

TEACHER EDUCATION IN 21ST CENTURY: A REFLECTION

Rural Development

Dr. Suman Lata

Principal, Delhi Institute Of Rural Development, Delhi – 110036

ABSTRACT

Teaching is the only profession where everyone has to come for the whole life – sometimes as a kid, an adolescent, a mature student and after that as a parent to repeat the whole process for their children. People think it is very easy profession but the reality is totally deferent. Only some of people who start their career as a teacher and wants to continue this profession, others get rid of it. All of us know the hardships of teaching profession and the challenges faced by teachers. In the present article the authors has tried to describe few of the challenges that our teachers community is going through and a reflection on teaching profession and teacher education. One of the critical challenge of the twenty first century is to address issues of value-based education in curriculum as well as recognizing the role of teachers as facilitators of changes in curriculum. There should be collaboration between the policy makers and the teaching force to ensure efficient and effective implementation of the policy prescriptions. Any policies that ignore the teachers are likely to fail. All nations of the world are trying their best survival in the race of development and progress and teacher education is being considered as key element for the purpose. Re-orientation of teacher education is essential for the whole society to face the challenges of the 21st century. With the introduction of two year B.Ed. programme, there had been a lot of hue and cry in the Educational Community. Voices have been raised, protests were made and the two year curriculum had been criticized.

KEYWORDS

Teacher Education, Reflection, Century, Knowledge.

INTRODUCTION

One of the key facets of the 21st century is the phenomenon of rapid change socially, economically and technologically. However in the beginning of 21st century we are witnessing a big change in the educational system itself. Education processes have entered the market place as a commodity, to be priced, marketed and sold to willing buyers. The increase in the rate of corporatization of institutions and universities, the increasing presence of private sector in education and rise in international institutions are examples of this trend. The concerned regarding the quality and standards of professional education where exponential expansion has taken place with the entry of private sector is well reflected in the Chetan Bhagat's recent publication "Revolution 2020". Normally people think that teaching is a very easy half day job but in fact teachers may have to face a lot of distractions in classroom daily but good teachers always remain committed to their profession and try to solving these problems. The most common problems faced by teachers in classroom include the following:

- Young students often show an ignoring and neglecting behavior as they do not know the importance of education. Such uninterested and unmotivated students cause frustration in teachers and are a real challenge. Teachers can overcome this problem by understanding what their students are interested in then teachers can help their students in achieving their goals by encouraging them.
- Disrespectful behavior from students is also a problem, teachers usually face. Especially teens of this era show such behavior to their teachers. If teachers want to solve this problem, they should involve parents in this matter and encourage them to become involved in their child's educational issues. When parents will become involved in all this, they will teach their kids to respect their teachers.
- One of the toughest competitors of teachers in classroom is the cell phone. Vibration and ringing bells and students texting their peers cause distraction. Although cell phones are strictly prohibited in classroom, some students still bring them regardless of the consequences. Such students should be dealt with an appropriate behavior according to their age group.
- Technology has become an essential part of education so classrooms today are equipped with computers. Computers are provided to students to get help and knowledge online and make assignments. But some students start misusing computers for personal purposes. The best way to overcome this problem is to monitor students strictly while working in computer lab.
- Sleep deprived and lethargic students are quite irritating for teachers. Such students find it difficult to concentrate on lecture and appear bored. Lethargy and exhaustion may be caused by many factors one of which is doing job in parallel to studies. To solve this problem, teachers need to talk to students and their parents as well.
- Teachers are sometimes afraid to discipline a student because of

risk of lawsuit if they fail to handle situation correctly. Teachers require support of parents, administration and school board in this regard.

- Teachers also complain about lack of parental cooperation and guidance with them. A student can become successful only when parents support his/her teachers. But in fact, parents start attacking teacher when they hear complain from their kid against teacher. Parents like to defend their child without knowing their child's behavior and problems.
- Teachers must prepare a lesson plan to co-op with the challenges of teaching students in a systematic way.

We have witnessed major changes in the structure of teacher education, which came after two decade of independence. The National council for Teacher Education (NCTE) came up with a new regulation called NCTE (Recognition Norms and Procedure) Regulation, 2014, which was published in the Government of India Gazette. As per the new regulation, the B.Ed. has been recognized as a professional course with duration of two academic years instead of one-year course. The fresh curriculum for B.Ed. has been implemented with new prospects and priorities across the nation and the changes in norms and curriculum were made. The revision of B.Ed. Curriculum has long been overdue. Ever since the issue was raised by Kothari Commission, several committees and commissions have been made to address this issue. It has taken a long time and a remarkable toil of efforts and planning before the present two year B.Ed. Curriculum was drafted and executed with effect from 2015. The sudden rise in expectations from the teacher educators has also made the teaching learning quite difficult. All the stakeholders in the present system are in a fix and although difficult, the implementation and proper understanding of the present program of B.Ed. may take a lot of time. Now Government of India is planning to introduce 4 year Integrated Programme for Teacher Education to make qualitative improvements in teacher education in India and providing it true status of a professional course.

PRESENT SCENARIO OF TWO YEAR B.ED. PROGRAMME

Some of the major changes that have contributed towards development of quality teacher education program as two year B.Ed. curriculum can be highlighted as follows:

- It allows more time to learners for sound build-up and good reading of the attitude and intellect.
- It helps to arrange for exchange of experience than merely attending lectures and assists in changing the mode of testing inputs.
- It provides greater scope for development of sound knowledge on teaching-learning methodologies and stresses that in the daily school teaching the content must have direct implications.
- Development of commitment, competence, accountability, dutifulness etc. among the trainee teachers and to transaction of content material to their students effectively.
- It is primarily practical oriented and bring integrated development

of the trainee teachers touching both cognitive and non-cognitive aspects of their behaviour.

- It gives stress on practical work and internship programme.
- It trains the trainee-teachers properly to meet the multifarious problems of the school or classroom.
- Provides scope for pedagogical analysis of the content.

LOW ADMISSIONS:

It is true that in most of the countries across the world have two year teacher education course, so same was the demand in our country. But we are facing admission crisis in every state after increase of time duration of this course. Some of the reasons cited for low admissions are such as the majority of the students, who join B.Ed. course, are from socially and economically weaker sections of the society. Due to increase in duration of the course, it will deter many bright students from taking up this profession due to increase in financial burden. Due to marriageable age of girl students, parents are showing their reservation to allow girls to go for two year B.Ed. Next reason for low admissions is that a large number of unemployed trained teachers are waiting for their turn to get good job. So, how new students can plan to join two year course when there is so much uncertainty of job. The low admission is also due to the implementation of Teacher Eligibility Test at centre and state level. Why we are forcing them to go through a test of eligibility to teach after spending two precious years and spending huge money which has more than 75% syllabus from school level or graduation level? All these factors are adversely affecting teaching aspirants and some bright candidates are also reluctant to join two year B.Ed course.

LACK OF DETAILED GUIDELINES AT GRASS ROOT LEVEL:

Teaching practice is most important part of B.Ed curriculum, where would be teachers gets a chance to apply learned theories, methods and strategies in real classroom scenario. It was felt that the time was not sufficient for practice teaching in one year B.Ed. programme. Now in two year course a full semester is devoted for internship but some problems are there faced by the teacher education institutions and school authorities. How we can expect uniformity and quality in internship under such scenario? So there is dire need to frame some concrete plans with the involvement of representative's of state education board, CBSE, ICSE and Teacher education Institutes. Some procedures should be implemented to ensure quality practice during internship.

FUTURE PERSPECTIVES OF TEACHER EDUCATION PROGRAMME

National Council for Teacher Education (NCTE) has announced Integrated Teacher Education Programme (ITEP) with a view to enhance the teacher education system in the country. The programme which will nurture class 12 pass students for a committed and a responsible profession. The course will be of four years, the maximum time period to complete the programme may be extended up to six years. The programme incorporates general studies comprising Mathematics and Science, Social Sciences and Humanities and also professional studies comprising perspectives in education, other core education courses, curriculum and pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. As per the Council, ITEP aims in preparing committed, responsible and professional teachers for the nation.

SUGGESTIONS AND CONCLUSION

The complex situation, meeting the challenges due to globalization, exponential growth in technology and its application in different fields and simultaneously catering to the education of diversified group of young people in the institutions enabling them to face the challenges of 21st century, such that they thrive despite the changes and contribute to economic and social development, are the overriding concerns amongst the educational policy makers, educational managers and teachers. The present system of education has turned to be nothing less than a confused mess of planners who expect the teachers to be magicians and overburden them with workload. Need of the hour is to give ample authorities and sufficient time to teachers rather than planners to develop a system where the actual deliverance of knowledge takes place. Remember if the creator himself is dissatisfied the masterpieces can never be build!

In semester system brain of pupil teachers are stuffed with the content prescribed in the syllabus as syllabus is very lengthy and teacher

educators focuses on completion of the syllabus rather than providing them the knowledge that they require. It happens due to lengthy syllabus and lack of time to complete it. Syllabus division should be done appropriately in semesters to ensure the quality. Institutes and colleges also face problem in conducting practice teaching as schools do not entertain the trainees for practice teaching in the schools therefore universities and NCTE should tie up with the boards and work on preparing guidelines which may help the institutes to conduct internship programs smoothly.

For so many years Two Year B.Ed. course was buzz word in all academic gathering related to teacher education. Most of the teacher educators have recommended increase of time duration of teacher education courses through their discussions, research papers and articles on different platforms from past many years. The foundations of the revised B.Ed. two year program are based on the hypothesis that it will help in reduction and removal of various inconsistencies of the one year B.Ed. program which had repeatedly been criticized by all and sundry. However, the education community especially the current brigade of teacher educators has to support the cause and ensure that the pupil teachers should really get the benefits of the new structure of teacher education. This will help in building a sound educational base for our country and lead to the development of a quality education system at various levels.

REFERENCES

1. Ahmed, Maqbool (2008) Dictionary of Education, Atlantic Publisher, New Delhi
2. Butch, M.B. (1993-2000) "Sixth Survey of Research in Education Vol.II" New Delhi :NCERT
3. International Journal of Social Science Tomorrow (IJSS) VOL. 2 NO. 3 MARCH 2013
4. Mangal, S.K. (2006), Advanced Educational Psychology, 2nd Edition Prentice Hall of India Private Limited, New Delhi.
5. NCTE (Norms & Standards), Regulations 2014. Retrieved from <http://ncte-india.org/Curriculum%20Framework/B.Ed%20Curriculum.pdf>
6. Panda, B.N. (2001), An In-depth Study of Two year B.Ed. programme in regard to Suitability of Course Content and Transactional Strategies with reference to objectives, Teacher Competencies and Commitment Areas, RIE, Bhubaneswar.
7. Perspectives on Psychological Science, July 2012 vol. 7 no. 4 384-403, Bulgarian Journal of Science and Education Policy (BJSEP), Volume 5, Number 1, 2011
8. Shikshan Anveshika, Vol. III No. 2 July 2013, (a Bi-Lingual Journal of Education ISSN 2231 1386), Hindu College of Education Sonapat.
9. Shodh, Samiksha aur Mulyankan (International Research Journal) – ISSN – 0974-2832 Vol. II, Issue 9-10 (Oct. Nov. 2009)