



## **Attitude building, an essential component of teacher Education**

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### **Abstract**

*The teacher's role in the classroom demands knowledge, vision, self motivation and values. With the implementation of Continuous and Comprehensive Evaluation up to secondary level aiming at all round development of students, demands right attitude and service mind from the teachers. While teacher education is the process of making these teachers, its curriculum and training methodologies should have an adequate ingredient of all the above mentioned attributes on demand in modern era. Teachers with right frame of mind and positive attitude are the need of the hour in the current scenario.*

**Key words:** *Attitude , skills, teacher education*

### **Introduction**

The Indian education system had realized the Macaulay's pattern of education in imparting and recollecting the information bits among children which seldom helps the child develops its own personality and values, thus framed the education policy revised keeping in mind the various socio economic and psychological factors of an Indian child. Based on this the National Council

of Educational Research (NCERT) had brought out the National Curricular Framework (NCF) 2005 which in turn made the Central Board of Secondary Education (CBSE) and other boards to come out with Continuous and Comprehensive Evaluation (CCE) to weed out the concept of assessing the child with a single examination in each stage.

As part of implementing the National Policy of Education NCERT and CBSE had brought the concept of CCE in classes with effect from III to X aiming at the development of child's scholastic and co-scholastic areas and in a nut shell aims at the overall development of the child's personality nurturing the inherent talents and helping him/her to achieve the desired interest in the field of education. But still merit certificates are issued for the students achievement in scholastic areas based on the highest grades achieved in all subjects. Upgrading in one or two subjects is enhanced based on the grades secured by the child in its co-scholastic areas. No doubt, the concept aims at zero fear of examinations, to achieve zero failures in each class and assuming the co-scholastic areas of the child is assessed after the same being nurtured. But the billion dollar questions are: Is it not enhancing a mad race for highest grades by the stakeholders of society and maximum number of students achieving 10 out of 10 CGPA by the teaching fraternity and organization in terms of their performance achievement? , Is the student centered approach really adopted in the class room transaction and assessment? Are the skills mentioned in the co-scholastic areas identified and nurtured? Or just assessed and graded? And also those who are assessing the skills have sufficient skills in themselves? There would be endless number of questions which would remain always in the minds of the stake holders of education.

In children, if "talents" are inborn and the "skills" are to be nurtured then, is it not mandatory to concentrate on means and modes of their nurturing as they grow? Or just by assuming that "skills" are too inborn and we need to concentrate on the means and modes of their assessment alone in each stage? Search the "talent" and nurture the "skills" concept has been forced to the sideline by the mindset of implementers who seldom takes effort to understand, accept, adapt and act according to the need of the shift in paradigm in the field of education.

The terms " inclusive education" and "right to education" were realized by the Indian Government considering the psychological impact of isolation from the rest of the group of learners and to minimize the children drop out from schools, respectively. But the implementation of the same to the grass root level has been failing to achieve the desired target. While the 'inclusive education" speaks of including children with special needs to be taught along with the mainstream, the schools still prefer grouping students based on their academic abilities as bright learners, slow learners more decently slow bloomers etc., and devising strategies to drill them to achieve the so called 100% results?!! When the Government thought of detention of children in the primary and secondary level is the main reason for school dropouts. The concept of CCE brought out by the Central board of secondary education throw light on the target of minimum level of learning of children at each stage. Order issued under RTE act says "No child should be detained up to class VIII" and the same is followed by all schools meticulously with sidelining the concept of ensuring the child attains the so called

minimum level of learning required at that particular stage before declaring the child qualified for the next higher class!

If we were to teach a hundred people to reproduce the exact brushstrokes and color compositions as expected by us, and if even we provide them with same quality of paints, brushes, and canvas as the masters, would we really expect each of them to produce a masterpiece? What is missing in this approach is the “vision” of when and where to apply the techniques – the elusive spark that makes an artist unique. All of us should understand the indelible fact that the talent and genius lie in the “mind of the maker”. Reforms in education expend tremendous amounts of time and resources with only marginal returns because they don’t reach to the core of teacher quality. Rather it can also be put up in that way that the vision envisioned by the policy makers, when disseminated to the implementation level crossing through various slabs of administration could have lost its original spirit and could have left us disoriented with the concept of achieving higher grades is the hallmark of achieving quality results. And the quality of teacher education should aim at inculcating values and right attitude among the making teachers to enhance the “vision”.

Cognitively any principles and policies framed in favor of the student community, many people may accept the same. But incorporating the principles into practice depends on implementing stakeholder’s i.e. teacher’s belief, values, attitudes and approach towards its implementation. Unless the mindset of the stake holders in all the educational organizations and institutions supports and do the needful for the demands of change in approach in the student learning and assessment, the Concept will remain highly appreciable but would only churn out less efficient human resources in the long run. Hence more than writing lesson plans and preparing teaching aids attitude building of teacher-students and imparting the life skills in them should be the highest priority of teacher education.

The focus should be of sensitivity and attitude building because in our country still maximum numbers of teachers are ‘teachers by chance’ not ‘by choice’. In the orientation of teacher’s training itself focus should be on the development of the worth of the profession so that the teachers are sensitized and motivated to take the profession as service and not just as means of living. Rather than focusing continuous and comprehensive evaluation, continuous and comprehensive development should be focus of the teacher education so that teachers do not consider their duty over by just assigning the grades. Not only pre service but lot of intensive in-service teachers training programmes is need of the hour. Measure to have a testing at the end of in-service programme and follow-up to see the impact is a must otherwise for working teachers these programmes become teachers’ time out for fun.

If this point of view has been sidelined as a consequence of transition of trends, then is it not mandatory to ensure for the Government/organizations/teaching fraternity’s mindset to keep short this so called transition period ? It is alarming to visualize that by the time we achieve the total transformation of approach, we could have churned out plenty of numbers of students who had to be victims of the experimentation or say so called transition period of implementation of policies in true spirit. We need to revise the teacher –education curriculum to keep it in line with the new policies so that we really can say that we teachers build the future of the nation.

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