NCFTE

CHAPTER 1 – CONTEXT, CONCERNS AND VISIONS OF TEACHER EDUCATION

1. Teacher should be provided with a sufficient understanding of curriculum, subject content, and pedagogy
2. By making education less book centered, it should connect knowledge to the life outside the school.
3. It is desirable within a limited time that the existing one-year Bachelor of Education (B.Ed) degree programme is structurally transformed to a two year one.
4. It is important that teachers who manage and perform in the classroom are sensitized and made conscious about the attitude of inclusive education.

**Reconstruction of Curricula with ICT and Life skills**- Instead of emphasizing on theoretical aspects, the stress should be on building professional competencies and professional skills. Training is a process of developing skills, habits, attitude and knowledge. The three domains of learnings should be equally trained accordingly i.e cognitive, affective, and psychomotor.

The stress on the theory should be reduced and weightage must be increased for practical skills. In the 21st century of technological advancement, the teacher trainee should be trained in ICT and life skills. Teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop. The recommendations of the NCF on school curriculum are built on this plank. Educationists are also of the view that the burden arises from treating knowledge as a ‘given’, as an external reality existing outside the learner and embedded in textbooks.

Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. For this to happen, there is a need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-centered.

The Teacher must be equipped not only to teach but also to understand the students and community of parents so that children are regular in class and learn. Pre-service training needs to be improved in both private and public institutions. The curriculum framers have taken have taken into consideration the recommendations of various education commission, committees appointed in the past and National Policy on Education 1986. The major focus is on sustainable development, inclusive education, equity, role of community knowledge in education, ICT in school learning and e-learning.

1.3 Present Teacher Education Scenario

With increasing school enrolments and the launch of pan Indian primary education development programmes such as the SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District Primary Education Programme (DPEP) 1995, there was an increase in the demand for teachers

The number of courses offered at different stages – pre-primary, elementary and secondary – face-to-face and distance modes of teacher education; programmes of M.Ed, face-to-face and distance modes, C.P.Ed., B.P.Ed. and M.P. Ed. have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009. The student intake has likewise increased from 2,74,072 to 10,96,673 during this period. This expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student profile.

Till December 2009, as many as 31 Institutes of Advanced Studies in Education (IASEs) and 104 Colleges of Teacher Education (CTEs) were sanctioned and all of these were functional. Of the 599 districts in the country, District Institutes of Education and Training (DIETs) were set up in 571 districts, of which only 529 are functional. Thus, 42 DIETs are yet to become functional.4 The main problem facing DIETs is non-availability of qualified faculty. Presently, the faculty appointed does not possess qualifications or experience in elementary teacher education. A good number of CTEs face faculty shortage, poor library facilities, spend more time on initial teacher education while research, development and innovative activities are yet to take concrete shape. The same is the case with IASEs. The capacity of both CTEs and IASEs in performing their mandated roles has more recently come under serious scrutiny.

On the positive side, with a view to achieving coordinated development of teacher education, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of the general teacher education programmes.

The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers.

Diversity also exists in terms of the set of agencies that conduct teacher education programmes. These include state institutions, university-based institutions and private institutions that have grown enormously in number in the recent past, contributing to the commercialization of the process of teacher education

1.11 Open and Distance Learning (ODL) in Teacher Education.

It is recognized that ODL can be strategically employed in continuing professional development of teachers, particularly with a view to overcoming the barriers of physical distance, especially making use of independent study material, on-line support and two-way audio-video communication. Of particular relevance are those elements of ODL which involve independent study. However, the primacy of direct human engagement and actual social interaction among student teachers as the core process of initial teacher preparation needs to be emphasized. ODL, as a strategy, can be a powerful instrument for providing continued professional support to the teacher practitioner

1.12 Education of Teachers in Health and Physical Education

Health, physical education and yoga constitute an important part of the core curriculum at the primary, secondary and senior secondary school levels. The area needs to be considered in the framework of the overall development of the child and the adolescent – physical, social, emotional and mental. The aim of health and physical education is not just to attain physical health but also sound psycho-social development. The subject covers personal health, physical and psycho-social development, movement concepts and motor skills, relationships with significant others and healthy communities and environments. The major components of the school health programme – medical care, hygienic school environment, school lunch, health and physical education and emotional health – must be an integral part of health and physical education.

Also, all teacher education courses must provide health, physical education and yoga as 18 compulsory inputs. Issues involved in designing teacher education programmes in the said area merit separate consideration.

1.14 Vision of Teacher and Teacher Education

The aim is to empower the teacher to relate himself/herself to them. Second, modern teacher education functions under a global canvas created by the concepts of ‘learning society’, ‘learning to learn’ and ‘inclusive education’. The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education. The emphasis in teaching is not on didactic communication but on non-didactic and dialogical explorations. Multi-cultural education and teaching for diversity are the needs of contemporary times. Reflective practice is the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher 20 on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments

* Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
* Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.
* Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole. z Teachers need to be trained in organizing learner-centred, activitybased, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
* Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as ‘given’ and accepted without question.
* Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.
* The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred 21 mode of cognition, motivation and learning resulting from home and community socialization.
* The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.
* Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.
* Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
* Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.
* In view of the many-sided objectives of teacher education the evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.