

SECONDARY TEACHER EDUCATION SYSTEM IN INDIA WITH SPECIAL REFERENCE TO WEST BENGAL

RAKESH MANNA¹ & JAYANTA METE²

¹M.Ed. Student (I.G.N.O.U) & Asst. Teacher, Santipur Municipal High School (H.S.), Santipur, Nadia

²Professor, Department of Education, University of Kalyani, Kalyani, Nadia, West Bengal

ABSTRACT

Education is one of the most important building blocks for a nation, serving as an instrument of economic and social development. Teacher Education is an integral component of the educational system. Teacher Education is a complete professional function that takes place in pre-service education, induction programmed, in service programme, staff development and continuing education. Goal of teacher education largely depends on national goal of development set for the country. This field has been accorded special emphasis on the face of recent social, economic, political and technological advances, particularly the challenges posed by information and communication technology and the growing rate of knowledge. So, the task of a teacher is a highly respected and specialized, whether it is teaching in kindergarten, elementary school, high school, college or post-graduate courses. The teachers are required in all sectors of education, and in order to be teachers themselves, need to be educated by experts in their desired fields. Teacher Education is a diverse field, covering numerous subjects and various methods of teaching. Teaching in any field is demanding and is a challenging task. Teacher Education is offered at three stages: (1) Preparation of teachers at primary level, (2) Preparation of teachers at secondary level and (3) Preparation of teachers at college level. At primary level teachers undergo their D.Ed. course in District Institutes of Education and Training (DIETs) or Primary Teachers' Training Institutions (PTTIs). Secondary level teachers undergo their training (B.Ed.) in Colleges of Education (CEs) or Colleges of Teacher Education (CTEs) or Institute of Advanced Studies in Education (IASEs). Teachers at college level especially to work in the B.Ed. colleges, undergo their training (M.Ed.) in post-graduate departments of education.

KEYWORDS: Secondary Teacher Education System

INTRODUCTION

It was believed that 'teachers are born and not made', but the Teacher Education has proved that teachers can also be made. Teacher Education refers to the policies and procedures designed to equip teachers with knowledge, attitude, behavior and skills that required to performing their tasks effectively in the school and classroom. It is often divided into pre-service Teacher Education Programme and in-service Teacher Education Programme. Ultimately, the goal of Teacher Education is to provide future teachers or teachers looking to further develop their teaching ability with the skills they need to convey essential information to their students. The quality of a nation depends upon the quality of education that is providing to its citizens and quality of education depends on a large measure upon the quality of teachers that a nation possesses. The strength of educational system largely depends on the quality of its teachers. The teacher preparation programme assumes greater importance. Teacher education is a complex activity. The success of any educational system depends upon teachers and the quality of teachers depends upon the teacher education programme. It must make the future

teacher to perceive his/her role in the changing situation. The purpose of teacher education in India should to prepare good human beings, skillful human resources, responsible citizen and improving teaching learning system that can contribute to the national economy.

Objectives of the Study

The study based on the following objectives:

- To narrate the aims and objectives of Secondary Teacher Education in India and its various types.
- To find out the Organizational Pattern of Secondary Teacher Education in India with special reference to West Bengal
- To find out the Administrational and Supervisional role of Secondary Teacher Education in India with special reference to West Bengal
- To highlight the status of Teacher Educators of Secondary Teacher Education Institutions.
- To find out the existing scenario of secondary Teacher Education Programme in India with special reference to West Bengal.

Scope of the Study

The study will be restricted to the study of aims and Objectives of Secondary Teacher Education, Administration, Supervision and Finance of Secondary Teacher Education, Organizational Pattern of Secondary Teacher Education, i.e., the Structure of Secondary Teacher Education System, Duration of Course, Nature of Curriculum and Co-curricular activity, Medium and Method of Instruction, Assessment and Evaluation techniques and status and qualification of Teacher Educators of Secondary Teacher Education Institutions etc. The study will also include a critical analysis of some Innovations conducted on Secondary Teacher Education in India as well as in West Bengal.

Methodology Used

It is an analytical study. The researcher has tried to follow the analytical method of research which involves a method of investigation on the basis of relevant current documents and describes and interprets what exists in the present system of Secondary Teacher Education in India as well as in West Bengal. In his methodology of research the researcher has surveyed different books, magazines, journals, research papers, government reports and orders, internet sites etc. to explore the findings of his research work.

Significance of the Study

This study provides inside into the Secondary Teacher Education System in India. It also focuses on the Aims and Objectives; Types and Organizational Pattern of Secondary Teacher Education Institutions; Administration, Supervision and Finance of the Secondary Teacher Education System and the Teacher Educators of Secondary Teacher Education institutions of the country. The accounts may point out the gaps and defects that present in the existing Secondary Teacher Education system in India and specifically in West Bengal. The Existing system of Secondary Teacher Education, its objectives, goals and achievements of our country can be critically evaluated and some suggestions may be made for its betterment that may contributes significantly to the study progress of nation.

DEVELOPMENT OF THE SECONDARY TEACHER EDUCATION IN INDIA

Background Analysis

The education of teachers is of recent origin in India and training institution has come into existence since the beginning of the last century.

Developments before Independence

In the year between 1801 and 1882 there was no interest about teacher education in our country. At that time the training institutions were mainly established by private organizations. The teachers' training institutions were first started in the country by the Danish Missionaries, and a Normal School was set up at Serampore by Dr. Carey for the training of primary school teachers. In the early beginning of British period, the educational Boards of Bombay, Madras and Calcutta for the first time felt the need of teacher education. They established a few training centre's where the teachers of primary schools were imparted training. The Native Education Society of Bombay trained 25 teachers and sent them to different parts of the province so that the standard of teaching in the primary school might be raised. In 1819, Calcutta School Society was established at Calcutta which made provision for the training of the teachers on the basis of monitorial system. Training School for the training of the teachers were founded at Madras in 1825, in accordance with the suggestions of Thomas Munro, the then Governor of Madras. The woman Committee of Calcutta opened a training centre for training lady teachers.

During the period of 1835-38, William Adam of East India Company submitted three reports of education system of Bangla and Bihar. In his third report he suggested that free textbooks should be distributed among teachers to encourage them in good teaching. He recommended the establishment of Normal Schools or Primary Teacher Training schools. According to his suggestions, teachers should study one to three months a year for a total period of four years in these Normal Schools.

Wood's Education Despatch published in 1854 also put emphasis on the importance of teacher training. In 1859, Lord Stanley mentioned in his Despatch that a special attention should be devoted to the training of the teachers. So according to the recommendations of Wood's Despatch (1854), Stanley's Despatch (1859) the government opened Normal School at Calcutta, Bombay, Poona, Surat, Agra, Meerat and Banaras. Normal School system was started in Bengal in 1862. Further Hunter Commission (1882) recommended teachers' training institute should be increased. Hartog Committee (1929) recommended refresher courses should be made from time to time for the teachers of primary schools.

During the period between 1882 to 1947 the training of secondary school teachers was emphasized there were about 34 teachers training colleges in the country by 1947 for the training of secondary school teachers and 189 normal schools for training of male teachers were established. At these training centre's 2,493 graduates, 23754 primary school teachers and 10,193 lady teachers were trained.

Development after Independence

The Government of India realized the importance of teacher education as a result of which many reforms were brought out particularly after independence. Many committees and commissions were set up for strengthening the system of teacher education during the post-independence period. The University Education Commission (1948-49) recommended that theory and practice of pre-service teacher education must support each other. The Secondary Education Commission (1952-53) listed various points on improvement of teaching personnel and for that, the commission recommended there

should be only two types of institutions for teacher training: (i) two year training for those who have taken the School Leaving Certificate or Higher Secondary School Leaving Certificate, and (ii) one year programme for the graduates.

In 1958, the National Committee on Women's Education under the chairmanship of Shrimati Durga Bai Deshmukh recommended that the state governments should take rigorous measures to increase the output of women teachers at primary and secondary levels, including opening of additional training institutes for women in places where there was a shortage of teachers. The Study Group on the Training of Elementary Teachers in India (1961) recommended high priority for teacher education programme in the Third Five Year Plan, and of the development of special measures for training of untrained primary and middle school teachers during the Fourth Five Year Plan. For this, correspondence courses were recommended.

The Planning Commission appointed a Study Team under the chairmanship of Shri B.M. Jha, in 1961 for looking into selected educational schemes. The Jha Committee maintained that every teacher should have a deep knowledge and understanding of children and the skill to apply that knowledge and understanding. The Education Commission (1964-66) dealt with the status of teachers and recommended a raise in the economic, social and professional status of teachers.

The important landmark was the setting up of the State Institutes of Education (SIEs) in 1964 for providing greater coverage and regional specificity in the programmes of in-service education and training of teachers and other educational personnel concerned with primary education. The National Commission on Teachers (1985) recommended a two-year training course for elementary teachers after class XII. The National Policy of Education (NPE, 1986) recognized teacher education as a continuous process and its pre-service and in-service components are inseparable. For this purpose District Institutes of Education and Training (DIETs) were established with the capacity to organized pre-service and in-service courses for elementary school teachers. The Programme of Action (POA, 1992) called for the overall of teacher education as the first step towards educational reorganizations and the radical transformation of the present system of elementary teacher education.

The National Council for Teacher Education (NCTE) was established as a statutory body in 1993 by an Act of Parliament for maintaining the norms and standards of teacher education in the country. In 1998, the NCTE brought out the Curriculum Framework for Quality Teacher Education, which provides guidelines for the organization of curriculum for different stages of teacher education. The National Council of Educational Research and Training (NCERT) also brought out teacher education curriculum during 2004. The National Curriculum Framework (NCF, 2005) recommended that teacher education programmes be recast to reflect professionalism in the process of training and teaching. Two significant developments particularly, the 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 have guided the development of the National Curriculum Framework for Teacher Education (NCFTE) in 2009.

Objectives of Secondary Teacher Education System in India

The specific objectives of Teacher Education for the Secondary Stage are as follows:

- Teacher should be professionally equipped to counsel, guide and monitor the students skillfully and sympathetically and transact knowledge, skills and values that are expected from them.
- Through teacher education, a teacher has to be made professionally competent pedagogically sound and intellectually strong.

- Reorganization and incorporation of content cum methodology courses in teacher education programme which could enrich teacher's professional skills in addition to the formal University / Institutional degree in their respective subjects to teaching.
- Acquaintance with ICT (Information Communication Technology) to cope with the present day knowledge explosion, to ensure their participation in community partnership, to develop attitude and ability to act as a social engineer.
- Provision of in-services and continuing teacher education programme and alternative mechanisms of distance modes of education for regular refreshment of teacher's content knowledge and pedagogical skill.
- Developing linkages among the sister institutions and universities to break isolation among teachers fraternities.
- To construct and administer programmes to update the teachers knowledge and information in their content areas, areas of up-to-date educational technology for helping students in learn to learn programme and outside classroom.
- Proper coordination to be maintained in the curriculum between theory and practice to enable teachers to face problem and challenges. Latest educational developments in the country and the world should be reflected in in-service programmes.
- To generate the capacities for greater motivation, aspiration and a sense of value commitment.
- To understand the role of school and of the teacher in changing society.

Types of Secondary Teacher Education System in India

Broadly speaking there are two types of teacher education for secondary teacher in India: (i) pre-service teacher education and (ii) in-service teacher education. Though the National Policy on Education holds in-service teacher education to be a continuation of pre-service teacher education and believes the two, i.e., pre-service and in-service programmes are inseparable.

Pre-Service Secondary Teacher Education

Pre-service education is the central core of teacher education. Before enactment of the National Policy on Education (NPE, 1986), pre-service education was almost the only form of teacher education in our country. Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. During the pre-service Teacher education programme student teachers are given opportunity to develop skills through formulation of lesson plans, teaching lesson and classroom management. A large number of the India states and teacher training institutions offer the programme of pre-service education and training for the candidates who have passed Graduation or Master Degree in any discipline. The main function of the pre-service programme is leading to qualification and certification in teacher education.

In-Service Secondary Teacher Education

In-service teacher education is a constant and indispensable part of the Indian education system, which facilitates the enhancement, development and updating of knowledge and professional skills. New devices, techniques, mass media especially the electronic, computer assisted learning and information and communication technology have revolutionized

the teaching-learning process. Teachers unaware of the advances in these areas and incapable of utilizing them in a rapidly changing learning society. In-service education of teachers, therefore, becomes essential for bridging the gaps of pre-service education and for meeting the demands of changing educational scenario, its context and concerns. It is essential for promoting the desire for 'Lifelong learning' and also for "learning to learn".

For in-service training, the country has a large network of teacher training institutions (TTIs), which provide annual in-service training to school teachers. At the National Level, the National Council of Educational Research and Training (NCERT), along with its 6 Regional Institutes of Education (RIEs) prepares a host of training modules and undertakes specific programmes for training of teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies.

At the state level, the State Councils of Educational Research and Training (SCERTs) prepare modules for teacher training and conducts some specialized courses for teacher educators and school teachers. The colleges of Teacher Education (CTEs) and institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary school teachers and teacher educators.

Strategies of in-Service Teacher Education

The alternative models and strategies were mentioned in the NCTE's Curriculum Framework for Quality Teacher Education in 1998. Strategies adopted in in-service teacher education programmes would vary programme-wise and theme-wise. One has to judiciously select an appropriate training strategy or a mix of training strategies keeping in view the theme, programme duration, background of participants, and availability of resource persons, support material and technologies of training at hand. Training strategies would range from lecture-cum-discussion to project work, library work, group interaction, field visits. There may be many models of in-service training. Some of these are given below:

- **Face to face Institutional Model**

In this model, the training institution offers in-service training programme on its premises using direct face to face-training approach. It is most effective when the number of participants is around 30 to 40. Besides lecture-cum-discussion mode many other transactional strategies are also used namely project method, case method, library work, peer learning sessions, buzz sessions and small group techniques. The merit of this approach is that there is a direct and sustained interaction between participants and resource persons. The limitation of this approach is that it cannot be used when the institution wants to train a very large number of participants within a short time.

- **Cascade Model**

In this model number of persons to be trained is very large and training design is built on two or three tier systems. In the first level the key resource persons are given training. They train resource persons who in turn train teacher. The advantage of this model is that a large number of teachers can be trained within a short duration of time. However, it has its limitations. Knowledge and information passed on at the first tier of key resource persons and then at the second tier of resource person get somewhat diluted resulting into transmission loss of training effectiveness.

- **Media Based Distance Education Model**

With the advent of satellite technology and computers many training programmes are imparted using electronic

media. Audio-conferencing and tele-conferencing are already being used. In these the electronic media play the key role and print material play a supportive role. The advantage of this model is that training objectives can be achieved within limited time period. The constraint of this approach is the limited availability of the technology itself, and its high initial investment.

In 1993, Indira Gandhi National Open University (IGNOU) has been making attempts for the first time to provide teacher education or training packages for teachers in institutions of higher education and primary education in collaboration with the School of Education and National Council of Educational Research and Training (NCERT) through interactive tele-conferencing. This technology has been successfully tried in the two states of Karnataka and Madhya Pradesh for 850 and 1,450 primary teachers respectively* for a one week in-service training course. The national Action Plan proposed setting up of a two-way wide interactive network connecting all the state headquarters, district headquarters and block headquarters during the Ninth and Tenth Five Year Plans for providing in-service training to primary teachers.

Secondary Teacher Education in Distance Mode

Distance Education has been used extensively for continuing in-service education of Secondary teachers, teacher educators and supervisors. Distance education is emerging as an alternative to the formal education system. The emphasis on education for all, explosion of population along with the desire for education, limitation of the formal system in providing greater accessibility and the rising expectations from education are some of the factors for its increasing demand.

The new communication technology has brought it within the reach of all. Originally distance mode of education is designed to provide alternative educational avenues to the poor and the working people for higher education, but it has now developed as a parallel system in India from the secondary to tertiary levels and covers not only liberal but scientific and professional studies like teacher education as well.

Distance education implies the use of multiple media such as self-learning materials, audio-visual gadgets and short-learning materials, audio-visual gadgets and short-term personal contact programmes. Information technology and cybernetics are simultaneously being utilized for upgrading the knowledge and skill.

Objectives

Objectives of the distance teacher education and training programme are as follows:

- To enable the distance educators to understand the nature and purpose of distance education/
- To develop among them the technique to prepare self-learning and self-instructional materials.
- To facilitate learning at one's own pace.
- To promote the habit of self-appraisal.
- To organize personal contact programmes.
- To identify and utilize learning resources.
- To enable them to establish a healthy linkage with the formal system and make distance education an effective means for the national and social development.
- To train to make use of various interactive techniques.

- To enable them to prepare, utilize and evaluate the assignments.

Course, Modalities and Strategies

The courses, modalities and strategies of distance teacher education will be need-based and have to be evolved depending upon the specific requirements of the target groups, nature and extent of resources and professional support available and the potentialities of the identified approach courses on distance education may be included at graduate and post-graduate levels. Considerable experience has been gained in the area by organizations like National Institute of Open School (NIOS), Indira Gandhi National Open University (IGNOU), and others. Expertise exists to plan and design effective programmes in these sectors.

Secondary Teacher Education System in West Bengal

According to RTE Act there is a need for making available professionally trained teachers for the schooling system in different States of India. Therefore, in the present study the researcher has also tried to analyze the present scenario of secondary teacher education system in West Bengal.

Training of Untrained Teachers in West Bengal

There are 185 NCTE approved Study Centre's including 86 PTTIs, 22 recognized B.Ed. Colleges in the state. Each study centre will have one Coordinator to organizing the Personal Contact Programme (PCP). PTTI Lecturers, DIET Faculty Members, B.Ed. College Teachers will act as Resource Persons in the PCP. In case of non-availability, Guest Teachers will be engaged¹. The number of untrained teachers of different categories requiring professional training is presented in Table 2.1

Table 2.1: Number of Teachers of Different Categories Requiring Professional Training in West Bengal

Sl. No.	Teacher Category	No. of in-Service Untrained Teachers Requiring Up Gradation of Professional Qualification as Per NCTE Norms
1.	Primary Teachers	1,12,948
2.	Para Teachers (primary)	21,960
3.	SSK teachers	43,080
4.	Upper Primary Teachers	30,118
5.	Para Teachers (upper primary)	22,223
6.	MSK Teachers	8,073
	Total	2,38,402

[Source: A Joint Review Mission on Teacher Education for West Bengal, MHRD, Govt. of India, 2013.]

Article 23 of the Right of Children to Free and Compulsory Education Act 2009 (RTE Act) mandates that all teachers teaching at elementary level have to possess training for two years duration by March 31, 2015 from a NCTE approved institution as per the NCTE norms. However, the NCTE norms don't apply for those untrained teachers who have been recruited as teacher before September 3, 2001, the date when it came into effect. In West Bengal the duration of training course was for one year.

In West Bengal number of untrained teachers at primary (Class I-IV) and upper primary levels are 75,715 and 29,515 respectively. District-wise distribution of untrained Upper Primary teachers is shown in Table 2.2

Table 2.2: District Wise Distribution of Upper Primary School Teachers by Training Status in West Bengal

District	Total Regular Teacher	No. of Untrained Teacher	% Of Untrained Teacher
Bankura	4,660	1,498	32
Burdwan	7822	2404	31
Birbhum	3595	1304	36
Dakshin Dinajpur	1618	501	31
Darjeeling	800	335	42
Howrah	4974	1285	26
Hooghly	5889	2309	39
Jalpaiguri	3421	1502	44
Cooch Bihar	3110	1185	38
Kolkata	4424	953	22
Maldah	3163	1232	39
Murshidabad	6000	2403	40
Nadia	4960	1909	38
North 24 Parganas	9317	2534	27
Paschim Medinipur	7752	2394	31
Purba Medinipur	5820	1127	19
Purulia	3330	1195	36
Siliguri	1042	497	48
South 24 Parganas	6468	2173	34
Uttar Dinajpur	1891	775	41
Total	90056	29515	33

[Source: A Joint Review Mission on Teacher Education for West Bengal, MHRD, Govt. of India, 2013.]

In West Bengal, the proportion of untrained teachers to total teachers at upper primary level as a whole is 33 percent. The percentage of untrained teachers at upper primary level is highest in Siliguri (48%) and lowest in Purba Medinipur (19%).

State Strategies for Ensuring Adequate Availability of Teachers

Recruitment of teachers based on PTR is being made by the concerned DPSCs at Primary level. In case of Upper Primary, Regional School Service Commission is authorized to recommend the names of Assistant Teachers based upon scheduled PTR, as reported by concerned District Inspector of schools. In West Bengal number of sanctioned, engaged and vacant teachers at primary and upper primary levels is 84425, 72909 and 11,516 in primary and 115691, 63986 and 51705 respectively. The number of teacher vacancies as per official records is shown in Table 2.3.

Table 2.3: The Number of Teacher Vacancies as Per Official Records

	Sanctioned	Engaged	Vacancies
Primary	84425	72,909	11,516
Upper primary	115691	63,986	51,705
Total Vacancies	63221		

Table 2.4: Teachers Sanctioned Under SSA In West Bengal Up To 2012-13

Sl. No	District	Total Teacher (Primary + Upper Primary)
1	Bankura	8385
2	Burdwan	11,904
3	Birbhum	7,676
4	Dakshin Dinajpur	4,694
5	Darjeeling	2,096
6	Howrah	7,285
7	Hoogly	8,263
8	Jalpaiguri	11,752
9	Cooch Bihar	7,920
10	Kolkata	2,084
11	Maldah	13,940
12	Murshidabad	25524
13	Nadia	13,025
14	North 24 Parganas	16,454
15	Paschim Medinipur	13,586
16	Purba Medinipur	10,158
17	Purulia	5,798
18	Siliguri	3,207
19	South 24 Parganas	17,711
20	Uttar Dinajpur	8,654
	Total	2,00,116

[Source: A Joint Review Mission on Teacher Education for West Bengal, MHRD, Govt. of India, 2013.]

For elementary school teachers, alternative school teachers/ Para teachers, VEC members, community leaders and parents, CRC/BRC Coordinators and faculty of DIET, SCERT, NGOs training is being organized with self-instructional print materials, audio-video, CDs, On line learning, wiki portal, tele-conferencing through IGNOU Gyan Darshan, Gyan Vani and All India

Radio is underway. Refresher Programme on English was organized in collaboration with DEPSSA, IGNOU New Delhi for the In-service teachers, capacity building in Science at DIET Malda and Jalpaiguri for thirty upper primary teachers each, radio programme 'Pathshalla' through AIR Kolkata a & Shantiniketan Kendra for teachers, learners, community members and

stakeholder from Kolkata, South 24 Paraganas, North 24 Paraganas, Howrah, Hooghly, Nadia, Purba, Medinipur, Pachim, Medinipur, Bhirbhum, Bankura and Purulia.

Rationales

As a follow up of the National Policy of Education (1986), one such institution in each district was decided to be upgraded to the District Institute of Education and Training (DIET) for pre-service education with an extended mandate of in-service education, lab-area approach to development, micro planning, educational supervision and monitoring, evaluation, adult education etc. Up to June, 2012 of the 599 districts in the country, 571 DIETs had been set up, of which 555 are functional¹. The national Council for Teacher Education (NCTE) has defined the duration of pre-service courses for two years for primary teacher education.

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) attached great significance to the role of teachers in reforming elementary education. Section 23 of RTE Act highlights the need for making available

professionally trained teachers for the schooling system. For the implementation of RTE Act the maximum emphasis is given on pre-service education on teachers at primary and secondary level.

The status of teacher availability across states has been analyzed in the context of the RTE provisions. Data collected from two sources i.e. SES and District Information on School Education (DISE) on teachers working in elementary education, it is estimated that in 2009-10 there were 5.23 lakh teacher posts vacant under State quota, with large inter-state variations. Uttar Pradesh had a vacancy of 1.65 lakh teachers, followed by West Bengal (52,764), Bihar (51,074), Orissa (37,901), Chhattisgarh (34,985) and Rajasthan (29,365)². There are also large intra-state variations, especially between rural and urban schools, in the deployment of teachers. Further estimation prepared by National University on Educational Planning and Administration (NUEPA) and Ministry of Human Resource Development (MHRD) in 2009 showed that implementation of the RTE Act would require the appointment of 5.1 lakh additional teachers across the country.

During the last two years, the State Governments have assessed the requirements of additional teacher requirement in class I-VIII and during 2010-2012, around 8.17 lakh additional teacher posts have been sanctioned under the combine RTE-SSA programme³. One of the major problems confronting the states with large teacher vacancy is the inadequate number of teacher education institutions and their annual intake capacity vis-à-vis the annual demand for teachers. This is true for States like Bihar, Jharkhand, Orissa and Chhattisgarh. The imbalance in respect of these States is evident from the Table 2.5.

Table 2.5: Annual Intake Capacity at Different Teacher Education Courses to Teacher Vacancy in some States of India

State	Annual Intake for D.Ed.	Annual Intake for B.Ed.	Annual Intake for M.Ed.	Teacher Vacancy
Assam	1,320	4,310	85	42,550
Bihar	2,000	6,210	75	2,62,351
Jharkhand	1,460	5,550	100	43,839
Orissa	3,290	1,775	170	25,138
Chhattisgarh	2,070	10,280	520	62,466
West Bengal	4,180	13,505	200	1,80,945

[Source: Guidelines for Implementation, 2012 of Centrally Sponsored Scheme on Teacher Education, MHRD, Govt. of India.]

DISCUSSIONS

- Before independence teacher education were first introduced in our country by the Danish Missionaries. Subsequent developments were done by the British rulers. After independence, the Government of India had taken initiatives for strengthening the teacher education system in India and for that various committees and commissions were set up. The National Policy on Education (NPE 1986) had emphasized on both pre-service and in-service training of the teachers. A radical transformation was seen after the Programme of Action (POA 1992) in the existing system of elementary teacher education.
- The objectives of Teacher Education in India are very wide and specific. The basic aims of teacher education in India are to prepare good human beings, skillful human resources, responsible citizen and improving teaching learning system.

- As said in the NPE (1986), there are two types of teacher education system in India: pre-service and in-service. Pre-service training is a qualification and certification programme in teacher education of fresher student-teachers and deputed trainee teachers, where as in-service training facilitates in developing and updating existing knowledge and enhancing professional skills of teachers. Now, Distance Education has been extensively used as an alternative to the formal education system for continuing in-service education of secondary teachers.
- In West Bengal, these three modes of teacher education, i.e., pre-service, in-service and Open and Distance Learning (ODL) is operated. In West Bengal ODL system is mainly conducted for two year B.Ed. course (as per the norms of NCTE).

Findings

- At present the objective of Secondary Teacher Education programme in India is to prepare an encouraging, supportive and humane facilitator in teaching-learning situations to enable learners to discover their talents, to realize their physical and intellectual potentialities, to develop character and desirable social and human values to function as responsible citizens.
- There are two types of Secondary Teacher Education System in India, namely, Pre-service Secondary Teacher Education and In-service Secondary Teacher Education. Recently distance education has been extensively used as an alternative to the formal education system for continuing in-service education of Secondary Teachers, teacher educators and supervisor.
- After implementation of the RTE Act (2009), there is a huge vacancy under State quota and combine RTE-SSA Programme in the post of elementary teachers across the country, but there is a large inter-state variation. Thus, there is an enormous demand of pre-service teacher education programme throughout the country.
- The major problem related to pre-service teacher education at all levels is insufficient capacity of States to prepare teachers according to the demand of teacher.
- In-service teacher education is conducted by NCERT along with its 6 RIEs. At the state level, State Board of Teacher Education and SCERT conduct some specialized courses for teacher educators and primary or secondary school teachers. Sometimes DIETs also organize in-service training.
- Some of the models of in-service training are Face to face Institutional Model, Cascade Model, Media Based Distance Education Model, etc.
- The West Bengal Governments conducting two year B.Ed. Course of untrained teachers in ODL mode in collaboration with Indira Gandhi National Open University (IGNOU), Netaji Subhas Open University (NSOU) and Burdwan University (B.U.) due to insufficient number and intake capacity of regular secondary teacher training institutes/B.Ed. colleges to huge number of untrained teachers.

Delimitations

Due to Limited time the researcher has not been able to explore the whole of the existing scenario of secondary teacher education system in India. Much have left unexplored and those hidden facts may find their expression in the study conducted by the future researcher.

Recommendation for Further Research

On the basis of this study researcher has recommended some issues on secondary teacher education system for further research:

- A comparative study on the present status of secondary teacher education system in West Bengal and any state of India.
- A comparative study on the present status of secondary teacher education system in between any two states of India.
- A comparative study of secondary teacher education system between India and any developing country like Pakistan, Bangladesh, Sri Lanka etc.
- A comparative study of secondary teacher education system between India and any developed country like USA, UK, and Japan etc.

Suggestions for the Betterment of Secondary Teacher Education System in India with Special Reference to West Bengal:

In our country the role and responsibility of teachers and their professional competence in the matter of comprehensive development of education have been focused in official documents and parents also expect effective teacher for their children. Over the years some significant positive thinking and governmental venture have also been made. In spite of all developments the health of present day teacher education perhaps is not well.

- To enhance the institutional capacity available at present for ensuring the adequate supply of trained teacher for all levels of school education.
- To utilize all possible kind of institutions including University departments of education and teacher training institutions in the private sector, for in service training of the existing cadre at all levels, in addition to state institutions including CTEs.
- To recognize teacher education (for all levels of school education from pre -school to senior secondary), as a sector of Higher Education and to facilitate co-operation and collaboration between institutes of teacher training and colleges of general education or universities with a view to enabling interaction between different departments of a local colleges or university (e.g. sciences, languages, social sciences) and the institute of teacher training.
- To envision a comprehensive model of teacher education, utilizing the Chattopadhyay commission report and updating its perspective and ensuring that progress toward a new, comprehensive model is paralleled by necessary modification in policies or teacher recruitment development and service condition including an emolument.
- To prepare a curriculum policy and framework for teacher education which is consistent with the vision of NCF, 2005 and to translate it into imaginative syllabi and text book for pre-service courses and sets of in-service training material suited to diverse conditions and needs.
- All the State Institute of Education (SIEs) to be upgraded as SCERTs name of SCERTs. The different name of

SCERTs given by different state should be changed uniformly as SCERT. The role, functions and structure of SCERTs should be clearly defined.

- All the teacher training institutes should provide a barrier free environment for students with disabilities that would include ramps adapted furniture and modifications of toilet facilities.
- Infrastructures should be developed in all the existing PTTIs, B.Ed. colleges including both government and privately-run.
- Monitoring system for the self-financed teacher education institutions should be initiated in West Bengal. The objective would be to create an environment which compels these institutions to improve their quality.
- Re-designing distance education courses for untrained teachers.

CONCLUSIONS

The system of teacher's preparation is weak in India. Through effort have been to upgrade these and enhance the quality of products of Teacher training institutions. Problem in teacher education include expectation, roles relationship rewards recognition and sanction in the social group in which teachers work sociological forces are subtle but crucial determinants in educational programme. Including evaluation of teacher quality power and status. A saturated stage has come that output of trained teachers in much more than the actual demand. Time bound short term programme to clear the back log of untrained teachers in schools is unfortunately commercialized. The credibility of teacher education has been recently eroded. The moral of the Institution is low and ritualistic. Reutilization of the program is quite pervasive. The teacher education programme are dubbed as unrealistic, impractical, irrelevant, dull, exploitative, tyrannical, and prescriptive and isolated from real schools based on lack of understanding of principles, theory and practices and role of teacher education. There are conflicts among colleges for higher courses as they are status symbols and indicators of position in the profession. Government is allowing the opening of new institutions even if the new colleges do not satisfy the prescribed norms. The NCTE is not able enforce standard of teachers education neither prevents commercialization of teacher education not stop the functioning of all unrecognized institution. There is need for continuous monitoring of the demand and supply of trained teachers for each state and to make suitable plans to balance these two. Meeting the demands of trained teachers for our school, still many remains to be improved the physical and institutional facility curriculum and its transaction.

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