

THE BACKGROUND OF THE

PRESENT STUDY

CHAPTER – I

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CHAPTER – I

BACKGROUND OF THE PRESENT STUDY

1.1.0 INTRODUCTION

Education in modern age seeks to preserve, transmit and advance knowledge and is committed to bring change for the betterment of society. The importance of education lies in the fact that it is considered a powerful instrument of social change and progress as has been underlined by various educational experts, committees and commissions in India.

Education Commission [1964-66] observed :

“The destiny of India is now being shaped in her their classrooms”.¹

“To relate (education) to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals.”²

For realization of such purpose of education as discussed about a nation has to provide the right type of education for its teachers who are ultimately responsible for shaping its destiny. The role of the

teacher has rightly been emphasized by the National policy on Education, 1986 that the teacher is the principle means for implementing all educational programs and of the organisation of education.

Rabindranath Tagore has aptly said, "A lamp can never light another lamp unless it continues to burn its own flame, a teacher can never truly teach unless he is still learning himself."³

Knowledge is fast expanding and in science, it is said, it is doubling in every six years. The frontiers of human knowledge in various fields are expanding rapidly. Professional preparation need is most urgent in the teaching profession because of rapid advance in all fields of knowledge and continuing evolution of pedagogical theory and practice.

The national Commission on Teacher I (1985) also highlighted that with the explosion of knowledge, revolution in the world of media with contemporary issues demanding urgent attentions with values getting encoded the need of helping teachers to keep a breast of things cannot be questioned.

The ministry of Education, Thailand (1975) suggested that the teacher is "..... a substitute parent, a registrar of student's academic records, social backgrounds and sometimes political leaning, a book-keeping officer, a canteen manager, a dormitory supervisor, a student welfare officer, or a social worker, a school building construction overseer, a community development leader, a disciplinary praetor, a fund raiser for needy students, a counselor in academic problems as well as student's personal ones, a participant in service, programs or a dignitary in social functions."4

"The best scheme of education can become a bad scheme if teacher handling it are bad; even so a bad scheme can, in practice, be made a good one if the teachers are good. The quality of an educational system depends in a large measure on our securing a fair number of well educated, well equipped and contented teachers. We must be able to attract to the teaching profession the talented and well balanced young men and women who will take up their work with zeal, devotion and enthusiasm".

Since the personality of the teacher is bound to have great effect upon the students, it is important that our scheme of training should help the prospective teachers to develop into balanced personalities". They should gain a broad understanding of our culture in order to give a cultural background of their pupils". In the modern age, when our society is based on set up and when our existence depends upon a right

understanding of good democratic principles by every man and women in the country, it is necessary that the schools should become the exponents of this democratic background to our children even while young to achieve this end, it is essential that our teacher should not only study the social, political and economic bases of democracy, but should also have worked & lived in during the course of their training. Protective teacher should also be provided with an adequate understanding of the processes of human development and growth at all the age levels, so that they may be competent to guide our young in and outside school.

Education is the process of human enlightenment and empowerment , effective system for the achievement of the better and higher quality of life. A sound and effective system of education results in the unfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

"As is the school, so is society, And as is the teacher, So is the school".

Effective teacher is the education has a crucial role. Improving quality of the education depends to a large extent, on the quality of the teacher education at all levels.

There was a time, especially during the pre-independence period in India, when teacher education was just a single shot event. But this once-in-a-lifetime model is quite inadequate in the post independence period, particularly in the modern times. "In the last decades of the twentieth century, both school education and society have witnessed unprecedented technological advancements, communications revolutions, periodical reforms in school curriculum, introduction of competency based and value oriented education, adoption of minimum levels of learning [MLL] strategy as envisaged by National Policy on Education [NPE], 1986 (modified 1992), major reforms in textbooks-cum-workbooks and other teaching-learning aids, promoting activity based and joyful learning activities besides teacher directed learning, offering non-formal and alternative education systems, interactive like Operation Blackboard (OB), special orientation Program for teachers (SOPT), Promoting Primary and Elementary Education (PROPEL), and a host of other development".⁸

Dr. Frank H. Klassen expressed :-

" The modern era has also witnessed a dramatic shift in the purposes for which education is provided. Two major purposes have merged: -

- 1] Human resources development has become a central goal of education. Career education, education for the world of work,

education for social and economic progress, basic education and a variety of other concepts have helped to shape education and teacher education in the modern era.

- 2] Education is looked to as a solution to a wide range of social ills including and social interest, deterioration of the environment, social inequalities based on the sectarian, ethnic and class distinctions and problems related to drug abuse.

The roles of the teacher and the education have diversified to meet these challenges. Education has become in an unprecedented fashion, a central ingredient for personal and social development and survival”.

In some states there are programs prepared for elementary school teachers, universal enrollment and retention of children upto 14 years of age substantial improvement in the quality of education. The establishment of NCTE was with a view to achieving planned and co-ordinated development of the teacher/ education system throughout the country. Quality enhancement in teacher education is one of the major assignments before the National Council for Teacher Education.

The implementations have been found very encouraging by the teachers practically everywhere. The present document highlights and

identifies competencies, which hopefully lead to a quality teacher education institutions. Education is the process of human enlightenment to achieve a better quality of life. A sound and the effective system of education results in the encouragement of competencies.

" Quality Education For All "

In this context effective teacher education has a crucial role. Teachers acquire professional competencies and commitments. Their tasks in the classrooms will be of high quality.

Competency Based Teachers Education :

It is also known as Performance Based Teachers Education.

It is a commitment oriented teacher education curriculum focusing on quality and efficiency of teachers. The things that the teachers should know and they should be able to do in classroom situation are the important factors in competency based teachers training for improving quality of education at all levels. It is important to reconstruct the teacher education. As the contents are changed teachers are expected to play different role and perform various functions-cognitive performance, consequence, effective and exploratory are the five classes of competencies.

Quality education for all is the aim of Competency Based Teachers Education. In the present times all are provided with quality education for social and national development.

A sound and the effective system of education results in foldment of learners potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

Competency Based Teacher Education involves personalized instruction, proper feedback. The weight age is given to exit behavior.

'Competencies' ordinarily is defined as adequate for the purpose suitable 'sufficient' or as 'legally qualified, admissible' or as capable. In a sense it refers to adequate preparation to begin a professional career.

In addition to Competency Based Teacher Education, the term performance based teacher education has been used to identify the same movement.

Competency Based Teacher Education emphasizes a minimum standard, it adds criterion levels, value orientation, and quality to the definition of the movement. Competency Based Teacher Education advocates pressing for consequence competitions as the most important measures of teacher effectiveness. They rely on the ultimate purpose of

schools as the major relational for their would hold teachers accountable for pupil achievement but would permit a wide range of teacher actions and teaching strategies.

The term Competency Based Teacher Education and Performance Based Teacher Education emphasize important elements of the movement.

One focusing on objectives, the other on criteria, Both are useful, not conflicting, and both refer to the same movement.

Competency Based Teacher Education was developed with explicit goals and assessment systems that were linked to outcomes in the schools. It offered accountability with options for participants, prior knowledge of requirements and alternative instructional programs. Competency Based Teacher Education offered both individualization and personalization.

Maharashtra State has made arrangements from standard first to fifth in subjects like Mathematics, History, Geography, and languages like English, Hindi and Marathi. Textbooks and workbooks are published. Teachers teaching in primary level from first to fifth have been given training. Since May 1997. If we want to give meaningful and proper education the curriculum must be changed.

The National Council for Teacher Education has been set up as a statutory body under the ministry of human resource development. With a view to achieve planned and co-ordinate development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matter connected there with.

In the opinion of Dr. Radhakrishnan, the noted philosopher, administrator of India, teachers are the builders of the nation. The destiny of nation is being shaped in the classroom is his statement.

Any change in the educational system depends to a great extent on the teachers. They play a pre-dominant role in shaping the future human resources of the nation and there by they determine the future destiny of the nation. "But now-a-days the entire teaching community is securely criticized for their neglect of duties and in significant role played in the educational process. Truly efficient & dedicated teachers are very few now a day.

Talented students are not attracted to teaching profession. Teaching has become the last choice in job market. Much of the teachers' education is now irrelevant & backdated. Teachers' training programs are not properly planned and organized.

Many teachers have no orientation in new methods of teaching and educational technology.

As teachers performance is most crucial input in the field of educational, the entire teaching learning process has to be re3volutionalised for effective restructuring of the entire educational system and qualitative improvement of education at all levels re-orientation of teacher education is essential. Both are service and in service teacher training programs should be over handed. Three factors are crucial to the quality of the education the caliber, work ethic and pedagogical skills of teachers training institutions. Teachers should be acquainted with new frontiers of knowledge, communication techniques and educational technologies, the curriculum should reflect humanitarian values, social awareness, nation imperatives physical culture and sports and rich advanced heritage of India's culture.

The status of the teacher reflects the socio-cultural ethos of a society. Teachers will continue to play a crucial role in the formulation and imp.ementation of the educational programs.

Teacher education today is exploring new frontiers of education to broaden its scope and widen its outlook to launch newer strategies for re-thinking, re-viewing and re-modeling all educational programs of activities of activities in order to foster creative and aesthetic consciousness. The perfume of promise, therefore awaits the green signal from teachers and no wonder, the rest automatically follows.

To meet the challenges of the world of work under multichanneled economic, professional and social dimensions, teacher education necessitates re-designing its curriculum and instructional strategies. At the same time, the evaluation approaches and techniques should also be tailored to the desirable needs for total all round human welfare.

So the researcher felt the need of this research.

1.2.0 TITLE OF THE RESEARCH

The title of research is "An evaluation of D-Ed curriculum in the light of N.C.T.E. Guide lines."

1.3.0 OBJECTIVES OF THE RESEARCH

The main objectives of the Research are :

- 1) To analyze D.Ed syllabus, Text-books, question papers and the lesson-notes of D.Ed students.
- 2) To analyze the implementation process.
- 3) To suggest the changes and shortcomings in the present D.Ed syllabus in the light of five competency areas.
- 4) To study the evaluation of Education D.Ed curriculum.

- 5) To study the other problems in this subject matter and to overcome the shortcomings.

1.4.0 SCOPE AND NEED OF THE RESEARCH

The research is related to all D.Ed colleges in the Solapur district. It will be helpful to the educationalists who will frame the new syllabus of D.Ed colleges, which will be useful to all other districts, or states might refer this research while framing their D.Ed course.

Education is increasingly being perceived as sake of crucial significance, capable of modifying the ecoscenario and transferring the dreams of millions of human beings for a better and higher quality of life into a reality.

Critical attention is being paid to the relevance of a variety of important aspects like the quality of education imparted in schools, the learning environment the school community, relationship and the professional preparation of teachers only professionally well prepared and committed teachers can create an environment for joyful activity based and participatory learning, besides providing equal opportunity of success in learning attainments for every child. The need to prepare well trained dynamic teachers willing to acquire new competencies to argument those already acquired and to display a sense of partnership in preparing requisite manpower for the future is increasingly being experienced.

The objectives of preparing teachers for universal elementary education and expansion of secondary education could focus on acquisition of competencies and nurturing of qualities of every individual teacher, befitting the emerging social scenario in India.

In order to arrest and remove dilution the national policy on education in 1986, therefore envisaged minimum levels of learning for all stages of school education.

Accordingly, the Government of India initiated a major project for achieving quality, equality and social justice in elementary education through the implementation of Douse committee Report on minimum levels of learning at primary stage.

Teachers have accepted the new approach and found it interesting. It has instilled a new confidence amongst the teachers as it has made it possible even in the case of low achieving children to easily attain mastery level achievement through remedial inputs.

It has also made it essential to identify a comprehensive set of critical Competencies and commitments particularly relevant to elementary school teachers.

The demands of education for all (EFA) globalization, liberalization of economy and the universal spread of media can no longer permit any kind of indecent in the process of learning and education.

Hence the need to transform teacher education curriculum appropriately, and at the earliest to help teacher education institutions meet the emerging challenges adequately, effectively and urgently.

1.5.0 IMPORTANCE OF RESEARCH STUDY

This research problem is related to all the D.Ed. colleges in Solapur District.

- a) The findings and conclusions of research will be helpful to those educationists who will frame the new D.Ed. syllabus.
- b) To analyze the strengths and weakness of existing system of elementary education in changed context.
- c) It will be useful for administrators and officers who are related to D.Ed. course.
- d) To understand the role and responsibilities of a primary elementary teacher.
- e) To understand processes helping competencies to be developed in the school or outside the school.
- f) To understand the need for developing competencies art Mastery level, rather than developing content Mastery among children.

- g) It may be useful to B.Ed college teachers also, as they have to observe some lessons on std V-VII.
- h) D.Ed & B.Ed students will also be benefited, as they have to take lessons on elementary classes.
- i) In Solapur, the competency based education has already been started from 1997 for teacher teaching std I to IV. The syllabus must be changed accordingly. It is to be based on competency based approach for developing human resources, their competencies are to be cared for ~~not~~ the specific content, but empowerment for mastering new content, and dropping the absolute one.
- j) The D.Ed. Syllabus must be changed according to this new dimension. If the teacher educators know what they are actually doing regarding this competency-based education and what they have to do it will be better for them.

1.6.0 DEFINITION OF IMPORTANT TERMS

- 1) Teacher educators : Teachers in the elementary teacher education (D.Ed. Colleges) institutions.
- 2) Student teachers : Students studying in elementary teacher education (D-Ed) colleges for first and second year D-Ed course.

- 3) NCTE statutory authority : The norms and standards specify the details of 'conditions' required for recognition, permission and additional intake of seats for any course or training in teacher education.
- 4) "Council" means the National Council for Teacher Education.
- 5) "Teacher Education" means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes non-formal education, part-time education, adult education and correspondence education.
- 6) Existing Elementary teacher education syllabus : The syllabus prepared for D-Ed colleges (Elementary teacher education colleges) in the Maharashtra State and which has been implemented since 1998.
- 7) Competency: 'Adequate for the purpose', 'Sufficient', 'legally qualified' or as 'capable'.

1.7.0 LIMITATIONS

The research work is restricted to D.Ed colleges in the Solapur District only. This work is limited to the first five competency areas. The researchers will not consider the commitment and performance areas.

All the government granted and government aided non-granted colleges have been visited in Solapur District. In this Research work all the subjects are included in regard with the upliftment of Education. The evaluation and planning of this research has been systematically worked out and studied in details.

All the problems have been studied in respect to all medium D-Ed college i.e. Urdu, Marathi, Kannada, English.

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