



RECOMMENDATION AND SUGGESTIONS FOR TEACHER EDUCATION PROGRAMME

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Abstract

Three of the 13 themes discussed in the MHRD document have a close bearing on issues with regard to reform in the sector of teacher education. These are concern about learning outcomes; reforming the school examination system and revamping teacher education. Low learning outcomes are evidently the single most important concern for policy makers. The paper elaborates on these issues alongwith sure recommendation for teacher education.

Keywords: Recommendation, Suggestion, Teacher Education, Education, Teacher

Concerns under the theme of *revamping teacher education* include a focus on issues of teacher motivation, competence and accountability; the acute shortage of teachers and the wide prevalence of teacher vacancy across several states. Questions posed related to the need to understand why teacher-training programmes have failed to bring about improvement in the quality of teaching-learning processes and the need for evolving measures of teacher performance assessments. Specifically the questions are: 1. Why have teacher-training programmes failed to bring about improvements in the quality of teaching-learning process? 2. What are the workable solutions towards this? 3. Are teacher performance assessments necessary to build a culture of teacher accountability? 4. Should promotion among teachers be contingent on their performance? 5. Should there be mandatory yearly in-service training for teachers?

Some questions also relate to the issue of filling up teacher vacancies and evolving computerized methods for teacher transfers. It is nevertheless clear that the focus is on creating systemic methods of accountability driven by the belief that this would ensure quality improvement in processes of teaching and learning.

Even through the first section begins with the acknowledgement that children's learning outcomes are significantly linked to the quality of teaching-learning process children experience and how this is deeply related to how teachers are trained and supported, it is evident that the kind of questions posed in the following sections belies this understanding.

Duration of pre-service teacher education programme is a critical issue in a teacher education. The NCTE implemented two years teaching programme but, it is fail and most of the students are not ready to join this programme.

Two years teacher education programme for B.Ed. and two years programme for M.Ed. spoil four years of teacher trainees and for this reason they are hesitate for teacher education $10+2+3$ (graduation) + 2 (PG) + 2 (B.Ed.) + 2 (M.Ed.) = 21 years of duration of study which is very lengthy as compare to other professional courses like medical and engineering. In medical $10+2+4.5 = 16.5$ years of duration for to be a M.B.B.S. and for Engineering $10+2+4 = 16$ years of duration for to be a B.E. (Engineering) and as compare to M.B.B.S. and B.E. what will be the probable salary of teachers? It is very less and that make him frustrated

and hesitate for entering for teacher educator programme.

Not only the students but their parents and guardians are also worried about the lengthy duration of 4 years teacher educators programme.

In the present scenario, we have observed that almost in all the states number of the students in B.Ed. and M.Ed. are decreasing and many B.Ed. and M.Ed. colleges are closed and shut down due to this reason. There are so many post graduate departments in state universities of all over India lacking of M.Ed. students admission due to two years programme. In our Gujarat, state most of all the university have not enough students in M.Ed. course and some of the department have zero number of students. This is very serious thing for teacher education. So we have to think about the span of the course.

Although Justice Verma Commission recommended the duration of teaching hours but not the span of the training programme so, it is critical that the process of redesign of teacher education programme in line with new norms, which are fusible and practical. So, the teacher education programme should be not more than three semester; first and second semester inclusive training in training institution and practice in school and third semester is completely for internship with school. The theory part should be not more than 20% and practical part should be less than 80% should be included in the training programme. So, we can prepare strengthen teacher for the schools. After the completion of Internship, the University awarded the degree of B.Ed. at the end of third semester.

M.Ed. is the dominant post-graduate programme in education offered by Indian universities. M.Ed. graduates are employed by the Boards of School Education, Directorates and Inspectorates of Education, schools, SCERTs, teacher training college and as teacher educators. The assumption seems to be that the omnibus M.Ed. can create a professional capable of contributing meaningfully to the varied role.

Although M.Ed. is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities is simply an extension of the B.Ed. seriously lacking in inputs focused on the preparation of teacher educators, secondary or elementary.

In India, overall number of teachers has increased by 58 to 72 percent from 2001 to 2015. However, number of the



teachers in increased by 99% during the same time period in which primary teachers increase 24% where as upper primary and secondary school teachers increased by 155% and 83% respectively.

Estimated vacant post in the primary schools for head master is 38% for upper primary school 56% and for secondary school, it is 69% and vacant posts for assistant teachers in primary schools it is 20%, upper primary school 49% and secondary school 59%. These data shows that need of the teachers gradually increased and at the present scenario, students are avoiding the teacher education course. So, after 10 years there may be serious crises for teachers in all states of India. So we have to think about the teacher educator programme and the time duration of the programme.

For strengthen teacher M.Ed. is to be compulsory for all who want to be a teacher. Only the B.Ed. training is not sufficient for teachers. So, in all state and in all teaching field like; primary teachers, secondary teachers, higher secondary teachers, teacher educators, college teachers and technical teachers. The B.ED. & M.Ed. programme should be compulsory. In some European countries like Finland, Netherland, Malaysia, Thailand, Singapore and some states of the U.S.A. has compulsion of B.Ed. + M.Ed. to be a teacher in any field.

It is important to look at the *specialization profile required for teacher educators* especially in view of the fact that a variety of foundational and school subject disciplines are required to be represented. Data reveals that most teacher educators who have obtained a high first division in M.Ed. have typically obtained less than 55 percent in a M.A./M.Sc./M.Com., programme and therefore are not eligible to take the NET examination in the parent discipline. Thus all teacher educators are recruited on the basis of clearing the NET (or state equivalent) examination in education. This is a structural problem that disallows the entry of talented faculty with specialization in social sciences, sciences, languages and mathematics at the master's level, thus leaving a vacuum in specific school subject specializations.

Duration of the M.Ed. two years is not necessary and not acceptable to the peoples and society. So, it need one year two semester programme with maximum 200 working days with a six hours duration of work and there should be internship programme for three months at the end of the M.Ed. programme. After the completion of Internship, the University awarded the degree of M.Ed.

The M.Ed. programme should be specialize in different areas in such as teacher education, curriculum planning, evolution, counseling, sociology and philosophy of education, psychological testing, data analysis and interpretation, advance educational research methodology, educational administration and planning, finance and education. Apart from addressing the immediate needs of preparing teachers. Universities need to be encouraged to offer post-graduate studies in education with an orientation for interdisciplinary study of educational practice and a sound

grounding in the relevant subject- example a deep understanding of science for science educators and language for language educators, techno educators etc.

This necessarily means that in addition to revamping the existing M.Ed. programme, we need to create multilateral entry points for the study of educational studies as a pursuit in higher education. Permit graduates from various courses apart from B.Ed. to seek admission into M.Ed.; broad-base the profile of teacher educators by including persons who have knowledge of the foundational disciplines of teacher education, such as psychology, philosophy, social sciences without necessarily having a M.Ed. degree for to be a college teacher.

Recommendation For The Teacher Education: There should be common entrance test (like NEET) after graduation for entry of teacher education programme. The need base teacher education programme should be arrange state wise. So, the placement should be 100% after training. Framework of teacher education should be integrated with B.Ed. and M.Ed. course with having 5 to 6 semesters. Skill based and quality based teacher training programme with 20% of theory and 80% of practical work should be introduce with the span of one year and separate time for the internship programme. All the teachers should be have compulsion B.Ed. and M.Ed. to be a teacher in all teaching field like; primary teachers, secondary teachers, higher secondary teachers, teacher educators, college teachers etc. (In some European countries like Finland, Netherland, Malaysia, Thailand, Singapore and some states of the U.S.A. has compulsion of B.Ed. + M.Ed. to be a teacher in any field.) In-House training colleges should be introduce to get the quality of the teacher. (German model) There should be 100% placement at the end of teacher training programme. There should be a need for monitoring body for teacher education at University level, state level and national level. The coordination of teacher education with universities and council and UGC. Mind setup of the students to enter the teacher education should have aptitude of teaching. Assurance of placement of job in teacher education and the handsome salary should be provided by the government or private sector. To design a framework for integrated course of B.Ed. and M.Ed. for the accreditation of teacher education institute having 4 to 5 semesters. The monitoring setup in the teacher education must be covered with only the educationists who are experience with this B.Ed. and M.Ed. course. So the professors and faculties attach with the University departments should have assign the duty of monitoring the teacher education in all level. To encourage the research by Indian scholars on teacher education in other countries which are link with India. To promote the research studies and project works for the international teacher education programme. To construct short term orientation programme regarding the research methodology to improve the quality of research work for teacher education. To provide an institution space and continuity for teacher education. 18. To established the norms for academic account ability on all the institute of teacher education.