

Unit – 2: Current Issues in Teacher Education

Financial Problem, Curriculum, Method of Teaching and Evaluation System

Introduction

The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.

Since 1973, the National Council for Teacher Education (NCTE) was an advisory body for the Central and State Governments on all matters pertaining to teacher education, within the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). With the passing of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) the National Council for Teacher Education (NCTE) started its journey as a statutory body on 17th August, 1995 to develop planned and synchronized development of the quality teacher education system throughout the country and to control and sustain appropriately the norms and standards in the teacher education system. Before the advent of the Regulations 2014, there were three (2005, 2007, and 2009) consecutive regulations framed by the NCTE and each regulations vary from the previous one.

National Curriculum Framework for School Education Framed by the NCERT

- 1) The Curriculum for the Ten-Year School-A Framework, 1975
- 2) National Curriculum Framework for Elementary and Secondary Education, 1988
- 3) National Curriculum Framework for School Education, 2000
- 4) National Curriculum Framework, 2005

Teacher Education Curriculum Framework for Teacher Education Framed by NCERT (1 &2) & NCTE (3 & 4)

- 1) Teacher Education Curriculum – A Framework, 1978
- 2) National Curriculum for Teacher Education–A Framework, 1988
- 3) Curriculum Frame work For Quality Teacher Education 1998
- 4) NCFTE- Towards Preparing Professional and Humane Teachers 2009

NCTE Regulations for Teacher Education

(Total Teacher Education Current Programmes in India: 17)

- 1) NCTE (Recognition Norms & Procedure) Regulations, 2005
- 2) NCTE (Recognition Norms & Procedure) Regulations, 2007
- 3) NCTE (Recognition Norms & Procedure) Regulations, 2009
- 4) NCTE (Recognition Norms & Procedure) Regulations, 2014
- 5) NCTE (Recognition, Norms and Procedure) **Amendment** Regulations, 2018

1. Curriculum in Teacher Education – A Current Issue

The curriculum frameworks for teacher education published by the both NCERT and NCTE in 1978, 1988, 1998 and 2009 have played an important role in the development of teacher education in India. The latest framework – ‘National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher’ elaborates the context, concerns and vision highlight that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well.

Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the Framework.

The curriculum of teacher education is broadly dealt with three broad curricular areas:

- **Theory Courses (Foundations of Education / Perspectives in Education)**
- **Curriculum & Pedagogic Studies), and**
- **Engagement with the Field.**

The foundations of education include learner studies, contemporary studies, and educational studies. **Curriculum and pedagogy deal with** curriculum studies, pedagogic studies and assessment and evaluation studies. **The school internship** is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools.

Syllabi and course outlines, based on the NCTE curriculum, 2009, spells out objectives, distribution of courses, weightages and other such aspects, to facilitate the implementation process of the provisions contained in the Framework. But if we go through the curriculum, we will find that there are mismatches between the subjects and pedagogy in most of the teacher education programmes.

The teacher educators at any programme (D. El. Ed., B. Ed., M. Ed. etc) need to be well-resourced with the newly incorporated subjects like inclusive school, understanding ICT, Yoga and Physical Education etc. Otherwise, the vision of the curriculum will not be

achieved. The trainee-teachers will also suffer. The curriculum has not put emphasis on inclusive pedagogy.

Suggestions

- A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education and with other developments that have taken place in relation to school education.
- Life skills, techno-pedagogic skills need to be integrated in the curriculum of teacher education
- The present century teachers ought to be highly skilled in management of stress and emotions. So, this area needs to be incorporated in the curriculum of teacher education.
- A nation-wide review of teacher education curriculum in the light of the school curriculum needs to be undertaken.
- The distribution of course content in both theoretical knowledge and pedagogic subjects should be well-balanced.

2. Financial Problem

Financial problem is a major concern in preparing good professional teachers in India.

- The most of the teacher education institutions are still run by the private sectors. Such institutions are mainly to depend on the fees collected from the students-teachers. Mushrooming of private B.Ed. colleges without satisfying the NCTE norms throughout the academic session across India have further deteriorated the quality of teacher education.
- The most of the teacher education institutions run by the both central government and state suffer shortage of teacher educators due to irregular recruitment of teacher educators.
- Most of the institutions lacks infrastructural facilities such well-equipped library, ICT arrangements, language-lab, psycho-lab etc

Suggestions:

- The Central as well as state Governments should create adequate provisions of funds for increasing the number of teacher education institutions at all levels. Investment in education is a prime responsibility of each State in democratic and socialist set up.
- Financial assistance should be given for establishing and running at least one experimental school in each teacher education institute for organizing practice teaching.
- Adequate fund and regular basis allocation should be made under the Centrally Sponsored Schemes of Teacher Education (CSSTE).
- Practice teaching needs to be organized with due care under the peer observation, teacher observation and faculty observations of practice lessons. For successful practice teaching, shortage of faculty is a matter of concern.

- Lastly, the NCTE should make provisions for granting financial assistance for organizing workshop, seminars and conferences and research projects. Otherwise, the concern expressed in the University Education Commission (1948-49) Report “People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession” will remain in the future ahead.

3. Evaluation System

- The most critical aspect of the teacher education curriculums is its transaction. Teaching is a profession and teacher education a process of professional preparation of teachers. It calls for systematic evaluation of all facets of the professional training – knowledge and understanding of educational theory, practical field skills and competencies related to learning and teaching and professional attitudes and values.
- At present there are total 17 teacher education programmes in India recognized by the NCTE. Most of the programmes involve ‘Engagement with Field / Practicum’. As most of the fieldworks involve variety of observations and guidance so it is difficult on the part of the internal and external evaluators to check the authenticity of these observations and field works.
- Practice teaching needs to be organized with due care under the peer observation, teacher observation and faculty observations of practice lessons. For better evaluation practice teaching, shortage of faculty is a matter of concern.
- A glaring weakness of existing teacher education programmes is the restricted scope of evaluation of student teachers and its excessively quantitative nature.
 - 1) It is confined to measurement of mainly cognitive learning;
 - 2) Skill measurement is limited to a specified number of lessons.
 - 3) Other professional capacities, attitudes and values remain outside the purview of evaluation.
 - 4) Further, evaluation is not continuous as it should be;

Suggestions

- The teacher education process is characterized by a wide range and variety of curricular inputs spread over the entire duration of training according to a thought out sequence. These need to be evaluated at appropriate stages and feedback given to the trainees.
- Evaluation in teacher education needs to be objective while giving value to subjective understanding of the developing teacher.
- It also needs to be comprehensive so as to cover the entire gamut of conceptual, pedagogical dimensions as well as attitudes, dispositions, habits and capacities in a teacher incorporating both the quantitative and qualitative dimensions of growth.
- Evaluation should cover engagement with learners in their contexts; school curriculum and textbooks; process of learning and knowledge; psychological and

professional development; understanding of institutional arrangements, policy perspective, pedagogy and curriculum.

- The demonstration school should be attached with the institution, so that practice-teaching can be better organized. Lesson Plans under practice teaching need to be planned in standardised formats

4. Methods of Teaching

- Methods of teaching largely matter for achieving the desirable outcomes of the teacher education programmes. It is necessary that teachers who teach and manage the classroom are sensitized and made aware of the philosophy of inclusive education and oriented to the different kinds of adjustments that schools have to make in terms of infrastructure, curriculum, teaching methods and other school practices to relate teaching to the needs of all learners. Teachers are not oriented towards Inclusive pedagogy in diverse classrooms.
- Engagement with teaching methods such as concept formation, enquiry-based teaching, problem solving, discovery and activity-based learning.
- Transform existing practices towards more learner-friendly methods and methods suited to strengthening conceptual learning and understanding rather than rote learning.
- NCTE or other agency of teacher education should publish teachers' guide books or resource books or Toolkits on curriculum frameworks, Internship, Practicum, lesson plans, modules and training materials on teacher education etc.
- Recently, 'creating an inclusive school' has been incorporated in the teacher education programme, so inclusive pedagogy should be nurtured more and more among the teacher-educators so that the pupil teachers will be able to cope up with the diverse needs of the learners in inclusive set up in future.

*From
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