

CONCEPT OF TEACHER EDUCATION IN INDIA

Sohini Bhattacharyya

ABSTRACT

Education serves a social function when it seeks to respond to the demands of individuals or communities for education suited to their particular needs, aspirations and cultural traditions. It serves as a manpower function when it seeks to provide the economy with trained personnel, to ensure that there are sufficient teachers, nurses or engineers to meet the needs of society as a whole. Education thus needs to discharge both social and manpower functions. So it is necessary to understand how educational planning reconciles these functions, and to what extent manpower planning has contributed to educational planning.

INTRODUCTION : Puts full faith to 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 and 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 peer appraisal, will be done by teacher educators, and formal type too.

Our vision of the coming century is one in which the pursuit of learning is valued by individuals and by authorities all over the world, not only as a means to an end, but also as an end itself. Each person will be encouraged and enabled to take up learning opportunities throughout life. Hence much will be expected, and much demanded, of teachers, for it largely depends on them whether this vision can come true. Teachers have a crucial role to play in preparing young people, not only to face the future with confidence but to build it with purpose and responsibility (Delors et, al. 1996).

The well-established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. The post-independence period was characterized by major

efforts being made to nurture and transform teacher education. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. Having inherited a foreign model of teacher preparation at the time of independence from Britain in 1946, major efforts have been made to adapt and update the teacher education curriculum to local needs, to make it more context based, responsive and dynamic with regard to best meeting the particular needs of India. The current system of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

Impact on National Policies:

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education-

The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and

The National Curriculum Framework for school education, 2005.

The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and

compulsory education to almost 20 crore children in 6-14 age group till class 8. The Act mandates a student ratio of 1:30 till a student population of 200 students at the primary stage. This would increase the demand for qualified elementary school teachers for many times. The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years.

Changing Role of the Teacher:

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a 'given', an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be facilitator of children's learning in a manner that the child is helped to construct his or her knowledge. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

Challenges in Teacher Education:

Unprecedented expansion of teacher education institutions and programs during the past few years characterizes the Teacher Education scenario today. With increasing school enrolments and the launch of pan-Indian primary education development programs like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country. From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers of December, 2008 swelled to 14,523 courses in 12,200 institutions with intake of 10,73,661 at different levels. This expansion has taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile.

Teacher Education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in

terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of Teacher Education should be raised to a university level and that the duration and rigor of programs should be appropriately enhanced.

Research and Innovation:

There is a need to increase research that documents practices reflectively and analytically- whether it is of programs or of individual classroom- so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. In addition, there is a need to innovate with different models of Teacher Education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of impetus has been given to research. Many teacher educators are encouraged to take up either major or minor research projects.

Inclusive Education:

There are two kinds of exclusion prevalent in schools; one is the exclusion of the child with disabilities and the second is the social exclusion of children who come from socially and economically deprived backgrounds. There is a dire need to equip teachers to overcome their biases in these regards and positively handle these challenges. Teachers will have to be specially equipped if the social deprivation has to be overcome through education.

Perspective for Equitable and Sustainable Development:

In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all. and that respect and value work. In the present ecological crisis promoted by extremely commercializes and competitive lifestyles, children need to be educated to change their consumption patterns and the way they look at natural resources.

Role of Community Knowledge in Education:

It is important for the development of concepts in children as well as the application of school knowledge in real life that the formal knowledge is linked with community knowledge. The NCF 2005 promotes the inclusion of locally relevant content in

the curriculum as well as pedagogy.

ICT in Schools and e-learning:

With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. Teacher Education has been structured to orient and sensitize the teacher to distinguish between developmentally appropriate and detrimental uses of ICT. It needs to also equip teachers with competence to use ICT for their own professional development.

In view of the above discussion, the newly visualizes Teacher Education programme as put forth by NCERT is as follows:

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 to 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 and 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 peer appraisal, will be done by teacher educators, and formal type too.

Hence there would be a major shift:

Table : 1 : Newly Visualized Teacher Education

FROM	NOW
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 classroom	Learning in the wider social context the classroom
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

Table : 2 : Nomenclature of Teacher Education programs are presented as follows:

Earlier(1993-2009)	New(2014)	Duration		Mode	
		Earlier(1993-2009)	New(2014)	Earlier (1993-2009)	New (2014)
Certificate of education- pre school Teacher Education	Discontinued	1 year	-	Face to face (50 students)	-
Diploma in early childhood Education(D.E.C.Ed)	Diploma in pre school education(D.P.S.E) (APP-1)	2 years	2 years	Face to face(50 students)	Face to face(50 students)
Diploma in Education(D.Ed)	Diploma in Elementary education (D.El.Ed) (APP-2)	2 years	2 years	Face to face (50 students)	Face to face (50 students)
Bachelor of Elementary Education (B.El.Ed)	Course continued (APP-3)	4 years	4 years	Face to face (35 students)	Face to face (50 students)
Bachelor of Education (B.Ed)	Continued (APP-4)	1 year	2 years	Face to face (100 students)	Face to face (50 students)
Master of Education (M.Ed)	Continued (APP-5)	1 year	2 years	Face to face (25 students), (35 students)	Face to face (50 students)
Diploma in Physical Education(D.P.Ed)	Continued(APP-6)	1 year	2 years	Face to face(50 students)	Face to face (100 students)
Bachelor in Physical Education (B.P.Ed)	Continued (APP-7)	1 year	2 years	Face to face (50 students)	Face to face (100 students)
Master in Physical Education (M.P.Ed)	Continued (APP-8)	2 years	2 years	Face to face (30 students)	Face to face (40 students)
Diploma in Education(O.D.L)	O.D.L Diploma in Elementary Education (APP-9)	-	2years (maximum 4 years)	O.D.L (less than 100)	O.D.L (less than 500)
Bachelor of Education	Continued (APP-10)	-	2 years	-	O.D.L (less than 500 students)
M.Ed (Parttime)	Discontinued	2 years	-	Face to face (25 students)	-
Certificate in Physical Education (C.P.Ed) (2007)	Discontinued	2 years	-	Face to face (50 students)	-
M.Ed (O.D.L)	Discontinued	2 years	-	O.D.L (150 students)	-
-	Diploma in Art Education (visual arts) (APP-11)	-	2 years	-	Face to face (50 students)
-	Diploma in Art Education (performing arts) (APP-12)	-	2 years	-	Face to face (50 students)
-	4 years integrated programme (leading to B.A, B.Ed and B.Sc, B.Ed) (APP-13)	-	4 years	-	Face to face (50 students)
-	B.Ed (Parttime) (APP-14)	-	3 years	-	Face to face (50 students)
-	3 years integrated programme, leading to B.Ed, M.ed (APP-15)	-	3 years	-	Face to face (50 students)
4 years integrated programme, leading to Bachelor of Physical Education	-	4 years	-	Face to face (50 students)	-

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teacher should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. So the teachers and teaching should be recognized like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

REFERENCES:

- 1)Sharma, S.P (2009).*Teacher Education: Principles, Theories and Practices*. New Delhi-1100102.: Kanishka Publishers, Distributors.
- 2)Mohan, R (2016). *Teacher Education: Delhi-110092.: PHI Learning Private Limited*
- 3)Sokett.H.T., DeMulder.E.K., LePage. P.C and Wood.D.R (2001). *Transforming TeacherEducation: Lesson in Professional Development*. Westport, CT.: Bergin & Garvey Publishers.