



## Development of Teacher Education in 21<sup>st</sup> Century At Primary And Secondary Level in India

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### ABSTRACT :

*The success of a student depends most of all on the quality of the teacher. With the advent of standard-based reforms, the quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. This paper aims to study the development of Teacher Education in India with respect to some parameters. In facing up to the numerous challenges to teacher education in the era of digital technology and globalization, this article will facilitate the quest for new teacher education for the future. This is emphasized for teacher educators, educators, graduate students, researchers, policy-makers and those interested to reform teacher education for the future. Without providing the quality teachers, free and compulsory education cannot be shaped properly. So that, after independence the importance of teacher's education was given the sole priority. Even today after 70 years of independence, teacher's education is a major challenge for us. Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teaching-learning than merely dealing with duties, responsibilities and classroom assignments. It is now at the fork of fullness of vision in a fascinated world of immediate gain in every endeavour and worries and frustrations in fruitless teaching sans joy, sans freedom and creative adventure. As a consequence, the challenges of teacher education today for addressing tougher ones of tomorrow remains a far more thrilling adventure to be more worthily undertaken.*

**Keywords:** *Development, Teacher Education.*

### INTRODUCTION:

Education helps all round development. It begins at educational institution or school. A school provides lot of learning experiences by which student become from the darkness to the light of knowledge. The key persons in the school are teacher. So teacher's role in school is very important. Teacher education enriches it more in the sense that qualification and teaching skills. It is strictly aiming at a profession development of teachers. To development of a nation, it is essential to invest in the preparation of teacher, so that the future of a country is secure. Good's dictionary of Education defines Teacher Education as "All formal and informal activities and experiences that help to qualify to a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively". According to Good (1941), teacher education not only refers to the total educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the program of courses and other experiences offered by an educational institute for the announced purpose of preparing

persons for teaching and other educational service and for contributing to their growth in competency for such services. The history of teacher education in India is as old as the history of Indian education itself. India has one of the largest systems of teacher education in the world. Education of teachers must have been born in India in 2500 B.C. The history of Indian teacher education 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. Teacher education in independent India (1947 up to this date).

## OBJECTIVES:

The main objectives of this paper are

- To disclose the views and recommendation of different commission related to the education
- To find out the progress of secondary & primary teacher education institute
- To review the curriculum of teacher training institute.
- To show teacher education institution and average enrolment of per institution
- To know the recent trends of teacher education
- To understand the present status of Teacher Education.

## METHODOLOGY:

This paper is a documentary study. It is based on primary and secondary data. The primary data has been collected from different govt.documents and secondary data has been collected from different books, journals, articles.

## DELIMITATION OF THE STUDY

The progress of Teacher Education is a vast area of study. Due to lack of time, the researcher perhaps could not cover all areas of the topic. So the study may be restricted to the recommendations of various commission and committees, activities of various organizing dealing with Teacher Education and Teacher Education perspective of Five Year Planning.

### Focus area to be discussed:

Various views and recommendation are given by different commission relating to the education after the freedom of India. The views and recommendation are discussed in the following

**University Education Commission (1948-49)**—The first commission in free India, University Education Commission, in 1948 critically scanned the existing courses in teacher training Programme and suggested that the courses must be flexible and adaptable to local circumstances. In this context, the commission recommended that the courses should be remodeled, suitable schools to be used for practical training and more time to be given to school practice. In 1950, the First Conference of Training Colleges in India was held at Baroda to discuss programmes and functions of training colleges. In this commission, „teacher training“ was given a new nomenclature and it became „teacher education“.

**Secondary Education Commission (1952-53)**—This commission suggested reforming of secondary education. It recommended that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects. The practical training should not consist only of practice in teaching, observation, demonstration and criticism of lessons, but should include such subjects as construction and administration of scholastic tests, organization of supervised study and students“ societies, conducting library periods and maintenance of cumulative records.

**Education Commission (1964-66)**—The Education Commission (1964-66) also known as Kothari Commission showed keen interest in teacher education. It observed that a sound programme of professional

education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national system of education.

According to **National Policy Statement on Education (1968)**, of all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. Teacher, must therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities.

**First Asian Conference on Teacher Education**—This conference, jointly sponsored by Association of Teacher Educators (IATE) and the International Council on Education for Teaching (ICET) was held from 14th to 19th June 1971 at Bangalore. The conference recommended that the programs of school education and teacher education in each country should be modified to meet the new challenges.

**‘ITEP’ Plan of National Council of Educational Research and Training**—The teacher education Department of National Council of Educational Research and Training, launched a plan for the comprehensive improvement of teacher training under the name „Intensive Teacher Education Programme“ (ITEP) to work cooperatively with the training colleges to bring about desirable changes and improvement in teacher education.

**Efforts of Indian Association of Teacher Educators (IATE)**—The Indian Association of Teacher Educators, formerly known as All India Association of Training Colleges, the only national organization of teachers of training institutions, have been organizing annual conferences beginning with their first meet at Baroda in 1950. IATE constituted a study group popularly known as Baroda Study Group to revitalize the B. Ed. Programme.

**National Commission on Teachers–I (1983-85)**—In National Commission on Teachers – I (for school teachers), 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. Training curriculum for elementary teachers should emphasize on mastering of language and communication skills. The teacher educators in colleges of education should be drawn from disciplines of various school subjects and educational disciplines like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be post-graduate degree in the subject and a B.Ed., preferably a M.Ed. degree. The minimum qualification for a teacher educator for the elementary training institutes should be a post graduate degree with B.Ed. training. This commission also suggested that the practice teaching should be replaced by the word „Internship“.

**The National Policy of Education (NPE) in 1986** recommended that teacher education is a continuous process and its pre-service and inservice components are inseparable. The National Policy of Education (NPE), in 1986 and its Programme of Action made a strong case for improving the quality of teacher education because it was the prerequisite to improve the quality of school education. 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 (IASSES).

**Yashpal Committee (1993)** noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the 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. The contents of the programme should be restructured to ensure its relevance to the changing need of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking. 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 (IASSES). The statutory NCTE further came out with a Curriculum Framework (1998) to provide guidelines in respect of the content and

methodology of teacher education. As a result of this, many universities and state governments revised the courses of teacher education. The statutory NCTE further came out with a Curriculum Framework (1998) to provide guidelines in respect of the content and methodology of teacher education. As a result of this, many universities and state governments revised the courses of teacher education.

**National Curriculum Framework for Teacher Education (NCFTE) 2010** highlighted that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. To improve the quality of teacher education program, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. 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.

**Growth of The Teacher Education Institutions (Teis) In India:**

YEAR	ELEMENTARY TEIS	SECONDARY TEIS
1947-48	184	51
1957-58	466	176
1970-71	1136	381
1980-81	1059	494
1990-91	1167	474
1998-99	1319	818
2012	6193	9152
2013	6401	9780

**Table-1**

Source: \* The Education of primary teacher in India. Report of the first seminar (Ministry of Education, GOI): National surveys of elementary teacher education in India (NCERT)

\*\* First survey of secondary teacher education in India, second and third National survey of secondary teacher education in India \*(NCERT,)

\*\*\* selected educational statistics, MHED, Govt. of India,

**Analysis:**

The number of elementary teacher education institution. (ETEIS) has not increased at the same pace as that of the secondary teacher education institutions. The main reason is identified as quantitative concern.

In 1947-48 the number of TEIS at the elementary level was 184 which during seventies and eighties increased again during nineties, (see table-1). It indicates that their total number has been fluctuating.

**Teacher Education Institutions And Average Enrolment of Per Institutions**

YEAR	ELEMENTARY TEIS		SECONDARY TEIS	
	NUMBER	AVERAGE NUMBER	NUMBER	AVERAGE NUMBER
1990-91	1167	104	474	181
1991-92	1202	100	538	181
1992-93	1328	100	557	180
1993-94	1194	100	584	180
1994-95	1179	109	586	174
1995-96	1221	93	633	193
1996-97	1234	98	697	168
1997-98	1278	93	848	134
1998-99	1319	98	818	140
2012	6193	102	9152	146
2013#	6401	106	9780	166

**Table-2**

Source: selected educational statistics, MHRD, Govt. of India.

Through the overall percentage of trained teachers had gone up since independence, the backlog of untrained teachers had not yet been completely cleared as shown in table-2 shows.

### **Global Challenges in Indian Teacher Education:**

- Curriculum design
- Professional practice
- Qualitative education in teacher education
- Privatization in teacher education
- IT or ICT facilities in the teacher training colleges
- Duration of course
- Admission process
- Training schedule
- Attitude of trainee teacher
- Teacher educator
- Curriculum framework of teacher education
- Government recruitment procedure

### **Recent trends of teacher education:**

Based on various changing needs of our society now emphasis is also given to the various educational theory and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teachers should also know the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee to acquire the basic skills and competencies of a good teacher. Now-a-days new trends in teacher education are Inter-disciplinary Approach, Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development. In 21<sup>st</sup> century has been expected teacher has to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which 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. But unfortunately reality is different.

### **Problems of teacher education**

There are various problems that obstruct the path towards the attainment of perfection and standard.

- Isolation of Teacher Education from community: In the present times the Teacher education has acquired only a narrow framework leading to loss of linkage with the real life situations and experiences.
- Less duration of the course: The duration of the course is so less that a freshman fails to acquaint himself with it, what to talk of perfecting it!
- Lack of orientation of Teacher Education: There is great dearth of the add up courses for the continuous growth of the teacher.
- Lack of flexible approach to plans and programmes of Teacher Education: The plans and programmes of Teacher Education are not modified keeping pace with changing requirements from the field.
- Lack of passion and enthusiasm for the occupation

- Inadequate technology infusion
- Invalid recognition and accreditation
- Problems of practice teaching and supervision of teaching
- Lack of facilities for professional development

## PRESENT FACTUAL STATUS OF TEACHER EDUCATION

The present factual status of teacher education can be briefly discussed with reference to NCTE new regulation, November 2014. Besides the status studies the number of researcher initiated in the field of teacher education during the post independent period. Researchers have taken place with regard to teaching effectiveness, teaching skills, curriculum and educational technology.

One of the most debated issues during recent years has been the duration of teacher education programme. It has always been felt that one year time is too little to convert a student teacher into a professional. The NCTE teacher education curriculum framework, 198 suggests the need for having two years secondary teachers' education programme. Similarly, selection of content for teacher education programme is also another area of research. At present with slight variation, most teacher education programmes provide students with a mixture of foundation courses, knowledge of child development, teaching method classes and so forth.

### NCTE, New Regulations, 2014

In order to bring in uniformity among the courses of teacher education conducted by the teacher education institutions and also to cater to the modern trends introduced in the educational system, NCTE in November, 2014 made various recommendations about the setting up and running of teacher education institutions. Beside various teacher education programmes offered by these institutions should be according to the norms and standard as recommended by NCTE. Such courses can be named as Diploma in Pre-school education (DPSE), Diploma in Elementary Education (D.El.Ed), Bachelor of Elementary Education (B.El.Ed), Bachelor of Education (B.Ed), Master of Education (M.Ed), Diploma in Physical Education (D.P.Ed), Bachelor of Physical Education (B.P.Ed) and others. Among all these degrees, researcher would like to discuss the recommendation on B.Ed and M.Ed degrees in details as made by NCTE in 2014.

### Bachelor of Education (B.Ed):

The Bachelor of Education degree that prepared teachers for Upper Primary, Middle Level, Secondary Level and Senior Secondary Level is offered in composite institution that are defined in clause (be) of the new regulation. The degree programme duration has been extended to two academic years and the minimum attendance of the Student-teachers shall have been made to 80%. The B.Ed. curriculum according to the new regulation shall be designed to integrate the study of the subject knowledge, human development, and pedagogical knowledge and communication skills. The programme shall comprise three broad curriculum areas : Perspective in Education, Curriculum and Pedagogical studies and Engagement with the field. Information and Communication Technology (ICT), gender, Yoga Education and Disability/Inclusive Education shall form an Integral Part of B.Ed. curriculum.

**Academic Faculty:** According to the new regulations, for an Intake of two basic units of 50 students each that is total students strength of 100, there will be 16 full time faculty members. The distribution of faculty across different curricular areas shall be as under:

Principle/HOD	One
Perspective in Education	Four
Pedagogy Subject (Math, Sc., Social Sc., Language)	Eight
Health and Physical Education	One
Fine arts	One
Performing Arts (Music, Dance,	One

Theatre)

The qualifications and teaching experiences have also being mentioned in the new regulation. Regarding the infrastructure and faculties, instructions have clearly being made in the regulations. The teacher education institutions shall possess 2500 sq-mts. Of exclusive well remarketed land for the initial intake of 50 students and out of which 1500 sq-mts. Shall be the build up area and the remaining space for lawns, play fields etc. The institution must have the following infrastructure:

- a. 1 class room for every 50 students.
- b. 1 multy purpose hall.
- c. Library cum reading room
- d. ICT resource centre.
- e. Curriculum laboratory.
- f. Art and craft resource centre.
- g. Principle Office.
- h. Staff room.
- i. Administrative office.
- j. Seminar room.
- k. Canteen.
- l. Separate toilet faculties.
- m. Parking space.
- n. Store room.
- o. Multipurpose play field etc.

## **DISCUSSION**

The numbers of teachers are the primary and the upper primary section has increased in the first decade of the new millennium. But comparatively, the development of number of teachers in secondary level is better than primary and upper primary.

After independence, considering the importance of education for all huge initiatives has been taken for the development of teachers' education institution but unfortunately the reality is different. Even after the implementation of RTE result is unsatisfactory.

## **CONCLUSION:**

After independence education was the sole priority for nation building. It was realized by our leaders and noble person that without education any nation can't stand according their own choice as well as requirements. So, try to depend on others countries for technological as well as scientific progress and development. As a second largest populated country mass enrolment was our first priority so initiative has been taken for fulfilling the first priority such as Sarva Siksha Abhiyan, RTE, RMSA etc. In the twenty first century our aim in education not only quantity but quantity with quality education. Therefore, without generating the quality teacher quality education is simply impossible.

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