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Teacher Education Programme: An Important Aspect

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Abstract

Education has vital role in building the society and the nation. It plays an important role in the upliftment of an individual and the society. There are many ways to increase the learner's knowledge. Education is the most efficient tool for this purpose. Our experience has shown us that while technology is critical, it cannot supplement the teacher. Rather, it should be seen as an aid in the teaching-learning process. This is arguably more so in today's age of ICT where children can access information at the click of a button. A teacher is the key person for any educational programme. Therefore, it is very important to deal with teacher education programme in effective manner.

Teacher education should provide space for engagement with issues and concerns of India's pluralistic nature; issues of identity, gender, equity, poverty and diversity. This would enable teachers to contextualize education and evolve a deeper understanding of its purpose and its relationship with society and humanity. It is also important to understand the classroom as a social context, as it provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives on a given issue.

This paper deals with brief historical view of teacher education. Some functionary bodies deal with teacher education programme and provide a base to pre-service and in-service teacher education. Further, there is a lot to do with teacher education. An effective teacher education programme is the need of the day. We have to reorganize teacher education for wellbeing of the citizens of India and place the teacher in a focus area. Some measurable points which should be considered during the teacher education programme, are also given in this paper.

Introduction

Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education. The important ones are the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal

Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010. It has important implications for teacher education in the country.

A teacher is the key person for any educational programme. Teacher education should provide space for engagement with issues and concerns of India's pluralistic nature of students; issues of identity, gender, equity, poverty and diversity. This would enable teachers to contextualize education and evolve a deeper understanding of its purpose and its relationship with society and humanity. It is also important to understand the classroom as a social context, as it provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives on a given issue.

We have two patterns for preparing teachers in our country (a) preparing teachers for the school system (pre-service training) and (b) improving skills of existing school teachers (in-service training).

For pre-service training, the National Council for Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. For in-service training, the country has a large network of government-owned teacher training institutions which provide in-service training to the school teachers. The spread of these teacher training institutions is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for the training of teachers and teacher educators.

Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block