



REFORMING KNOWLEDGE CENTER SOCIETY KEY ROLE OF TEACHER EDUCATION INSTITUTE IN RIGHT TO EDUCATION

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ABSTRACT

21st century teacher's role is not of a mere instructor but it is much more beyond it. He can't be restrained to certain areas or job. In true sense he is guide, philosopher, leader, creator, innovator, reflector and explorer. Now-a-days a learner has to be taken beyond limits of knowledge i.e. free mind learning is to be acknowledged. Reflective thinking is to be developed mere understanding is not enough. All round development pertaining to cognitive, affective and psychomotor domain is to be worked....NCTE and UGC has pivotal and vital place and role to improve degrading standards of education in training institutions.

The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. Teacher Education is a continuous process, and its pre-service and in-service components are inseparable" National Policy on Education, 1986 The Right of Children to Free and Compulsory Education (RTE) Act, 2009 is a right to quality education, which requires the state to invest in, regulate and monitor school quality, curriculum and pedagogy, and the provision of well educated professional teachers.

INTRODUCTION

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 is a right to quality education, which requires the state to invest in, regulate and monitor school quality, curriculum and pedagogy, and the provision of well educated professional teachers. The design of the Sarva Siksha Abhiyan (SSA), with the outreach activities that take place through the Block and Cluster Resource Centers, requires a District Institution that can strengthen and oversee in-service work with teachers and give overall direction and support to Block level school improvement initiatives. "DEO ... would liaise with DIET and in cooperation with that Institute oversee the functioning of BRCs and CRCs" (Bordia Committee Report, April, 2010, p.82). The design of the Rashtriya Madhyamik Siksha Abhiyan (RMSA) also requires district support and the "success of the Madhyamik Shiksha Mission also depends on the availability of necessary infrastructure, facilities and a range of pedagogic equipment in teacher training institutions such as DIETs, CTEs and IASEs" (clause 5.12, RMSA).

RIGHT TO EDUCATION ACT: BACKGROUND AND MEANING

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21A. The right to education act seeks to give effect to this to enable them to organize competency based and commitment oriented Professional programmers amendment. The government schools shall provide free education to all the children and the schools will be managed by School



Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

December 2002 86th Amendment Act (2002) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years.

October 2003 A first draft of the legislation envisaged in the above Article, viz., Free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large.

2004 Subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004.

June 2005 The CABE (Central Advisory Board of Education) committee drafted the „Right to Education“ Bill and submitted to the Ministry of Human Resources and Development (MHRD). MHRD sent it to NAC (National Advisory Council). NAC sent the Bill to Prime Minister for his observation.

CENTRALLY SPONSORED SCHEME ON TEACHER EDUCATION

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 poses major challenges for improving the quality of teachers and for expanding institutional capacity in States to prepare professionally trained persons for becoming school teachers. Government has initiated steps to revise the existing Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education. This Scheme was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986 which emphasized the significance and need for a decentralized system for the professional preparation of teachers, and it was in this context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established. The Scheme is being revised in order to meet the exceptional challenges for the Teacher Education system arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary levels, the corresponding increase in the demand for teachers and to fulfill the statutory obligations of the Government with regard to teacher preparation and teacher training under the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Modification of the scheme is also critical in the context of the need for training requirements of teachers at the secondary level under the **Rashtriya Madhyamik Shiksha Abhiyan**. Analysis shows that there are 5.23 lakh vacancies of school teachers at the elementary level and the provisions under the RTE Act would lead to additional requirement of around 5.1 lakh teachers.

SIGNIFICANCE OF TRAINING INSTITUTE

The field of education has been benefited greatly from the ever increasing Knowledge of the characteristics of the growing child .schools need to design and organize their programme in keeping with the levels of readiness of children .seeking an Understanding of the individual child in the school mutually by parents and teachers is Important for his development .As a result of the current recognition that the individual child brings all his special attributes ,talents, attitudes ,values ,skills ,competencies with him into the classroom

, a definite shift towards individuality is taking place in the curriculum. Educator, Home scientists and nutritionists have learned that the child and Subject -matter can't be separated from each other in the classroom.

A good school Programme is more than a series of courses; it is based on a sound knowledge of the nature of child growth in general and on a thorough understanding of each Individual in particular .The following statement of Rabindranath Tagore is worth quoting here: A teacher can never truly reach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame .The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lesson to his students, can only load their minds .He can't quicken them .Truth not only must inform, but also must inspire .If the inspiration dies out and the information only accumulates then truth Loses its infinity.

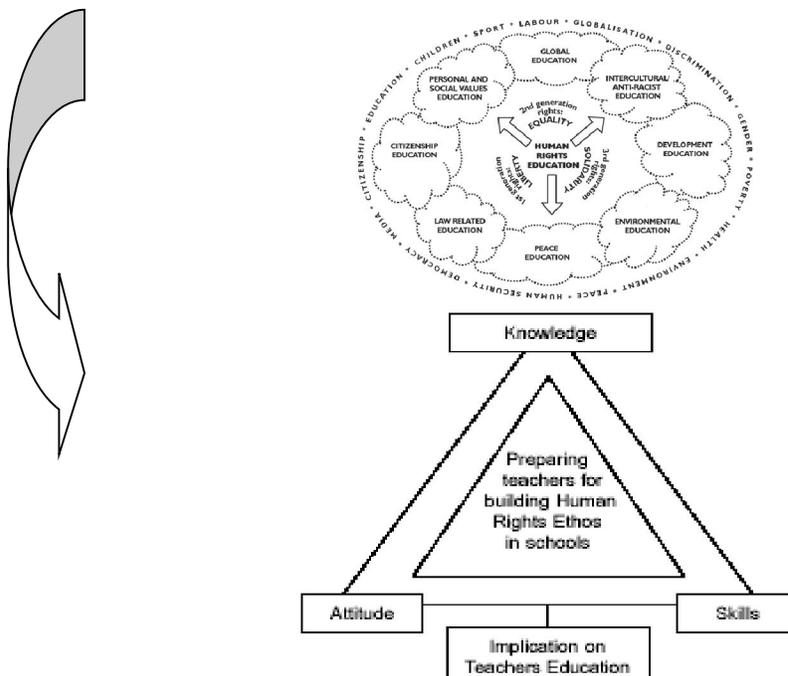
ROLE OF TEACHER TRAINING INSTITUTIONS

The rational behind the education and professional Training of teacher educators lie in providing qualitative instruction through well- designed programmes of professional education. The following questions are relevant for designing a programme for education of teacher educators. The question is what Exactly should the education of teacher educator's aim at? Based upon the raised above, the following objectives can be comprehensively identified for the Programmes of preparation of teacher educators.

To develop competencies and skills needed for preparation of teachers and Educators.

- **To enable them to appreciate and adopt emerging communication technology and Innovative practices in Indian context...**
- **Enabling all teachers in schools to be qualified as per the requirements of the RTE Act**

ROLE OF TEACHER EDUCATION INSTIUTION IN RIGHT TO EDUCATION



Guiding principles for teacher education under the RTE Act, The Bordia Committee report, entitled “Implementation of RTE Act and resultant Revamp of SSA” (2010) enumerated the following principles:

- (a) Holistic view of education**, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, planning and management.
- (b) Equity**, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.
- (c) Access**, not to be confined to ensuring that a school becomes accessible to all children specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most advantaged groups, the Muslim minority, girls in general, and children with special needs.
- (d) Gender concern**, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of Women.
- (e) Centrality of teacher**, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalized backgrounds.
- (f) Moral compulsion** is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive recesses.
- (g) Convergent and integrated system of educational management** is prerequisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

CURRENT PERSPECTIVE OF TEACHER EDUCATION IN INDIA

The RTE Act attaches great significance to the role of teachers in reforming elementary education. Section 23 highlights the need for making available professionally trained teachers for the schooling system; however recognising that some States may not have the capacity for professional training of teachers in the numbers required, the Act provides that the Central Government may give relaxation for a period not exceeding five years, within which period all teachers would need to acquire the prescribed qualifications. Section 24 specifies the academic duties of teachers, including *inter alia* timely completion of curriculum, provide additional support, where required, ensure contact with the parents of children. Section 27 prohibits teacher deployment for non-academic work and Section 28 bans teachers from giving tuitions. The status of teacher availability across states needs to be analyzed in the context of the RTE provisions.

CHALLENGES IN TEACHER EDUCATION

The RTE Act mandates the Government the need to invest in quality schools through adequate and child friendly infrastructure, curriculum and school practices. The Act mandates qualified teachers who are able to engage in providing education which supports the development of all children, especially children belonging to marginal and disadvantaged/under-privileged communities and children with special educational needs.

Achieving the objectives of the Rte Act therefore requires urgent investment in developing good teachers. The challenges for SCERTs, DIETs, IASEs and CTEs, the BRCs and CRCs, the Institutions of Higher Education, the Universities, colleges and teacher education institutions, and Non Government Agencies (NGOs) include:

- (a) Enabling all teachers in schools to be qualified as per the requirements of the RTE Act.
- (b) Reforming and renewing curricula for Pre-Service Teacher Education (PSTE) at the elementary and secondary education levels
- (c) Regulating the quality of PSTE in all institutions
- (d) Improving the quality of In-Service Teacher Education (ISTE) and directing it towards overall teacher professional development and school improvement.
- (e) Overseeing the quality of school education to support equity and encourage community involvement.
- (f) Developing the professionalism and capacity of teacher educators
- (g) Reforming School Curricula, pedagogy, assessment and examination
- (h) Developing inter-linkages across Departments and institutions engaged in teacher education and teacher training at the State and sub-State levels

CONCLUSION

Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. This main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education (integrated teaching, teacher curriculum and teacher innovations). It also discusses the need of teacher education program to be innovative and various practices that can be included. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 poses major challenges for improving the quality of teachers and for expanding institutional capacity in States to prepare professionally trained persons for becoming school teachers.



Government has initiated steps to revise the existing Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education.

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