



REFORMS IN THE FIELD OF TEACHER EDUCATION

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ABSTRACT:

Knowledge enables an individual to think to analyze and to understand the existing situation and the interlink ages and externalities of each action. The well – established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. It empowers an individual's to form his or her own opinion to act and transfer conditions to lead to a better quality of life.

Teaching is a versatile field that required a at all times the right identification of development in the society. Kothari commission (1964-66) remarks –“The destiny of India is being shaped in its classroom” but the quality of education is greatly determined by the quality of teachers and teacher education programmes. The Indian education system improvement is required at many levels from Primary schools to Higher education and research institutions of national excellence.

Effective teachers and educators possess a well-grouped knowledge of the content areas that are central to their teaching. The rapid changes in our world required students to be flexible.

There is a critical need to bring quality in teacher education. In new way of life specific to knowledge and learning based society .I order to create a world class knowledge society. Every one of us has to be knowledge worker.

The conclusion that the importance of creating knowledge based society through teacher education programmes for making India a powerful country.

KEYWORDS:

EDUCATION, TEACHER EDUCATION, KNOWLEDGE, QUALITY.

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INTRODUCTION

Reorientation of teacher education is essential for the whole society into face the challenges of the 21st century. This includes intellectual independence of individual creation and advancement of constructive knowledge, qualified experts and specialists, without whom no nation could progress economically, socially, culturally or politically. The importance of powerful teaching is increasingly important in contemporary society. Standards for learning are now higher than they have ever been before, as citizens and workers need greater knowledge and skill to survive and succeed. What obtains now in the majority of our teaching colleges and training institutions are woefully inadequate in the context of changing needs of India today. Learning, teaching, identifying educational goals, and thinking are all complicated concepts interwoven in a complex web. There are three dimensions of education like development of knowledge, training of mental abilities, and development of character. On account of rapid changes in technology, continuous updating of

knowledge is necessary for teacher educators. Advances in multimedia applications are going to add a new dimension in teacher education programme. The World Wide Web (www) is becoming more interactive and multi-dimensional, incorporating multimedia presentations. In ancient days, India was a knowledge force. India has exportable quality of knowledge & now heads the developing world in knowledge database, and even developed nations like USA is looking towards us for their software requirements. So, we have everything to make India a knowledge super power. The technologies for gaining, sharing and applying knowledge are changing rapidly. At present knowledge tends to grow at an exponential rate in the world. There is an urgent need for focusing on exploiting knowledge for our future prosperity and well being & our development. The field of secondary teacher education is innovative in nature. Thus it is seen that teacher education in this century is in for radical changes, unless the society is willing to be indifferent

about quality and relevance, the nature of secondary teacher education has to change from the present status. For exploiting the opportunities in the knowledge-based society, an excellent system of teacher education is essential.

CONTEMPORARY TEACHER EDUCATION

The National Council of Teacher Education (NCTE) has developed the National Curriculum Framework of Teacher Education, which was come out in March 2009. This Framework was prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009. It was necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. When we look at tomorrow's world, tomorrow's career building and tomorrow's huge potential of interpersonal relationships, the power of knowledge is useful many times. The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers. Therefore NCTE formulated the (Recognition Norms and Procedure) Regulations, 2014 of national policy for higher education for B.Ed, course duration as two years in India. The NCTE assisted to improve the quality of teacher education in terms of modern curriculum. This programme is comprised of three broad inter-related curricular areas—perspectives in education, curriculum and pedagogic studies and Engagement with the Field. In our country teacher education is production oriented rather than consumer oriented. If we see the quality in teacher, we always see following major aspect must develop in the teacher. It means a teacher has some things like classroom management skill, mastery over the content, classroom transaction and mastery over the different method of teaching. But most of the teachers are failing in the class, why it is so? Why students are forced to learn the concept with rote memorization? Hence it is the time need to change in the teacher education system. Teacher education as it exists in the country today, if not adapted to the demands of changing needs, it would be impossible to shape our educational system in the desired direction of knowledge. There is a big gap between professed teaching behaviours in teacher education courses and actual teaching behaviours in the classrooms. The main evils and problems that affect secondary teacher education programme today are following:

1. Dearth of high-quality alternative routes to teaching,
2. Irrelevant and outdated curriculum
3. Mushroom growth of ill-equipped, ill-provided and inadequately staffed colleges,
4. Poor quality of teaching and generally poor performance by teachers,
5. Lack of well-designed programme,
6. Negative attitude towards research work,

7. Poor facilities of library, laboratories etc.
8. Lengthy admission procedure,
9. Traditional techniques of teaching,
10. Lack of work culture and new approaches,

In order to these evils and problems, our education system is demanding a revolution

In the process and content of teacher education programmes.

MEASURES FOR CREATING SKILLED AND KNOWLEDGE BASED PROGRAMMES IN TEACHER EDUCATION

In this century, all educators play a significant role in shaping the lives and careers of their students. There are various problems prevailing in the field of secondary teacher education. The institutions of secondary teacher education have a great opportunity and responsibility to design their educational system leading to a knowledge society. There are some points to implement for developing knowledge based teacher education system. The following main points are given below:

1. Construction of multimedia-based curriculum of TE- The curriculum of teacher education should relevant in the context of changing patterns in society and technology. There is a great need of Construction of multimedia-based curriculum of teacher education. Teachers need to develop the skills and knowledge to thoughtfully integrate content, pedagogy and technologies in their teaching. To be effective in the 21st century, teachers and students must be able to create, evaluate, and effectively utilize information, media, and technology.

2. Teacher's In-Depth Content Knowledge- In present situation, there is a special need to teachers to master two types of knowledge: first is content, also known as "deep" knowledge of the subject itself, and second is knowledge of the curricular development. To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps and relate one idea to another. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.

3. To adopt work culture- It is said that work is worship. An organization or a nation that has work culture can become powerful in every field of knowledge and skill. So, we should be active and adopt work culture for making India knowledge super power. The knowledge development should be based on cultural knowledge and should stress student effort over whatever interests the child already happens to have.

3. To increase research activities- At present, appropriate research activities are not being done by secondary teacher education institutions. It is expected from a teacher educator that he will continuously up-date his knowledge and skills. He should never be satisfied with status quo. There should be continuous efforts to match

the teaching styles and learning styles of the students. Teacher education institutions should provide facilities to teachers and also motivate them for research.

4. To organise co-curricular activities- Teacher education institutions should organise co-curricular activities such as seminars, conferences, workshops etc. for new knowledge of new millennium. They must be well aware of the modern strategies, tactics and techniques of teaching and should be capable of using them to the best of their knowledge to make the teaching learning process more effective.

5. Use of communication and information network- Network of communication and information links all colleges of education, departments and universities to each other to build such bridges. Teachers and teacher educators, like other professionals, must embrace the changes to be effective in their jobs and one ongoing change is the use of Information Communication Technologies (ICTs) for lifelong learning. The network can make us powerful and up-dated in the field of knowledge and new approaches. University Grants Commission has undertaken a massive project of connecting all the universities.

6. Well-designed programme- There must be a need of standard, up-dated & need based curriculum and Teacher education institutions should reflect the dynamics of the professional area through well-designed programme. Many of the problems and inefficiency can be minimised through well-designed programme. Today's teachers must make tough decisions about how to spend their classroom time. Clear alignment of educational objectives with local, state, and national standards is a necessity. Adequate provision should be made for imparting new knowledge and skills of teaching & class management.

7. Mastery of content- Teachers are the sculptors of the future society. In the era of knowledge explosion a teacher or teacher educator cannot be the master of every subject. But mastery of content should pave the way for teachers to develop inter-disciplinary knowledge. Teachers must not be saturated in mastery of contents. Teachers' mastery of content should serve to pave the way for what is universal what is befitting to the immediate needs of social development.

8. Minimum requirements of training programme- The minimum requirements of any training programme is that it should enable the trainee to acquire the basic skills and competencies of a good teacher such as the capacity to manage a class with pupils of varying abilities; to communicate ideas logically and with clarity, to use the technology available, to make teaching effective; to organize educational experience outside classroom and to learn to work with the community and help the students to do so.

9. Pedagogical knowledge- Pedagogical knowledge refers to the knowledge about science of teaching. But teacher's quest about resolving day to day teaching-learning problems i.e. actual needs, should not be satisfied by the

existing level of pedagogical knowledge. Learning is not attained by chance; it must be sought for with ardour and attended to with diligence. Every teacher preparation programme curriculum must align with core standards for students. Teacher-educators must go for a new break through and for a closer merger of theory and practice.

10. Skill development- There is widespread consensus, however, that our education systems are failing to adequately prepare all students with the essential 21st century knowledge and skills necessary to succeed in life, career and citizenship. Today as never before, meeting our society's challenges demands educational excellence. Reinvigorating the economy, achieving energy independence with alternative technologies and green jobs, and strengthening our health care system require a skilled populace that is ready for the critical challenges we face. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

CONCLUSION

Education is, indeed, a process of human enlightenment and empowerment. Globalization has changed the way most people live, work and study in the 21st century. For several years now, education leaders have pursued 21st century knowledge and skills initiatives. This is an exciting and challenging time for teacher educators. The nature of teaching is changing. In an effort to transform themselves into exemplary educator preparation institutions, many programs are becoming more enterprising, recognizing new opportunities and making changes required to respond to the needs of 21st century learners. Today, the nation that has a hold over knowledge is accepted as a nation with bright future. Teachers must realize their role and a great responsibility that has been entrusted in their hands in producing good citizens with great democratic values. Development of the knowledge based society is dependent on the creation of knowledge, on its spreading via education and on its dissemination via communication and on its involvement in technological innovation. So far teacher education is concerned, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components. In order to create a world-class knowledge society, every one of us has to be knowledge worker and for this, secondary teacher education institutions can play an important role in conservation, preservation and extension of knowledge. So, there is a great need to make strong to teacher education for creating skilled and knowledge based work force in the 21st century.

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