



ANALYSIS OF TEACHER EDUCATION IN INDIA

Dr. Deepa Praveen Patil

Assistant professor,
Ismailsaheb Mulla Law College, Satara

“Education is the basic tool for development of consciousness and reconstruction of society.” - Mahatma Gandhi

The educational expansion, universalisation of elementary education, vocationalisation of secondary education, higher and professional education and overall quality of education are major challenges before the country. The constitution of India, recognizing this aspect enacted initially the directive principles of state policy in articles 45 to achieve the goal of free and compulsory education up to the age of fourteen years, but the task remaining unfulfilled for over half a century, the fundamental right in article 21A has been inserted by amendment to reinforce its importance along with corresponding amendments in Articles 45 and 51A. Teacher is the medium to achieve this goal. Hence, the quality of teacher education to provide quality teachers is an important component for the success of this programme. The Report of the National Education Commission (1964-66) states: “The destiny of India is now being shaped in her classrooms.” Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The last five decades have witnessed several attempts to change, modify and indigenise the inherited system of teacher education. The system however continues to function more or less on the same principles, similar content and approaches characterised by continuity and unwillingness to change. Over the years the magnitude of the task has increased manifold. The existing programmes of teacher education at primary and secondary stages are generally based upon the teacher education curriculum framework brought out by the NCTE in 1978. There was another attempt to revise the curriculum in 1988. Most of the institutions now conduct programmes and courses which were revised prior to 1988 document. The developments and changes over the last two decades require a fresh look at the teacher education. The feeling has been echoed by sensitive and concerned teachers and teacher educators. The establishment of the NCTE as a statutory body in 1995 has brought this issue at the centre-stage. Consequently, NCTE began the process of nation-wide consultations to evolve a strategy to develop a new curriculum framework on teacher education. After several consultations, a discussion document was developed and published in September 1996. The programmes suggested are not classroom-based alone but also expect to receive greater inputs from outside the institutions in close tandem with social, cultural and economic imperatives that are directly linked to the education system. It would greatly reduce isolation of the teacher education system in practical terms and would liberate the teachers and teacher educators from the prescribed traditional pedagogical, transactional strategies and evaluation principles. It would



lead to greater innovativeness, self-assurance and self-confidence on their part. When thoroughly analysed and understood, the curriculum framework should provide sufficient insight to prepare reflective, reverberative and contemplative practitioners in classrooms and outside. It should lead to the development of dynamic and futuristic pedagogy and include acquisition of competencies needed for effective performance with inbuilt commitment to realise the broader objectives of education and teacher education. The supreme court of India constituted Verma committee with an object to make proper recommendations about upgradation of quality and regulatory perspective of teacher education in India which submitted its report in 2012.

Teacher education, in the broadest sense of the term, has had the potential to reform itself, and reform curriculum, all the time. All we are doing now is making explicit what has been implicit, and trying to cascade it outwards in a three-dimensional view of the space and time in which learning and teaching occur. It has been said before that we are preparing our young people for a world that we will not be around to see, a world that we cannot know. In the face of such uncertainty, anxiety and fear amongst teachers are understandable. But it has been clear for some time that curriculum reform is leading teachers out of the classroom, and leading teachers out of themselves to shape the reform process. That of course is in keeping with the root of the word “educate” - to lead forth. And teachers have nothing to worry about in being led out of themselves. Teachers have been shaping how the story of curriculum is told for years. Take a practical example - when my English teacher in second year made a wonderful link between theoretical and practical concept . In that moment, which I can still remember so clearly, teacher drew an imaginative link between two lines of creativity years apart, and affected how I and my classmates interpreted this henceforth - a moment of suspended humility, which served as a point of resonance for all occasions since when a line of poetry or prose has struck me, sparked a memory or sparked my imagination.