

Professionalizing Teacher Education

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Abstract

Teacher Education refers to policies, methods and skills essential to develop prospective teachers with knowledge, behaviors, attitude and skills to perform the task of teaching effectively in the Class room situations and outside Class rooms in the wider community. The National Council for Teacher Education has defined Teacher Education as a 'programme of Education, Research and Training of persons to teach from Pre primary to Higher education level'. Changes and expansion of Teacher Education has been witnessed in the country since independence. Lately, the National Council for Teacher Education Regulation, 2014 implemented in the country is a welcome Policy which is also turning point to bring transformations in Teacher Education by enhancing quality and infusing Professionalism for developing committed and competent teachers with subject knowledge, teaching skills and pedagogical methods. An attempt is being made to analyze the post effect after implementation of NCTE Regulation, 2014 in North East India through inspection and supervision undertaken in B.Ed colleges affiliated to Gauhati University and B.Ed and Med courses introduced in other States..

Key words: Teacher Education, NCTE Regulation

Introduction

'When Learning is purposeful, creativity blossoms, thinking emanate, knowledge is fully lit.

When knowledge is fully lit, economy flourishes" -APJ Abdul Kalam Azad

Although teaching constitutes the core of the mission of Education yet, Research, Scholarly pursuits, commitment and accountability are an inseparable part of the Mission. They are all intended to be complementing the teaching function, not replacing it.

Colleges and Universities are established to enhance and enrich the knowledge bank of the Learners and at the same time prepare them for various challenges of adult life. The Learners thus become beneficiaries of Educational service. For Learners effective teaching that results in effective Learning is a primary expectation.(Prof. P.M Sapre 2010)

The themes of Education addressed since the beginning of this present century by Educational Policy makers, Educationists and Educational thinkers are generally on Quality Education, Paradigm shift in Education or Education in the new century, but whether quality education is imparted or not or whether Total Quality Management (TQM)exists in the Educational system is hardly being taken into serious concern which is big Question.

In analyzing the distinct Professional courses like Medical, Engineering, Business Management, Ayurvedic or Law, it is observed that Teacher Education as a Professional study is not gaining the momentum in spite of suggestions and recommendations forwarded by Education commission from time to time starting with Secondary Education Commission, 1951-52. Ernat (1994) stated that Teacher Education needs a map of Professional Knowledge. This statement clearly implies that Knowledge, Skills and Attitude are important parameters of Teacher Education. Professionalism denotes Methods, Skills, and Ethics applied to a Profession. Also if Teacher Education to be placed as genuine Professional Education, than bureaucratic policy and administration should be replaced by Professional Management body. After 70 years of Country's Independence, it is high time that Professional Teacher Organizations/ Councils, Institutions and Universities imparting Teacher Education including Teacher education Policy makers and thinkers must stand on a common platform to review and re-conceptualize Teacher Education in Professional context.

Dr. A.V. Ayer stated that the present century promises to be knowledge era and is a knowledge society which will make its demand on Teachers and Teacher Education. These demand can be met only through imaginative and effective utilization of Information and communication Technology by Teachers who could be referred as Knowledge Executors.

Goodwin (2010) stated three new norms currently effecting the Educational scenario throughout the world- 1.Class rooms have become diverse. 2. Teachers have to response to International needs and regional searches to fill teaching shortage. 3. Teachers have to help Learners coming with unique and challenging needs.

The University Education Commission(1948) , Secondary education Commission(1951-52) Review committee on Teacher Education (1960),Education Commission (1964),National Policy on Education 1968 and 1986 recommended for revamping Teacher Education in the country. The Right to Education 2009 also highlighted the role of Teachers in reforming Elementary Education. The Section 23 of the RTE highlighted the need for making available professionally trained teachers for the School system. As per provision of the Act ,Teacher training has great implication because learning of pupils is linked with capabilities of teachers . The RTE visualizes teachers as professionally trained cadre of workers who will be loving and caring and above all realize the larger National goals of Education.

With the establishment of National Council for Teacher Education in 1994, attempts are being put to remove the existing deficiencies and to meet the new challenges of Teacher Education. The NCTE Regulation 2014 is a turning point to re-conceptualize Teacher Education and thereby making Teacher Education a Professional course by enhancing the duration from one year to Two years and incorporating Internship for twenty weeks to develop skillful and competent teachers . Though the Regulation,2014 became a debatable issue for some times amongst Teacher educators and Teacher Education Management bodies, yet it needs to be admitted that intensive training through

appropriate courses like D El Ed, Bed and Med is highly essential for developing teachers in the truest sense.

In context to the prevailing status of Teacher Education and the implementation of NCTE Regulation, 2014 in the country do not project a satisfactory picture as majority of Teacher Education Institutes (TEI) are yet to achieve the criteria's of Regulation '14. In context to North Eastern region of India, the same picture is projected. In relation to the number untrained teachers in the Lower, Upper Elementary level and in Secondary level of Education, the number of Teacher Education Institutes offering professional courses are less and there by failing to cater to the needs of B.Ed and Med aspirants particularly.

Current Status Of Teacher Education in North Eastern states in context to D.El.Ed, B.Ed and Med courses

The North eastern part of India has eight states with inclusion of Sikkim. The following data projects the existing status of Teacher Education courses offered in context to D el.Ed , Bed and M.ed in all the states.

State	D.El.Ed	B.Ed	M.ed
Assam	30	62	04
Arunachal	07	12	-
Meghalaya	08	06	01
Manipur	08	11	02
Mizoram	09	02	02
Nagaland	04	08	01
Sikkim	04	03	01
Tripura	04	09	01

Observations

The author in her capacity through inspection and supervision to various B.Ed colleges in Assam and other North Eastern states has observed the ground reality of the existing status of Teacher Education in this region of the country which needs to be addressed with sincerity, high concern to fulfill the aims and objectives of Teacher Education.

- In context to the Reconstruction of the B.Ed and Med curriculum , most of the affiliated B.Ed and Med courses to various Universities and opened in the Education Department of

Universities has failed to take into consideration Regional cultural diversity of the Nation or adopting concrete and constructive strategies for betterment of quality in Teacher Education.

- With implementation of two years B.Ed and Med courses, the duration has become a year longer for which B.Ed and Med aspirant students face difficulty in receiving deputation from concerned Educational authority. In the Government Secondary School having inadequate teachers and as 100% appointment of Teachers in most of the Govt. Schools yet to be fulfilled, deputing teachers for undergoing 2 years professional course is Question itself.
- For dearth or non appointment of required number of teachers in both Method and Foundation papers in the B.Ed particularly as per requirement on NCTE Regulation, two units are clubbed in to one and thereby violating NCTE Regulation 2014 norms.
- In context to appointment of Principals in the B.Ed colleges, most of the colleges are having Part time Principals and few Principals with no eligibility criteria.
- It is an irony to observe a category of B.Ed colleges having no Teacher –Student contact and without being present in the Professional course is allowed to appear examination and provided certificates.
- Monitoring mechanisms are non existent in Teacher Education colleges. Once getting permission of affiliation under University, teachers from concerned University or colleges are sent for inspection annually for granting temporary affiliation. But what is most important that there is no Bench mark system to assess quality of Education imparted, how transaction takes place in the class room situations or how the Teachers Educators are involved in the process of developing future teachers. No monitoring on the role of Principals or Governing body administration and Management has been observed.
- In a number of B.Ed colleges, the State Government pay scale leaving aside UGC scale is not given. This has a negative impact for recruiting good competent Teacher Educators to these highly demanding Professional courses. Respectable teachers salary/remuneration is itself is an incentive to put quality works for contributing contribute profoundly to the TQM of Teacher Education.

Way forward for Professionalization of Teacher Education:

*As Universities are the Repositories of Professional courses, extensive Research studies need to be encouraged by the Universities and Departments concerned on Teacher Education.

* Teacher Education is generally considered an isolated compartment in the Educational ladder, A close coordination and collaboration requires to be build between Universities, NCERT, SCERT, DIET and other Teacher Education Institutes. Working in team manner is essential to bring innovativeness and to instill professionalism amongst teachers and prospective teachers.

* Universities, Teacher Education colleges and Professional Organization of Teachers must conceptualized their role to play if Professional status to be attained by Teacher Education.

*For teaching in Professional courses, teachers to be recruited with knowledge content, mastery in the subject, competent to teach and with effective communication skill.

*University departments and Teacher Education Colleges need to build a congenial environment and a culture to infuse Professionalism.

*Each Teacher Education Institute needs to have Mission and Vision for effective implementation of Teacher Education programmes.

*The Principals or Deans must not act as bureaucratic Administrators but as a constructive and competent Team Leader.

*Principals works is not be rigid clerical in nature but more in giving democratic Leadership . Principals or Deans and the Teacher Educators must be responsible for acculturating prospective teachers into the profession. They should be 'Role models' in terms of competence, commitment and dedication to teaching.

* NCTE should be careful enough to recognize B.Ed colleges on the need based perspective plans. Man power planning and Management of the Teacher Education Institutes needs to be a parameter of NCTE recognition given to the Teacher Education Institutes.

* Monitoring mechanisms plays an effective role in assessing the all round aspects of a Teacher Education Institute .The State Government and Universities under whom B.Ed colleges are affiliated need to take the assistance of experienced retired Teachers for implementing Monitoring mechanisms.

National Council for Teacher Education has both Challenges and Opportunities to lead and inspire Teacher Education. Therefore, it has to play a major role to control and govern Teacher Education with state mandates and facilitate a climate in each Teacher Education Institutes for Professional development of Teacher Educators and also changing the culture of Teacher Education colleges and University Departments from a bureaucratic to a Professional model.

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References

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