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## TEACHER PROFESSIONAL & EDUCATIONAL DEVELOPMENT IN INDIA: IN GLOBAL PERSPECTIVE

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### Abstract:

Teacher is a very important component of the education system and the idea and importance of teacher education varies from country to country, time and person. Therefore, to conceptualize pedagogy in modern teacher education, academicians have tried to elaborate various theories by analyzing the opinions of different teachers – teacher education is a process of living through continuous reconstruction of experience. In the Indian education system, the standard of living of a teacher has been given the highest status since ancient times. Guru-disciple relationship is considered a sanskar. We hear echoes of India's education in the comment of the world-renowned educationist- philosopher Swami Vivekananda, "My idea of education is Gurugriha-vas; without the personal life of the teacher, there will be no education." What this means is that till the 18th century, the education system was mostly controlled by religious and social leadership. During this period, Christian missionaries, madrasa clerics and Sanskrit scholars were considered to be the main teachers. At that time teacher education was religion centric. It was a feudal class and state controlled system. The emerging socio-economic and political after independence influenced the national scenario of teacher education. The Government of India established various committees and commissions to address specific issues of education in general and teacher education in particular. At present, the National Council for Teacher Education and the University Grants Commission are carrying out the responsibility of governing and implementing the 'Teacher Education' system of India very efficiently in which they are following the challenges of the Indian society and the changing worldview. Information provided by the government, various internet sources, library documents, books, and magazines, academic journals have been used as sources of data collection for this study. This paper discusses the teacher education scenario of India, in present; on the other hand, an attempt is made to focus on in a global perspective.

**Key Words:** Teacher Education, Education Commission, Institutional Framework, Global Perspective.

### Introduction:

Teachers are the backbone of the education system and teaching has been one of the oldest respected professions in the world. The role, functions, capacity and preparation of teachers have changed dramatically over time, but the need for teachers has remained essential. All the time. According to Goods Dictionary teacher education means, "All formal and non- formal activities and experiences which help to enable a person to assume responsibility as a member of the educational profession or to discharge his responsibilities more effectively ". Along with being related to the education process, it is also the soul of the society. The scope of teacher education has increased due to globalization and rapid changes in media. The quality of teacher education improves the quality of current, social and national level. But talented and dedicated teachers provide a lot of opportunities to the students. Teacher education is a program that deals with the development of teacher competencies and capabilities that will enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Therefore, teacher education includes teaching skills, sound pedagogical principles and professional skills. Like their 'education' system in India, their 'teacher education' system also demands antiquity. It is noteworthy that India has the world's largest 'teacher education system'.

### Present Scenario of Teacher Education in India:

The present teacher education policy in India has evolved over time and is based on the recommendations contained in various reports of committees/commissions on education, prominent among which are the University Education



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Commission (1948-49), the Secondary Education Commission (1952-53). Kothari Commission (1966), National Teachers Commission-1(1983-85), Chattopadhyay Committee (1985), National Policy on Education (NPE 1986/92), Acharya Ramamurthy Committee (1990), Yashpal Committee(1993), and the National Curriculum Framework (NCF, 2005). National KnowledgeCommission (2007), National Curriculum Framework for Teacher Education (NCFTE- 2010), Right of Children to Free and Compulsory Education (RTE) Act, 2009, which came into force from April 1, 2010, have important implications. Teacher education in the country.

**The University Education Commission (1948-49):**

Immediately after independence, Dr. S. University Education Commission was appointed under the chairmanship of Radhakrishnan. The commission submitted its report in 1949. The Commission found that there was apparently no difference in the theory papers offered in different teacher-training colleges. But there was great difference in the practice they adopted. The number of supervised lessons varies from ten to sixty and the type of practice teaching and student teaching varies from one to another. The Commission found that there was no basic trend towards essential things in the training colleges. To improve teacher training, it suggested that teacher trainers should look at the entire curriculum from a different perspective.

**The First and Second All India Conference of Training Colleges (1950 & 1951):**

In 1950, the first conference of training colleges in India was held in Baroda and ideas were exchanged. The programs and works of training colleges were discussed in the conference. In 1951, the second All India Conference was held in Mysore. It discussed the teacher training program in a broader perspective and suggested substituting the word “education” in place of “training” and widening its scope. In the same year, a six-week summer education course for college teachers was organized in Mysore. The curriculum in teacher education was revised, new areas of specialization were added and practical work was improved. Workshops, seminars and conferences on teacher education gained momentum.

**The Secondary Education commission (1952-53):**

The Secondary Education Commission analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found three types of teacher training institute.

- (a) Primary Teacher Training,
- (b) Secondary Teacher Training Institution and (c) Training Colleges.

**NCERT & COPP (1961):**

The National Council of Educational Research and Training (NCERT) was established in 1961. Its objective was to improve, research, publish and coordinate school education. NCERT established four Regional Colleges of Education, one each at Ajmer, Bhubaneswar, Bhopal and Mysore. The Committee on Planning Projects (COPP) set up a study group for selected educational plans in 1961, which submitted its report on teacher training in 1964.

**The Education Commission (1964-66):**

Dr. D.S. was appointed by the Government of India to advise on educational structure. Education Commission was established under the chairmanship of Kothari. Education Commission (1964-66) is also known as Kothari Commission. The Commission found that a concrete program of professional education for teachers was necessary for qualitative improvement of education. The Commission pointed out the weaknesses of the existing system and suggested measures to improve it. It recommended that teachers' colleges should be separated from universities,



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schools and teachers' colleges. In this, the methods and means to do so were explained for qualitative improvement.

**NCTE and UGC drafted an approach paper on Teacher Education(1976):**

A bold and imaginative step was taken by the Government of India. It set-up the National Council for Teacher Education (NCTE) which was to work as a national advisory body for teacher education. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern. The new curriculum was a task-oriented. The NCERT developed programmes for training teachers already in service through a number of centres of continuing Education. In 1975 through the 42nd Amendment of the Constitution, Education was brought to the Concurrent list.

National Policy on education (NPE-1986) and Programme of action(POA-1992):

The Government of India established two National Commissions on Teachers in 1983. One was to deal with issues related to teachers at the school level and the other was to deal with issues related to teachers at the higher education level. These commissions met various sections of the society and gathered their views regarding the improvement of the teaching community. In August 1985, the Government of India released the document "The Challenge of Education: A Policy Perspective". It envisioned an educational system that would prepare the youth for the 21st century. According to the National Policy on Education (NPE) 1986, emphasis was laid on teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were upgraded to Colleges of Teacher Education (CTE) and Institutes of Advanced Study in Education (IASE). IASE had provisions for research and innovation.

**Acharya Ramamurthy Committee (1990):**

During 1990's the NPE was revised by Acharya Ramamurthy Committee and it gave a humane approach to education emphasizing more on value oriented education. The revised National Policy on Education (1992) also emphasized the functioning of teacher education institutions. There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA, 1986 and 1992. A lot of money is being spent on infrastructural improvement and organization of various in service programmes. By the year 1998-99 there were 45 DIETs, 76 CTEs and 34 IASEs. But the impact of all these on teacher education for quality improvement is found very marginal. The NCTE has also tried to impose the norms and conditions for recognition of these training institutions.

**National Curriculum Framework on Teacher Education (2009):**

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005.

**Present Institutional Framework of Teacher Education in India:**

For pre-service training, the National Council for Teacher Education (NCTE), a statutory body of the Central Government, is responsible for the planned and coordinated development of teacher education in the country. NCTE prescribes norms and standards for various teacher education courses, minimum qualifications for teacher trainers, curriculum and content and duration and minimum qualifications for admission of student-teachers to various courses. It also gives recognition to institutions (government, government aided and self-financed) interested in starting 7 courses and has built-in mechanisms to regulate and monitor their standards and quality. For in-service training, the country has a large network of government-owned Teacher Training Institutes (TTIs), which provide in-service training to school teachers. The spread of these TTIs is both vertical and horizontal. At the national level, the National Council of Educational Research and Training (NCERT), together with its six Regional Education Institutes (REIs), prepares a number of modules for various teacher training courses and also



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runs specific programs for training of teachers and teacher trainers. Institutional support is also provided by the National University on Education AI Planning and Administration (NUEPA). At the statelevel, the State Council of Educational Research and Training (SCERT), prepares modulesfor teacher training and conducts special courses for teacher trainers and school teachers. Colleges of Teacher Education (CTE) and Institutes of Advanced Education in Education(IASE) provide in-service training to secondary and senior secondary school teachers and teacher trainers. At the district level, in-service training is provided by the District Instituteof Education and Training (DIET). Block Resource Centers (BRCs) and Cluster ResourceCenters (CRCs) are the lowest rung institutions in the vertical hierarchy for providing in- service training to school teachers. Apart from these, in-service training is also imparted with active role of civil society, unaided schools and other establishments.

**Implications on Teacher Education of the Right of Children to Free andCompulsory Education Act, 2009:**

The Right of Children to Free and Compulsory Education Act, 2009 has an impact on thecurrent teacher education system and centrally sponsored scheme on teacher education. The Act inter alia provides that: the Central Government shall develop and enforce standards for the training of teachers; Persons possessing the minimum qualifications prescribed by the educational authority authorized by the Central Government shall be eligible to be employed as teachers; Existing teachers who do not possess such qualification will be required to acquire such prescribed qualification within a period of 5years. The Government shall ensure that the student-teacher ratio specified in the Scheduleis maintained in every school, with the vacancy of one teacher in a school, established, owned, controlled or substantially financed by the Government, not exceeding 10% of thesanctioned strength.

**RTE provides momentum for government and partners to radically improve Teacher Education:**

Despite these challenges, one source of hope is the current renewed national momentum to enact significant change in teacher education in the years to come. The RTE Act providesa strong policy framework to mandate time-bound changes in teacher education systems and subsequently, while the NCF TE as well as the Justice Verma Committee report submitted to the Supreme Court in August 2012 are necessary in the teacher education sector. Provides a clear roadmap with concrete recommendations for key reforms. On topof this, the national government places significant importance on the Twelfth Five Year Plan on radical changes in teacher education systems in the country. In light of this, the Ministry of Human Resource Development (MHRD) in 2012 launched a revamped Centrefor Teacher Education with an approved outlay of approximately Rs. 63 billion for the nextfive years, focusing on strengthening the capacity of TEIs, training- Sponsored scheme started. The number of untrained teachers, in-service teacher training, decentralized teachersupport by BRCs and CRCs, the relationship between initial teacher education and highereducation, and systems for monitoring the performance of teachers and TEIs.

**Financial Support for Teacher Education Programmes and Activities:**

For pre-service training, financial assistance is provided to government and government- aided teacher education institutions by the respective state governments. Apart from this, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports more than 650 institutions including DIET, CTE and IASE. For in-service training, financial assistance is provided extensively by the Central Government under theSarva Shiksha Abhiyan (SSA). Which is the main medium for implementation of the RTEAct. Under SSA, 20 days of in-service training is provided to school teachers, 60 days of refresher course for untrained teachers and 30 days of orientation for newly trained teachers. Central assistance is also provided for in-service training to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes forAdvanced Study in Education (IASE) under the Centrally Sponsored Scheme on Teacher Education. State governments also provide financial assistance to in-service programmes.Many NGOs, including multilateral organizations, support various interventions, includingin-service training activities.



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## **Teacher Professional Educational Development: Global Perspectives:**

The modern teacher education system cannot be limited to the present only. Its scope will be far beyond the present system and future education will be ensured. Keeping this in view, the teacher education system will also be developed in a future-oriented period. However, the main goal of education is to create a healthy, beautiful society. To ensure the future education of future generations, teacher education also needs to be reformed to suit the current world. Teacher education is a global powerful profession that needs to be understood properly. It is essential to understand the global perspective of the profession as it is today in order to envision it in the new future and to utilize the best thinking and instructional models available in the present time. These expectations suggest that the teacher works within a larger context and that its dynamics as well as concerns impact his or her functioning. That is to say, the teacher needs to be responsive and sensitive to the social contexts of education, the backgrounds of the learners as well as the various inequalities in the broader national and global contexts, and national concerns to achieve the goals of equity, equality, and social will be. Justice and excellence too. Therefore the new age teacher education will be to provide opportunities to observe and connect with children, to communicate with them and to engage with them.

Educating teachers is a worldwide profession with specific cultural nuances that need to be addressed. To succeed in this field, it is crucial to understand the profession as a whole, to speculate about its near-term future, and to use the most cutting-edge theoretical frameworks and pedagogical practices. In today's world, where human progress and evolution are propelled by a wave of innovative initiatives, the need for effective educators is great and growing. It is because of these changes and improvements that 21st century educational standards will be superior to those of the previous century. Therefore, in order to thrive in the classrooms of the twenty-first century, educators will need a broader set of generalized and discipline-specific knowledge and abilities. Institutions providing teacher education and training in today's worldwide world must create curricula that enable future educators acquire in-depth knowledge and understanding if they are to be effective. A myriad of issues related to education and its many cultural and societal manifestations. They also need to be able to put these ideas into practice while dealing with a varied group of pupils in a variety of challenging classroom situations. If the 21st century teacher is to succeed in this endeavour, teacher education and training institutions must continue to design programmes that alter the types of contexts in which novice and seasoned instructors instruct and become competent. The structure of teacher education and training programmes and the certification categories into which programmes are allegedly assigned have been the subject of great controversy throughout the globe as a result of reform and innovation activities by country.

The curriculum should reflect the dynamic nature of society's demands, the realities of globalisation, the rapid development and spread of technology, and the trend toward distance and virtual education at the expense of in-person instruction. Consideration should be given to the modern classroom while developing curriculum. (Parimala Fathima M., & Saravanakumar AR., 2012). Modern technology and software will be standard in 21st century classrooms, and teachers should be prepared to use them. Technology education should include not just optical technology but also telecommunications, satellite access, networking, the internet, videoconferencing, and digital components. The modern educator will be able to relax and concentrate on their students with the help of these technological advancements in the classroom of the future. Alterations to the global job structure are still another possibility. In the 21st century, the already vast number of occupations in the contemporary world are only expected to grow. In light of these shifting demands, it is imperative that educators rethink how they educate future teachers so that they can confidently meet these problems in the classroom. Giving educators the tools, they need to succeed is the only way to raise the bar for students everywhere.

One that merits special attention is the challenge faced by instructors in the modern classroom: how to deal with disruptive student behaviour that gets in the way of learning and often even threatens the safety of both students



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and teachers. Problems of this sort may expand in scale in schools in the twenty-first century; as a result, teacher education and training institutes should provide teachers with managerial knowledge and skills to enable them to solve such problems effectively and efficiently. (Saravanakumar AR., & Subbiah S., 2011). It is important that teacher preparation programmes be diverse and that they place an emphasis on topics such as lifelong learning, technological innovation, and alternative solution creation. The importance of upholding democratic norms and values cannot be overstated. Teachers will have a more global perspective on the importance of education in instilling democratic principles, skills, and behaviour as a result of democracies institutionalized. The new actions to be taken will need to address existing paradigms for training educators. The present models are in need of reform and innovation, and new models would have to be devised to help educators easily adjust to new circumstances.

To avoid creating "learned monsters" instead of "learned thinkers," the new models must place a premium on both doing and thinking. The training of teachers via collaborative efforts is crucial. Students-in-training for the teaching profession are expected to take an active part in this approach. They should have a voice in determining what they need to learn, what challenges they face on the job, and what skills and information are passed on to them. Teacher autonomy and professional development are key to the participative approach. (Jazeel, A. M., & Saravanakumar AR. 2012) Training must be based entirely on introspection and reflection. They need to identify the issues, duties, and responsibilities, as well as study and assess the existing difficulties. There has to be more of an emphasis on genuine, hands-on experiences gained when interacting with pupils. Trainers should facilitate teachers' group examination and analysis of their implications. Neither instructors nor their future pupils should underestimate the potential of technological advancements in the classroom. When educators have received enough training in these tools and have fully realized their potential, then will technology really transform the classroom?

Teachers might help pupils develop into more human, creative, and productive adults if they acted as role models for the behaviours they were supposed to learn. The current global standard is for each nation to have its own teaching council whose primary function is to ensure that only properly trained educators are allowed to work in the classroom. Professional educators in every nation are subject to varying standards for certification and registration. Getting certified as a teacher might take time even within the same nation, in places like the United States, Australia, and the United Kingdom. Teachers in the United States are required to register with their respective state's teaching council before they can begin working in the field. An examination of this situation critically indicates that teacher movement from one state to another within the same country becomes a burden if not delayed when teacher-shortages prevail in these nations. A multinational teaching council for the 21st century is required if teaching is to become a globally mobile profession. This council should work with other groups that are in charge of educator preparation to provide a standard set of requirements for teacher preparation programmes. "The creation of a Teacher Professional Registration Council, whose job it would be to give professional teaching licences to teachers that would be recognised all over the world, would make it easy and fun for teachers to move from one region or country to another." The importance of upholding democratic norms and values cannot be overstated.

**Conclusion:**

In the future, teachers will be more careful about developing social responsibility, social ethics and society-friendly attitudes. Particularly, in the matter of 'teacher education' it demands greater emphasis. If there is no social responsibility then citizens will be in danger. This is now a global demand. Professionally, powerful learning is very important and is growing in our contemporary society as a result of dynamic initiatives of human development and assessment. As a result teachers will need to acquire additional knowledge and skills, both general and specific, to be able to survive and succeed in the 21st century school environment. Along with this, it is necessary for the teacher to be well versed in the development of the world as per the global needs. This term applies to all times. And, the characteristics of the teacher are very important in this matter. Just as fire extinguishers everything, the personality of the teacher will extinguish everything narrow-minded. In the words of Swami Vivekananda – “One should live from childhood with a person whose



character is like a blazing fire and who should have before him a living example of the highest teaching.” The current teacher education should ensure that teachers with such personality can be provided to us in the future.

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