

# TEACHER EDUCATION IN INDIA: TRENDS AND CONCERNS

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## Abstract

It is universally acknowledge that education is an effective means for social reconstruction and to a great extent it offers solution to the problems a society is faced with. These problems may be economic, social, cultural, political, moral ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. A lot of planning and resources has been spent for improving the quality of teacher education. This paper says about the history-what we did-and present-what we should do for better teacher education programme.

**Key words:** Teacher Education, Changes in Education

## 1.0 Introduction

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open Universities are also engaged in teacher education. The present paper intends to discuss specifically the changes visualized by the National Curriculum Framework (NCF) 2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, Continuous and Comprehensive Evaluation (CCE), NCTE Regulations 2009 and 2014, and Right to Education Act 2009 and its implication in the field of teacher education.

## 2.0 Emerging Trends:

### 2.1 National Curriculum Framework 2005

The National Council of Educational Research and Training brought out the NCF 2005 stressing the following changes at school level: (a) connecting the curricular knowledge with the learners life experiences of outside school environment, (b) shifting learning from rote memorization to construction of knowledge by the learner by actively participating learning activities, (c) enriching the curricular experiences which move beyond the prescribed textbooks, and (d) integrating assessment with the learners classroom life experiences (NCF, 2005). The changes visualized through constructivist pedagogy where teachers take a role of facilitator of learning by engaging learning in small group/cooperative learning, problem based learning, project based learning, and other pedagogical strategies which follow constructivist principles. The school syllabi were revised to reflect the NCF vision by NCERT and various state government agencies. The syllabi prepared under NCF2005 also in consonance with the RTE Act. NCERT and various state agencies engaged in conducting in-service training program for teachers to share and prepare the teacher to engage the student learning visualized by NCF 2005.

### 2.2 National Curriculum Framework for Teacher Education (NCFTE) 2009

#### 2.2.1 The development of NCFTE 2009

The development of NCFTE 2009 was guided by epistemological shift visualized by NCF 2005, and taking cognizance of changing school context and demands in the light of RTE 2009, Universalization of Elementary Education its implication to teacher education (Pandey, 2011). The framework envisaged having longer duration of teacher preparation program which can provide adequate time and opportunity to self-study, reflective practice, longer duration of internship, experiencing newer and innovative pedagogic approaches both at teacher education institution and school during internship.

### **2.3 Continuous and Comprehensive Evaluation (CCE) 2009**

NCF 2005 stressed that need for integrating assessment with the learner's classroom life experiences. NCF position paper on Examination reformation (2006) observed that, External examinations are largely inappropriate for the 'knowledge society' of the 21<sup>st</sup> century and its 'need for innovative problems solvers', and suggested strongly that, school-based CCE will reduce stress on children, make evaluation regular and comprehensive, provide space for teacher to be creative in their teaching and diagnose the learners difficulty. By considering NCF suggestion, CBSE vide its Advisory no. 39 dated 20.9.2009 introduced Examination Reforms and Continuous and Comprehensive Evaluation (CCE) implemented in other state boards.

### **2.4 Justice Verma Commission 2012**

The Supreme Court of India in 2011 while hearing special leave petition (SLP) regarding D.Ed. admission of Maharashtra appointed Justice Verma Commission to examine all the issues related to teacher education and make recommendation which could lead to improvement in quality of teacher education as well as regulatory function of the NCTE. The Commission made the following recommendations: Government investment in establishing teacher education institutions in eastern and north-eastern states; instituting entry-test for pre-service teacher education program; increasing the duration of teacher preparation program as per the recommendation of Kothari commission 1966; newer teacher education institutions to be located in multi, inter-disciplinary academic environment i.e. composite institutions; redesigning current teacher education programs in the context of NCFTE 2009, RTE 2009 and other related documents; attaching dedicated school with each teacher education institution where student teacher get opportunity to experiment and develop the capability to become reflective practitioner; establishment of national level academic body to look into norms, standards, developing reading material and faculty development of teacher educators; developing material for continuous professional development (CPD) through distance and blended learning mode; 2 year M.Ed.; considering teacher educators as visiting faculty in school; institutionalizing faculty development programs; creating inter-university centre in teacher education to promote research in education; (in-service) developing policy framework for in-service teacher education; strengthening CTE, IASE and University Departments in engaging CPD of secondary teacher; developing framework for teacher performance and teacher audit; review of norms and standards periodically by NCTE; developing comprehensive guidelines for innovative teacher education program by NCTE; developing framework for already recognized institution by NCTE; setting up of Teacher Education Assessment and Accreditation Centre (TEAAC) to prepare comprehensive framework for accreditation of teacher education institution; setting up of institutional platform to coordinate with other agencies such as UGC, universities, Distance Education Council (DEC), and state governments; and establishing vigilance cell at NCTE etc.

### **2.5 NCTE Regulation 2014**

The NCTE Regulation 2014 brought the following changes: (i) new teacher education program offered in composite institutions i.e., a higher education institution offering undergraduate or post-graduate programs in liberal arts/humanities/social sciences/sciences /commerce / mathematics, or an institution offering multiple teacher education programmes; (ii) institutions should obtain accreditation from an accrediting agency approved by Council within five years of recognition; (iii) the new regulation (norms and standards) include three new teacher education

programs such as B.A., B.Ed. / B.Sc. B.Ed., B.Ed. (part time), B.Ed., M.Ed. (Integrated) and dropped one program M.Ed. (Distance), and changed nomenclature of Diploma in Early Childhood Education (D.E.C.Ed.) to Diploma in Preschool Education (DPSE); (iv) introduced maximum number of years a candidate can pursue in each of the program; (v) inclusion of details of Curriculum (theory, practicum and internship), program Implementation and Assessment; (vi) changes in number of positions for an unit, subject specialization, qualifications, infrastructural requirement, equipment and material required for classroom instruction etc.; (vii) increase in duration of the programmes such as B.Ed., M.Ed., B.P.Ed. etc.

### **3.0 Evolving Concerns:**

#### **3.1 Implementing the vision of NCF 2005**

NCF 2005 brought out reform and renewal of curriculum demanding the changes in pedagogical processes, assessment and evaluation. This required adequate orientation and capacity building of teachers who will shoulder and carry out the change. The state agencies made its efforts to provide orientation / training to the teachers who are in service. However, these training programs made little changes in teachers' classroom engagement due to various reasons. Some of them were; large classroom size, lack of learning resources other than text book and teachers belief in new pedagogical orientation itself.

#### **3.2 Continuous and Comprehensive Evaluation**

The researches conducted on CCE in India, indicates that, parents and learners feel uncomfortable over methods used in CCE (Raveendran, 2013), teachers perceive that, large classes size, lack of training, inadequate infrastructure, learning materials and increased volume of work act as barriers in smooth execution of CCE (Pooja Singhal).

### **4.0 NCTE Regulation 2014:**

#### **4.1 Duration**

NCTE Regulation 2014 indirectly promotes the following programs B.El.Ed., B.A. B.Ed. / B.Sc.Ed., B.Ed., M.Ed. (integrated) over other programs in terms of its duration. Also B.Ed. (regular) as well as B.Ed. (open and distance learning system) programs have same duration. This will lead to malpractices in B.Ed. open and distance learning system. The increase in duration of B.Ed. and M.Ed. program will affect the candidate from economically weaker section as it will increase the economic burden on them.

#### **4.2 Composite Institution Over Stand-Alone Institutions**

The new regulation encourages composite institutions by stating new recognition will be given only to the composite institutions considering the recommendations of Justice Verma commission that, new teacher education institutions are located in multi and inter-disciplinary academic environment. However it fails to strengthen the other important recommendation made by Justice Verma Commission as well as NPE 1968 that, a dedicated school is attached to every teacher education institution as a laboratory for student teachers. School attached with the teacher education institutions will help student teacher and teacher educators to work on real classroom problems on day to day basis and develop better understanding about classroom teaching before engaging internship.

#### **4.3 Salary of Teacher Educators**

It is generally observed that, most of the self-financing sector institutions pay less salary than the prescribed. The new regulation did not made any change to bind institutions in this regard. It maintains the status quo as specified in the earlier regulation i.e. 2009.

### **4.3 Conclusion**

The rapid changes in the society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. Change is necessary for improvement. Changes in education will reap the best when it is planned well. Factor discussed above need attention to make teacher education programme successful. As it has been aptly said by Secondary Education Commission (1952-53) "However excellent the programme of teacher training may be, it does not produce excellent teacher. Increased efficiency will come through experience, critically analysed and through individual and group efforts for improvement.

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