

A Study on Quality Concern in Teacher Education in Present Perspective in India

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Abstract

With the Latest NCTE Regulatory Norms and Standards the duration of teacher training courses i.e. Bachelor of Education (B. Ed.) and Master of Education (M.Ed.) from one year to two years with 50 student teachers in each units. It is immediate storm in the field of education. Develop countries and many Indian education commission and committee like a Radhakrishnan commission 1948-49, Mudaliar commission 1952-53, Kothari commission 1964-66, Chattopadhyaya commission 1985, Yash Pal Committee 1993 and NPE-1986 have not accepted the idea to increase the duration of B. Ed. course from one year to two years, the Government of India may not increase the duration of B.Ed. course from one year to two years, so that a large number of poor students trying to become school teachers can be helped and poor states can be saved from spending more money in funding their government managed teacher education colleges than in utilizing the money for improving access and quality in school education.

Introduction

It is a fact that quality in teacher education programme is deteriorating day by day. With the quantitative expansion of teacher education throughout the country quality has been deteriorating as a result of deviation from aims of teacher education. The aim of teacher education needs to be to develop understanding, interests, attitudes, skills and competencies in future teachers which enables them to foster an all round growth and development of children under their care and to inculcate a spirit of nationalism in achieving ideals of creating a democratic and egalitarian society. Teaching is the core profession and the key agent of change and development in today's knowledge society. Teachers are significant stake holders in any educational system. It is said that teachers affect eternity, nobody can tell where their influence stops. Education today is undergoing diverse changes. Teacher education in India has to change drastically if it has to serve the needs of the emerging 21st century society.

The input in the course is an important factor since it provides the platform for the future teachers to set themselves on the right track. The course should be dynamic enough to meet the challenges of a transforming world community with a new social order.

Period of Training / Course

The teachers "Who builds the nation" are back bone of the country. Need to prepare the school teacher in qualitative approach is a matter of great concern now. That is we can't prepare such quality teacher just within 9-10 month period. Therefore it is essential to increase all the four levels of teacher training (pre-primary, primary, secondary and higher secondary) to two years programme. Longer internship programme facilitate better understanding of the job requirement in the field. Hurrying through a set of theory papers and a brief round of practice in teaching will not provide a solid foundation.

Practical Aspect of Teacher Education

The current teacher education programme is heavily dominated by theory, with less attention paid to the more important practical and functional part of the classroom teaching. Every time a change is incorporated in the teacher education curriculum, unfortunately more theory is added to it without removing the dead wood. Drastic cut in the weight age of theoretical components will give a new face lift to teacher education programme and make it more task and performance oriented.

Curriculum Aspect

Curriculum construction and the manner in which it is transacted go a long way in achieving the goals and objectives of any educational programme, which beyond doubt is a fit instrument of social change. Keeping in mind the rapid development of knowledge worldwide, revision of curriculum needs to keep pace with the same. Undoubtedly various academic bodies put in efforts in this very direction in accordance with the frame work advocated by regulating authorities but it takes an unusually long time for its benefits to percolate down to the user.

Besides this, the observations and experiences of the ones who are transacting the curriculum arguably form the best basis for desirable revision; whereas, in actual practice the significance or weight age given to their views by the decision making bodies is not always appreciable. Such a procedural hierarchy raises doubts about self efficacy among in field teachers and passiveness becomes a by product of highly regulated nature of the system.

Academic programmes

Various academic programmes should be organised for teacher educators and various new schemes and programmes should be implemented unitedly in all the institutions. Professional Ethics of Teachers. In order to arrive at good professional ethic, teachers and teacher educators must be able to distinguish between philosophy of education and philosophy of teacher education. Also the difference between the social and historical framework to the teaching profession. The teacher has to be an example for his students and the society, and therefore the value system he holds should be clear, precise and ethical. he should cultivate 'losing honesty' to be honest not only when he stands to gain by it but also when he has to lose when his conscience knows that he is doing the right thing. He must exemplify the dignity of labour and professional commitment, however tiring the circumstances may be.

Working Condition

The working conditions of the teacher are the key factor to determine quality. The class size should not be too large. A class with moderate pupils helps the teachers to ensure effectiveness of the knowledge transacted and acquisition of the knowledge by the students. The size of the class should be selected on such a way that teaching becomes economically efficient and academically effective. The traditional system of teaching over burdens the teacher with lot of responsibilities and more teaching periods suffers the quality of teaching. Teacher should not be over burdened with too many periods. Apart from this, the second leadership, the availability of the support staff, reforms of teacher compensation are also some of the factors which influence the teacher quality.

In Service Education of Teacher

There is no second opinion about the need and importance of planning and organizing in-service education program to seek quality in education. This component has not been given the due weight age and importance in many developing and underdeveloped nations. Unless the teachers in-service are updated with knowledge and skills required to be functional, the quality of education will be deeply affected.

The Challenges before the Teachers

The educational system that is influenced by many factors often posed large number of challenges before the teachers. No teacher can service in this dynamic profession without equipping him with a variety of skills and qualities that improve his knowledge ability and quality. A good teacher has to take into account the most likely challenges and changes in his field of study and work accordingly to meet the situation. He has to train himself, adapt to new skills and even accept new challenges of life, like: The teachers will have to understand the role and importance of new technology, especially audio-visual medium, computers and information technology. A large number of innovations are being made in the field of education technology, and they have changed the entire concept of learning. Teachers will have to play different role, than the traditional information dissemination role model. A teacher has major challenge about selecting the vocational occupational and career oriented group of subject, depending upon the socio-psychological set up of their students. The quality of our education has suffered most because of our distorted perception of educational priorities. These should be a plan for implementing quality education, which should provide with set guidelines, which govern the implementing process. Those who dedicated themselves for the implementation of the new system should be experts who are conversant with modern practices on teacher education with a full understanding of the rationale under flying the suggested restructuring. The quality plan to be implemented should have the flexibility to accommodate change and should reflect the immediate educational environment.

Two Years Duration of B.Ed. Course

With the Latest NCTE Regulatory Norms and Standards - the duration of teacher training courses i.e. Bachelor of Education (B. Ed.) and Master of Education (M.Ed.) - from one year to two years with 50 student teachers in each unit. It is immediate storm in the field of education. The offspring Now, the moot question is – Is it wise for the nation to part with the funds allocated for pre-school and elementary education.

It is perhaps high time that the nation gives due attention to the specific suggestion of two most significant policy commission of post independent India, namely the Kothari Commission (1964-66) and the Chattopadhyaya Commission (Report of the Education Commission on Teachers I 1983-85) and Yash Pal Committee Report (Learning Without Burden; Report of the National Advisory Committee Appointed by the MHRD-1993) not to increase the duration of Bachelor of Education Course from one year to two years.

Report of the University Education Commission (Radhakrishnan Commission-1948-49 p,185) in their suggestions for improving quality of one year B.Ed./B.T. course, stated that:We consider that in a year's course not less than

twelve weeks should be spent by the students in supervised school practice. This does not mean that the supervisor should be present throughout the twelve weeks. Far from it, the student can only find his feet when he is left, from time to time, to his own unaided efforts Report of the Secondary Education Commission (Mudaliar Commission-1952-53 p, 141) stated that: We suggest that the period of training may be increased to minimum of 180 days eliminating the number of unnecessary holidays. Within this period, it should be possible for the students to have practical training in schools and to have the theoretical training in the subjects concerned and some training in a few of the co-curricular activities.

Report of National Education Commission (Kothari Commission-1964-66 p,120) stated that at the secondary stage, where the duration of the course is only one year, it has been suggested that it should be increased to two year, to do justice to the existing heavy courses and to incorporate the proposed subject- matter courses. From a financial and practical point of view this does not seem feasible. However, it is possible to make better of the existing duration by extending the working days in the academic year from the existing level of 180-190 days to 230 days. Academic years of such lengths have been adopted in some secondary training institutions with very good results; and we recommend that the reform should be extended to all institutions without delay.

The National Curriculum Framework of Teacher Education (NCERT p, 72) stated that Teacher Education Programme for the Secondary Stage: Duration: One Year (or 2 Sem. Or 3 trimesters) with 200 effective working days. Report of The National Advisory Committee Appointed by the Ministry of Human Resource Development (Yash pal 1993) stated that the duration of the programme should either be one year after graduation or three-four years after higher secondary.

Duration of B.Ed. course at Abroad

Developed nations like UK, Australia, New Zealand, China-Hong Kong, Singapore etc. have one year initial teacher training courses, similar to our one year B.Ed. course, for their graduate. The Wikipedia (2015) stated that: —The Postgraduate Diploma in Education (PGDE) also known as a Graduate Diploma of Education (GradDipEd), is a one-year postgraduate course in above mention Countries for existing bachelor's degree holders leading to become a qualified teacher. The qualification is normally taught at a university or other higher education institution, though much of the course time is spent on placement in local schools. For example, in the Hong Kong programmes, most school will have lesson time for about 20 weeks, and another 14 weeks (usually taken in 6 weeks for the first semester and 8 weeks for the second semester) for placements.

Two Years B.Ed. Course held in RIE

However, in the absence of Norms and Standards for Two Year B.Ed. courses, in the academic session 1999-2000, the NCERT instituted Two year B.Ed. courses in its 4 Regional Institute of Education located at Ajmer (Rajasthan), Bhopal (Madhya Pradesh), Bhubneswar (Odisha) and Mysore (Karnataka). Although 14 years passed, none of four State Karnataka, MP, Odisha, and Rajasthan took notice of the advantage of this two year B.Ed. courses and introduced these courses in their own IASEs, and CTEs and other government colleges. This Two year Course also did not draw attention of other State Governments. NCERT Regional Institute did not have problems in having students for these courses due to the reason that there were scholarships for SC, ST students and also for certain percentage of general category students and the fee charged for others was very nominal in comparison to fees charged in one year B.Ed. courses run by State Government colleges or private training colleges. It is interesting to note that although more than a decade has passed, there is no separate scale of pay for products of Two Year B.Ed. Courses and these graduate have the same scale of pay as admissible for graduates of one year B.Ed. courses. There was hue and cry over 4 year Degree course of University of Delhi, but there was no such complaint against NCERT for exploiting people and wasting national resources by having Two year B.Ed. courses. There is no research evidence that products of NCERT run two year B.Ed. courses are better than the products of one year B.Ed. courses run in non NCERT institutions.

There have been four years courses of NCERT which are running since more than half a century. These courses have not been implemented in the State Government colleges of the States of Karnataka, MP, Odisha and Rajasthan, where these courses are offered by RIE of NCERT. A student after passing higher secondary takes four year integrated BA/BSc. & B.Ed. courses to complete 4 year course. Such a higher secondary education passed students takes four years to complete a degree and then one year to complete B.Ed. Hence, these two courses have been traditionally treated as equivalent. Many universities of Gujarat like Saurashtra university, Gujarat Uni. etc and IITE-Gandhinagar tried to started four years integrated courses but students not show much interest in Integrated B.Ed. course. So how can show interest get admission in Two Years course? It is irony of justice that proposal for Two year B.Ed. course does not include proposal to extend duration of integrated BA/BSc. & B.Ed. courses from Four years to Five years.

Many committees and Central government document have stated that the first degree in teacher education should not

be delivered through correspondence education. Acharya Rammurti(1990) stated that — The first degree in teacher education should not be given through correspondence education! Yashpal committee (1993) stated that —Pre-service teacher has to be a rigorous, being a professional course, has to be a rigorous, thorough and intensive programme. Therefore, B.Ed. degree courses by correspondence are de-recognized. After establishment of NCTE as a regulatory body, UGC, NCTE and DEC decided that the distance education courses be only meant for in-service teachers and while duration of face to face mode B.Ed. shall be one year, duration of distance mode B.Ed. shall be Two years. The plan to increase duration of face to face mode B.Ed. to two years does not mention that duration of distance mode B.Ed. shall be FOUR years.

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