

Teacher Education: Perspective in Uttarakhand

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INTRODUCTION

Uttarakhand was formed on 9, November, 2000, as the 27th state of India, when it was carved out of northern Uttarpradesh. Located at the Himalayan mountain ranges it is largely a hilly state having international boundaries with China (Tibet) in the north, Nepal in the east, Himachal Pradesh in the north-west and Uttarpradesh in the south. The word Uttarakhand was derived from the Sanskrit words “UTTARA” meaning north & “Khand” meaning part of a country. It was formerly known as Uttaranchal. The state is also referred to as the “land of the Gods” or Dev Bhoomi on account of the large number of Hindu temples and place of religious importance in the state. With levels of literacy higher than the national average, the state has abundant availability of quality human resources. Uttarakhand for investments in manufacturing industry, tourism, mountaineering and infrastructure.

As per the census carried out by government of India in 2011 the total population of uttarakhand is 10086292 compared to 8489349 in the 2001 census. uttarakhand has registered a population growth of 18.81% over the last decade. It is the 20th most populated state in India. The population of uttarakhand constitutes 0.83% of the total population of India. The total area of uttarakhand is 53,483 sq.km the population density is 189 per sq. Which is lower than national average of 382 per sq. uttarakhand has a literacy rate of 78.82%. the Male literacy is 87.40% and the female literacy is 70.01%.

The State is rich in mineral deposits like limestone, marble, rock phosphate, dolomite, magnetite, copper, gypsum, etc. The number of small scale industries is 25,294 providing employment to 63,599 persons. As many as 1802 heavy and medium industries with an investment of Rs 20,000 core employ 5 lakh persons. Most of the industries are forest based. There is a total of 54,047 handicraft units in the state. The statistics in the uttarakhand census 2011 reveal facts that can be instrumental in planning for a better development plan for the state. The capital city which is also the largest city in the state of uttarakhand is Dehradun. The languages spoken are the uttarakhand state includes Hindi, English and Sanskrit.

Uttarakhand Profile (As per 2011) Census

Description	2011	2001
Population	10086292	8489349
Male	5137773	4325924
Female	4948519	4163425
Urban Population	3091169	2179074
Rural Population	70,25,583	6310275
Sex Ratio	963	964
Child Population(0-6)Year	1,355,814	1,360,032
Child Sex Ratio	890	967
Male Literacy	87.40%	83.28%
Female Literacy	70.01%	59.63%
Total Literacy	78.82%	71.62%
Male literacy	3,863,708	3,008,875
Female literacy	3,017,245	2,096,907
Total no of literacy	6,880,953	5,105,782
Total no of Literacy	4,614,050	3,565,347
Rural		
Urban	2,266,903	1,540,435
Male Literacy (Rural)	86.62%	81.78%
Male Literacy (Urban)	89.05%	87.05%
Female Literacy (Rural)	66.16%	54.70%
Female Literacy (Urban)	79.25%	74.77%
Total literacy (Rural)	76.31%	68.07%
Total literacy (Urban)	84.45%	81.44%

*Census of India 2011

Education is a process of human enlightenment and employment for the achievement of a better and

higher quality of life. A sound and effective system of education result in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interest, attitudes and values. Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is therefore a powerful means for the upliftment of education standards in the country. It inculcates the necessary pedagogical skills and competencies among the teacher and makes then professionally competent to meet the demands of the society. To provide support to meet the needs of learners teachers, school administrations, families and other stakeholder in school and colleges. According to goods Dictionary of Education- Teacher Education means that all the formal and non formal activities and experience that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

There are 13 districts in Uttarakhand which are grouped into two divisions, Kumaon and Garhwal. The Kumaon division includes Almora, Bageshwar, Champawat, Nainital, Pithoragarh and Udham Singh Nagar. The Garhwal division includes Dehradun, Haridwar, Tehri Garhwal, Uttarkashi, Chamoli, Pauri Garhwal (commonly known as Garhwal) and Rudraprayag.

Students in Government Schools

Description	2012-13	2011-12
Junior Basic School	15945	15428
Teacher	39823	38147
Boys	420373	540109
Girls	401971	490048
Senior Basic School	4546	4605
Teacher	19148	20005
Student Boys	187917	282650
Girls	165896	267916

Senior Secondary School	3222	3060
Teacher	31340	36785
Students Boys	600030	339488
Girls	550360	306104

**Statistical Diary of Uttarakhand 2012-2014*

List of College/Institution/University:-

Description	Total No. of Schools
Govt. College	70+17*(proposed 2014)
Autonomous College	01

University (Central)	01
State University	09
Private University	05
Deemed University	04
University of Agriculture and Technology	01
IIT	01

AIIMS	01
Private self finance B.Ed. College Affiliated to H.N.B.G.U	52
Govt./Aided B.Ed. College Affiliated to H.N.B.G.U.	05
Govt. self finance B.Ed. College Affiliated to H.N.B.G.U	08
Private self finance B.Ed. College Affiliated to Kumaon university	40
Govt. self finance B.Ed. College Affiliated to Kumaon university	09
Private self finance B.Ed. College Affiliated to Sri Dev university	25
H.N.B.G.University Campus	03
Kumaon University Campus	01
Govt./Aided B.Ed. College Affiliated to Kumaon University.	02
No of special schools for handicapped	13

**Directorate of higher education in uttarakhand*

PRIMARY TEACHER EDUCATION PROGRAMME

The primary education in the State is being looked after by the Directorate of Elementary Education through a District Education officer (DEO) at the district level. The DEO (P) is supported by Deputy Block Primary Education Officers at the block level. Initial teacher training for primary schools is imparted by 13 District Institutes of Education and Training (DIETs). The seats for BTC course in DIETs are decided on the basis of the population of the district. Out of total BTC seats, 19% seats are for SC, 4% for ST and 27% for OBC candidates. State Council for Educational Research and Training (SCERT) was established in the state at Narendra Nagar a town of Tehri district in 2001. The SCERT, besides managing the teacher education conducted at all 13 districts in Uttarakhand have functional DIETs working under the Department of School Education. DIETs in Rudraprayag, Champawat and Bageshwar have been up-graded they are like mini-DIETs catering to a population of less than 2000 teachers in each district. The total number of sanctioned faculty posts is 325 in all 13 DIETs against which the total number of filled faculty positions are 226.

13 DIETs organizes from time to time short and medium term courses and training for teachers of primary education. The DIETs have been set-up to train field inspecting staff as well as teacher educator at the basic or primary level. The DIETs were set-up to strive for bringing excellence in the training of teachers and providing academic support and educational leadership for academic improvement through efficient in-service and pre-service teacher training conduction of education studies, surveys, development of modules in different subjects and development and transaction of teacher education curriculum suiting to children's and local needs. The DIETs organize B.T.C.course, D.El.Ed.course and special training course namely special B.T.C. (Vishisth B.T.C.) for those teachers who possess a B.Ed. degree but are working in primary or Basic Schools.

B.T.C.Course

The District institute of Education and training run B.T.C. regular and special (Vishisth B.T.C). B.T.C. Courses is Regular, selection is made through entrance test by the state Education Department Graduates is eligible for training. Training tenure is 2 years out of which, 45 days are set or teaching practice and the rest for theory teaching. Age limit for females is 19-32 years; for males is 19-27 years and male and female ratio is 50:50. Since the year 1999 no entrance test has been organized by the state. So presently no regular B.T.C program of any sort has been taken up by the DIETs. The B.T.C. syllabus prescribed by the Education Department of the state consists of the following three parts:- Part (A) : Theory papers. Total marks 325; Part (B): - Practice Teaching –Total marks 300; and Part (C):- Evaluation of Project work, curricular activities and activities related with each paper – 500 marks. The practical teaching is of 300 marks. The skill in teaching is also evaluated by the head master of the school where the practice teaching is done besides the teacher educators from DIETs. The trainees have to prepare a total number of 50 lesson plans in all the categories of teaching. The syllabus for B.T.C. program includes many activities and project works carrying a total number of 500 marks. The head master's report, school records and criticism books are also evaluated for the final assessment of the trainees. The projects work of the trainees is evaluated by the Curriculum Development and Evaluation Department of the DIETs. The DIETs have highly qualified and experienced teaching staff. Most of them possess a post graduation, M.Ed. and Ph.D. degrees. The teacher educators are appointed in the scale of pay of Rs. 9300-34800 G.P 4200 in accordance with state Government's guidelines

Special B.T.C. (Vishisth B.T.C)

Special B.T.C. (Vishisth B.T.C) candidates already having Passed B.Ed., L.T., C. P. Ed. and B. P. Ed. Degree are chosen year wise on the basis of the year of training. Training tenure is One year – Six months for theory and Special B.T.C, six months for teaching practice. Age limit is 19-40 year for both male and female candidates and male and female ratio is 70:30 or whatever is decided for female reservation. On the completion of B.T.C. training the trainees become eligible for appointment as a teacher in primary or elementary schools within the state. The DIETs also organize special training course namely special B.T.C. (Vishisth B.T.C.) for those teachers who possess a B.Ed. degree but are working in primary or Basic Schools. The course duration is one year which is divided into two parts. The teacher trainees teach in schools and complete 40 lessons and other curricular activities under the supervision of Head of the School in the first six months. The teachers are required to complete their training in DIETs in the second six months. The teacher trainee gets a fixed salary Rs.8000.00 per month during the training period. Successful completion of training entitles them to full scale of pay and permanent teacher status at primary level.

SECONDARY TEACHER EDUCATION PROGRAMME

Four universities of the state two government, one central university and one private run education departments conducting secondary teacher education programme. The one state universities & one central university have M.Ed.programme. Garhwal university were established in 1973, the name of the university was rechristened to HNBG University in 1989 in commemoration of the memory of a leading statesman of the country, the son of

the soil Shri Hemwati Nandan Bahuguna, and subsequently established as Central University under the provision of the central Universities ordinance, 2009 and state university namely Kumaon University were established in 1973 in Kumaon regions, central university with three campuses at Tehri, Srinagar and Pauri and with two campuses for Kumaon University at Nainital and Almora. H.N.B. Garhwal University has 36 self financed B.Ed. Colleges present time. The number of self-financed B.Ed. colleges in Kumaon University is 40 colleges present time. The Kumaon University has established education faculty at Almora Campus whereas in the HNB Garhwal University education faculty is spread over two campuses at Tehri and Srinagar with a distance of 110kms between them. Himgiri Zee University third university running B.Ed. programme in 2003 at Dehradun. Sri Dev Suman university fourth university running self finance B.Ed. programme in 2013 at Chamba New Tehri. The H.N.B. Garhwal University plans to conduct B.Ed. self financed programme at its third campus at Pauri in the session 2008-09 and current session 2014-2015 charging a fee Rs.28, 400=00 + 1000=00 (Cushion money) +2200=00 (Exam Fee). The state government initiated a programme of running B.Ed. self financed programme in the current session in some 17 government colleges controlled by directorate of higher education uttarakhand. The fee structure in the self financed Govt colleges decided by the state government is Rs.28, 400=00 + 1000=00 (Cushion money) +2200=00 (Exam Fee) and the fee structure in the self financed private colleges decided by the state government is Rs.42, 000=00 for state quota i.e. 50% of the total seats, Rs.55, 000=00 for management quota i.e. Teachers appointed under self-financed scheme in government B.Ed. college (Hill area school) will be present time paid Rs.27, 000=00 each while the principal or head of the department will be drawing Rs.38, 000=00 fixed per month and self-financed scheme in government B.Ed. college (Plain area school) will be present time paid Rs.25, 000=00 each while the principal or head of the department will be drawing Rs.35, 000=00 fixed per month. The regular colleges of B.Ed. government and private have nominal fee structure and therefore, attract applicants securing higher merit in the test. All the three universities follow own entrance test. The state universities follow U.G.C. norms in the selection of teachers. The B.Ed. colleges being run under self-financed scheme recruit teachers as per the N.C.T.E. norms. It is obvious that the universities have highly qualified and experienced faculty being paid in accordance with U.G.C. guidelines. Well-trained teachers turnout from these universities most of whom get absorbed in government and private sectors. The teacher student ratio in these departments is 1:10 (now 1:15), but a unit of 100 seats is allotted to each institution. Each extra unit granted to an institution increases the number of B.Ed. students by a hundred. The overall intake in all these institutions, private college, govt. College affiliated H.N.B.G. University and approval by NCTE present time total seats 7030 (330 seat govt/aided in regular colleges, 800 seat in govt. self financed college, 5600 seat private institutions and 200+100 (self finance) seat university. 100 seats (Self finance) of Himgiri Zee University, 1220 seats (Self finance) of Sri Dev Suman University and 4870 (140 seat campus, 140 seat govt. college, 900 seat in govt. self finance and 3690 seat in private college) Kumaon University in the current session 2014-15.

B.Ed. Course

The B.Ed. syllabus prescribed by the H.N.B.G. universities consists of the following two parts : (A) Theory - 600 Marks & (B) Practical Teaching - 200 Marks. The theory papers are (I) Teacher in Emerging Indian Society; (II) Development of Learner and Teaching Learning Process; (III) Development of Educational Systems in India; (IV) Essentials of Educational Technology and Management; (V) School Teaching Subject – I; and (VI) School Teaching Subject – II. These six papers are compulsory and each carries 100 marks. The paper II allots 80 marks for the written examination, 10 marks each assigned for internal assessment and for educational psychology practical, which include psychology tests and experiments. In case of each of the remaining five papers, 10 marks are assigned for internal assessment whereas 90 marks are assigned for final written examination of three hours at the end of the academic session. The evaluation of these papers is internal as well as external. In case of the 7th paper, which is elective one, any one of the following courses would be chosen (i) Library science (ii) Physical education (iii) Environment education (iv) Guidance and counselling, (v) Population education, (vi) Elementary education (vii) Alternative education, (viii) Educational administration management, (ix) Education and mental measurement (x) Teaching of values. Each paper carries 100 marks. Practical or skill in teaching is also evaluated both internally and externally. The external examination is of 150 marks and 50 marks are meant for sessional works, which is distributed as (a) Hand work (b) Scouting and guiding (c) First aid (d) Co-curricular activities (e) Physical education. Minimum pass percentage in each paper in theory is 30% but in aggregate it is 36%. Division and marks in theory, in skill in teaching and in sessional works are calculated and shown separately in the marks card.

IGNOU B.Ed.

INGOU (Indra Gandhi National Open University) also offers B.Ed. course through distance mode. The INGOU regional office is located at Dehradun. The total number of the INGOU study centres in the state are 08, out of which 05 centres are in Garhwal region (Dehradun, Rishikesh, Srinagar, Kotdwara and Gopeshwar) and three other in Kumaon region (Pithoragarh, Almora and Haldwani). The INGOU organizes an entrance test for B.Ed.

course in June or July of every year. INGOU B.Ed. course is meant for the untrained teachers with two years teaching experience and who are working in primary schools as teacher or as Shiksha Mitra and Shiksha Bandhu in remote areas of the state. The duration of the INGOU B.Ed. course is two years. One unit of B.Ed. student comprises of 100 students who are given a contact programme of 12 days Workshop in the month of June every year. The main objective of the programme is to cover the backlog of a large number of untrained teachers working in primary and elementary schools of the state.

SCERT State Council of Educational Research & Training (SCERT)

SCERT Uttarakhand was created under the umbrella of Director General, School Education, Uttarakhand, on January 17, 2002, at the Old Collectorate building, Narendra Nagar in Tehri District. SCERT is envisaged to function as an apex academic body to provide resource support to school education and to navigate teacher-education in the State. SCERT has been officially declared as the Academic Authority of the State.

Education is an important investment in the field of Human resources & this is necessary for development. The desire human resource nature changed according to the social & political change at national and international level. The social need change according to these change in the field of school education. The main mission of the council is to bring qualitative improvement in the field of school Education. To grow into a premier institute of resources, research and training. The aim of the council is to acquaint teachers with innovation brought out in the sphere of school education through continuous training and activity. The major objective of the S.C.E.R.T are :- (1)To produce curricula, syllabi for school education.(2)To produce instructional materials, text books for the use of school education, teachers & teacher educators. (3)To organize training for teachers of school education.(4)To co-ordinate research projects on educational problems (5)To act as an agent of change in school & teacher education.

DIETs

District Institutes of Education and Training (DIET)s were set up as institutes at the district level after the National Policy of Education,1986 in approx.500districts of India for universalisation of elementary education and to improve quality of elementary education. Pre-service teacher education and in-service teacher training are major responsibilities of all DIETs. The Objectives of the DIETs These DIETs have been established as centers of guidance for educational institutes and schools of a district. It also works as a platform for research and experimental work in education. It also organizes programmers to train teachers for new innovations. Purpose of DIET is to conduct different kinds of trainings programmers to improve the quality of basic and secondary education and create a desirable environment within the district in regard to enroll more and more children of school going age and pave the way for retention of those who are admitted in the school and to ensure the high literacy percentage of male and female as whole.

CONCLUSION

Uttarakhand state is producing large number of primary and secondary teachers every year. Even trained teachers are available. Teacher training programmers face inadequate facilities for teacher educators and teacher trainees. Professional preparation of teacher educators and trainee teachers need to be made more relevant and effective. For admission to M.Ed. degree of a university experience in teaching need to be considered as already been recommended by the Higher Education Commission and the Education Commission. M. Phil degree course should be started for bringing excellence in the field of teacher education. The government and university should develop some procedure of regular monitoring of the faculty positions in the self-financed and other regular institutions offering B.Ed. courses. So that the required numbers of eligible teachers is maintained by the institutions. It is a common knowledge that students are fleeced by the self financed B.Ed. institution. Develop an institutional vision strategy and action plan for SCERT and facilitate the same for all DIETs. Facilitate alignment of teacher education perspective across. Focus on professional development of teacher educators in DIETs. Significantly strengthen the SCERT library. Begin research on teacher education.

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