



Let's Study Together 

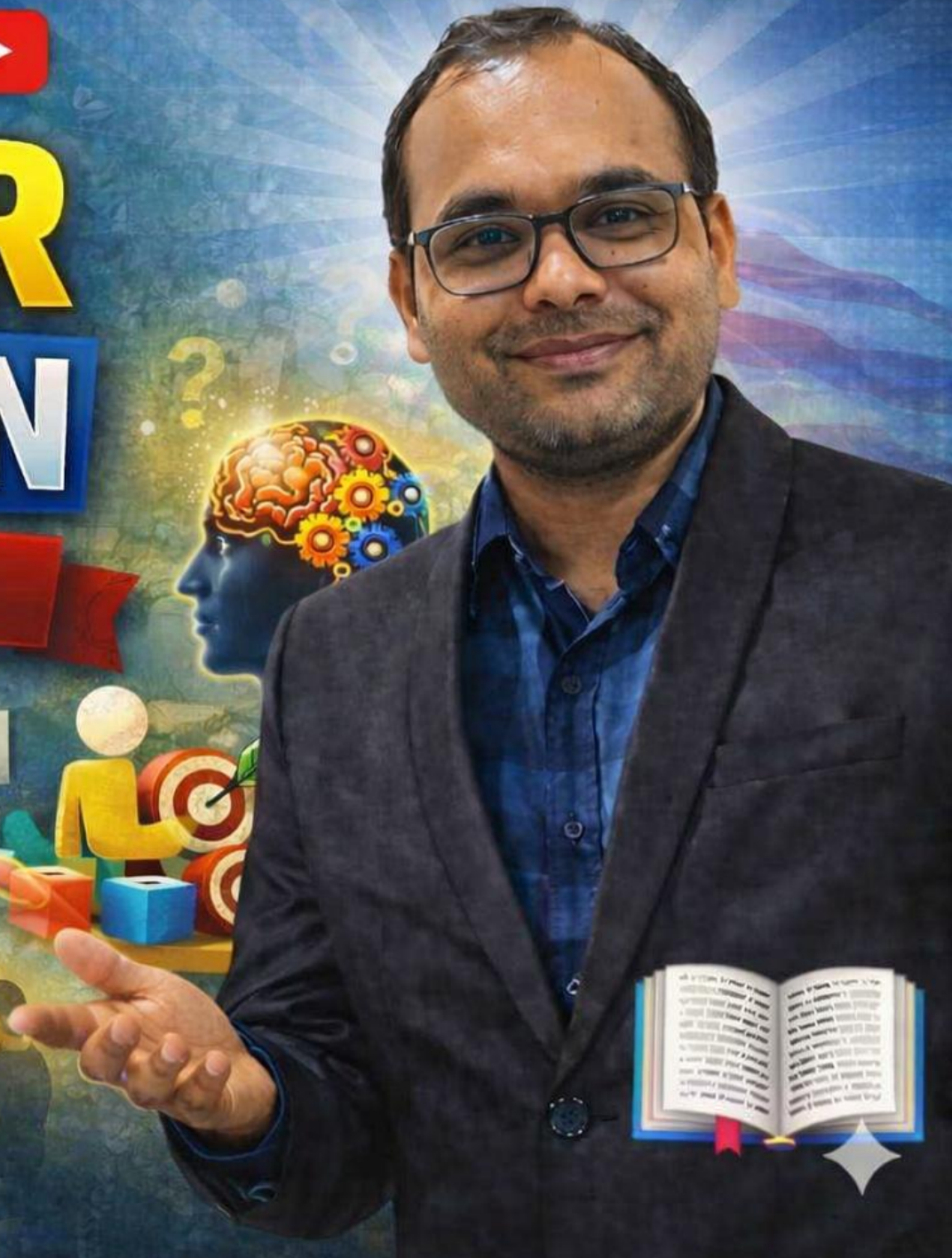
TEACHER

EDUCATION

CHAPTER



- ✓ Training
- ✓ Research
- ✓ Service Conditions



Teacher Education with Reference to the University Education Commission (1948)

The University Education Commission, popularly known as the **Radhakrishnan Commission**, was established in 1948 under the chairmanship of Dr. S. Radhakrishnan to examine the condition of university education in India and suggest reforms. The Commission gave important recommendations regarding **Teacher Education** because teachers were considered the backbone of the educational system.

Meaning of Teacher Education

Teacher Education refers to the training and professional preparation given to teachers to develop:

- Subject knowledge
- Teaching skills
- Professional ethics
- Leadership qualities
- Social responsibility

It includes:

1. Pre-service training
 2. In-service training
 3. Professional development
-

Recommendations of the University Education Commission (1948) on Teacher Education

1. Improvement of Teacher Status

The Commission stated that the social and economic status of teachers must be improved because:

- Good education depends on good teachers.
- Talented persons will join the profession only when teachers receive respect and adequate salary.

Suggestions:

- Better salary scales
 - Pension and service security
 - Improved working conditions
 - Respectable social status
-

2. Professional Training for Teachers

The Commission emphasized that teachers should receive proper professional training before entering the profession.

Recommendations:

- Training institutions should be improved.
- Practical teaching experience should be compulsory.
- Teachers should know psychology, pedagogy, and teaching methods.

3. Improvement of Training Colleges

The Commission criticized the poor condition of many teacher-training colleges.

Suggestions:

- Well-equipped libraries and laboratories
 - Qualified teacher educators
 - Better infrastructure
 - Connection between theory and practice
-

4. Research in Education

The Commission encouraged educational research for improving teaching methods and educational administration.

Recommendations:

- Universities should promote research in education.
 - Teachers should develop scientific attitudes and critical thinking.
-

5. In-service Training

The Commission emphasized continuous professional growth of teachers.

Suggestions:

- Refresher courses
 - Seminars and workshops
 - Orientation programmes
 - Opportunities for higher studies
-

6. Teacher as Nation Builder

The Commission believed that teachers play an important role in nation-building and democracy.

Teachers should:

- Develop moral values
 - Promote national integration
 - Encourage democratic citizenship
 - Build character among students
-

7. Medium of Instruction and Language

The Commission recommended that teachers should be trained to teach effectively in regional languages while also having knowledge of English.

8. Academic Freedom

Teachers should have:

- Freedom of thought
- Freedom in teaching methods
- Opportunities for intellectual development

This would improve creativity and quality in higher education.

Merits of the Commission's Recommendations

- Raised the importance of teacher professionalism
 - Emphasized quality training
 - Focused on teacher welfare
 - Encouraged research and innovation
 - Promoted democratic and moral values
-

Criticism / Limitations

- Many recommendations were difficult to implement immediately due to financial constraints.
 - Rural teacher education institutions remained weak.
 - Practical implementation was slow.
-

Conclusion

The University Education Commission played a significant role in shaping modern teacher education in India. It emphasized trained, competent, and socially respected teachers for national development. Its recommendations laid the foundation for future reforms in teacher education and higher education in independent India.

Teacher Education with Reference to the Secondary Education Commission (1952–53)

The Secondary Education Commission, also known as the **Mudaliar Commission**, was established in 1952 under the chairmanship of Dr. A. Lakshmanaswami Mudaliar to examine the problems of secondary education in India and suggest reforms.

The Commission gave several important recommendations regarding **Teacher Education**, considering teachers as the key factor in improving secondary education.

Meaning of Teacher Education

Teacher Education refers to the professional preparation and training of teachers to develop:

- Teaching skills
- Subject competence
- Classroom management
- Moral and social responsibility
- Professional efficiency

It includes:

1. Pre-service education
 2. In-service education
 3. Professional development programmes
-

Recommendations of the Secondary Education Commission (1952–53) on Teacher Education

1. Improvement in Teacher Training

The Commission emphasized that secondary school teachers should receive proper professional training.

Suggestions:

- Training should combine theory and practical teaching.
 - Greater importance should be given to practice teaching.
 - Teachers should be trained in modern teaching methods.
-

2. Better Qualifications for Teachers

The Commission recommended higher academic and professional qualifications for secondary teachers.

Recommendations:

- Teachers should possess strong subject knowledge.
 - Professional training should be compulsory.
 - Selection of teachers should be based on merit and competence.
-

3. Improvement of Training Institutions

The Commission found many teacher-training colleges inadequate.

Suggestions:

- Better infrastructure and facilities
 - Well-equipped libraries and laboratories
 - Qualified teacher educators
 - Demonstration schools attached to training colleges
-

4. In-service Education

The Commission stressed continuous professional growth of teachers.

Recommendations:

- Refresher courses
 - Workshops and seminars
 - Orientation programmes
 - Opportunities for higher education and research
-

5. Better Salary and Service Conditions

The Commission believed that the status of teachers must improve to attract talented individuals.

Suggestions:

- Adequate salary scales
 - Job security
 - Pension and retirement benefits
 - Promotion opportunities
-

6. Teacher-Pupil Relationship

The Commission emphasized healthy and democratic relations between teachers and students.

Teachers should:

- Guide students sympathetically
 - Encourage discipline through understanding
 - Develop character and leadership qualities
-

7. Moral and Character Education

Teachers were expected to help in character formation and citizenship training.

Teachers should:

- Promote moral values
 - Encourage democratic ideals
 - Develop social responsibility among students
-

8. Guidance and Counselling

The Commission recommended training teachers in educational and vocational guidance.

Purpose:

- Help students choose suitable careers
 - Identify talents and interests
 - Reduce educational wastage and stagnation
-

9. Improvement in Methods of Teaching

The Commission opposed rote learning and encouraged activity-based teaching.

Recommendations:

- Discussion method
 - Project method
 - Practical and experimental learning
 - Audio-visual aids in teaching
-

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Merits of the Commission's Recommendations

- Emphasized professionalism in teaching
 - Improved focus on practical training
 - Encouraged democratic and child-centered education
 - Highlighted teacher welfare
 - Promoted guidance and counselling services
-

Criticism / Limitations

- Financial limitations affected implementation.
 - Rural schools lacked trained teachers and facilities.
 - Many recommendations remained theoretical for a long time.
-

Conclusion

The Secondary Education Commission made valuable contributions to teacher education in India. It emphasized professionally trained, socially responsible, and academically competent teachers for improving secondary education. Its recommendations influenced later educational reforms and strengthened the foundation of modern teacher training in India.

Teacher Education with Reference to the Kothari Commission (1964–66)

The Education Commission, popularly known as the **Kothari Commission**, was established in 1964 under the chairmanship of Dr. D. S. Kothari.

It was one of the most comprehensive commissions in Indian education. The Commission examined all aspects of education and strongly emphasized **Teacher Education**, declaring:

“The destiny of India is now being shaped in her classrooms.”

The Commission considered teachers the most important factor in national development and educational improvement.

Meaning of Teacher Education

Teacher Education refers to the systematic training and professional preparation of teachers to develop:

- Subject knowledge
- Teaching skills
- Professional ethics
- Leadership qualities
- Social and national responsibility

It includes:

1. Pre-service training
2. In-service training

3. Continuing professional development
-

Recommendations of the Kothari Commission (1964–66) on Teacher Education

1. Improvement of Teacher Status

The Commission emphasized improving the social and economic status of teachers.

Suggestions:

- Better salary scales
- Uniform service conditions
- Job security and pension
- Higher social prestige for teachers

The Commission believed that no education system can rise above the quality of its teachers.

2. Professionalization of Teaching

Teaching should be recognized as a professional career.

Recommendations:

- Rigorous professional training

- Ethical standards for teachers
 - Continuous professional growth
 - Competency-based teacher preparation
-

3. Improvement of Teacher Education Institutions

The Commission recommended reform in teacher-training institutions.

Suggestions:

- Better infrastructure
- Qualified teacher educators
- Well-equipped libraries and laboratories
- Improved curriculum and teaching methods

It also recommended integrating teacher education with universities.

4. Practical Training and Internship

The Commission stressed practical experience in teaching.

Recommendations:

- More emphasis on practice teaching
- Internship programmes in schools
- Observation and demonstration lessons
- Training in classroom management

5. In-service Education

The Commission strongly supported continuous training for teachers.

Suggestions:

- Refresher courses
- Seminars and workshops
- Orientation programmes
- Summer institutes
- Opportunities for higher studies and research

6. Training in Modern Methods

The Commission encouraged scientific and modern approaches to teaching.

Recommendations:

- Use of audio-visual aids
 - Educational technology
 - Activity-based learning
 - Child-centered teaching methods
-

7. National Integration and Social Values

Teachers should promote:

- National unity
- Secularism
- Democracy
- Social justice
- Scientific temper

The teacher was viewed as an agent of social change.

8. Equalization of Educational Opportunity

Teachers should help reduce inequalities in education.

Focus Areas:

- Education for girls
 - Rural education
 - Education of disadvantaged groups
 - Removal of social discrimination
-

9. Teacher Recruitment and Selection

The Commission recommended merit-based recruitment.

Suggestions:

- Proper selection procedures
 - High academic standards
 - Aptitude for teaching profession
-

10. Establishment of National Bodies

The Commission recommended strengthening organizations related to teacher education and educational research.

This later contributed to the development of bodies like:

- National Council of Educational Research and Training (NCERT)
 - National Council for Teacher Education (NCTE)
-

Merits of the Commission's Recommendations

- Comprehensive approach to teacher education
- Emphasized professionalism and quality
- Promoted equality and national integration
- Encouraged educational technology and innovation
- Strengthened teacher training institutions

Criticism / Limitations

- Many recommendations required large financial investment.
- Implementation was uneven across states.
- Rural areas continued to face shortages of trained teachers.

Conclusion

The Education Commission or Kothari Commission played a landmark role in the development of teacher education in India. It viewed teachers as the central force of educational change and national development. Its recommendations greatly influenced later educational policies and reforms, making it one of the most important commissions in Indian education history.

Teacher Education with Reference to the Chattopadhyaya Commission (1983–85)

The National Commission on Teachers, commonly known as the **Chattopadhyaya Commission**, was established by the Government of India in 1983 under the chairmanship of D. P. Chattopadhyaya.

The Commission submitted its report in 1985 and focused mainly on the condition, status, and professional development of teachers and teacher education in India.

Its central idea was:

“No people can rise above the level of its teachers.”

Meaning of Teacher Education

Teacher Education refers to the training and professional preparation of teachers to develop:

- Knowledge
- Teaching skills
- Professional competence
- Ethical values
- Social responsibility

It includes:

1. Pre-service education
 2. In-service education
 3. Continuous professional development
-

Recommendations of the Chattopadhyaya Commission (1983–85) on Teacher Education

1. Improvement of Teacher Status

The Commission emphasized improving the social, economic, and professional status of teachers.

Suggestions:

- Better salary and service conditions
- Job security and pension benefits
- Social respect and professional dignity
- Attractive career structure

The Commission believed that teaching should become an attractive profession for talented individuals.

2. Professionalization of Teaching

Teaching should be treated as a full-fledged profession.

Recommendations:

- Professional ethics for teachers
 - High standards in teacher preparation
 - Accountability and commitment
 - Continuous professional growth
-

3. Reform of Teacher Education Institutions

The Commission criticized the poor quality of many training institutions.

Suggestions:

- Modernization of teacher training colleges
 - Better infrastructure and facilities
 - Qualified teacher educators
 - Improved curriculum and teaching methods
-

4. Integrated Teacher Education

The Commission recommended integrated teacher education programmes instead of isolated training systems.

Purpose:

- Better coordination between subject knowledge and pedagogy
 - Stronger practical preparation
-

5. Continuous In-service Education

The Commission strongly supported lifelong learning for teachers.

Recommendations:

- Refresher courses
 - Workshops and seminars
 - Orientation programmes
 - Research opportunities
 - Academic exchange programmes
-

6. Teacher Participation in Educational Planning

Teachers should actively participate in:

- Curriculum development
 - Educational administration
 - Policy implementation
 - School improvement programmes
-

7. Use of Educational Technology

The Commission encouraged the use of modern educational technology.

Suggestions:

- Audio-visual aids
 - Television and radio programmes
 - Innovative teaching techniques
 - Technology-based learning resources
-

8. Code of Professional Ethics

The Commission recommended developing a code of ethics for teachers.

Teachers should:

- Maintain discipline and integrity
 - Promote democratic values
 - Develop national integration
 - Encourage scientific attitude
-

9. Improvement in Recruitment Procedures

The Commission emphasized merit-based recruitment.

Suggestions:

- Transparent selection process
- Proper qualifications and aptitude testing
- Elimination of political interference

10. Establishment and Strengthening of Institutions

The Commission recommended strengthening institutions connected with teacher education, including:

- National Council of Educational Research and Training (NCERT)
- University Grants Commission (UGC)
- National Council for Teacher Education (NCTE)

Merits of the Commission's Recommendations

- Focused specifically on teachers and teacher education
- Emphasized professionalism and accountability
- Encouraged continuous training
- Highlighted teacher dignity and welfare
- Supported modernization and educational technology

Criticism / Limitations

- Several recommendations required large financial support.
 - Implementation varied across states.
 - Problems of rural teacher education remained unresolved.
-

Conclusion

The National Commission on Teachers or Chattopadhyaya Commission made important contributions to the improvement of teacher education in India. It emphasized professional competence, teacher welfare, ethical values, and continuous development. Its recommendations significantly influenced later educational reforms and policies related to teacher education.

Teacher Education with Reference to the Justice Verma Commission (2012)

The Justice Verma Commission was constituted by the Government of India in 2012 under the chairmanship of Justice J. S. Verma.

The Commission was mainly formed to review the functioning of teacher education institutions and the quality of teacher education in India, especially after concerns regarding commercialization and declining standards.

Its report is officially titled:

“Vision of Teacher Education in India: Quality and Regulatory Perspective.”

Unlike earlier commissions, this commission focused specifically on **quality, regulation, and accountability in teacher education.**

Meaning of Teacher Education

Teacher Education refers to the professional preparation and continuous development of teachers through:

- Pre-service training
- In-service training
- Professional ethics
- Pedagogical skills
- Educational competence

Major Recommendations of the Justice Verma Commission (2012)

1. Improvement of Quality in Teacher Education

The Commission strongly criticized the poor quality of many teacher education institutions.

Suggestions:

- Strict quality standards
- Removal of substandard institutions
- Emphasis on genuine professional training
- Improvement in curriculum and teaching practice

☞ Main focus: **Quality over quantity.**

2. Regulation of Teacher Education Institutions

The Commission found large-scale commercialization in teacher education.

Recommendations:

- Strong monitoring and regulation
- Transparency in functioning
- Action against fake and low-quality colleges
- Proper recognition procedures

The role of National Council for Teacher Education (NCTE) should be strengthened.

3. Integrated Teacher Education Programme

The Commission recommended integrated courses instead of short-duration programmes.

Suggestions:

- Four-year integrated teacher education programmes
- Combination of subject knowledge and pedagogy
- Strong school internship system

☞ This later influenced integrated B.Ed. programmes.

4. Professionalization of Teacher Education

Teaching should be treated as a professional discipline.

Recommendations:

- Rigorous training
 - Professional ethics
 - Competency-based teacher preparation
 - Reflective teaching practices
-

5. Strengthening School Internship

The Commission emphasized practical experience.

Suggestions:

- Longer duration of internship
 - Real classroom exposure
 - Mentoring by experienced teachers
 - Link between theory and practice
-

6. Teacher Educators and Faculty Development

The Commission highlighted the poor condition of teacher educators.

Recommendations:

- Qualified faculty
 - Research orientation
 - Continuous professional development
 - Better service conditions
-

7. Curriculum Reform

Teacher education curriculum should focus on:

- Child-centered education
 - Inclusive education
 - Gender sensitivity
 - Human rights and constitutional values
 - Critical thinking and reflective practice
-

8. Linkage Between Schools and Teacher Education Institutions

The Commission recommended stronger collaboration between:

- Schools
- Universities
- Teacher training institutions

This would improve practical training and educational research.

9. Transparency in Recruitment and Admission

The Commission opposed corruption and commercialization.

Suggestions:

- Merit-based admission
- Transparent recruitment of faculty
- Proper accreditation system

10. Continuous Professional Development

Teachers should continue learning throughout their careers.

Recommendations:

- In-service education
 - Refresher courses
 - Workshops and seminars
 - Use of educational technology
-

Merits of the Recommendations

- Focused on quality and accountability
 - Opposed commercialization
 - Encouraged integrated teacher education
 - Improved professional standards
 - Strengthened practical training
-

Limitations / Criticism

- Implementation has been uneven.
 - Many institutions still face infrastructure and faculty shortages.
 - Regulatory challenges continue in some states.
-

Conclusion

The Justice Verma Commission played a major role in reforming teacher education in India. Unlike earlier commissions that focused broadly on education, it specifically emphasized quality, regulation, professionalism, and accountability in teacher education. Its recommendations significantly influenced modern teacher education policies and the restructuring of teacher training programmes in India.

Teacher Education with Reference to NCFTE (2009)

The National Council for Teacher Education (NCTE) published the **National Curriculum Framework for Teacher Education (NCFTE), 2009** to improve the quality of teacher education in India.

NCFTE-2009 was prepared in the background of:

- National Curriculum Framework (NCF-2005)
- National Knowledge Commission recommendations
- Constitutional values and child-centered education

Its main objective was to prepare **humane, reflective, and professionally competent teachers**.

Meaning of Teacher Education

Teacher Education refers to the professional preparation and continuous development of teachers through:

- Knowledge development
- Pedagogical training
- Skill development
- Ethical and social values
- Practical teaching experience

Major Recommendations / Features of NCFTE (2009)

1. Child-Centered Education

NCFTE emphasized that education should focus on the child rather than rote learning.

Teachers should:

- Understand child psychology
- Respect individual differences
- Encourage creativity and participation
- Promote joyful learning

↳ Shift from **teacher-centered** to **learner-centered** education.

2. Reflective Practice

Teachers should become reflective practitioners.

Recommendations:

- Self-evaluation of teaching
- Critical thinking
- Problem-solving approach
- Continuous improvement in classroom practices

☞ Teacher is not merely an instructor but a thoughtful professional.

3. Integration of Theory and Practice

NCFTE criticized excessive theory in teacher education.

Suggestions:

- Strong school internship programmes
 - Practical classroom experience
 - Observation and field work
 - Linkage between theory and practice
-

4. Inclusive Education

The framework emphasized equality and inclusion.

Teachers should:

- Respect diversity
 - Teach children from different social backgrounds
 - Support children with special needs
 - Promote gender equality and social justice
-

5. Constructivist Approach

Learning should occur through active participation and experience.

Recommendations:

- Activity-based learning
- Discussion and project methods
- Collaborative learning
- Learning through interaction

☞ Influenced by constructivist educational philosophy.

6. Professional Ethics and Values

Teacher education should develop:

- Democratic values
 - Constitutional values
 - Human rights awareness
 - Social responsibility
 - Ethical conduct
-

7. Continuous Professional Development

Teacher learning should continue throughout life.

Suggestions:

- In-service education
 - Workshops and seminars
 - Action research
 - Professional learning communities
-

8. Use of Educational Technology

NCFTE supported appropriate use of technology in education.

Recommendations:

- ICT in teaching-learning
 - Digital resources
 - Interactive learning methods
-

9. Curriculum Reform in Teacher Education

The curriculum should:

- Reduce rote learning
 - Encourage understanding and reflection
 - Include field engagement and practicum
 - Focus on competency development
-

10. Teacher as Facilitator

The teacher's role should change from:

- Information giver → learning facilitator
 - Authority figure → guide and mentor
-

Distinctive Features of NCFTE (2009)

Area	Distinct Focus
Main Aim	Quality teacher preparation
Core Philosophy	Child-centered and constructivist learning
Key Emphasis	Reflective practice
Special Concern	Inclusive education and social justice
Important Change	Integration of theory with practicum

Merits of NCFTE (2009)

- Modern and learner-centered approach
- Promoted reflective teaching
- Encouraged inclusion and equality
- Improved practical training
- Strengthened professional ethics

Limitations / Criticism

- Implementation differs across institutions.
 - Many teacher education colleges lack resources.
 - Practical reforms are still incomplete in some areas.
-

Conclusion

The National Curriculum Framework for Teacher Education brought significant reforms in teacher education in India. It emphasized reflective, child-centered, inclusive, and professional teacher preparation. The framework shifted teacher education from rote and theory-based approaches toward practical, humane, and competency-based learning.

Teacher Preparation and Teacher Development

Meaning of Teacher Preparation

Teacher Preparation refers to the **initial training and education** provided to a person before entering the teaching profession. It aims at developing the knowledge, skills, attitudes, and competencies required for effective teaching.

It is mainly concerned with **pre-service education**.

Objectives of Teacher Preparation

- Develop subject knowledge
- Train in teaching methods
- Develop classroom management skills
- Understand child psychology
- Build professional ethics and values

Components of Teacher Preparation

1. Academic knowledge
2. Pedagogical training
3. Practice teaching / internship
4. Educational psychology
5. Evaluation techniques
6. Use of educational technology

Examples

- D.El.Ed.
- B.Ed.

- Integrated B.A.-B.Ed./B.Sc.-B.Ed.
 - M.Ed.
-

Meaning of Teacher Development

Teacher Development refers to the **continuous professional growth** of teachers throughout their teaching career. It helps teachers improve their competence, update knowledge, and adapt to changing educational needs.

It is mainly concerned with **in-service education and lifelong learning**.

Objectives of Teacher Development

- Improve teaching effectiveness
- Update subject and pedagogical knowledge
- Develop professional competence
- Encourage reflective practice
- Adapt to new technologies and innovations

Components of Teacher Development

1. Refresher courses
 2. Workshops and seminars
 3. Orientation programmes
 4. Action research
 5. In-service training
 6. Professional learning communities
-

Difference Between Teacher Preparation and Teacher Development

Basis	Teacher Preparation	Teacher Development
Meaning	Initial training before entering profession	Continuous growth during service
Nature	Pre-service education	In-service education
Purpose	Prepare a person to become a teacher	Improve efficiency of existing teachers
Duration	Limited period	Lifelong process
Focus	Basic teaching skills and knowledge	Upgradation and professional growth
Stage	Before appointment	After appointment
Examples	B.Ed., D.El.Ed.	Refresher course, workshop, seminar

Importance of Teacher Preparation

- Ensures qualified teachers
 - Improves classroom teaching
 - Develops professional ethics
 - Builds confidence and competence
 - Helps in effective student learning
-

Importance of Teacher Development

- Keeps teachers updated
- Encourages innovation in teaching
- Improves educational quality

- Helps teachers face modern challenges
 - Promotes lifelong learning
-

Relationship Between Teacher Preparation and Teacher Development

Teacher preparation and teacher development are complementary processes:

- Teacher preparation provides the foundation.
- Teacher development ensures continuous improvement.

A good education system requires both well-prepared and continuously developing teachers.

Conclusion

Teacher preparation and teacher development are essential for improving the quality of education. Teacher preparation equips individuals with the necessary skills to enter the profession, while teacher development ensures continuous professional growth and adaptation to new educational demands. Together, they help create competent, reflective, and effective teachers for society.

Teacher Education System in India and in the State: Structure, Management, Finance and Programme

Introduction

Teacher Education is the process of preparing and developing teachers for effective teaching and professional growth. It includes:

- Pre-service education
- In-service education
- Professional development programmes

In India, teacher education is organized at both the **national** and **state** levels through various institutions, regulatory bodies, and training programmes.

1. Structure of Teacher Education System in India

The structure of teacher education in India operates at different levels.

A. National Level Structure

1. Ministry of Education

- Frames national educational policies
 - Provides financial assistance
 - Coordinates educational development
-

2. National Council for Teacher Education (NCTE)

Established in 1993 as a statutory body.

Functions:

- Regulation of teacher education institutions
 - Recognition of B.Ed., D.El.Ed., M.Ed. colleges
 - Maintenance of standards and quality
 - Curriculum framework development
-

3. National Council of Educational Research and Training (NCERT)

Functions:

- Development of curriculum and textbooks
 - Educational research and training
 - Teacher training programmes
 - Orientation and refresher courses
-

4. University Grants Commission (UGC)

Functions:

- Coordination of university education
 - Funding higher education institutions
 - Promotion of teacher education and research
-

5. National Institute of Educational Planning and Administration (NIEPA)**Functions:**

- Educational planning and administration training
 - Capacity building for educational managers
-

B. State Level Structure**1. State Departments of Education**

- Implement educational policies
 - Recruit teachers
 - Manage state teacher education institutions
-

2. SCERT (State Council of Educational Research and Training)

Example: State Council of Educational Research and Training

Functions:

- State curriculum development
 - Teacher training
 - Educational research
 - Development of teaching-learning materials
-

3. DIETs (District Institutes of Education and Training)**Functions:**

- Elementary teacher education
 - In-service training
 - Local educational research
 - Community-based educational support
-

4. CTEs and IASEs

- Colleges of Teacher Education (CTE)
- Institutes of Advanced Study in Education (IASE)

Functions:

- Secondary teacher education
- Advanced teacher training
- Research and innovation

5. Universities and Teacher Training Colleges

They provide:

- B.Ed.
 - M.Ed.
 - Integrated teacher education programmes
 - Research degrees
-

2. Management of Teacher Education

Teacher education management involves administration, regulation, supervision, and coordination.

National Level Management

Managed by:

- Ministry of Education
- NCTE
- NCERT
- UGC

Responsibilities:

- Policy formulation
- Standard maintenance

- Accreditation and recognition
 - Funding and monitoring
-

State Level Management

Managed by:

- State Education Departments
- SCERT
- Universities
- Examination Boards

Responsibilities:

- Implementation of programmes
 - Teacher recruitment
 - Monitoring institutions
 - Conducting training programmes
-

3. Finance of Teacher Education

Teacher education is financed by both Central and State Governments.

Sources of Finance

A. Central Government

Provides grants through:

- Ministry of Education
 - Centrally sponsored schemes
 - UGC and NCTE assistance
-

B. State Government

Provides funds for:

- SCERTs
 - DIETs
 - Government training colleges
 - Teacher salaries and infrastructure
-

C. Universities and Private Institutions

- Course fees
 - Donations and self-financing programmes
-

D. International Assistance

Organizations like:

- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations Children's Fund (UNICEF)

sometimes support educational projects and teacher training.

Problems in Financing

- Insufficient budget allocation
 - Poor infrastructure in rural institutions
 - Commercialization of teacher education
 - Lack of research funding
-

4. Teacher Education Programmes

Teacher education programmes are divided into pre-service and in-service programmes.

A. Pre-service Programmes

Elementary Level

- D.El.Ed.
- BTC/JBT (in some states)

Secondary Level

- B.Ed.
- Integrated B.A.-B.Ed./B.Sc.-B.Ed.

Higher Level

- M.Ed.
 - Ph.D. in Education
-

B. In-service Programmes

Programmes Include:

- Refresher courses
- Orientation programmes
- Workshops and seminars
- ICT training
- Capacity-building programmes

These programmes help teachers update their knowledge and skills.

C. Special Programmes

- Inclusive education training
 - Value education
 - Environmental education
 - Digital learning programmes
 - Continuous Professional Development (CPD)
-

Challenges of Teacher Education System in India

- Unequal quality of institutions
 - Commercialization of B.Ed. colleges
 - Lack of trained faculty
 - Inadequate practical training
 - Shortage of infrastructure
 - Weak linkage between theory and practice
-

Suggestions for Improvement

- Strengthening NCTE regulations
 - Improving internship and practicum
 - Better funding and infrastructure
 - Technology integration
 - Continuous professional development
 - Merit-based recruitment of teachers
-

Conclusion

The teacher education system in India consists of a wide network of national and state institutions responsible for teacher preparation and professional development. Its structure includes organizations like NCTE, NCERT, SCERT, and DIETs. Proper management, adequate finance, and effective programmes are essential for producing competent and professional teachers. Improving quality and accountability remains a major goal of teacher education in India.




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