

A Journey of Teacher Education....

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Meaning of 'Teacher'

A 'teacher' is a person who delivers an educational program, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program.

Teacher is the second parent who thinks good for our future and teacher is the only person who helps us to make decision then the right for us.

Meaning of Teacher Education

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional Skills

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the 3 teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills,

counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life-long learning skills.

Nature of Teacher Education

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

Teacher education is based on the theory that Teachers are made, not born|| in contrary to the assumption, Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called tricks of the trade.

Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz. adult education and non-formal education programmes, literacy and development activities of the society.

It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.

The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt emerging from the conceptual blending', making it sufficiently

specified.

Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

Scope of Teacher Education

The scope of teacher education can be understood in the following ways:

- Teacher education at different levels of education.
- Triangular basis of teacher education.
- Aspects of teacher education.

Teacher Education at different levels of Education

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

Triangular Basis of Teacher education

Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge

from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education. The Philosophical basis provides insights to the student teachers about the implications of the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The Sociological basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The Psychological basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

Aspects of Teacher Education

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators. Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the

stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner.

India has a large number of teachers and needs many more. All processes of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a large scale. Further the ultimate goal of in-service teacher development should be to ensure that optimal learning takes place in the classrooms.

- To enhance the institutional capacity available at present for ensuring the adequate supply of trained teachers for all levels of school education.
- To utilize all possible kinds of institutions, including university departments of education and teacher training institutions in the private sector, for in-service training of the existing cadre at all levels, in addition to State institutions, including CTEs;
- To recognize teacher education (for all levels of school education, from pre-school to senior secondary) as a sector of higher education and to facilitate co-operation and collaboration between institutes of teacher training and colleges of general education or universities with a view to enabling interaction between different departments of a local college (or university) (e.g. sciences, languages, social sciences) and the institute of teacher training.
- To envision a comprehensive model of teacher education, utilizing the Chattopadhyay Commission Report and updating its perspective, and ensuring that progress towards a new, comprehensive model is paralleled by necessary modifications in policies of teacher recruitment, deployment and service conditions, including emoluments.
- To prepare a curriculum policy and framework for teacher education which is consistent with the vision of the NCF, 2005, and to translate it into imaginative syllabi and textbooks for pre-service courses and sets of in-service training material suited to diverse conditions and needs; and

- To bring about synergy between institutional structures operating at different levels, e.g. NCERT and NCTE at national level, SCERTs and boards of education at State level, DIETs and undergraduate colleges at the district level and so on.

Vision of Teacher Education

Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of:

- Encouraging, supportive and humane facilitator in teaching-learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens and
- An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experience gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

These expectations suggest that teacher operates in a larger context and its dynamics as well as teacher has to be responsive and sensitive to the social context of education, the various disparities in background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, and social justice as also excellence.

To be able to realise such expectations, Teacher education has to comprise such features as would enable each of its learners. That is student teachers to:

- Care for children/learner's and who love to be with them;
- Understand children within social, cultural and political contexts;
- View learning as a search for meaning out of personal experience;
- Understand the way learning occurs, possible

ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.

- View knowledge generation as a continuously evolving process of reflective learning;
- View knowledge not necessarily as an external reality embedded in textbooks but as constructed in the shared context of teaching learning and personal experiences;
- Be sensitive to the social, professional and administrative contexts in which they have to operate.

The objectives of teacher education would therefore be to:

- Provide opportunities to observe and engage with children, communicate with and relate to children.
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.

Newly visualized Teacher Education Programme

- Emphasizes learning as a self-learning participatory process taking place in social context of learner's as well as wider social context of the community to nation as a whole.
- Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education.
- Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences.

- Views the teacher as a facilitator, supporting, encouraging learner's learning.
- Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction.
- Emphasizes that appraisal in such an educative process will be continuous, will be self-appraisal, will be peer appraisal, will be done by teacher educators, and formal type too.

From	To
Teacher centric, stable designs	Learner centric, flexible process
Teacher direction and decisions	Learner autonomy
Teacher guidance and monitoring	Facilitates, support and encourages learning
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning in the wider social context the class room
Knowledge as "given" and fixed	Knowledge as it evolves and created
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure
Appraisal, short, few	Multifarious, continuous

Teacher Education in Pre Independence India

Wood's Despatch, 1854

It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master. In suggesting a change in the education of teachers, the Dispatch referred to

the system prevalent in England. It urged the establishment of training schools in each presidency in India. The Dispatch suggested the introduction of pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be given certificates and employment. So the Dispatch introduced sufficient incentive for the would-be teachers.

The Indian Education Commission 1882

The Indian Education Commission 1882 (The Hunter Commission) recommended that an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any Secondary School, Government or Aided. For graduates it suggested a shorter course of training than for others. Pedagogical courses became more prominent. This also led to the opening of new teacher training institutions and by 1882 there were 116 training institutions for men and 15 for women. Thus by the close of the 19th century some essential things in teacher training had been established. Pedagogical courses had replaced general education, examinations and certificates in teacher training had been instituted and practical aspects in planning and teaching were emphasized.

Government of India Resolution on Education Policy, 1904

It made some very vital suggestions for the improvement of the teacher-training Programme. These were:

1. **Training Colleges:** The Resolution enunciated that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Intermediates or Graduates could seek admission to these Colleges. The general principles, upon which the training institutions were to be developed, were,

(i) To enlist more men of ability and experience in the work of higher training, (ii) To equip the training colleges well, (iii) To make the duration of the training programmes two years and for graduates, one year. The course would comprise knowledge of the principles which underlie the art of teaching and some degree of technical skill in the practice of the art, (iv) The course would culminate in a university degree or diploma (v) There should be a close link between theory and practice and practicing schools should be attached to each college.

2. **Training Schools:** The Resolution recommended opening of more training schools, particularly in Bengal. The normal schools were mostly boarding schools where students with vernacular education came for training and were given stipends. They received general education combined with the instruction in the methods of teaching and practice in teaching. The Resolution recommended a minimum course of two years. It mentioned courses of training specially suited for teachers of rural schools.
3. **Saddler Commission of 1917:** It recommended the introduction of education as an optional subject at the B.A. level, and the introduction of post graduate degree in education. The recommendations of the Saddler Commission helped in the improvement of teacher training programme in India.
4. **Hartog Committee 1929:** Following the recommendations of the Saddler Commission, majority of the Universities set up faculties of education. Andhra University started B.Ed. degree in 1932 and Bombay University launched the post-graduate degree, M.Ed. in 1936. In 1941, there were 612 Normal Schools out of which 376 were for men and 236 for women.

Teacher Education in Post Independence India

The University Education Commission (1948-49)

The Commission observed that obviously there was no difference in the theory papers offered in

the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another. The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other;

Efforts of Indian Association of Teacher Educators (IATE) – At Baroda in 1950 IATE constituted a study group popularly known as Baroda Study Group to revitalize the B. Ed. Programme.

The Secondary Education Commission, (1952 -53)

It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place they occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found some teacher training institutions that is:

- Primary (Basic) Teacher Training,
- Secondary Teacher Training Institution and Training Colleges.

It suggested two types of institutions:

- for those who have taken the school leaving certificate, for whom the period of training be two years,
- for graduates, presently of one academic year but extended as a long-term programme to two academic years. The graduate training institutions should be recognized and officiated to the universities which should grant the degree, while the secondary grade training institutions should be under the control of a separate Board. It recommended training in co-curricular activities, refresher courses and research work for the M.Ed. degree. In 1995 the All India Council

for Secondary Education was established. The Council through its Extension Centres imparted in-service education. In 1957, the All India Council for Elementary Education was formed.

The Second Five Year Plan was launched in 1955-56 and it was contemplated that 68 per cent of teachers would be trained by 1960. An amount of ` 17 crore was apportioned for increasing training facilities.

All India Council of Secondary Education Established an Examination Reform Unit in 1951. The Directorate of Extension Programme for secondary education was set-up in 1959 to co-ordinate and run the extension programmes. In the same year the Central Institute of English was established at Hyderabad to train teachers in English and to conduct research in the field.

National Council of Educational Research and Training (1961) – Establishment of NCERT merging together the various national level institutions established in the 40's and 50's. The Teachers College, Columbia University influenced its functioning in all areas and the Ohio University team guided the NCERT to establish the four Regional Colleges (now Institutes) of Education and introduced Four Years Integrated Secondary Teacher education Programme after 10+2 stage.

The Kothari Commission, (1964-66)

In 1964 an Education Commission was set-up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advice on the educational set-up. The Commission observed that a sound programme of professional Education for teachers was essential for the qualitative improvement of education. The Commission pointed out the weakness of the existing system and suggested ways to improve it. It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. The Commission very correctly diagnosed the ills in teacher education and suggested practical remedies. As a result of the suggestions of the Education Commission, 1964-66, some changes were introduced in teacher education. An M.A. degree in

Education was introduced in some universities, such as Aligarh, Kurukshetra, Kanpur and some others.

National Policy Statement on Education (1968) Teachers' emoluments and other service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities.

The Planning Commission in the Fourth Five Year Plan (1969-74)

It laid emphasis on Teacher Education for improving its quality, training more women teachers and teachers from tribal communities, training science and mathematics teachers for the middle classes and organizing in-services training. It suggested correspondence courses for the training of teachers already in service. It recommended greater co-ordination between the NCERT.

First Asian Conference on Teacher Education – The conference was held from 14th to 19th June 1971 at Bangalore and recommended that the programs of school education and teacher education in each country should be modified to meet the new challenges

National Council of Teacher Education (1973) - It came out of curriculum framework for different teacher education programmes in 1978. It was established as a statutory body through an act of parliament of 1993 to regulate teacher education in the country by laying down norms and standards and by undertaking periodical inspections with a view to phase out sub-standard institutions and to check commercialization in teacher education. NCTE also brought out national Curriculum Framework for Quality Teacher Education in 1998.

National Commission on Teachers-I (1983-85) – a four year training course after senior secondary, or preferably a 5 year course leading to graduation and training is recommended. For elementary teachers it is desirable to have a two year training course after Class XII. The integrated four year curriculum for a degree in education should consist of general education and professional preparation.

The National Policy of Education (NPE) in 1986 and its Programme of Action- Some training schools were upgraded to District Institutes of

Education and Training (DIETS) and some training colleges were upgraded to Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASES).

The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because "...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time."

Yashpal Committee (1993) – Committee suggested that B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. By the year 1998-99 there were 45 District Institutes of Education and Training (DIETS), 76 Colleges of Teacher Education (CTEs) and 34 Institutes of Advanced Studies in Education (IASE).

National Curriculum Framework for Teacher Education (2000) – It highlighted continuing education of in-service teachers' needs attention because all their initial education and training may not remain relevant and effective because of the present rate of change in content and pedagogy in the national and world scenario. Offering in-service education in a sustained manner, for which a cascade model of training is recommended.

National Curriculum Framework (2005) - Focus Group on Teacher Education not only sees Continuous Professional Development (CPD) as the most prominent measure for bridging the gap between pre-service and in-service education of teachers through well designed pre-service programmes and on-site support to teachers, but also the school- Teacher Education Institutes (TEI) collaboration in this enterprise as crucial.

National Curriculum Framework for Teacher Education (NCFTE) 2009- This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework

on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. As a natural corollary to the NCFTE, the NCTE has also developed 'model' syllabi for various teacher education courses. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance. To enhance quality of school education Teacher Eligibility Test (TET) for Teachers and Principal Eligibility Test (PET) are conducted at both level at state and at central level. For teacher education UGC conducts National Eligibility Test (NET) at national level and State Level Eligibility Test (SLET/SET) at state level.

NCTE Regulations 2014 - NCTE completed and notified the revised Regulations 2014, along with Norms and Standards for 15 programmes on November 28, 2014 under Government of India. A wide range reforms in Teacher Education which the new Regulations 2014 have addressed.

The important highlights of Regulations 2014 are as under:

- ➔ A wide basket with 15 programmes is on offer, recognizing for the first time three new programmes – 4-year B.A/B.Sc. B.Ed., 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme.
- ➔ The duration of three programmes – B.Ed., B.P.Ed., M.Ed. – has been increased to two years, providing more professional rigour and at par with best international standards.
- ➔ ICT, Yoga Education, Gender and Disability/ Inclusive Education are integral part of each programme curriculum.
- ➔ More integrated teacher education programmes are encouraged.
- ➔ The teacher educator M.Ed. Degree comes with specialization in either Elementary Education or in Secondary/Senior Secondary Education.
- ➔ In-service teachers have more option to acquire higher TE qualifications—DEEd (ODL), B.Ed. (ODL), B.Ed. (Part-Time).

- Each teacher education institution to have compulsory accreditation in every 5 years from an accrediting agency recognized by NCTE. (A MoU has already been signed with NAAC in this regard).

NCTE had constituted a four member review committee, 2015-16 headed by former NCTE Chairperson Mohd. Akhtar Siddiqui, has recommended overhaul of National Council of Teacher Education (NCTE) and setting up of at least two teacher education universities in each state, besides bringing down the number of programmes for them to three. The committee's report has recommended National-level Entrance Examination for Teacher Education (NEETE), to be conducted by NCTE, for admission to teacher education programmes. It is suggested that only candidates with more than 50% marks be considered for admission. He has also recommended that regional committees (RCs) be disbanded and converted into Teacher Education Resources Centres (TERCs).
Source: Times of India, April 2016

Conclusion

India has made considerable progress in school and college education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. But quality of education in a nation not only depends on literacy, infrastructure and universal access and enrolment in schools but also depends upon the competence, dedication and quality of school teacher. The success of any educational programme largely depends on

the teachers, their competencies and skills. These competencies and skills could not be developed automatically, for developing these competencies the teacher educators and teacher education system are responsible. By Govt. of India efforts have been initiated over the past few years to gradually develop a network of institutions like DIETS, IASE and CTE with the moderate of providing in-services and pre-service education to primary and secondary school teachers respectively. So far 555 DIETS, 104 CTE and 31 IASE and 30 SCERT (MHRD, 2012) have been set up as teacher education resource institutions in the country and yet more efforts and tweaks to be needed.

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