



Modern Research Studies

Editor-in-Chief
Gyanabati Khuraijam

**An International
Journal of
Humanities and Social
Sciences**

An Indexed & Refereed e-Journal

www.modernresearch.in

**Title: Teacher, Education, and Teacher Education:
An Overview of Teacher Education in
Himachal Pradesh**

**Author/s: SWARN SINGH
PRIYANKA VERMA**

**Volume 3, Issue 4
December 2016**

pp. 959–972

Disclaimer: The views expressed in the articles/contributions published in the journal are solely the author's. They do not represent the views of the editors.



Teacher, Education, and Teacher Education: An Overview of Teacher Education in Himachal Pradesh

SWARN SINGH*

&

PRIYANKA VERMA

Research Scholars

Dept. of Teacher Education

Central University of Himachal Pradesh, India

*Corresponding author: swarnmnd87@gmail.com

Abstract: Education is the biggest weapon that is used to fight against unawareness, unemployment and many social evils. Education brings a radical change in the society, single-handedly but this could happen only when teachers imparting education are efficient and competent enough. In this direction, it becomes obligatory to have a glance at teacher education programs. Our aim should not be to produce ordinary teachers but good teachers. To meet with the criteria of a good teacher, it is essential that those values should be instilled in them which create difference between a teacher and a good teacher. Quality of teachers produced depends upon the quality of teacher education program, teacher educators and the institution offering the course. We cannot get the desired results for quality education until we have quality teachers. This paper has presented the existing anomalies in teacher education in Himachal Pradesh and suggested possible solutions to remove these from the arena.

Keywords: Himachal Pradesh, education, unemployment, teacher education program, quality education.

INTRODUCTION

Human beings are considered the most intelligent among all the living creatures on earth. And this assumption about the nature of human being is because they keep on learning at every point of their life to improve or add something new to their existing knowledge. Acquisition of knowledge, to a large extent, is associated with formal classrooms, although it is not always necessary to join a school or an educational institution to be *educated*, as education is not restricted to any formal institutions of learning. School is, as Ilich (1971, 25-26) defines, “the age-specific, teacher related process requiring full-time attendance at an obligatory curriculum.” The above definition describes the character of modern school system where students are handled like a machine that works on the instructions provided to it by its operator. Students are given no freedom to think, to act and to react. They remain passive learners. Students should be given enough opportunities so that they can imagine, conceptualize, create and recreate. A conducive environment should be created where they can get a true essence of the process of learning and become the *learners* (Oblinger 2005, 69). Learners are those who come with distinct learning styles, notions and attitude. What a student will do in the classroom or outside, what s/he will read, what direction they will go to, depends on teacher, education system or policies of the state, curriculum, and ultimately, on the people who are responsible, directly or indirectly, to enforce them. Teacher is the most important element who shapes and gives direction to her/his students. Does completing a teacher education program and acquiring some skills license a person to be called as teacher? To answer this question, first of all, we should know who is a teacher.

WHO IS A TEACHER?

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child” – Carl Jung.

The above words of Carl Jung puts the person who claims herself/himself in the category of the teacher in a most respected position one can think of to get in her/his life. Teaching is a noble profession. Here teacher is not only required to teach but to nurture the students. A teacher helps students to learn and progress in life by providing good education (Rawat and Rangarajan 2013, 18). A teacher does not rely, always, on a particular method of teaching. S/he has a basketful of various strategies which can be applied in classroom while interacting with students. History is full of examples set by different people at different times where they guided, directed, emancipated, and enlightened the masses. Some of them are – Chanakya, Mahatma Gandhi, Swami Vivekananda, Sri Aurobindo Ghosh, Socrates, Plato, Aristotle, Confucius, and Mark Twain. Every religious scriptures of the world viz., *The Bhagavad Gita*, *The Bible*, *The Quran*, *Guru Granth Sahib*, etc. are full of the teachings of saints and sages. Everyone has given the meaning and function of education and role of teacher for the development of human being and humanity. The teacher must be balanced morally, socially, ethically and physically. S/he should teach with great proficiency and when there comes the question of judgment or decision, students should be given free space so that they can decide what should be done and what not, as Arjun was finally left to decide whether to fight or not (Rani, 2013, pp. 1-3).

Teachers have some *values* that come with them with their decision to teach, through training and the place of their first joining. These values are not innate but developed over a period through social interaction (Czerniawski 2011, 36). These values further help teachers while interacting with students, classroom management, pedagogical issues, content selection, and most important, establishing rapport with students. These values include generosity, treating people equally, loyalty, happiness, and welfare (Czerniawski, 2011, p. 36). What type of teacher a person will be, depends on the way s/he is brought up in teacher education institution. Besides, it also depends on the educational policies, social norms, and social values of the country or region in which teachers work.

Teaching is a relationship, a way of being with and relating to others, and not merely an expression of having mastered a set of

content-related delivery skills (Bullough and Gitlin 2001 as cited in Loughran 2006, 86). Teaching and learning cannot be separated from each other. Before teaching, a teacher has to learn, not only the subject matter s/he going to teach but concomitant issues too. An understanding of needs and concerns of each other is important if a congenial relationship is to be established between teacher and student. To build a meaningful relationship between teacher and taught, Loughran has suggested some features a teacher must have. These are – the need for sensitivity, building trust, being honest and valuing independence (86).

“The prime and direct aim of instruction is to enable a man to know himself and the world”, said Mathew Arnold (as quoted in Raymont 2012, 89). Without knowing herself/himself, it is impossible to be an educator in real sense. But what are the accomplishments one has to achieve to be an educated person? What are the things which make a person an educated one? Is it formal education that makes a person an educated? To answer these question, we should know the meaning of education.

WHAT DOES EDUCATION MEANS?

“Education is the true alchemy that can bring India its next golden age. Our motto is unambiguous: All for knowledge, and knowledge for all”, Pranab Mukherjee (Chechani and Pande 2015, 162).

Education, in its broadest sense, goes everywhere whether we are aware of it or not. Watching landscape, buildings, architecture, meeting people, treating one-another, playing, working together, and ideas and ideologies of society are some of the elements of education (Ulich 2006, 7). Education is a process that brings change in human behavior from capacities to abilities, from impulses to ideas, and from ignorance to knowledge. In other words, education leads individuals to have harmonious development in their mental, social, emotional, physical and intellectual domain. Plato, in Cooper and Hutchinson (1997, 1344), asserts that “education [is] the initial acquisition of virtue by the child, when the feelings of pleasure and affection, pain and hatred, that well up in his soul are channeled in the right courses before he can understand the reason why... education, then is a matter of correctly disciplined feelings of pleasure and pain.” Dewey (2004) has defined

education as a social process. Education is growth. Education is, not a preparation for life; education is life itself.

The word ‘education’ found its etymological roots in the Latin words ‘educere’, that means to bring out, ‘educare’ that means to bring forth, and ‘educatum’ that implies leading from external to internal. Therefore, education is mainly concerned with bringing out the best in an individual by virtue of knowledge, intellect and ability.

With the development as well as need of the society, education took its shape and form as child education, adult education, health education, technical education, etc. Education involves instruction and deliberate attempts in a systematic and disciplined manner. But, it should not be confined only to what goes in the four walls of the classroom. A child learns from her experiences inside as well as outside the school. Most contemporary approaches to education follow a strictly empirical track, aiming to discover pragmatic solutions for teachers and school administrators.

It is time to shift the focus of education from rigid curriculum, assessment, classroom arrangement, books, and computers to fundamental assumptions and need of an individual and society. Education should not only be concerned with fostering understanding among individuals but its emphasis should lie in bringing about a change. In the light of the above idea, it can be concluded that education essentially plays a fundamental role in shaping the individuals and ultimately, the nation. Here the question arises as to whom education really depends on.

It is ‘teacher’ who mainly endures all the responsibility to impart quality education and to motivate and enable students to extend their capacities to abilities, shape their impulses to ideas and remove ignorance that lead them to knowledge. But, do teachers also need any education? In this direction, Vision statement of Teacher Education (Teacher Education 2012, 1) states that teachers have always been recognized as key to quality education, and “the project for quality teacher education therefore needs to be mounted as a mission.” Keeping in view the urgent need of understanding the need as well as the nature and process of teacher education, the paper shows an overview of

teacher education in Himachal Pradesh. Before discussing about the status of teacher education in Himachal Pradesh, we must understand what teacher education is?

CONCEPT OF TEACHER EDUCATION

Teachers have always been known as key to quality education and bear the responsibility of individual development as well as national development. Teacher's sensitivity, teacher's motivation and teacher's competence play crucial role in determining learners' achievement as well as their success. As Rai (2014, 12-35) commented, teachers are the backbone of any educational system and they are solely responsible for the quality of education. As teachers are for education, education is essentially important for teachers. In this direction, 'teacher education' is a program for ensuring as well as enriching the potential of continuous learning for the teachers. It involves continuous engagement of teachers with core issues of education, and expanding capacities among them by providing exposure. Teacher education program includes policies as well as procedures that are mainly designed to equip the teachers with the essentials of knowledge, right attitudes, desirable behaviors and necessary skills required to perform teaching effectively not only in the classroom but also in school and community.

Having narrower goals and scope, the program of teacher preparation was known as teacher training till 1956. It was limited to skill training only. But the objective of teacher education is not to prepare mechanics or technicians. Teacher has to deal with human beings, not with machines. Therefore, acquisition of some skills do not put her/him in the category of teacher. As W.H. Kilpatrick remarked, "training is given to animals and circus performers, while education is to human beings" (as quoted in Biswas 2013, 42) At present, teacher education is recognized as a continuous, ever evolving, dynamic and comprehensive process whose heart lies in its comprehensive curriculum, emerging design, flexible structure and evolving transaction modes. National Council for Teacher Education (2009) has defined teacher education as "a program of education, research and training of persons to teach from pre-primary to higher education level" (as quoted in Biswas 2013, 41).

Teacher education has mainly two components – pre-service and in-service teacher education programs. Besides this, it also includes various community programs and extension activities, non-formal education and adult education programs, literacy and development activities of the society. Teacher Education mainly ensures adequate supply of well trained teachers for all levels of education as a goal of the program. It urge to work towards utilizing all possible kinds of institutions including university departments of education and teacher training institutions in addition to state institutions, including CTEs.

Thus, 12th Five Year Plan of the Government of India places special importance to the program of Teacher Education in order to provide quality education to every child in the nation. And therefore, the project of quality teacher education is taken as a mission for the professional development of teachers. However, development is not a hasty remedy for shaping the skills and qualities of a teacher; it is a continuous process that can never end. Teacher Education is an essential part of educational system as quality, efficiency and effectiveness of a teacher depends on it. But, the quality of teacher education depends on policies framed, infrastructure provided and teacher educators. Until we have all these, we cannot dream for effective, efficient and quality teachers.

AN OVERVIEW OF TEACHER EDUCATION IN HIMACHAL PRADESH

Himachal Pradesh was constituted, by merging 30 princely states, as Chief Commissioner's Province on April 15, 1948. The state was conferred full statehood on January 25, 1971, after a long wait of about twenty three years and became the eighteenth state of Indian Union. With an area of 55,673 sq. km. and population of 6,864,602, Himachal Pradesh is ranked 17th and 21st largest state of the country, respectively. The state has around 14,000 Govt., Govt. aided and private schools (Source: Department of Elementary Education, Himachal Pradesh) and 22 Universities, 5 Govt. and 17 Private (Source: UGC Website), providing education to the youth of Himachal Pradesh as well as adjoining and other states of the country. This shows that the state has now become an educational hub.

History of Teacher Education Institutions: Teacher Education in Himachal Pradesh is organized in two levels, viz., Primary level and Secondary level. History of Primary Teacher Training Institutions in Himachal Pradesh starts in 1951 with the opening of Government Basic Training School at Solan (Sharma 2014). Later, Junior Basic Training classes were started at Shimla, Kandaghat, Subathu, Nahan and Dharamshala. There was a Teacher Training Centre for pre-primary classes in St. Bede's College, Shimla. After the launch of Government of India (GOI) scheme of opening of DIETs (District Institutes of Education and Training) in every district, in 1992, existing Basic Training Schools were upgraded to DIETs and new DIETs were opened in other districts (Sharma 2014). At present, there are 12 DIETs, one in each district and 28 private colleges (Source: HPBoSE, Dharamshala website) carving teachers for primary classes in the state.

History of Secondary Teachers' Training Institutions begins two years later than the Primary Teacher Training Institutions when Government Post-Graduate Basic Training College was opened at Auhar which was affiliated to Punjab University (Sharma 2014). B.Ed. (Bachelor of Education) program started in College of Teacher Education, Dharamshala in 1956 which was then known as Government College of Education. Himachal Pradesh University (HPU), Shimla has also been running this course since 1971. Apart from this, 73 private colleges (Source: Himachal Pradesh University Website) are engaged in the making of prospective teachers. International Centre for Distance Education and Open Learning (ICDEOL), HPU's Distance Education Centre and Indira Gandhi National Open University (IGNOU) are also offering Teacher Education programs in the state.

Norms: There shall be a basic unit of 50 students, with a maximum of two units, both for B.Ed. and D.El.Ed. (Diploma in Elementary Education). In case of M.Ed. (Master of Education), institution shall be allowed only one unit with a basic unit size of 50. There shall be 16 full-time faculty members for a total students' strength of 200 (8 in case of 100 students) and 8 academic and administrative staff. The faculty should possess essential qualifications as per UGC guidelines. Institution should have 2500 sq. mts. well demarcated land for initial 50 students out of which 1500 sq. mts. shall be the built up area and

remaining for playfields, lawns, etc. For 200 students it should be 3000 sq. mts. and for 300 students it should be 3500 sq. mts. In addition to this, institution must have following infrastructure: 1 classroom for every 50 students, Multipurpose Hall (Capacity 200), Library-cum-Reading Room, ICT Resource Centre, Curriculum Laboratory, Art and Craft Resource Centre, Health and Physical Education Resource Centre, Principal's Office, Staff Room, Administrative Office, visitor's room, separate common room for male and female students, seminar room, canteen, separate toilet facility for male and female staff, parking space, store rooms, multipurpose playfields, open space for additional accommodation, safeguard against fire hazards. Instructional Infrastructure includes - Easy access to sufficient number of recognized secondary schools, Library-cum-Reading room with a sitting capacity of 50% students, 1000 titles, 3000 books with texts and reference books, online resources, minimum 5 refereed journals on education, and subscription to other 5 related disciplines, library be augmented with 200 journals and books annually, photocopying facility and computer with internet, Curriculum Laboratory with materials and Resources, ICT facilities with Hardware and Software materials, Teaching-Learning Resource Centre for Arts and Work Experience, Games and Sports equipment, simple music equipment (NCTE 2014, 114-119).

What is there? – There are 12 DIETs and 28 private institutes offering 1800 and 1475 seats, respectively (Source – HPBoSE, Dharamshala website). These institutes are running two year courses and students are being admitted every year on the basis of entrance examination. There is no special cadre of teachers to appoint in the DIETs of the state. School teachers have been appointed in these institutions on deputation. In case of B.Ed. course, Himachal Pradesh University, Shimla has offered 100 seats in its Department of Education and 250 seats in Government College of Teacher Education, Dharamshala. Only two government institutions are offering B.Ed. program in the state. There are 73 B.Ed. colleges (private) offering 7,350 seats. Out of which, 16 colleges have one unit, 48 colleges have two units, one college has three units and 8 colleges have four units. About 1300 seats has been reduced, in private B.Ed. colleges of the state, for 2016-18 session because many of the private colleges do not fulfill the norms prescribed by National Council for Teacher Education (NCTE) (Sharma 2016). 10

institutions, including Department of Education, HPU, are offering M.Ed. program. Most of the colleges do not have the facilities required to run the course. Faculty appointed in these institutions has not been approved by the affiliating institution as they do not possess the academic qualifications required by the University Grants Commission (UGC). Colleges intentionally appoint unqualified, incompetent and inefficient teachers on less remuneration so that more profits could be churned out.

What is to be done? – There should be regular inspection of these institutions so that a complete check can be put on the irregularities prevailing there. For these purpose, a special team should be constituted comprising experienced teachers, regular and retired. On the basis of report submitted by the inspecting team, decision should be taken about continuation or discontinuation of affiliation of the institution for next session. Emphasis should be on quality rather than quantity. As Dakar Framework for Action Article 7 suggested, “Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all - especially in literacy, numeracy and essential life skills” (World Education Forum 2000, 8). But, how to improve the quality of education, is the question that needs to be answered. We have a huge force of unemployed trained teachers who are not provided placement at all, neither in government nor private institutions. This is because we are not working according to the principle of demand and supply (Rai 2014, 28). To tackle the problem of un-employability of trained teachers and bring the rate down, student intake should be reduced and students should be admitted according to demand. Mushrooming of private teacher education institutions is fostering decrease in quality. Students are being admitted just to compensate their losses. Most of the colleges have more than one unit. It is proposed that institution can take a maximum of two units at a time if they satisfy the requirements (NCTE 2014, 114). We cannot, even, think of quality until we have qualified and competent teachers. Affiliating institution should make it mandatory to all the private colleges, by intervening itself, to recruit eligible staff fulfilling the criteria stipulated. Appointment of teachers should be made after conducting an interview by University panel only. Course content is the central part of any program which the whole program revolves around. It decides the eminence and direction

of the course. Course content should meet the international standards so that our student-teachers and teacher educators could compete at global level. But, it would not be possible until and unless we start carving teachers from the very beginning. In this regard, education as a discipline should be introduced at schools and colleges along with other subjects. It will help aspiring teachers to have a concrete understanding of teacher and teaching profession. To improve the course content, suggestions from teachers, government as well as teachers in private colleges related to the content should be invited and they should be an integral part of course designing and redesigning committee. At present, only one College of Teacher Education is working in government sector in the state. As it has already been stated that many colleges do not fulfill the norms and procedures, more colleges of teacher education should be opened in government sector to improve the quality of instructions. It will equip budding teachers with better facilities and exposure.

CONCLUSION

Thousands of aspirants join teacher education programs every year but not teaching profession. They join other professions after completion of the course. They do not do this willingly but the circumstances lead them to do so. This results in the wastage of energy, wealth, resources and time of students as well as the nation. Due to lack of sufficient infrastructure and qualified and competent teachers in teacher education institutions, students fail to develop essential teaching skills which results in their inability to join good institutions and ultimately it leads to their un-employability. As A. N. Maheshwari (n.d.) remarks, the quality of pre-service teacher education being given in a teacher education institution is indicated by the acceptance of its passed out students in the schools as they will recruit only those students who meets their requirements. Quality of school education depends on various factors viz., type of organization/management, infrastructure, school environment, content, teaching methods, and teachers. Teacher is the most important factor who has to manage all the resources available and use these in a significant way for shaping up of future generations. As NCTE (1998) stated, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any

stage” (as quoted in Biswas 2013, 1). In order to bring a radical change in teachers and teaching, our teacher education institutions need to be remodeled so that we can produce competent and efficient teachers. As Chattopadhyaya Committee Report (1983-85) states, “if school teachers are to bring about a revolution in their approach to teaching that same revolution must precede and find a place in the colleges of education” (Kaku & Saini 2015, 22-29).

References:

- Biswas, Prarthita. 2013. “Teacher Education in India.” *Abhinav: National Monthly Refereed Journal of Research in Arts and Education* 2.9: 41-45.
- Chechani, Siddharth & Pande, Aishwarya. 2015. “Role of women education in good governance with special emphasis on rural areas of Gujrat.” *International Journal for Legal Developments & Allied Issues* 1.2: 162-170.
- Cooper, John M., & D.S. Hutchinson. 1997. *Plato: Complete Works*. Indianapolis, IN: Heckett.
- Czerniawski, Gerry. 2011. *Emerging Teachers and Globalisation*. New York: Routledge.
- Dewey, John. 2004. *Democracy and Education*. New York: Dover Publications.
- Ilich, Ivan. 1971. *Deschooling society*. Harmondsworth: Penguin Books.
- Kaku, Deepika, and Dipti Saini. 2015. “Chattopadhyaya Committee Report (1983-85): Recommendations and their relevance in today’s scenario of Teacher Education.” *Abhinav: National Monthly Refereed Journal of Research in Arts and Education* 4.5: 22-29.

- Loughran, John. 2006. *Developing a Pedagogy of Teacher Education*. New York: Routledge.
- Maheshwari, A.N. (n.d.). Assessment and Accreditation in Determination and Maintenance of Norms and Standards for Teacher Education. In *Quality Enhancement in Teacher Education*, 1-5. NAAC Proceedings. Web. Accessed on August 24, 2016.
<http://naac.gov.in/docs/Quality%20Enhancement%20in%20Teacher%20Education.pdf>
- NCTE. 2014. *Recognition Norms and Procedures*. New Delhi: National Council for Teacher Education.
- Oblinger, Diana G. 2005. "Learners, Learning, & Technology." *Educause Review*. 66-75. Web. Accessed on December 15, 2016. <https://net.educause.edu/ir/library/pdf/erm0554.pdf>
- Rai, V. K. "Teacher Education: Concept, Objectives, Problems and Suggestions for Remedy". *Teacher Education in India, 1st edition*, 12-35. Edited by Rajive Kumar and Narender Kumar. New Delhi: Sarup Book Publishers. 2014.
- Rani, Priyanka. 2013. The Effect of Bhagavad Gita in the Present Scenario of Education. *Shodh Sanchayan*. Vol. 4.2: 1-3
- Rawat, Sadhika & R. Rangarajan. 2013. *Teaching of Education*. New Delhi: Pacific Books International. 2013.
- Raymont, T. 2012. *The Principals of Education*. Delhi: Surjeet Publications.
- Sharma, Ajay. 2014. "Curriculum Transaction Procedures in Secondary Teachers' pre-Service Training Programme of Himachal Pradesh: An Evaluative Study." Doctoral Thesis. Shimla, India: Dept. of Education, Himachal Pradesh University.
- Sharma, Bhavna. 2016. Nye niyamon ne ghatai 1300 B.Ed. siten. *Divya Himachal*. Web. Accessed on August 17, 2016.
<http://epaper.divyahimachal.com/c/12636829>

Ulich, Robert. 2006. *Philosophy of Education*. Delhi: Surjeet Publications.

Teacher Education. 2012. “Vision statement for teacher education.”
http://www.teindia.nic.in/Files/Vision/TE_Vision-Statement-1Nov-12.pdf

World Education Forum. 2000. *The Dakar Framework for Action*. Paris: UNESCO.