

# A Review of Teacher Education Programme: Growth and Development

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**Abstract – Living and nonliving entities are both subject to development. Changes or modifications are made as a result of development, suggesting a potential answer, although this is only available for instructors. To meet the requirements and demands of the modern world, instructors now have to adapt or adjust their ways. Many other factors must be considered as well, such as alterations to teacher education programmes and curricula, as well as professional development opportunities for teachers and students alike. Teacher education, its components, and the different dimensions of teacher development are all examined in this work. This paper is an effort to study the various emergent research inclinations in the field of teacher education.**

**Keywords – Curriculum Development, Evaluation and Assessment Process, ICT Based, Teaching, Teacher Development.**

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## 1. INTRODUCTION

Teacher education programmes are designed to assist teachers improve their proficiency and competency so that they may better fulfil the needs of their profession and cope with the obstacles they will experience in their work. As defined by the National Council for Teacher Education (NCTE), teacher education includes everything from elementary school all the way up to college. "Training is provided to animals and circus performers, whereas education is offered to humans." Pre-service and in-service teacher education are both part of teacher education. Therefore, teacher education is the process and method developed by policy makers to provide all future teachers with the tools they require to be successful in this programme, such as knowledge, skills and curriculum. For this, all instructors are required to go through a set of components of teacher education. [1]

## 2. TEACHER EDUCATION THRUSTS IN FIVE YEAR PLANS

It may be useful to look back at the five-year plans to see how teacher education has changed in the years after independence.

After the country gained independence, India began using five-year plans to guide its economic and social growth. It was in the financial year of 1951-52 that the first Five Year Plan was developed and

implemented. The First Plan includes education as a component of human social development. Planned curriculum for elementary and secondary school teachers has placed a strong emphasis on teacher education. During the various Five Year and Annual Plan Periods, expenditures were designated for programmes relating to teacher education. [2]

### 2.1 First Five Year Plan:

Expansion of teacher training facilities was found to be a very undesirable condition. The majority of them lacked any kind of formal education. In secondary schools, 46.4 percent of instructors lacked formal training in 1949-50. A significant amount of retraining was also necessary for the educated instructors in order to facilitate educational restructuring. As a result, the expansion of training facilities should take precedence above anything else. Poor remuneration and working conditions for teachers were important contributors to the country's poor educational outcomes.

Teachers' training facilities grew in different ways at different levels, as can be shown. In secondary schools, the number of educated teachers climbed by 54% throughout the year. During the Plan era, a large percentage of training facilities at all levels were expected to be built. The problem was that the present facilities were so inadequate that even if the number of unskilled teachers was increased,

it would have little effect on the current situation. As a result, 44 percent of secondary school instructors were untrained in 1950-51. By expanding training facilities, a 6 percent increase in the percentage of teachers who had been properly trained was predicted for secondary school teachers.

## 2.2 Second Five Year Plan:

The role of the teacher is seen as fundamental in the educational system. During the moment of fundamental transition and reorientation, this was especially true. That many instructors only work as teachers for a brief time before moving on to other jobs was widely agreed upon by the participants of the survey, which was conducted by the National Council of Teachers of English (NCTE). Progress in education necessitated an improvement in the working circumstances of teachers. Because of the vast number of teachers affected, vital measures such as improved training or higher compensation and working conditions were put on hold. Consequently, from 7.3 lakhs before the first plan to 10.24 lakhs in 1955-56 and predicted to climb to 13.56 lakhs in 1960-61, the number of teachers had increased significantly. Additionally, 231 training schools and 30 training colleges will be established as part of the Second Plan, which allocated Rs. 17 crores for teacher training. During the Second Plan, it was planned that the percentage of trained instructors in secondary schools would rise to 68 percent. [3]

## 2.3 Third Five Year Plan:

By the conclusion of the Third Plan, it was hoped that there would be 1424 training institutes, all of which would provide basic training, with around 200,000 student teachers on roll, up from 135,000 in 1960-61.

## 2.4 Fourth Five Year Plan:

The number of secondary school teachers in 1968-69 was projected at 0.525 million, of which 0.381 million or 73% had been trained. This level of training facilities was deemed adequate and could readily be developed in accordance with the perceived necessity. Faster training for inexperienced teachers was made possible through correspondence courses offered by Central Institute, Delhi, and four regional colleges. Many in-service education programmes, particularly for math and science teachers, were organised under the Fourth Plan to address their concerns about the quality of teacher preparation at this level. Universities and secondary training colleges have received funding from the University Grants Commission (UGC) to improve the physical infrastructure of their departments of education as well as to enhance their professional competency. The National Council for Educational Research and Training, the State Institutes of Education, and the State Institutes of Science Education collaborated on these programmes.

## 2.5 Fifth Five Year Plan:

However, despite the fact that the initial three years of the programme saw relatively small education outlays due to budgetary restraints, overall government spending on education has increased significantly. It is also possible to provide for curriculum reorientation, job experience, and improving educational institutions for instructors in addition to the growth of educational facilities.

Student textbooks and stationery were provided at discounted rates, necessary goods for students living in hostels were provided at reduced costs, and apprenticeship training programmes were expanded. Those are only three of the 20-Point Socio-Economic Programs. Capacity to produce books was increased, book banks were formed in schools, and the apprenticeship program's reach expanded.

## 2.6 Sixth Five Year Plan:

It was proposed to prioritise and adequately fund several quality improvement programmes, such as the introduction of socially beneficial productive work, curriculum reform to link education to the environment and make it relevant and interesting for children, the linking of school vacations to climate and agricultural conditions, the provision of equipment and the construction of inexpensive but extremely useful buildings, as far as possible. [4]

## 2.7 Seventh Five Year Plan:

At the time, the most pressing worry was that teacher preparation programmes should include a wide range of topics, from pedagogy to the employment of mass media and science and technology in classrooms throughout the world. First-generation students and dropout rates necessitated additional attention to be paid to instructional methods and other measures. Schools for teacher preparation were to be improved and expanded in accordance with these new goals and directives.

Additional teacher training facilities were envisioned for the Seventh Plan period, including classrooms and laboratories. Non-formal and early childhood education teacher training was lacking in the country at the time. Training for these instructors was envisioned as a way to improve the current teacher training facilities.

## 2.8 Eighth Five Year Plan:

A significant change occurred during this time period. It was proposed that the National Council for Teacher Education (NCTE) be given statutory status to set and maintain standards in secondary teacher education institutions and programmes;

that the STEI and IASE programmes be continued and expanded in scope in order to strengthen institutional infrastructure and teacher education programmes and suitable measures for the selection and development of staff in IASEs be implemented; and that In-service programmes for teachers were expected to reach a wide number of educators via institutional and distant learning, and reputable professional organisations were urged to offer such programmes. National and state open universities should be encouraged to provide introduction teacher training courses to augment the efforts of current training institutions. Rural women were to be given priority for the majority of available seats in teacher preparation programmes.[5]

### 2.9 Ninth Five Year Plan:

From 7.5 lakh in 1951 to 45.28 lakh in 1966, the number of elementary and secondary school teachers has increased sixfold. Female teachers made up 34.3% of the total number of teachers in 1966. A rise of Rs 644.6 crores in projected education expenditures between 1951-52 and 1996-97 was noted. This plan stipulated that the National Council for Teacher Education (NCTE) draught curriculum framework be completed and used as a foundation for curriculum modification in teacher education institutions during the plan period. The belief was that it would increase the quality of teacher training programmes.

### 2.10 Tenth Five Year Plan:

Additionally, the Tenth Five Year Plan (2002-2007) focused only on teacher preparation. [6] Teachers' professional development has been centred on:

- Improving pre-service training facilities in selected districts with insufficient capacity.
- Pre-service education for pre-primary teachers should be made more widely available by strengthening existing institutions that now provide it or are willing to do so.
- The creation of courses for teachers' in-service education that may be used for credit and that lead to rewards and promotions.
- All sanctioned CTE/IASE projects must be completed by the end of IX Plan term without delay.
- Improving the optimum efficiency of CTEs and IASEs approved for use until the end of the Ninth Plan period.
- CTE/IASE initiatives should be approved and implemented to the degree necessary.

### 2.11 Eleventh Five Year Plan:

Numerous working groups, Steering Committees, Task Forces, and other organisations were formed during the development of the 11th plan to examine policies, plans and programmes of various sectors and to provide suggestions on various policy concerns along the process. According to the relevant Working Group Report, the 11th Plan should place particular emphasis on the following areas in teacher education:

- An integrated approach to teacher education that ties together early childhood education, elementary schooling as well as high school should be developed.
- Institutional arrangements for teacher preparation must be multidisciplinary.
- Teacher education must help instructors to rethink their notion of knowledge in many fields, as well as acquire a critical awareness of curriculum and pedagogy.
- The social, cultural, economic, and political substance of children must be emphasised in teacher education.
- Continuous professional development of teachers.
- Filling systemic gaps.

## 3. TEACHER EDUCATION: ITS COMPONENTS

There are three components that need to be addressed while teaching teachers the skills and information they will need in the future. Before long they'll be able to benefit in their teaching and in their professional lives. [7]

### Components:

- **Teaching skills:** Training and experience in a variety of techniques, skills and approaches can help instructors organise and deliver their lesson in the classroom, which will give them with suitable reinforcement for an effective evaluation. Instructional materials development and utilisation are also part of this set of abilities.
- **Pedagogical theory:** In order to exercise their teaching abilities on a simulated classroom environment, students must complete courses in philosophical, sociological, and psychological underpinnings. As a result, it is founded on

stage-specific theory, i.e., student demands and requirements.

- **Professional skills:** Once teachers have mastered the fundamentals of the field, they will be better equipped to advance in their careers by acquiring the professional skills necessary to do so. Instructors who work in this field will get knowledge and experience in areas such as counselling, interpersonal communication, computer interface, managerial skills, and lifelong learning, all of which will benefit the students and teachers they work with.

#### 4. TEACHER DEVELOPMENT

It refers to the ongoing process of self-improvement, transformation, and growth in one's professional life. Teacher growth and personal development go hand in hand, therefore it's important for them to understand anything that gets in the way of the process moving forward. This way, they can put their newly acquired knowledge to use in the classroom. Students or colleagues can provide valuable feedback on their own teaching in the classroom. Taking these ideas into consideration is the greatest approach to grow as a teacher. When it comes to learning, teachers should follow the course book's recommendations, experiment with new curricula, take on new responsibilities, and experiment with new course books and concepts in classroom practise. Collaborative teaching, such as team teaching, collaborative effort, peer observation, supervision and support from colleagues, is an important part of the growth of teachers as well. If no one is pushing them to develop, then instructors must encourage themselves to modify themselves and adapt to changes and innovations in the teaching-learning process, which is only feasible if no one is forcing them to progress. Teacher development includes keeping up-to-date with new difficulties and challenges as well as new ideas and concepts in their fields, as well as responding to the shifting demands of students as well as economic, social, and technological change. He also said that the teaching profession would be dull, laborious, plodding, and uninteresting without teacher development. It all begins with their entrance to the Bachelor of Education (B.Ed.) programme, where they learn the foundations of education, skills, and fundamental information that they will need to teach students in the future. Then, as they progress, they will have to adapt to the ever-changing educational landscape. [8]

Important Factors for teacher Development

- Changes in the curriculum.
- Changes in learning aids.

- Modification or innovation coming in teaching aids.
- Professional development.
- Individualized learning.

#### 5. TEACHING AND LEARNING METHODOLOGY

During this time of rapid change, society wants to ensure that its pupils are well-rounded in all areas. As a result, schools alter their ways of teaching and learning. As a result, students are able to build upon their knowledge and abilities, conduct experiments, and so on.

For teaching and learning in a second language (English), James (2010)[9] conducted research. The teacher is taking a risky step by trying to teach kids new language basics because they aren't in a position to do so in school or college. Students need to be able to analyse and appreciate literature at a high level, but many are falling short, which has a negative impact on society. The most effective way to teach a second language is through instructional communication. It was shown that cooperative learning strategies were more successful in teaching English to secondary school pupils by Bhati (2016)[10]. For the study, the researcher will compare several instructional approaches. In order for teachers to aid, promote, and encourage students to obtain information through a variety of media and learning centres, they must shift their responsibilities. According to Josephine (2016), who conducted research on the impact of a blended learning programme on the academic performance of Pondicherry student teachers in the area of physical science teaching, blended learning was found to be a successful strategy for raising student accomplishment. Students are given the flexibility to grasp the subject at their own pace in this classroom. Following the foregoing research, it was determined that teachers should choose approaches that best suit their own needs for life-long education.

##### 5.1 ICT Based teaching:

In the age of globalisation, everyone wants to be connected to the rest of the world in order to enhance their knowledge, skills, and information, as well as to take advantage of new technologies and put them to use in their daily lives. Students and educators benefit from the efficient transmission of information made possible by ICT in schools, colleges, and institutions. Students and instructors alike can benefit from the most modern technological advances. Focused examination of science teachers' attitudes toward ICT in Shillong was emphasised by Kumari (2013)[11]. Lack of use

of ICT by instructors has resulted in a decline in instructional effectiveness. Research by Kumari (2013) looked at the efficacy of college professors who were both familiar with and unfamiliar with information and communication technology (ICT). Because it promotes both teacher effectiveness and student accomplishment, college teachers must have a working grasp of ICTs. Teachers' attitudes and abilities with regard to information and communication technology (ICT) were studied by Sridharan (2016)[12]. Technology has created a digital divide between those instructors who have access to and command over technology and the rest of the teaching staff. For the first time, teachers are using ICT in the classroom because they understand the relevance of information technology and how it can be utilised effectively in the classroom, but they must be knowledgeable about these tools to do so. In order to use it in the classroom, however, he/she must be self-confident enough to do so. Pupil teachers must be prepared and motivated throughout pre-service training if they are to integrate technology in their classrooms. According to the aforementioned studies, ICT is the greatest way to improve teaching effectiveness and attitude, both of which have a positive impact on student progress.

## **5.2 Curriculum Development:**

It's a crucial tool for instructors to use with students to engage and adapt the curriculum to meet the demands of students and society at large. All of these needs will be met once the school and its faculty have adequate supply. Teaching staff will then work with the few resources they have available to create lesson plans. There has to be a shift in Tripura's secondary school science curriculum to better prepare students for today's world, says Lodh (2011), who conducted a study of the science curriculum in Tripura's secondary schools. It is necessary to redefine the role of the teacher within the context of pre-service and in-service learning in order to increase the quality of teacher education. Collaboration and networking are critical to the successful execution of that program's teacher education components. In order to improve the course for future students, assessment is the most important part of the process. De Kalidas (2012)[13] looked at the current state of teacher education and the value of such a programme. As he saw it, the curriculum was lacking in both humanistic and patriotic aspects, and he also saw society's current situation from this perspective. B.Ed. should be changed and modified immediately to rescue Indian society and prosper India by making the most of traditional values, humanitarian viewpoint, nation-loving principles, and correct actualization of constitutional ideals, according to him. With all human values and man-making education and the national interest at the top of the priority and urgency list, it can be solved. According to the findings of the study, instructors and students can both benefit from curricular adjustments.

## **5.3 Evaluation and Assessment Process:**

Both terms are used as synonyms, however there is a distinct distinction between them. The purpose of evaluation is to determine a person's place in a classroom, whereas the purpose of assessment is to determine a student's level of performance. Teachers, students, and parents all benefit greatly from the use of formative and summative assessments in the classroom. As a result, instructors receive feedback on how they might improve their lessons and keep track of the strategies they want to use in the future. It's also critical from the standpoint of teachers, as the curriculum for teacher training programmes is always evolving to meet the growing need for qualified educators. [14] Kaur evaluated quality assurance in higher education in 2013. The researcher's primary goal is to meet the market's need for higher education with a higher standard of quality. An evaluation of the teaching approach and curriculum is taking place here, with the student trying to determine whether or not it is focused on ensuring that it is being implemented effectively and adapts to changing student requirements. Panda (2012)[15] conducted an evaluation of the efficacy of primary teachers' in-service education programme. For the purpose of assessing efficacy, the researcher plans to analyse the evolution of in-service education, as well as the educational requirements of teachers, as well as to discover the priorities developing in the field of in-service education. In order to make the in-service training programme as successful as possible, it should stimulate the creation of new techniques. Most of the publications were about evaluation rather than assessment, it may be argued. Researchers in the assessment field have concentrated their efforts on higher education and the university level rather than basic and secondary education.

## **5.4 Teacher Development:**

It is the goal of any teacher to further their own education in order to be able to pass on their knowledge and abilities to their pupils, whether it be in the form of classroom lessons, hands-on experience, or research. In order for teachers to grow, they must desire to alter or adjust themselves, rather than be forced to do so by others. The efficiency of English teacher training programmes in secondary and upper secondary schools was examined by Tunio (2012)[16], who included all of the district's English-trained instructors. The study was based on government educational policies that aim to offer pupils with high-quality education via the use of effective teaching approaches. Finally, a goal has been met in which instructors gain from their own education. As Thakur (2017)[17] concluded from his research on teacher effectiveness in relation to cognitive style and emotional competence, teaching is only effective when the instructor provides high-quality instruction. Once the intervening variables have

been identified, knowledge of cognitive styles and emotional competency can help enhance performance. An investigation conducted by Ullah et al. (2008)[18] examined how well pre-service teacher education programmes in Punjab build specific teaching skills for secondary school students. Students' abilities and conduct may be assessed more effectively when they are put to the test in the classroom, thus the researcher concentrated on this aspect. As a result, researchers decided that the best approach for this investigation would be to use the method of "continuous classroom observation." Teachers in the primary and elementary levels need to improve or modify, according to the findings of the above research.

## CONCLUSION

Pre-service and in-service programmes for teacher education are available. Pupil teachers in pre-service programmes get training in pedagogy, educational theory, and classroom management. Professional development programmes for teachers aim to improve their skills in a wide range of topics so that they may better meet the needs of their students in the classroom. This helps teachers adopt more effective teaching strategies in their daily work. These will assist students and student-teachers in their professional development. Following on from the discussion of emerging tendencies, it is necessary to point out the necessity of doing study in that field in order to aid future scholars.

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