

EDIFYING QUALITY IN TEACHER EDUCATION THROUGH REFORMS

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ABSTRACT

Teacher education is the cradle of education wherein prospective teachers are moulded. Teacher education is of utmost importance in striving forward a countries knowledge base. Teacher education includes process and outcome of education of pupil teacher. Clubbing of effective decentralization and centralization channels would improvise teacher education in proper. Reforms rejuvenate the teacher education on timely basis. Teacher education reforms must necessitate improvement of quality in both in-service and pre-service teachers. As national curriculum framework 2005 enunciates, teacher education programme needs to be reformulated and strengthened for teacher to be, facilitator and active member among people encouraging constant curricular renewal. Currently research in teacher education is focused on diverse aspects of evaluation, methods of teaching and modern technology induction along with it intricate areas like the psychological aspects of student teacher relationship must be stressed. The present paper deals with specific curricular reforms adopted worldwide and echoes upon relevance of imbibing them into Indian teacher education. Few suggestions for improvement of quality of teacher education have also been included.

KEYWORDS: Teacher Education, Quality, Reforms, NCF

INTRODUCTION

Teacher education is the cradle of education wherein prospective teachers are moulded. Teacher education is not preparation of meager knowledge transmitters but is an active arena of developing teachers who are capable of coping with challenges in a classroom situation. Teacher education should help in building a race of teachers who can put huge amount of information in some order for the pupils. Teacher education is of utmost importance in striving forward a countries knowledge base. Teacher education programme needs to be reformulated and strengthened for teacher to be,

- Facilitator, supportive, encouraging in teaching learning process drawing out the full potentialities of pupil teacher imbibing in them values and ethics.
- Active member among people encouraging constant curricular renewal to meet personal and social needs. (National Curriculum Framework, 2005).

UNIVERSAL REFORMS IN TEACHER EDUCATION

The reforms in teacher education worldwide show some general trends like a striving by teachers to free themselves from the clutches of politics, teacher education via technology, knowledge for the less privileged section of society etc.

In Brazil, Law of Directives and Basis for National Education 1996, and Law 9,394 has changed the face of

teacher education. (Figueiredo, 2003) The creation of higher education institute for teacher education involving scientists teachers and rural urban communities have become a reality. In Srilanka national education commissions of 1995, 1997 have stressed on developing competencies in relation to communication, environment, ethics and religion, play and use of leisure and learning to learn have been stressed. The teacher deployment for eradicating illiteracy is focused with world bank initiative from 1997 celebrated in lanka to be year of educational reforms. The teacher education and Teacher deployment (TETD) insists on studies and monitoring, teacher deployment, upgrading and managing teacher training institutes. (World Bank, 2013), Singapore identifies mechanisms to link trade and industry policy to education and training policy and these should be time and centrally bound multi agency system (Ashton et al, 1999). In Singapore educational expenditure is S\$9.91billion (21.4%) of budget (2010) and \$10.91 billion (23.2%) of budget (2011). Singapore ensures human resource utilization in its five polytechnics and five universities with education circling around meritocracy, communicative, scientific and technical education. Independent schools with more curriculum authority and management created on backdrop of excellence report has ensured quality.

In England reforms in national curriculum are taken after publishing the consultation reports. The reforms ensure to keep up the high standards and ensure that all children are taught the essential knowledge in the key subject disciplines. Teachers are given greater freedom to use their professionalism and expertise to help all children realize their potential. (National curriculum, 2011). In Nepal national goals of education involve nurture and develop the personalities and inherent talents in each person, instill respect for human values and the will to safeguard national and social beliefs so as to help develop a healthy social unity, individual keep his or her identity in the national and international context.

Soviet Union education model was adopted by the Communist Party of China (CPC) in early 1950s. The communist ideologies remain a dominating feature of Chinese education. Educational context differ according to regions. China have a dual track schooling system with key schools (elite school) and demo schools (include pupil who fail in entrance exams). Key schools have teachers with high qualifications. Basic Education Curriculum Reform Outline (2001) envisage in making each learner become active life long learner promoting constructivist learning and to reflect modern curricular content with appropriate assessment and evaluation but teachers are confused over the vast amount of changes suddenly adopted in the learning situations.

The teacher education in India got a thrust through various commissions and reports the noteworthy ones include the Kothari commission report (1964-66), the National policy on education 1986, The University Education Commission (1948), Secondary Education Commission (1953), Chattopadhyay Committee Report (1983-85), Acharya Ramamurthy Committee (1990). Curriculum revisions of 1978, 1988, 1998 and 2009 have envisioned the quality improvement in teacher education by being in par with developments in science and technology but keeping the cultural identity of the system in India to be intact.

In a multi ethnic and multicultural nation like India a blend of the different educational reforms is a necessity to help individual teachers transcend boundaries of cultural and communal demarcations. The developments in teacher education forwards only through new knowledge developed through research. The educative process of teachers must become a continuing life long process for teacher educators even after retirement. The lofty aims of teacher education for future should emphasize not only literacy and numeracy but also skills involved in cognition process and communication along with the values transmitted from the past.

QUALITY OF TEACHER EDUCATION A PARADIGM SHIFT

Quality is degree of excellence, capacity or essential character. Teacher education includes process and outcome of education of pupil teacher. Quality in teacher education can thus involve quality of pre-service and in-service of educator. The quality paradigms in teacher education deal with behavior and personality characteristics of individual teachers developed through intense interaction both in and out of the class. “The essence of programme of teacher education is quality and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards” (Kothari commission, 1964-66, Para. 4.13;P.72) The quality concerns must include the training, induction and Continuous Process of Development. Intensive and long term interaction brings in professional development of teacher to a new platform. The researches in teacher education have focused upon diverse aspects of evaluation, methods of teaching and modern technology induction. To further ensure the quality of research in teacher education the focus must be upon the intricate areas like the psychological aspects of student teacher relationship. Aglobal dimension as inherent base can help in furtherance of quality in teacher education by being competent enough to deal with universal concepts of human rights, social justice global citizenship sustainable development conflict resolution etc. The research must meet the ethnographic needs as well. Research on motivational and peer relation must be emphasized for creating a good working environment.

The centralization and decentralization of teacher education has been a hot issue of debates. The centralization would help in effective monitoring of policies and standards. The decentralization of resource and faculty would improve the quality. Thus for an increased quality assurance the centralization and decentralization must go in tandem within their own limits. The cooperative behaviour of different institutions involved would increase through mutual appreciation.

Lucrative jobs have taken its toll on teacher education. Admission to teacher education course must be merit based. Certain stringent norms for admission will be fruitful in bringing the best pupil into the scenario of teacher education. The gender ratio in teacher education institutions must be cared for active propulsion of the system of teacher education. Involving teacher educators to horn the professional teacher education skills of college lecturers who have not underwent a professional teacher education programme can aid in removing the knowledge gap between tutor and the learner.

SUGGESTIONS FOR ENSURING EXCELLENCE

Excellence in teacher education is not at all a onetime affair. Excellence in teacher education is possible more effectively when gradual changes are brought about in various aspects of teacher education over long run. Excellence is deeply related to the systemic changes brought about in the system. The following suggestions may be useful in improving the quality of teacher education in the Indian scenario

- Digitalize the research works at the earliest.
- Revise curriculum to cope up with current trends around the world.
- Training on action research and statistical packages.
- Making teaching practice session a onetime affair preferably after first semester of teacher education course.

- Training to identify psychological problems and defects of children.
- Make evaluation a CCE and CBCS process without bias.
- Gender ratio in teacher education field must be taken care of.
- Create a pool of teacher educators as visiting faculty intra and inter-state.
- Improve the emoluments to teacher educators and increase the funds to teacher education departments.
- Making B.Ed a two year course with emphasis on skill development.
- Create a consortium for teacher educators.
- Bring about a global dimension for teacher education by imbibing particular concepts
- Training on ICT and inclusive education.
- Involving teacher educators to hone the professional teacher education skills of college lecturers who have not undergone a professional teacher education programme.
- Establishment of teacher education universities for specific research
- Provide retired teachers a space in every institutions to ensure loss of valid knowledge
- Organize symposiums and seminars utilizing Alumni teacher faculty to ensure retention of knowledge
- Organize open forums in teacher education institutes to chalk out developmental strategies for the particular institution.

CONCLUSIONS

Teacher education is an ever evolving dynamic sector. Teacher education of future will depend on the efficient use of modern technologies. The processes involved in teacher education would get a new face lift with use of sophisticated techniques even to capture the tiniest impressions of the students involved. Thus reformulated teacher education must emphasize knowledge sharing, learner centered, multidisciplinary, knowledge construction. The quality of future teacher education should unfurl out of the critical views on current issues and be integrative concerning theory and practice dimensions.

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