



## **RESTRUCTURING OF TEACHER EDUCATION CURRICULUM FOR FUTURE TEACHERS IN NET GENERATION**

**Dr. Bhapkar Dattatraya Sambhaji**

Asst. Prof, SVCS B Ed College, MIDC Akkalkot Road, Solapur. Maharashtra.

### **ABSTRACT:**

The Teacher is an important element of any society. The teachers are trained through TEP. The TEP of any country is regulated by the Apex National Body like NCTE in India. The TEP should be developed, implemented, evaluated and restructured in the light of global trends like inequality and Polarization, Population Movements & Cultural Diversity. New Information & Communication technology, globalization, Right to Basic Education to All, Intercultural Education in 21st century skills etc. The Teacher Education Program should be restructured in such a way as to fulfil the trends, the global demands & to make the students learners competent at worldwide level.

**KEYWORDS :** Polarization, Population Movements & Cultural Diversity.

### **INTRODUCTION**

Sir John Adams has said that, "The Teachers are social Engineers and Nation builders". The teachers work at different levels right from KG to PG. The Teachers working at different levels are trained scientifically through a well-thought, well developed & well designed curricula called as Teacher Education Curriculum which consists of different aspects of Teacher's profession. The curriculum of a Teacher Education consists of theoretical content required, practicum component based on theory part, the nature of the content of TEP depends upon ever changing dynamic nature of society & demands from the society. The curriculum of Teacher Education program should be changed / reconstructed after certain periodical intervals, say for every ten years.

The present research Paper has viewed the probable reconstruction of B Ed Curriculum for future teachers. The spread of education in society is at the foundation of success in today's globalized world, where the real wealth of a country is not in the tangible resources but in the knowledge which is the driver of the economic development, Education as an institution & is well recognised as a powerful catalyst for the development & welfare of any society. Teacher is the heart of any educational system around which the entire set up revolves. There is direct relation between the quality of education & standard of teacher education system. The Report of National Commission on Teaching & America's Future (1996) has rightly observed that there is no just way to create good school without good teachers, success in any aspect of reforms depends upon highly skilful teachers. Presenting the Action plan for Teacher Education Reforms & improvement, U S President Barak Obama has said,

"from the moment student enters a school, the most important factor in their success is not the colour of their skin or the income of their parents, it's the person standing at the front of their classroom, America's future depends upon its teachers, That's why we are taking the steps to prepare teachers for their difficult responsibilities. Teacher Education reform Teacher Education Reform

movement is an international trend towards the teacher professionalization. There is sense of urgency to raise the standards of Teacher education across the nation. The pressure is more significant on developing countries to prepare the students to meet the global standards of education.

### **TEACHER EDUCATION REFORMS IN INDIA**

Teacher Education Reforms in India have been a significant concern taken up by Various Education Commissions & Reform Committees since independence. The Indian Education Commission (1964-66) dwelt at length the various issues related to Teacher Education. It has recommended the professionalization of Teacher Education, development of integrated Teacher Education, comprehensive colleges of Education & internship. The National commission on Teachers (1983-85) has recommended five years integrated course & internship. The NPE 1986 has recommended the overhaul of Teacher Education to impart it as a professional orientation and referred to the same concerns voiced by earlier committees.

The National Knowledge Commission in its final report (2006-09) has observed that, the teachers are the single most important element of the school system. Emphasizing the importance of competent teachers, NCFTE 2009 stated that, the quality & extent of learners achievement are determined primarily by teacher competence, sensitivity, & teacher motivation. The NCF 2005 places different demands & expectations on the teachers which need to be addressed by the both initial & continuing teacher education.

The existing teacher Education programs have come under severe criticism for certain reasons like 1) Not addressing the contemporary issues of School Education 2) Not preparing empowered teachers to the changing needs of Schools. 3) Lack of language proficiency among the teachers 4) No articulation between the learning theories & classroom practices

### **The New Teacher Education Program given by National Focus Group on Teacher Education**

The Teacher Education Program need a few tasks to be undertaken. This requires not mere arrangement of existing curricular inputs in TEP. In fact, it requires clear articulation on the substance. TEP has to include Teachers competencies beyond the usual oral verbal ones which are required in the participative learning process, some of them are ---

Identifying sources of information needed by students to generate learning activities & make them available to learners with different learning needs. 1) variety of activities for different learners. 2) Reading material for the stage of learners 3) Group & individual problem solving targets 4) use of study & hands on experience.

### **The Knowledge Building Paradigm : A Model of Learning for Net Generation students.**

Sir Donald Philip has given a Model of Learning for Net Generation students, in which he has given information about the Net Generation

The Net generation ( N Gen ) is defined as the population of about 90 million young people who have grown up / are growing up in constant digital media. Tapscoot ( 1998 ) has thro' extensive interviews identified a number of changes in the way these students think & work, the key characteristics of which is interactivity. Tapscoot has identified 8 shifts caused by interactivity learning as follow

- 1) From linear to Hyper media
- 2) From instruction to Construction & discovery
- 3) From teacher centred to learner centred education
- 4) From absorbing material to learning how to navigate & how to learn
- 5) From showing to life long learning

- 6) From open size fits all to customized learning
- 7) From learning as torture to learning as fun
- 8) From teacher as transmitter to the teacher as facilitator

### **Global Dimension**

Ha Mc Gough and Frances Hunt have given global dimensions in various subjects like Business and Economics, Citizenships, English, Geography, History, ICT, Maths, Modern Foreign Language, Religious Education & Science.

### **Global Trends in Education**

Collin N Power of Queensland University has given Global trends in education as

- 1) Inequality & polarization
- 2) Population Movement & Cultural Diversity
- 3) New information & Communication technologies
- 4) Globalization & Education
- 5) Globalization & Right to basic Education for all
- 6) Globalization & Higher Education
- 7) Globalization & Teacher Education
- 8) Intercultural Education in 21<sup>st</sup> century
- 9) Racism, Discrimination & Protection of Minorities

**TEP's are needed to be restructured in the light about global trends**

### **NEED OF RESTRUCTURING OF TEACHER EDUCATION**

**Prakash Jena has given certain reasons to restructure the TEP's in India , these reasons are ...**

- 1) Curriculum design
- 2) Professional practices
- 3) Qualitative Education in Teacher Education
- 4) Duration of the Course
- 5) Admission Process
- 6) Training Schedule
- 7) Attitude of the Trainee Teachers
- 8) Teacher Educators
- 9) Curriculum Framwork of Teacher Education
- 10) Govt Recruitment process

### **CHALLENGES AHEAD OF TEACHER EDUCATION**

**TEP's in India faces a number of challenges ahead, they are,**

- 1) Professionalism
- 2) Improvement of quality of course content
- 3) ICT Training
- 4) Infrastructural facilities
- 5) Organization of effective student support services
- 6) Prompt reply to queries of learners
- 7) Provision of Educational administration
- 8) Selection of candidates for Teacher Education
- 9) Incorporation of IT in Teacher Education
- 10) Reorganization of Curriculum

- 11) Improvement of Evaluation System
- 12) In service education of teachers
- 13) Standard of TEIs

### **RESTRUCTURING INDIAN B Ed PROGRAM**

Generally in India the duration of B.Ed Programme is one academic year, with some exposure of four years integrated program. The duration of one Academic year B Ed. Program since to be short. Hence it's the time to restructure the B Ed program, as follows

- 1)Duration of the course should be Two academic years
- 2)Restructuring The theory part of B Ed course

- \*Global content I e international Thinkers
- \* Content matter on Human Rights
- \* Comparative study of different Educational Systems in the world
- \* Content matter on Environment & its degradation
- \* Content matter on International Peace
- \* Subject of IT should be made compulsory
- \* Action Research along with research Report should be incorporated in the

### **B Ed curriculum**

- Skills regarding Critical Thinking, problem solving as well as 21<sup>st</sup> century skills should be incorporated
- Modern strategies & Teaching Methods should be incorporated
- Constructivist approach, blending learning, cooperative learning

### **Restructuring Of Practicum component**

- 1) There should be practice lessons based on ICT & ET
- 2) Project on Environment should be there
- 3) Action Research Report should be there to prepare
- 4) Internship of 2 to 3 months with practising schools should be there

### **Restructuring of Evaluation**

Along with written Examination there should be

- 1) Open Book Exam
- 2)Continuous Internal evaluation
- 3) Online examination

Thus, there is wide scope for restructuring of Indian B Ed Program in the light of above global trends

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