

PRE & POST INDEPENDENCE TEACHER EDUCATION IN INDIA: NCTE REGULATIONS AND ITS PROSPECTS

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Abstract:

In this article the development of the label of education is closely connected with the problems of teacher education. A teacher should prepare himself for this special task before accepting the responsibility of teaching. The teachers training college's helps a lot to do this task with educate facilities. In the education policy and curriculum framework prepared by NCF the importance of the teachers training is admitted for a long time. But in this changeable society how much development in the standard of education has taken place is the context of the present paper. The intent of the present paper is to enhance the teacher education quality in India by focusing on the prospects and related concerns. The paper concludes that teacher education system in India calls for revolutionary changes by NCTE regulation-2014.

Keywords: Teacher Education colleges, Problems related, Issues, Quality of Education, problems.

INTRODUCTION:

Education is a dynamic process. It has continued to evolve diversify and extend its reach since the dawn of human history. Every country develops its own system of education to express and promote by NCTE and its unique socio-cultural identity as well as to meet the prospects and challenges of the times.

A human being is a precious natural resource. He needs to be cherished, nurtured and developed with tenderness and care. Throughout history, education has been playing this vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man-power for different levels of the socio-economic, social and cultural prospects. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance. In essence, education is to be looked upon as a unique investment in the present and the future.

Today teaching is a profession requiring specialization in terms of knowledge and skills. There exists a wide gap between theory and the knowledge and skills of teaching required in the



actual classroom curriculum transaction. For this reason, a routine-bound teacher cannot act in accordance with the emerging needs unless he or she is trained and frequently oriented. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection and renewal of educational prospects.

Keeping the above aspects in mind, the article would make an attempt to explore the answer of the following questions? What are the historical perspectives of teacher education? What are the major roles of NCERT and NCTE in teacher education? For this study we have mainly used secondary data and literature from various sources.

PRE-INDEPENDENCE PERSPECTIVE:

Vedic-Period Education:

Teacher education in India has a long past but a short history. Gurukul-centered tradition of the Vedic period was somewhat modified and enriched under the influence of Budhisticvihara-based system. This continued till the 11th century A.D. The arrival of the Muslims witnessed the rise of a parallel Maktab-based tradition and the two traditions thrived side by side till the coming of the British. Both the traditions underwent some modification during this period. Historical records of the decisions taken, the finances made available and their implementation and later evaluation became relatively more systematically organized because of the documentation by the British.

British Period Education:

Before the Independence of India the teaching of teachers was given utmost importance in many reports of different commission's viz. the **Hunter Commission** (1882-83). It was said in the report of Hunter Commission that a teacher should have the knowledge pedagogy and teaching learning in spite of the experience of teaching. During the reign of Lord Curzon, in the policy of education (Government of India, Resolution on Education Policy-1904) the system of teachers training is advised to reconstruct for the development of the teachers professional quality and to introduce the teacher to the new education policy. **Hartog Committee** recommended to increase the tenure of the teaching of the teachers and to setup the education department of the University. Later the **Sadlar Commission** (1917-19) recommended the development of the teaching aptitude of the teachers through the professional training of the teachers and to setup education department in every University.



In the **Surgent Plan** (1944) the recommendation for the expansion of the system of teachers training and the Refresher Course for the existing teachers were suggested to introduce. On the other hand, teacher education was a formal education before independence. More over the gathering of information and establishment of the teachers training were the main purposes.

POST-INDEPENDENCE PROSPECTIVE:

The independence of India on the 15th August 1947 marks a defining moment in the history of our nation. Our long-drawn struggle for independence that preceded it witnessed much strife and bloodshed. Over the years people became unified as never before. Indians wanted Swaraj and had plans about how the nation would develop after the departure of the British. Indian educational system including that of teacher education saw greater reflection of national aspirations and needs of the people during the post-independence period. Much of what happened during the next two decades(1948-68) is crucial to fuller understanding of what is happening now and in which directions our education system is moving and ought to move.

Many Commissions Constituted:

Many commissions were established after the Independence. Such a commission; **University Commission**(1948-49) recommended the changes in the curriculum of the teachers training its connection with regional environment instead of its association with the theory and the in-service training of the existing teachers. The **Secondary Education Commission**(1952-53) gave importance on the advantages of the teachers training and the full salary of the teachers during the training. **Kothari Commission**(1964) organized the teachers' are training in different stages of the society. Moreover teacher's training of the existing in-service teachers was recommended. In the NPE in 1968 the pre-service teacher education and in service training were recommended. At that time, Bachelor of Teachers Training (BTT) was the qualification of a teacher. In the **Chatterjee Commission** (1963-64) the importance was given on time to time training of the teacher instead of free service teacher education. In the NPE (1986) the massive training scheme in the teachers training and the establishment of the District Institute of Education and Training (DIET) according to the challenge of education and programmed of education were recommended. In addition to this, in 1993 the **National Council of Teacher Education** (NCTE) was constructed according to the law of the education and for under taking of important education policy.



POST-INDEPENDENCE EDUCATIONAL DEVELOPMENT:

India's independence, division of the country and related disturbances took place almost simultaneously and drew the attention of national leaders. Transformation of the 'economy of scarcity' into the 'economy of plenty', and reducing unemployment of the youth and food shortage became their main priorities. The system of education and teacher education established by the British Raj continued without substantial modification. It was feared that an abrupt departure from the existing system might bring about disruption and destabilization. But as the situation improved, greater attention was paid to education and teacher education. The first step in this direction was setting up of the University Education Commission(1948), which made valuable suggestions regarding pre-service and in-service education of teachers and linking the programme of teacher preparation with the University system.

Subsequently, the Secondary Education Commission(1953) appointed to examine the conditions of school education made specific suggestions about the preparation of teachers. Among its chief recommendations were:

- (a) Two-year training programme for under graduates;
- (b) One year training for graduates;
- (c) Affiliation of graduate training colleges to universities;
- (d) Training for organizing curricular activities;
- (e) Organization of refresher courses;
- (f) Providing residential facilities;
- (g) Emphasis on research; and
- (h) Exchange of teachers from teachers colleges to schools and vice-versa.

Many of the recommendations were accepted and implemented. The Committee on Higher Education for Rural Areas (1954), and that on Women's Education(1959) also made valuable suggestions for teacher education in their respective areas, but they did not attract national attention because of their limited scope.

As a statutory body responsible for the coordination and maintenance of standards in teacher education, NCTE issued a Curriculum Framework for Quality Teacher Education in 1998. Before issuing it, the Council sought and ensured a national consensus in its favour. This is a comprehensive document that deals with almost all aspects of teacher education including its



context, concerns and also the social philosophy of teacher education in Indian society which contemplates a synthesis between unity and diversity, freedom and compulsion, social planning and individual initiative.

Major Problems of the Present System of Teacher Education:

There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Major problems of teacher education are:

- ✚ Several types of teacher education institutions thereby lacking in uniformity.
- ✚ Poor standards with respect to resources for colleges of education.
- ✚ Unhealthy financial condition of the colleges of education
- ✚ Incompetent teacher educators resulting in deficiency of scholars.
- ✚ Negative attitude of managements towards development of both human as well as material resources.
- ✚ Uniform education policy of the government treating excellent institutions alike.
- ✚ Improper selection of the candidates (student teachers) to be admitted.
- ✚ Traditional curriculum and teaching methods of teaching in the teacher education programme.
- ✚ Inadequate duration of the teacher programme.
- ✚ Haphazard and improper organization of teacher education.
- ✚ Unplanned and insufficient co-curricular activities.
- ✚ Subjective evaluation pattern.
- ✚ Practice teaching neither adequate nor properly conducted.
- ✚ Feedback mechanisms lacking.
- ✚ Objectives of teacher education not understood.
- ✚ Secondary level teacher education is not the concern of higher education.
- ✚ Lack of dedication towards the profession.
- ✚ Lack of occupational perception.

Major issues in teacher education concern the following: Proliferation of colleges of education, Isolation of colleges of education, Regional imbalances, Alternative modes of teacher education, Duration of teacher education programmes, Examination system. Further there are some issues



related to the quality of the teacher education: Curriculum, Personal and social skills, Competencies, Subject knowledge, Information and Communications Technology (ICT) skills, Context sensitivity, and new pedagogy for the global world.

In the context of the above noted problems regarding the curriculum of teachers education some important planning's of different undertakings have been adopting since 1971. And according to the changing plan, how different steps regarding pre-service and in-service teacher education were taken in the National Curriculum Framework, 2005 and National Curriculum Framework, 2009. The Chatterjee Commission (1983-84) first took various steps and planning regarding the teacher education and clarified them. This Commission (1984-85) suggested the following measures on pre-service teacher education: effective selection procedures, study of education as a discipline, study of four-year integrated course, use of technology in the training of teachers, systematic internship or practice of teaching, restructuring the curriculum, recruitment before teachers' training where possible, and adequate physical facilities. And this commission gave the opinions regarding in-service teacher education. These are: systematic education should be imparted to the teachers according to their need, priorities for in-service teacher education, teacher education is given importance by the administrative support and teacher education includes the subject regarding school organization.

In reference to this committee many planning were taken in the NCF, 2005. In the NCF, 2009 different planning were taken place: professional development is given much importance in the curriculum of teachers' education, acquisition of knowledge is given importance and reconstruction is done in the curriculum.

Role of the National Council of Teacher Education (NCTE) in Teacher Education:

The National Council of Teacher Education (NCTE) suggested some reformations regarding teacher education:

1. Undertaking surveys and studies relating to various aspect of teacher-education and publishing the results.
2. Developing guidelines for general teacher-education programme.
3. Developing norms for various courses or training in teacher-education, including minimum eligibility criterion for admission.



4. Preventing commercialization in teacher-education and maintaining quality and standard of teacher-education.
5. Establishing international relations in the area of teacher-education.
6. Preparing programmes for in-service teacher-education for orienting teachers for latest development.
7. Preventing B.Ed. correspondence courses which are lowering the standard and quality of teacher-education and commercializing the teacher-education.
8. Preparing code of professional ethics for teachers.
9. Developing curriculum of teacher-education.
10. Developing methodology of teaching and techniques of evaluation procedures, continuing and non-formal education.
11. Improving role of the teacher in social and vocational areas.

Curriculum Framework for Teacher Education in 1996, NCTE prepared and circulated a curriculum framework for teacher education at various levels. The framework outlined concerns that teacher education should take note of objectives of teacher education and several related issues. The NCTE has prescribed norms for starting different types of institutions in the field of teacher education: Seminar, Workshop, Refresher Course, Study Groups, School Programmes, Study of Professional writings, and Conference.

Keeping with the view of all these above noted things, the NCF 2005 took the following steps regarding teachers' education:

- ✚ Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.
- ✚ Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes.
- ✚ Teacher education programmes need to be reformulated and strengthened so that the teacher can be an encouraging, supportive and human facilitator in teaching-learning situations to enable learners (student) 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.



- ✚ Reformulated teacher education programmes that place thrust on the active involvement of learners in the process of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective.
- ✚ Centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalization of teachers assume significance.
- ✚ In-service education needs to become a catalyst for change in school practices.

CONCLUSION:

The first five decades after Independence have witnessed major changes in educational policies and in strategies for their implementation. On various occasions and in different contexts, several commissions and committees have reviewed the achievements and attempted to develop a vision for future. It is also widely acknowledged that while achievements in the field of education are appreciable and noticeable, much more needs to be done in terms of the quality and relevance of education. This implies continuous improvement of the quality and orientation of programmes being undertaken for teacher preparation, both at the pre-service and in-service stages.

The National Council for Teacher Education (NCTE) was established with a view to achieving planned and co-ordinated development of teacher education throughout the country and for regulation and maintenance of norms and standards.

To conclude, any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. The National Curriculum Framework for Teacher Education(2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. To conclude, professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualisation to evaluation and appraisal to prepare professionals and



improve the quality of education.

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