

# **An Investigation on Evolution of Teacher Education from Independence Period to Present Time In India**

**Dr. Poulami Mukherjee**

*Assistant Professor and Head of Department, Department of Education, Khejuri College, Baratala, Purbo Mednipur, West Bengal, India*

---

## **Abstract –**

*The ideas and ideals of an independent nation can only be achieved through educating individuals in different fields. Teachers contribute a lot to achieve educational objectives. So, teacher education programme is very vital that provides guidance to student-teachers, who in turn, reshape the future generations of society. The vision of education and policies of teacher education programme has been framed by different Commissions and Committees several times and time has come to implement these recommendations based on present need of the society. Training programmes of teachers is to be updated by making use of technology and other communication facilities available. In the era of globalization of education system, this will enable student-teacher as well as teacher educators to communicate among themselves through attending and participating in different seminars, workshops and conferences. Good teacher educators will create good student-teachers who will enrich the learners in multi-disciplinary subjects and prepare them in such a way that they can realize their duties and responsibilities, and work accordingly for themselves, for their family members and in turn, for the society.*

**Key Words-** *teacher educator, student-teacher, School, technology, globalisation etc.*

---

Date of Submission: 08-01-2022

Date of Acceptance: 22-01-2022

---

## **I. Introduction**

The Constitution of India framed after independence, considered India as a sovereign, socialist, secular, democratic and republic country. These ideals can only be realized through propagation of education on social, cultural, economic fields and concerns of the nation. Education of individual is the only vital instrument of transformation. The destiny of nation starts to be shaped in classrooms. So, the process of education should start at an early age, that is, from School stage onwards and ideals should be nurtured on learners through different curricular activities. Teacher's role is very important within classroom as well as outside classroom, to reconstruct and bring about positive outcomes of any expected educational system. Teacher education programme is very essential to provide guidance to the teachers who are going to teach learners in such a way that they become ideal persons in future. Different Committees, Commissions, working groups have been established from time to time to achieve these educational aims.

### **Framework of teacher education during and after independence period –**

The vision of education was first framed by University Education Commission under Chairmanship of Dr. S. Radhakrishnan (1948-49) to bring about desirable improvements, but this Commissions' focus on teacher education was not sufficient. It only thought of recruiting teaching staffs of training colleges. Teaching staff will be those people who have first hand experiences in School teaching. The courses to be studied in training institutions include teaching practice and some theories of education. However, this Commission laid the foundation to move towards qualitative improvements of teaching abilities of teachers who teach students studying in Schools as well as in higher educational institutions.

The concept of teacher education got importance during establishment of Secondary Education Commission (1952-53). During this time, new programmes of teacher education were designed and teacher-trainees were asked to receive training on different extra-curricular activities. It was expected that teacher training colleges will arrange refresher courses, practical training programmes and conferences.

National Council of Educational Research and training (NCERT-1961) was established (1961) and its' contribution in implementing policies in field of education includes restructuring and evaluating of teacher education curriculum at elementary and secondary levels of education, making all – India survey on teacher education programmes and providing national awards to teacher educators who contribute a lot to prepare outstanding School teachers. Four regional institutes of education was set up (RIEs) at Ajmer, Bhopal,

Bhubaneswar and Mysore to reshape teacher education programmes. These institutions were developed to function as educational laboratories in teacher preparation. Highly enriched faculty has been appointed who can teach multi-disciplinary subjects as well as related pedagogy to fulfil visions of teacher education.

NCTE (National Council for Teacher Education-1973) was established to make teacher education programmes more task-oriented and less theoretical. Content-cum-methodology and practice teaching were included in practical work. Pedagogical theory, educational psychology and some special courses like physical education, health education, working with community were included in theoretical part of curriculum. Thus, NCTE plays an important role in curriculum designing and evaluation. It also set up norms and standards for required qualifications and professional skills of teacher educators, development of proper infra-structure and emphasis on effective use of manpower resources.

National Policy on Education – 1986 and its Programme of Action(1992) emphasized on the role of teacher educators to supervise student teachers. Pre-service and in-service teacher education programme was continued for professional development. Sub-standard institutions of teacher education was pointed out and rejected and University Departments of Education was strengthened.

Teacher education programmes will motivate teachers to formulate constructive ideas in teaching-learning system. Teachers will innovate ideas, devise appropriate methods of communication and initiate activities that will fulfil needs and concerns of community. Data-based system of evaluation of teacher's performance was formulated and incentives were provided for good performance. Pre-service and in-service components of teacher education were given importance for professional development.

Besides these activities, DIET (District Institute of Education and Training) was established to strengthen Colleges of teacher education and upgrade IASEs(Institutes of Advanced Studies in Education) to prepare quality in-service, pre-service teachers required for pre-primary, primary, elementary, secondary, higher-secondary levels of education. Special Orientation programmes for Teachers (SOPT) have been implemented to fulfil all previous recommendations.

#### **Visions of National Policy on Education (NPE-2019) –**

Draft report of NPE-2019 provides a framework for transformation of education system in order to respond to the requirements of fast-changing, knowledge based societies. Diversity of Indian people, their traditions, culture and languages are taken into consideration for modification. Quality of education is to be improved and equity is to be maintained. For this, every child should receive excellent care, nurture, nutrition, physical-activity; psycho-social environment and cognitive and emotional stimulation to ensure desired learning objectives over a person's lifetime. The present era is highly concerned with globalization. Evidences are collected by numerous nation and international studies on learning outcomes of children at various levels.

Students are major resources in the field of teaching-learning process. Draft report of NPE suggests that one-on-one peer tutoring will bring extremely effective outputs of learning. So peer-tutoring process can be initiated across all School subjects to improve learning outcomes. Academic support strategies, instructional approaches, learning experiences, project based activities will respond more when individual interest, talents and concerns are given importance. Play-based activities can stimulate mind. Topic-centred and project based clubs and circles like Science circles, music performance circles, chess circles, poetry, language circles, debate circles and so on are highly encouraged to be set up at School complex, district level and beyond. To achieve the above objectives, integrated programmes of teacher preparation for all levels of education must be launched. Model multidisciplinary Colleges are to be established, which besides carrying out knowledge development and research work, will also establish and run training institutions to educate future teachers. Currently existing training institutions will aim to bring major transformation of teacher education that will create high quality teachers who are going to reshape personality of learners, who in turn are future of society.

Good teachers are prepared by good teacher educators. So, faculty of teacher education institutions must be experts in diverse fields, both theoretical and practical. Faculty in teacher education should have good track records of research, publication, field action, engagement with schools and teaching. Teacher educators should be such that they can contribute to all round development of student-teachers.

#### **Concerns of teacher education in recent time –**

The ground realities of present educational system should be consciously taken into account in preparing teachers. Training programmes of teachers should include –

- i) handling large number of students in classrooms
- ii) study of different teaching methodology
- iii) study of methods to manage inclusive education, that is, to give practical shape to integration of physically and mentally disadvantaged children in normal set-up.
- iv) to provide special concern to slow learners as well as gifted learners

Use of technology is the need of the hour. NCTE proposed that every teacher educator will be able to make use of internet facilities and create database for training institutions. So, every training institution should possess hardware and software and all other equipments that will enable the student teacher as well as the teacher educator to communicate among themselves and share thoughts, information and documents.

All training institutions should be connected Universal Resources Locators (URL), provided to them through a centralized system, so that learners, student-teachers as well as teacher educators will be able to interact with each other in real time situations. The recent time is an era of globalization and this will enable learners, student teachers as well as teacher educators to attend national and international online conferences. There are experts who provide multi-media lessons for teaching learning purpose, different softwares are available to generate innovative ideas and practices, which are of great importance in teacher education system. There are some already existing software systems like the EDUSAT, the IGNOO, and other tele-conferencing facilities. Use of hardware and software will facilitate information storage, processing, retrieval, communication, sharing of information for social and cultural upliftment. Information technology can be used in education for –

- i) updating information
- ii) developing teacher competencies
- iii) becoming acquainted with latest techniques and methods of teaching
- iv) sharing instructional material
- v) developing research competencies
- vi) enriching teacher education curriculum
- vii) research and development in teacher education

Thus, all should prepare themselves in such a way that they can make use of the facilities provided by ICT schemes all over the world.

To achieve the above objectives, teacher must be skilful enough to perceive every component in the teaching-learning process. The following steps may fulfil the objectives of teacher education programme and ensure quality in education-

- i) developing appropriate observation strategies for teacher demonstration
- ii) designing and implementing adequate training on classroom interaction analysis
- iii) orienting teachers towards matching learning styles and teaching styles.
- iv) sensitizing the teacher towards psycho-technological principles in the preparation of teaching – learning material.
- v) ensuring competency based teaching.
- vi) observation of video clippings on various teaching methodologies.
- vii) reflections on practice teaching.
- viii) incorporation of reflection and inquiry.

### **Challenges ahead-**

Teacher preparation is an important topic of discussion in recent times. Some problems arise in the system of teacher education. There are a number of teacher education institutions in our country, but it is difficult to monitor all the institutions. Also, there is a considerable lag between the demand and supply of teachers. Quality of education is related to amount of the work undertaken by a teacher. Teacher education is not yet upto the requisite standard. Curriculum of teacher education programme in India is to be standardized. Relevant content for student teachers is to be updated to impart quality education in School. Teacher education system is separated from Schools. Schools consider teacher education system a separate institution. Schools only maintain the formality of finishing prescribed number of lessons and their pedagogical analysis. A more number of research work is required to enrich teacher education programme. Experimentation and innovation programmes are to be used more as teaching methods. Modern classroom communication devices are to be implemented which are almost of negligible use in recent times. Care should be taken that problems can be overcome and modern teaching methods can be adopted which will help to enrich the quality of education.

## **II. Conclusion**

In present times, teachers should be given necessary training so that they can develop values among students. Value based focus on reviewing teacher education is the need of hour. Teacher education plays important role in the era of globalization in improving quality of human life through education, reshaping the society, in turn the community and the nation. This is a concern in the 21<sup>st</sup> century.

Teacher must be able to create a learning friendly environment in the classroom. Teachers should make use of ICT in knowledge creation, distribution and management. Suitable learning environment can minimize disciplinary problems. This can be done by teachers who are expert in content and instructional strategies. A trained teacher can find out ways of development of personality traits of learners and development of skills can

be achieved through theory, practice and effective monitoring and management. Teachers are mainly responsible for implementation of the educational process at any stage. Quality of education depends on quality of teachers. Teacher is nation builder. So, it is essential to care for preparation of teachers so that the present education system can be well monitored and be at par with recent upliftment in the age of utilization of technology and globalization.

### **References**

- [1]. NCTE (1978). Teacher Education Curriculum : A Framework, New Delhi, NCERT.
- [2]. Reynold, A. (1992). What is Competent Beginning Teaching : A Review of Literature. Review of Educational Research, 62: 1, 1 - 35.
- [3]. Rosenshine, B., Stevens, R.(1996). Teaching Functions, In Whittrock, MC (Ed.). Handbook of Research on Teaching, New York, Macmillan.
- [4]. Naseem, S. and Anas, N.(2011). Problems of Teacher Education in India, International Referred Research Journal, 2, 19, 187-188 april.
- [5]. Vashist S.R.(2003). Professional Education of Teachers. Jaipur :Mangal Deep.

Dr. Poulami Mukherjee. "An Investigation on Evolution of Teacher Education from Independence Period to Present Time In India." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(01), (2022): pp. 13-16.