



NEED OF PRACTICAL ATTITUDES OF TEACHER EDUCATORS TOWARDS TEACHING PROFESSION

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Abstract

The Government and the National Council for Teacher Education (NCTE) have taken several steps to improve the quality of teacher education. These include laying down teacher qualifications under the Right of Children to Free and Compulsory Education (RTE) Act, 2009; specifying passing the Teacher Eligibility Test (TET) as an essential qualification for being appointed as a teacher in classes I-VIII; before it the NCF 2005 has described the current concerns of teacher education as, Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher. Teacher education programmes provide little scope for student teachers to reflect on their experiences. We are not there to produce literate ones in the country but teachers should be contributed in every field of the life.

The Lok Sabha was informed in the past by the Ministry of State, Human Resource Development, Dr. Shashi Tharoor that the Hon,ble Supreme Court had in May, 2011 appointed a High Powered Commission under the Chairmanship the former Chief Justice of India, Justice J.S. Verma to examine various aspects relating to the teacher education system, including the role and function of the National Council for Teacher Education (NCTE), and recommend measures for improvement. The Commission submitted its Report to Supreme Court on 29.08.2012 and made recommendations in four main categories as under:- (i)

Quality of Pre-service Teacher Education; ii)Quality of In-service Teacher Education ;(iii)Teacher Performance and Teacher Audit (iv)Strengthening the Regulatory functions of the National Council for Teacher Education (NCTE). India is the country where all commissions on education have recommended innovative things but these are rarely implemented so we do encounter the problems in the field of education. There is always passive attitude towards innovative ideas. This paper focuses on the nature of present situation of teacher education and some aspects have been included to think over them to get qualitative education to teachers as well as students. The present status of teacher education is not much graded, there is need to upgrade entire system of education. The nature of teacher training should be criticized and updated as per the demand of learners, society and nation.

Introduction

"A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron." ~Horace Mann

In India, higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. . According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74.07%. Statistical figures are limited on the papers only but we need to think about the real gaining of the knowledge and real use of knowledge at practical life. Our university system is, in many parts, in a state of disrepair. In almost half the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters.



When question arises about teacher education then what is the quality of teacher education? Why do we stick to the traditional and outdated training course? To enhance the quality of pre service, in service teachers and the performance of teachers we need to think and implement the following aspects;

Teaching is the Profession: Every profession has its own specific features and it requires the study of a nation and its geography, society, people and their mentality. To understand the profession one need to have the SWOT analysis which helps to make them more stable in any field. Even in the University Education Commission (1948-49) had stated that, " *People in this country have been slow to recognize that Education is a profession for which intensive preparation is necessary as it is in any other profession.*" At present all youngsters are eager to enter in this profession but they don't know in what way or how should accept it and how to enhance personal skills of teaching for coming generations? Only theory and practical are not sufficient to get mastery over teaching profession but there should be training of studying people, needs of the society and stages of learning by different groups of students. To understand the profession, teacher should have "professional association, cognitive base, institutionalized training, licensing, work autonomy, colleague control and code of ethics. These things really help the new comer to get mould of specific profession.

The Status of the Teacher: There should be always eternal quest for knowledge not only himself but also his external environment. He shouldn't remain rhetoric but he has to address seriously towards his qualities and the theory and practical sections of the teaching field. One needs to understand the past, present and future of the teaching field. It was stated in National Policy on Education (1986-92) that. " *The status of the teacher reflects the socio cultural ethos of the society; it is said that no people can rise above the level of its teachers.*" Today it is true in sense that status of the teacher can be enriched through the acquiring innovative trends in the teaching field. Teacher can achieve good status when he will have the commitment to the growth of the students, commitment to learning and to have the concern for the society, only these things really make the status of the teacher and these should be followed and taught in teacher training colleges.

A multidimensional Role: Role is to be played effectively in any field but when we deals with the teaching field we need to think that why teacher doesn't accept himself as a multidimensional one? It is seen that student teachers sometimes don't understand the teaching and the role of teacher. As per the need of society the teacher should be agent of social change, and he should be the destiny maker of his students as well as he should be an expert of his subject, resource person for specific subject and leader of the society. Because he should transfer the education to build an inclusive, fair and just society. There is great influence of the Information and Communication Technology and one need to take good advantages of it and broaden the experience of each field of the life.

Teachers beyond Classroom: The quality of teacher education depends upon the teachers and their significant contribution in the field of teaching and building social characters means citizens. At present the B.Ed has become the general course just like any other liberal course. The skills and competencies component of professional preparation has been steadily undermined at the expense of bookish learning. There is need to distinct between education as a discipline or as a professional training? There should be provision of making teachers more competent and effective in the class and beyond the classroom because he should be considered as resource for any field by assigning co-curricular and curricular activities based on real life situations. Outdoor experiences mean real life problems should be studied by him and he has to make each student to the part of solution.

Need to change the Profile of the Students: Students from various backgrounds are directly admitted in training college because of the some government policies. Teaching profession where there is need of limited teachers only but now trained teachers are outnumbered and there is no any



hope to get employed as a teacher. There is need to change the admission criteria for teacher training course, those who are really effective in academic and those who qualify the entrance test for teacher profession is liable to get training. Student's profile should have good academic record, passionate lover of teaching profession, and committed for students. Why should we change student's profile? because The consultative meeting comes in the wake of Justice JS Verma's observation that results of the Teacher Eligibility Test (TET) demonstrate that bulk of the candidates who take the test do not qualify to be recruited, despite having a professional degree in teaching. This, the commission said, reflects the poor quality of pre-service teacher education and poor subject knowledge, and poor quality of general education across the country.

Psychological basis for teacher Education: Psychology has been playing vital role in teacher training programme. Philosophical subjects are the essential and are learnt at various stages. Still there is needed to get knowledge about various psychological theories to change the patterns of behavior of the student teachers. In teacher training colleges only theoretical aspects are taught with the help of printed material and even practical is also taught verbally to the learner because this subject is not transferred positively among students and mostly students are interested to listen the lectures on psychology as passive listeners but not ready to make use of it at practical level to solve the problems. There should be direct introduction of various theories of psychology and real problems should be assigned to the student teachers to get practical knowledge of psychological theories.

Indianisation of Teaching Methods: In teacher training programme each student teacher has to learn various methods for teaching content of various subjects. No method is an ideal method to teach any content effectively in the class, so there is an eclectic method means to teach the content as per the need and objectives of the subject. Indian teacher training also influenced by the some western methods of teaching content. Indian students have different background so to fulfill the expectations of them there is need to introduce Indian methods of teaching. Indianisation will help them to comprehend the content of the subject effectively and Teachers should also support to these methods to solve the specific problems of students and subjects.

To understand diversity with analyzing different Experiences: Teacher education is an *integrative* and *eclectic*. It is free from the hold of 'schools' of philosophy and psychology. We want it to be open and flexible. The modern teacher education functions under a global canvas created by the master concepts of 'learning society', 'learning to learn' and 'inclusive education', to make teacher education *liberal*, *humanistic* and responsive to the demands of *inclusive education*. and *multicultural education* and *culture-specific pedagogy* is the current trend. We do acknowledge the existence of a *diversity of learning spaces and curriculum sites* (farm, workplace, home, community, and media) apart from the classroom. We also appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classes, language, ethnic diversities, and children suffering disadvantages of different kinds. We have realized the tentative nature of the so-called knowledge base of teacher education and made *reflective practice* 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 on his/her practices– teaching, evaluating and so on. Teacher education has to build the ability in the teacher to evolve one's own knowledge to deal with different contexts based on understanding and analysis of experience.

Acceptance of ICT: In the future teacher training will be influenced by the means and media of information and communication technology. The future teacher will be so competent, professional, skilled teacher. He will be effective communicator, designer and user of learning resources. May be in the coming years we will be able to develop all the needed hardware and software and ground support to usher in the 'learning society'. Judicious use of communication aids and media can free the teacher



from drudgery and could lead to a far more productive use of the teacher's time. It will make teaching-learning more interesting and lively. The information processing skill should be developed.

Profile of Teacher Educators: One major area of weakness in existing teacher education programmes is quality and experience of those who have responsibility of training young entrants to the profession of teaching. These teachers are professionally known as teacher educators and identified as a class by themselves. These teachers don't have the direct experience of teaching school children. They are unable to create convincing impression on the learners. So there is need to create professional scheme for the development. Teacher educators should assign the task of solving the problems of entire teacher community about teaching and learning. Teacher must know about drafting curriculum and syllabus, examine paper, writing of books and qualities of researcher. Teacher should develop his all round personality as well as his students too. It seems so easy to begin but difficult to bring it at practical level. Teacher's personal, academic, social and research attitude should be enriched.

Conclusion

Teacher training colleges should become the dynamic centre for progressive education movements by this task the educational reconstruction would be greatly facilitated. Teacher education institution should have demonstrated their capability to think about education in an innovative and future oriented context. Teachers need to engage with children in real contexts. Teacher education needs to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; teachers should connect school knowledge with community knowledge and life outside the school. Teacher education should engage teachers with the curriculum, syllabi and textbook to critically examine them rather than taking them 'as given' and accepted without question. The two most important criteria for selecting candidates for pre-service teacher education need to be laid out in terms of competence in subject knowledge and proficiency of language. Apart from conceptual and pedagogical aspects a pre-service teacher education programme needs to develop and further enhance certain attitudes, dispositions, habits and discerning capacities in a developing teacher. A teacher's attitude towards children, their needs and problems, dispositions of tolerance, ability to listen with empathy, habits of punctuality, a seeking mind, habits of reading and independent learning, a self questioning, and critically mind are particularly important in making a reflective practitioner. These things will enhance the quality of teacher education from lower to higher level.

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