

TEACHER EDUCATION IN INDIA

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ABSTRACT

At the time of independence, India inherited a system of education, which had a limited reach. It was inaccessible to a vast majority of children of the school-going age groups. After independence, the expansion of educational facilities and enrolment and higher degree of retention of children in schools became the top priority items for educational planners and administrators.

The unplanned expansion also projected questions relating to quality and standards of education. The need for specialized resource institutions and organizations for bringing about qualitative improvement in education was increasingly felt. For example, qualitative improvement of education necessitated the formulating of new national policies for educational expansion.

Research-based development of curriculum and textbooks, effective teaching learning strategies and preparation of quality teachers were all new problems which came up for consideration.

INTRODUCTION

At the time of independence, India inherited a system of education, which had a limited reach. It was inaccessible to a vast majority of children of the school-going age groups. After independence, the expansion of educational facilities and enrolment and higher degree of retention of children in schools became the top priority items for educational planners and administrators.

THE DEPARTMENTS OF EDUCATION

The nomenclature and roles and responsibilities of the education department have undergone changes from time to time. At present the MHRD has the following two Departments of education namely:

1. Department of Elementary Education and Literacy
2. Department of Secondary and Higher Education

FUNCTIONS

Education is a concurrent subject. Concurrency implies a meaningful partnership between the Union Government and the States. The National Policy on Education 1986 states:

"While the role and responsibility of the states in regard to education will remain essentially unchanged, the Union Government would accept a longer responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of teaching professional at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development to cater to the needs of research and advanced studies, to look after the international aspect of education, culture and human resource development in general and to promote excellence at all levels of the educational pyramid throughout the country."

ELEMENTARY EDUCATION

Sarva Shiksha Abhiyan (SSA): The SSA is the national flagship programme of Government of India in partnership with the State/UT Government and seeks to operationalise the strategy for universal elementary education in the country. The SSA enjoys a 75:25 sharing pattern with the states/UTs. The programme seeks to open new schools in habitations not covered by education, augment school infrastructure through provision of additional classrooms, toilets, drinking water, additional teachers, maintenance grants and school grants etc. The SSA has a strong

Strengthening of teachers training institutions: The Centrally Sponsored Scheme has the following major components:

- Setting up of District Institutes of Education and Training (DIETs) for elementary teachers in all districts.
- Strengthening of selected Secondary Teachers' Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASes).
- Strengthening of State Councils of Educational Research and Training (SCERTs).

SECONDARY EDUCATION

Under secondary education, the govt. of India has introduced the following innovative schemes for bringing quality improvement in secondary education:

- *Information and communication technology* f/CTj in .schools:* The Scheme of Information and Communication Technology (ICT) in Schools has been introduced by merging the existing schemes of Computer Literacy and Studies in Schools (CLASS) and Educational Technology (ET).

- *Integrated education for disabled children (IEDC)*: This is a centrally sponsored scheme which aims at providing educational opportunities to disabled children in normal schools to facilitate their retention and ultimate integration in the general school system. Under the scheme 100% financial assistance is provided to State/UTs/Non-Governmental Organizations for the education of children with mild to moderate physical and mental handicaps with the help of necessary educational aids, incentives and specially trained teachers.

THE OBJECTIVES OF THE SCHEME ARE:

- To identify and encourage the development of such infrastructure that would have a bearing upon the improvement in the quality of school education.
- To bring into focus the issue of equity and diversity, common school system and excellence for all, while encouraging improvements in the quality of school education.
- To encourage networking and sharing of resources and expertise between different systems of schools, government, aided or unaided, so that there is an overall improvement in the quality education of schools.

THE UNIVERSITY GRANTS COMMISSION (UGC)

The UGC is the principal advisory body of the Ministry of Human Resource Development (MHRD) in matters pertaining to higher education. The UGC, which came into existence in 1953, became a statutory organization established by an Act of Parliament in 1956 for the 'coordination, determination, and maintenance of standards of university education. The UGC Act was amended in 1972 to check the growth of sub-standard institutions. The UGC serves as a coordinating body between the Union and State Governments and the institutions of higher learning. In addition to its role in providing grants to universities and colleges, it also advises Central and State Governments on the measures to be adopted for the development of higher education. The Commission has its head office in New Delhi and six regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

FUNCTIONS OF THE UGC

The mandated functions of the UGC include:

- Promoting and coordinating university education
- Determinating and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education, disbursing grants to the universities and colleges.
- Serving as a vital link between the union and state governments and institutions of higher learning.
- Advising the central and state governments on the measures necessary for improvement of university education.

The National Council for Teacher Education since its inception in 1973 (as a non- statutory body of the NCERT) was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT).

CONCLUSION

We discussed in this unit some of the apex National/Central level agencies/organizations established in post-independent India to bring qualitative improvement and expansion in , education and maintain standards in school/college education and teacher education. The organizational structure and major roles and functions of the MHRD, especially in the context of school education were presented. The MHRD plans, implements, funds and monitors a large number of porogrammes and schemes in the area of school education and teacher education through a number of autonomous organizations.

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