



## Teacher as a Transmitter

JINAL CHIRAGKUMARPATEL

Teacher,

Sarvodaya High School, Khadana, Petlad.

Gujarat (India)

### Abstract:

*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". This concern expressed in the University Education Commission (1948-49) Report is alive in its relevance even today. The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms". So did the National Policy on Education 1986 emphasize: "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". Such exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man's eternal quest for knowledge. Should this role expectation be not taken as rhetoric but as a goal to be constantly striven for, the urgency is to address ourselves seriously to examining the issues related to the preparation of teachers as well as to prune the theory and practice of teacher education. Though verily a professional, the teacher's personality, in being humane to the learners, is the core foundational issue on which this Framework is based, in order that it has a bearing on transforming the very dynamics of teacher education per se. Two significant developments particularly, the National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act 2009 as well as the fundamental tenets enshrined in the Constitution of India have guided the development of this Framework.*

*This National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this Framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the Framework.*

*A new approach to curricular areas of teacher education has been highlighted. The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The purpose of this paper is to frame curricula in teacher education. The study paper presents the importance of increasing the quality in education.*

---

**Keywords:** Education, Teacher, Teacher Education, Transmitter

---

### 1. Introduction

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education – the political recognition

of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. At the same time, the demand for quality secondary education is steadily increasing. It is recommended that the aim should be to reach universal secondary education within a maximum of ten years. Given the problems of inadequate quality in most secondary schools due to poor infrastructure and insufficient and poorly equipped teachers, the need for addressing the professional education of secondary teachers acquires great importance.

## 2. The Changing School Context and its Demands

A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. School education has seen significant development over the decades since independence. According to the Government of India estimates while 82 per cent of the 20 crore children of the 5-14 age group were in school as per enrolment figures, nearly 50 per cent of these children drop out before completing class VIII. One finds the situation on the ground ridden with difficulties. Regional, social, and gender disparities continue to pose new challenges. The teacher must be equipped not only to teach but also to understand the students and the community of parents so that children are regular in schools and learn. The Act, vide section 29 (2), emphasizes the following areas while laying down the curriculum and evaluation procedures:

- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child-friendly and child-centered manner.
- Medium of instruction shall, as far as practicable, be in child's mother tongue.
- All round development of the child.
- Building up child's knowledge, potentiality and talent.
- Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- Comprehensive and continuous evaluation of child understands of knowledge and his or her ability to apply the same.

## 3. Present Teacher Education Scenario

The unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. 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. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions.

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.

#### 4. Teacher Education Reform Perspectives: Past and Present

At the heart of teacher education is the question ‘What value does teacher education add to the prospective teacher’s ability to face challenges of facilitating the development of critical and creative students and subsequently adults?’ Reform of teacher education has been one of the abiding concerns in the reports of major Education Commissions and Committees on education. The Education Commission (1964-66) discussed at length various issues related to teacher education. It recommended professionalization of teacher education, development of integrated programmes, comprehensive colleges of education and internship. The National Commission on Teachers (1983-85) recommended five-year integrated courses and internship. The National Policy on Education (NPE) (1986) recommended the overhaul of teacher education to impart it a professional orientation and referred to the same concerns voiced by the earlier Committees. Its recommendations led to the launch of the centrally Sponsored Scheme of Teacher Education incorporating the establishment of DIETs, CTEs and IASEs.

#### 5. Urgency of Reforming Teacher Education

Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level and that the duration and rigour of programmes should be appropriately enhanced.

In professional discussions teacher education is viewed as a unitary undifferentiated category with B.Ed. and D. Ed. providing the frame of reference. The special significance of initial primary teacher education is overlooked and its concerns are subsumed under more general problems. There is also a dire need to critically review the secondary teacher education system. The one-year second Bachelor’s degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. While the second Bachelor’s degree model may still be relevant, it is imperative that this needs strengthening in terms of intensity, rigour and duration.

#### 6. Systemic Concerns of Teacher Education

The NCF has described the current concerns of teacher education as follows:

- 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.
- Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.

#### 7. Contemporary Context and Concerns that need to inform

We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties. Neither does the teacher understand their needs nor what she can do to make learning possible for them. The Persons with Disabilities (PWD) (Equal Opportunities, Protection and Full Participation) Act, 1996 provides for free and compulsory education

up to the age of 18 years for all children with disabilities. To enable the implementation of this Act, teacher education institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education. Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. This is to ensure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position. The aim is to create an integrated school setting, providing equal opportunities to children with special abilities, varied social backgrounds and diverse learning needs.

### **8. Professionalization of Teacher Education**

Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterized by a sufficiently long period of academic training, an organized body of knowledge on which the undertaking is based, an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity. Teachers are concerned, in an important way, with the total development of human beings – physical, intellectual, emotional, social, moral and spiritual.

### **9. Preparing Teacher Educators**

Teacher education, it may be seen, is a reflective undertaking that also issues forth in pedagogical prescriptions for carrying out teaching at the ground level. Being a meta-activity, it deals in showing how things are done at school and classroom levels, explaining the ‘reason why’ of things and the basic theory and principles behind classroom practices. These call for capacities and understanding of a different kind, in addition to the skills required for actual school teaching. The NCF 2005 position paper on teacher education elaborated this point and referred to the need to focus on pedagogies appropriate for adult learners for the preparation of teachers. The weakest aspect, perhaps, of teacher education is the absence of professional preparation of teacher educators.

### **10. Research and Innovation**

There is a need to increase research documents on educational practices reflectively and analytically – whether it is of programmes or of individual 16 classrooms – so that these can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. NCERT’s experiments with the four- year integrated programme leading to the degree of B. Sc. Ed., two-year B.Ed. programme and integrated M.Sc. Ed. are other examples. The Gujarat Government has already stepped in this direction and it has already succeeded in gifting the large institution which is called Indian Institute of Teacher Education. Similar innovations are also being tried out in other institutions across the country.

### **11. Open and Distance Learning (ODL) in Teacher Education**

Open Education as a concept, coupled with modalities associated with Distance Education, does not stand as an exclusive transactional modality. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps, desirable. A modular approach to the development of teacher education curriculum along with a focus on independent study and on-line offering involving interactive modes of learning and the consequent modification in the approaches to assessment and evaluation has indeed a potential to make education reach the unreached. 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.

### **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 interdisciplinary nature of the area requires integration and cross-curriculum planning with other subjects and curricular areas. 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.

### **13. Education of Teachers for Vocational Stream**

Vocationalization of education has remained an important concern for our educational system, the success of which is determined by the quality of teachers and the modality of their professional training. A significant attempt in this direction was made for the first time in the recommendations of the Secondary Education Commission (1952-53) which emphasized diversification of education after Class VIII as a part of implementing the 11-year higher secondary multipurpose scheme recommended by the Commission. Four Regional Colleges of Education (RCEs), now known as the Regional Institutes of Education (RIEs) of the NCERT were established at Ajmer, Bhopal, Bhubaneshwar and Mysore. These institutions offered a variety of programmes leading to teacher preparation in major areas of vocational education covered under technology, agriculture, commerce, home science, fine arts, etc. in the best established infrastructure created in the RCEs for the success of such programmes. The four-year B.Tech. Ed. And B.Com. Ed. courses, and one-year B.Ed. (Agriculture), B.Ed. (Home Science) and B.Ed. (Fine Arts) courses were designed and offered in different RCEs with varying degrees of success under the constraints connected with implementation of recommendations of the Commission.

### **14. Conclusion**

Commercialization in education has led to a large scale mushrooming of teacher education institutions. 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. University departments and research institutions need to undertake such research. Modes of on-line learning and the consequent modification in the approaches to assessment and evaluation have indeed a potential to make education reach the unreached. It is recognized that ODL can be strategically employed in continuing professional development of teachers. The area needs to be considered for the framework of the overall development of the child and the adolescent – physical, social, emotional and mental. NCERT's experiments with the four-year integrated programme leading to the degree of B. Sc. Ed., two-year B.Ed. programme and integrated M.Sc. Ed. are other examples. The Gujarat Government has already stepped in this direction and it has already succeeded in gifting the large institution which is called Indian Institute of Teacher Education

### **References**

1. National Curriculum Framework for Teacher Education. New Delhi: NCTE Document 2009/10.
2. NCTE Annual Convention (2009).Philadelphia.
3. Teacher Education (2013).Ahmedabad: Nirav Publication.
4. <http://www.delta-search.com/?q=NCFTE-2009&babsrc>