



Need of Expansion and Specialization of Teacher Education in India

S.G.Isave,
Asst. Professor,
Tilak College of Education, Pune - India.
sgisave@gmail.com

K.N.Bhise, Asst. Professor
Tilak College of Education, Pune-30
krbhise@gmail.com

Abstract – The conceptual paper discusses about the importance of teacher training from KG to PG. Initially paper focuses on current status of teacher education in India. It also suggests nature of courses of teacher education in various disciplines. Need of teacher education programme in various disciplines has been explained in the paper. The paper discusses about advantages and challenges of the implementation of teacher education programmes. Main intension of the paper is to make the sensitization of development and implementation of teacher education programme for all levels i.e. Extension and developing discipline wise different programmes i.e. specialisation.

Keywords – teacher education, training, teaching, primary education, secondary education, technical education, medical education, education in India, NET/SET exam, professional development, methods of teaching, faculties of education, degree education, PG, KG

Introduction – Happiness is of human is the ultimate goal of all human activities. Education is one of the prominent mean of obtain capacities of being good human. Good human is most important resource of any Nation. It is well said **NPE86-** “*No society can arise above the quality of its teachers.*” Education is formal as well informal process. Formally is imparted in formal educational organizations i.e. school, colleges etc. The quality of education is depends on one of the main factor i.e. the quality of a teacher. Quality of teacher is depending on quality of teacher education.

In India teacher education is formally given for some levels of education. Primary, Secondary and Higher Secondary levels need trained teachers. Also trained teacher requires in teacher education levels. In short, Teacher Education in compulsory for 10 + 2 levels teachers. Pre- primary education and Tertiary Education are still out of the reign of teacher education. Hence there is a need of expansion and specialization of teacher education from pre-primary to higher education.

Present Status of Teacher Education in India – Teacher education programmes are regularized by National Council of Teacher Education, statutory body of Govt. of India. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. There are several teacher education programmes existed in India from primary teacher to HSC Subject teachers, Drawing teacher, Sport teacher etc. UGC, Universities, DIET, SCERT etc. are involved in teacher training programme for various purposes.

NCTE has recognised following teacher education course -Diploma in Early Childhood Education (**D.E.C.Ed**), Pre-School Teacher Education Programme, Certificate in Education (**C.Ed.**), **D.T.Ed.** – Primary Teacher, **B.Ed.(General)** – Subject Teacher, **B.A.B.Ed,(Integrated)** - Subject teacher, **B.Ed.(Physical)** – Sport Teacher, **M.Ed.(General)**- Teacher in teacher education, **M.Ed.(Physical)**- Teacher in Physical Teacher Education.

Concept of Expansion and Specialization –

Expansion means teacher education courses should be developed and implemented from KG to PG level. **Specialisation** means teacher education courses should be developed as per the nature of the Faculty.

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Still teacher education programme is not compulsory for all level teachers. It is essential to be a primary teacher, a secondary and higher secondary teacher and a teacher educator. There is no requirement of teacher education course to be teacher at pre-primary level neither on tertiary level. Instead of teacher education programme NET/SET exams are compulsory to be a teacher in non professional colleges i.e. Asst. Professor. Whereas, there is no need of SET/NET exams or teacher education course is required to join in a college running Professional Courses.

It is absolutely illogical, not to applying teacher education course qualification on all level of education. Teacher education diploma is required for primary teachers whereas it isn't required at pre primary level. Teacher education degree is essential on +2 levels whereas it isn't compulsory on professional diploma courses. NET/SET like exams must be qualified for being Asst. Professor in a Senior college whereas it isn't essential for a Asst. Prof. of professional college. If teaching skill is essential to explain the plot of Shakespeare's drama, if teaching skill is essential to explain rules of economy why teaching skill isn't essential to teach human anatomy, why it isn't required to demonstrate the function of four stroke engine. That's why teacher education course should compulsory for all faculties' degree courses.

To teach Newton's Laws in primary school teacher must have D.T.Ed. Course, to teach the same laws in Secondary and Higher Secondary; B.Ed. qualified teacher is required, to teach the same laws for B.Sc. students teacher should have SET/SET qualifications. To teach the same laws in Engineering College teachers don't need any teaching qualification. Is there any logical justification of it? For example, example from cricket can be given. If to play cricket in Domestic or First class cricket players require special training. For playing international cricket test match or one day match, players don't require cricket training. However playing cricket on any level; players require training similarly, teaching on any level teacher training should be essential.

In fact, wherever learning takes place, it required support in the form of teaching in formal education system even up to Ph.D. level, hence it very essential to rethink on the current provisions of qualification of teachers. The main purpose of teaching is to facilitate learning which increases the pace and reduces the efforts and mistakes in learning. Teaching is a science as well a skill. To acquire this science and

skill, formal training is essential. If teacher is trained with appropriate teacher education course, his teaching skill would be increased.

Nature of Expansion and Specialisation of Teacher Education on Various Levels

In senior colleges at least NET/SET exams are there which test teaching ability of a candidate. First paper of NET/SET exams is based on pedagogy. But it tests only theoretical knowledge. It can't say about the behaviour. Even candidates don't get any training of teaching from these exams. Where as in teacher education courses there is proper teaching experience provided with theoretical base. So teacher education courses are better options for NET/SET examinations.

On the other hand, SET/NET like exams are not there for being teacher in Medical, Technical like professional courses. Only Masters Degree is sufficient. To teach one degree courses, NET/SET is required and to teach another degree course, no NET/SET exam required. Why? Actually where teaching is there, teacher education should be there. No matter what course is, what age group is of students, what duration is of course, what subject is, what medium is.

All teachers of tertiary education courses should be trained with respective teacher education. Along with respective degree or masters degree teachers should qualify the teacher education course.

All teacher courses should be specialised, because the nature of subject is different from each other. So they require specialised method, different learning strategies, psychology of the group, and history of the subject etc. to make teacher education more appropriate. Following table suggests how the expansion and specialisation of teacher education in each faculty can be: -

Expansion and Specialisation of Higher Secondary and Tertiary

(Higher) Level:

Sr. No.	Faculty	Diploma	Bachelor Degree	Master Degree
		To teach up to HSC & Diploma Courses	To teach for Degree Courses	To teach for Master Courses and Post Master Courses.

1	Arts	Diploma in Arts Education D.A.Ed.	Bachelor of Arts Education B.A.Ed.	Master of Arts Education M.A.Ed.
2	Commerce	Diploma in Commerce Education D.C.Ed.	Bachelor of Commerce Education B.C.Ed.	Master of Commerce Education M.C.Ed.
3	Science	Diploma in Science Education D.Sc.Ed.	Bachelor of Science Education B.Sc.Ed.	Master of Science Education M.Sc.Ed.
4	Business Administrati on	Diploma in Business Administration Education D.BA.Ed.	Bachelor of Business Administration Education B.BA.Ed.	Master of Business Administration Education M.BA.Ed.
5	Medical	Diploma in Medical Education D.M.Ed.	Bachelor of Medical Education B.M.Ed.	Master of Medical Education M.M.Ed.
6	Technical	Diploma in Technical Education D.T.Ed.	Bachelor of Technical Education B.T.Ed.	Master of Technical Education M.T.Ed.
7	Art and Fine Art	Diploma in Art and Fine Arts Education. D.AFA.Ed.	Bachelor of Art and Fine Arts Education. Education B.AFA.Ed.	Master of Education in Art and Fine Arts Education. M.AFA.Ed.
8	Architecture	Diploma in Architecture Education D.AR.Ed.	Bachelor of Architecture Education B.AR.Ed.	Master of Architecture Education M.AR.Ed.

9	Law	Diploma in Law Education D.L.Ed.	Bachelor of Law Education B.L.Ed.	Master of Law Education M.L.Ed.
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Expansion and Specialization for Pre-primary, Primary, Secondary Education

Sr. No.	Level	Course	Use
1	Pre primary	Certificate Course in Pre Primary Education. (C.PP.Ed.)	To be a Pre Primary Teacher
2	Primary	Diploma in Primary Education (D.P.Ed.)	To be a Primary teacher
3	Secondary	Bachelor of Secondary Education.(B.S.Ed.)	To be a Secondary teacher

Implementation of Expansion and Specialisation of Teacher Education in India–

The implementation of teacher education programme is a huge task. To start these courses for all discipline and for all level need systematic planning and long tenure. The implementation policy should base on large scaled research and series of discussion. Some broad ideas can be suggested –

- **Duration** – The duration should be minimum suitable for acquiring teaching skill and suitable for the targeted candidate to attend and complete it. Minimum 6 months to maximum one year duration should be there to keep the nature of teacher education courses more practicable. Professional courses e.g. Law, C.A., Fine Arts, Management etc. where regular teacher are rarely available on regular basis, of course these visiting teachers will face to difficulty to complete teacher education programme. Because these visiting faculties having their own professional priorities. If the duration of teacher education doesn't suit them they will not join the programme and students will miss the highly enriched and experience working professional.

- **Curriculum** – The teacher education curriculum should be combination of theory and practical. Only essential and fundamental elements should be included in teacher education courses. Rest of the important elements can be kept for in service teacher education. So syllabus will be novel and compact. There should be nation wide uniformity in the curriculum of each discipline. **A. Theory-** Theory should be very precise and limited. There should five foundations for every teacher education course i.e.-**Philosophy, Sociology, Psychology, Research and Pedagogy**. These foundations should contain specialised knowledge in reference to particular discipline. e.g. – In the programme of Technical Teacher Education, there should be inclusion of teaching and research methods useful for technical education, how technology can affect society, how is the psychology of students of technical education etc.
- **B. Practical** - Micro teaching, Simulation Lessons, Practical lessons etc such teaching lessons should be compulsory. No of lessons should less for experienced students. Inclusion of internship should be decided on the level and nature of the course. Practical should be activity oriented instead of report or journal writing. The practical should be so in nature and no. that it can be implemented in every rural and urban institute. It shouldn't too ideal difficult to execute for any teacher education institute.

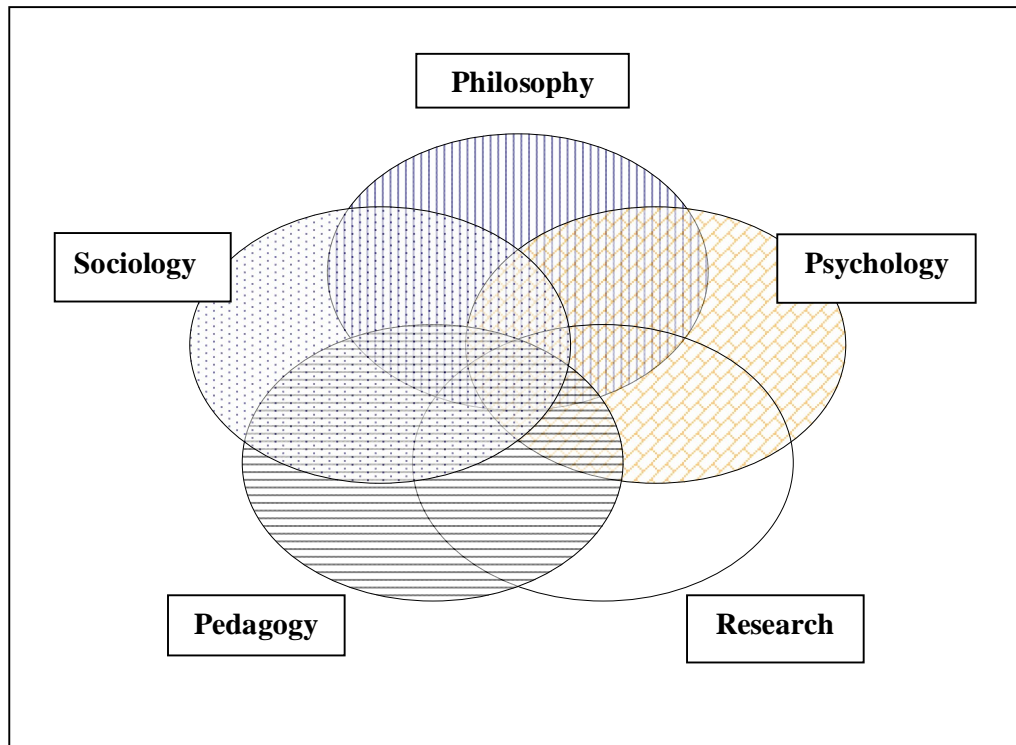


Diagram-1. Foundations of Teacher Education

- **Regulation** - One Govt. Apex Regulatory should be responsible for regulation of teacher education in all levels and disciplines. In the Apex body there should Discipline wise Specialised Councils to manage teacher education in the particular discipline. These councils may be divided in to two layers i.e. National and State Council.

The Apex Authority will make general rules and regulation applicable to teacher education for all level and for all discipline. e.g. qualification of teachers, admission procedure, duration of courses on various levels, duties and responsibilities of national and state level bodies etc.

Discipline wise National Council will decide uniform policy for particular Discipline e.g. curriculum framework, no. of teachers required in particular discipline, perspective planning of Man Power etc. State bodies will give directives to universities and other boards of education. Planning and implementation of Syllabus will be responsibility of universities and other boards if any.

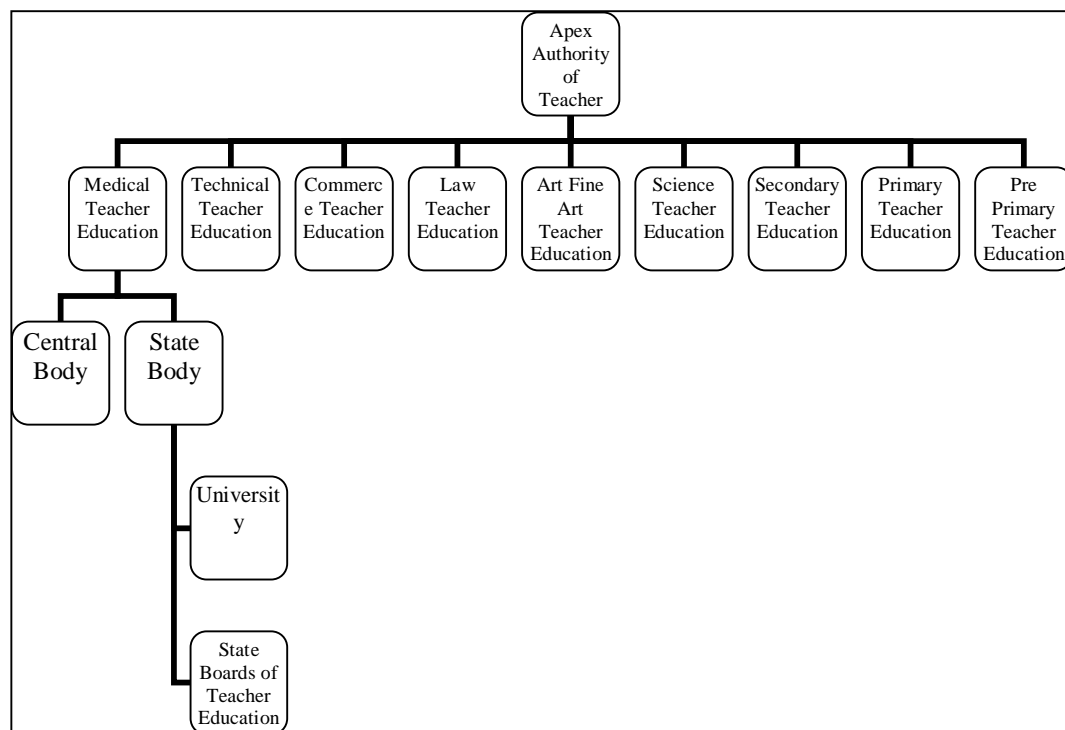


Diagram-2. Suggested Structure of Regulatory Authority for Expansion and Specialization of Teacher Education.

- **Nature of Course** – The specialised teacher education courses may be full time, part time or vocational. Even a course can be split in to modules and implemented in crash courses. It is important because optimum students should get an opportunity to get respective teacher education. It shouldn't be in distant or correspondence mode because of practical part of courses because live interaction is important to learn teaching skills.

The courses may be separate courses, attached (integrated) to Degree or PG courses. The courses may have single faculty institutes e.g. Institute of Technical Teacher Education, or an institute having various teacher education courses like teacher education courses Law Teacher Education can be a Dept. of Law Colleges, Arts, Science and Commerce Education can be attached to Arts, Science and Commerce Colleges.

Master Degrees of Teacher Education courses may be attached to PG section the respective discipline. It can be integrated to PG courses or it may have separate certification in different time in the same dept. So teachers

and students for teacher education courses will be available on a campus itself.

Pre primary, Secondary and Higher Secondary teacher education courses may be conducted in separate colleges. These shouldn't be attached to schools. It should be conducted in today's B.Ed. and D.T.Ed. Colleges.

Advantages of Expansion and Specialization of Teacher

Education –

- Teaching will be more effective in all courses. Learning level would be increased. It will reflect in quality of students' education. If quality of teaching increases, the quality of learning will be benefited. It will reduce the learning time and efforts.
- Learning of Teaching will become a systematic procedure. If teacher is untrained, generally he learns teaching by imitating his favourite teachers, observation of colleagues, guidance of senior teachers, directions and discussions with professionals etc. This procedure is informal and time consuming procedure. Individual differences have massive impact in this procedure. If learning takes place in controlled, supervised, scientific, systematic situation it becomes faster and lesson efforts and mistakes. Proven, research based teaching methods with its limitations are being taught in teacher education.
- Various teaching methods will come out from various fields. Now there is no mean to understand what kind of innovative teaching strategies being used in various faculties. Innovations can be formed properly and will be available to all.
- Due to innovation practices in teaching and learning, innovations may derive in evaluation procedure. The improvement in evaluation will also direct for quality learning.
- Some disciplines have great exposure of technology. These disciplines may develop various learning programmes purposefully which will be useful for remote area. The global interaction may start for exchange of ideas and methods.
- Teachers may give more time for research if they had research aspect in teacher education programmes. Especially, disciplines which don't have research subject in current structure of curriculum.

- NET/SET examinations can be replaced which has created huge chaos in the norms, qualifications of college teachers. The policies about these examinations are always changing. There are so many contradictory decisions have been made by various apex bodies, including UGC, HRD, NCTE, State Govt. etc regarding NET/SET. Let once discipline wise teacher education programme begins, elimination of NET/SET will be automatically takes place.
- Specialised teacher will be available for all levels. Presently all methods are not there in B.Ed. colleges. Generally, most of colleges having seven to eight methods. Few colleges have Commerce, Economics, Sanskrit, Information and Communication.
- Most of pre primary teachers are only graduated. They just observe other teachers and learn. They will get proper method to teach in Nursery school. At present most of English rhymes are suitable for Social and Geographical environment of Great Britain. Ships, wool, snow, Jack and Jill, London bridge, Spain etc. words from western references may be replaced with Indian and local environment. Indian Nursery literature will be flourished.

Challenges of Expansion and Specialisation of Teacher Education in Teacher Education –

- Development of specialised and expanded teacher education is a part of long term planning. Laws, regulation, statues, hierarchy, distribution of duties and responsibilities, development of Academic – Administrative Human and physical resources such complex system requires expertise thinking.
- Expansion of teacher education for such huge no. of population is a challenge. It requires series lot of discussion on all the levels of society and government. Probably need to establish a Teacher Education Commission. What ever policy, regulation will be passed it shouldn't be changes oddly like NET/SET exam.
- There should be proper coordination amongst all regulatory bodies of teacher education. Contradictions in rules and regulation create chaos which diverts educational energy towards administrative procedures.

- All stake holders Ministers, Secretariat, Directorate, Deans, Management, Teachers, and Students should be taken in to confidence. All stake holders should be involved on all the levels of expansion and specialisation.
- Making psychological readiness of teachers of professional education to have teacher education is important. Because expansion will add another educational qualification which demands more money and time. No group can be ready for adding more qualification easily. Especially, in professional education where fees are so high, paying more fees for teacher education course may be irritating. It shouldn't be imposed on them. They should be convinced properly.
- Due to the requirement of teacher education course, part time professional visiting faculties like Advocates, Doctors, C.A.s, Managers may not come in teacher training institute. Instead of getting teacher education course, these professional will give priority to their professional commitment. In this case student will miss the real experience share.
- Establishment of huge and vivid infrastructure is a challenge for government and management bodies. It requires prolonged procedure.
- For expansion demographic data is required. On the basis of demographic data perspective man power planning can be done. To make avail huge and complex data in our Nation.

Conclusion –

Though there are so many challenges in the expansion and specialisation of teacher education in India, those can be rectified. Education is not only important for the development of a person but for Society and Nation also. If teachers are properly trained on every level of education; students may be developed on each and every level of education. In education Learning is most important and prior process. In fact education systems only work for better learning as per objectives. Learning has so prominent place in education, most of time the term education is used parallel to Learning. If learning is so importance, why teaching is not?

Teaching is the process which facilitates learning. It increases pace of learning and makes learning easier. Teaching is nothing but making learning more

long lasting in minimum efforts and time. If teaching is effective learning will be benefited. Hence it is important to expand teacher education for all levels of education from KG to PG even further. Just expansion alone may not work if it is not specialised. Nature of learning defers subject by subject, age by age and hence teaching also defers. Therefore; teacher education defers. It is nothing but the specialisation of teacher education.

In this way teacher defines the quality of learning, teaching affects betterment of learning and betterment of learning is nothing but the ultimate goal of education. The better education defines better society and better Nation, henceforth for the development of individual, Society and Nation the expansion and specialised teacher education is essential and inevitable.

@Paper By,
Suresh G. Isave,
K.N.Bhise,
Asst. Professors,
Tilak College of Education,
Pune-30
sgisave@gmail.com
[krebhise@gmail.com](mailto:krbhise@gmail.com)

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