

Q. Explain concept of Teacher Education and discuss the objectives of Teacher Education as given by NCF 2009

Introduction:

A Teacher is the custodian of the heritage of mankind and the exclusive appropriator of new knowledge. In case of India, with the highest age group of individuals under 35 years of age (as of 2011 statistics), traditional teaching techniques are still very much in use. The greatest problem in Indian Education system is disproportionate Teacher Student Ratio which promotes rote learning and lacks application.

According to the Government of India estimates while 82 per cent of the 20 crore children of the 5-14 age group were in school as per enrolment, nearly 50 per cent of these children drop out before completing class VIII. In order that every child is included into the education process the Right of Children to Free and Compulsory Education Act was passed in 2002. To envision this Act into reality, India needs 10,00,000 new teachers to be trained every year for the next 15 years, such that every Indian child receives basic education by 2030.

The story of disproportion continues in case of ratio of Teacher Educators : Student Teachers. So the quality of Teacher Education in India too has been ineffective, due to lack of correspondence between social demand for education and proper manpower planning. Thus our nation is facing two important challenges with respect to education, Teacher shortage and an urgent need for improvement in Teacher Education Programmes focused on accountability and quality.

Definition of Teacher Education:

As per the National Council of Teacher Education Act, 1993, term Teacher education means:- 'Programmes of education, research or training for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes non- formal education, part-time education, adult education and corresponding education'.

Teacher Education Programme aims at development of teacher as an instrument of social change. Specific teacher education programmes are necessary for different stages of school education. The emphasis of each program is quality improvement in school education. Teacher Education in India is available in the following forms:-

- ECE- Early Child Education is a pre-service teacher training program which trains for teaching age groups 2 to 6 years (1 year course)
- D.Ed- Diploma in Education is a pre-service teacher training program developing skills for teaching children from Std I to Std VIII (2 years post XII)
- B.Ed- Bachelor in Education is a pre-service teacher training program developing skills for teaching children from Std V to Std XII (1 year program after graduation)
- B.Sc/ B.A/B.Ed- four year integrated program
- B.Ed through corresponding (2 year program through distance learning mode)
- M.Ed- Master in Education/ M.A in Education for pre-service teacher training program developing skills for teacher education. (1 year program, provides skills to teach in D.Ed and B. Ed colleges)

A quality Teacher Education program will adhere to the following Principles:-

Principle One: Conceptual Understanding of Core Knowledge

Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different principles. For secondary students, this means developing rich expertise within their chosen discipline.

This set of skills is demonstrated respectively by the ability to:

- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students' conceptual frameworks.
- Interact with learners, providing accurate and in-depth information.
- Improve learners' communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.

Principle Two: Reflective Practice

Definition: The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and contexts from multiple perspectives.

Ability to:

- Explain the principles that guide the teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning and generating plans designed to support student learning.
- Entertain multiple perspectives.
- Self-assess with / from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners' development and knowledge.
- Use assessment processes appropriate to learning outcomes.
- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Principle Three: Teaching for Understanding

Definition: The ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.

- Set clear goals for learning experiences.
- Establish suitable classroom routines.
- Create a collaborative, supportive social environment.
- Help learners articulate their ideas and thinking processes.
- Use multiple strategies that engage students in active learning.
- Encourage learners to see, questions, and interpret ideas for themselves and their own learning.

Principle Four: Passion for Learning

Definition: The ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students' habits of continual, purposeful learning.

- Synthesize and teach complex concepts and networks of knowledge.
- Recognize and support learners' intellectual, social, and personal growth.
- Support learners with special needs.
- Integrate the disciplines to create meaningful curriculum.
- Give learners opportunities to solve community problems and make authentic choices.
- Seek help from other professionals when needed.

Principle Five: Understanding School in Context of Society and Culture

Definition: The ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities.

- Act as a change agent.
- Communicate in ways that demonstrate a sensitivity to a broad range of diversity.
- Mediate when learners need help to resolve problems or change attitudes.
- Collaborate with parents, teacher, administrators, and other community members
- Challenge negative attitudes.

Principle Six: Professionalism

Definition: The ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.

- Articulate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice in the classroom.
- Stay current in terms of research on teaching and new developments in the disciplines.
- Participate in professional organizations and resource networks beyond the school.
- Dialogue with colleagues about issues that are complex and difficult.
- Initiate activities such as teacher research, study groups, coaching, and so on to
- Improve the teaching and learning of a school community.
- Operate on democratic principles.

The objectives of Teacher Education as given by NCF 2009:-

Intro:

The teacher must be equipped not only to teach but also to understand the students and the community of parents so that children are regular in schools and learn. The Right to Education Act mandates that the teacher should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, assess students, hold parent's meetings and apprise them and as part of the school management committee, organise the overall running of the school.

These areas are particularly significant to the professional development of teachers at all stages, both in their initial and in-service training.

The objectives of Teacher Education as given by NCF 2009 are listed below:

1.To enable the implementation of Inclusive Education:

- Teachers fail to include the children with disabilities of different kinds and learning difficulties. Neither does the teacher understand their needs nor what s/he can do to make learning possible for them. The Persons with Disabilities (PWD) (Equal Opportunities, Protection and Full Participation) Act, 1996 provides for free and compulsory education up to the age of 18 years for all children with disabilities. To enable the implementation of this Act, teacher education institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education.
- Inclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. There is a dire need to equip teachers to overcome their biases in this regard and to develop professional capacities to address these challenges. The education of socially and economically disadvantaged groups, especially the SCs/STs and minorities has remained a primary national concern of education for several years. Though the literacy percentage among the SCs and STs has increased

manifold, it is still much lower than the general category students. Teachers will have to be equipped if social deprivation has to be overcome through education and Constitutional goals of social justice are to be achieved.

- To create an integrated school setting, providing equal opportunities to children with special abilities, varied social backgrounds and diverse learning needs.

2. To develop Perspectives for Equitable and Sustainable Development within teacher trainees in order that they in turn develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, the perspectives that develop values for peace, respect the rights of all, and respect and value work.

- To educate on the need to change the consumption patterns and the way they look at natural resources.
- To promote values of peace based on equal respect of self and others.

3. To understand Role of Community Knowledge in Education: Inclusion of locally relevant content in the curriculum as well as pedagogy.

- To develop the capacity of teachers in identifying entry points in the curriculum and textual materials which call for contextualization and development of appropriate teaching-learning sequences and episodes based on the identified local specifics. These specifics may include community knowledge about technology, local occupations both farm and non-farm, local folk culture including songs, festivals, fairs and games. As teachers develop curriculum materials and learning experiences, informed by the perspectives enunciated above (gender, peace, sustainable development), they will also learn, through actual participation, the skills to identify and process the specifics for the purposes of meaningful curriculum transaction.

4. To integrate ICT in Schools and e-learning:

- With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. It has become more of a fashion statement to have computers or multimedia in schools, the result being that in spite of its potential to make learning liberating, its implementation is often not more than cosmetic.
- It is also often touted as a panacea for shortage of teachers. These are detrimental to the learning of the child. Teacher education needs to orient and sensitize the teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers.

5. To infuse Professionalization of Teacher Education

- **Teaching** is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives.
- Teachers are concerned, in an important way, with the total development of human beings – physical, intellectual, emotional, social, moral and spiritual. While the dimensions of

teaching other than the informational and cognitive may have suffered neglect in modern times due to a variety of factors, one cannot deny that they constitute an integral part of the teachers' role and functions. The implication of this is to give due emphasis to developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching.

6. To Prepare Teacher Educators.

- Teacher education, it may be seen, is a reflective undertaking that also issues forth in pedagogical prescriptions for carrying out teaching at the ground level. Being a meta-activity, it deals in showing how things are done at school and classroom levels, explaining the 'reason why' of things and the basic theory and principles behind classroom practices. These call for capacities and understanding of a different kind, in addition to the skills required for actual school teaching. The NCF 2005 position paper on teacher education elaborated this point and referred to the need to focus on pedagogies appropriate for adult learners for the preparation of teachers. (The weakest aspect, perhaps, of teacher education is the absence of professional preparation of teacher educators)

7. To facilitate Research and Innovation

- There is a need to increase research documents on educational practices reflectively and analytically – whether it is of programmes or of individual classrooms – so that these can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research.
- Curriculum innovation at the institutional level gets restricted to its transaction within the institution. At the state level, there is a trend of applying standard solutions and common strategies to many a problem of teacher education. The central admission procedure, common curriculum, centralized examination and evaluation system have stifled institutional initiatives in admission, curriculum design and evaluation and very little space is left for institutional self-expression.
- There is a need to facilitate a space for such innovations to take place so that the policy can draw from them. In spite of these constraining conditions, there are and have been a number of initiatives that could be drawn from. A case in point is the four- year integrated Bachelor of Elementary Education (B.El. Ed.) programme for the preparation of elementary school teachers offered by select affiliated colleges of the University of Delhi. NCERT's experiments with the four- year integrated programme leading to the degree of B. Sc. Ed., two-year B. Ed. programme and integrated M.Sc. Ed. are other examples.
- Similar innovations are also being tried out in other institutions across the country. Several initiatives for providing academic support to in-service teachers include the setting up of resource centres. Programmes and activities of such centres include organization of workshops, provision of research fellowships and study sessions.

8. To support Open and Distance Learning (ODL) in Teacher Education

- Open Education as a concept, coupled with modalities associated with Distance Education, does not stand as an exclusive transactional modality. There are several aspects of ODL

which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps, desirable.

- A modular approach to the development of teacher education curriculum along with a focus on independent study and on-line offering involving interactive modes of learning and the consequent modification in the approaches to assessment and evaluation has indeed a potential to make education reach the unreached.
- It is recognized that ODL can be strategically employed in continuing professional development of teachers, particularly with a view to overcoming the barriers of physical distance, especially making use of independent study material, on-line support and two-way audio-video communication. Of particular relevance are those elements of ODL which involve independent study.
- However, the primacy of direct human engagement and actual social interaction among student teachers as the core process of initial teacher preparation needs to be emphasized. ODL, as a strategy, can be a powerful instrument for providing continued professional support to the teacher practitioner.

9. To promote Education of Teachers in Health and Physical Education

- Health, physical education and yoga constitute an important part of the core curriculum at the primary, secondary and senior secondary school levels. The area needs to be considered in the framework of the overall development of the child and the adolescent – physical, social, emotional and mental. The aim of health and physical education is not just to attain physical health but also sound psycho-social development. The subject covers personal health, physical and psycho-social development, movement concepts and motor skills, relationships with significant others and healthy communities and environments.
- The interdisciplinary nature of the area requires integration and cross-curriculum planning with other subjects and curricular areas.
- The major components of the school health programme – medical care, hygienic school environment, school lunch, health and physical education and emotional health – must be an integral part of health and physical education.

10. To promote Education of Teachers for Vocational Stream

- Vocationalization of education has remained an important concern for our educational system, the success of which is determined by the quality of teachers and the modality of their professional training. Programmes leading to teacher preparation in major areas of vocational education covered under technology, agriculture, commerce, home science, fine arts, etc
- The implementation of vocational teacher preparation would require serious thinking on the part of the institutions which may have to be identified to provide the needed quality instructional inputs in different vocational areas.
- A design will have to be worked out in consultation with professional institutions dealing with engineering and technology, agriculture, health and paramedical, and Technical Teacher Training Institutes (TTTIs) to undertake the responsibility not only of designing but also offering such courses, based on the pedagogy of vocational education. This would entail a separate exercise outside this Framework.

11. To develop a comprehensive Vision of Teacher and Teacher Education

- To enable teacher trainee to be creators of knowledge as thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop.
- To help teacher trainee view themselves as mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners.
- To prepare teacher trainee to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
- To change teacher- trainees' view of learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods to personal experiences and knowledge generation as a continuously evolving process of reflective learning.
- To broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teacher trainees to connect school knowledge with community knowledge and life outside the school.
- To help teacher trainee to appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- To empower teacher trainees re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

Conclusion:

Thus the objectives of Teacher Education by NCF 2009 are multi-dimensional providing due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.