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TEACHER EDUCATION



Dr. K. JAYARAMAN
MA(Eco).,M.Ed., M.Phil(Eco).,D.Phil/Ph.D(Edu).
Assistant Professor
Department of Educational Technology
Bharathidasan University
Tiruchirappalli - 620 023.

HISTORICAL PERSPECTIVES OF TEACHER EDUCATION

- The history of teaching in India can be dated back to the 19th century. At the time, in Europe, the emphasis was on the reading, writing, and arithmetic. Similar models of teacher education have been adopted in India.
- These were templates based on the concept of a regular school as prevalent in Europe. By the end of the 19th century, high school teaching institutes had become more common and had also become affiliated with universities.

➤Teacher education can be interpreted as a collection of policies and procedures that allow prospective teachers to carry out their tasks effectively for the learners, the school, and the broader community.

➤This involves being acquainted with the collection of behaviors, expertise, unique mindsets, and skills needed for a good instructor.

IMPORTANT REFORMS IN THE FIELD OF TEACHER EDUCATION

- Several educational commissions and commissions have set out the importance of reforms in the field of teacher education in India.
- The efforts made in this direction are as follows:
 - The University Education Commission (1948-49) named immediately after independence, proposed making teaching courses more practical and versatile.
 - The school procedure was recommended for not less than 12 weeks.

- It recognized that "theory and practice must go hand in hand, and each must help and shed light on the other
- Emphasizing the need to give the teacher education system a particular context, the Commission suggested that the philosophy of education be versatile and adaptable to local situations if it is to mean something meaningful to its students: "Real education is a life to be lived and a purposeful endeavor to be shared."

➤The Secondary Education Commission (1952–53) proposed that the scope of teacher education should be broadened, especially in practical terms, and that a graduate teacher in pedagogy should be educated in at least two subjects.

➤The Education Commission (1966) is one of the key milestones in the history of Indian attempts to improve the quality of education. A variety of topics related to teacher education were discussed at length.

➤ Thus, the **National Education Policy of 1986** emphasized that such excerpts portray the essential and inevitable role that the teachers of our society play in the development of the country, as well as the individual, in guiding them to explore, inspire, and remain motivated in their eternal quest.

➤ In this regard, teacher education in India is becoming the foundation of the education system.

➤ 1. Comprehensive Integrated Teacher Education Program (**ITEP**) of the National Council for Educational Research and Training (**NCERT**)

➤2. The National Commission for Teachers, I (1983–1985) recommended the following in the study entitled "The Teacher and Society":

➤Length of one year B.Ed. - The course will be extended by two summer months, providing a 220-day academic period with longer working hours.

➤Comprehensive teacher education courses that recommend a minimum duration of training for secondary teachers to be five years after 10 + 2.

➤Each state may begin by establishing at least one 4-year integrated college of education in the [NCERT RCEs](#).

- The educational program for both secondary and elementary teachers will be made up of two components:
- General education and vocational training, including teaching practice and material cum technique, and a range of teaching skills specific to the position of the teacher.

➤3. Teacher education institutions must build methods for assessing the success of their pupils. This should be sufficiently detailed to take into account factors such as the attitude of the trainee towards work, the interest of children, the scientific outlook, etc.

➤4. The [National Policy on Education \(1986\)](#) recommended the technical orientation of the teacher education program. At the same time, it also addressed the quality issues posed by the previous committees.

➤ Its endorsements led to a centrally funded scheme of teacher education, including the establishment of the **District Institutes of Education and Training (DIETs)**.

➤ The **Institutes of Advanced Educational Studies (IASEs)**, and the **Colleges of Teacher Education (CTES)**.

➤ It has rightly been emphasized that the status of teachers represents the socio-cultural ethos of society and that no one can rise above that.

➤ Good teachers are concerned that it can only be created if we have a successful and efficient program of teacher training.

➤ It suggested a complete reform of the system as a requirement for improving quality and introduced new programs of teacher training, which underscored continuing education for teachers.

THE FRAMEWORK FOR TEACHER EDUCATION CURRICULUM IN INDIA

- The curriculum system, in its formulation for the Secondary Teacher Education Program, offered 20 percent of the weighting of the pedagogical Theory, which included Pedagogical Psychology as a text.
- The 20 percent weighting was allocated to community-based and 60 percent to community-based content and methodology.
- Significant recommendations of the [Teacher Education Curriculum System \(1978\)](#)

➤ Importance of the Curriculum to the Personal and Social Needs of Children and Schools, as well as the Interests of the People and the National Philosophy.

➤ The structure indicated that there is an urgent need for versatility, not only to break down the barriers between the training programs for wise teachers but also between the various disciplines.

➤ The Interdisciplinary and Integrated Approach to Teacher Education The curriculum should be structured in such a way that convergence between theoretical courses takes place and that integrated pedagogical knowledge flows into the skill-dominated fields of teaching methodology in different subjects.

➤ The semester framework was proposed to replace the year-wise course.

➤ Promotion of study and innovation in educational institutions for students.

Thank You!