

Teacher Education in India

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ABSTRACT

Teacher education is a core part of education system because long term changes we can bring through teacher education programme. We had many committees and reports like, National Curriculum Framework (NCF), National Curriculum Framework for Teacher Education (NCFTE), Continuous and Comprehensive Evaluation (CCE), and many commitments and at last NCTE regulation 2014; all the attempt done for better 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.

Introduction

The Field of Teacher Education experiencing overflowed ideas for change in the form regulations, curricular frameworks, and assessment pattern both at school and teacher education levels. Even though these ideas / changes are necessary to keep and /or improve the quality of teacher preparation programs and school education, its implementation and its effect on stakeholders are raising some concerns. 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.

Emerging Trends:

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 NCF-2005 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 teachers to engage the student learning visualized by NCF 2005.

National Curriculum Framework for Teacher Education (NCFTE) 2009:

The development of NCFTE 2009 was guided by epistemological shift visualized by NCF 2005, and taking cognizance of changing school contexts and demands in the light of RTE 2009, Universalization of Secondary 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.

Continuous and Comprehensive Evaluation (CCE) 2009

NCF 2005 stressed that need for integrating assessment with the learners' classroom life experiences. NCF position paper on Examination reformation (2006) observed

that, External examinations 'are largely inappropriate for the 'knowledge society' of the 21st century and its' need for innovative problem 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 suggestions, CBSE vide its *Advisory No. 39 dated 20.9.2009* introduced Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in the CBSE schools. Successively CCE implemented in other state boards.

Justice Verma Commission 2012

The Supreme Court of India in 2011 while hearing special leave petition (SLC) 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 practitioners; 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 schools; 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 teachers; 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 (NEAAC) to prepare comprehensive

framework for accreditation of teacher education institutions; 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.

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.

Evolving Concerns:

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.

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).

NCTE Regulation 2014:

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.

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 1986 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.

Salary of Teacher Educators

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

Homogeneous programs

Including detailed information on curriculum, programme implementation and assessment on one side will bring parity on the other will make homogeneous programmes. However, it is to be observed that whether it will affect interest of individual institutions in terms of creativity and diversity.

Conclusion

Change is necessary for improvement. Changes in Education will reap the best when it is planned well. From last decade, the field of education experiencing numerous changes which may lead to a better society if the stakeholders take collective responsibility to work with the changes and making changes in changes visualized by taking cognizance of practical concerns.

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