



DOES MODERN CURRICULUM OF TEACHER EDUCATION BENEFICIAL FOR SC AND ST STUDENTS IN ODISHA?

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ABSTRACT:

It is a well-known fact that teachers have a key role to play in the development of an integrated education system. Highly motivated, qualified and trained teachers are very much needed to ensure insightful and useful learning of education. As per NCFTE "The second and more insidious pattern of exclusion is the social exclusion 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." Teacher education is a process for developing the skills and competencies of teachers that will enable them to meet the needs and challenges of the profession at an every stage. This paper study the teaching methods and problems associated with the modern curriculum of teacher education for Scheduled Caste and Scheduled Tribe students and highlight their unique issues, that may require various policy responses.

KEYWORDS:

SCHEDULED CASTES (SCS), SCHEDULED TRIBES (STS), TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, TEACHING METHODS.

1. INTRODUCTION:

The Scheduled Castes (SCs) and Scheduled Tribes (STs) are among the most socially and educationally underprivileged groups in India. The Scheduled Castes and Scheduled Tribes have different histories of social and economic oppression and the underlying causes of their educational marginalization are also conspicuously different. Some educational institutions provide the educational facilities to these underprivileged children taking this as one of their moral responsibility. This becomes a challenging task for a teacher to manage and make every different group of students to understand the concepts. Teachers from institutions that play an important role in bringing about this change are teachers of having qualitative thinking in the field of secondary teacher education as stated by NCTE (1998), which is the most important component of any educational program. It is the teacher who is primarily responsible for implementing the educational process at any stage. The importance of skilled teachers in the school system of the country cannot be overstated in any way. The National Curriculum Framework 2005, NCTE regulations 2009 and NCTEF (2010) have demanded and expectation on teachers, which need to be addressed by both early and continuing teacher education. However, the comparison of

educational outcomes between Scheduled Castes and Scheduled Tribes provides a general picture that the government has tried to address through a common policy directive.

The state Odisha is one of the most important among eastern region states has experience no less exception. In the recent past, the government (state and central) has placed special emphasis on education through the Sarva Shiksha Abhiyan (SSA) and the Teacher Qualification Examination (OTET, CTET, OSSET, OPSC, NET, SSB. etc.). Despite these efforts, the quality of education in Odisha is declining rapidly and the enrolment rate of students in School education is not as effective. The modern education system in Odisha was also introduced during the British period. The British government, with the help of some locals, has taken steps to improve education in Odisha.

1.1 TEACHER EDUCATION INSTITUTIONS DETAILS:

Two-year D El. Ed. and B.Ed, courses in DIETs, BIETs, Government Elementary Teacher Education Institutions (ETEIs), Government Elementary Teacher Education Institutions (SC & ST Development) and Non Government Aided Secondary Training School managed by Minority Community of the State.

Sl.No.	Total Intake	State	BIET	Telugu	Santali - Olchiki	Urdu	Christian	Kandhamal	Self Financing
1	6450	5750	400	50	50	125	25	50	-

2	850	200							650
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*1 Diploma in Elementary Education Institution

*2 Bachelor in Education Institution

Sl. No.	Institute Type	1	2
1	ST & SC DEVELOPMENT DEPARTMENT	50	50
2	B.ED	100	-

*1 Diploma in Elementary Education Institution

*2 Bachelor in Education Institution

In the above two table show the scenario of teacher education of Odisha. The teacher education of Odisha simultaneously gives the importance of all the section of society.

2. TEACHER EDUCATION:

This is a well known fact that the quality and quantity of student achievement are largely influenced by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education - the education, research and training of individuals for teaching to the primary, higher education level. Teacher education is a program that involves the development of teaching skills and competencies that will enable and empower teachers to meet the needs of the profession and face the challenges involved.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills will include the provision of training and practice in a variety of techniques, approaches and skills that will help teachers plan and provide instruction, provide appropriate reinforcement and effective assessment. This includes effective classroom management skills, preparation and use of instructional materials, and communication skills.

The pedagogical theory includes philosophical, sociological, and psychological considerations that can be a solid basis for practicing the skills of teaching by teacher in the classroom. The thesis is phase specific and based on needs and requirements that are essential in that stage.

Professional skills and techniques include strategies and methods that will help teachers to grow in the profession and also work towards the growth of the profession. These include soft skills, counseling skills, interpersonal skills, computer skills, information recovery and management skills, and above all lifelong learning skills. A combination of teaching skills, educational theories and professional skills will help create the right knowledge, attitude and skills among teachers, thus promoting overall development.

2.1 NEED OF TEACHER EDUCATION:

Teacher education programs provide the opportunity to gain experience which is very important to help you become a better teacher. You can complete an alternative path to a license to become a teacher, but you should think about the importance of teacher education. Teacher

education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classrooms, schools and wider community.

2.2 TEACHER EDUCATION AT VARIOUS LEVELS OF EDUCATION:

Primary, secondary, higher secondary and higher level teacher education reaches teachers at all levels. The needs and requirements of students and educators vary at every level. Therefore, it is necessary to prepare specific teachers at the specified level. Teacher education also helps in developing the skills of teachers in vocational institutions. Teachers in professional institutions have only the theories and practical knowledge of their own subjects. They need expert teacher training input to deal with students entering their careers. Teacher education also extends to special education and physical education. So where there are teachers, there will be teachers. The knowledge base is well- rounded by experts and diversified at various stages, to develop effective processes for preparing incoming teachers for assignments, which one teacher is expected to demonstrate at each stage.

2.3 CHANGING CONTEXT OF TEACHER EDUCATION IN INDIA:

The well-established tradition of teaching and learning in India has maintained its inherent strength even in adverse circumstances. The post-independence period was described by major efforts to nurture and transform teacher education. The teacher preparation system has come under considerable pressure due to the expansion and growth of school education through efforts to make primary education universal. In 1946, during the independence from Britain, a foreign model of teacher training was adopted to make the teaching curriculum more adaptable and up- to-date, making it more context-sensitive, responsive and dynamic. Meeting the specific needs of India The current system of teacher education is supported by a network of national, provincial and district-level resource institutions that work to improve the quality and effectiveness of pre- service teacher preparation programs and to serve the entire teacher.

2.4 IMPACT OF NATIONAL POLICIES:

India has made considerable progress in school education

since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education-The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and The National Curriculum Framework for school education, 2005. The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore children in the 6-14 age group till class 8. The Act mandates a schedule for the functioning of schools which includes a teacher-student ratio of 1:30 till a student population of 200 students at the primary stage. This would increase the demand for qualified elementary school teachers many times. The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years. The launch of the massive Sarva Shiksha Abhiyan in 2002 and the recent financial commitment and education to augment the Universal Elementary Education mission have underscored the need to adequately prepare teachers to address the growing demand for quality education.

2.5 CHANGING ROLE OF THE TEACHER:

The current system of schooling creates a huge burden on children. Educators opine that the use of knowledge as given to it, the burden exists outside the learner and is included in the textbook. Knowledge is a continuous process of learning that depends on reflective teaching. NCF 2005, a learner needs to be a facilitator of children's learning in which the child helps build his or her knowledge. Education is not a technical activity of information dissemination, and teachers are not distributors of information. Teachers have to take on the role of more important intermediary agents, through which the curriculum is handled.

2.6 CHALLENGES IN TEACHER EDUCATION:

The invisible expansion of teacher education institutions and programs over the past few years describes today's teacher education scene. Demand for this specialty has grown significantly as a result of the recent increase in enrollment in schools and the launch of the Pan-Indian Primary Education Development Program, such as Operation Blackboard, District Primary Education Program, Sarva Sikh Campaign and Primary Education Universalization. In addition, the need for pre-service teacher certificates to back up and train teachers who have been trained in the system has put pressure on existing institutional capacity. Much more than the supply of demand, the number of teacher education institutions in most parts of the country has inexorably increased market power.

Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and

structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level and that the duration and rigour of programmes should be appropriately enhanced.

2.7 RESEARCH AND INNOVATION:

There is a need to increase research that documents practices reflectively and analytically- whether it is of programs or of individual classrooms – so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. In addition there is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of impetus has been given to research. Many teacher educators are encouraged to take up either major or minor research projects.

2.8 INCLUSIVE EDUCATION:

There are two types of expulsions in schools; one is the exclusion of differently able children and the second is the social exclusion of children from socially and economically disadvantaged backgrounds. In this case, it is a matter of urgency to educate teachers in order to overcome their prejudices and to manage these challenges in a positive way. The Personnel Disability Act (PWD) of 2005 provides free and compulsory education to all children with disabilities up to the age of 18 years. Education for socially and economically disadvantaged groups, especially SCs, STs, and minorities, has long been a primary national concern. Girls 'enrollment and retention, and their participation, are also lagging behind boys'. Teachers need to be specially decorated to overcome social inequality through education.

2.9 PERSPECTIVES FOR EQUITABLE AND SUSTAINABLE DEVELOPMENT:

For the development of future citizens, who promote equal and sustainable development and respect for all sections of society, it is essential that they be taught through gender equality, the development of values for peace, respect for the rights of all, and so on. In the current environmental crisis, where work and respect are encouraged by highly commercial and competitive lifestyles, children need to be educated to look at their behavior patterns and natural resources. There is also violence and polarization between both children and between them, which is caused by the pressure in society. Education plays an important role in promoting the values of peace based on the same respect for oneself and others. NCF 2005 and the subsequent development of the syllabus and materials are also trying to do so.

2.10 ROLE OF COMMUNITY KNOWLEDGE IN EDUCATION:

With the development of ideas among children, it is important for the application of school knowledge in real life that it is related to the knowledge of the formal

knowledge community. NCF encourages local content to be included in the 2005 curriculum.

2.11 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. Teacher education has been structured to orient and sensitize the teacher to distinguish between developmentally appropriate and detrimental uses of ICT. It needs to also equip teachers with competence to use ICT for their own professional development. In view of the above discussion the newly visualized Teacher education program as put forth by NCERT is as follows;

2.12 NEWLY VISUALIZED TEACHER EDUCATION PROGRAM:

Emphasizes learning as a self-learning participatory process taking place in social context of learner's as well as wider social context of the community to nation as a whole. Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education. Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences and views the teacher as a facilitator, supporting, encouraging learner's learning.

Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction.

Emphasizes that appraisal in such an educative process will be continuous, will be self-appraisal, will be peer appraisal, will be done by teacher educators, and formal type too.

3. PROBLEMS OF TEACHER EDUCATION AND CURRICULUM:

3.1 POOR INTEGRATION OF SKILLS:

Certain skills as life skills, techno-pedagogic skills, info-savvy skills, emotional skills, human developmental skills and spiritual skills need to be integrated in the teacher education programmes. There should be simultaneous focus on the creative thinking, critical thinking, self and social management skills. The present teacher education system of country fails to integrate these skills within learners.

3.2 SMALL TIME PERIOD FOR TEACHER'S TRAINING

In India, this period is of one year after the graduation and finally the effective 6 to 7 working months in a session was less than required to develop healthy attitude, values and multidirectional interest. To overcome this problem, NCTE has extended this period to 2 years from 2015. There are some positive and negative impacts of this step but the final result has to

come yet. But controversies are still there. A recent survey

(possible rollback) of NCTE by inviting suggestions about the duration, before the completion of the first batch, is a strange and unexpected step.

3.3 PROBLEM OF SELECTION

Selection process for teacher education programmes includes some defects that results in deterioration of the quality of teachers. A better selection processes and use of appropriate method is needed to improve the quality of prospective teachers and in turn their training. Including steps like test of General Knowledge, school subjects, language, intelligence, aptitude, interest and attitude by suitable methods coupled with interview of candidates will be a good move.

3.4 INCOMPLETE COMPETENCY DEVELOPMENT OF TEACHERS

The present training programme does not provide proper opportunities for pupil teachers to develop their competency as these training programmes are not well concerned with the existing problems of schools. So a close link between the routine work of a school teacher and the programme of teacher training college is a must. The recommendation of increasing the internship period of school is a good step in the direction.

3.5 IMPROPER AND INADEQUATE PRACTICE TEACHING

Generally practice teaching is not taken seriously and professionally by pupil teachers, especially in many private teacher training institutes and there is a lack of sense of duty, and they remain irresponsible, aimless, and indifferent to children, which are hurdles in the development of pedagogical skills.

3.6 LACK OF SUBJECT KNOWLEDGE

The B.Ed. programme does not emphasize the knowledge of the basic subject. It should ensure the development of subject knowledge along with teaching skills. Without it the teaching practice will remain somewhat ineffective with regard to the subject knowledge.

3.7 INAPPROPRIATE METHODS OF TEACHING

In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor.

3.8 INCOMPLETE SUPERVISION AND FEEDBACK

The supervision coupled with proper feedback is useful for improving practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing confidence to face the classroom. Guidance for planning lessons, learning to organize contents, and developing other classroom skills are its parts but in reality the lesson plans are checked superficially and no meaningful discussion is made by the subject method masters.

3.9 INADEQUATE EMPIRICAL RESEARCH

In India, educational research conducted is not of

satisfactory quality and not at par with global standards. This is a weaker link in the chain of effectiveness of teacher education.

3.10 INADEQUATE PROFESSIONAL DEVELOPMENT AND INFRASTRUCTURAL FACILITIES

Most of the programmes are facing lack of professional and necessary infrastructure. This results in unsatisfactory professional achievements. In India, several teacher education institutions are operated in rented buildings without proper facilities and without an experimental school, library, computers and other ICT equipments which are necessary for operation a good teacher education department. There are no separate hostel facilities for student. Particularly some of the institutes and extension campuses, regional centers of some universities, established during 11th plan, are facing difficulty of materials, infrastructure, equipments and teachers.

3.11 POOR MOTIVATION AND ACADEMIC BACKGROUND OF PUPIL TEACHERS

Most of candidates joining the teaching profession do not come here by choice; instead they come here by chance, when there is no other option. They do not have the requisite level of motivation and an academic background for the noble profession of teaching.

3.12 A MISMATCH IN DEMAND AND SUPPLY

Teacher education has become supply driven, instead of demand driven. The state education departments have no plans and accurate data for proper management of their institutions. There is a considerable gap between the demand and supply of teachers. This has created the problems of unemployment and underemployment.

3.13 POOR BUDGET ALLOCATION-

Less budgetary allocation is a main reason which in turn makes suffer the institutions for equipments, facilities, arrangement of co-curricular activities and sometime contractual appointment of the staff shortage. It directly affects the quality of outcome.

3.14 LACK OF FEEDBACK SYSTEM-

A perfect feedback system from institutions, staff, faculty and stakeholders regarding courses and implementation is required at every stage of change and planning. Recently 2 year curriculum of B. Ed. is started by NCTE countrywide, which was recommended time and again in various policy papers and reports. Surprisingly even before completion of the first batch and outcome of results, NCTE has invited suggestions about the duration of course as 1 year or 2 year, which may be a probable rollback. A good planning coupled with proper feedback is required for these types of steps.

3.15 INSUFFICIENT CO-CURRICULAR ACTIVITIES-

In present courses mostly the focus is on completing the syllabus and no place is there for well planned co curricular activities like NCC, NSS, educational visits etc.,

particularly in private institutions.

4. PROBLEMS RELATE TO SC & ST STUDENTS:

4.1 LANGUAGE DISPARITIES:

Odisha is a rich multilingual, multicultural society creates a complex challenge to the Government as it attempts to address the educational needs of its tribal communities. Although access to schools has increased and enrolment rates are improving, the dropout rates are still alarmingly high and achievement levels are low compared to their non- tribal counterparts. One of the reasons for this is that education is conducted in a language they do not understand using an unfamiliar cultural context. As their educational performance is largely unsatisfactory, the primary causes behind low educational achievements are explored. It is found that the educational processes largely disregard the socio-cultural characteristics and linguistic skills that tribal students bring to the classroom. Specifically, tribal children experience serious language difficulties during the initial years of schooling. The practice of using the dominant state language, Odia, as the sole/dominant medium of instruction in all ashram schools, rather than the children's mother tongue, appears to leave young learners illiterate in their mother tongue and also fosters low achievement levels in the dominant language.

4.2 REGIONAL DISPARITIES:

That in order to enhance enrolment in the KBK region parental motivation is very significant. Further, government has to take special measures like opening of more schools in remote areas, appointment of more female and ST teachers, provision of special incentive scheme for girls etc. Western Odisha has experienced hardships as the most backward region in the state of Odisha in all domains. The discrimination in terms of infrastructure, poverty reduction, literacy, education and health in this region by the successive governments of Odisha, establishment of institutions like Western Odisha Development Council (WODC) with its headquarters at Bhubaneswar with a small fraction of budget, less representation of people in decision-making bodies create a feeling of neglect and deprivation.

4.3 DISCRIMINATION BASED ON CASTES:

Caste being a curse to the Indian society and the state Odisha is no exception to this. Historically the major section of Indian communities, largely the lower caste groups (SCs, STs and OBCs) are denied education and being exploited physically and mentally for thousands of years. The upper caste who enjoy and benefitted from this grievous caste system still even after adoption of new constitution wanted their status quo to maintain. Therefore discrimination based on caste is still visible and practiced in teacher education programme.

4.4 COMMUNICATION GAP:

Compared to any other communities in India the communication gap is more in the case of SCs/STs communities due to their social and economic

backwardness. Mostly they live in rural area and their parents are daily wage laborers and bonded laborers who had no education. Thereby they have a big communication gap with teachers.

4.5 EDUCATIONAL DISPARITIES:

The SCs and STs Children being the first generation learner has no educational environment in their houses. They lack motivation and inspiration due to social and economic condition. This creates disparities between them and their classmates from other communities.

5. CONCLUSION:

In this paper conclude that the teacher education programs is needed to see the attitudes and messages being taught to new and service teachers; Student teachers and their backgrounds should be explored to identify their views on the groups, and especially the Scheduled Castes and Scheduled Tribes; Teachers' organizations should be consulted to examine their views on Scheduled Castes and Scheduled Tribes education; In addition, their social backgrounds and attitudes should be monitored along with the teaching process and research should be carried out to identify factors influencing progressive attitudes among teachers. Primary education plays an important role in teacher education, especially as teacher education identifies the beginning of a new entrant in its calling and is more likely to be a teacher with the right motivation, knowledge, skills and attitude. Through its initial and ongoing professional development program, the teacher education system is expected to ensure adequate supply of qualified teachers to run the country's schools. One might say, the basic trend of teacher education is its impact on the learner and indirectly the quality of teacher performance on major social changes. Teacher quality is the work of many factors: teacher status, remuneration

and conditions of work, teacher academic and vocational education.

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