

Overview of Teacher Education and Teacher Education Institutes in India

¹Gauranga Datta and ²Dr. Vandana Bhatnagar

¹Research Scholar, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

²Research Guide, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

ARTICLE DETAILS

Article History

Published Online: 25 May 2019

Keywords

teacher, education, policies, learning, institutes.

ABSTRACT

Teacher education TE (TE) or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. This paper reflects overview of Teacher Education and Teacher Education Institutes in India.

1. Teacher Education

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the Knowledge, Attitudes, Behaviors and Skills they require to perform their tasks effectively in the classroom, school and wider community (Mangla, 2001). Further, in the Teacher Education Institutions, Teacher Educators are providing different experiences to the Student-teacher to become good teacher. These future teachers utilize their expertise in schools to provide Quality Education. As a result, their students nurtured and grown in such environment that they will further contribute to the Higher Education and constructing future of the nation as they are the owner of coming generation. These students can build strong nation through their participation in different sectors of society. Thus, Teacher Education indeed plays crucial role in the professional development of teachers by honing prerequisites skills to become Quality Teacher. But Teacher Education is never complete in terms of professional competence, as their role and duties are dynamic with societal needs and expectations and further for global village.

A major task before Teacher Education Institutions is to create new strategies, policies and programs of a revolutionary nature which can bring Quality in education by ensuring competency to sustain in this knowledge era and global competitive environment. To bring quality in education, all the resources need to be used and manage optimally. It is a prime duty of Teacher Educator to manage all resources in a way to create learning environment within institution in general and conducive classroom climate in particular. Here, the role of Teacher Educator is becoming more critical and sensible in whole education system in general and Teacher Education Institutions in particular. Simultaneously expectations from them are very high; as a result, they need to update themselves periodically, as per the societal expectations and requirements. It is indeed required for Teacher Educators to be self-disciplined in this concern and for the related matter, but

simultaneously there is a need of appraisal system that can give them feedback on their performance, make necessary suggestions and remind them about their prime duties and objectives of work.

1.1 Present Scenario of Teacher Education Institutions (TEIS)

The National Council for Teacher Education (NCTE) as a statutory body, came into existence in pursuance of the National Council for Teacher Education Act, 1993 on the August 17, 1995. With prime objectives to achieve planned and coordinated development of Teacher Education system throughout the country, regulation and proper maintenance of norms and standards in Teacher Education system and the matters connected therewith. As per recent National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, total of 1116 Government TEIs and 14946 Private TEIs were recognized by NCTE till 2015 (see Table 1.2) with an intake capacity of 78017 (Government TEIs) and 1217784 (Private TEIs) respectively and a total of 15 different types of degrees programs are in voyage, those are mentioned in Table 1.1.

These courses are imparted in 7292 D.El.Ed. (764 Government and 6528 Private), 6848 B.Ed. (226 Government and 6622 Private), 909 M.Ed. (72 government and 837 Private), 1013 other institutions like D.P.Ed. / B.P.Ed./ M.P.Ed. (54 Government and 959 Private) institutions.

The MHRD also sanctioned 648 Districts Institutes of Education and Training (DIETs) / District Resource Centres (DRCs), 122 College of Teacher Education (CTEs), 39 Institution of Advance Study in Education (IASEs) and 122 Basic Institution of Teacher Education (BITEs) for bringing quality in Primary and Secondary Teachers. Out of these sanctioned institutions 614 DIETs/DRCs, 120 CTEs, 31 IASEs and 25 BITEs are functioning (MHRD, 2015).

Table 1.1: Different Degrees / Courses under the Preview of NCTE

Sr no.	Courses/Degrees
1	Diploma in Early Childhood Education programme leading to Diploma in Pre School Education (DPSE)
2	Elementary Teacher Education Programme leading to Diploma in Elementary Education (D.El.Ed.).
3	Bachelor of Elementary Teacher Education Programme leading to Bachelor of Elementary Education (B.El.Ed.)

	degree.
4	Bachelor of Education Programme leading to Bachelor of Education (B.Ed.) degree.
5	Master of Education Programme leading to Master of Education (M.Ed.) degree.
6	Diploma in Physical Education Programme leading to Diploma in Physical Education (D.P.Ed.)
7	Bachelor of Physical Education Programme leading to Bachelor of Physical Education (B.P.Ed.) degree
8	Master of Physical Education Programme leading to Master of Physical Education (M.P.Ed.) degree
9	Diploma in Elementary Education Programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.)
10	Bachelor of Education Programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.
11	Diploma in Arts Education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)
12	Diploma in Arts Education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts)
13	4-year Integrated Programme leading to B.A. B.Ed./B.Sc. B.Ed. degree.
14	Bachelor of Education Programme (Part Time) leading to Bachelor of Education (B.Ed) degree.
15	B.Ed. M.Ed (3 years integrated) programme leading to B.Ed. M.Ed (Integrated) degree.

NCTE has its headquarters at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. The following

Table 1.2 depicts the number of Teacher Education Institutions (TEIs) under different Regions.

Table 1.2: Regional Committee wise TEIs

Regional Committee	Government TEIs	Private TEIs	Total TEIs	%
Eastern Region Committee (ERC)	320	704	1024	6.38
Western Region Committee (WRC)	310	4214	4524	28.21
Northern Region Committee (NRC)	292	4724	5016	31.28
Southern Region Committee (SRC)	194	5280	5474	34.13
Total	1116	14922	16038	100

Source: Teacher Education Data, MHRD (2015)

As on March 2015, the Southern region constituted nearly 34.13%, followed by the Northern region with 31.28% and the western region with 28.21%, and then remaining in the Eastern region. The quality aspect of Teacher Education also suffers due to this quantitative expansion (Singh, & Desai, 2009). In Gujarat, 608 D.El.Ed. (29 Government and 579 Private), 356 B.Ed. (11 Government and 345 Private), 83 M.Ed. (8 government and 75 Private), 21 other institutions like C.P.Ed. / B.P.Ed./ M.P.Ed. (0 Government and 21 Private) TE institutions with the intake capacity of 68679 (2830 and 65849 private) contributing to the teacher preparation program in India.

From the aforesaid data it is clear that the numbers of TEIs are big in number. Also at the same time courses provided are also increasing in number. Absolutely, there is quantitative growth in recent time and area of NCTE is becoming wider and expanded, since ever.

1.2 Quality of Teacher Education

From the previous discussion, it is clear that proliferation of Teacher Education Institutions made significant impact on Quality aspect. There is a need to find bring Quality in Teacher Education and make necessary suggestions to the NCTE for its affiliation and permitting institutions. Teacher Education Institutions are at the centre of whole education system and they are the foundation of coming generations. So, Teacher Education must be updated on regular interval for implementation of the recommendations of National Curriculum Framework (NCF), Recommendations given by UGC on

recruitment, continuation of work & growth of Teacher Educators and suggestions made by other functionaries like NCTE, NUEPA, etc. Different functionaries define quality differently according to their work and need but in this case the actual meaning has been diluting. In general terms Quality Teacher Education refers to "A system which provides upgraded material and human resources based on innovations and requirements of the system such that Teacher Educators utilized it for providing better learning experiences to the future teachers to adjust and endure in the competitive world and sustain in their profession, further keeping in mind the requirements of the present school education." (Mangala, 2001). So, it is necessary to update present Teacher Education along with School Education which is based on NCF recommendations. On this regard NCTE has suggested a document National Curriculum Framework for Teacher Education (NCFTE, 2009). This document makes few observations for Teacher Educators to mark quality by recommending changes in Pedagogical, Perspective, Foundational, Theory and Practical courses and practices along with regular updating the curricula. NCTE has further developed a Draft report in 2009, before publishing NCFTE, to catch idea from different stakeholders in the field of Education regarding proposed curriculum.

In that, crucial remark has been made on Teacher Education Institution statistics at different levels, such as Pre-Primary, Elementary, Secondary Teacher Education (Face-to-Face and Distance modes), M.Ed (Face-to-Face and Distance

modes), M.Ed (Part-time), C.P.Ed, B.P.Ed and M.P.Ed. With the proliferation of Teacher Education colleges in the country, particularly with privatization and commercialization the resource management becomes issue to provide Quality education. To bring quality in Teacher Education, based on Justice Verma Commission (JVC, 2012) report, NCTE (2013) changed in duration of courses with effective from academic year 2014. Table 1.3 shows the changes in the duration in different programs.

Table 1.3: Duration of the Courses

	Before 2014	After 2014
B.Ed.	1 year	2 year
M.Ed.	1 year	2 year
D.Ed.	2 year	2 year

Further, NCTE had identified Ten Competency areas, Five Commitment areas and Five Performance areas.

As per Sharma (2005), the competency areas are Contextual, Conceptual, Content, Transactional, Other Educational activities, Developing Teaching/ Learning Materials, Evaluation, Management, Working with Parents, and Working with the Community and other agencies. The commitments, to be internalized and put to practice, are

Commitment to the learner, to community/society, to the profession, to knowledge/excellence and to values. The performance areas are, the Classroom, the School level, Outside the school, Parent-related and Community-related. These three areas taken together could be the guiding factors in assessing teacher effectiveness through well designed and professionally developed appraisal systems.

Moreover, to overcome the quality issue UGC has given the task of observing quality and relevance of Teacher Education to NAAC, it is functioning relatively better. But as mentioned before, the statistics achieved after accreditation and assessment process for Quality at Higher Education, is as worse as opening of Teacher Education Institution. Thus, quality of Teacher Education is presently at pinnacle and Teacher Educator who can guide future teachers on the path of quality education for innovation and change are in confusion that what is expected from them? In this context appraisal of Teacher Educator help them to know how much knowledge they acquired about the innovation, profession, duty and role in Teacher Education; further performing their role and duty; and managing his teaching-learning situations according to the innovation and requirement. In a way it helps the institution to check the progress towards the desired goals and aims. The following section helped to conceptualize the term Performance Appraisal for the present study.

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