

# Development of Teacher Education Program

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## ABSTRACT

Teacher is the creator of man. In other words, on this question of what is teacher education, everyone has different views in the schools. Some people do not mean it only by the physical activities of the teacher but by the mental activities. In which knowledge of the basic rights of education such as political, psychological, philosophical, sociological, scientific problems, as well as the gradual development of national education and the development of insight towards education. In short, teacher education has been explained in this way, teachers, teachers, students, and other employees all have their own role in running any school smoothly and in its progress and development. Apart from this, physical resources like school building, curriculum, textbooks, guidance, co-curricular activities, time table all play an important role in running the school well. But this truth also cannot be denied that the teacher's place is very prestigious, dignified and important in his activities in the running of the school. Teacher has a very important and important role in implementing all the plans of the school. Children, that is, future citizens of the country are made in the school. And they are the masterminds of this construction. Today the purpose of education is not only to develop mental or any one side of the children, but today the purpose of education is to develop all sides of the children and to develop their personality all round and harmoniously. The fulfillment of this objective completely depends on the teachers. Only teachers can do that who directly or indirectly exert their influence on the children. If the teacher is qualified, experienced and dutiful, then the child must also be like him. The teacher has a lot of contribution in the development of the child's personality. The teacher is the person who develops the child's personality all round, develops good values and ideals. So that he can become a citizen of the country in future and contribute to the progress and development of the country. There is a huge responsibility on the shoulders of teachers. In fact, teachers are the makers of the country's fortune.

**Keywords:** Teacher Education, Knowledge, Development, Personality, value and ideas.

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## INTRODUCTION

Froebel has very beautifully highlighted the role of a teacher by giving the example of a garden. According to him, the school is like a garden, the child is like a small plant and the teacher's role is like a gardener. He takes care of the plants very carefully. Keeps them green and gives them an opportunity to grow in the right direction. So that he can attain more perfection. The teacher also does the same thing, he helps in the desirable and best development of the children by his experience and skills. The teacher is also required to test whether the knowledge and truth that the student acquires is reliable or not. Every student's intelligence is not so mature that he can check his own work properly, for this also it is necessary to have a teacher. Thus acts as a guide to the child. Role of teacher and its importance :- Various educationists have expressed their views regarding the role of teacher and its importance, which are mentioned as follows. Professor Humayun Kabir says that without a good teacher, even the best education system is bound to be more successful, the defects of the education system can also be removed by a good teacher. Dr. Sarvepalli Radhakrishnan explains the role of the teacher and said that the teacher has a very important place in the society, it is like the distance that transfers Vedic traditions and technical abilities from one generation to another and keeps the flame of civilization burning.

In the words of HG Wells, the real creator of history is the teacher. The importance of the teacher in the process of education becomes clear from the above description. But if the teacher is not yoga and skilled, he does not have true passion, honesty and dedication towards his work, then an educational environment cannot be created in the school. The system of the school and its operation also cannot be done properly. No matter how good the building of the school, its equipment and environment, however good the principal and the committee are, if there is no skilled teacher in that school, they do not have faith in their work, they do not consider their close relationship in the school as well, and business is based on efficiency and money. If there is a lack of faith, then whatever the physical facilities may be in that school, the environment of education cannot become conducive and the students who have passed out from the high school will be a burden for the society. That's why it is said that the personality of the teacher is the pivot on which the education system seems to revolve. In ancient times, the teacher had a very important place in the field of education, at that time the teacher's place was prominent and the child's place was

low. But today the situation has changed, today the child is considered the center of education. Today's educationists emphasize on child-centered education. Although today the place of the child is important in education. Today education is considered to be the development of the child's innate powers. Nevertheless, the importance of the responsibility of the teacher is not less even today. We cannot even imagine that the process of education can go on without a teacher. If the teachers are not qualified, then the process of education cannot run smoothly. Today it is not enough for a teacher to have only knowledge of his subject, to understand Varun children, today he also needs to have knowledge of child psychology. Today the teacher's work is not only to attract the children of his personality, but along with this, today his work is also to create such an environment in which the children can fulfill their needs. Along with the welfare of the society and the progress of the nation. And also contribute to the development. This is the reason that today all the nations of the world accept the importance of teacher in the process of education.

**Characteristics of the teacher:**

1. Complete authority over the subject
2. Curiosity and Entrepreneurship
3. Knowledge of teaching art
4. Familiarity with innovative teaching methods and experiments
5. More clarity from speech today
6. Attractive Physical Personality
7. Leisures
8. General knowledge on other subjects
9. Strong character and ethics
10. Strong power in money and self respect
11. Special interest in co-curricular activities
12. Idealism
13. Fairness
14. True Love
15. Leadership
16. Daughter-in-law behavior with students
17. Rights over text subjects
18. High Morality

**Development order of teacher education:**

The ultimate need of education has been felt for the all-round development of the country, keeping in mind the need of yoga teacher for good education and the best teacher education institute for yoga teacher, today teacher education program is being implemented all over India. It is being conducted on a large scale so that the future generation of India can be built in the classroom. Going into the past of teacher education, we come to know that from the point of view of history, teacher education has developed in India in the following way

**Monitorial system ( 1800 – 1880):**

In the beginning of the 19th century, there was no special expansion of the Indian education system, so not much attention was paid to teacher education. Divided into classes, students were simply kept under the supervision of the senior student, who was called the monitor, and this is believed to be the beginning of the monitoring system. First of all, the education council of Mumbai, Madras and Kolkata realized the need for teacher education and most of the SSB The first teacher education center was established in the Normal School Madras, after which Dr. Carey laid the foundation stone of the Normal School for teacher education in Srirampur, Bengal. Desi Shiksha Parishad in Mumbai trained 25 teachers and sent them to different parts of the province to improve the teaching level of primary schools. In 1819 AD, the work of teacher training was started by forming Calcutta University Council. Madras in 1826 AD A school was opened for the training of teachers. On the same lines schools were established for the training of teachers in Agra in 1856, in Meerut in 1856, in Banaras in 1857 and in Allahabad in 1857 AD. In 1854, through Wood's manifesto, it was expressed that more schools should be opened for teacher's training. Through this declaration, grants were given to teacher education institutes, as a result of which the demand for trained teachers increased and teacher education was promoted. Importance started to be given after the declaration, the Indian Minister Lord Stanley, giving importance to teacher training, wrote in his order letter, the extent to which the operators of the company had expressed the idea of establishing training schools, to that extent this work has not been done. Between 1800 and 1882, 7 training schools for men and two for women were opened in Bombay province, thus by 1882 there were 116 teacher training institutions for men and 15 for women in the whole of India, in which primary level 3886 teachers were trained.

**Teacher training (1882 -1940):**

In order to improve the education system, the government established the 1st Education Commission in 1882. This commission gave important suggestions for the training of primary and secondary school teachers and by the end of the 19th century Madras Lahore Raj Sundari Course established six training schools in Allahabad and Jabalpur and

established 50 training schools Lord Curzon's proposal on education policy in 1904 H.D. By creating an institution called the Indian Education Service for the training of teachers, perhaps more emphasis was placed on internal and practical training in the training institutions. This policy of Lord Curzon was welcomed grandly and training institutions were increased. For the improvement of the following things were taken care of Mobilizing good resources in the institutions Selection of employees on the basis of qualification and experience One year training for graduate and one day training for non graduate Arrangement of different schools for training and practical training exercises and attention to mutual coordination among training institutes, schools, etc.

Teacher training was also given importance in the government resolution of 1913 AD and a resolution was passed in which it was said that in the modern system of education, any teacher should be allowed to teach till that time. Should not be provided unless he has a certificate in this regard. This teacher education got a new direction.

A commission was established in 1919 AD, which is also known as the Calcutta University Commission. This commission made the following suggestions regarding the training of secondary school teachers. Establishment of Department of Education in each school. Recognition of education as a subject, attention to physical facilities in the university, etc. As a result of this suggestion, education department was established in 13 out of 18 universities. In 1929 AD, the Hartog Committee suggested that an innovative curriculum should be arranged for teachers, as a result of which there was a substantial improvement in the field of teacher training, in 1922 AD there were 172 normal schools and the number of training institutions was 12.

In 1937, the number of normal schools increased to 346, but the training institutions remained the same. In 1937, a new movement was born in the field of education. In the Wardha Conference in 1937, which became famous, Gandhi emphasized on teachers to be trained in new philosophy and new methods of education, on this basis Basic Training College was born. Give your suggestions in the field according to which special emphasis was laid on innovative and community curriculum, on this basis around 1940-41 there were 641 schools and training colleges in the country.

#### **Teacher Education (from 1941 to 1947 and till independence):**

In order to bring about developmental and qualitative improvement in the field of education before independence, in 1944, Sir Sargent, in his detailed plan, to improve every level of education Give suggestions In the field of teacher education, he suggested the following: Graduate level training should be given at the university level; Training should be given in the school itself; Accepted as a separate field, for this, attention was paid to the training of teachers of compulsory basic and vocational and technical schools in India. After independence, various commissions also gave suggestions to strengthen teacher educators. Dr. Radhakrishnan in 1949 AD after independence. Under the chairmanship of the Government of India, the University Commission was set up to study the university education system. It made many important changes in the field of teacher education. Full suggestions The purpose of education is not only to study or memorize some syllabus but also to live life properly. Secondly qualitative improvement in education is expected for which syllabus should be re-imposed. Careful practice than triple subjects. More importance should be given to education. Fourth, proper school should be selected for teaching practice. Fifth, qualified and experienced teachers should be appointed. Emphasis on taking maximum advantage of the activities happening in the school itself. Seventh curriculum according to time and situation and requirements. Behavior should be made one, experienced and qualified candidates should be selected for the eighth m.ed. In order to improve secondary education in 1952, the Secondary Reform Commission was established under the chairmanship of Dr. This commission studied various aspects of teacher education and The following suggestions were made: First, there should be 1 year teacher training for graduate level and 2 years for graduate level, second teacher training institute should be attached to the university and they should be awarded degree by the university. Attention should be given to training in student-teacher courses as well. Fourth, financial support should be provided to the trainees. Fifth, training institutes should provide facilities for research in the field of training methods, courses, workshops, innovative programs, etc. Special education programs should also be organized. Seventh for women. Short term teacher education program should be taken care of along with 8th education, practical education should also be taken care of. Trained graduates should enter for AD only after 3 years of teaching experience. 10 Different methods should be adopted to improve the attitude of the students. should be given knowledge of all methods and there should be emergency training system also same type of training teacher should be given equal pay.

#### **Establishment of National Educational Research Training Council:**

In 18 to 61 AD, the Government of India established a health organization named NCERT to determine and implement new policies in the field of education, this institution arranges research in every aspect of education. Improving education at the school level is its main task and to improve the education of education at the school level, it is very important to pay attention to teacher education. To achieve this goal, NCERT has established four regional education colleges in the country, Ajmer, Bhopal, Mysore and Established in Bhubaneswar where special attention is paid to the improvement of various aspects of teacher education, similarly the Central Institute of Educational Technology, Delhi is also playing its role in providing information in the field of teacher education.

New research works to make teachers aware of it. For the qualitative improvement of teacher education and for all round development, National Education Commission and teachers in 1964 to 66 A commission called Development of Education was formed. Kothari Commission also gave important suggestions for the improvement of teacher education. With the aim of maintaining the quality of teacher education and implementing an effective teaching plan, the National Council for Teacher Education (NCTE) was also formed in 1970. It was done with the aim of taking reformative initiatives in teacher education. This institute has specially sponsored the teacher education program since 1993. Today, any type of teacher education institute in India has been recognized after the approval of this council. It is said that this council has started giving priority to numerical development in order to make qualitative improvement in teacher education, as a result of which many teacher education institutes have been opened in India today, where the dignity and purpose of teacher education is being ignored. Today, in the field of national education, there is a dedicated hardworking business, dedicated teachers and famine.

### **CONCLUSION**

In the present perspective the number of teacher education institutions is limited but the development of the quality of teacher education program is absolutely necessary. Today our social policy and government's thinking is negative in creating yoga teachers. We give importance to training for longing, so it is necessary that we should cooperate in implementing the policy of preparing a good teacher for the future by providing adequate cooperation in making the curriculum of teacher education functional and the government and its related council should also cooperate in this. The thinking of taking concrete and meaningful initiatives in this direction should be developed only then the importance of teacher education can be established in the nation and only then we will be able to establish India as a strong nation in the world map.

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