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The Critical Evaluation of Educator's Standard of Education

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Abstract:

This paper makes a systematic analysis of the teacher education curriculum reforms in India, and its effectiveness in developing an identity and professionalising teacher Education system of the country independent of its colonial roots. A rich understanding of traits shared by quality teachers will help to inform policy, hiring, and ultimately student achievement. Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well-known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. The intent of the present paper is to enhance the teacher education quality in India by focusing on the emerging issues & related concerns. This paper aimed to provide a conceptual framework to address the critical emerging issues in teacher's education in India. The paper concludes that teacher education system in India calls for revolutionary changes.

Keywords: Teacher education, teacher education curriculum framework, Requisite Standards

INTRODUCTION:

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. As an integral part of educational system, teacher education in India has to be responsive to socio-cultural ethos and national development. It does not consist of institution-based activities only. Its scope has broadened and its objectives have become more focused during the last thirty years. Therefore, it is expected to engage itself in all endeavours of social and national reconstruction and regeneration, address itself to the social and educational problems, fulfil the expectations of the people, accelerate the process of nation building and assist in the realization of constitutional goals. Teacher education cannot remain indifferent to its context and major concerns.

Advanced degrees do not make teachers more effective:

Teacher education finds itself in a critical stage. The evidence is conclusive that master's degrees do not make teachers more effective. In fact, the evidence strongly suggests that rewarding teachers for these degrees is an inefficient use of limited public resources. Some studies have even shown that master's degrees have a slightly negative impact on student achievement. It is found that students of high school math teachers with a masters' degree in mathematics performed slightly better than those of teachers without an advanced degree or a

degree in a subject other than mathematics. However, this same study did not find similar effects from master's degrees in other subject areas. Only one study looked at the impact of elementary teachers earning master degrees in a subject area, and it found no effect. Line channelling public resources to teachers' pursuits of advanced degrees does not appear to improve teachers' effectiveness.

Education courses taken before teaching have little impact on teacher effectiveness:

Education courses have long been roundly accused of failing to increase a teacher's effectiveness; almost every state now has programs that allow teachers to bypass some education course requirements. It is hard to understand how pre-service training can appear to add so little value to a teacher's effectiveness. The prevailing views are that teaching skills must be learned on the job and that education courses lack rigor and true content. Economist Dan Goldhaber offers an interesting insight, theorizing that the apparent lack of an impact from education coursework might be related to the low academic calibre, on average, of the people that take such coursework. Because academic calibre is the most pronounced measurable attribute of an effective teacher, education coursework's true value may be masked by the fact that education schools attract on average less academically talented individuals. The Texas State Board of Education has gone a step further in allowing teachers to work under a full license at the high school level without taking any education courses. The U.S. Department of Education provides substantial funding to the American Board for Certification of Teacher Excellence (ABCTE), a national program that licenses teachers who pass a series of tests but who may not have taken specific education coursework.

Traditional routes into teaching do not appear to yield more effective teachers than alternative routes:

The argument for teacher's effective education tendency is that traditional teacher education programs are said to fail in preparing prospective teachers for the realities of the classroom (Goodlad, 1990). Many teacher educators object that a professional teacher should acquire more than just practical tools for managing classroom situations and that it is their job to present student teachers with a broader view on education and to offer them a proper grounding in psychology, sociology, etcetera. This is what Clandinin (1995) calls "the sacred theory practice story": teacher education conceived as the translation of theory on good teaching into practice. However, many studies have shown that the transfer of theory to practice is meagre or even non-existent. Zeichner and Tabachnick (1981), for example, showed that many notions and educational conceptions, developed during preservice teacher education, were "washed out" during field experiences. Comparable findings were reported by Cole and Knowles (1993) and Veenman (1984), who also points towards the severe problems teachers experience once they have left preservice teacher education. Lortie (1975) presented us with another early study into the socialization process of teachers, showing the dominant role of practice in shaping teacher development.

APPROACH OF TECHNOLOGY IN EDUCATION:

Technology has revolutionized every industry and each component of our culture and society. Now, it is revolutionizing the teacher's education in all parts of the world. Revolution is going on with a swift pace. It is important that teachers can be prepared not only to use today's technology but should be able to handle systematically and analytically about what technology is going to come and evolve afterwards. Today's technology need to be integrated from the tomorrow's technology to achieve the best synergy in quality pedagogy. Educators must be well prepared to work on with such future development.

A new teacher education system must evolve by redefining itself in the spectrum of modern age. Getting teachers prepared and getting prospective teachers with mentors into real classroom settings are two important variables in this teacher's education model.

These days teacher's education system is facing problem of inaptness and irrelevance. Students and scholars spend their adult lives in multitasking, multifaceted, technology-driven, diverse & vibrant world. But, the very same concept of technological interface is missing in teacher's education these days in most part of the world. It must be ensured that all such prospective pre-service teachers have equal access to this new technology regardless of their economic background (Cochran & Fries, 2001). Then the gap between modern teaching methodology and existing traditional teaching methodology may be bridged to certain extent.

NO TEACHER EDUCATION POLICY:

There is no Teacher Education Policy in India. To preserve the identity and sanctity of education, it is high time that we introduce Indian educational services. It is unfortunate that education is not even considered as an entity. Irrespective of geographical and cultural context, education is needed for all and therefore, it should be a national priority instead of leaving the subject in the domain of States. For this education should be shifted to the central list of the constitution from the concurrent list. In order to make it locally relevant, the financial and administrative arrangement be jointly shared, both, by the Centre and States. This would hopefully loose the chains of political interference in the university system.

LITERATURE REVIEW:

The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that: —On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. The Ministry of Education document —Challenge of Education: A Policy Perspective^{ll} (1985) has mentioned, —Teacher performance is the most crucial input in the field of education. The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education

depends more than upon any single factor, upon the quality of their teacher.” In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that, “Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training” In a 2009 town hall meeting President Barack Obama commented, the "single most important factor in the classroom is the quality of the person standing at the front of the classroom." Empirical research affirms this claim, as a broad research base has documented the impact teacher quality has on student achievement (Rivkin, Hanushek, and Kain 2005, Hanushek, et al.2005). Since teacher quality is critically important to student achievement, it is important that policy makers work to improve the quality of teachers in the classroom. The first step in this endeavour is understanding what makes a teacher effective. Teacher effectiveness is a teacher’s ability to improve student learning through empirically defined measures, mainly improved standardized test scores. The research examines teacher inputs and teacher processes as variables that influence student achievement. Teacher inputs are the characteristics and qualifications that teachers bring to the classroom. Teacher processes are the practices and instructional techniques used in the classroom.

SUGGESTIONS:

The profile of a teacher which emanates from the contexts and concerns necessarily implies additional roles besides the conventional ones. The following capabilities and competencies need to be highlighted:

- inculcating the intrinsic and extrinsic values of professional competency, professional commitment and professional ethics
- selecting, organising and using learning resources
- effectively transacting curriculum, selecting and organising educational activities and programmes for learners with special needs
- communicating effectively and responding to the challenges of continuity and change
- inculcating a sense of value judgement, value commitment and value transmission
- understanding the import of inter-relationship between culture and education and 'culture and personality'
- understanding the aspirations and expectations of the community and establishing mutually supportive linkages between school and community
- acting as a change agent for modernisation and development

The educational programmes for prospective teachers, therefore, need to be so designed as to develop in them the requisite potential and capabilities.

General objectives

The general objectives of teacher education derived from the contexts, concerns and issues of education, teacher education and the perceived profile of the teacher, could include the following:

- to promote capabilities for inculcating national values and goals as enshrined in the Constitution of India.
- to enable teachers to act as agents of modernisation and social change.
- to develop competencies and skills needed for becoming an effective teacher.
- to sensitize teachers and teacher educators about emerging issues, such as environment, ecology, population, gender equality, legal

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