

## **Role of Teacher in Education in India**

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### **Introduction**

Education is a process which is especially designed to facilitate an all-round development of each and every child. An all-round development of the child involves his physical, Social, intellectual, mental, emotional, moral, spiritual and aesthetic development. Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities. Education is a human right. It is an essential tool for attaining the goal of equality, development and peace. It breaks the vicious circle between poverty and illiteracy.

Education guides the development of the children. In Education, each and every child is facilitated, guided and enabled to have all round development of his personality. A satisfactory or a desired development of the child is seen in his living a life of personal satisfaction and social contribution. This desired development is interested in an individual's living like a good person a responsible citizen, a keen learner and a sincere worker. Education stands for a process through which a child develops himself as best as may be possible for him.

Education is very important to every person. Education is the heart of all development. Education is a process of all-round development of an individual-physical, intellectual, emotional, social, moral and spiritual. It is an essential prerequisite for equality, dignity and lasting peace. Education is the weapon this strengthens the personality and makes one confident. Thus, education makes a person capable of thinking for himself and finding answers to questions that are significant for one's life. As such education is set to be a liberating force. Whatever may be the structure of a society, education is must for every child irrespective of caste, creed and colour. The purpose of education is to bring out the inherent potentialities of a child so that he would develop a sense of confidence to manage his own affairs evenly and squarely in a changing society like ours.

Education is to preserve, transmit and advance knowledge and to bring changes for the betterment of society. The importance of education lies in the fact that it is considered as a powerful instrument of social-cultural-scientific change and progress of the nation. This has been highlighted by various educational experts, committees and commissions in India as well as abroad. The Education Commission (1964-66) has rightly observed, "The destiny of India is now being shaped in her class rooms". This we believe is no more rhetoric. In a world based on information science and technology, it is education that determines the level of prosperity, welfare and security of the people.

The future of a nation depends on the education of people and development of its human resource potential. Education is the corner stone of economic growth and social development. It contributes to the economic development through increased national income and individual earning (Theodore W. Shultz, 1986). Education not only influences the living, but it can also influence the conversion of other entitlements into human abilities (Dreze and Sen, 1989). It is the principal means of promoting the welfare of the individual and quality of life.

For realization of such purposes of education discussed above, a nation has to provide the right type of education for its teachers who are ultimately responsible for shaping its destiny. Education is an important instrument in bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with the due status to their stature and profession.

The educational expansion, Universalization of Elementary education, vocationalization of secondary education, higher and professional education and overall quality of education are major challenges before the country. Evidently the quality of education is a direct consequence and outcome of the quality of teachers. The teacher is the most important element in educational programme. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. The strength of an educational system largely depends upon the quality of its teachers. Teacher's performance is the most crucial input in the field of education. It is the teacher who is mainly responsible for implementation of the education process at any stage. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate number of well qualified teachers who can and willingly implement the educational process in such way that it brings about desired educational development of students. In the absence of an effective teacher all these will prove in fraction so far as pupils learning are concerned. Therefore, the Education commission (1964-66) report stated "the destiny of the nation is shaped in the classroom".

The teacher assumes an important role in the educative process. He/she is the key figure and the most important element in the educative process. His/her is the key figure and the most important element in the educative process. His/her personality has vital influence on the pupils learning manners, behavior, and above all his character and personality. Froebel's metaphor of the kindergarten explains best the function of an educator. The school is regarded as a garden and the teacher as a gardener whose function is to tend the little human plants in his charge carefully and help them to grow to beauty and perfection.

On the other hand, teaching is considered as an art not a science-teaching is not like inducing a chemical reaction, it is much more like painting a picture of composing a musical melody, or on a lower level like cultivating a garden or writing a letter. A good teacher is as well as informed. Producing such teachers is the obligation of teacher Education Programme. Competent teachers are essential to attain desirable education outcomes. Thus, teacher education is an integral component of the educational system.

The role of the teacher has rightly been emphasized in the Programme of Action (POA) of the National Policy on Education, 1986 that the teacher is the principal means for implementing all education programmes and of the organization of education. It further elaborated that the principal role of teacher will always be teaching and providing guidance to their pupils, not only through classroom instruction and tutorials but also by personal contact and numerous other ways through which teachers have always tried to build up the inner potentialities of the pupils. Programme of Action (1992) observed, "Teacher performance is the most crucial input in the field of education. Whatever policy 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 process".

### **Teacher Education Programme**

A teacher therefore is to be trained properly. Teacher require training not only before getting into the job but need training during the job to keep themselves abreast of the modern development of the country, its needs and requirements on the basis of which she/he will develop his pupils.

Teacher occupies a vital position in teaching learning process. The role of the teachers has been changed from the transmitter of knowledge/information to facilitator of learning. Teacher also has responsibility in community development, social change and reformation and national development. The success of schooling mainly depends on competency, skills and effectiveness of teacher. The education commission (1964-66) has remarked: "A sound programme of professional education of teachers is essentials for the qualitative improvement of education". There is need therefore for quality teacher education for enabling teacher to discharges their duties and responsibility successfully.

The responsibility of teachers in the developing country like India is much greater than that of the teachers in the advanced countries. Coming to the same optimum level in comparison with the advanced countries is one part of their responsibility. The other is to meet the challenges of advancement in shoulder-to-shoulder race with them. Teacher preparation, in this context is challenging opportunity for teacher Educators to contribute their share to national reconstruction and development. That's why Kothari Commission (1964-66) pointed out, "Investment in teacher education can yield rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions".

Teacher Education plays a central role in professional development of teachers. Competencies of professional skill are the heart of the programme of teachers education. Teachers, next to students, constitute the single largest input of the education system. The idea of teaching as everybody's cup of tea has been changed. It is now increasingly accepted that one can't be a good teacher without proper professional orientation. The teacher in order to discharge his/her professional duties effectively and efficiently needs professional preparation. The teachers need to be oriented and equipped property to play their role most effectively. In order to make teaching effectively and meaningful, every teacher should know not only the subject matter but also the art and science of teaching as well as the latest development in the art of instruction and the instructional field.

Teacher education programme is intimately related to the society and is conditioned by ethos, culture and character of the nation. On the other hand, there is a need for the teachers to respond to changes imposed from outside of their own immediate context, as a matter of local or national policies. Some of the scholars have discussed the rationale for or importance of teacher education in quite an interesting manner. Researchers like McAffrey et.al. (2003), Rivkin et.al. (2005) and Rockoff (2004) found that teachers have a significant impact on the achievement of the students. According to Levin (1962), for instance, "The explosion of knowledge in the world of media with contemporary issues demand urgent attentior.; with values getting eroded, the need for helping teacher to keep abreast of things cannot be questioned, just like a tonic that helps to protect body from different diseases". Traditionally, the concept of teacher education programmers was identified with the training of teaches for classroom teaching in a face-to-face situation. This programme mainly involves practice teaching, that is, techniques of imparting knowledge, skills, attitude and also deals with the underlying principles of education and a set of ideas or values which are implicit in the purpose for which knowledge, skills and attitudes are imparted.

Teacher education programme develops awareness among the teachers and teacher trainees regarding the contemporary realities of Indian life and for the realization the national values and goals as enriched in the constitution of India. In the age of scientific and technological progress, it is essential to enable the teachers to act as agents of modernization, social change and development and transmittance of national thinking and scientific temper through professional programme. An well-organized teacher education can help greatly in this regard.

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating on education etc call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes needed to be viewed.

When India attained her freedom the then existing educational system was accepted as such because it was through that and abrupt departure from the same would be disturbing and destabilizing. Thus a predisposition to retain the system acquired preponderance and all that was envisaged by way of changes was its rearrangement. Consequently, education including teacher education largely remained isolated from the needs and aspirations of the people.

During the last decades certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible. The imperatives for building the bridges may be as follows:

1. To build a national system of teacher education based on India's cultural ethos, its unity and diversity synchronizing with change and continuity,
2. To facilitate the realization of the constitutional goals and emergence of the new social order
3. To prepare professionally competent teacher to perform their roles effectively as per needs of the society and.
4. To upgrade the standard of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment. These are but a few of the major concerns which call for an immediate action. A comprehensive, dynamic and responsive system of teacher education needs to be continually evolved keeping the overall scenario in view.

Teacher education by its very nature inter-disciplinary. The major areas of inter disciplinary impact in teacher education programmes include philosophy, psychology, sociology, anthropology, economics, history and culture. Recent researches in medical and life sciences are opening new avenues to knowledge which are relevant to education. Besides, teacher education has an essential and inalienable component of practical work including student teaching, internship, Field work, working with the community, work education etc. The country needs teachers with different orientations and specializations to manage educational programmes. In addition, the teachers are vocational subjects and also for the non-formal stream, distance education, adult education, open learning system etc. The scope of teacher education curriculum therefore, gets enlarged.

The curriculum for teacher preparation, in future has to encompass the broaden canvas which is consistently emerging before the teachers and shall continue to change at a much faster pace in times ahead. Teachers shall have to take a global view of the new trends, strategies and practices and focus on indigenous heritage and thoughts which could fit in the local and national situation. Transplantation of

alien educational ideas and practice has not been found rewarding on the developing countries. Consequently, the emerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through the contribution of thinkers like Mahatma Gandhi, Vivekananda, Rabindra Nath Tagore, Sri Aurobindo and many others.

The teacher education programmes shall focus on competencies and commitment in much greater magnitude in future. Such a transformation in teachers' preparation strategies would emerge only after due familiarity and adequate appreciation of indigenous thoughts developed over the decades in India. Gradually an indigenous thought developed over the decades in India. Gradually an indigenous approach and strategy would eminent and replace the alien practices that have remained in vogue in teacher education for quite a while.

In a country's educational system, the education and training of teachers play a vital role. Any magnitude on quality teachers preparation therefore becomes complementary to innovative and experimental challenges of teachers in school. It is imperative that one can think of a better output in the field of education of the people, who are instrumental in the task are properly equipped and have a right type of orientation. Teachers Education curricular, therefore, needs to be continuously improved so as to meet the changing needs of society.

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