

# Teacher training

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**T**raining for teachers is a prerequisite for upgrading quality education as a whole. It is essential for all academicians, administrators and policy makers for upgrading their skills and capacities and also for educating themselves to understand well about the up-to-date norms and requirements that has been made by statutory regulatory authority to usher in a standardised education system in India. Upgrading the quality of education training for teachers at each level is a must. NCTE has laid the roadmap for operating and conducting teachers' training programmes also for providing different norms, regulations and requirements for the various stages of education considering the needs and requirements of the teachers in each level or stage in the education system in India.

The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

Apart from the NCTE regulations on regular education system, in November 2014, it has also given the guidelines and regulations for upgrading the trainees and faculties of teacher education through Open and distance learning system by providing a separate regulation. In India during 1998, NCTE laid the foundation for upgrading teacher education programme through ODL and at the time IGNOU took the initiative for operating the courses for the teacher's trainees in ODL mode. Eventually, a number of teachers' training courses like Diploma for Elementary teachers (DEl.Ed), BEd programme for those who had completed graduation in any stream etc, have been introduced un-

der ODL mode.

There is a need to upgrade more than 7,72,000 current teachers who are untrained across the country. In North East, there are a total of 72,000 untrained in-service teachers. In Assam, at present, there are more than 37,000 untrained in-service teachers, teaching at upper primary, secondary and senior secondary level. Therefore, it is the right time to give the focus on training the teachers of these three levels through training courses.

As far as Open universities and institutions are concerned in terms of conducting teacher training programme particularly BEd programme, it has been given the permission to introduce various programmes in a composite way. It is because Open universities are itself a hub of composite courses on different streams like humanities, social sciences, professional, vocational and technical courses. So in terms of regulatory part for operating the BEd courses, it is easy for Open universities and dual mode universities. Again, we cannot deny the fact that due to teacher training courses without any restriction from both the conventional as well as ODL mode, the number of teacher trainees are going up and they are becoming unemployed due to lack of required employment opportunity in educational institutions. Therefore, the ODL institutions have been permitted to run the second degree only as per the NCTE regulation, 2014. It means, those who have completed DEl.Ed or other face to face formal teacher training programme at elementary level, shall only be able to pursue BEd programme for upgrading their position from lower primary to upper primary level, secondary level and may be into senior secondary level. In fact, the NCTE has made the BEd degree for the learners of ODL system, a matter of choice and

not made it compulsory for the learners. The NCTE has also laid down the policy to design the courses in digital mode by stressing on blended learning model for hovering around the part time BEd learners and distance learners of learning. Although there are many reforms in terms of ensuring quality education on the part of teacher education under NCTE, 2014 through ODL, there are many issues that provide the scope for debates and discussions.

Firstly, we all know that the training through BEd is applicable for teachers at upper primary, secondary and senior secondary level, then why is NCTE not allowing the ODL mode to the in-service teachers at all the three levels as it is needed to have BEd training for teaching? This situation should be taken up for consideration among the policy makers for bridging the huge gap between trained and untrained teachers among the states particularly in a state like Assam. The norms for taking admission as 55% for general and 50% for SC/ST/OBC to enroll in BEd course will be welcome, but in terms of in-service training, such restriction may generate another problem and issue, because as a teacher training institute, the basic role is to facilitate training. Again regarding formulating curriculum, NCTE 2014 has provided the norms that curriculum should be common except internship courses and field based activities for both regular and ODL system so that a standard uniform system in terms of teacher education can be raised.

Even the Madhav Menon Committee had also suggested having same syllabi and same evaluation system for the learners in both regular and ODL mode, particularly in the dual mode university and institution. Therefore, monitoring part should be regularly organised by the regulatory authority of Distance Education Bureau under UGC.