

# Contemporary Issues in Teacher Education: A Critical Analysis

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## ABSTRACT

*The development of the standard of education is closely associated with the question of teacher education. A teacher should arrange himself for this special task before accepting the responsibility of teaching. The teachers' training institution helps a lot to do this task. In the education policy the importance of the teachers' training is admitted for a long time. But in this unpredictable society how much development in the standard of education has taken place is the context of the present paper. The aim of the present paper is to highlight the historical perspective with a purpose to improve the teacher education quality in India by focusing on the emerging issues and allied concerns. The paper concludes that teacher education system in India calls for radical changes.*

**Key Quote:** *“Those who educate children well are more to be honoured than they who produce them; for these only gave them life, and the art of living well.”*

**Aristotle**

## Introduction

Teaching is one of the oldest and most respected profession, but the role, functions and preparations of teachers undergo changes from time to time according to the expectations of time and society. Nonetheless, the teacher plays a pivotal role in national development and social change. His tasks are quite challenging and thus teacher education aims at equipping him with a gamut of skills, knowledge, attitudes, values and abilities in order to help him perform his tasks effectively.

Historically, when teacher education is traced back to ancient period, it is found that in ancient times teacher was not only well-versed in temporal knowledge but was also deep in spiritual knowledge with high personal qualities of character.

The modern period of education is marked by coming of western powers and establishment of new education system. Indigenous schools had the monitor system which enabled the teachers to teach many students at a time and impart education at low cost. On the other hand, European missionaries started teacher training Institutes of Tranquebar in 1716 with two charity schools in South India. Normal schools were opened at Serampore, Bengal in 1793 and later at Calcutta, Bombay and Madras in 1826.

**Wood's Dispatch (1854)** emphasized on the establishment of teacher training schools but nothing concrete was done. **Stanley's dispatch (1859)** provided a salary grant for schools with trained teachers only. Consequently increased attention was paid to teacher training. **Indian education Commission (1882)** recommended for opening of normal schools and thus 106 normal schools were opened. In 1892, 131 normal schools were opened, out of which 116 were for men and 15 for women. Hence women were also encouraged for teaching profession and incentives were given for academic and professional training. Examinations in theory and practice were conducted through model lessons, practice lessons and criticism lessons.

**In 1904 Govt. of India Resolution recommended:**

- Highly qualified and trained staff for training colleges.
- Adequate equipment for training colleges.
- One year training course for graduates leading to the degree, and two year training course for undergraduates and others, leading to teaching certificates.
- Close association between theory and practice of teaching.
- Every training college to be attached to a practicing school.

This improved the conditions of training colleges in India.

In 1913 Education Policy by the then Govt. emphasized upon teacher training and declared that no teacher should be allowed to teach without teacher training certificate. In 1917 Calcutta University Education Commission gave special attention to teacher training and made all efforts for increasing the output of trained teachers. The commission also recommended that department of education in the universities of Dacca and Calcutta to encourage research work in education need to be established.

**In 1929 Hartog Committee:** made important recommendations for the training of school teachers as under:

- Standard of education of teachers should be raised.
- Training period should be extended.
- Training institutions should have better and more efficient staff.
- Pedagogy and methods of teaching should be improved.
- Refresher courses should be organized for in-service education.

Sergeant Report 1944 Recommended That:

- Only suitable persons should be selected for teaching job.
- Refresher courses should be organized for in-service teachers.
- Duration of training for pre-primary, junior basic, senior basic, undergraduate and graduate teachers should be 2,2,2,2 and 1 year respectively.

**In 1948 Central Institute of Education** was established in Delhi and Central Pedagogical Institute at Allahabad in order to improve the skills in teaching and also develop an insight into the various processes of education.

**In 1948-49 University Education commission** under the chairmanship of Dr Radha Krishnan observed various differences and disparities. It suggested that:

- Theory and practice should support each other and more emphasis on practice teaching should be given.
- Teachers having experience of teaching in schools should be appointed in training colleges.
- Teachers having teaching experience should be encouraged to do M.Ed.
- Unintelligent following of rule-of-thumb methods should be discarded.

**In 1952-53 Secondary Education Commission** observed “we are, however, convinced that the most important factor in the contemplated educational reconstruction:

- is the teacher,
- his personal qualities,
- his educational qualifications,
- his professional training and the place he occupies in the school as well as community”

The commission recommended that:

- There should be two types of training institutions,
- One for those who have secondary school learning certificate and the other for graduates.

- The duration of training for the two types should be two and one year respectively.
- Teacher training institutions for graduates should be affiliated to universities
- Training schools should function under the control of separate board.
- There should be compulsory curricular activities, refresher courses.

**In 1961 NCERT was established** which together with the extension centers imparted In-service education.

- All India Council for Elementary Education and Directorate of Extension programmes for secondary education were also established.
- Four regional colleges were started at **Ajmer, Bhopal, Bhubaneswar and Mysore** for improving the quality of teacher education by starting 4-year integrated course after higher secondary.

**In 1964-66 Indian Education Commission** was set up by Govt. of India under the chairmanship of Dr. D.S. Kothari.

- The commission observed that a sound programme of professional education for teachers was essential for the qualitative improvement of educators.
- Practice teaching for teachers under training should be organized in active collaboration with selected schools named as cooperating schools and special grant for equipment and supervision should be given to them.
- Establishment of State Board of Teacher education in each state to look after teacher education at all levels.
- No disparity in teacher education at different levels and teacher education in different fields as craft, art, physical education etc.
- Department of Education to be established in selected universities in order to develop teacher education studies.
- Quality of professional education should be improved.
- Duration of teacher education should be two years for primary and 1 year for secondary level.
- New professional courses to reorient headmasters and teacher educators in their specialties

**In 1972, The International Education Commission** on development of teacher education recommended that:

- Conditions for teacher training should be profoundly changed to make them good teachers.

- This training should have specialization for some teachers in pre-school education, school pedagogy, technical education, backward child etc.
- For the other group the training should include management and organization along with complete teacher training so that they become fully professional.
- The teaching should be learner centered.

The Planning commission in the 4<sup>th</sup> five year plan 1969-74 laid emphasis on:

- a. Improving the quality of teacher education.
- b. Training of science and mathematics teachers.
- c. In service training of teachers through correspondence courses.
- d. Greater coordination between NCERT and SIEs for the improvement of teacher training.
- e. In **1993 NCTE** was established as a national advisory body on teacher education.
- f. In **1996** a joint session on **NCTE** and **UGC** met and drafted an approach paper on teacher education. The **NCERT** developed programmes for training the teachers already in the service through a number of centres of continuing education.
- g. During **1996-98**, about 100 centres were to be started for teacher training. The new curriculum was task-oriented and emphasized the role of teacher inside and outside the classroom, for national development and social change.

In 5<sup>th</sup> **5-year plan** emphasis was laid on qualitative improvement in teacher education through:

- Re-orientation of curricula and examination reform for better academic and professional preparation of teacher.
- Provision of refresher course for teacher educators
- Establishment of extension service departments to guide schools.
- Development of few comprehensive colleges of education to train teachers.
- Improvement in teaching and learning methodologies.
- Increased use of educational technology and mass-media.
- Vocationalization of secondary education and work experience programmes.

The late seventies witnessed some political changes in the country. Govt. of India in 1983 set up National Commission for Teachers which is also known as Chatopadhyaya Commission. The recommendations given by the Commission are:

- The duration of one year B.Ed. Course should be extended to two years.
- For elementary teachers it is desirable to have a two year course.
- Selection of trainees for teacher education programme should be made through combination of objective tests.
- Objective tests, rating scales, group discussions and personal interviews.
- Duration of internship should be of at least four weeks in the third year and three weeks in fourth year of study.
- The teacher education institutions must evolve tools for evaluation of pupil teacher performance.

In August 1985, the Government of India brought out a document “The Challenges of Education: A policy perspective. This envisaged the education system to prepare for 21<sup>st</sup> century. This document acknowledged teacher performance as the most crucial input in the field of education because much of the teacher-Education was irrelevant, selection procedures and recruitment systems were inappropriate and that teaching profession had low social status.

This resulted in framing National Policy of Education– 1986. It made following recommendations with regard to education of teachers. The Education is a continuous process and its pre-service and in-service components are inseparable. At the first step the system of teacher-education will be overhauled. The new programmes of teacher education should be according to the needs of teachers to meet the sustained areas envisaged in this policy. District institutes of teacher education should be established with capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.

This policy resulted in a **programme of action 1986**. The recommendations of POA are:

- Introduction of reforms in the selection of teachers
- Improvement in the living and working/ service conditions of teachers
- Involvement of teachers in planning and management of education.
- Participation of teachers in policy making and management forums as central advisory board of education, state advisory board of education, district board of education, village education committee.
- Encouragement of action research experimentation.
- Each state will set up immediately a task force to assess the existing institutions and develop district institutes of education of training(DIET)
- Statutory status for NCTE.

A review committee of this POA was done in **1990 by Rama Murti Committee** which recommended the following directions to improve the teacher education programme. Teachers' training institutes should adopt the revised curriculum so that all teacher trainees, male and female, are exposed to the restructured training programme.

**Yashpal committee Report (1993):** Learning without Burden (1993) have also drawn attention to the need for qualitative reform of teacher education and suggested various measures:

- Inadequate programme of teacher preparation leads to unsatisfactory quality of learning in schools. The B.Ed. programme should offer the possibility of specialisation in secondary or elementary or nursery education.
- The continuing education of teachers must be institutionalised. The organisation of in-service education programmes and other activities aimed at professional growth of teachers be systematically designed and conducted imaginatively.

**The National Curriculum Framework (NCF) 2005 places different** demands and expectations on the teacher, which need to be, addressed both by initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. In addition, the NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.

**National Council for Teacher Education (NCTE) developed NCFTE, 2009:** On the basis of National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act, 2009 as well as the fundamental tenets enshrined in the Constitution of India. The initial draft of the NCFTE 2009 was developed by an expert Committee comprising of Prof. C.L. Anand, Prof. Raja Ganesan, Prof. S.V.S. Chaudhury, Prof. V.K. Sabharwal, Prof. C. Seshadri, Prof. R.S. Khan and Prof. L.C. Singh based on the ideas generated

in a series of intensive deliberations by the members of the committee and eminent scholars, teachers educators, teachers, trainee teachers, representatives of NGOs, faculty of RIEs of NCERT, SCERTs, DIETs, IASEs, CTEs, university departments of education, and state departments of education at the two National Consultative meets held at Udaipur and Hyderabad. This National Curriculum Framework for Teacher Education elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of Community Knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the Framework.

**The National Knowledge Commission (NKC)** Has observed that teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. The training of teachers is a major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most states.

**Justice Verma Commission (2008)** evolved standard and norms for evaluating teacher performance and audit teachers. The commission recommended that further reforms are necessary to improve quality of teacher training and in-service training. There is an urgent need to up-grade pre-service elementary teacher education by enhancing the duration of training; making it equivalent to an integrated degree programme and locating the management and control of elementary teacher education with universities. Every Pre-Service Teacher Education Institution may have a dedicated school attached to it as a laboratory where student-teacher gets opportunities to experiment new ideas and hone their capacities and skills to become reflective practitioners. There is an urgent need to develop comprehensive programmes for continuing professional development of secondary school teachers. Towards this, existing institutional arrangements have to be significantly enhanced, along with strengthening of CTEs and IASEs.



### **Present Scenario of Teacher Education**

India has a large system of education. There are about 14 lakh schools in our country. These include nearly 7.48 lakh Primary Schools, 4.47 Elementary Schools and 1.28 Lakh high and Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / University departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or under-trained particularly in the regions like North-East. With increasing school enrolments and the launch of Indian primary education development programmes such as the RMSA (2009) to improve and enhance access to Secondary Education and to improve its quality, SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District Primary Education Programme (DPEP) 1995, NCF (2005) and NCFTE (2009) Justice Verma Commission (2009) and national knowledge Commission (2008), need for enhancing the number of teachers at different levels arose manifold. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. With the demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions. The number of courses offered at different stages – pre-primary, elementary and secondary – face-to-face and distance modes of teacher education; programmes of M.Ed, face-to-face and distance modes, C.P.Ed., B.P.Ed. and M.P. Ed. has increased from 3,489 courses in 3,199 institutions.

In March 2009, the student intake has likewise increased from 2, 74,072 to 10, 96,673. During this period, this expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student- profile. Till January 2007, as many as 31 Institutes of Advanced Studies in Education (IASEs) and 104 Colleges of Teacher Education (CTEs) were sanctioned and all of these were functional. 640 districts in the country, 571 District Institutes of Education were set up, out of which only 529 are functional. Thus, 40 DIETs are yet to become functional. The main problem facing DIETs is non-availability of qualified faculty. Presently, the faculty appointed does not possess qualifications or experience in elementary teacher education. A good number of CTEs face faculty shortage, poor library facilities,

spend more time on initial teacher education while research, development and innovative activities are yet to take concrete shape. The same is the case with IASEs. The capacity of both CTEs and IASEs in performing their mandated roles has more recently come under serious questioning. The larger reality of school teaching not being a preferred option among students and the dilution of emphasis on public investment in initial teacher education since the 1990s has led to large scale recruitment of unqualified and under-qualified persons as Para teachers in the formal school system. Para teachers pose a far more serious challenge to the institution of the professional teacher. An attitude of registration towards initial teacher education and piecemeal in-service training courses (capsule courses) have become an integral part of state provisioning for elementary education. This has led to further degradation of the status of school teachers and diluted the identity of teacher as a professional. This has accentuated the divide between pre-service and in-service teacher education. School teachers continue to be isolated from centres of higher learning and their professional development needs remain unaddressed. On the positive side, with a view to achieving coordinated development of teacher education, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade:

- a. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode.
- b. b) It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of the general teacher education programmes.
- c. Various commissions and committees set from time to time suggested measures for improving the proficiency of teachers through teacher education which is evident from the history of teacher education in India. Such measures were suggested in accordance with the needs of the society.
- d. Over the years, the society has undergone a huge change because of which new issues and concerns have emerged in the teacher education in India.
- e. These new "ISSUES" need to be deliberated upon, in order to improve the quality of teacher education in particular and the overall education system in general keeping in view the changing scenario of the society. Some of the main issues which need to be focused in the present scenario are:

### **Quality Issues in Teacher Education**

- a. Ensuring quality in teacher education is amongst the foremost challenges being faced by India today, with only few institutes having achieved global recognition for excellence.
- b. The teacher training colleges suffer from large quality variation in so much, so that a NASSCOM-Mac-Kinesy Report (2005) has said that only 25-30% teacher are fit for the teaching job.
- c. The various regulatory bodies for monitoring the quality standards in the teacher training colleges are under their preview. For example National Assessment accreditation council (NAAC) by UGC ,Distance Education Council (DEC) and NCTE etc, though there exists as autonomous bodies assessment for monitoring quality standards in the teacher training institutes of education, they suffer from two major deficiencies.
- d. First the quality norms
- e. Secondly enforcement process is not stringent
- f. Adhoc engagements of teachers.

### **Lack of ICT enabled Teaching Learning Process**

- a. The world has become interdependent and is turning gradually into a global village.
- b. But educational programmes for teachers or teacher-education has not made full use of their development skill the teachers with the knowledge of latest technological advancement are not being produced who are expected to use these upcoming techniques

### **Lack of Monitoring of Teacher Education Instructions**

The National Council for Teacher Education (NCTE) is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institutions, but because the country is so diverse with innumerable institutions, it sometimes gets difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

### **Dysfunctioning of Teacher Education Institutions**

- Dysfunctioning of education has emerged in several forms in the recent decade in India.
- Government allowed to opens self-financing private teacher institutions

with recognition, which may be termed as commercial private teacher education institutions.

- With the mushrooming of these private institutes in the modern era, the education has acquired the status of a marketable commodity, where educational institutes are the traders and students are the customers. These institutions started courses like B.Ed, D.Ed, M.Ed, BP.Ed and many more without basic infrastructure and qualified teaching faculties.
- They are appointing those teachers that are low salaried and far away from the standards. In this environment, teachers do not have any Job security, so that they always do as management desire and they are morally down in the dumps.

### **Structure of Teacher-Education Programme**

A lot of stress is given on teacher education course in India; unfortunately still there are several loopholes in the system. These are as follows:

#### ***I. Inadequate Time duration:***

- One year duration of teacher education programme has been an issue of much long debate. The teacher education curriculum which includes theory and practical and internship in actual schools require much more time for its effective implementation.
- National curriculum frame work (1998) also recommends for two year duration of teacher education programme but could not implemented. So there is a need to extend the time period of present teacher-education programme.

#### ***II. Poor Integration of Skills***

The term skill has become a misnomer, particularly, in education. All the skills, such as, life skills, techno-pedagogic skills, techno-savvy skills, info-savvy skills, emotional skills, human development skills, spiritual skills need to be integrated in teacher education.

#### ***III. Undue Political Interference***

- The political interference is largely responsible for misuse of human resource management in education.
- Political parties often use many teachers as their party workers and these teachers also participate willingly in politics.
- Those teachers who are very close to political leaders have records of misconduct and unethical behaviour such as irregularity in class teaching, becoming absent from the school without taking leave.

- Political leaders, high-level bureaucrats and members of the teacher unions also attempt to influence decision-making regarding the recruitment and transfer of teachers. Favouritism, nepotism and bribes are major types of misconduct in teacher's appointment, posting and transfer.
- So the moral and ethical commitment of teachers has gradually decreased over the years due to political interference.

#### ***IV. Faculty Shortage***

Faculty shortage and the ability of the state educational system to attract and retain well –qualified teachers have been posing challenges to quality of teaching is also poor and there are constraints faced in training the faculty. According to report published by IANS in (2010) around 35% posts are vacant in the central institutes, 25% in the IIMs, 33.33% in the National Institutes of Technology and 35% at school educational level.

#### ***V. Less Focus on Research and Innovation***

Research and teacher education are complementary to each other. There is inadequate focus on research in teacher education institutes. The causes include insufficient resources and facilities, as well as limited numbers of quality faculty to advise students. According to the data from 2009, enrolment for Ph.D./M.Phil constitutes only 0.48% of enrolment in teacher education in India.

The basic concepts of care mentioned in the literature review are evident in the actions of our participants. In establishing rapport with the students, one can say he wants the students to know 'we' are going to have respect each other and be open and accepting to other's points of view.

#### ***VI. Un-Fair Assessments***

- Course assessments of student learning must be objective, valid, fair, but at present there are many factors that may affect fairness in grading.
- Teachers should also avoid letting unrelated factors or personal biases which affect their grading of student assessments.
- It is now a major problem in the field of teacher education many institutions and universities are there, where assessment is done with taking illegal money from the upcoming teachers.
- Also practical marks given to students after exploiting them in different ways, which lead to frustration in case of teacher, trainees etc. and the cause of emotional problem.

***VII. Lack of Proper Facilities***

- In India, the teacher education programme is being given a step-motherly treatment.
- About 20 percent of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department.
- There are no separate hostel facilities for student teachers.

***VIII. Over Activism of Distance/Open Universities***

Some of the distance and open universities have become over activists in the context of teacher education. These have a notion that they can open their teacher education extension centres anywhere. To give birth to infinite is their right, but who will rear their babies. Such distance and open universities have resulted into the dilution of teacher education.

**Remedies**

1. Curriculum of teacher education programme should be revised from time to time according to changing needs of society.
2. The quality of teacher education programme should be up graded.
3. Teacher education institutions should be put under strict control of National regulatory body for the selection of teacher, students and provisions of good infrastructure etc.
4. Working of the institutions should be examined from time to time and strict action should be taken if they fail to come up to expected level.
5. Teachers should be trained in the field of stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition.
6. Teachers should be able to think critically, make right decisions and maintain harmonious relations with others.
7. Teacher education programmes should enable the teachers to develop their life skills among students.
8. Constitutional goals of justice, liberty, equality and fraternity can be realized through proper teacher education.
9. The impact of science and technology and ICT on society and education should be fully discussed in teacher education institutions.

10. New knowledge and new experiences should be incorporated in the curriculum and there should be a scope for teachers for reflection of knowledge.
11. Educational institutions should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.
12. Comprehensive induction training programme for newly recruited teachers should be arranged.
13. Each College of Education should establish Academic Council in their institution to discuss the academic matter such as curriculum update, examination reform and admission procedure etc.
14. Emphasis should be given on implementation of theory into practice.
15. The Gap between the theory and practical components in pre-service Teacher Education curriculum needs to be bridged by using adequate strategies.
16. Need to shift focus from teaching about ICT to teaching through ICT.
17. The teacher should take a pledge to follow the code of ethics which may bring credit to the entire profession.
18. It is possible to ensure quality of shifting our focus from 'what should be done' to 'how' it can be done.
19. Political interference must not be allowed in the field of education.
20. The gap between all agencies of teacher education must be bridged.
21. The Internship part of in-service Teacher Education course needs to be strengthened.
22. Values which cuts across all the areas and subjects needs to be inculcated and embedded in the education System.
23. Student friendly and engaging approaches and methods need to be adapted to teaching and training of young generation.
24. There is a dire need to equip teachers to overcome their biases vis-a-vis special education (Inclusive education) and positively handle these challenges and special emphasis may be laid on restructuring of teacher education curriculum with a focus on basic components of inclusive education.
25. In order to enhance the quality of the teachers in the university/education system, pre-induction training for a period of 3-4 Months after recruitment should be organised. This training should be organised on a decentralised basis by the respective universities themselves.

26. Curriculum of teacher education programme in India has been criticized much. Some educationists feel that it does not fully address the need of contemporary Indian Schools and society and it does not contain relevant contents for teachers who are to impart quality education in schools.

## Conclusion

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers should be able to think critically and solve the issue related to teaching methods, content, organisation etc. Teacher education programme needs a comprehensive reform and restructuring of curriculum needs to be revised according to changing needs of society. After the deep study and healthy discussion with educationists, The researchers came to this conclusion that Centre and State Governments should join their hands to bring the quality and improvement in the teacher education. Then alone bright future of teacher education is possible.

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