

## A REVIEW OF REFORMS AND REALITIES IN TEACHER EDUCATION IN INDIA: A META-ANALYSIS

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### ABSTRACT

*Back ground of the study: Review of prior research and reports on reforms and realities in Higher Education System inspires the investigator to make a study on the same in TEP (Teacher Education Programme). The study aims at tracing out the recent innovations and practices (realities) in TEP. Method: The meta analysis as a method in research has been undertaken by the scholar to focus on the key-issues in Teacher Education Programme in India. Six remarkable studies on TEP have been metal analyzed resulting in highlighting 10 key-issues of reforms and 10 issues of realities in Teacher Education Programme. Discussion: Seven issues: Increasing faculty staff in several educational institutions, Network among all the institutions, Infrastructure, Use of ICT, Dynamism of knowledge, Dominance of psychological and Competencies in the use of computers out of 10 issues of reforms should be underlined with respect to their realities. The study focuses on the present scenario of TEP and wishes to bring forth more and more qualitative improvements (professionalism) in Teacher Education Preparation with the inclusion of corporate sectors in various education systems.*

*Keywords: Professionalization of Teacher Education, ICT in Teacher Education, Innovations & Initiatives in Teacher Education and Reforms in Teacher Education.*

### INTRODUCTION:

Since the beginning of teaching – learning process in human history a number of impressive phrases have been emerging pertinently as a garland to adore the teacher: Teachers are the treasures of society, Teachers are the backbone of society, Teachers are the saviour of society, Teachers are the tuner of mankind. So, teachers should be nurtured in a very careful and systematic way in educational system. Teachers help in building and rebuilding the society and

determine the quality of life in the community and the nation. The empirical research evidences in our country suggest the fact that the professional preparation of teachers has been very crucial for the qualitative improvement of education since 1960 (Kothari Commission, 1964-66), but a very few concrete steps have been taken in the last three decades to operationalise this. Experiences of various countries reveal that the most effective way to develop good teachers in dynamic and changing environment is to begin with a well developed pre-service teacher education programme and continue with career long learning opportunities. Under these circumstances the present study aims at overseeing and analyzing the findings of prior research and reports on the theories of Teacher Education Programmes and their scenario in practice.

1) Professionalization of Teacher Education in India: A Critique of Teacher Education Curriculum Reforms and its effectiveness : --- (NCERT, Sri Aurobindo Marg, New Delhi – 110016, India. Dr. Saroj Pandey, Associate Professor, Department of Teacher Educational and Extension)

#### THIS CRITIQUE FOCUSES ON:

- Policy initiatives for Teacher Education Curriculum reform
- Professionalization of National curriculum Frameworks for Teacher Education
- Impediments to professionalization

#### CONCLUSION: HIGHLIGHTS THE BELOW MENTIONED FACTS

- Systematic task analysis of teachers
- Inclusion of relevant contents
- Infusion of confidence among the teachers
- To negotiate the school curriculum in classroom
- The present teacher education is inadequate to meet the challenges of diverse Indian socio-cultural contexts

- The promise of NCF to translate the vision into reality and prepare professionals and improve the quality of education

2) Transformational Value of ICTs in Teacher Education : Learnings from India – Dr. (Mrs.) Rama Konda palli, Deputy Adviser, NAAC, Bangalore, India

#### FOCUSES ON:

- The success stories of Indian Teacher Education Institutions in ICT application, integration and use in teacher training programmes
- The initiatives of NCTE, NCERT, INTEL, Wipro and Azim Premji foundations etc to integrate ICT with teacher training program all over Indian
- ICT as a core course at the B.Ed level in M.S.U. University, Baroda.
- ICT in teaching learning process in SNDT Girls school, Mumbai
- Use of ICT for distance teaching by women's University, Mumbai
- The EDUSAT Project of ISRP in Oct. 2002

#### CONCLUSION:

- Today education can be provided via satellite
- Satellite will save time and reduce unnecessary haste or hurriedness.
- It can create distance learning centers
- ICT opens new corridors for both teachers and learners.
- Planning, organizing, directing and coordinating ICT for all sectors of education
- Institutions can use the platform of satellite TV, radio, VSAT etc.
- "If you cannot change people, you could make people aware of change."

3) Innovations and Initiatives in Teacher Education in Asia and the Pacific Region --- Asia and the Pacific Programme of Educational Innovation for Development (APEID) (UNESCO Principal Regional Office for Asia and the Pacific), Bangkok, 1990)

It is a comparative overview of fifteen countries. Australia, People's Republic of China, India, Japan, Republic of Korea, Malaysia, Republic of Maldives, Nepal, Newzealand, Pakistan, Philippines, Sri Lanka, Thailand, Viet Nam, Western Samoa

#### REFLECTS THE ISSUES OF TEACHER EDUCATION IN INDIAN SYSTEM:

- No much revision of the pre-service teacher education curricula in response to changing circumstances
- A mismatch between teacher education programmes and the availability of teachers in different subjects / areas
- No sufficient time for the development of attitudes and values is invested in teacher education programme
- Coordination among various agencies is yet to be obtained
- Distance education through electronic media needs to be extended

#### FUTURE PLANS:

- Comprehensive institutions are being set up to look after the pre- service education of teachers
- The institutions will be well stuffed with proper infrastructure
- An extensive system of in-service education should be developed
- Distance education via electronic media should be massively used to meet the needs of a large number of teachers
- Teachers education institutions are to be appropriately equipped to prepare teachers in the use of computers

4) Transforming Classroom Practice : Teacher Education and Pedagogy In India -- Poonam Batra, Central Institute of Education University of Delhi, January 2010

This review highlights the following key factors in Teacher Education System in India

- The education of teacher and pedagogic practice
- Education discourse in contemporary India
- The policy – Practice
- International Educational Reform

#### THE COTEMPORARY INDIAN EDUCATION REFORM AGENDA:

- Teacher accountability, learning guarantee Programmes, learning achievement levels, school management
- Increasing engagement of the corporate sector in education
- All major policy documents in India, including RTE
- Entrenched teacher education discourse and practice
- The policy-practice remains purposefully unexamined

#### FORCED CHOICES FOR TEACHER PREPARATION:

- Conflict between diversification and selectivity of the teacher workforce
- Private and public locations for teacher preparation
- Long duration per-service teacher education vs. short-term measures of in-service training
- Teaching : a practical and political Activity
- Teacher Education Institutional Arrangements
- School curriculum and the Teacher
- Dualities in the teacher education discourse
- Teacher Knowledge and pedagogy
- Dominance of the psychological

- Subject – matter or pedagogy
- The individual narrative
- Fragmented notions of knowledge
- De-theorizing the discourse of educating teachers
- Changing notions of knowledge
- Psychological, social science and philosophical perspectives
- Selection and presentation of knowledge
- Should be based on gender, caste, religion and language in educational practice
- Reinforcement, expansion and examination of existing knowledge

5) Reforms in Teacher Education in India --J.S. Rajput and K. Walia (Journal of Education Change)

HIGHLIGHTS THE MAJOR CURRENT REFORMS IN TEACHER EDUCATION IN INDIA AS SUCH:

- To update the teacher education curriculum to local needs
- To make it more context based, responsive and dynamic
- Should be supported by the network of national, provincial and district level resource institutions throughout the country
- Professional competencies, commitment and motivation for high level performance on the part of teachers
- Use of information and communication technologies in teacher education programme

6) The Focus of NCERT on the Renewal of Curriculum of Teacher Education

National Council of Educational Research and Training (NCERT) newly suggests some facts to be emphasized on in TEP (Teacher Education Program).

They are

- Learning in the social context of learners, community and nation.
- Faith in learning capacity of the school children, student – teacher relation and evolving proper educative programme
- Viewing learner as active participative person in learning
- Viewing the teacher as a facilitator of learning
- Not to treat knowledge as confined to books, but to construct it through various types of experiences
- Continuous appraisal, self-appraisal, peer appraisal
- Not to make TEP predetermined
- Methods should not be fixed
- Learner's decision about all aspects of learning
- Different learning modes or routes

#### ANALYSIS:

The prior research, reviews and reports provide an analytical view in the shape of reforms and realities of Teacher Education Programme in India.

Reforms	Realities
➤ Professionalism in TEP	➤ A very few concrete steps have been taken in last three decades to operationalise the qualitative improvement in teacher education programme
➤ Use of ICTs	➤ No much revision of the pre – service teacher education curricula in response to changing circumstances.
➤ Inclusion of corporate sectors in Educational system	➤ A mismatch between TEP and availability of teachers in different subjects / areas.
➤ Institutions to be stuffed with proper infrastructure.	➤ No sufficient time for the development of attitudes and values is invested in TEP



➤ A tight network of all teacher training institutions	➤ Co-ordination among various agencies / institutions is yet to be obtained
➤ Extension of Distance Education through electronic media	➤ Distance education through electronic media needs to be extended
➤ Preparing teachers in the use of computers.	➤ A number of institutions are not provided with sufficient facilities
➤ The policy – practice	➤ More institutions have to be set-up to look after the pre-service education
➤ Dynamism of knowledge	➤ The Policy practice remains purposefully unexamined
➤ Dominance of psychology	➤ Use of ICTs in TEP is yet to be emphasized on

#### DISCUSSION:

Seven issues: Increasing faculty staff in several educational institutions, Network among all the institutions, Infrastructure, Use of ICT, Dynamism of knowledge, Dominance of psychological and Competencies in the use of computers out of 15 issues of reforms should be underlined with respect to their realities.

#### CONCLUSION:

The study focuses on the present scenario of TEP and wishes to bring forth more and more qualitative improvements (professionalism) in Teacher Education Preparation with the inclusion of corporate sectors in various education systems.

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