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ARTICLE

Knowledge Creating Programmes in Newly Introduced Two Year Secondary Teacher Education System

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Abstract

Teaching is a multi-faced area that requires at all times the correct identification of indices of developments in the society. This accountability makes it crucial that teachers be an embodiment of a constant search for updated knowledge in different fields of life, i.e. latest information, skills and achievements. Knowledge enables an individual to think, to analyze and to understand the existing situation, and the inter-linkages and externalities of each action. It empowers an individual to form his or her own opinion, to act and transform conditions to lead to a better quality of life. Kothari commission (1964-66) remarks- 'The destiny of India is being shaped in its classroom.' But the quality of education is greatly determined by the quality of teachers and teacher education programmes. For getting knowledgeable society of human beings, there is a critical need to bring quality in teacher education. In a society of the future, education will play an essential role in creating the new way of life specific to knowledge and learning based society. Recently National council for Teacher Education (NCTE) has resolved to modify the one-year courses of B.Ed. programme into two-year courses from 2015 onwards throughout the country. In order to create a world class knowledge society, every one of us has to be a knowledge worker. This paper describes the importance of creating a knowledge based society through newly introduced two year secondary teacher education programme for making India a powerful country.

Introduction

One of the basic questions facing educators has always been "Where do we begin in seeking to improve human thinking?" Education is described as the process that prepares young people for their social inheritance through the transmission of

societal values. The technology, which has been built around the ever-growing scientific knowledge, has become the motor of social change. The National Commission on Teachers (I) and Central Ministry of Education in its documents 'Challenges of Education- A Policy Perspective', while pointing out deficiencies in the teacher education programme laid stress on re-vitalization and modernization of teacher education programme in the following words: "the training of teachers demand our urgent attention. What obtains now in the majority of our teaching colleges and training institutions are woefully inadequate in the context of changing needs of India today. Education reforms invariably accord highest priority to improve teacher effectiveness in the nation. It requires consistent up gradation of teacher education programmes. Due to this, the 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. First of all, the two-year B.Ed. programme was introduced in 1999 by NCERT in its RIEs with certain special features/characteristics. 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 for B.Ed, course duration as two years in India. In November 2014, the NCTE had unveiled new models for teacher training courses, including the two-year B.Ed. after graduation and the four-year integrated course after Class XII. Colleges under different Universities will have common syllabi and uniform fee structure. The NCTE also try to help improve the quality of teacher education in terms of modern curriculum. This programme is comprised with three broad inter-related curricular area-perspectives in education, curriculum and pedagogic studies and engagement with the field. At present, it is important to give time to the new two-year B.Ed. curriculum.

As knowledge becomes more valuable, there is a growing need to manage it effectively to capture its full benefit. In this century, the society is becoming more and more knowledge based; the use information technology is determining the level of quality in all spheres of human activity. On account of rapid changes in technology, continuous updating of knowledge is necessary for teacher educators. Advances in multimedia applications are going to add a new dimension in teacher education programme. The technologies for gaining, sharing and applying knowledge are changing rapidly. World Wide Web (www) is becoming more interactive and multi-dimensional, incorporating multimedia presentations. At present knowledge tends to grow at an exponential rate in the world. There is an

urgent need for focusing on exploiting knowledge for our future prosperity and well being & our development. The field of secondary teacher education is innovative in nature. Thus it is seen that teacher education in this century is in to bring radical changes, unless the society is willing to be indifferent about quality and relevance, the nature of secondary teacher education has to change from the present status. For exploiting the opportunities in the knowledge-based society, an excellent system of teacher education is essential.

Secondary Teacher Education: Present Status

The Secondary two year teacher education programme aims to produce fully professional secondary level teachers keeping in view the 21st century of modern age. But, the Teacher training curriculum in the country does not fully acknowledge the new age environment in schools and classrooms in terms of constructivist learning, learner-centered instructions and integrating technology into the processes of teaching and learning. In our country teacher education is production oriented rather than consumer oriented. There is no sufficient strong link between the schools' curriculum and the teacher education curriculum. The emphasis on content delivery, examination and certification over real learning is also a serious threat to quality. If we see the quality in teacher, we always see following major aspect must develop in the teacher. It means a teacher has some things like classroom management skill, mastery over the content, classroom transaction and mastery over the different method of teaching.

However, most of the teachers are failing in the class, why it is so? Why students are forced to learn the concept with rote memorization? Hence it is the time need to change in the teacher education system. Teacher education as it exists in the country today, if not adapted to the demands of changing needs, it would be impossible to shape our educational system in the desired direction of knowledge. There is a big gap between professed teaching behaviours in teacher education courses and actual teaching behaviours in the classrooms. The main evils and problems that affect secondary teacher education programme today are following:

- Mushroom growth of ill-equipped, ill-provided and inadequately staffed colleges;
- Poor quality of teaching and generally poor performance by teachers;
- Low teacher-pupil ratio;
- Lack of professional development opportunities for teachers;

- Irrelevant and outdated curriculum;
- Increasing the problem of non-attending students and teachers;
- Practical difficulty to implement field work and internship programme;
- Lack of well-designed programme;
- Unavailability of quality learning materials;
- Lack of Logical sequencing of topics;
- Traditional techniques of teaching;
- Lack of work culture and new approaches;
- Negative attitude towards research work; and
- Poor facilities of library, laboratories etc.

Due to these evils and problems persisting with our education, our education system is demanding a revolution in the process and content of secondary teacher education programme.

Suggestions

There are various problems prevailing in the field of secondary teacher education. The institutions of secondary teacher education have a great opportunity and responsibility to design their educational system leading to a knowledge society. At present there is a importance of implementation of two years B.ED programme for in-service teachers keeping in mind the knowledge and wisdom era. There are some points to develop knowledge based teacher education system. The main points are given below:

- ✓ **Construction of multimedia-based curriculum of TE-** The curriculum of secondary teacher education should relevant in the context of changing patterns in society and technology. There is a great need of Construction of multimedia-based curriculum of secondary teacher education.
- ✓ **Mastery of content-** Teachers are the sculptors of the future society. Competent, capable and dedicated teachers are needed in order to improve the teacher education. In the era of knowledge explosion a teacher or teacher educator can not be the master of every subject. But mastery of content should pave the way for teachers to develop inter-disciplinary knowledge.

Teachers must not be saturated in mastery of contents. Teachers' mastery of content should serve to pave the way for what is universal what is befitting to the immediate needs of social development.

- ✓ **Minimum requirements of training programme-** The minimum requirements of any training programme is that it should enable the trainee to acquire the basic skills and competencies of a good teacher such as the capacity to manage a class with pupils of varying abilities; to communicate ideas logically and with clarity, to use the technology available, to make teaching effective; to organize educational experience outside classroom and to learn to work with the community and help the students to do so.
- ✓ **Pedagogical knowledge-** Pedagogical knowledge refers to the knowledge about science of teaching. But teacher's quest about resolving day to day teaching –learning problems i.e. actual needs, should not be satisfied by the existing level of pedagogical knowledge. Learning is not attained by chance; it must be sought for with ardor and attended to with diligence. Teacher-educators must go for a new break through and for a closer merger of theory and practice.
- ✓ **Teacher's In-Depth Content Knowledge-** In present situation, there is a special need to teachers to master two types of knowledge: first is content, also known as "deep" knowledge of the subject itself, and second is knowledge of the curricular development. To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps and relate one idea to another. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.
- ✓ **The use of rewards and incentives for teachers-** There should be a provision for providing adequate incentives to attract and retain capable teachers.
- ✓ **To adopt work culture-**It is said that work is worship. An organization or a nation that has work culture can become powerful in every field of knowledge and skill. So, we should be active and adopt work culture for making India knowledge super power. The knowledge development should be

based on cultural knowledge and should stress student effort over whatever interests the child already happens to have.

- ✓ **To increase research activities-** At present, appropriate research activities are not being done by secondary teacher education institutions. It is expected from a teacher educator that he will continuously up-date his knowledge and skills. He should never be satisfied with *status quo*. There should be continuous efforts to match the teaching styles and learning styles of the students. Teacher education institutions should provide facilities to teachers and also motivate them for research.
- ✓ **To organise co-curricular activities-** Teacher education institutions should organise co-curricular activities such as seminars, conferences, workshops etc. for new knowledge of new millennium. They must be well aware of the modern strategies, tactics and techniques of teaching and should be capable of using them to the best of their knowledge to make the teaching learning process more effective.
- ✓ **Use of communication and information network-** Network of communication and information links all colleges of education, departments and universities to each other to build such bridges. The network can make us powerful and up-dated in the field of knowledge and new approaches. University Grants Commission has undertaken a massive project of connecting all the universities.
- ✓ **Implementation of Internship programme** - During internships B.Ed. trainees need to be in schools for 16 weeks, schools are apprehensive about allowing trainees to be in schools for such a long period as many schools feel the performance of their students will be badly affected and it will affect the overall result and reputation of the school.
- ✓ **Well-designed programme-** There must be a need of standard, up-dated & need based curriculum and Teacher education institutions should reflect the dynamics of the professional area through well-designed programme. Many of the problems and inefficiency can be minimised through well-designed programme. Today's teachers must make tough decisions about how to spend their classroom time. Clear alignment of educational objectives with local, state, and national standards is a necessity. Adequate provision

should be made for imparting new knowledge and skills of teaching & class management.

Conclusion

Education is, indeed, a process of human enlightenment and empowerment. Today, the nation that has a hold over knowledge, is accepted as a nation with bright future. Teachers must realize their role and a great responsibility that has been entrusted in their hands in producing good citizens with great democratic values. Development of the knowledge based society is dependent on the creation of knowledge, on its spreading via education and on its dissemination via communication and on its involvement in technological innovation. In order to create a world-class knowledge society, every one of us has to be knowledge worker and for this, secondary teacher education institutions can play an important role in conservation, preservation and extension of knowledge. Finally, this is the time to consider steps to make India into the world's major hub for teacher education in the 21st century. So, there is a great need to make strong to secondary teacher education in the era of advanced knowledge.

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