

REFORMING TEACHER EDUCATION: AN ANALYTICAL SURVEY OF THE PAST ATTEMPTS

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Abstract: Abstract: Education is the backbone of any nation. The quality of its citizens depends upon the quality of their education; the quality of their education depends upon the quality of their teachers and the quality of the teachers depends upon the quality of teacher educators. Thus, teacher education plays a significant role in the development of any nation. Realizing the importance of teacher education, many attempts have been made in our country to identify the weaknesses in the teacher-education system and to overcome them. Various reforms have been made on the recommendations of different commissions and committees formed for this purpose. This paper gives a brief of the various innovations that have come up in an attempt to make teacher education more relevant and fruitful.

Key Words: Teacher, Education, Education programme, B.Ed.colleges, NCTE.

INTRODUCTION:

Good education is the basic requirement for the process of nation building and the standard of education of a nation is directly connected with the knowledge, skill and education or qualification of the teachers. In the teaching profession, specialization in knowledge and skills is the basic requirement. Teacher training institutes are there to do this task for the society. Keeping in mind the importance of teacher training, many recommendations have been made by various committees/ commissions e.g. Kothari commission, the Chattopadhyay Committee, the National Policy on Education (NPE) 1986/ 92, Acharya Rammurti Committee, Yashpal Committee etc. On the basis of recommendations of these various committees and commissions the Teacher education Policy is developed from time to time.

After independence, to examine the problems and conditions of school education the Secondary Education Commission (1952) was appointed. This commission gave specific suggestions about preparation of teachers e.g. (i) two year training programme for undergraduates (ii) one year training for graduates (iii) to organize refresher courses etc. National Commission on Teachers (1983), after deep study of problems of teacher education recommended mainly at enhancing the period of training and to enrich the theory and practical work. It also suggested making changes in the structure of M. Ed Programme and a Curriculum Framework was issued in 1988 but as NPE (1986) was started before this Framework so it could not be implemented. NPE (1986) included suggestions for pre- service and in-service teacher education. As a result many institutions for teacher training were established in India, e.g. DIETs, the College of Teacher Education (CTEs) and Institutes for Advance Learning in Education) etc.

A statutory body National Council for Teacher Education (NCTE) was established by the Act of Parliament in 1993. NCTE was responsible for maintenance of standards and improving the quality of Teacher Education. NCTE issued a curriculum Framework to improve the quality of teacher Education in 1998. After that, the National Curriculum Framework 2005 and National Curriculum Framework 2009 also emphasized innovations in Teacher Education. Thus, the need of improving teacher education has been felt since long and various attempts at different levels have been made to improve the quality of teacher education in the country.

SOME MAJOR ATTEMPTS AT REFORMING TEACHER EDUCATION:

Many innovations were conducted time to time, to improve the Quality of Teacher Education in India. Some of these are discussed as follows

- To prepare Secondary school teachers in the science and humanities, **Four year integrated programme** was introduced in 1960s in four regional colleges of education of NCERT- Ajmer, Mysore, Bhubaneswar, and Bhopal. The content of this programme includes 60 percent subject knowledge, 20 percent professional education and 20 percent general education of total course.
- **Vedchichi programme of Teacher Education** (Secondary Teacher Education Programme) was started in 1968 at Gandhi Vidyapeeth in Surat Distt.(Gujarat). This programme is based on Gandhian Philosophy. There is self directed learning for the students through the participation in the activities and the principles of self help and self reliance are followed by the students.
- **Hoshangabad Science Teaching Programme** was started by Eklavya Foundation (An Indian NGO based in Bhopal and M.P. working in the field of education) in 1972. Residential training is given to the teachers with the thought that curriculum is final shaped by the teacher through training programme and later through experiences. The development of curriculum is not only the province of subject experts.
- **Personalized Teacher Education-** School of Education, DAVV, Indore started Activity based Teacher Education programme in 1991. This was Zero Lecture Method Programme.
- **The Anweshana Experience- B.Ed (Enrich) Programme** (A Participative Teacher Education Programme) is started by the Department of Education, Banasthali Vidyapith, Rajasthan during the year 1997-98. The aim of this programme was to provide truly participative opportunities to the student teachers and learn in their own way.
- **Two years B.Ed Programme was introduced** in 1999 for the first time in India at Ajmer, Bhopal Bhubaneswar, and Mysore (regional colleges of education of NCERT).
- An **orientation programme** was organized by NCERT during 2007-2008, on the text books developed by NCERT. This programme was conducted through teleconferencing for the teachers of CBSE, Kendriya Vidyalayas and Navodya Vidyalayas.
- **Wholistic Teacher Education** is being strengthening by The Center for Advanced Studies in Education Vadodara since 2008 through research, seminars and publications. Through Wholistic approach research studies on rehabilitation of street children, wholistic science education program and wholistic development through leisure time activities etc are conducted.
- **Tamil Nadu Teachers Education University, Chennai, Tamilnadu** (2008) Tamil Nadu Teachers Education University is established by the Government of Tamil Nadu for Teachers Education to promote excellence in Teacher Education. The main objectives of establishing this University is to provide high quality education and monitor Teachers' Education as approved by National Council for Teacher Education at all levels in the State and to develop research amenities in Teacher Education
- **IGNOU Institute for Professional Competency Advancement of Teachers (IIPCAT)**, 2009- this institution is running with the objective to provide training to the teachers in the North-East region. The multi-media technology is used to provide training to the untrained and in service teachers by using the Open and Distance Learning mode.
- **The Indian Institution of Teacher Education ,Gujrat (Bill 2010)** is a bill in which the institution is established to promote teacher's development of integral personality.
- **[M.Tech. (HRD)] by NITTTR** affiliated to the University of Madras, has been offering a Master of Technology (Human Resource Development) [M.Tech. (HRD)] programme which is four

semester programme. This unique programme in the country is running with the objective for the development of professionals to organize HRD programmes in Technical Institutes like, IITs, NITs, Technical Universities, Manufacturing and Service Sector, Engineering Colleges, IT Sector, Public Sector undertakings, Polytechnics and Recruitment and Consultancy Agencies.

SOME OTHER INNOVATIVE TEACHER EDUCATION PROGRAMMES:

- Master of Educational Technology (Computer Applications) by Shreemati Nathibai Damodar Thackersey Women's University (SNDT), Mumbai
- M.Tech. (Educational Technology) by Kurekshetra University, Kurekshetra
- B.Sc. in Teaching Technology by Sikkim Manipal University
- Four Year Integrated Program of Teacher Education, Kurekshetra University, Kurekshetra (1955)
- B.Ed. (Educational Technology) , AEC Teacher Training College, Pachmadi,MP
- Early Faculty Induction Programme (EFIP) under QIP by AICTE ,NewDelhi
- Induction Training Programme (ITP) under QIP by AICTE,NewDelhi

These and many other attempts at a local level were carried out with a vision to improve the quality of teachers. Many of these programmes have been very successful too, but the utility of their outcomes is still very low. As a result, teacher education is still plagued some very basic problems. The concerns of teacher education described by the NCF (2005) are as follows:

- Knowledge is treated as 'given' in the curriculum and accepted without question by the student teacher or the regular teacher. They never critically examine the textbooks, syllabi, and curriculum.
- Existing programmes do not pay attention on Language proficiency of the teacher that needs to be enhanced.
- There is no link between Theory courses with practical work and ground realities.
- Teacher education programmes follow the evaluation system that is information-oriented, quantitative and lacks comprehensiveness.
- Existing programmes only develop the conceptual and pedagogical aspects. There is no space for development of certain attitudes, dispositions, habits and interests in a teacher.

Also, at the school level the Syllabus is revised from time to time and according to the syllabus new text books and technologies are introduced in the school but on the other hand the teacher education programme remains the same. There are very little changes are made in these programmes. Practice and practical work is the most important task of teacher education programme but practice teaching does not actually find its due place for some reasons or the other. According to NCFTE (2009) "there is a dire need to critically review the secondary teacher education system. The one-year second Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed.colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice." In a limited period of time a vast curriculum and many subjects are taught .i.e. 9 months. (Mangala, 2010). A good number of College of Teacher Educations and IASEs are facing faculty shortage, poor library facilities and spend more time on initial teacher education while research, development and innovative are not in consideration. The capacity of both CTEs and IASEs in performing their mandated roles has more recently come under serious scrutiny (NCTE 2009).

There is a requirement of conducting a quality research and innovations in Teacher Education Research outputs and innovation outcomes need to be properly utilized by the system. The outcomes of the localized attempts should be widely disseminated and should form the bases of re-structuring the teacher

education system in the country. Only then will we be able to improve the quality of our teachers and move towards our goals of nation building at a fast pace.

CONCLUSION:

It can be concluded that many committees, commissions and organizations are working together for the improvement of Teacher Education. On the recommendations of various committees and commissions many measures have been adopted for improving Teacher Education and no doubt many innovations have been conducted from time to time but still Teacher Education is facing many problems. These problems can be removed by conducting quality research and innovations in Teacher Education and properly utilization of research outputs and innovation outcomes by the system.

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