

## PARADIGM SHIFT IN TEACHER EDUCATION

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### Abstract

*The story 'Toba Tek Singh' is a powerful statement on the mass hysteria that attacked ordinary people post partition. The lunatic asylum is a symbolic place created by Manto to comment ironically on the insane decision of the then political leaders who sowed the seeds of fanaticism, ill will and hatred amongst common people on the pretext of constructing well defined boundaries. The protagonist Bishan Singh is unable to come to terms with the factual reality that his native village 'Toba Tek Singh', which is a part of his identity is being snatched away from him. He rushes back to Pakistan to build bond with his native land. Toba Tek Singh, his village is an essential construct rooted to his being. All the lunatics have been presented with their psychological complexity that cannot comprehend the decision of the political leaders i.e. the sad reality of partition that mutilated millions of people in the name of religion. Manto raises pivotal questions, the prime being whether the decision of Partition was a sane decision. Why couldn't the leaders anticipate how destructive, catastrophic and cataclysmic this decision and its aftermath could be? The story thus deals with the theme of partition of 1947 which resulted due to the bigotry and sham religious fervor prevalent amongst the people of both India and the newly created state of Pakistan.*

***“We are not 'just' teachers; we are the managers of the world's greatest resource: Children”***

***~ Robert John Meehan***

“Teachers to be taught and trained” is a relatively growing concept in societies all over the world in nineteenth and twentieth century. Today, teachers are no longer mere disseminators of knowledge. It has become the teacher's main task to help young people in coping with a welter of information and in putting it into some order. They must know how to appraise and distinguish that which is useful for the development of individual as well as society, telling not only what is relevant at a given moment but also what is likely to be relevant in the future.

This has not made the teacher's task any easier. Added to his former duties, he now finds the responsibilities of a personal guide and almost of parents. He teaches the young minds how to make decisions for adjusting to a civilization in a state of

constant and rapid flux.

Taking these facts for granted, it has been observed that present forms and methods of preparing future teachers for their duties are generally of doubtful value. Although some progress has been made over the past 20 years in putting the teachers on an intellectual and social level comparable to that of other professions by integrating their course of training into the general system of higher education offered by the universities, many measures remain to be taken before the education of teachers can be called effective as well as adequate.

The optimal forms of teacher education cannot, however, be found without the help of many interrelated fields of knowledge: psychology, sociology, technology as well as such scientific methods as mathematical analysis and statistics. All play an important part in such a design.

The conspicuous lack of useful research on the education of teachers seems to suggest that all is not

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well in this respect. This means that research should itself form an essential part in the activities of teacher education to serve the two-fold purpose of introduction to an ever more important technique of discovery and of ensuring a good self-control of teacher education in the manner of constant feedback. Empirical research may not be the only solution but despite the disadvantages of requiring much prior planning and setting-up of test situations, it may provide the most reliable returns for many key questions about the entire infrastructure of education. Other problems like curricular modifications will call for a more prospective approach; yet they, too, must be considered with the teacher's affective role in mind. It has been realized that art of teaching has become complex today and even more so in the future.

In 1973, the Government of India set up NCTE. Its first meeting was held on 21<sup>st</sup> December 1973 and has been given all authority to take steps that are appropriate for teacher education planning and coordinating development and improve the standard of teacher education with regard to secondary and senior secondary stage of school education. The formulation of norms and standards for teacher education institutions for preparing teachers and teacher educators for different levels of school education is essential for a variety of reasons. So, for these purposes, NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers as the quality of teacher education cannot be given within one year duration. Therefore, NCTE formulated the (Recognition Norms and Procedure) Regulations 2014 of national policy for higher education and expanded one year B.Ed course to two-year course. NCTE helped to improve the quality of teacher education in terms of modern curriculum. This programme is comprised of three broad inter-related curricular areas - Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary

perspective.

According to NCTE, the two-year programme for B.Ed. course helps to get the expected behavioral changes among the student teachers because the main aim of NCTE is to improve the quality of teachers in our nation. This two-year program helps to shape the would be teachers by its teaching methodologies, psychological techniques as well as philosophical and social concepts. Apart from these, students and teachers are facilitated by extra-curricular activities like various awareness programmes and co-curricular activities. Some of the counselors suggested that B.Ed two-year programme should be popularized through public address system. Kanwar (2007) stated that India has made remarkable progress in education and in ICT. Yet it has not done much in integrating technologies in its education system. So, technical knowledge should be imparted along with some curricular activities and also adequate teaching professionals should be appointed in the educational institutions. Even though the student teachers have been taught by educators in the systematic way by following the rules and regulations formulated by NCTE (Regulations 2014) but this would not help the student teachers to get government job unless they have not cleared their eligibility test like TET conducted by the state government. Therefore, more importance should be given to enhance their knowledge and skills for improving quality of education as well as for making them capable to get the government jobs to fulfill their life needs. In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, National Council for Teacher Education (NCTE) vide Notification dated 23<sup>rd</sup> August, 2010 has laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (5) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate government in accordance with the guidelines framed by the NCTE.

Generally, students having B.Sc., M.Sc., B.A, M.A. and M.Com.degree courses with subjects of mathematics, physics, chemistry, biology, economics, commerce, computer science, biochemistry and language subjects from higher secondary subjects were only eligible for B.Ed. course in one year B.Ed programme. This system was followed till 2014. After completing B.Ed., they get opportunities in their respective subjects in schools. But in two-year B.Ed programme, the engineering students also opted for B.Ed. course as it has been declared by NCTE. If the engineering students choose the B.Ed. programme, then after two years, they can get better jobs and can teach their subjects at high school or higher secondary level. But there are a lot of problems for engineering students as there are no sophisticated and well-equipped labs (engineering labs) for students at high and higher secondary level. Moreover, there are very few schools which impart vocational education as well as technical education at higher level. So, this issue should be considered first and then opportunities' to engineering students should be given.

It has been observed that there is a growing dissatisfaction with the present arrangements for the education and training of teachers. The complaint that the quantity of entrants to the teaching profession is insufficient to meet the increasing demand for education at all levels is of course familiar enough to those responsible for teacher education. Present forms and methods of preparing future teachers through B.Ed. are generally of doubtful value.

So, two-year B.Ed course has made many issues. Few of the teacher educators said that it is good to study it in detail but few teacher educators said that it is not good as the students have to spend two years for B.Ed.

Keeping all these points in mind, there is a paradigm shift from two-year B.Ed. programme to four-year integrated B.A., B.Sc, B.Ed. programme as approved by NCTE. According to a HRD ministry source, the move to drop the present two-year course in Bachelor of Education is to ensure that only serious aspirants opt to be part of the teaching profession

like in the case for engineering or medicine. It is planned to equip student teachers with the basic knowledge and skills of sciences, social sciences, humanities and education. Such knowledge and skills would help teachers to teach in the 21<sup>st</sup> century classroom of upper primary and secondary school students and address issues concerning their development as global citizens.

The title of the programme is approved under section 22 of University Grants Commission (UGC) Act 1956. In the existing system, a student has to study for one additional year besides the three-year bachelors to get B.Ed. degree. With the new integrated system, a student will now be able to get the graduate degree as well as a Bachelor of Education degree in four years. A student can undertake B.A./B.Sc. B.Ed. integrated programme soon after passing class XII. The programme aims to improve the quality of teacher education and is only available in regular education mode.

The University received the Formal recognition order under Clause 7(16) of the NCTE Regulation 2014 for 4 Year Integrated B.A./B.Sc. B.Ed. with an intake 100 (two basic unit) from the academic session 2016-17.

*Programme Educational Objectives:*

- To integrate general studies comprising sciences, social sciences, humanities and professional studies to provide a strong foundation to future teachers.
- To maintain a balance between theoretical and practical components of the programme, thus, representing a wide knowledge base of a school teacher.
- To train teachers for upper primary and secondary stages of school education.

*Programme Outcomes:*

On completion of this course, the graduates will be able to:

- Analyze the secondary school curriculum of various schools affiliated to different Boards.
- Make use of subject specific pedagogical knowledge and skills.
- Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools.

- Appreciate the role of teacher in prevailing socio-cultural and political systems in general and education system in particular.

### CONCLUSION

So far teacher education is concerned, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components and it is our responsibility to ensure that all these components are efficiently integrated with the academic audit process. The University and its affiliated colleges will make all efforts to ensure it.

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