

REQUIRED REFORMS IN TEACHER EDUCATION

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INTRODUCTION

Teaching is a jugglery of words, which need to be practiced through the proper training, acquisition of various skills, competencies and relevant knowledge about the learner and the subject matter in the contemporary world.

It is well known that teachers have an important role in the development of inclusive education system. Highly motivated, qualified, and trained teachers are important factor for ensuring meaning access to education. Teacher education is the process for the development of proficiency and competence of teachers which in turn enable empower them for meeting the requirements and challenges of the profession in present times. Goods dictionary of education explains –“Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.”

Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher education = Teaching skill+ Pedagogical theory+ professional skill.

Clinton stated in his call for Action for American Education in the 21st century that, “Every community should have talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training.

This indicates the importance of preparing good teachers. A good teacher education system is a major requirement of any nation for its progress. Teacher quality is the most important factor of school education.

2. SCENARIO OF TEACHER EDUCATION AND IS DEVELOPMENT IN POST

INDEPENDENCE INDIA.

After independence, several committees, commissions, document and policy papers were prepared time to time and brought into force to review and suggest progress and achievements in every aspect of education, including teacher education. These were-

University Education Commission (1948-49) was the first education commission set up in Independent India. It critically examined the existing courses in teacher training programme and suggested that these courses must be flexible and adaptable to local circumstances. It recommended that teacher education courses should be remodelled, suitable schools to be taken for practical training and more time to be given to school practice, and replaced the term 'teacher training' with 'teacher education'.

Secondary Education Commission (1952-53) suggested that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects. The practical part of teacher training should consist practice in teaching, observation, demonstration and criticism of lessons; it should also include the construction and administration of scholastic tests, organization of supervised study and 'student's societies', conducting library periods and maintenance of cumulative records.

Education Commission 1964-66 (Kothari commission) observed that a sound programme of professional education for teachers was essential for qualitative improvement in education at all levels of teacher education to meet the requirements of the national education system.

National Policy Statement on Education (1968) emphasized that among all the factors which determine the quality of education and its contribution to national development, teacher is

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undoubtedly the most important. Teacher, must therefore, be accorded an honoured place in society, Teacher's emoluments and service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities.

Acharya Ramamurti Committee (1990) observed that an internship model for teacher training should be adopted because "... the internship model is firmly based on the primary value of actual field experience in a realistic situation, of the development of teaching skills by practice over a period of time."

Teacher Education in Different Five Year Plans-

Fourth and Fifth 5 year plans provided correspondence courses to thousands of elementary and secondary teachers as in-service programmes. B.ED. course was started as correspondence mode by Himachal Pradesh University, Jaipur University and several South Indian University with assistance of NCERT. NCERT Regional Colleges were started at Ajmer, Mysore, Bhubaneswar and Bhopal. NCTE Act was passed in 1993 by the Parliament and NCTE was given the responsibility to look after Teacher Education of the country.

The Eleventh plan was a boost for education sector. It focused on-

1. Strengthening Teacher Education by
2. Professional development of teacher through training programmes.
3. Professional development of teacher educators through Refresher Courses and Fellowship programmes.
4. Technology in teacher education.
5. Integrating elementary teacher education with higher education.

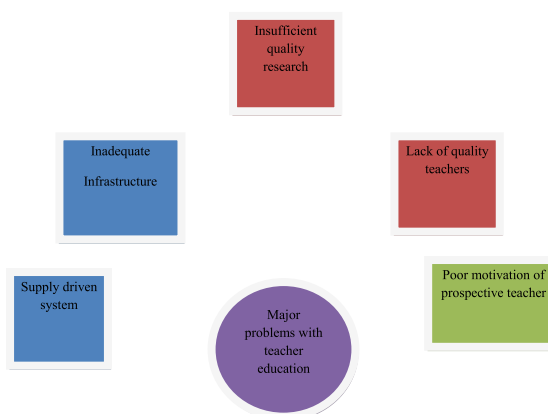
In the Twelfth 5 year plan, the thrust area is to integrate technology in teacher education to promote openness for adaptability to new technology for developing professionalism.

All these efforts resulted a significant growth of teacher education in the nation but during the last two decades it is felt that the global scenario is presenting new challenges of the sector. Some of these challenges are listed below-

3. CHALLENGES OF TEACHER EDUCATION.

Great expansion of teacher education institution during the last decade reflects the teacher education scenario of today. Increase in the no. of schools and enrolment as result of countrywide primary education programmes like Operation Blackboard,

District Primary Education programme Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process. As result, poor quality lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers. Some of the major challenges of the teacher education system in India are shown in the figure.



3.1. Poor Integration of Skills

Certain skills as life skills, techno-pedagogic skills, info-savvy skills, emotional skills, human development skills and spiritual skills need to be integrated in the teacher education programmes. There should be simultaneous focus on the creative thinking, critical thinking, and self and social management skills. The present teacher education system of country fails to integrate these skills within learners.

3.2. Small time period for teacher's training

In India, this period is of one year after the graduation and finally the effective 6 to 7 working months in a session was less than required to develop health attitude, values and multidirectional interest. To overcome this problem, NCTE has extended this period to 2 years from 2015. There are some positive and negative impacts of this step but the final result has to come yet. But controversies are still there. A recent survey (possible rollback) of NCTE by inviting suggestions about the duration. Before the completion of the first batch, is a strange and unexpected step.

3.3. Problem of selection

Selection process for teacher education

programmes includes some defects which result in deterioration of the quality of teachers. A better selection processes and use of appropriate method is needed to improve the quality of prospective teachers and in turn their training, including steps like test of General Knowledge, school subjects, language, intelligence, aptitude, interest and attitude by methods coupled with interview of candidates will be a good move.

3.4. Lack of subject knowledge

The B.Ed. programme does not emphasize the knowledge of the basic subject. It should ensure the development of subject knowledge along with teacher skills without it teaching practice will remain somewhat ineffective with regard to the subject knowledge.

3.5. Inappropriate methods of teaching

In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ITC techniques is poor.

3.6. Incomplete supervision and feedback

The supervision coupled with proper feedback is useful for improving practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing confidence to face the classroom. Guidance for planning lessons, learning to organize contents, and developing other classroom skills are its parts but in reality the lesson plans are checked superficially and no meaningful discussion is made by the subject method masters.

3.7. A mismatch in demand and supply

Teacher education has become supply driven, instead of demand driven. The state education departments have no plans and accurate data for proper management of their institutions. There is a considerable gap between then demand and supply of teachers. This has created the problems of unemployment and underemployment.

3.8. Insufficient co-curricular activities-

In present courses mostly the focus is on completing the syllabus and no place is there for well-planned co-curriculum activities like NCC, NSS, educational visits etc. particularly in private institutions.

4. SOLUTIONS TO OVERCOME THE

CHALLENGES-

4.1. Timely updating of curriculum- Curriculum of teacher education programme should be revised from time to time according to changing needs and latest developments of the society, profession and globalized world.

4.2. proper monitoring of private institution- National Knowledge Commission has suggested that "Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc. and Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level' it is required to stop these types of institutes to become degree producing factories, on the other hand regulate the smooth operating of government and other institutions.

4.3. Faculty training in value education and stress management- Teacher should be trained about stress management and value education so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition and they could educate young minds in the right direction by appropriate values.

4.4. Developing competency of teachers- enough to incorporate the usage of science and technology and ITC in educational activities as well as for effective learning and to apply it in teacher educations institution.

4.5. Encouragement to quality research teacher education

European commission rightly stated that "Developing reflective and critical competences are key objectives for teachers who need to adapt to an evolving curriculum and to changing techniques and social environments.

5. CONCLUSION

Strategies for developing high quality teachers vary from one nation to another. Efforts get boosted when a nation assures entry of talented individuals to teaching profession. Quality teachers are the key factor for sustainable global development and their training, recruitment, retention, status and working condition are among global priorities today. In fact, teachers are the single most influential and powerful force for equity, access and quality in education

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there is a shortage of well-trained teacher worldwide. According to the UNESCO institute for statistics (UIS) to achieve universal primary education by 2030, the demand for teachers is expected to rise to 25.8 million. The 2030 Agenda for sustainable Development entrusts UNESCO to lead and coordinate sustainable development Goal4: Quality education through the Education 2030 Framework for Action. It shows that there are some basic problems with the system which should be taken care of.

6. REFERENCES

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