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22. TEACHERS AND THEIR TRAINING

1. THE PRESENT SITUATION

22.1.1 Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers, as much through their personal example as through teaching-learning processes. Teacher selection and training, competence, motivation and the conditions of work impinge directly on teachers' performance. The NPE, 1986 calls for a substantial improvement in the conditions of work and the quality of teachers' education. The Policy also emphasizes the teachers' accountability to the pupils, their parents, the community and to their own profession. The Revised Policy Formulations reiterate, without modifications, the NPE, 1986 postulates on Teachers and Teacher Education. The POA, 1986 spelt out the main aspects of the strategy for implementation of these postulates. The POA, 1986 prescriptions continue to be of relevance and need to be acted upon with vigour and determination.

22.1.2 The area where significant advances were made since 1986 is teacher education. A Centrally Sponsored Scheme of Teacher Education was launched in 1987. During the period 1986-89, 17.62 lakh teachers were covered under the Scheme of Mass Orientation of School Teachers. Roughly, 70% of the total teachers trained were primary and the remaining 30% were upper primary and secondary teachers. The objective of this scheme was to orient teachers in the main priorities and directions envisaged in the NPE, 1986 and to improve their professional competence. The orientation was done through 10-day camps mainly held during summer vacation. The SCERTs organized these camps under the guidance and supervision of the NCERT. In 1989, a special training package was incorporated to impart training in use of Operation Blackboard material and in child-centred education.

22.1.3 The POA, 1986 envisaged setting up District Institutes of Education and Training (DIETs) to provide quality pre-service and in-service education to teachers and Adult Education (AE)/Non- Formal Education (NFE) personnel, to provide academic and resource support to the elementary and adult education systems and to engage in action research and innovation in these areas. By March 1992,

306 DIETs have been sanctioned; of these 162 are already conducting training programmes.

22.1.4 The POA also contemplated upgrading Secondary Teacher Education Institutions (STEIs) into Institutes of Advanced Study in Education (IASEs), and strengthening Colleges of Teacher Education (CTEs). By the end of March 1992, 31 CTEs and 12 IASEs have been sanctioned.

22.1.5 A scheme was drafted to provide one-time matching grant of Rs.15 lakh for strengthening each State Council of Educational Research and Training (SCERT). However, this level of grant was found too inadequate and in consultation with the State Governments, a scheme has been prepared for conferring independent and autonomous status to the SCERTs with responsibility to oversee DIETs, District Resource Units (DRUs), and other Elementary Teacher Education Institutions (ETEIs).

22.1.6 The POA envisaged statutory and autonomous status being conferred on the National Council of Teacher Education (NCTE). For this purpose, in consultation with national and State level organisations and other concerned agencies, the details have been worked out.

22.1.7 A UGC Panel on Education is presently working out the details of a scheme to strengthen the Departments of Education in the Universities so that they can provide academic support to the network of training institutes set up since 1986, the IASEs, CTEs, DIETs, etc.

22.1.8 The Centrally Sponsored Scheme of Teacher Education was evaluated by institutions such as NCERT, NIEPA, Lakshmi College of Education, Madras, and Punjab University, Chandigarh. While acknowledging the positive aspect of the scheme, the evaluation reports suggested attention being paid to the following aspects:

- (i) Adequacy of implementation machinery at the State level
- (ii) Effective personnel policy and prompt filling up of posts with competent persons.
- (iii) Sufficient financial and administrative delegation to the Principals
- (iv) Streamlining flow of funds to institutions
- (v) Balance between pre-service training and in-service training.

This chapter deals mostly with school teachers. Aspects dealing with recruitment, grievance redress are dealt with in the chapter on Management. Issues dealing with teachers in Higher and Technical Education are dealt with in the related chapters.

2. ACTION PLAN FOR TEACHER EDUCATION

(a) Centrally Sponsored Scheme of Teacher Education

22.2.1 Keeping in view the desired goal of providing in-service training to all teachers at the interval of five years, **the** existing scheme of Teacher Education will be modified and continued. While attempt will be made to provide maximum coverage through DIETs/CTEs/IASEs, special orientation programmes for teachers will also be launched and Teachers' Centres and School Complexes will be tried out **on** pilot basis. The emphasis under the training programmes will be on training in the use of Operation Blackboard materials and orienting the teachers towards Minimum Levels of Learning (MLLs) strategy with a focus on teaching of language, Mathematics and environmental studies.

22.2.2 Under the DIETs, all the districts in the country will be covered by the end of the 8th Five Year Plan; about 250 CTEs/IASEs will be set up by that period. Efforts will also be made to provide programme support to other STEIS and also to develop training institutions not covered under the DDBTs/CTEs/IASEs scheme. The SCERTs will be made independent and autonomous, overseeing the functioning of DIETs, DRUs, etc. and the NCTE will be conferred autonomous and statutory status and State Boards of Teacher Education will be set up for effective role in maintaining the standards of teacher training institutions and other related functions.

22.2.3 The norms of Central assistance under the scheme will be reviewed and revised suitably:

- (i) Keeping in view the increased costs and other norm-based requirements.
- (ii) Formulation by the States of an effective personnel policy and of suitable implementation strategy will be made a pre-condition for Central assistance. Delegation of powers to the Principals and release of money in time will also be made pre-conditions. The possibility of releasing funds through autonomous SCERTs will also be explored and encouraged. Encouragement will be given to non-governmental teacher education institutions for upgradation; the possibility of releasing funds either directly or through SCERTs or through other agencies will be explored.

22.2.4 Efforts will also be made to provide training for pre-school education.

22.2.5. In the area of secondary teacher education, some of the better existing institutions will be provided programme support so that benefit of in-service training could be provided to larger number of secondary teachers. This will be in addition to the existing scheme of CTEs/IASEs.

22.2.6 A special programme will be launched for preparation and production of teaching-learning materials for teacher education in different languages.

(b) Teacher Educators

22.2.7 The existing programme for teacher educators will be suitably modified taking into account the present day training needs. The induction and continuing training programmes for the DIETs/CTEs/SCERTs faculty will be designed and implemented by the NCERT, NIEPA, etc.

(c) Special orientation for school teachers

22.2.8 In order to achieve the desirable goal of in-service training of all the teachers within five years, special orientation programme for teachers will be launched covering about 4.50 to 5 lakh teachers per year. Before launching the programme, detailed exercise for management, curriculum, teaching-learning materials, including audio-video materials etc. will be undertaken. Use of distance mode of training will be encouraged in these programmes and all other programmes of in-service training of teachers. The programme will be implemented by NCERT through SCERTs and DIETs with other national level institutions also providing necessary input. Under this programme as well as under the training programmes conducted by the DIETs, the emphasis will be on training the teachers in the use of Operation Blackboard materials and orienting them towards the MLL strategy with a focus on teaching of language, mathematics and environmental studies.

(d) Strengthening of SCERTs

22.2.9 A revised scheme for strengthening of SCERTs for making them independent and autonomous and by providing norm-based non-recurring assistance and recurring assistance on a long-term basis, will be formulated.

(e) National Council of Teacher Education

22.2 The National Council of Teacher Education (NCTE) will be provided statutory status. A Bill has been drafted for this purpose and would be introduced in the Parliament soon. The Bill envisages a Council, an Executive Committee and Regional Committees. The objectives of the NCTE are as follows:

- (i) To create mechanism for determination and maintenance of standards of teacher education;
- (ii) to regulate institutions of teacher education with a view to phasing out sub-standard and malpractising institutions;
- (iii) to lay emphasis on continuing education of teachers; and
- (iv) to reduce the gap between supply and demand of trained personnel.

The main functions of the NCTE envisaged in **the Bill include :**

- (i) **To lay down norms, standards and guidelines for teacher education** courses and for institutions conducting such courses and to see to their observance;
- (ii) to promote coordination and linkages amongst various constituents of teacher education system and other related systems, promote innovation and research in all areas of teacher education and the dissemination of their results and to promote the status of teacher education in the country;
- (iii) to lay down norms, standards and guidelines for programmes of continuing education and professional development of teachers and teacher educators and training and education of personnel of adult and non-formal education; and
- (iv) to advise the Central Government, State Governments, UGC, universities and other agencies in all matters relating to teacher education and its development especially in regard to priorities, policies, plans and programmes. State Boards of Teacher Education will also be set **up** to help in this direction.

(f) Establishment and strengthening of Departments of Education in the Universities

22.2.11 **The** recommendations of the UGC panel would be **taken up** for appropriate implementation.

3. TEACHERS AND THEIR ROLE

22.3.1 While some of the problems being faced by **the teaching community have financial** implications, many of **the other** problems **can be** solved through non-monetary **inputs and by a planned,** systematic and sympathetic **approach.** Lack of clarity of purpose and interplay of various extraneous factors have often been instrumental in teachers

not getting their due place and status. This has also led to lack of teacher accountability and diminished teacher effectiveness.

22.3.2 Keeping in view the financial constraints of various State Governments and their own policies, States will be encouraged to develop their own POAs especially with regard to matters like pay and allowances to teachers, other working conditions, norms for transfers and postings, removal of grievances, participation of teachers in the educational process, recruitment of teachers and the role of teachers' associations.

22.3.3 The primacy of the role of teachers in the educational process, their active participation at all levels of management, special measures for the teachers from the disadvantaged sections like women, SCs/STs, etc., provision of facilities similar to other government employees and fair and transparent working conditions and justice to them will be the guiding principles of any such POA. Efforts will also be made to ensure that the benefits of the existing schemes for women and other weaker sections are passed on to the teachers from these groups to the maximum extent possible.

22.3.4 Computerisation will be resorted to at the district level to help the existing weak educational administration in expeditious disposal of personnel matters of teachers. Use of computers available under other educational programmes, wherever possible, will be made.

22.3.5 Norms for accountability of teachers will be laid down with incentives for good performance and disincentives for non-performance. The NCERT will complete this task in respect of school education within one year. Assessment of teachers will be made on the basis of their comprehensive performance appraisal and their continuous education and improvement.

22.3.6 Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year.