

PERSPECTIVES RESEARCH AND ISSUES IN TEACHER EDUCATION


Unit I: issues and problems in teacher education

❑ ISSUES IN TEACHER EDUCATION


- **major issues are --**


- New pedagogy of colleges of education
 - Proliferation of colleges of education
 - Curriculum
 - Time duration
 - Quality concern
 - Competencies
 - Isolation of colleges of education
 - Regional imbalances
 - Examination system
 - ICT skills
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❑ PROBLEMS IN TEACHER EDUCATION

- ▶ Small time period provided for teacher's training
 - ▶ Selection problem
 - ▶ Defects in concerning papers
 - ▶ Incompetency of students and teachers
 - ▶ Practice teaching neither adequate nor properly conducted
 - ▶ Lack of subject knowledge
 - ▶ Faulty teaching method
 - ▶ Isolation of teacher's education department
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- ▶ Supervision problem of teaching
 - ▶ Inadequate empirical research
 - ▶ *For professional development lack of facilities*
 - Alternative modes of teacher education
 - Duration of teacher education programmes
 - Personal and social skills
 - Subject knowledge
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- Poor academic performance background of student-teachers
 - Proper facilities not available
 - Demand and supply not sufficient etc
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- ▶ Globalization and erosion of values
 - ▶ Context sensitivity
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- ▶ Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, which is important for its better future.
 - ▶ As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment.
 - ▶ Teacher education has to become more sensitive to the emerging demands from the school system.
 - ▶ For this, it has to prepare teachers for a dual role of; encouraging, supportive and humane facilitator in teaching learning situations who enables learners to discover their talents.
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- ▶ Societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns changes according to national development and educational priorities.
- ▶ Unfortunately the programmes of teacher education are alleged to be static and stagnant.
- ▶ The existing teacher education model is inherited mostly from british system of education and is suffering a lot due to its inability to keep pace with time adopting necessary modification in its conceptual based theory and practices (yadav et al., 2011). N.P.E. (1986) and
- ▶ The **program of teacher education in various stages** requires a thorough reconstruction in **its input, process and output** in order to make the system quality oriented.


- ▶ The dictionary meaning of quality is- "**the degree of excellence**".
- ▶ According to bennis (1993) – "quality often is not measured at all, but is appreciated intuitively. One's response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives."
- ▶ To ensure quality in education is a massive challenge since it deals with the human resources (rogers, 1995). ***How to provide quality education to large numbers at affordable costs is the primary concern of developing countries***
- ▶ Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

- ▶ Improving the quality of teacher education is the need of hour.
- ▶ Assessment and accreditation of educational institutions will certainly enhance academic and educational quality.
- ▶ The establishment of (NCTE) in 1995 as a statutory body was a landmark in the history of teacher education in India.
- ▶ NCTE was set up for the **regulation and proper maintenance of norms and standards** in the teacher education system.
- ▶ The creation of National Assessment and Accreditation Council (NAAC) in 1994 was a welcome initiative on the part of the University Grants Commission (UGC).
- ▶ The mission of NAAC is to contribute to the maintenance and improvement of quality at all levels of higher education in India.

- ▶ NAAC (2005) has identified following seven indicators to assess and control the quality in teacher education:
- ▶ A. **Curricular Aspects**
- ▶ Goal orientation
- ▶ Curriculum development
- ▶ Programs options
- ▶ Academic flexibility and feedback mechanism.
- ▶ B. **Teaching, Learning and Evaluation**
- ▶ Admission process, catering to diverse needs, teaching-learning process, teacher quality, evaluation of teaching, teacher quality, evaluation of teaching, evaluation of learning, and examination reforms.

- ▶ C. **Research, development and extension** :which includes promotion of research, research output, publications output, consultancy extension activities, participation in extension and linkages.
- ▶ D. **Infrastructure and learning resources**: which includes physical facilities, maintenance of infrastructure, library, computers and other facilities.
- ▶ E. **Student support and progression** : which includes students profile, students progression, student support and student activities.

- ▶ **Organization and management:** which includes goal orientation and decision making, organization structure, human power planning and recruitment, performance appraisal , staff development programmes, resources mobilization and financial management.
- ▶ G. **Healthy practices** :which includes total quality management, innovations, value based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.
- ▶ The NAAC and NCTE will be complimentary to one another so as to evolve suitable appraisal system norms and mechanisms for enforcing accountability of recognized teacher-training institutes.

- ▶ Accreditation of an institution for quality assurance has created a great deal of expectation among those who care deeply about quality and standards in higher education.
 - ▶ Teaching at all levels needs to be modern, innovative and concurrent with the latest development to face the emerging changes of the future.
 - ▶ This will prepare teachers to meet the local, national and global demands of the current century.
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▶ **Curriculum transactions for quality teacher Education:**

- ▶ Practice teaching continues to be the weakest link of the entire system of teacher education. Micro-teaching needs to be improved in terms of quality and time.
- ▶ Practice teaching does not meet the requirements of the school system - lacks appropriate blend of theory and practice.
- ▶ Also a wide gap exists between the teaching competencies in practice and theory.
- ▶ Models of teaching and innovative methods of teaching should be made an integral part of a rigorous training program. They need to be used in **actual classroom situations.**

- ▶ Self-learning through **action research projects** need to be taken up to develop a spirit of inquiry and curiosity in the learner.
- ▶ Emphasis on preparation of innovative, economical and attractive teaching aids for better learning experiences.
- ▶ Practical assignments need to be carefully planned and selected so that they are relevant to the core courses and have a direct application in the school situation.
- ▶ Accreditation is primarily concerned with the quality of teacher performance in the classroom.
- ▶ Teacher should be trained in multimedia techniques, computer aided instruction (CAI) and more emphasis on IT needs to be given.

- ▶ **Benefits of accreditation as a development oriented process:**
- ▶ Accreditation shall ensure the **quality of teachers graduating from teacher education programs** and their fitness to serve the purpose expected of them.
- ▶ It gives an opportunity for institutions **to identify their strengths and weaknesses** and promote a culture of positive competition and self-evaluation.
- ▶ This introspective exercise aimed at enhancing accountability and improving quality shall provide the institutions with opportunities for **further development and work as an effective tool.**
- ▶ In fact, many teacher training institutions are in the **process of developing programs and well equipped laboratories after undertaking the self study task** in the process of accreditation.

- ▶ Education is not just a tool of social development but investment for developing human resource and global market.

The dominant features of education in the age of globalization are:

- ▶ i) Trivialization of the goals of education
- ▶ ii) Fragmentation of knowledge
- ▶ iii) Alienation of knowledge from social ethos
- ▶ iv) Determination of the character of knowledge by the market forces;
- ▶ v) Institutionalization of economic, technological and socio-cultural hegemony of the global forces in the curriculum and
- ▶ vi) Introduction of parallel and hierarchical educational streams for different social segments and marginalization of children through competitive screening.

▶ **Globalization:**

▶ It is the process of interaction and integration among people, companies, and governments worldwide.

▶ **Examples –**

▶ **Travel.** The ability to travel and experience other places and cultures.


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▶ **Transportation.** International systems of transportation such as shipping and air travel.


▶ **Media & entertainment:** Media and entertainment such as movies and magazines are commonly distributed in multiple countries. ...

▶ **Law**

▶ **Political stability**

- ▶ **Facebook** is a prime **example** of modern globalization.
 - ▶ **Globalization** is about the **interconnectedness of people and businesses** across the world that eventually leads to global cultural, political and economic integration. It is the ability to move and communicate easily with others all over the world in order to conduct business internationally.
 - ▶ **Characteristics:**
 - ▶ Connectivity
 - ▶ Borderless globe
 - ▶ Free trade
 - ▶ Cultural diversity
 - ▶ Mobility and information technology changes
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▶ **The three dimensions of globalization:**

- ▶ The economic and financial dimension
 - ▶ The scientific and technological dimension
 - ▶ The interdependence of the dimensions of globalization
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Importance of globalization and roles in the 21st century

Globalization is important because –

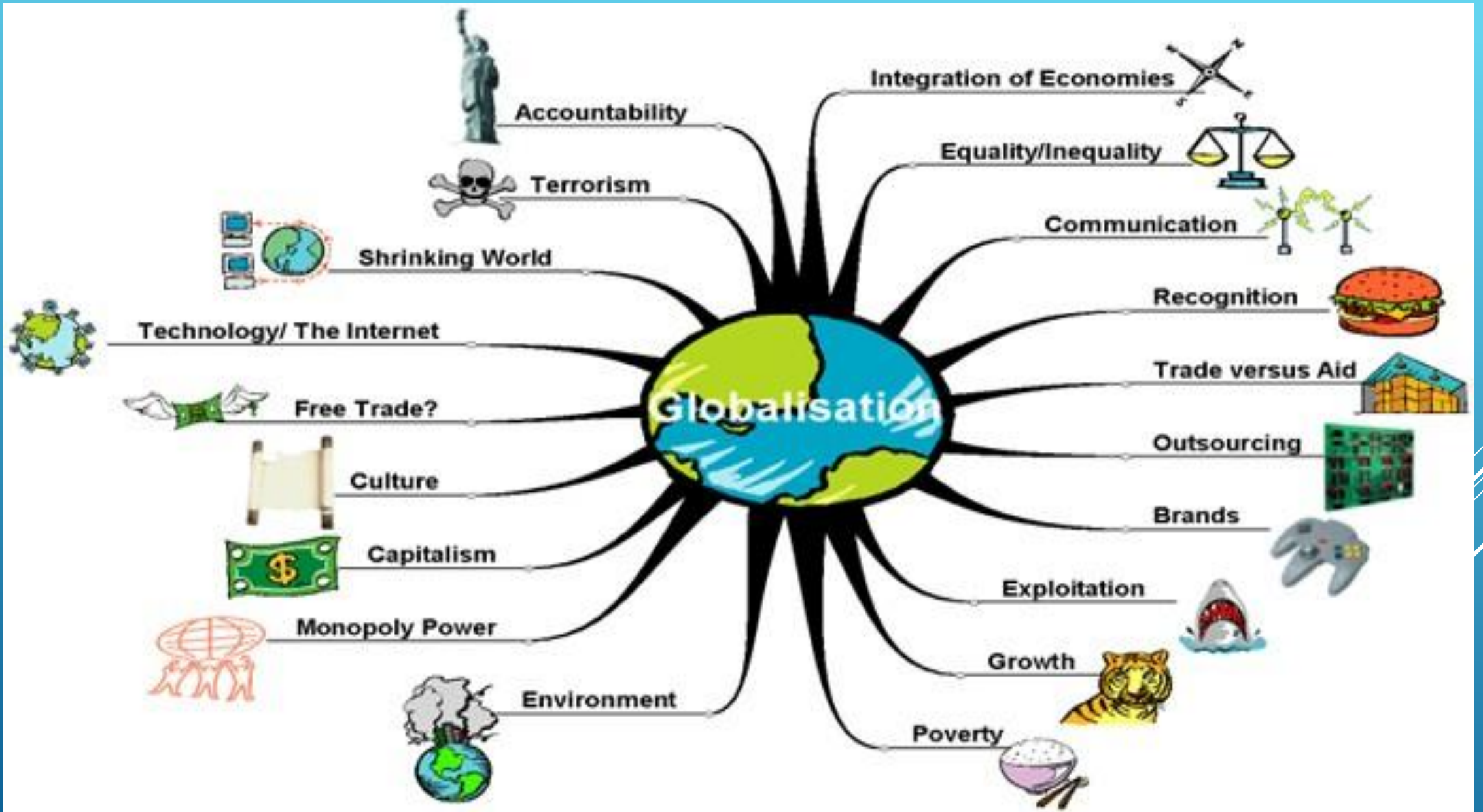
it opens many doors of various fields of study.
It broadens the educational horizons for students

Technology in the world today has made everything easy for students to find detailed information that they are looking for to use for educational purposes.

Students can also learn more about other countries because of the impact of globalization.

Implementing Technology tools to promote Globalization

- **Facebook**- The ability to communicate with people all over the world.
- **Skype (video chatting)**- The ability to have a live visual meeting with people all over the world.
- **Twitter**- The ability to communicate and share information with people all over the world.
- **WikiSpaces**- The ability to share ideas, thoughts and images with people all over the world.
- **Phones**- The ability to verbally and/or visually communicate with people all over the world.
- **Microsoft Office**- The ability to verbally and visually communicate with people through a office setting through email, live chat and instant messaging.
- **WebQuest**- Teachers can create a WebQuest for students to participate in an educational journey on various topics while using the world wide web.
- **Podcast**- Teachers can create a podcast for students to listen to using media. Teachers can use this for creating assignments and students can listen to the podcast as many times as they want.



Importance of Globalization in 21st Education

- The average change to a global job market requires a shift in educational goals and objectives as well as pedagogy (the method and practice of teaching), to ensure our students have the largest advantage possible.
- Whether or not schools can adapt to this changing trend will affect the economy as a whole along with individual workers. According to recent studies, how well students do on international assessments of reading, math, and science predicts their future personal earnings and income distribution as well as national economic growth.
- Graduating students will need the higher-order thinking skills described in the previous section on automation along with global literacy (the knowledge of people and cultures outside the United States) to succeed in the 21st century workplace

▶ <https://www.slideshare.net/shelbbb527/globalization-powerpoint>

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