



## **OPPORTUNITIES, THREATS AND SUGGESTIONS: A REVISION FOR BETTER FUTURE OF TEACHER EDUCATION**

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### **Abstract**

*A paradigm shift is a revolutionary change from one way of thinking to another; a transformation or metamorphosis, rather than an evolutionary process. The paradigm we use and accept is dependent on us believing what we perceive to be true and accurate. Two years B.Ed. M.Ed. courses was also one of the most talked about paradigm shift as rightly said in this quote it is revolutionary change it is in our hand how we use and accept. Now while practicing this paradigm shift we came across many opportunities and threats. We are also finding it difficult in many ways to be true and accurate. Through such conference we are provided with the platform to have revision, discussion on accurate implementation, modifications and solutions for the problems come in the way and also have some resolutions to assure the quality as well as sustainability. Keeping this in view the present article will discuss the background of new curriculum framework of teacher education (Justice Verma Commission report 2013), opportunities, threats and suggestions for better future.*

**Keywords:** *Opportunities, Threats, Suggestions, better future.*



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### **Introduction:**

*“If school teachers are expected to bring about revolution in their approach to teaching----that same revolution must precede and find a place in the college of education”*

*Chattopadhyaya commission (1983-85)*

Reforms in teacher education have been one of the key concerns in the reports of major education commissions on education. The education commission (1964-66) discussed various issues related to teacher education. It recommended professionalization of teacher education, development of integrated programmes, comprehensive colleges of education and internship. The national commission on Teachers (1983-85) recommended five-year integrated courses and internship. The national policy on education (NPE 1986) recommended the overhaul of teacher education to impart it a professional orientation and referred to the same concerns voiced by the earlier committees. Its recommendations led to the launch of the Centrally Sponsored Scheme of Teacher Education incorporating the establishment of District institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in

Education (IASEs). The NPE Review Committee (1990) and the National Advisory Committee on Learning without Burden (1993) have also drawn attention to the need for qualitative reforms of teacher education and suggested various measures.

The early 21<sup>st</sup> century has been a significant shift in public policy and the debate on school education in India after the re-constitution of Central Advisory Board on Education (CBSE 2003); a massive fiscal commitment to funding Universalization of Elementary Education (UEE) introduced in 2004 national budget; a sectorwise attempt to redesign a National Curriculum Framework (NCF 2005) and textbooks by the NCERT; the introduction of the RTE, Act, 2009; and the articulation of radical reforms in the education of teachers, including lengthening the duration of pre-service teacher education and providing professional development, on-site support to teacher practitioners through National Curriculum Framework of Teacher Education (NCFTE, 2009). NCERT is a leading council at the national level, whose main objective is to bring qualitative improvement in school education. Teacher-education is a significant part of this school education programme. Along with many other functions, some of the important functions of NCERT in the area of teacher- education are to prepare the curriculum for teacher education, to revise the teacher-education curriculum in accordance with existing needs, to judge the suitability of some innovative curriculum for teacher education, to judge the suitability and effectiveness of some new teacher-training strategies etc. After a long-term debate and discussion, realizing the insufficiency/ inadequacy of one year B.Ed. programme, two year B.Ed. course is introduced in accordance with NCTE guidelines.

The two-year B.Ed. programme introduced by NCERT in its RIEs has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It intends to bring integrated development of the trainee-teachers touching both cognitive and non- cognitive aspects of their behaviors. It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

### **Recommendations of Justice Verma Commission 2013**

#### **A. Quality of Pre-service Teacher Education**

1. Around 90% of pre-service teacher education institutions are in the non- Government Sector, and most of the States of the Eastern and North-Eastern Region of the country are facing acute shortage of institutional capacity of teacher preparation in relation to the demand. The Commission recommends that the Government should increase its investment for establishing

teacher education institutions (TEIs) and increase the institutional capacity of teacher preparation, especially in the deficit States.

2. Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre-service teacher education programmes, keeping in view the variation in local conditions.

3. Teacher education should be a part of the higher education system. The duration of programme of teacher education needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation of which is long overdue.

4. It is desirable that new teacher education institutions are located in multi and interdisciplinary environment. This will have significant implications for the redesigning of norms and standards of various teacher education courses specified by the NCTE.

5. Current teacher education programmes (TEPs) may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009-10) and other relevant material.

The Supreme Court was of the view that the recommendations of the Commission deserve to be accepted and has requested the Centre and NCTE to file an affidavit in the implementation plan.

### **Major Action Taken**

Work initiated by Academic bodies of Universities to introduce four-year integrated teacher education programmes after high school and two year teacher education programmes after graduation; and to prepare curriculum and other resources that are in line with the recommendations of the NCFTE, 2009. UGC and NCTE Four-year integrated teacher education programmes and two-year teacher education programmes introduced by some universities from the academic session 2015-16 onwards. A Concept Paper outlining a Roadmap or introducing two-year M.Ed. programme in a phased manner prepared. February 2014 NCTE Preparation of curriculum framework for 2-year M.Ed. NCTE Action plans prepared for University Departments of Education to introduce two-year M.Ed. programmes in consultation with UGC and State Government.

### **Opportunities:**

Such reforms in teacher education provide many opportunities for quality enhancement of teacher education they can be discussed as follows:

As rightly said by Prof. Gokak “Teacher teach as they are taught not as they are told to teach”

1. Due to increase in the duration the time constrains can be overcome to some extent
2. There will be ample time for inculcation of teaching skills among participants.
3. There will be ample time to equip teachers with innovative methods and practices
4. Teacher educators will get ample time to use innovative methods, techniques and approaches like cooperative techniques, constructivist approach, differentiated instructions, reflective practices, mastery learning approach etc. for which long duration is needed. Such practices will automatically cascade down in their school practices.
5. More time can be given for hands on experiences through practice lessons, internship programme, field visits, case studies which will assure quality

6. Students of M.Ed. course will get ample time for research work, reading, reviewing, reflecting, data collection and analysis etc. which will equip them with such higher abilities. Thus the list of opportunities will extend over a period of time but this one side of the coin opportunities never comes without threats the threats can be discussed as follows

**Threats:**

1. The duration of the course is ok with integrated course because students will start their career at the age of 18 and have qualifications till the age of 22 or 24. But for general B.Ed. it is a bane because after graduation again two years for B.Ed. and another 2 years for M.Ed. and they may need to complete Post graduation in their respective disciplines too. Thus it is going to be long term career option so less attractive. No of students choosing this career option may decrease.
2. For the colleges who are moderate in quality and transaction of the course or poor in infrastructure and other recourses it will be difficult to run the courses they may close down the colleges due to rigid norms
3. College who will run the course for money making without assuring quality may project the course in a boring and monotonous way
4. Colleges which are struggling for the quality may find short of students coming for the course.

**Suggestions:**

Following suggestion may work to overcome the problems which we all are going to face while implementing and maintaining the quality:

1. There can be degree course after XII<sup>th</sup> providing specialization of primary teacher education, secondary teacher education and higher education at second year of the degree. Foundation programmes at first year.
2. B.Ed. colleges can convert their courses to four year integrated courses
3. Instead of having two years B.Ed. it can be made of 18 months where their will be training for 12 months and apprentice ship for 6 months. Teacher education colleges can have MoU with schools and they can continue the apprentice students in their schools for further service.

This is just an attempt to provide suggestions to overcome the upcoming drawbacks during implementation. Deliberate discussions and resolutions need to be happen to have sustainable programmes.

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