

Teacher and Teacher Education in National Education Policies

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ABSTRACT

All the three national education policies (1968, 1986, 2020) the country has received have content on teacher and teacher education. They all find teacher supreme in the process of teaching and learning, and they all recommend for the development of teacher education programme in certain different and some common way. The country in terms of its teacher education programme and development of teacher has done meaningfully, but they need to do more in this regard to modernize teacher education and enrich teachers. For the advancement of teacher education and development of teachers few steps need to be taken as more investment in public funded institutions, restricting of privatization and commercialization, adoption of common school system, management of teacher education under university system only, continuous professional development of teachers, making in-service of teachers a continuous process, developing department of teacher education in all the universities, increasing the number of government institutions, etc.

Keywords: Teacher, Teacher Education, NPE (1968), NPE (1986), NEP (2020)

Introduction

Teacher is the most important element in the process of teaching. It is teacher that influences teaching and learning both, and that in every direction of teaching-learning process. Different commissions and national education policies have talked in length about the importance of teacher and her education. The importance of teacher education can be better understood from the words of NPE (1986) where it states that It is said that no people can rise above the level of its teachers. Kumar, L. (2014) has also said in the same manner about the utility of teachers for the education system, Teachers are in crisis, teaching as profession is in a state of decay despite the fact that no document, no philosophy of education, no committee, no commission, and simply no individual finds anyone more precious for the education system than the teacher.

By this time, we have earned three national education policies. The first came in 1968 followed by the second in 1986. After a gap of 34 years now we have attained the third National Education Policy in 2020. In comparison to first, second is more

comprehensive, and the third is the most comprehensive. As no policy or document of education can be completed if it does not mention teacher and teacher education, all the three stresses on the importance of teacher and talk with due length about the education of teacher. NEP (2020) asserts, The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. They all have said differently, but the content has similarities, especially in terms of the nation's needs in terms of qualified & skilled teachers and good quality teacher education preparation programme. NPE (1968) states, "Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important.

Teacher and Teacher Education in NPE (1968)

After the report of the Kothari Commission (1964) the Government of India, set up a committee

of Members of Parliament on Education (1967) under the chairmanship of Shri Ganga Sharan Sinha to consider the report and for preparing the draft of a statement on the National Policy on Education. The National Policy Statement on Education (1968) talks in terms of status, emoluments and education of teachers. It states that teacher be accorded an honoured place in the society, good emoluments and service conditions (adequate and satisfactory) be provided to them. Academic freedom be given to teachers to read, write, research, and publish. It suggests that the Teacher Education, particularly in-service education, should receive due emphasis. It narrates that of all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. The policy believes that it is on the personal qualities and character of the teacher, his/her education qualifications and professional competence that the success of all educational endeavour must ultimately depend."

Teacher and Teacher Education in NPE (1986)

It was adopted by the Parliament in May 1986. Out of 12 parts the part 9th deals with Teacher and Teacher Education. The policy asserts that the status of the teacher reflects the socio-cultural ethos of a society. It believes that no people can rise above the level of its teachers. There is the need to create condition to help teachers to motivate, inspire, freedom to innovate, devise appropriate methods of communication and taking into account the concerns of the society as the policy believes in. It suggests that the merit, objectivity and conformity with spatial and functional requirements be the basis of teacher recruitment.

The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts to be made of uniform emoluments, service conditions and grievance-removal mechanism of teachers throughout the country. Guidelines for posting and transfers of teachers to be formulated. Open, participation and data-based teacher evaluation are needed.

Accountability and performance-based incentives and/or disincentives to be placed. There is crucial role of teachers in the formulation and implementation of educational programmes. Teacher's Associations need to play important role regarding professional integrity, enhancing dignity and curbing misconduct. National level Associations of Teacher need to prepare code of Professional Ethics for teachers. Teacher education as per the say of the policy is a continuous process with its two inseparable components- Pre service and In-service. Teacher education to be overhauled and it is to emphasize continuing education. For the in-service and pre-service education of teachers of primary schools District Institutes of Education and Training (DIET) will be established. This was a major recommendation in terms of teacher education. Subsequent upon the establishment of DIET sub-standard institutions will be phased out, the policy shown its concern.

Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Education Research and Training (SCERT). The National Council of Teacher Education (NCTE) will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education.

In May (1990) a committee was set up under the chairmanship of Acharya Rama Murti to review the National Policy on Education and to make recommendations for its modifications. The committee submitted its reports in December, 1990. Certain modifications were made in the year 1992, but almost all the content regarding teacher and teacher education as recommended by NPE (1986) was taken as it is.

In consonance with this commitment, the MHRD brought out a Programme of Action in 1986 and a Revised one in 1992 in the light of the NPE (1986) and as modified in 1992. A centrally sponsored scheme for Reconstructing and Reorganization of Teacher Education was taken up in 1987 to create a strong institutional infrastructure and academic and

technical resource base for orientation, training and continuous up-gradation of knowledge, competence and pedagogical skills of elementary school teachers in the country.

The Central Government provided financial assistance to the state and UT for setting up DIETS/CTEs/IASEs and strengthening of SCERT. DIET were established either by upgrading existing Elementary Teacher Education Institutions (ETEIs) or by setting up new ones in districts which had no existing institutions. Land for the purpose was to be provided by state governments free of cost. IASE and CTE were set up by upgrading existing Secondary Teacher Education Institutions (including University Departments of Education).

The Acharya Ramamurti Committee (1990) in its review of the NPE (1986) observed that an internship model for teacher training should be adopted. It categorically said that the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time, and so be adopted.

Teacher and Teacher Education in NEP (2020)

The present national education policy (2020) talks in terms of teacher and teacher education through chapter 05 and 15 respectively. chapter 5 under school education deals with teacher whereas chapter-15 under Higher Education deals with Teacher Education. This clearly states that teacher education is linked with school and higher education simultaneously.

Teachers claims that teachers truly shape the future of our children and, therefore, the future of our nation. The policy states that the quality of teacher education, recruitment, deployment, service conditions and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the both to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and

our nation. Teacher and teacher education is the most important aspect of teaching and learning. Disale, R. (2022) rightly claims, “The way teachers interact with students in the classroom, and the experiences that teachers provide them, can make all the difference in ensuring students’ emotional, academic and social learning. Therefore, teachers’ training becomes more important.”

About Recruitment and Deployment, it suggests to attract outstanding students, especially for 4-year integrated B.Ed. programme from rural areas. It recommends for merit-based scholarship, preferential employment in local areas, specially to provision for local housing near or inside the school or increased HRA. Transfer to be halted, if done, it needs to be done in online computerized system with due transparency. Teacher Eligibility Test (TET) to be strengthen in terms of content and pedagogy with best test material. TET be employed across all the stages (Foundational, Preparatory, Middle, Secondary). TET or NTA test scores to be taken into account for recruitment. Three components of selection be TET Scores, demonstration/interview and knowledge of local language(s). Provision for sharing of teachers across schools be employed. Teacher to be recruited to school or school complex. Teachers’ resources sharing be made particularly in subjects like – Art, Physical education, vocational education, languages, etc. There is the need to in place hiring of local eminent persons or experts as master instructors in various subjects like traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists. Projected vacancies of teachers be planned by state considering two decades requirements of teachers. Teacher education programmes be run as per the projection of needed teachers.

15 deals with Teacher Education and suggests for teacher preparation in multidisciplinary perspectives. It recommends teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, and also be well-versed in the latest advances in education and pedagogy.

It needs to be like Indian Ideals + Scientific pedagogy + Modern Education with Technical Support. Regulatory overhauling of the teacher education system along with empowerment of regulatory system is also discussed by the policy. The policy states that only educationally sound, multidisciplinary, and integrated teacher education programmes to be in force by 2030, rest to be shut down. Teacher education programme in composite multidisciplinary institutions in collaboration with other departments like psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics be run.

All multidisciplinary universities and colleges to establish, education departments which besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. All stand-alone TEIs either to convert in multi-disciplinary institutions by 2030 to run 4-year integrated teacher preparation programme or to shut-down. Supporting the Integrated Teacher Education Programme as recommended by NEP,2020 Sarangi, S (2022) also states, "It has been clearly established in the past that focus on pre-service and in-service teacher significantly impacts learning outcomes of students. The multi pronged approach adopted by NEP,2020 is likely to revitalize the teacher education, allow bright students to opt for ITEP as a matter of choice rather than by chance."

The policy asserts that by 2030 minimal degree as qualification for school teachers will be 4-year integrated B.Ed. course offered by multidisciplinary HEIs. Besides a specialized content and pedagogy, the T.E. Programme will include sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/arts/traditions, and more. It also talks for 02-year B.Ed. for students who have already received a Bachelor's degree in a specialized subject and 01-year B.Ed. for candidates who have received a 4-year undergraduate degree in a specialized subject.

Scholarship for meritorious students for all

courses- 04,02 and 01 be planned. Teacher Education Institutions should ensure the availability of a range of experts in education, related disciplines and specialized subjects. There needs network between higher education institution and schools for community service, adult and vocational education, etc.

NTA should conduct admission test to Pre-service teacher education programme considering subject, aptitude, etc. to maintain uniform standard. Linguistic and cultural diversity be taken care of in the process of testing. To strengthen multidisciplinary education of teachers and provide rigour in conceptual development there is the need of diverse faculty, from different fields from which the teacher education programme is associated with.

During doctoral training period all fresh Ph.D. entrants across the discipline need to take credit-based courses in teaching/education/pedagogy/ writing related to their Ph.D. subject area. They will be provided exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, etc. Ph.D. Programme in the universities of the country will be oriented and research scholars will to go through a minimum number of hours of actual teaching experiences. In-service continuous professional development for college and university teachers will be employed. Online training of teachers through SWAYAM/DIKSHA will be planned. A National Mission of Mentoring to be established with a large pool of outstanding senior/retired faculty to utilize their expertise more meaningfully.

The country in order to develop and modernize its education system has invested enough in teacher and teacher preparation. Besides different educational commissions and committees the three national educational policies have also recommended in length regarding the development and enrichment of teacher and teacher education programme. The development is not encouraging but praiseworthy as well, what is needed to take certain measures to modernize the teacher education to lead from the front globally. Following steps are needed to grow, develop and modernize our education system in general, teacher

education system in particular:

1. To invest more in public system of teacher preparation as reflected in NEP (2020).
2. To implement Common School System as recommended by NPE (1968).
3. To govern and manage all the teacher education programme under university system as recommended NCFTE (2009) and Justice Verma Commission Report.
4. To manage Privatization and Commercialization of teacher education as suggested by Justice Verma Commission Report.
5. To integrate teacher education with higher education and school education both.
6. To focus on teacher's employability and professional development as committed in NEP (2020).
7. To strengthen and consolidate the teacher education system, and to minimize undue experimenting.
8. To restore the academic freedom of teachers as mentioned in NEP (2020).
9. To strengthen the in-service teacher education system suggested by all educational policies- NCFTE (2009), Justice Verma Commission report, and many more.
9. To develop Department of Education in every university, especially in the state like Bihar and Jharkhand.
10. To organize a National Mission for Mentoring as recommended by NEP (2020).

Conclusion:

All the educational policies reflect that teacher and teacher education is so important for the social and national development that investment in it will yield



many times of the investment. What is needed more is to implement the policy in the spirit our national documents reflect. Two aspects in this regard are very important. First, continuous and substantial increase in public investment; and second to adopt teacher-centred model of teaching -learning, not bureaucrat or inspector model. Teachers may be dis-honest, they may need to be inspected, they may require to go through bio-metric attendance, but the policies believe to prepare honest, dedicated and qualified teachers. This needs to be the cardinal principle in teacher preparation. If we fail in it, we are not following the spirit of our national education policies in the context of teacher preparation.

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