

## TEACHER EDUCATION IN INDIA: INTEGRATED COURSES AND ITS FUTURE

**Dr. Sahab Ram**

Sri Vinayak College of Education,  
Sri Vijaynagar District Sri Ganganagar (Raj.)

### ABSTRACT

Quality teaching is a crucial aspect of teacher education, requiring a combination of coursework and experiences to create consistent practices across different contexts. However, research and policy documents have not provided a definitive way to achieve this consistency across different students, teachers, subject matter, and curricula. Quality teaching has significantly influenced teaching reforms over the past 20 years, shaping policy documents, legislation, and curriculum standards. This article provides an overview of the paradigm shift in teacher education and evaluation in India, discussing the benefits and challenges of integrated teacher education programs.

**Keywords:** Teacher Education, Quality teaching

### INTRODUCTION:

The rapid technological advancements and quicksilver revolutions in information technology have led to a globalized, fast-changing, and intellectually challenging world. This has exposed children to conflicting value systems and made life decisions more complex, making education a more complex enterprise. The current system of education has multiple demands, including being a crusader to heal the world afflicted with racial prejudice, communal disharmony, increasing unemployment, poverty, environmental degradation, diminishing resources, senseless materialistic pursuits, and competition for territory and power. While traditional roles of conscience keeper and moulder of wholesome personality have not been taken away, the system must adapt to address these challenges.

Education today focuses on catering to complex demands and becoming more dynamic, providing individuals with a safe cushion to absorb external shocks. It aims to train individuals to withstand time, money, and resources, blend in personal and international values, and foster a love for learning and creativity. The future growth or decline of a country depends on its people's life quality, including thinking calibre, personal values, and human skills. The need is for quick thinking, fluent creativity, emotional qualities, and healthy personal and interpersonal relationships. The National Policy on Education (1986) highlights that education in India stands at a crossroads, with complex demands on the system, making teacher education a difficult task. The current crises of values and conflicting interests make it difficult for the system to meet the needs of the individual.

In 2030 A.D., India's society may face challenges such as poverty, illiteracy, population, and employment, along with information overload, over-emphasis on individual values, and a slackened social structure. Teachers must prepare their students for this by developing initiative, inventiveness, decision-making ability, and concern for human relationships. Teacher education institutions in India train primary and secondary teachers, with the educational system centralized by the Ministry of Education. Local education centres have primary responsibility for education policy, curriculum design, and practice. The Parliament approves education legislation, and the Ministry sets guidelines for all practical issues, including teacher education.

India generally does not experience shortages of school teachers, but there are shortages in specific subject fields and locations, such as mathematics and science, especially in remote areas. The Government of India focuses on quality and excellence in higher education and teacher education to achieve enhanced quality at all levels of education. Management of teacher education is challenging due to numerous variables in teacher education programs, including the purpose for which individuals join teacher training courses at various levels.

## **APEX BODIES FOR ORGANISATION**

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include the National Council for Teacher Education (NCTE), the

National Council of Educational Research and Training (NCERT) and the National University for Educational Planning & Administration (NUEPA).

University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, and other ministries have institutions that run teacher training programs. Ministry of Women and Child Development has a large network of training Anganwadi workers, who take care of the preschool component.

At the State level, the apex body that looks after teacher education is the Government Department of Education. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education. In certain States, all teacher education institutions are managed by the State government. In certain other States, the majority of teacher training institutions are managed by private agencies under the self-financed category. At the State level, teacher training institutions are being run by the Departments of Tribal Welfare and other administrative departments. The creation of a separate cadre for teacher educators has been an important issue to be solved in many states.

### **WHAT IS TEACHER EDUCATION?**

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. Many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century,

that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both. Most educational programs for teachers today focus on these points. However, the internal character of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate.

## QUALITY TEACHING

Teacher quality and the strength of an educator's leadership are recognised as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcomes. The teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society. Teacher quality affects all stages of the teaching 'lifecycle', from attraction into the profession to ongoing development and retention in their schools. Improving teacher and quality requires action to:

- Attract the best and brightest entrants to the teaching profession;
- Train our future teachers through a world-class pre-service education programme;
- Place quality teachers in schools where they are needed most;
- Develop teacher's skills and knowledge through ongoing professional learning; and
- Retain quality teachers in our schools.

Quality in teacher education is crucial for innovation and excellence. It is a habit that encompasses the total features and characteristics of a product or process that satisfy implied needs. Quality depends on input, process, and product factors. Input factors include physical infrastructure, student entry behaviour, teacher entry behaviour, and socio-economic status. Process factors involve specific actions to achieve desired results, while product factors include desired outputs like academic achievement and personality development. Teacher education should focus on improving student participation to achieve excellence. Progress in teacher education colleges requires various initiatives to transform the nature and function of education, both formal and non-formal, to improve the system and prepare quality teachers.

The National Council of Teacher Education (NCTE) was established in 1975 and has been in operation since 1995. It focuses on maintaining the quality of teacher education through coordinated development of teacher education programs. In India, a B.Ed is typically offered as a year course or two years in distance mode. In 1998, the NCTE developed a new National Curriculum Framework for Teacher Education, recommending the introduction of a two-year B.Ed program to prepare quality teachers. The curriculum for this two-year program was implemented in 2015-17 and offers comprehensive coverage of the theme and rigorous field engagement with children, schools, and communities. NCTE believes that this program will make students-teacher reflective practitioners. However, challenges remain in achieving quality teacher education.

**The Mental Setup:** The majority of the students who enter the teacher training course are not ready to join the teaching profession. It means either they joined the course to fill the gap in their studies or they entered without any interest. All these things lead to the deterioration of the quality of teachers.

**Late Admission of Student Teachers:** As per the trend of selection of student teachers we can see that even failure is selected for B.Ed course. Already they are failures then how it's possible that these student teachers can become competent teachers? It is all because of the increased number of educational institutions that they just want to fill the seats, the students who are below the demarcation line of pass per cent are also admitted to these private educational institutions.

**Choice of the Subject:** It is generally seen that the students who have passed the entrance test are eligible for admission in the B.Ed course but the subjects they have to choose are the subjects which are not of interest, whereas they are forced to choose the different subject as there is foundation of limited seats in a particular subject, or due to the non-availability of the subject combination in the college. Then how it is possible that those student teachers can become perfect in that very subject which is not to their taste

**Problem Regarding the Duration of Teaching:** The duration of the course of teacher training is two years after graduation. As the main aim of a teacher education program is to develop a healthy attitude, broad base interests and values consistent with dignity of training, profession

and thereafter development of personality. This long duration of teacher training course is somehow losing the interest of the pupil teachers in this profession.

**Lack of Subject Knowledge:** The two-year B.Ed program does not give due emphasis on the knowledge of basic subjects. There is no provision to increase and enhance the knowledge of a particular subject of the student teacher. The whole teaching practice remains indifferent to the subject knowledge of the pupil-teacher.

**Teacher Demand and Supply:** There is a mismatch between the demand and supply of trained teachers, subject and perspective-wise. The population of India is increasing day by day and private schools are overcrowded with excess strength of students, so the schools are requiring trained teachers who will be capable enough to perform their duties as per the latest trends. So, Teacher education programs should be able to ascertain the specific needs of society.

These are the problems faced by the two-year B.Ed. program on the real practical ground. To maintain quality in teacher education, different efforts are made by the government and courses are revised from time to time. During a meeting of the State Education Ministers in 2015-2016 presided over by then HRD Minister Smt. SmritiI Rani, the Centre rolled out two 4-year **Integrated Courses B.A. B.Ed. and B.Sc. B.Ed.** and **3-year B.Ed.-M.Ed.** integrated course. These courses will be practically implemented from session 2018-2019.

The Human Resource Development Ministry revised the teacher education courses' duration and syllabus following the adjudication. The B.A B.Ed. the integrated course got a lot of attention thereon. Wondering why? At present, the most opted career after the B.Ed. program is teaching. Moreover, the job is highly gratifying and induces self-pride. A teacher stays well-versed with the evolving trends and stays updated with the changes in the line of the field. The ministry wants the teacher training course to be like the B.Tech. or MBBS programme. There should be only Integrated BA-B. Ed and BSc-B.Ed. courses so that serious students join this noble profession.

As an outcome of integrated BA-B.Ed. and B.Sc-B.Ed courses it can be expected that after the completion of these courses, teachers will have sufficient knowledge of the subject matter to teach with confidence; will be equipped with knowledge and skills in a range of appropriate and

varied teaching methodologies; and can have Fluency in the language of instruction. These outcomes are expected on the following grounds:

- Ensures the best entrants to the teaching profession
- Individuals with mental readiness can enter only
- Freedom in choice of subject combinations (BA & B.Ed. both)
- Provision to enhance the knowledge of a particular subject of the student teacher
- The short duration of the course helps in retaining the interest of the students
- Better able to ascertain the specific needs of society (demand and supply)
- The above-mentioned outcomes can't be achieved easily. In the implementation of integrated courses, we do have to face a few challenges, like:
  - Developing awareness and sensitivity towards the integrated programme.
  - Orientation of the teacher educators about integrated courses
  - Detailed orientation related to new subjects and topics should be provided to the teacher educators
  - Enabling teachers to appreciate and acquaint themselves with new syllabi
  - Provision of infrastructural resources
  - Enriched library as per new syllabi
  - Scarcity in getting PTET / CTET candidates
  - Change in government recruitment procedure

In the end, I would like to conclude that recommendations sometimes lead to effective change and sometimes do not. For instance, the outcome of this integrated programme will depend upon support received from different individuals involved in the implementation of this integrated programme like different universities and teacher educators etc. The more one goes down from the system level to the chalk-face level of actual teaching, the more the balance seems to go from accountability as the main aim of quality assurance is the improvement of educational quality.

## REFERENCES

- Murray, J. M. T. (2005). Becoming a teacher educator: Evidence from the field. *Teaching and Teacher Education*, 21, 125–142.
- Maitraya, B. (2005). *Administration and Reorganisation of Teacher Education*. New
- Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, 65(4), 271–283.
- Harvey, L. & Stensaker, B. (2007). Quality culture: Understandings, boundaries and linkages. Paper presented to the 29th EAIR FORUM, Innsbruck, Austria.
- Delhi India: Kanishka Publishers.
- Biggs, J. (2001). The reflective institution: assuring and enhancing the quality of teaching and learning. *Higher Education*, 41(3), 221-238.
- Barrie, S.C., Ginns, P. & Prosser M. (2005). Early impact and outcomes of institutionally aligned, student-focused learning perspective on teaching quality assurance. *Assessment & Evaluation in Higher Education*, 30(6), 641-656.
- Altbach, P. (2006). The Dilemmas of Ranking. *International Higher Education*, 42(3), 26-38.