

PRESENT TEACHER EDUCATION SCENARIO AND PROGRESS IN THE CONTEXT OF NEP-2020

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Abstract

If you educate a boy, you educate one individual. If you educate a girl, you educate a family and if you educate a teacher, you educate the whole community. The quality of teacher determines the quality of education which in turn is directly linked to a nation's development. Therefore care should be taken in providing quality education to future teachers and also in teacher support services. A new programme for teacher education known as the Integrated Teacher Education Programme (ITEP) is an Integrated Scheme for School Education – Samagra Shiksha, from 2018-19 which subsumes the erstwhile centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE), Rashtriya Avishkar Abhiyan, Padhe Bharat and Badhe Bharat. If teacher education is to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession and thereby attain a successful school system, substandard institutions will have to be closed immediately while good institutions with positive intent be strengthened.

Key Words: Community, Quality of Education, Substandard Institutions, Positive Intent

1. Introduction:

In ancient Gurukula system, the teacher provided not only knowledge but also moral education. According to Swami Vivekananda, “the ideal of all education should be man-making”. We must achieve life-building, man-making, character making and assimilation of ideas. If you have assimilated ideas and made them your life and character, you have more education than anyone who has learnt by heart a whole library.

Teacher educator is the main catalytic agent for introducing desirable changes in the teaching learning process as well as national development. All attempts need be made for motivating teacher educators to become innovative, techno-friendly, competence and creative. No teacher education programme can prepare teacher educators for all the situations they encounter. In order to prepare the new era teacher educators the system of teacher education has to adapt new challenges faced by the system. Systemic changes have to be made to prepare the global teacher educators. These could be in the form of infrastructural facilities, selection criteria, training for new versions of pedagogies, adopting latest technologies, and upgrading curriculum and so on.

2. Reasons for degradation of integrity of teacher education:

According to AISHE (All India Survey on Higher Education) data, of the 17000+ colleges in India that teach just a single programme, nearly 90% are teacher training institutes. Moreover, according to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of these standalone teaching institutes - over 10,000 in number - are not even attempting serious teacher education, but are essentially selling degrees for a price. JVC Report, in particular, was set up by the Supreme Court in view of the case regarding granting of recognition to 291 private teacher

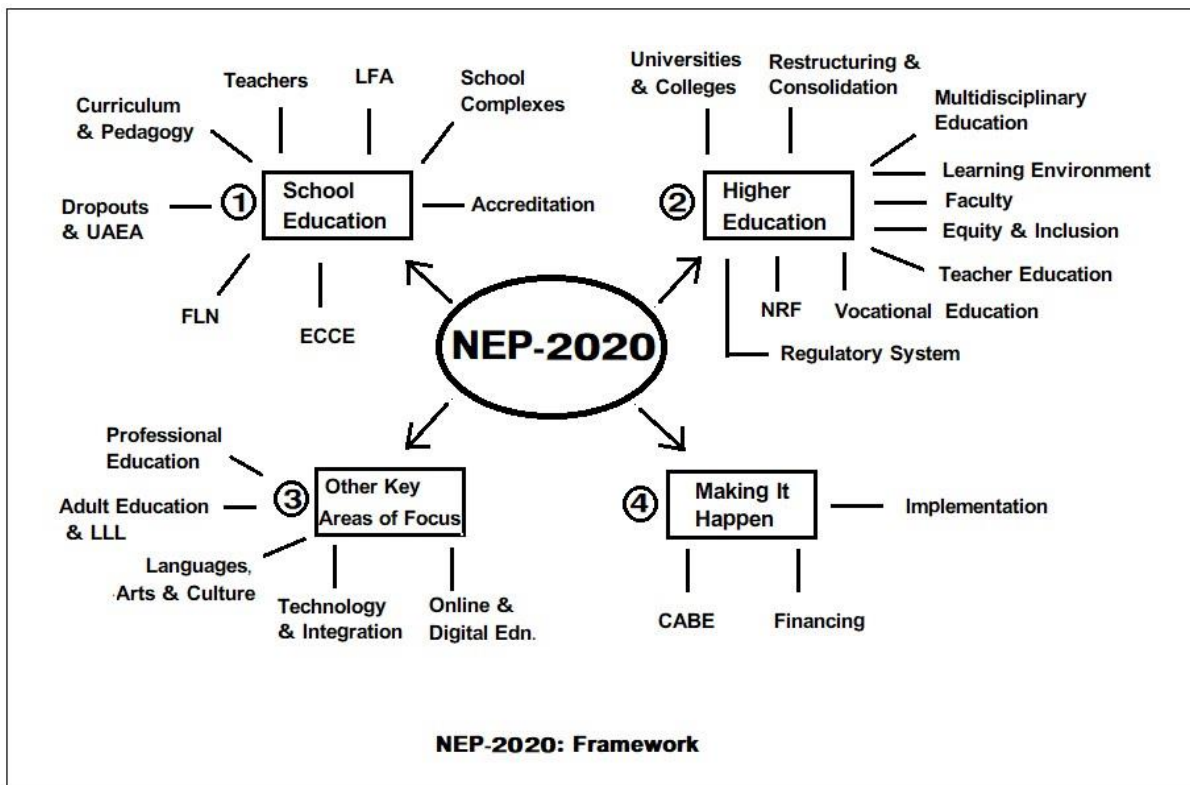
education colleges in Maharashtra “to examine the entire gamut of issues which have a bearing on improving the quality of teacher education as well as improving the regulatory functions of the NCTE .

Today teacher education is “predominantly in the private sector, about 88 percent of teacher education institutions offering diploma programmes and about 96 percent of those offering Bachelors of Education are in the private sector”. The sector and its regulatory system are therefore in urgent need of revitalisation through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swingeing fall. Lack of feedback mechanisms, improper inspections by authorities, unplanned and insufficient co-curricular activities cause great damage to the value of teacher education.

After 2014, the duration of these programmes was enhanced to two-years each across the country. This recommendation is based on the assumption that longer duration programmes will provide sufficient time and opportunity for rigorous engagement of the future professionals—in view of a larger objective of professionalising teacher education.

3. Restoring integrity and credibility to the teacher education system:

Teacher education requires multidisciplinary inputs and a combination of high quality content and pedagogy that can only be truly attained if teacher preparation is conducted within composite multidisciplinary institutions. The importance of providing such a holistic and complete education to our teachers, who will then be asked to impart such holistic and complete educations to our school children, is yet another important reason that all higher education institutions must themselves become places for holistic and multidisciplinary learning.



Integrated programmes of teacher preparation for all levels of education, and in all areas of the curriculum, must be launched across the higher education sector, while single-stream programmes must be phased out. To this end, all large multidisciplinary universities including all public universities as well as all Model Multidisciplinary Colleges must aim to establish, develop, and house outstanding education departments which, aside from carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes to educate future teachers. In addition, all currently existing genuine teacher education institutions must aim to become multidisciplinary higher educational institutions by 2030.

The ITEP will consist of eight semesters including field-based work experience and internship. In case, a student could not able to appear for any particular semester, then candidates have the option to complete the course within 6 years from the date of admission. In the whole curriculum, there will be 40 working hours in a week and at least 125 working days in each semester. For this new programme, there shall be an intake of 50 students of either Arts or Science stream.

Good teacher education requires expertise across all areas connected to education - specialists in early childhood education, understanding and pedagogy of subjects, assessment, curriculum and material development, school leadership and management along with psychology, philosophy, sociology, knowledge of India, and history of education. Institutions that can provide for faculty across disciplines and offer different programmes besides teacher education are best suited to run teacher preparation programmes.

Currently most teacher education institutions are stand-alone institutions - this has led to both intellectual and professional isolation from the rest of higher education. Stand-alone teacher education institutions cannot build the kind of varied faculty that good teacher education needs.

The fouryear integrated B.Ed. will, by 2030, become the minimal degree qualification for school teachers. All pre-service teacher education programmes will henceforth be offered only in multidisciplinary higher educational institutions to satisfy the modern requirements of the teaching profession, and to give teachers the multidisciplinary exposure and education necessary to become outstanding teachers.

To this end, multidisciplinary higher educational institutions will work towards establishing high quality education departments and teacher education programmes, and will be supported by governments as necessary to achieve this goal. Such HEIs will ensure the availability of a range of experts in education and related disciplines as well as specialised subjects. Each higher educational institution will have a network of government and private schools and school complexes to work with in close proximity, where potential teachers will student-teach (among other synergistic activities between HEIs and school complexes, such as community service, adult and vocational education, etc.). Such HEIs will develop holistic teacher education programmes based on their academic subject strengths related to education as well as in specialised subjects.

Each HEI offering the four-year integrated B.Ed. may also design a twoyear B.Ed. on its campus, for outstanding students who have already received a Bachelor's degree and wish to pursue teaching. Subsequent to such a development, other special and more individualised B.Ed. programmes for unusually highly qualified individuals, with demonstrated experience and disposition towards teaching, to become teachers may be developed by such HEIs.

- **Admission to pre-service teacher preparation programmes:** Admission to pre-service teacher preparation programmes, like all HEI admissions, will be carried out in large part through subject and aptitude tests as conducted by the National Testing Agency. The full criteria and process for admissions will be left to the universities and colleges offering these programmes.
- **Conversion of independent teacher education institutions to multidisciplinary institutions:** All independent TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the four-year integrated teacher preparation programme.
- **Approach to teacher education:** Programmes of teacher preparation at all levels must be conducted within large multidisciplinary universities or colleges in order to be maximally effective. Teacher education in multidisciplinary colleges or universities would ensure that teacher education benefits from interaction with other areas of higher education, and that student-teachers develop in liberal spaces with access to a full range of academic resources, including libraries, internet, and extra-curricular activities.

In terms of areas for further reform within the education component of the B.Ed. programme, multi-level, discussion-based, and constructivist-learning, and a concentration on foundational literacy/numeracy, inclusive pedagogy and evaluation, knowledge of India and its traditions, and the development in students of 21st century skills such as problem-solving, critical and creative thinking, ethical and moral reasoning, and communication and discussion abilities, are among the key areas of the curriculum for teacher preparation that will be reformed and revitalised.

Every B.Ed. programme will be affiliated with 10-15 local schools where studentteacher internships would take place. Each student in a B.Ed. programme will go through a period of student teaching at one of these schools where she/he would be placed with a mentoring teacher - first observing the mentor's class, then teaching students in the mentor's classroom with feedback from the mentor, and also carrying out remedial work or other teaching-related tasks under the mentor's guidance.

The different tracks that teachers will be prepared for in a B.Ed. programme will include:

- Foundational and Preparatory school generalist teachers
- Subject teachers for Middle and Secondary school
- Special education teachers
- Art teachers (including visual and performing arts)
- Teachers for vocational education; and
- Physical education teachers.

The four-year degree will be on par with other undergraduate degrees and students with a four-year integrated B.Ed. will be eligible to move on to a Master's degree programme in either the disciplinary stream or the pedagogic stream.

- **The two-year B.Ed. programme for lateral entry into teaching:** The twoyear B.Ed. degree will be offered to Bachelor's degree holders in various disciplines for the preparation of teachers for various levels of schooling, e.g. as subject teachers for Middle and Secondary education, and will again include a strong practical training component in schools. Offering a twoyear B.Ed. programme, in addition to the four-year integrated B.Ed., will enable entry into the profession of teaching for people who are at later stages in their careers, and will help to attract diverse talent into the profession.

The two-year programme will continue to be offered at institutions such as Colleges of Teacher Education (CTEs), Regional Institutes of Education (RIEs), and other locations till such time as the four-year degree is seeded at universities, and begins graduating an adequate number of teachers. Beyond that, the two-year degree will be retained only at multidisciplinary institutions offering the four-year integrated B.Ed. programme. For those students who have obtained a four-year liberal Bachelor's degree, or for persons with other outstanding specialised qualifications to become a subject teacher (such as a Master's degree in the specialised subject), the two-year B.Ed. programme could be replaced by a suitably structured special B.Ed. programme of slightly shorter duration, as determined by the same multidisciplinary institutions offering the four-year integrated and two-year B.Ed. programmes.

- **Pedagogical aspects of the four-year integrated B.Ed. programme:** In addition to multidisciplinary knowledge, and specialised subject content as chosen by the student, the pedagogical aspects of the four-year integrated B.Ed. programme will consist of integrated theory and practice. Teachers-in-training will learn about learning-centred and collaborative learning strategies and they will be taught techniques to simultaneously teach students at multiple levels. Their courses will include diversity training - regarding how to enable underserved groups to thrive - ranging from women to socio-economically disadvantaged to differently-abled students. Trainees will use these teaching methods during their practice teaching so that they gain experience in their respective classes. Projects, rubrics, portfolios, concept maps, and mock classroom observations will replace or significantly supplement written tests, so that continuous assessment of higher order objectives will become the norm.
- **Specialist teachers:** There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for CWSN at the Middle and Secondary school level, education of children with singular interests and talents, and teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for and understanding of such special requirements of children.

While the generalist special educator is competent to work across the primary school subject areas and can also support and complement a subject teacher in middle or high school, a special educator will not himself/herself have adequate knowledge to undertake subject teaching at higher levels of school. Similarly, education of children with singular interests and talents is best prepared for

after a teacher has accumulated work experience. Therefore, such areas could be developed as secondary specialisations for subject teachers or generalist teachers, after initial or pre-service teacher preparation is completed. They will be offered as certificate courses, in the in-service mode, either full time or as part time / blended courses - again, necessarily, at multidisciplinary colleges or universities.

4. Conclusion:

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teacher educators who create quality trained teachers for next generation. At the present scenario, teacher education is a difficult assignment where teacher education programmes are being delivered by a large number of unaided private sectors which focus only on earnings but not on learnings. The teacher educator is pivotal in educational transformation. The teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally and ethically way of life.

Rapid changes in digital world enable teacher educators to move from traditional chalk and talk classrooms to smart rooms, online courses and virtual classes. Only the teacher educator can develop those skills and capabilities required for building a knowledge society. Therefore, the teacher educators need to be transformed by orienting themselves to latest pedagogies, diverse curricula and develop relevant competencies and capabilities among learners.

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