education helps to enhance the knowledge, understanding and skill of a teacher. It helps to develop sound personality traits and positive attitude towards teaching. **Yadav (1992)**, in his study found that training has positive influence on student teachers. He found that all the dimensions of self-concept were expanded through teacher training except the feeling of inadequacy, social maturity of the teachers was raised and attitude towards teaching was significantly influenced by the teacher-training programme. **Das (1992)** also found the training programs effective, for both rural and urban teachers regarding the development of positive attitude. **Verma (1968)** investigated into the impact of the training on the values, attitudes, personal problems and adjustment of teachers and found it consistently favorable.

In India, education is largely the responsibility of the state. As per the 46th constitutional amendment (1976), education has become the joint responsibility of the center as well as the state government. As far as Elementary Teacher Education is concerned, it is still by and large in the hands of state government. State government prepare teacher education curriculum, programme and conduct the examinations. In secondary teacher education, mostly universities are doing all this work.

In the pursuance of **NPE (1986)**, general institutional initiatives were taken by both states as well as Central Governments. In the year 1987-88, a centrally sponsored scheme of MHRD was initiated to restructure and reorganize the present teacher education system in which state governments were assisted to establish District Institute of Education & Training (DIETs), one in each district, to provide quality pre-service and in-service training to elementary teachers.

Further few selected Secondary Teacher Education Institutes have also been upgraded into Colleges of Teacher Education (**CTEs**) and Institute of Advance Studies in Education (**IASE**), for conducting pre-service and in-service programmes. Institute of advance studies in education were also expected to provide training support at elementary teacher education level and in-service training for elementary and secondary level teacher educators, conduct fundamental and applied research, providing academic guidance to DIETs and support services to CTEs. The scheme envisaged about the strengthening of SCERT's in the states.

Teacher Education: Various committees and commissions



The formal system of teacher education or training did not exist in the early, ancient India. The pupils do imitate the behavior of their teachers and follow when they teach. During the year 1800-1882 **monitorial system** of teacher training was prevalent in the indigenous schools. Few bright students were asked to teach their junior classes and in case of difficulty, consult their teachers. It is the Danish missionaries in India, who first started institutes for teacher training. Later Bombay, Madras, Calcutta based educational societies set up centers for the same.

The **Hunter Commission** in the year 1882-83 recommended the improvement in the standards of teaching and adequate training and inspection of teachers. It suggested the need of examinations and practice teaching that will lead to permanent employment in the private and Govt schools.

The **Sadler commission** recommended the need to formulate Department of Education in the University as well as including education as a subject in B.A and intermediate courses. They also suggested the setting up of an experimental high school with every training college that is truly not implemented in the physical facilities of a training institute.

Hartog committee in the year 1929, suggested improvement in the standards such as lengthening of training courses, adequate staff and in-service education of teachers.

Various suggestions were implemented afterwards. In the year 1944, **Sargent Report** recommended training of different categories of teachers for different durations, refresher courses, picking suitable candidates at early from their high school and research facilities for the teachers.

After getting independence Radhakrishnan commission (1948-49) (UEC), Mudaliar commission (1953-54) (SEC) gave recommendations for university and secondary education.

Kothari commission (1964-66) recommended to improve the economic, social and professional status of the teachers. It is said that the payscale of teachers of Govt and non-govt schools should be the same. Teacher education should be there in each training college and providing training at different stages of education.

While recognizing the importance of teachers for the development of nation, the Govt of India set two commissions in the year 1983-85 namely **National commission on teachers-I & National commission on teachers-II (1983-85)**. Here one is for school education and second is for teachers at higher education level including technical education. The National commission on teachers-I that is also popularly known as Chattopadhyaya commission provided the most significant and comprehensive recommendations for the teachers such as commitment of the state for the welfare of the teachers and raising its status in the society, expectations from the teachers to be dedicated towards their duties and professional competence, constructive role of teachers' organization to bring about qualitative change in the profession, coherence with NPE and UEE, raising budgetary allocations and involvement of public and voluntary organizations also for the ideal of new



educational system. This new educational system should be relevant to both to our traditional roots and present contexts.

The **NPE(1986)** stated that 'the status of the teacher reflects the socio-cultural ethos of a society', it is further said that 'no people can rise above the level of its teachers.' Thus put emphasis on quality domain of the teacher education.

NPE(1986) provided opening up of DIET's capable of organizing pre-service and in-service courses for elementary school and non-formal education teachers. The selected secondary teacher training colleges will be upgraded as IASE's, complement the work of SCERT's. Provisions were made to create liaison between teacher education institutions and NCERT in terms of providing resource support, curricula and methods. As per the guidelines of NPE(1986), university grants commission (UGC) has established Academic staff colleges for the professional development of the teachers. ASC's organizes orientation and refresher programs for qualitative change in teaching and research.

POA(1992) presented a detailed process through which policy implementation can be done.

National council of teacher Education having the statutory status is responsible for working in teacher education. It came in to existence on 17th august 1995 through **NCTE act 1993**(NO -73 of 1993) as an advisory body and worked with its secretariat in NCERT, Delhi. The main objective of the NCTE is to achieve planned and coordinated development of teacher education through out the country. It is a regulatory body covered almost whole gamut of teacher education for its regularization, setting up of norms and standards and qualitative improvements.

Its main objectives are promoting capabilities for inculcating national values and goals as are in the constitution, act as an agent of modernization and social change, sensitization of teachers towards promotion of social cohesion, protection of human rights, transform student teachers into competent and committed professionals, develop competencies and skills needed for becoming an effective teacher and sensitization of teachers on various issues. NCTE has developed curricular frameworks as a guidelines for preparing teacher education curriculum at different levels. In the year **1998**, it has presented a detailed and comprehensive document named as **curriculum framework for quality teacher education**.

National Curriculum Framework for Teacher Education (2009) is a latest attempt to improve teacher education in India and provides a vision to develop innovative, humane, affectionate and reflective teachers who can teach effectively in classroom as well as face the challenge of diverse classrooms. **NCFTE(2009)** promotes teacher as the enabler of a positive learning environment rather than source of all knowledge, separate teacher education programme for all stages, systematic admission process, up-gradation of teacher education curriculum, enhancement of duration of the



courses and school internship (6 months) and training of school teachers in the concept of effective mentoring. The framework elaborately discuss about various facets of teacher education so as to bring quality change in teacher education.

Justice Verma Committee (2012)

The hon'ble supreme court of India appointed a high – powered commission under the chairmanship of former chief justice of India, justice J. S.Verma to examine the issue of granting recognition by western regional committee(WRC) to 291 colleges of Maharashtra to run D.Edprogrammeinspite of state Govt's recommendations of no need of D.Ed institutions further wherein the recognition was stand cancelled and associated institutes approached to hon'ble Supreme court of India.

Justice Verma Commission also worked on improvement in the qualitative and regulatory perspectives of teacher educationso as constitutional mandateof Right of children to free and compulsory education can be achieved. JVC gave recommendations for quality in both pre-service and in service teacher education. Various terms of reference (TOR's) were framed.

Quality and Regulatory dimensions for both pre-service and in-service teacher education were quality of entrants, envisioned profile of a teacher, understanding of school curriculum vis-à-vis teacher education curriculum, pedagogical practices, methodology to assess the success of teacher education system, examining the implications of ODL in teacher Education, profile of teacher educator, continuing professional development and analysis of the NCTE act, rules, regulations in context of challenges raised due to privatization, liberalization and commercialization in teacher education. The commission studied the existing scenario of teacher education and made the recommendations .The summary of recommendations for quality in pre-service and in-service teacher education are as follows:

- The Govt. should increase its investment for establishing teacher education institutions and increase the institutional capacity of teacher preparation, especially in the deficit states.
- Exploring the possibility of instituting transparent procedure of pre-entry testing of candidates to the pre-service teacher education programs, keeping in view the variation in local conditions.
- Teacher education should be a part of the higher education system. Duration of the program needs to be enhanced.
- It is desirable that new teacher education institutes are located in multi and inter-disciplinary academic environment that will lead to redesigning of norms and standards of various teacher education courses. This will also have implications for employment and career progression of prospective teachers. Existing teacher education institutions may be encouraged to take necessary steps towards attaining academic parity with the new institutions.



- Current teacher education programs may be re-designed keeping in view the recommendations in the NCFTE, 2009 and other relevant material.
- Every pre-service teacher education institution may have a dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.
- There is a need to establish a national level academic body for continual reflection and analysis of teacher education programs, their norms and standards, development of reading material and faculty development of teacher educators.
- As a matter of policy, the first professional degree/diploma should be offered only in face -to -face mode. Distance learning programs and the use of blended learning material may be developed and used for continuing professional development of school teachers and teacher educators.
- The institutional capacity should be increased for preparation of teacher educators. M.Ed programme should be of 2 years duration with the provision to branch out for specialization in curriculum and pedagogic studies, management, policy and finance, and other areas of emerging concerns in education.
- The NCTE would need to develop broad-based norms for qualifications of teacher educators to enable induction of persons with post graduation degrees in education science, social sciences, languages and mathematics, along with a professional degree in teacher education or a research degree in education, as teachers educators.
- Creating opportunities for teachers to teach in teacher education institutes, as visiting faculty and teacher educators in school as a visiting faculty, may be explored.
- Faculty development programme for teacher educators should be institutionalized.
- There is need for enhanced investment in promotion of research in education in general, and in teacher education in particular in the universities; creation of an inter-university Centre in teacher education could play a significant role in this regard.
- The Govt is require to appoint an expert group to develop a policy framework for in-service teacher education and also develop a National Action plan for implementation of the policy and guidelines for formulation of state action plans.
- All existing teacher training institutes imparting in-service teacher education need to be strengthened.



- There is an urgent need to develop comprehensive programmes for continuing professional development of secondary school teachers. Strengthening and enhancement of institutions is needed.

At present as per the **NCTE's Regulations(2014)** the teacher education programs at different levels such as elementary, secondary and Masters of Education programs are going through radical change in terms of duration of the course, curricular change and evaluation. It includes content up gradation and change in all components such as conceptual foundations, pedagogic subjects, electives, Practical and fieldwork. ICT, Gender and inclusive education domains are there in context. Time duration of practice teaching, induction of workshops for school readiness, mentorship of school teachers, classroom observation in schools, preparing reflective journals, enhancement of professional capacities such as understanding self, reading and reflecting on text, introductory research etc. are introduced.

There is now a time for the evaluation of effects of the same. Further there is a full scope of change in the system. There is an increasing demand of making education courses content rich and linking them with school education in a more realistic manner.

Conclusion and Suggestions

After going through journey so far, few thoughts that need immediate attention and discourse: In ancient times, there was no special teacher training institutions, regulatory bodies and court's intervention still there was no scarcity of committed, qualitative teachers having strong personality and character that had lasting effects on pupil, society and nation as a whole. There was no state's direct intervention, budgetary control and dissemination on financial aspects; still schools do flourish in large numbers. Prospective teachers' education is through the lived experiences in the inseparable school system. There was no specially defined space, buildings, instruments, curriculum, methodologies and assessment other than or apart in Schools in context.

After independence there is a long list of recommendations of various committees and commissions as well as Govt's regulations, guidelines, directions and monetary support, still the current status is far from satisfaction. Now the questions that arise: First, Are we really on the right directions? Secondly, Is the present structure of school and teacher education really our own? Thirdly, Are we not following the path that was laid down by Britishers for their selfish motives. May be yes. Fourthly, Are we literally in tune with what was said through recommendations of various committees and commissions? If the answer is no, then following things need to be done with proper planning that seems difficult but not impossible.

- Need of structural change and overhauling of entire teacher and school education system e.g. Schools and teacher education institutions should not be a separate entity in any domain.
- Indianize the education System in terms of philosophy, thought and practice.



- Curriculum should be as per the need, culture, heritage, values and constitutional alignment. Modern and global trends, advanced methodologies along with traditional ethos should be followed.

Although following need urgent attention and action in present scenario:

- Need to develop infrastructural facilities, fund allocation and resource support e.g. Opening of teacher education institutes specially in deficit states such as north and northeast areas.
- Need of increasing Govt's colleges and institutes as these constitute only 10% of total teacher training institutes.
- 90% of teacher training institutes are of private management that is not a good sign. There is a need of prevention from privatization and commercialization of teacher education.
- Mostly elementary teacher education seems to be apart from the university system. There is a need to keep elementary and even ECCE also in the ambit of university system and its all should be the part of higher education.
- Need of continuous interaction of DIET's and universities.
- Action research should be included as in- separable component in study.
- Urgent need to prepare inclusive curriculum as a whole. It is seen in various curriculum frameworks and syllabi of the courses that separate paper on the subject is provided instead entire curriculum and all papers should be interwoven with the spirit of inclusion.
- Education for children with special needs should be given importance.
- Institutional capacity of existing institutions should increase in terms of intake and resources.
- Need of opening of schools attached to the teacher training institutes.
- Putting forth the values in teacher education so as national goals can be achieved.
- Life skills education, ICT and environmental education should be the essential component in the teacher education curriculum.
- Qualitative in- service programs in terms of problem solving, updating information, promotion of research and innovation in the areas of education are needed.
- During in-service programs, teacher's experiences should be considered as a core and further programme planning should be done on that basis.
- Professional ethics and accountability in teacher education is needed.
- Students, teachers, teacher educators and all concerned with education should be the part of decision-making process.
- There is an urgent need of constant inspection, supervision as well as consultation of the activities and programs.



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