

Past, Present and Future of Teacher Education

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Abstract

Education is a key for development of a nation and an individual. Education and development are two sides of the same coin. In the present globalized, modernized, scientific and technological world the role of education is extending more and more. The main aim of education is all round development of an individual i.e. physical, mental, spiritual, social and political. In the 21st century economic development, skills development and technical development are also included in the aim of education. The needs of a society are changing from time to time and the needs are beyond our expectations. Teacher has a prominent role to change the society. Change is a characteristic of nature. The type of education depends upon the type of teacher education programmes we have. Without strengthening the teacher education in India, it is impossible to change the educational system of a country. The main objective of the study is to know the status and problems of teacher education in India. The present study is purely descriptive in nature. In the present paper an attempt has been made to analyse the past, present and future of teacher education in India for wealthy and healthy life of all citizens of India.

Keywords: Past, Present, Future, Education, Teacher Education and India.

Introduction

Education is a symbol of development. The development of any nation depends mainly on the standards of its educational institutions. The standard of its educational institutions depends mainly on the standards of its teachers and teacher education programmes. Teacher has a pivotal role in the process of development. In India, the position of teacher is above the god after mother and father. Education is a key for both national and individual development. In the 21st century the scope of education is more. We are living in the globalized, modernized, scientific, technological and digital world. The expectations of an individual are

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changing from time to time. The needs of a society are also changing day by day. Planning or policy is very important for development of any nation. The policy document shows the direction where we want to move, how much time we required to reach our destination, how to solve any problems if arise and where we are. Teacher education programmes are the main source to visualize the type of educational system we need for our development for healthy and wealthy nation for the betterment of all.

Teacher Education

NCTE 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 Good 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”. The American Commission on Teacher Education rightly observes: “*The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher*”. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation.

The focus of teacher preparation had to shift from **training to education** if it had to make a positive influence on the **quality of curriculum transaction** in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are;

- the length of academic preparation,
- The level and quality of subject matter knowledge,
- The repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,
- The degree of commitment to the profession,
- Sensitivity to contemporary issues and problems and
- The level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training (Amareswaran, N. & Kikon, A.E., 2015)¹.

¹ Amareswaran, N. and Kikon, A.E. (2015). *Quality Indicators for Teacher Education*.

Objective of the Study

The main objective of the study is to know the status and problems of teacher education in India.

Teacher Education at different levels of Education

There are different levels of teacher education. They are:

- Pre-primary
- Primary
- Elementary
- Secondary
- Higher Secondary and
- Tertiary

For the purpose of the present study the investigator divided the teacher education into three parts i.e. the first one is teacher education in the past (since ancient time to 2012 A.D.), the second one is teacher education in the present (12th Five Year Plan period i.e. 2012-2017) and the last and the final one is teacher education in the future (From 2017 onwards).

1. Teacher Education in the Past

The history of teacher education in India may be divided into five parts:

- 1 Ancient and Medieval Period: 2500 B.C. to 500 B.C.
- 2 Buddhist Period: 500 B.C. to 1200 A.D.
- 3 Muslim Period: 1200 A.D. to 1700 A.D.
- 4 British Period: 1700 A.D. to 1947 A.D.
- 5 The post-independence period from 1947 A.D. to 2012 A.D.

There are different levels of development of teacher education programmes in India. They are:

1. Monitorial System 1880
2. Teacher's Training Schools
3. Wood's Despatch 1854
4. Stanley's Despatch 1859
5. Education Policy 1904
6. Calcutta University Commission 1917-19
7. Hartog Committee 1929
8. Sargent Report 1944
9. Kothari Commission (1966)
10. Chattopadhyay Committee (1985)
11. National Policy on Education (NPE 1986/92)
12. Acharya Ramamurthi Committee (1990)
13. Yashpal Committee (1993)

14. National Curriculum Framework (NCF, 2005).

15. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010.

Revision of the Centrally Sponsored Scheme of Teacher Education

The Department has initiated the process of revision of the Teacher Education Scheme. The revised Scheme is guided by the following factors:

- To integrate teacher education with overall education development in the States;
- The need for expansion of capacity of teacher education institutions, especially in some of the deficit States of East and North-Eastern Region;
- Address the problem of large number of untrained teachers and the possibility of large number of persons being recruited (because of the Pupil Teacher Ratio (PTR) specified in the RTE Act) without possessing the prescribed professional qualification;
- Expanding institutional capacity to provide in-service training for secondary school teachers in light of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA);
- Strengthening the decentralized structures of BRCs and CRCs to provide adequate institutional support for professional development of school teachers on a continuous basis;
- To link elementary teacher education with the higher education system
- To develop and put in place a mechanism to monitor the implementation of the Scheme on various physical and financial parameters with pre-defined outcomes for improving the overall quality of various activities of the teacher education institutions.

National Curriculum Framework on Teacher Education

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 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.

While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under.

1. Reflective practice to be the central aim of teacher education
2. Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;

3. Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
4. Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

Reforms in Regulatory Framework

The National Council for Teacher Education (NCTE) was constituted under the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system. In the recent past the NCTE has undertaken various steps for systemic improvements in its functioning and in improving the teacher education system, as under:

1. Based on the study of demand and supply of teachers and teacher educators of the various states, the NCTE has decided not to receive further applications for several teacher education courses in respect of 13 States. This has led to substantial rationalisation in the demand-supply situation across States;
2. (b) The Regulations for grant of recognition and norms and standards for various teacher education courses were revised and notified on 31st August, 2009. The applications for grant of recognition are now processed strictly in chronological order. The new Regulations make the system more transparent, expedient and time bound, with reduction in discretionary powers of the Regional Committees;
3. e-Governance system has been introduced by way of providing online facility for furnishing of applications and online payment of fees. MIS has been developed to streamline the process of recognition;
4. The National Curriculum Framework for Teacher Education has been developed keeping in view NCF, 2005;
5. Academic support is being provided through preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education.
6. Various quality control mechanisms have been developed, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE².

2. Teacher Education in the Present (12th FYP-2012-17)

There are large numbers of teacher vacancies in the school system. An estimated 12.58 lakh (5.64 lakh old and 6.94 lakh newly sanctioned under

² Reports of NCTE, Government of India, New Delhi.

SSA) vacancies exist at the elementary level. These are mainly accounted for by six States: UP (3.12 lakh), Bihar (2.62 lakh), West Bengal (1.81 lakh), MP (0.89 lakh), Chhattisgarh (0.62 lakh) and Rajasthan (0.51 lakh). Several States in the North, East and North-Eastern regions have an acute problem of untrained teachers. Therefore, pre-service and in-service training of teachers needs to be mounted on a mission mode during the Twelfth Plan. In particular, modular teacher training programmes should be developed so that para-teachers can attend training courses during the summer and winter vacations and get formally qualified over a three- to five-year period. In-service training using technology and innovative delivery methods could address the problem of poor quality of existing teachers³.

Justice Verma Commission submitted their report on August 2012 to the government. The commission has suggested valuable suggestions to government for quality teacher education programmes in India. Because of Verma Commission report the NCTE has given directions to all the state governments to implement new curricula along with new duration of the different courses. The UPA-II government has given more importance for teacher education India. The present NDA government also is giving first priority for teacher education. The UGC has issued a notice to all the central universities to start teacher education department at the earliest (MHRD, New Delhi)⁴.

3. Teacher Education in the Future:

The future of the teacher education of India depends on the past and the present of teacher education. Based on the existing system of teacher education programmes in India, the performance of teacher educators is not up to the mark. The whole system of teacher education is facing problems regarding quality and quantity. The present NDA government is going to launch New Education Policy soon. The future of teacher education depends mainly on the New Education Policy. Hope that, the New Education Policy will look all the issues which mentioned in the past and the present of teacher education in India.

Problems of Teacher Education

There are some unbelievable things (problems) observed by the investigator in the present practice of teacher education programmes of India.

1. Many teacher education institutions (especially at B.Ed. and M.Ed. levels) are not conducting classes regularly.

³ 12th Five Year Plan Document, Planning Commission of India, Government of India, New Delhi.

⁴ MHRD Documents, Government of India, New Delhi.

2. The college managements (private) are collecting fee from student-teachers for Absence of classes.
3. The college managements (private) are providing study material to student-teachers during exam times.
4. The college managements (private) are collecting extra fee from student-teachers by showing different causes.
5. Macro and micro teaching practices are also not happening regularly. All these are showed only on the papers.
6. The names of the teacher educators are exist in the records of the colleges but in practice they are not there.
7. The physical infrastructure of colleges is also not up to the mark.
8. There are so many untrained teachers in the states of North-East Region.
9. There are lakhs of trained un-trained teachers in the states of plain India.
10. Only 192 Teacher Education colleges (it includes two universities) are assessed and accredited by NAAC. Thousand of colleges are not accredited by NAAC. It indicates that the quality of teacher education is not up to the mark⁵.
11. The private college managements are not paying good amount of salary for teacher educators based on norms of UGC and NCTE.
12. The promotion system in teacher education programmes is also not properly implementing.
13. The inspection team or visiting team members of teacher education are collecting bribe from the management of private colleges for NAAC/NCTE recognition.
14. Many colleges are facing problems regarding examination and evolution of teacher education.

Suggestions

By keeping the problems which mentioned earlier the investigators are suggested the following suggestions for quality teacher education in India with special reference to New Education Policy. The suggestions are:

1. For quality teacher education it is the duty of government to encourage teacher education colleges to apply for NAAC.
2. The public/people participation in teacher education is lagging. There is a need to strengthen this participation for effective implementation of teacher education programmes.
3. The performance of private teacher education colleges (not all) is not up to the mark. It is better to take over these colleges by government/s for the interest of nation.

⁵ NAAC Report (2013), NAAC, Bangalore.

4. It is good to pay salaries which collected from private college managements to teacher educators of private colleges through government treasuries.
5. It is not good to continue recognition of teacher education colleges which are not conducting classes regularly.
6. The list of teacher educators is not available in the website of NCTE. NCTE should be maintained and update the information regarding teacher educators in the NCTE website.
7. NCTE wants to take necessary steps to strengthen the quality of teacher education by providing necessary teaching-learning materials to all the teacher education colleges in India.
8. There is an urgent need to establish NCTE regional offices at different regions of India.
9. Government should be taken steps to stop or minimize corruption in teacher education programmes.
10. There is a need to establish a separate grievance cell to solve the problems of teacher educators and student-teachers.
11. It is important to organize orientation programme and refresher course at Human Resource Development Centres for better examination and evolution reforms of teacher education programmes.
12. Government should be taken necessary steps to link teacher education programme with employment opportunities.

Conclusion

The present situation of teacher education programmes in India is not up to the mark. The quality of teacher education is coming down day by day. The private college managements (not all) are not taking necessary steps to strengthen the quality of teacher education. The main motto of private college managements of teacher education colleges is profit. In the field of teacher education in India, the LPG concept was not supported positively. There are so many un-solved problems in the field of teacher education in India. Without solving the present problems, it is difficult and impossible to provide quality teacher education for the welfare of nation. There are so many committees and commission on teacher education in India and many organizations are also working for the teacher education at national and state levels. When compared to developed countries, India is still at an initial stage to provide all the necessary things to teacher education programmes. The upcoming New Education Policy may take care to strengthen teacher education in India. Without strengthening the teacher education programmes, it is not possible to provide quality education for all the students in the country. Under Hon'ble Prime Minister of India, Mr. Narendra Modi the New Education Policy will take necessary steps to strengthen the existing teacher education with quantity wise and quality wise.

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